


# Chapter 135

## Resilience and sport

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### ABSTRACT

This research aims to investigate in the literature the contributions of sports social projects (PSE) and their connection with the development of the student's body image and the promotion of resilience through sport. This article is a narrative review of the literature, where a path was sought to present studies of PSE strands, collecting, especially, the texts that addressed resilience. For being a current theme, the PSE still has scarce literature. Resilience is also a new topic that needs further study. The issue of resilience in PSE is

even lower, with a large gap to be filled. The findings show to a large extent that PSEs provide benefits thanks to the regular practice of sports and collaboration in the moral formation of their students. However, there is also a “shadow side of the sport”, showing that many of the PSEs are palliative, as they have shallow goals and no clear goals. For a better analysis of the contribution of PSE and the development of resilience, more studies are needed that relate to these themes because the material found is still tiny. Even so, this article presents the most used concepts related to these themes, trying to contribute to a more significant discussion. Many youths assisted by the PSE are socially vulnerable subjects who daily suffer traumas linked to their social and cultural conditions. However, they can get out of the immobilization caused by these traumas and overcome these adversities by re-signifying their image body. Hence, there is a need for a reaction potential, a process known as resilience. Thus, PSEs can be an essential tool in promoting their students' resilience, as they are a foundation for overcoming adversities.

**Keywords:** Social sports project, Resilience, Sport educacional.

### 1 INTRODUCTION

With the growth of social inequalities, increased misery, unemployment, growing urban crime, lack of public policies, especially in the area of health and education, in recent decades in Brazil, Sporting Social Projects (PSE), aiming to minimize the consequences of social inequalities (Vianna & Lovisoló, 2011). The PSE emerge as a strategy to contain or disguise the ills of society, as they use sport as a channel for socialization or social inclusion, financed by non-governmental organizations or companies (Silveira, 2013). Although the PSE are often presented as something relevant for providing benefits thanks to the regular practice of sports in the moral formation of their students, there is also a “shadow side of sport”, showing that many PSE are only palliative. These have shallow objectives and no clear purposes, or even call themselves capable of solving problems beyond their possibilities. This distorted or mistaken use of

sports overestimates, discredits or even wastes investments in PES (Correia, 2008; Cortês Neto, 2015; Osborne & Belmont, 2018).

The present study brings a literature review, based on both aspects related to the benefits or not of sports social projects, serving for the appreciation and consultation of others interested in offering and evaluating sports social projects, since the theme has few published studies, especially when it comes to sports social projects and the development of resilience. With the intention of complementing or replacing formal educational processes, especially for children and young people in social vulnerability, the 1990s were abundant in PSE (Hecktheuer & Silva, 2011). However, there is little research related to sports social projects, especially those that aim to develop resilience.

The objective of this research is to investigate, in the literature, the contributions of sports social projects and their connection with the development of the student's body image and, consequently, the promotion of resilience through sport.

## **2 METHODOLOGY**

This article is a narrative review of the literature, according to Hohendorff (2014): “they are texts in which the authors define and clarify a given problem, summarize previous studies, and inform readers of the state of play.

finds a certain area of investigation” (p. 40). Unlike systematic and integrative reviews, the narrative review does not exhaust the sources and follows a more inductive pattern, which combines with the researcher's subjectivity. In the present work, a path was sought that would present studies of aspects of the PES, collecting, in particular, the texts that addressed resilience. Because it is still a very recent research object, as the PSE emerged around the 1990s (Hecktheuer & Silva, 2011), the development of the literature is still scarce. Resilience is also a recent topic (from the 1970s and 1980s) and one that still needs to be further researched (Godoy et al., 2010; Brandão et al., 2011). Even more scarce is the theme of resilience in PSE, with a large gap to be filled (Castro & Souza, 2011).

As a theoretical foundation, initially, articles were selected from July to November 2020 in two databases: Plataforma Sucupira (Capes) and Google Scholar, using the three keywords of the study: Social Sports Project, resilience and educational sport. On the Sucupira Platform (Capes), no work related to the object of study was found. In Google Scholar, without time limitation, when searching the keywords, in the following ways, with respective results: "Sports Social Project" and "Educational Sport" – 58 works, “Sports Social Project” and resilience – 30 works, “ Resilience and educational sport” – no work. A total of 88 works were found, where duplicate references, outside the scientific standard and unrelated to the theme were excluded. Remaining 53 articles, which were consulted and used for justification, in addition to serving as a research source to find other references. Then, the selected texts were filed and presented to support the present study.

