

## Educating through sport social transformation: Paths for the implementation of handball in public schools in the metropolitan region I of the State of Rio de Janeiro



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### ABSTRACT

This book was produced from the experience with discipline of Physical Education, result of the research of the professional master's degree New Digital Technologies in Education - MPNTD, of the Centro Universitário Carioca, through the dissertation "Educating through sport is social transformation: Handball in public schools of the state education network in the metropolitan regional I of the state of Rio de Janeiro". The discussions about the practice of handball with children and adolescents combined with the research made us realize the need to produce a text that dealt with the stimuli of the sport in the historical and inspiring perspective, being used as an instrument for the implementation of the project.

The research investigated the importance of sports activities in the public school Colégio Estadual Antônio da Silva, located in the city of the state of Rio de Janeiro of the Metropolitan Regional I,

during the development of the handball project "Educating through sport is social transformation". The choice of this theme is based on my student experience, as I am a student from the sports project of Colégio Estadual Antônio da Silva, a public school in the State of Rio de Janeiro in the municipality of Nova Iguaçu and locus of this research. In addition, I later became a teacher at this school and understood how a sports activity well guided by trained and qualified professionals in the area, helps to improve school performance and reduce school dropout of students who are part of these projects, in addition to contributing to citizenship and training of athletes.

I was also a teacher and coordinator of this project since 2001 and I was able to have the opportunity to systematize the tables with information from 2007 to 2018, thus quantifying the number of students who failed and dropped out of school, presented in the research. The Challenges faced by Physical Education teachers are numerous, thus, initiatives such as the one in this publication represent an important step for the advancement of knowledge, contributing in an evident way to the practice of teachers in the area.

**Keywords:** Handball, Sport, Education, Public School.

### 1 INTRODUCTION

The School Physical Education, a mandatory curricular component, exercises a fundamental role in the integral development of the student. It is an important space for the practice of physical activities, which can contribute significantly to the permanence of children and adolescents in school. It is believed that by offering the practice of Handball to children, adolescents and young people in the community, we facilitate access to the school's facilities, such as a space for leisure and entertainment, but also expand the students' perspective on life, enabling the development of self-knowledge and self-esteem.

Promoting creativity, socialization, autonomy, stimulating the student to their own learning,



questioning and reasoning, are contributions of Physical Education in the school context. In addition to experiencing the most diverse body practices, helping in the student's education, with the inclusion of the development of values such as respect for differences and cooperation.

In this sense, seeking to unite the theoretical reference related to the theme and the research in the field, this study was developed in an attempt to deepen the knowledge related to the sport in Physical Education classes, particularly the handball modality. The text preliminarily contemplates theoretical approaches about sports in the school context, in addition to Physical Education classes, to contribute to the process of insertion of the handball project "Educating through sport is social transformation" in public schools in the state of Rio de Janeiro of Metropolitana I.

For a better understanding of the object of study of this book, the present exposition is arranged in three chapters. In the first chapter, considerations are made about sport in Physical Education, based on the Law of Guidelines and Bases of Education (LDB), National Common Curriculum Base (BNCC) and National Curriculum Guidelines (DCN). In chapter 2, there is a reflection on school failure and dropout, its possible reasons and paths that can be followed by Physical Education teachers to reduce this national problem, in view of the insertion of sports in school, in particular, handball. And in the third chapter, an analysis is made about the importance of the Handball sports project within public schools in the municipality of Nova Iguaçu, more precisely in schools belonging to the state education network of Rio de Janeiro of the Metropolitan Regional I. Also in this chapter, a proposal is presented for the implementation of the project "Educating through sport is social transformation".

Therefore, from the above, it is apprehended that in the current context, it is possible to enable the implementation of sports projects in public schools in the state of Rio de Janeiro in the Metropolitan Regional I, in order to promote the improvement in the performance of students in school development (school performance and school dropout). The proposal contributes to leisure and the availability of body culture practices of movement considered essential necessities to the rights of the citizen.

We hope that the results presented can encourage other schools to adopt sports activities as a strategy to guarantee the rights of children and adolescents, one of the main ones being the right to education.

## **2 SPORT AT SCHOOL: PERSPECTIVES BEYOND PHYSICAL EDUCATION**

The Sport can be defined by different concepts, here it is defined as a methodical individual or collective practice. Otherwise, sport can be conceptualized as an activity that requires exercise, leisure, or as a profession. Sport can be conceived as something organized, which requires management, whether in clubs, academies, professional sports teams, sports schools, sports governing bodies, federations, confederations, leagues, etc. These organizations have physical activity, but they are regulatory in nature. Demanding a series of responsibilities and rights that must come from everyone



who does so. In this sense, the school as a social institution must guarantee the fulfillment of these responsibilities and rights to make education much more integrated, where there is room for reflection on health, leisure and culture. These elements are indispensable for the consolidation of education.

Thus, it is appropriate to discuss the pedagogy of sport, as an educational practice that occurs in a planned way, in the school context, in view of the teaching of physical education regulated by the LDB and the National Common Curricular Base (BNCC). In view of the focus of the research, it is discussed, in general terms, Handball as a sports practice in the school context, curriculumized, in order to favor the improvement of school performance, the reduction of dropout, the formation of citizens and the training of athletes.

## 2.1 PHYSICAL EDUCATION AND ITS IMPLICATIONS FOR SCHOOL PERFORMANCE

It is true that the school institution needs to make major changes, one of the most important being the wide range of sports practices, as many educational institutions still do not have the space to integrate theory and function as physical education.

Sport in the form of sports in Greece is an educational model that sets an example for everyone. As Turbino (1987) observes when talking about sports in the modern and ancient world. To make sense of the world-famous Greek game, it is a collector's symbol. There, important principles ranging from ethics to morality were introduced. Acknowledging the history of Greek civilization, the formation and education of the Greek people was very difficult, when from an early age children were forced to participate in social and sporting life. Finally, the practices of sports in that civilization meant a certain kind of publicity, practice, and reason for respect. This educational model is still an educational tool to rescue children, young people and adolescents who need a magical model of education to attract and enchant the theme, as is the case with sports.

Education is very broad and sport within the school curriculum adds only positive points as it is a rich opportunity to incorporate nation-building values and principles. In the midst of the many social and cultural inequalities, sport comes to alleviate this inequality. As pointed out by the National Curriculum Reference for Early Childhood Education (RCNEI) (BRASIL, 1998), the chances of being adopted by children for fun are very clear. An example of this is the life story of a person who was born and raised in an environment where football is common. Practicing this means they're more likely to fall in love with the game. On the other hand, this right cannot be denied by others who have never had the same opportunity, which is why the school is seen as a gateway to providing a sporting world wonderful for everyone, even in the midst of so many inequalities.

The diversity of sports is flexible, as it has the ability to self-regulate the movement of very different areas of knowledge, allowing theory and practice to unravel, creating interactions that will result in new discoveries and new knowledge as mentioned here. It is important to have this inclusion



in sports practices so that today's education becomes more relevant.

Education and health are the two most important issues to discuss, which are the most important. Thus, Guedes, Legnani and Legnani (2012) state that continuous exercise has a beneficial effect on slowing down and preventing the development of chronic-degenerative diseases. And the best fight against the root of the problem, which is an inactive lifestyle, is causing a lot of disease today. The author also adds that sport is a source of discussion and awareness about the bad eating habits of modern society, which requires continuous work of dietary re-education.

Sports education has the potential to provide two important aspects of a student's life: recreation and entertainment. When a study is moved to release the hormones of happiness and well-being, they can learn more. Regular exercise, as we all know, has many benefits. In this sense, Freitas et al. (2009) clearly state that these practices prevent the development of chronic-degenerative diseases. In addition to providing endorphin release, it helps fight stress. And serotonin also produces a sense of well-being and comfort. Based on this, sports practices can achieve great success, which means that a stress-free title with good comfort, will have great potential for further development.