## **3 RESULTS AND DISCUSSION**

### 3.1 SOCIAL SPORTS PROJECT – VILLAIN OR GOOD GUY?

Although sport is a constitutional right, as according to Articles 6 and 217 of the Constitution of Brazil (Brasil, 1988), the promotion of physical and sporting activity experienced during leisure time is a social right, guaranteed by the Public Power to all citizens, the PES are funded mainly by the private sector in the area of social responsibility, or by individuals (Correia, 2008; da Silva et al., 2008; Silva et al., 2010; Silveira, 2013; Murad, 2020) . By sharing with the State the responsibility for offering free public sport, the PES need to be careful not to offer sport in a welfare, compensatory, clientelistic and instrumentalist way, or even in a salvationist perspective, where it replaces other social policies ( Correia, 2008; Silveira, 2013).

Precisely because their objectives are not clear, the 'what' and 'how' they intend to develop the projects, that the PSE have been the target of criticism, as they credit sport with grandiose objectives that are beyond their purview, and that largely do not manage to solve simple and small changes in the local reality. Or even, discredited in the academic environment, considering that the PES that use sport as a tool for inclusion are actually based on an excluding activity, permeated with bad intentions, because in its 'essence', sport selects the best; believe that sport alone will hardly solve all social problems, as public policy actions are needed (Melo, 2004; Correia, 2008; Vianna & Lovisolo, 2011; Silveira, 2013; Motta et al., 2018).

The so-called inclusive PSE are often considered as “lifelines” for children and young people not to get involved with the crime that surrounds their community, however, they have an excluding side, indicating that many of these projects are only palliative, as they are not committed to a comprehensive education, that is, they do not contribute to the formation of citizens to act in the society in which they are inserted. Or even, they only serve to find sports revelations, not providing everyone with this differentiated training and characterizing themselves as an excluding project (Neira, 2009; Vianna & Lovisolo, 2011; Murad, 2020; Ribeiro & Couto, 2022).

The criticisms made to education programs through sport generate an environment of discomfort among those who cultivate the false awareness that simple access to practice, by itself, will guarantee citizenship training for thousands of children and young people representing communities socially deprived of solid and concrete educational experiences. Without intending to mischaracterize the training component of sport, on the contrary, the dissonant voices and contrary to the encouraged discourse launch the following question at all times: “What training is at stake?”. (Neira, 2009, p. 62).

Many PSE end up becoming a State apparatus, as they are financed by political interests that use sport as a mere appendix to state control policy, which is a domination strategy based on the conformation of body techniques, discipline and teacher authority. In addition to serving as a “social analgesic”, in a conservative view where sport is a tool for greater social or doctrinal control (Melo, 2004; Correia, 2008).

Vianna and Lovisolo (2011) also see that, in most PSE, there is an excluding view, especially on account of teachers who emphasize only sports talents. However, they believe in the social value of sport,

as it is an important means of socialization, as it manages to develop values such as collectivism, friendship and solidarity, relevant to the social ascension of students from the lower classes, and thus contribute to overcoming the “hardships” of poverty . The sport presented in a systematic and oriented way, in a PSE, does not alienate, but collaborates in the awareness of its limits, allowing to aim for values that enable a social change (Azevedo, 2009).

However, several scholars do not rule out the importance of PSE, especially those who take into account the educational and social value of sport, and not a reductionist view, where the practice of physical activity does not solve social problems, but collectively allows the construction of a story based on his bodily experience. That is, a realistic possibility within its limitations, through the body culture of movement, where sport makes one think and seek other possibilities in life. Sport brings its cultural and social character to its roots. Due to its cultural and social content, Sport is of great importance in the formation of individuals, as it collaborates in personal growth when it stimulates the pursuit of results based on merit and personal effort, motivates people to overcome and advance goals, in addition to helping in the development of ethical and citizenship values for a humanist and critical formation. Sport has as one of its main characteristics breaking barriers, building bridges and transgressing spaces, because from the outset everyone is equal (Melo, 2004; Correia, 2008; Conceição & Palhares, 2014). Especially when using the social dimension of Educational Sport which, according to Tubino (2011), has as its premise training for citizenship with the inclusion and democratization of sports practice