The Sport Education Institute of Moser and D'Angelo (SANTOS, 2018) argues that people of any age or gender should practice some sports activity, because in addition to being an excellent motor vehicle, it brings benefits of conversation, participation and inclusion. The authors also add that physical activity gives a person happiness. And as a result, Improves quality of life, knowledge and self-confidence. Finally, the authors conclude that sport is an integral part of society, which is very necessary in modern education.

The history of happiness is very important, as it is joy that leads to happiness, and it is in these two stages that personal and social development can be developed. Based on this, the school should function as an agent that provides its students with levels of joy and happiness. In the view of Renata Meirelles (2015), the practice of sports in childhood is very important, because in this age group there is a need to work both the consciousness and the body. It also highlights the great importance of inclusion, strategic development and regulation. A major challenge posed by the author is the issue of work-focused work. Developing a balanced study means being better prepared for the challenges that life will bring.

So, the task of pressing your various aspects of thought and wisdom arises from harvesting a well-crafted theme, even if it comes from somewhere else, this seems to be an act of psychological violence, but in fact it is a lifelong training, which will bring about many situations that will require flexibility during the pressures and difficulties of life. Finally, the author advises parents to pay special attention to the excessive use of technological resources such as video games, cell phones, tablets and physical activity.

In any educational process, there are many problems that need to be overcome and overcome.



One thing would be different with physical education, one of the challenges pointed out by Martins and Fensterseifer (2009), where they expose the need to give subjects the opportunity to address their individual and collective interests, because in this aspect there are always conflicts. Therefore, in order for this educator to be able to properly use physical education as a pedagogical tool, more skills are needed. This responsibility cannot be overlooked, let alone denied. Because the role of the school is to create a subject prepared with his or her competencies and abilities well structured, and sports practices become a strong ally in this process.

According to Zaffalon Jr., Medeiros and Silva (2012), one of the many objectives of sport is to learn to overcome, which will allow this subject to become a stronger person, prepared for the society in which we live, developing moral values and ethical principles. This means that education is not enough to form the subject of scientific theories and concepts, it is necessary to prepare and mold a person for active life. This goal is wonderful and difficult at the same time, because this preparation, which every being needs to succeed in life, depends on several factors, such as: time, place where they are inserted, current values, lifestyle and beliefs. All these aspects must be respected, and it is on the basis of this respect that sports education must be carefully thought out.

Another great need that society has been posing for many years is pointed out by Campos (2000), who comments that practicing sports in daycare centers and, consequently, in primary schools is a fundamental right that must be respected as a fundamental right to the education of our children. Author of the emphasis on ball games for boys and girls. Such sports practices encompass ethical, social or cultural values. And if we contextualize this idea, it is clear that this reality is stark, because ethics is the north that leads to the movement of people. In addition to the benefits of quality of life and group coexistence, because man is a social being.

Thus, the school plays an important social role in the formation of the subject, and this happens in the schooling process. Thus, just like school, sport is also a social agent, as described by Derby (2017), who defines it as a sociocultural phenomenon. These words clash with reality to understand more clearly how much society needs to introduce sports practices to provide leisure, distraction and social integration, but it is a matter of public health, because a sedentary lifestyle affects a large part of the population, and can be considered a health risk, since it can contribute to the involvement of various diseases. Hence the need to introduce more and more sports practices in the school space to treat the part of this population that suffers from the bad age at which it is so worrying.

The development of communication and information technology has expanded with gigantic speed, and it has also been useful for sports practices. According to Paes (2009), sport has been divided into distinct areas, such as sports engineering, sport pedagogy, sports psychology, sports science, sociology of sport and sports medicine, where there are special courses in these areas, and the work has expanded significantly in these important areas, so our schools must adapt to these needs.



Paes (2009) concludes that sport is integrated with other existing sciences, and that these fields are growing and spreading around the world, where colleges, universities and institutes have adapted to this new demand. And this whole process of evolutionary learning is very attractive because it makes knowledge more dynamic and demanded.

Knowledge is evolving and modernizing at every moment, gaining a new look, unfortunately, in an academic environment where many educators who do not recognize the relevance of sports practices to the school context, unfortunately, there is still a lot of ignorance. Based on this, Cavalaro and Muller (2009) comment on the importance of sports practices from early childhood, accompanied by the nomenclature of the "movement" axis, which is a mandatory component in daily activities, to allow more discovery and knowledge of one's body, to value healthy habits, and to value one's own health and well-being. Finally, the authors add that physical activity contributes positively to the enrichment of play, the use of different languages and the child's creative abilities.

Building a more effective school requires numerous short- and long-term actions and interventions. One of them is to pay special attention to it, in addition to of greater financial and pedagogical investments necessary for school success.

Aguiar (2010) says that sport has the magic of playing, something that is always positive in the educational process. Tubino (2010) also adds that sport is an excellent resource for human coexistence. At the same time, it is enough to use the pedagogical weapons correctly for the sake of more socialized and productive learning.

Given all the above, this does not mean that physical education is a magic formula for all existing educational problems, but it is an ally that can add many positive points. As Dimas (2013) describes, we face a very difficult reality, as there are no major changes in educational policy, poor management of money for education, adequate school infrastructure, etc. There will always be obstacles in the learning process, because learning is a complex process, and within this complexity it requires a set of actions and interventions to achieve the expected objective: the meaningful study of this subject is subsidized by sport.

## 2.2 CONSIDERATIONS OF LDB AND BNCC ON PHYSICAL EDUCATION IN THE AREA OF LANGUAGES AND THEIR TECHNOLOGIES

School physical education activities are considered in Article 26 of the LDB, as provided for in all modalities of basic education teaching, having as a parameter a common national base, that is, a curriculum that meets the levels of early childhood education, elementary and high school, respecting the diversities and specific characteristics of each region, as provided:

Art. 26. The curricula of early childhood education, primary education, and secondary education must have a common national basis, to be complemented, in each education system



and in each school establishment, by a diversified part, required by the regional and local characteristics of society, culture, economy, and learners (BRASIL, 2022, p. 20).

More specifically, physical education is addressed in § 3 of this same article, when determining its obligation in terms of supply; and optional for student participation, as it describes:

§ 3 Physical education, integrated into the pedagogical proposal of the school, is a mandatory curricular component of basic education, and its practice is optional for the student: I – who fulfills a working day equal to or greater than six hours; II – over thirty years of age; III – who is performing initial military service or who, in a similar situation, is obliged to practice physical education; IV – supported by Decree-Law No. 1,044, of October 21, 1969; V – (Vetoed); VI – who has offspring (BRASIL, 2022, p. 21)

Such determinations imply the responsibility of the State to offer this discipline, in an integrated way to the common national base and to the pedagogical proposal of the school, taking into account the peculiarities of each educational institution and the community in which it is inserted. To this end, it is essential that the school offers quality pedagogical and structural conditions, so that these students have access to physical education activities that arouse their interest, their will and respect each student, acting in an inclusive way.

Paragraph 2 of Article 35-A, when addressing the National Common Curriculum Base (BNCC), explains that it must, "referring to high school, mandatorily include studies and practices of physical education, art, sociology and philosophy" (BRASIL, 2022, p. 26). This inclusion is also present in all basic education, when analyzing Article 27 of the LDB, which determines the following guidelines for the formulation of curricular contents:

I – the dissemination of values that are fundamental to the social interest, to the rights and duties of citizens, to respect the common good and to the democratic order; II – consideration of the schooling conditions of the students in each establishment; III – orientation to work; IV – promotion of educational sports and support for non-formal sports practices (BRASIL, 2022, p. 22).

In each item of this Article 27 of the LDB (BRASIL, 1996), there are relevant aspects present in the Federal Constitution, to the democratization of education, for the promotion of the realization of a democratic society. valuing fundamental and social rights and the duties of citizens; respect for the cognitive conditions of each student's schooling; the promotion of education that guides young people towards integration into work; and the "promotion of educational sports and support for non-formal sports practices" are aspects that are intertwined, raising the gaze on the role of physical education and sports in school, as essential instruments for the formation of citizens, improvement of the quality of teaching and training of athletes.