There are also several PSE and sports programs that believe that sport contributes to combating social exclusion, by being a facilitator in the process of socialization and professionalization, providing citizenship training, through medical and dental care, follow-up with psychologists and pedagogues, professional courses , among other benefits. Among these, we can mention the Segundo Tempo Program, PROFESP (Programa Forças no Esporte), Minas Olímpica Geração Esporte Program, financed by partnerships between governmental and non-governmental organizations. They argue that practicing sports provides an improvement in the quality of life of the children and adolescents served, through teaching values such as fair play, knowing how to work in a team, respecting the rules, having courage, dedication, overcoming limits, being resilient, in addition to to recognize the importance of sport in the recreational field and in encouraging a healthier life, collaborating in motor coordination and physiological functions, among others. A PSE committed to making a difference in the lives of its students, one of its principles is to promote solidarity, through sport, but also reflective activities to raise awareness of collective actions, with team spirit, and that everyone should be always supportive, which may result in a reduction in violence (Silva et al., 2013; Steigleder et al., 2018; Osborne & Belmont, 2018; Galvão, 2019; Guimarães et al., 2019; Murad, 2020). Os PSE têm se consolidado na promoção de atividades físico esportivas, mas também como uma forma de melhorar a autoestima, sendo um grande facilitador na promoção de uma imagem corporal positiva, que permite ao sujeito encontrar lugares afetivos, vivências corporais, que oportunizam a reconstrução de sua identidade e, conseqüentemente, no seu desenvolvimento pessoal e profissional. Essas

intervenções, muitas vezes, não vêm do poder público e sim de iniciativas individuais ou organizações, num movimento de baixo para cima, mobilizados em torno de um objetivo comum, acreditando que podem colaborar para uma sociedade mais justa e igualitária, especialmente usando a atividade física e o esporte como ferramenta (Tavares, 2003; Mattos & Silva, 2013; De Mattos et al., 2010; Silva & Silva, 2013; Neves et al., 2015; Cortês Neto, 2018; Martins & da Silva Ilha, 2020; dos Santos et al., 2022).

## 3.2 BODY IMAGE, TRAUMA, RESILIENCE

### 3.2.1 Body image

To understand the concept of Body Image and how to reconstruct it, it is necessary to know its origin. The first ideas for defining the concept of Body Image that we have today came from neurology in 1905 by the Frenchman Pierre Bonnier, the first to introduce the term 'body schema' and formulate its definition. Thus, initiating the studies of Body Scheme, recognizing that certain neurological parts were directly linked to the body scheme, and that changing them brings difficulties to the body perception itself.

From 1930 onwards, studies on 'Body Image' began to move away from the unidirectional view of neurologists and towards a more multiple view. Paul Schilder believed that the Body Image was the way the body presents itself in the mind, and that it can undergo changes due to neurological damage, but also due to the impact of emotions caused in man's relationships. He was innovative for his time, defended that Body Image should add physiological aspects and intrapsychic experiences mediated by the social dimension, since the body is a unit, in addition to being the first researcher to implement the figure of the human body to help in research. . From it, it was possible to perceive that the vision of the Body Image by the subject should not be analyzed only to correct brain injuries, but the importance that culture, attitudes and feelings have in each human behavior, helping in its reconstruction, after a psychological trauma (Campana & Tavares, 2009).

### 3.2.2 Trauma

Today's society is marked by violence and social injustice, where those who suffer most are those on the margins of society. Among the most susceptible are children, adolescents and young people in situations of social vulnerability. According to Correia (2008, p. 116), “The concept of social vulnerability is associated with civil and social rights and citizenship conditions that, due to a complexity of factors, leave different subjects and communities excluded from the status of citizens”. Understanding that social vulnerability is related to the lack of social integration and the distribution of resources that end up excluding these people from society, the lack of public policies such as: health, education, sanitation, housing, employment, among others, further accentuates the violence, causing various traumas in these subjects (Correia, 2008; Osborne & Belmont, 2018).

On the other hand, these subjects try to survive, despite the difficult life, with traumatic experiences experienced daily, as a result of their social and economic vulnerability. According to Neves, Hirata and

Tavares (2015), “trauma paralyzes the development of the subject and, consequently, alters the dynamism of the body image: the subject does not dissolve, but also, disconnected from himself, does not dynamically rebuild” (p. . 99). Thus, in a reality of urban violence, where the lack of active public policies ends up limiting the subjects' bodily mobility, which influences so that the first fruits of zeal for oneself and the other remain in the background, because in these precarious conditions the subject develops one distortion of their body image, making it even more difficult to overcome traumas and deepening social inequalities (Santos & Silva, 2020). When it comes to subjects in social vulnerability, who daily suffer various traumas linked to their social and cultural conditions, deconstructing and rebuilding their body image is the big question for them to intervene in their social reality, enabling the subject to better develop their body image, collaborating in the redefinition of the elements of his life and incorporating them into his identity (Tavares, 2003; Neves, Hirata & Tavares, 2015).

Cyrulnik (2004) states that every trauma can leave a cerebral and affective trace hidden in the continuity of development, which will always be present, even if hidden, not being reversible, but being able to be repaired, sometimes even for the better. So, for the subject to be able to get out of the immobilization caused by various traumas, and for the overcoming of these adversities to happen, with a re-signification of their body image and continuity of life, a reaction potential is necessary, a process known as resilience (Tavares , 2003; Neves et al., 2015).

### **3.2.3 Resilience**

The term resilience is still under construction, evolving, especially in recent decades in the area of human sciences, although studied by different areas of knowledge, the various forms of research have contributed to the definition of its concept, making it more consistent ( Oliveira et al., 2008; Godoy et al., 2010; Rozemberg, 2013).

Although studies of resilience increased around the 1970s and 1980s, Alexander (2013 apud Teixeira, 2016) reports that there are indications that the first records of the term date back to Cicero (106-43 BC, in the work *Orationes*). Another author cited as a precursor to the use of the term is the English scientist Thomas Young, who in 1807 used the term in mechanical engineering, explaining that resilience would be the ability of a material to return to its normal state, even after having suffered pressure on itself ( Brandão et al., 2011; Teixeira, 2016; Silva, 2019). Metaphorically, Sabbag (2012) exemplifies that in Japan, a bamboo known as *take*, is worshiped precisely because of its solid and flexible shape, capable of growing with strength, combining solidity with lightness, facilitating its ability to recompose itself. He also reflects that he values “bamboo people”, for having the ability to bend, but recover quickly, and even come out stronger, after suffering adversity in life, indicating that they are resilient individuals.

The origin of the word resilience comes from the Latin *resilire*, *resilio*, where the derivative *re* indicates a setback, and *salio* means to jump, thus understanding as jumping back, jumping back, recovering, returning to normal, emphasizing its meaning, which defines it such as the elastic capacity of a

body, or its tendency to rebuild, or even to resume its original form (Brandão et al., 2011; Sabbag, 2012; Teixeira, 2016; Silva, 2019). Barbosa (2019) covers a little more when explaining the etymology of the word *resilire*, where *silire* which means to jump or push towards something, being understood as taking a purpose or goal, and *re* would have the meaning of again, once more, expanding the meaning of resilience, not limited to the concept of physics to withstand pressure, but something more active and constructive.

Currently, the term resilience is already more used by the human sciences than by the exact sciences, where the focus shifted from something immutable of resistance and resumption, to a dynamic process of adaptation and transformation amid the adversities of life, including the qualities of flexibility and elasticity typical of human beings (Assis et al., 2006; Brandão et al., 2011; Silva, 2019). The concept of resilience has been studied in more depth since the 1970s by psychologists and psychiatrists, who began to define resilience as “the ability to constantly accommodate and rebalance oneself in the face of adversity” (Assis et al. ., 2006, p.18).

Infante (2005) considers that the definition of resilience that best represents the second generation of researchers in the area is that of Luthar and others (2000 apud Infante, 2005) where they believe it to be an active process that results from a positive adaptation after great adversity . The author identifies three basic components that must be contained in the definition of resilience: 1) the perception of adversity, trauma, risk or threat to development; 2) positive adaptation or overcoming of adversity and 3) the active process between the emotional, cognitive and sociocultural components that influence the development of the human being (Infante, 2005; Oliveira et al., 2008). Melillo (2005) explains that the concept of resilience is “defined as the ability of people or groups to successfully face the adversities of life, and even emerge stronger from them.” (p. 88). Grotberg (2005) understands resilience as: “The human capacity to face, overcome and be strengthened or transformed by experiences of adversity.” (p. 15).