The BNCC is focused on competency-based teaching, so that students develop important skills for solving problems in different social and work spheres, as well as in the subjective issues of the individual, regarding emotional intelligence, physical and mental health, good interpersonal relationships. Mastery of technologies to develop and make use of them is present throughout the



document, as a competence inherent to all disciplines. This is a need for all subjects, as they already live in a digital world, of interpersonal relationships built beyond of the face-to-face format, through computer screens, smartphones, tablets and TVs.

This global interactivity while including people from different cultures, making access to knowledge broader and faster; it also excludes, because it must be admitted that in such an unequal country, and with deep scars from the latest events during the Covid-19 pandemic, which have hurt families, education and work in such a way as to create almost insurmountable abysses, increasing hunger, misery and social isolation, the use of technologies, from this moment in 2023 cannot be seen only as a curricular component, but as a necessity to reduce these social and economic disparities and increase equity.

According to the BNCC, Physical Education is part of the area of Languages and its technologies (LGG), along with the disciplines of Arts, English Language and Portuguese Language. The 5th general competence of Basic Education provided for in the BNCC already points to technology as a relevant aspect in all modalities and levels of education, as can be seen:

Understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in the various social practices (including school ones) to communicate, access and disseminate information, produce knowledge, solve problems and exercise protagonism and authorship in personal and collective life (BRASIL, 2018, p. 9).

Such general competence is present in all disciplines, including Physical Education. Thus, it is advisable to promote Physical Education classes and sports activities at school, which contemplate new technologies not only as research tools, but also as instruments of sports practice. Also according to the BNCC, it is up to the school to promote the exercise of autonomy, offering adolescents "conditions and tools to access and interact critically with different knowledge and sources of information" (BRASIL, 2018, p. 60). Digital tools are part of a culture already established in most urban centers and even in quilombola or indigenous communities, being essential for their survival, promoting access to information and communication for the resolution of various daily problems.

In this context, it is necessary to consider the youth culture, with its own characteristics, which are part of the school routine. Thus, it is up to educators to dialogue with such specific forms of expression, as highlighted by the DCN (BRASIL, 2010).

This whole scenario imposes challenges on the school to fulfill its role in relation to the formation of the new generations. It is important that the school maintains its commitment to stimulate reflection and in-depth analysis and contributes to the development of a critical attitude in the student towards the content and the multiplicity of media and digital offerings. However, it is also essential that the school understands and incorporates more the new languages and their modes of functioning, unveiling possibilities of communication (and also of manipulation), and that it educates for more democratic uses of technologies and for a more conscious participation in digital culture. By taking advantage of the communication potential of the digital universe, schools can institute new ways to promote learning, interaction, and the sharing of meanings between teachers and students (BRASIL, 2018, p. 61).





Thus, as technological tools are inserted in the context of physical education and sports at school, in human experience and doing, ethical and behavioral issues emerge, providing reflections that lead teachers and students to a broader awareness of themselves, of the other and of interpersonal relationships inserted in the world. In this regard, Freire (2018) dimensions human beings as people who, when acting in the world, observe and interact with it, distinguishing themselves from the other and from this world in which they are inserted, taken by a desire to understand themselves, the other and the place in which they are inserted, transforming them and transforming themselves. There is in his words a deep understanding of the human nature of beings who, educated for the exercise of autonomy while Admire or world or they understand, driven by curiosity, by the desire to be more (FREIRE, 1996; 2018).

By proposing sports activities at school, that take into account the different technologies, the Teachers contribute to this broad formation of consciousness, preparing adolescents to act in the world in a critical and reflective way, transforming it as a it transforms itself. Such a change, however, It needs to be supported by a clear perception of democratic principles, respect for human dignity, life and the environment, with a view to creating means to ensure that human rights.

In addition to the sports-themed unit, there are areas of gymnastics, dances, fights and practices Adventure bodies. For each unit there are knowledge objects and skills. Such technologies can be inserted in sports, which are present in the BNCC as a thematic unit, including, for the final years of elementary school: "Net/wall sports; Field and bat sports; Invasion sports; Combat sports" (BRASIL, 2018, p. 236). The object of knowledge "Network/wall sports" enables a vast array of sports that can be practiced in the school environment and even beyond the school walls, promoting the interaction of students from different schools, through tournaments, championships, favoring a linguistic, body, emotional and cultural experience that positively interferes in the formation of these adolescents as well as in high school students. As they play, they study rules, They interact, listen and perceive their body and that of the other in space, learn to live together in a healthy way, having the opportunity to create strategies for resolving conflicts and other problems that are part of the social experience.

Thus, several skills are exercised, depending on the direction and opportunities that teachers give to students, which lead to the construction of essential competencies for social and political coexistence in a democratic context. The BNCC emphasizes, in addition to general skills, the specific skills that each student must build throughout basic education. The skills of the final years of elementary school are distinguished by object of knowledge and thematic unit, as can be seen in Chart 1.



**À Luz by Paulo Freire**

Only man, in fact, among incomplete beings living a time that is his own, a time of what-to-do, is capable of admiring the world. He is capable of objectifying the world, of having in it a "non-self" constituting his ego, which, in turn, constitutes him as the world of his consciousness. The possibility of admiring the world implies being not only in it, but with it; it consists in being open to the world, grasping and understanding it; it is to act according to its purposes in order to transform it. It is not simply responding to stimuli, but something more: it is responding to challenges (FREIRE, 1969, p.1).

Table 1 - Physical Education Skills - Thematic Unit - Sports - Final Years of Elementary School

KNOWLEDGE OBJECTS	SKILLS
Net/Wall Sports Field & Stick Sports Invasion Sports Combat Sports	(EF89EF01) Experiment with different roles (player, referee and coach) and enjoy net/wall, field and club, invasion and combat sports, valuing collective work and protagonism.
	(EF89EF02) Play one or more net/wall, field and club, invasion and combat sports offered by the school, using basic technical-tactical skills.
	(EF89EF03) Formulate and use strategies to solve technical and tactical challenges, both in field and club, net/wall, invasion and combat sports, as well as in the sports chosen to practice in a specific way.
	(EF89EF04) Identify the individual technical or technical-tactical elements, tactical combinations, game systems and rules of the sports modalities practiced, as well as differentiate the sports modalities based on the criteria of the internal logic of the sport categories: net/wall, field and club, invasion and combat.
	(EF89EF05) Identify the historical transformations of the sports phenomenon and discuss some of its problems (doping, corruption, violence, etc.) and the way the media presents them.
	(EF89EF06) Verify places available in the community for the practice of sports and other body practices themed in the school, proposing and producing alternatives to use them in free time.

Source: Brazil (2018, p. 236-237)

Such skills are also present in high school, however, with a more specific approach, aimed at young people and adults. For these students, physical education is developed with cognitive and social aspects as guiding elements, in order to promote social protagonism, based on the mastery of specific body, verbal and non-verbal skills (BRASIL, 2018).



In the area of Languages and their Technologies, Physical Education enables students to explore movement and gestures in bodily practices of different cultural groups and analyze the discourses and values associated with them, as well as the processes of negotiation of meanings that are at stake in their appreciation and production. In this sense, it stimulates the development of intellectual curiosity, research, and argumentation skills (BRASIL, 2018, p. 483).

Thus, sport as an activity practiced in the school environment, in the after-school period, emerges as a curricular action, meeting the dictates of the BNCC. Handball, as an invasion sport, has been a sport of wide acceptance and reach, in view of several factors, such as the low cost of structural and material resources, the integration between students and between them and others from other schools, the valorization of studies as paths to cognitive, social and economic development; self-knowledge and the development of new skills and competencies that contribute to well-being.

### **3 SCHOOL DROPOUT AND FAILURE: A PROBLEM FROM THE PERSPECTIVE OF PHYSICAL EDUCATION**

The problem of school failure nowadays is discussed in detail with a series of factors, such as: social, economic, cultural, psychological and environmental. Although emphasis is placed on the educational process that takes place in the classroom, where we have a major barrier to the lack of relationship between teacher and student and the experience they face, which often results in poor performance. Fini (1996, p.66) comments on the success and failure of the apprentice, showing that:

The research shows the errors and injustices that can be caused when a student is accused of some form of school failure and fails to evaluate each situation critically and completely, taking into account the political-philosophical situation of the school and the teachers their responsibility.