While Barbosa (2019) points out that due to the expansion of research, there was an evolution of the term resilience, allowing it to be divided into three phases: “those who support”, “those who recover” and “those who transform”. In the 1st phase, “those who support”, it was where resilience in the person was recognized and understood, how he resisted and endured the challenges of life, investigating the factors for overcoming. In the 2nd phase, “those who recover”, the focus was on developing resources for people to recover after an adversity, cites Dr. Martin Seligman, who focused his studies on promoting virtues to aid recovery from adversity. In phase 3, “to what they transform”, he reports the expansion of the idea of resilience, not limiting it to enduring and recovering from adversities, but developing the ability to transform reality, promoting resilient behaviors (Barbosa, 2019). Infante (2005) ao falar do desenvolvimento histórico do conceito de resiliência, também faz uma divisão nos grupos de pesquisadores, usando o termo geração e delimitando em duas. A 1ª geração de pesquisadores procurava identificar que fatores influenciavam no desenvolvimento das crianças que se adaptavam de forma positiva, apesar de condições adversas. Começam a ampliar o foco dos estudos, saindo da condição individual de superação, para estudar também como os fatores externos podem influenciar na resiliência. Organizaram os fatores

resilientes em três grupos: atributos individuais, aspectos familiares, e as características dos ambientes sociais. A 2ª geração buscou identificar os processos de adaptação e desenvolvimento da resiliência, possibilitando a criação de estratégias para promover a resiliência e a qualidade de vida (Infante, 2005; Silva, 2019).

The most significant study pointed out by several authors as a landmark in the study of resilience, is a longitudinal research, started in 1955, with children in Hawaii. The study known as the Kauai Longitudinal Study, by Werner and Smith, for 32 years, monitored 698 children born in 1955, with the objective of knowing the impact of biological and social risk factors, and their protective factors. It had an interdisciplinary team from the health area, which sought to identify what factors differentiated children who managed to positively lead their lives, despite being exposed to various adversities, such as poverty, stress, lack of family structure, from children who get involved in risky situations. or who developed some psychological pathology (Werner, 2005; Melillo, 2005; Infante, 2005; Rozemberg, 2013; Barbosa, 2019; Silva, 2019).

In Brazil, the term resilience, adopted by psychology, originated from physics and engineering, and had as a pioneering study, in 1996, the work that investigated the street population, through the Center for Psychological Studies on Street Boys and Girls, the CEP-RUA, created by professor Silvia Helena Koller, associating the concept with the subjects' perception of the meaning of trauma and how they react to these events (Godoy, 2010; Brandão et al., 2011; Silva, 2019). Despite different concepts, there is a consensus in current studies that resilience goes beyond the recovery of trauma, but is related to the human capacity to overcome, recover and adapt in a positive way in the face of adversity, being a personal growth. Another common point in the studies refers to the fact that resilience is not simply a personal and static attribute, but a variable and dynamic capacity, which can be promoted throughout life, but depends on internal and external circumstances. Because it involves intrinsic and extrinsic processes, all people have the potential to develop resilience to a greater or lesser extent, as it will depend on how they face adverse situations, how their emotional state is. Therefore, resilience is built according to the interactive process between the subject and the environment, varying according to the circumstances presented, considering the context where the subject is inserted. Unable to define the person, as a resilient subject at all stages of his life, but a subject who was resilient at a given moment. Each person presents resilience differently, because what would affect the same person in one moment of life may not affect another, and the same adversity can cause the same or different results in different people, as they face situations more or less suffering, depending on their maturity and experience (Oliveira et al., 2008; Godoy et al., 2010; Rozemberg, 2013; Silva, 2019).

(...) resilience is produced as a result of social and intrapsychic processes. One is not born resilient, nor does one acquire resilience “naturally” during development: it depends on certain qualities of the subject's interactive process with other human beings, responsible for building the human psychic system. (Melillo, Estamatti & Cuestas, 2005, p. 61).



There are still many criticisms of the concept of resilience, as there are authors who define the resilient subject as someone who has the ability to overcome their conditions of vulnerability, limiting the concept to an ideological characteristic of individual success and passive adaptation to social norms. , imposed by an authoritarian society, restricting resilience as a competence, generating a stigma and a label (Rozemberg, 2013).

Brandão et al., (2011) describe that due to the post-war historical context, although it increased social and economic inequalities, social unrest was suppressed by social security and social security systems, in addition to new technologies being accessible to the masses , causing the subject to stop sharing his life in public, individualism prevailing over the collectivity, and it is in this context that resilience studies proliferate, starting from an individualist perspective.

However, several authors who study resilience do not consider that the promotion of resilience is linked to compliance and passivity, on the contrary, they warn of the fact that promoting resilience does not replace the responsibility of acting in public policies to combat extreme poverty, violence and social inequality (Brandão et al., 2011).