Thus, as Perrenoud (2000) states, the deterioration of the cognitive process is the result of a low level of teaching, which the school presents as the only problem for the student to hide his flaws. For Weiss (1992, p.2), "failing in school is the student's inadequate response to the school's need or demand". The school often blames the student for his/her failure, getting rid of the blame, mainly, for the bad behavior of the teachers, which does not contribute to a satisfactory school environment, as pointed out by Scoz, (1994): The case is still largely due to individual problems of the students, given the teacher's response to certain aspects of teaching in schools, with various contexts using tactics to blame the victim for their own failures.

Thus, it is observed that the factors that contribute to learning disabilities have several choices, that is, they have several underlying causes. One of the components of this process, the curriculum is sometimes inadequate, a evaluation program that favors the student's growth; inadequately conveyed to the student and the lack of touching relationships between teacher and student.



Another relevant factor is that the evaluation focuses on school failure, as pointed out by Sacristán (2000), stating that the evaluation serves as a focus on motivation and self-confidence. Students who benefit from this program succeed as positive reinforcement, however, those who do not achieve satisfactory results are discontinued. Therefore, it is necessary to review the school examination procedure from an integrated, innovative and inclusive concept. Thus, it requires change and posture from the teacher, who considers himself to have a role in overcoming the student's failure in the school environment.

Other causes are more evident, as highlighted by Scoz (1994) and Fini (1996): 1) Social diversity; and 2) Active and emotional in the school environment. Both reasons lead the gaze to the endogenous and exogenous factors, emphasizing the figure of the student as a being constructed not only physically, but emotionally, environmentally and socially, suffering and exerting influence on the environment where he lives, in a historical and temporal way.

When analyzing the Social Diversity factor, Scoz (1994) points out that the lack of motivation of students from socially disadvantaged groups, whether economically or culturally, severely impaired the learning process, which caused them not to achieve satisfactory results in their school performance. Thus, social inequalities, sometimes recurrent in the school environment, can justify the failure of students from the lower classes of society. In this context, Scoz (1994, p.7) argues that "social inequality, hidden under the pretext of personal inequality, puts psychology out in the open, funding schools to justify student inequality in highly advanced grades". Thus, school failure is directed towards the figure of the student, as responsible for this insufficient performance, avoiding the educational institution's responsibility for reducing inequalities.

However, the school should seek measures to reverse the high failure rate in school, in order to increase the probability of access and permanence of these students on the school premises, motivating them to actively participate in the teaching and learning process. This implies an effective democratization of the school, mirrored in management, structure and teaching instruments that foster critical and social awareness, citizenship and joint action of the school community, together with the competent bodies, for the improvement of the quality of education.

The other factor pointed out by Scoz (1994) and Fini (1996), "Active and emotional in the school environment", reinforces the intrinsic issues of the subject as an emotional being, who is influenced by the environment where he lives, both in the way he thinks and acts through himself and the world. The student begins to show some degree of inhibition, insecurity and even neglect of school, as their self-esteem creates problems in their learning, as well as in their practice. In this sense, Fini (1996, p.73) explains that "deficient teaching, discrimination and stigma can contribute to the student's ability to introduce behaviors that are perceived as academically difficult and ineffective".

At the same time, the act of teaching in the school system becomes one of the axes of change



that can strengthen the dominant ideology in the school, expressed in the process of selection and social exclusion. Esteban (1992, p.77) reinforces the argument by stating: "The idea is created that good students will achieve the best social positions, based on personal gain. Likewise, he blames those who fail for their failures. They fail because of a lack of individual competence." In this case, according to Esteban (1992), school failure is used to justify social leadership, that is, it is necessary to redefine school failures in the redefinition of teaching practice in the daily life of the classroom, because just as the teacher's action contributes to success, it also contributes to failure.

In Garcia (1992), several prejudices permeate the school environment in which the school expresses cutting-edge ideas, concealing the school's failure to seek similarity, maturity or readiness in the face of diversity. Thus, Esteban (1992, p. 78) points out:

Often, the school gives a "mistake," a representation of ignorance, a definition of failure. Faced with the goal of success, he avoids it, denying the whole importance of teaching. "Error" identifies the reader as "illiterate," one who is excluded, and for this reason is labeled incompetent. The inevitable "mistake" in the learning process is aggravated, making it difficult for the child to listen and express his or her true learning and development process.

Such a view stems from the inability to recognize the "error" as part of the information construction process. Thus, the school hides the problem of failure, in which the error serves as a shield, instead of using it as a source of student success, a great challenge for teachers, especially in public schools. Leaving school to dedicate oneself to work is a historical fact for many young Brazilians.

Children and adolescents whose mistakes are pointed out as synonymous with incapacity, incoherence and even failure, have negative reinforcement in them, which produces discomfort, insecurity, a feeling of inferiority, discouragement, and even school dropout. This conception of error is long overdue. Piaget (1974; 1976), when talking about the stages of development of intelligence, clarifies that these are hypotheses that are constructed until reaching the concept, format, answer or solution to the problem identified or pointed out. When the cognitive levels of children and adolescents are not respected, nor are their diverse potentialities and intelligences valued, they tend to give up because they feel unable to advance and meet the expectations of the school and the family. Thus, school dropout permeates, in addition to socioeconomic conditions, such as the need to work to help support the family, the lack of understanding of the school and the family in relation to the individual cognitive and emotional issues of each student.

In 2012, the average schooling increased to 9.8 years, a considerable increase compared to the averages of previous decades. In 2020, this average increased to 11.8 years. This average is close to the goal of the National Education Plan (PNE) 2014-2024, regulated by Law No. 13,004/2014, of reaching a minimum of 12 years of schooling (BRASIL, 2021a). According to the PNE 2014-2024, there are 20 goals to be achieved in order to meet the educational guidelines. The goals are structured



into four main groups:

#### **How to deal with error?**

The first thing What we must examine is the very notion that error is unequivocally an indication of failure.

The second Intriguing question is that, interestingly, failure is always the failure of the student. What you would like to demonstrate is than The finding of an error does not us Indicates Immediately, there was no learning, nor us unequivocally sound noise, Be of learning, or of teaching (AQUINO, 1997, p. 12).

- Structuring goals to guarantee the right to quality basic education: Goal 1, Goal 2, Goal 3, Goal 5, Goal 6, Goal 7, Goal 9, Goal 10, Goal 11.
- Targets aimed at reducing inequalities and valuing diversity: Target 4 and Target 8.
- Targets for valuing education professionals: Target 15, Target 16, Target 17 and Target 18.
- Goals related to higher education: Goal 12, Goal 13 and Goal 14 (BRASIL, 2015a, p. 13).

In order to achieve the "Guidelines for the promotion of educational quality", Goal 7 indicates that it is necessary to "promote the quality of basic education in all stages and modalities, with improvement of school flow and learning" (BRASIL, 2015a, p. 115). To this end, the following parameter is the increase in the averages of the Basic Education Development Index (IDEB), reaching the scores indicated in Table 1, until the year 2021.

By analyzing Tables 1, 2 and 3, it can be seen that the IDEB goals stipulated by MEC for the public network of the final years of elementary school and high school, for the years 2015 to 2021 were not achieved. In 2015, the North (3.9) and Northeast (3.8) regions achieved the lowest scores (BRASIL, 2015a; 2015b). Although the South, Southeast, and Midwest regions achieved better scores, no region achieved scores above 5.0. As for Rio de Janeiro, it obtained the lowest score in the Southeast Region (4.0) (Table 2).



Table 1 – IDEB Grade Target (PNE 2014-2024)

Nível de Ensino	2015	2017	2019	2021
Anos finais do ensino fundamental	4,7	5,0	5,2	5,5
Ensino médio	4,3	4,7	5,0	5,2

Source: Brazil (2015a, p. 115)

Table 2 – IDEB grades – Final years of elementary school – Public school system (2015-2021)

Locality	IDEB 2015	WHEN HE TURNED 2015	IDEB 2017	WHEN IDEB 2017	IDEB 2019	WHEN IDEB 2019	IDEB 2021
<b>BRAZIL</b>	4,2	4,5	4,4	4,7	4,6	5,0	4,9
<b>SOUTHEAST</b>	4,5	4,9	4,6	5,1	4,9	5,4	5,1
<b>RIO DE JANEIRO</b>	4,0	4,4	4,2	4,7	4,4	5,0	4,8

Source: Brazil (2015b; 2017; 2020; 2022c)

In 2019, the North and Northeast regions once again obtained the lowest scores (4.2); and the states with the lowest scores were Bahia (3.8) and Rio Grande do Norte, which achieved the lowest score in the country (3.6) (BRASIL, 2020). Already in the Region In the Southeast, the same score as in 2017 (4.9) was maintained, indicating stagnation. However, in 2021 it showed an improvement with the reach of (5.1), as shown in Table 2. As for Rio de Janeiro, there was a growing improvement in the achievement of the grades, although these do not represent the estimated target.

Table 3 - IDEB Grades – High School – Public Network (2015-2021)

Locality	IDE B 2015	WHEN HE TURNED 2015	IDEB 2017	WHEN IDEB 2017	IDEB 2019	WHEN IDEB 2019	IDEB 2021
<b>BRAZIL</b>	3,5	3,9	3,5	4,4	3,9	4,6	3,9
<b>SOUTHEAST</b>	3,7	4,1	3,6	4,6	4,1	4,8	4,1
<b>RIO DE JANEIRO</b>	3,6	3,7	3,3	4,1	3,5	4,4	3,9

Source: Brazil (2015b; 2017; 2020; 2022c)

When analyzing the 2015 High School data, the national data show a pattern (3.5) between



2015 and 2017; and between 2019 and 2021 (3.9). There is a drop in grades, comparing them to those obtained in other teaching modalities. Sergipe and Bahia had the lowest IDEB scores in high school - scores below 3.0. It should be noted that the Southeast Region (3.7) obtained the highest score among the regions of the country; and Rio de Janeiro, scored higher than the national average in 2015; lower in 2017 and 2019; and the same in 2021, as shown in Table 3 (BRASIL, 2015b; 2017; 2020, 2022c). Still regarding 2019:

From the analysis of the performance of the state high schools installed in the different municipalities of the states, it can be seen that the percentage of municipalities in the North (39.4%) and Northeast (21.1%) regions with IDEB performance below 3.1 are the highest in the country, contrasting with the performance of the Southeast, where only 2.0% of the municipalities have such a low performance. At the other end of the spectrum are the states of Goiás (81.6%), São Paulo (81.2%), Pernambuco (76.1%) and Espírito Santo (70.7%), with the vast majority of their municipalities having performance of the state high school network equal to or higher than 4.2 (BRASIL, 2020, p. 70).

It is observed that as the series progresses, there is a downward trend in IDEB scores. Factors such as school dropout, the relationship between test content and content applied in the classroom, the structural way of applying tests, in addition to the effects of Covid-19 can influence this drop in school performance in High School.

To evaluate the 2021 IDEB, it was necessary to make a differentiation, due to the changes resulting from the Covid-19 pandemic, considering the schools that had effective classes, even if at a distance; and those who were unable to participate in this evaluation, due to insufficient use or data. Due to the interruption of face-to-face classes, school closures and return to hybrid or face-to-face teaching, still under the effects of the pandemic, the school year of many educational institutions was not completed in the current year, which led many schools not to participate in this IDEB assessment.

IDEB data are obtained from the participation of students in the Basic Education Evaluation System (SAEB). The results are obtained from the performance in the SAEB and the approval rates, which are calculated from the information available in the 2021 School Census, which presented specific atypical data. In 2020, there was an average of 279 days of suspension of classes and in 2021, about 100 school days were remote classes (BRASIL, 2021b).

In order to mitigate the impact of the pandemic, the schools pointed out pedagogical and school management strategies, adopted in the 2021 school year, among which the following stand out: active search to cope with school dropout (76.5%); assessment of students' learning gaps (70.9%); tutoring or tutoring (46.2%); increase in the daily workload of face-to-face activities (5.7%); curricular reorganization with prioritization of skills and content (72.3%) and curricular complementation with extension of the school day in the 2022 school year (17.2%) (BRASIL, 2021b, p. 2).

Thus, in view of the unfulfilled 2020 school year, the 2020-2021 curricular *continuum* measure was adopted, as a recommendation of the National Council of Education (CNE), "involving the replanning of the curriculum and the school calendar in order to ensure the inclusion of any objectives





not met in 2020 in the 2021 school year" (BRASIL, 2021b, p. 2). The criteria for approval were also modified, considering that the difficulties faced were due to public health reasons, as well as the economic, psychological and social reasons resulting from the pandemic, in order to reduce educational losses.

As a consequence of this scenario, a considerable increase in the approval rates of the public network was observed for the years 2020 and 2021, when compared to the rates of the pre-pandemic period (2019). The approval rate of public elementary education increased from 91.7% in 2019 to 98.4% in the first year of the pandemic, in 2020 (change of 6.7 p.p.), reducing to 96.3% in 2021 (still 4.6 p.p. higher than in 2019). In the same network, for high school, the approval rate went from 84.7% in 2019 to 94.4%, reducing to 89.8% in 2021 (BRASIL, 2021b, p. 3).

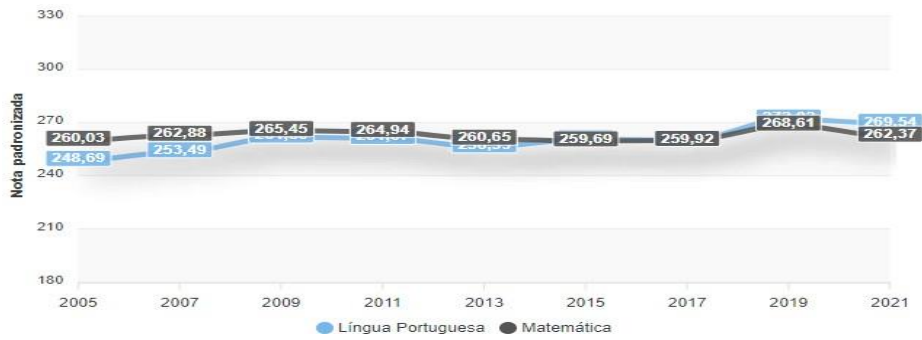
In this way, it can be deduced that the approval rates do not correspond to the same parameters as in previous years, as well as the grades obtained in the IDEB. It is also recognized that the impacts of the pandemic have negatively interfered with learning and indicator values. Schools that had insufficient data, such as having fewer than 10 students enrolled in a given year and modality of education; do not present a sufficient approval rate or participation rate, did not take the IDEB 2021 evaluation.

Once again, it can be seen that the High School presented more worrying data regarding school performance, a fact that may have interfered in the non-participation of some students in the evaluations of the National High School Exam (ENEM) or in the low rate of achievement in this Exam. "11,117 schools in the initial years, 12,956 schools in the final years and 10,836 secondary schools did not have IDEB 2021 released due to criterion J of item 3 (participation rate less than 80%)" (BRASIL, 2021b, p. 7), according to determination of Ordinance No. 399 of September 2, 2022.

As for the proficiency levels in Portuguese and mathematics, when analyzing the evolution of SAEB scores from 2005 to 2021, it is observed that the variation is very low, with standardization. Portuguese Language obtained grades between 260 and 269 approximately; and Mathematics obtained results between 248 and 262 approximately, with an improvement in performance with a higher proportion in this discipline, as can be seen in Graph 1.



Graph 1 – Evolution of SAEB scores from 2005 to 2021  
Evolução nota SAEB



Source: IDEB (2021, online)

As for the high school approval flow from 2005 to 2021, there is an increasing variation, from 62.7 (2005) to 90.4 (2021), in the 1st year; from 72.7 (2005) to 88.1 (2021), in the 2nd year; and from 79.4 (2005) to 91.2 (2021) in the 3rd year (Graph 2).

Graph 2 – Approval flow from 2005 to 2021 – High School  
Evolução Fluxo



Source: IDEB (2021, online)

School dropout is another factor that stands out in High School since 2020, with numbers much higher than in Elementary School, as much as the failure rate. On the other hand, the approval rate was lower in high school, as shown in Chart 1.



Table 1 – Achievement rates by school stage (2021)

	Reprovação	Abandono	Aprovação
Anos iniciais	<b>1,6%</b> 234.785 reprovações	<b>0,7%</b> 108.025 abandonos	<b>97,6%</b> 14.190.841 aprovações
Anos finais	<b>2,5%</b> 294.911 reprovações	<b>1,8%</b> 216.020 abandonos	<b>95,7%</b> 11.471.019 aprovações
Ensino médio	<b>4,2%</b> 320.149 reprovações	<b>5,0%</b> 380.505 abandonos	<b>90,8%</b> 6.952.517 aprovações

Source: IDEB (2021, online)

We can understand that truancy is a growing problem, affecting public schools. Many discussions and debates have been held to try to find the "responsible" ones also the "solution" to this problem. Therefore, the thought took as a point of contention the role of the categories: family, school in relation to the student who lives in the school environment.

In Brazil, this problem needs to be faced, as it is not an issue limited to a few educational institutions, but a systemic one, which mainly affects the poorest classes. Sometimes it goes hand in hand with the needs that students go through, such as a small family income, resulting in an increase in the number of young people who leave the classroom to work.

Despite being an old problem, dropout continues to this day, although improved in Elementary and Secondary Education, there are situations, which have intensified with the Covid-19 pandemic, such as school dropout, due to the need to work to provide for oneself and family. Getting involved in crime and violence is one of the most common ways to avoid this. According to Queiroz (2011, p.2),

School dropout, which is not a problem restricted to a few school units, but is a national issue that has played a significant role in teaching and research discussions in the Brazilian state, as well as issues of illiteracy and lack of awareness among academics, low income, and critical working conditions.

As a result of this problem, teachers are becoming increasingly concerned about children going to school but not staying at home. Meneses (2011, p. 01) points out that "the problem of dropout is a historical issue, aligned with elite politics, in which successive government interventions alter the school system". In this understanding, Azevedo (2011, p.05) reinforces the argument by stating:

The problem of school dropout and recidivism has been one of the biggest challenges faced by the public education sphere, as the causes and results are linked to several factors, such as social, cultural, political and economic, and the school in which teachers live. daily so that the problem worsens, considering the outdated didactic practice.

Sometimes, the reasons for dropping out of school can be cited from the moment the student



leaves school to work; when entry and security conditions are fragile; the schedules do not match the obligations they are obliged to fulfill; dismissals due to vacancies, lack of teachers, lack of teaching materials; And they also drop out of school because they feel that the education they receive is not important to them.

According to Charlot (2000, p. 18), dropout problems can be identified by several factors, such as:

About learning... about the effectiveness of teachers, about public service, about equal opportunities, about the resources that the country must invest in its educational system, about the crisis, about the ways of life and work in the society of tomorrow, about the forms of citizenship.

In this context, there is no school failure, but students who can learn what you want them to learn. For this reason, we see such a high rate of dropouts. In view of the above, it is clear that the issue of schooling needs to be analyzed through a series of debates that identify different causes and possible solutions in different fields.

In Nunes, Gonzalez and Garanhani (2011), the family is still an important part of education, but the reasons for school dropout include deeper problems. The biggest problem is the unequal distribution of income and the teaching method that meets nineteenth-century norms.

According to Digiácomo (2011), school dropout is a chronic problem throughout Brazil, often seen as impractical and tolerated by schools and educational programs, that reaching a high level of acceptance in the classroom is not enough. We count the "dropout" of many during the school year.

Digiácomo (2011) goes on to point out that the reasons for school dropout range from student unemployment, as a way to increase family income, to lower levels of schooling, which prevent students from attending classes. In order to encourage school permanence, the reduction of the age-grade distortion, in addition to helping to reduce hunger and misery, social and educational public policies are integrated, and their breadth is essential.

### 3.1 HANDBALL AS A STRATEGY FOR THE INSERTION OF SPORT IN SCHOOLS

Handball (*hand* means hand in English and *Ball*) is characterized as a dynamic and simple sport, with demands for habitual movements of daily life, standing out in the daily lives of children, such as running, jumping and throwing (BARBOSA, 2013). This sport began in modern times in 1897, in Denmark, gaining rise in 1910 driven by the countries of Denmark, Germany and Sweden, through the emergence of handball with 11 members, being practiced with characteristics similar to Football at the end of the nineteenth century, using a field. At the Olympic Games in Amsterdam

(1928), the International Amateur Handball Federation (IAHF) was created (ARANTES, 2010). The sport emerged in Brazil, after the First World War, with its practice still in the field.



Initially, the São Paulo Handball Federation (FPH) was created in 1940, in São Paulo, a pioneer in Brazil, linked to the Brazilian Sports Confederation (CBD), since the Brazilian Handball Confederation (CBHb) was created only in 1979 (HUBNER; REIS, 2006; TOLDO, 2015).

Nowadays, as we know it, handball is played on a court, whose format emerged in 1924 (becoming the public's preference only between 1960 and 1969), with the aim of avoiding the harsh winter in Europe and improving movements and speed of play. However, before, there were different versions of the modality, the most popular being practiced in the field (ARANTES, 2010). The school is one of the places where children and young people have their first contact with the sport, showing it as a sport with growing popularity in Brazil (KRAHENBÜHL et al., 2018). In previous times, handball has already presented great divergences regarding the preference between what was called field and court handball. Today, the practice of indoor handball prevails in a diffuse way in the country, due to the scarcity of venues in Brazil, in fact, there is greater availability of courts and not fields (COSTA, 2021).

To facilitate the standardization of terminology about the sport in the country, the Handball Manual was elaborated, which contributes positively to the systematization of Brazilian sports training, proposing the process of sports development from three stages - formation, transition, decision/readaptation - which began to guide the stages of handball learning with peculiar and specific phases (UEZU, 2014).

When analyzing the characteristics of this modality, the dynamics of its functional structure consists of four phases for each team identified by defense, counterattack, attack and return to defense, which correlate and feed each other, not necessarily presenting a logical linearity. Handball stems from a sequential structure, although there are infinite possibilities of unfolding, even following the limitations established by the rules of the game, such as: the place of play, the duration of the match, the handling of the ball, the conduct towards the opponent, among others (AMORIM et al., 2021). It is worth noting that the players and spectators of this sport perform with speed, in continuous movements of the game, the direct body contact and the actions of the goalkeeper.

The game is simply described as composed of two teams, each with seven players on the court, aiming to score the greatest number of goals against the opponent, without invading the respective areas - space restricted to the goalkeeper. The official match takes place in two halves of thirty minutes each, allowing a ten-minute break (AGULLÓ, TURPIN, ANTA, 2012; KNIJNIK, 2009). During the game phases, the players organize themselves in specific positions in the starting position, with the purpose of achieving the objective of the game through actions, most of the time, in a collective way, distributing themselves in the action environment.

The position considered specific corresponds to the position that each player occupies within the game system chosen by the team, with the fundamental positions: offensive or defensive. Those



who play in the position of center, left and right point guards, left and right wingers or wingers, and center are considered offensive. On the other hand, the exteriors or first defenders, full-backs or second defenders, central defenders or third defenders and forwards are presented as defensive, including the goalkeeper, who, regardless of the system, remains in the position, but since 2016, after the change in the rule, this player is allowed to leave the court in the offensive phase for the addition of the seventh player in his team (KRAHENBÜHL et al., 2019). According to Menezes (2011, p.82), the pivot's position is "special in relation to the other positions due to factors such as the positioning between the defenders and the orientation of this player on the court (usually laterally or with his back to the opponent's goal)", triggering different technical and tactical particularities according to the positioning.

The technical abilities of handball can be defined as: Passing, Receiving, Dribbling, Feinting and Shooting (TENROLLER, 2004). The fundamental movements of handball are executed following a specific technical movement, characterizing the effective way of executing a given action (SOARES, 2010). Thus, in this practice, understanding and vision in the game are fundamental for success (ANTÚNEZ MEDINA; PARRA, 2008).

Handball was from the beginning a sport not preferred by the media, leading to the forgetting of the promotion of conditions that can lead the student to further restrict his choices in the sports that are necessary for his training. As a sports activity, it is very little addressed in the classrooms, and in this environment, it is where it is possible to teach its fundamentals and help to become more popular in the school entity. Handball is defined as a team and dynamic sport that uses complete motor skills, alternating in variable periods of movement and pause. Since its inception, it has been defined as a team sport, easy to learn and place in the school context, in addition to providing a high level of motor performance, working and executing all basic body movements (COSTA, 2021). Because of this, ball possession being variable between players and teams, at all times the sport presents challenges to the intelligence of the players, sometimes of cooperation with teammates, sometimes of confrontation with opponents.

In the school environment, handball should deal with various aspects, such as physical, cognitive, psychological, affective, social and critical, contributing to the complete formation of the individual and transforming him into a thinking citizen with action in society and culturally integrated in the environment in which he is inserted. The Physical Education class includes a diversity of contents that can be addressed during the teaching process by teachers. It is noteworthy that the approach to the contents is influenced by the conditions of the places available to carry out the activity, as well as the teaching methodological proposal. In this way, the teacher plays a role important in the teaching and learning process, as the student depends directly on the teacher, in this case, the teacher (HALABE et al., 2016).

Lugueti (2010) mentions that sport can be developed as one of the contents of the Physical



Education component, highlighting that the number of schools that offer after-school modalities, called school sports practices, are in an increasing phase and contribute to the social development of practitioners. In the state of Rio de Janeiro, handball was initially practiced in the school environment, later reaching the clubs. Nowadays, it continues to be considered a sport practically exclusive to schools (SILVA, 1995), as opposed to what happened in modalities such as volleyball and basketball, which were originally developed in clubs and associations.

González et al. (2014, p. 222) state that handball "[...] It is a sport that requires a lot of intelligence from the participants, since the options for action are several and often need to be processed in milliseconds."

The verbalization of tactical concepts is an important tool for the development of game comprehension. Providing the opportunity for the student to talk about 'what' he or she has or does not have to do in a given situation, as well as to evaluate his or her own actions such as those of his or her classmates during the game, should be a permanent concern of the teacher (GONZÁLEZ et al., 2014, p. 229).

From the pedagogical point of view, in the context of the teaching process of concepts, competencies and skills to play handball, in the scope of practical action, different models and theoretical proposals developed for the stages of training and evolution of handball practitioners are observed. For Physical Education teachers, handball is the sport that qualifies through the great ease and pleasant way to be shared and learned (PASKO, 2005), as well as the sport modality with numerous registrations in student games (PEIXE, 1999). Collaborating with this information, handball is considered by the Rio de Janeiro media as the most popular sport in schools, however, at times it contests its low massification in the school environment, anchored in the point of view shared by managers and specialists of this sport (PASKO, 2005).

The teaching-learning process should be focused on the knowledge of the basic and most general aspects of the modality, seeking concrete activities that are very close to the reality of a game. There is no room for initiation to detail rules and tactics that are often still incomprehensible and difficult to execute by children (KNIJNIK, 2004, p. 75).

It is notorious that sport assumes significant importance in the educational contribution, including the context of the social reality in which we live, especially considering its pedagogical support as opposed to the manifestation of contemplation. In this sense, sportsmanship must move in the direction of the development of the human being, based on the purpose that learning must go beyond the theory of fundamentals in its technical executions, according to the rules applied in the game. The justification of enabling the implementation of handball through a social practice provides children and adolescents with the maintenance of their characteristics, needs and interests, giving each one the opportunity to live the experiences of this sport, building and developing their self-knowledge (SILVA et al., 2013).



#### 4 EDUCATING THROUGH SPORT PROJECT IS SOCIAL TRANSFORMATION

The Colégio Estadual Antônio da Silva has the second segment of education Elementary (6th to 9th grade) and High School (1st to 3rd), there are three shifts: morning from 7:00 a.m. to 12:15 p.m.; Afternoon from 12:30 to 17:45 and evening from 18:00 to 22:20, it has 1295 students enrolled and 85 staff. It is located in the neighborhood of Comendador Soares, in the municipality of Nova Iguaçu. The neighborhood has a minimum structure to meet the basic needs of leisure, that is, it has squares or sports courts, but the school has become in the neighborhood for years, a center of interests and opportunities for the practice of sports activities, a space considered as a reference in sports, shared both by the students of the school and by the local community.

In 1983 at the Antônio da Silva state school, a teacher named João Batista da Costa (O Costa) in his physical education classes decided to implement in the school community a modality little known within the school, handball.

In the face of such ease, handball was very well received by the students, thus emerging teams for municipal competitions with students who stood out within physical education classes. As the students evolved and the acceptance of the sport grew, handball became the main attraction of the school and the neighborhood. In a short time, we moved from the municipal sphere to an international sphere.

In 2001 with the arrival of physical education teachers, fruits of the project (Alexandre Abreu de Almeida and myself, Joel Teixeira Dutra) the teacher "Costa" gains great support and with that the project grows, reaching a much larger number of students, in addition to formatting the project and presenting it to Seeduc RJ in 2005. Since then, the secretariat has supported the project, the becoming a reference within the lectures given by her. Below is how the project for the Rio de Janeiro State Department of Education was scheduled.

The project is based on three fundamental pillars in education:

**Pillar I – School Performance** - The first pillar is one of the most important of the project. Through strategies developed by teachers and based on SEEDUC RJ from 2010 to 2015, the project reached the incredible mark of 2% of students participating in the project failed. In a survey from 2007 to 2015, the project went from a failure rate of 29% to 2%.

**Pillar II – Citizen training** – The second pillar of the project, and perhaps the most significant. In this pillar there is no way to quantify, however, there is a way to exemplify the results, for this, we have some testimonies of the fruits of the project that today brings a great reference of social transformation, they are:





*"For me, handball was not simply a leisure activity, but a sport that changed my life and made me a citizen with character and dignity." (Michael da Silva Santos – Physical Education Teacher)*

*"... I'm a rebel without a cause, today I have a profession, character, personality, good things that I've learned..." (Evandro Emídio - Marine Sergeant)*

*"With the help of handball, I got a scholarship to the college where I am attending the last period of Physical Education. The Project also helped me get off the streets." (Jorge Ferreira – Physical Education teacher)*

*"... The special thing was the final of the School Olympiad, that day I could be sure that I would never be a failure, today I am much happier, to be in the handball family." (Edson Junior – Former student of the CEAS Handball Project)*

**Pillar III – Athlete Training** - The third pillar, and the least important, but which bears fruit for the project. Here is a list of some of the results achieved:

- Reference project in the neighborhood, municipality and state;
- Revelation of Olympic talents such as Lucila Vianna, João Pedro Francisco, both participated in the Olympic Games;
  - Represents the State in the last ten years in the national School Olympics;
  - In 2008, he represented Brazil at the XIV South American Games, which took place in Uruguay;
- In 2009, it was invited by the BOC to be one of the two schools in Brazil to participate in the Cultural and Educational Exchange with countries around the world, in preparation for the Youth Olympic Games in 2010, in Singapore;
  - Revelation of athletes for the various clubs in Brazil;
- Featured in the main media: newspapers, magazines, interviews in general, etc.

By offering the practice of Handball to students, among children, adolescents and young people from the school and the community, we facilitate access to the school's facilities, such as a leisure and entertainment space, but we also expand the students' perspective on life, enabling the development of self-knowledge and self-esteem. We can relate several success life stories through sport, students who regularly participated in the Project and who are currently positive references for the younger students.

This fact proves that the Project values both sports performance, participation in official competitions, and school performance, there is a constant concern on the part of the teachers



responsible for the Project to monitor the students' performance. Through periodic meetings with the school's parents and pedagogical team, we diagnose problems of learning, discipline and we control attendance, aiming to minimize school dropout and failure.

The project currently serves students and residents of the school community of C.E Antônio da Silva and its surroundings. About 150 students participate in the project in after-school activities. Students perform training twice a week with a daily workload of two hours.

Its main objective is to highlight the importance of sport in the integral formation of human beings, allowing their interaction and insertion in the context in which they live; To arouse the interest and pleasure in participating in the practice of handball, understanding it as important for the construction of a better quality of life and appreciation of essential aspects for social life.

It aims at the knowledge of sports and educational aspects, exchanges, participation in sports competitions, tours, debate on the project developed by the physical education teachers of this E.U.

- Founder – Professor João Batista da Costa
- Responsible Professors – Alexandre Abreu de Almeida and Joel Teixeira Dutra

#### 4.1 STRATEGIES FOR THE IMPLEMENTATION OF THE "EDUCATING" PROJECT THROUGH SPORT IS SOCIAL TRANSFORMATION"

To implement the Project, it is convenient for managers and teachers to have a dialogue, with the reading of this E-book and other sources of knowledge, in order to take ownership of the subject, with a view to expanding knowledge about Handball and its nuances in the school context.

Next, it is essential to make a plan, paying attention to the school calendar, the other pedagogical projects of the school and the local regional activities, in order to avoid improvisation and unnecessary suspension of classes.

Once the planning is aligned, it is necessary to carry out an action plan to put the project into practice, with the collaborative participation of the school community. It is important that from the conception of the guiding ideas to the organization and implementation of the activities, there is an involvement of teachers, managers, students and family members, so that this Project portrays a democratic and participatory experience.

The appropriation of sport in social projects is based on values added to it, such as: appropriation of moral values, determination, respect for rules, organization, overcoming, occupation of free time, respect for teammates and opponents, possibility of social ascension, escape from drugs, development of healthy attitudes, improvement in health conditions, in short, various ways of linking sport to the educational needs of the population, that should be attended by schools, but due to the Brazilian school structure, are not carried out in them (CRUZ, 2002, p.28).



The greater the participation of all, identifying the reality and difficulties of each school unit, as well as the profile and potential of its students, for the construction of appropriate strategies, the greater the possibilities of inclusion. The aspects presented by Cruz (2002) in relation to the practice of sports contribute to the formation of students and the improvement of social, physical, cognitive and emotional development.

[...] the phenomenon of sport is a patrimony of humanity and should not be understood only from a vertical perspective - from the resultant - but also from a horizontal perspective, that is, from the process [...] this becomes possible when, through pedagogy, we transcend the methodical aspects, making it possible to "pedagogize the phenomenon of sport" (REVERDITO; SCAGLIA, 2009, p. 130).

Thus, it is up to the educators to provide ways for the realization and continuity of the project. Thus, it is not enough just to start, it is necessary to feed the classes with encouragement to the students, attention to their performance in the other disciplines, in order to make the practice of Handball an interdisciplinary and multiprofessional project.

The three pillars – formation of citizens, school performance and sports practice – must be integrated, present in the classes developed and in the attitude of teachers towards daily life, in the resolution of conflicts, in the identification of problems and joint resolution of learning difficulties, favoring students to raise self-esteem, self-confidence, mutual respect and hope.

To carry out the Project "Educating through sport is social transformation", it is advisable to watch this video [HERE](#) and get inspired, developing your own strategies, according to your school context.

## 4.2 STORIES TOLD IN IMAGES: SONS AND DAUGHTERS OF CEAS

CHILDREN'S TEAM BRAZILIAN SCHOOL CHAMPION AND 2008 SOUTH AMERICAN RUNNER-UP





ADULT MASCULINO TIME



7TH OF SEPTEMBER PARADE



CEAS CHAMPION AT INTERNATIONAL D E 2010



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**Harmony of Knowledge Exploring Interdisciplinary Synergies**

*Educating through sport social transformation: Paths for the implementation of handball in public schools in the metropolitan region I of the State of Rio de Janeiro*



## TRICAMPEONATO MASCULINO



LUCAS SANTOS - today goalkeeper of Taubaté who started his life as a player in the Handball project of Colégio Estadual Antônio da Silva and today can give back with donations of balls for the project



João Pedro, a former student of the Project, is now an athlete from Romania. He has played in the last two Olympics and is tipped to play in the next Olympics.



### Harmony of Knowledge Exploring Interdisciplinary Synergies

*Educating through sport social transformation: Paths for the implementation of handball in public schools in the metropolitan region I of the State of Rio de Janeiro*



2021 Carioca Men's Handball Runner-up Team



TEACHERS WHO CREATED THE PROJECT



## 5 FINAL THOUGHTS

The educational practice of Physical Education teachers working in Brazilian public schools is permeated by challenges and overcomings, which extend from the physical structure of the school



environment to the pedagogical conditions, such as school culture, traditional teaching tendencies and resistance of managers and teachers to change; in addition to the lack or little financial investment.

In this context, it is necessary to develop teaching methods and conceptions that enable greater interaction of students, with the contents inherent to the discipline, with each other and with the community. In view of this scenario, the orientation of the teaching process should stimulate the student's practice, providing greater levels of commitment and involvement in the activities, generating motivation, which results in better levels of learning.

Sport has a great capacity to influence the social and educational growth of students, contributing to their citizenship and even athlete formation. Thus, by implementing the Handball Project in public schools, it is possible to create a culture of dedication to sport as an instrument of cognitive, psychosocial and bodily development, with a view to improving the health conditions of students; as well as the improvement of performance in the various school subjects and the construction of ethical knowledge, values, thoughts and attitudes that converge to a life inserted in the social context.

Sport, as a well-constructed pedagogical tool with clear objectives, generates a positive impact on the personal, social and school lives of adolescents and young people. Such actions contribute to cognitive development, social and cultural awareness of students, in order to form citizens who are protagonists and responsible for their learning.

It is up to the school community, however, from the managers and the sponsoring bodies, such as education departments, to strengthen democratic teaching, qualifying the school units. The more involved students, family members, administrators, teachers and residents of the school environment are, the stronger the Project will be, solidifying and yielding good results, making a difference in the life of each student. Thus, from this Project, students are invited to take the lead in school and life experiences, reverberating in their daily relationships, nurturing hope and the desire to grow, develop and fulfill, improving the world where they live.

With this Handball Project, there are more possibilities to develop more meaningful, inclusive and dynamic Physical Education classes, which form critical and reflective students. We also suggest a closer dialogue with educators for the insertion of the handball project "Educating through sport is social transformation".

Due to the importance of the theme, we hope that Physical Education will continue to address more about this subject, promoting and contextualizing health, diversity and learning with the contents already taught — in order to bring the population together in relation to the value of physical activity; body care; changing habits; factors that interfere with health; the understanding of collective and individual health; the regular practice of the various bodily manifestations; places for leisure; and the multiple and critical perception of health.



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## APPENDIX A – SUGGESTED WORKSHEET FOR STUDENT FOLLOW-UP

	A	B	C	D	E	F	G
1			PROJETO EDUCAR ATRAVÉS DO ESPORTE É TRANSFORMAÇÃO SOCIAL				
2	NOME DA ESCOLA						
3			ACOMPANHAMENTO DOS ALUNOS				
4							
5							
6	Nome do aluno	Perseverança	Aspectos éticos	Desenvolvimento de novas habilidades	Engajamento escolar, local e social	Desempenho escolar	Interesse e dedicação
7							
8		Contínuo crescente					
9		Estagnação					
10		Desânimo					
11		Determinação					
12							
13							
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16							
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18							
19							
20							

7º ANO

Pronto Acessibilidade: tudo certo

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