But what the ugly duckling will take a long time to understand is that the scar is never safe. It's a crack in your personality development, a weak point that can always tear under the blows of fate. This crack obliges the duckling to work its never-ending metamorphosis incessantly. Then he will be able to lead a life like a swan, beautiful but fragile, because he will never be able to forget his past as an ugly duckling. But when you become a swan, you will be able to think about him in a bearable way. This means that resilience, the act of recovering and becoming beautiful despite everything, has nothing to do with invulnerability or social success. (Cyrulnik, 2004, p. 4).

When considering that a resilient subject is not the one capable of withstanding all adversities, that he has a limit to tolerate the pressure of the external environment, it is understood that resilience is not an intrinsic characteristic, but that circumstances change, and the mechanisms of resilience change. Resilience is a provisional, unpredictable and dynamic characteristic (Rozemberg, 2013; Silva, 2019).

As Cyrulnik (2004) states, for a person to become resilient, they need to go a long way, and that resilience is based on the individual character, on its cultural meaning and on the existence of social support, that is, a resilience tutor. He highlights three aspects in childhood related to resilience, such as: 1. The conquest of internal resources developed in the first months of life; 2. The type of trauma and what meaning did this wound have in the context of the boy and the girl. 3. The encounter opportunities to speak and act. It points out that having a favorable family climate, where the child feels safe and confident, to seek outside help when necessary, ends up generating an affective protection factor, facilitating the development of resilience. He also emphasizes the importance of including other protective factors in childhood, humor and fantasy, as he considers them to be one of the most precious resilience factors.

Thus, professionals who work in institutions and schools, by internalizing the concept of resilience aligned with proposals that meet the care and protection of children and adolescents, and not resilience as an ideological characteristic, have the possibility of extending the concept to practice . If possible, promote

resilience in their students, in addition to being a foundation for overcoming adversity, as their attitudes establish a relationship of trust, in which the student finds in the adult, the person who wants to help him and who believes in his ability to learn, that is, a resilience tutor (Melillo, 2005; Rozemberg, 2013).

Although some authors “crucify” the PES, others defend that the PES have their importance and relevance in the development of children and young people in the communities. “Sport is an important means of socialization as it manages to achieve values such as collectivism, friendship and solidarity, which are relevant to overcoming the hardships of poverty.” (Vianna & Lovisolo, 2011, p. 294). The PSE, by offering these subjects the opportunity to practice sports activities, contribute to the redefinition of traumas, collaborating in the reconstruction of the body image through the intervention of the Physical Education teacher. Due to its professional nature, it manages to promote an environment of freedom and trust, but, above all, responsibility in order to contribute to the development of resilience. In this sense, the study by De Mattos et al. (2010) add that:

Sport occupies a prominent place in our society, so one understands the importance of practicing sports as an instrument of socialization, promotion of citizenship, professional and personal success. The use of inclusion strategies has been the focus of some institutions to combat social injustice and the lack of opportunities generated by the current system (p. 236).

When analyzing the PSE Fernanda Keller, Steigleder et al. (2020) state that there is a great commitment on the part of the entire team of professionals who work there. There are courses and training courses for the improvement of employees, with a view to achieving the Institution's objectives and mission. The reports highlight the value attributed to the project in the social transformation of young people, the community and professionals directly or indirectly involved in the actions. It is verified, therefore, the importance attributed to the effective participation in the social transformation of the young people who participate in this and other PSE. For Silva O. and Silva C. (2014) the legitimacy and visibility gained by PSE Boxe Vidigal, investigated by them:

[...] are clear indicators of work that has an impact on the community [...]. The reports point out that the main characteristic of the PBV network is linked to communicative rationality, understood as substantive, where there is a prevalence of values, respect for the other, over instrumental rationality, where the main thing is the cost/benefit ratio, profit, and in technique (p. 58).

In this way, by valuing values and respect for others, the PSE, by ensuring a safe and conducive environment for its students, together with guided sports activities, has tools for the development of resilience, collaborating in a social transformation of its students and relatives. “That is why the resilient individual needs to rely on his resources, but also on a favorable social environment to be able to keep his identity intact, reestablished in his development.” (Neves et al., 2015, p. 100). Below, in Table 1, a summary of the articles consulted in the review is presented.

Table 1. Works consulted.

YEAR	TITLE	GOAL	JOURNAL	AUTHORS
2003	Imagem Corporal: Conceito e Desenvolvimento	Discuss the concept and development of body image.	Manole	Tavares, M. C. G. C. F.

2004	Lazer, Esporte e Cidadania: debatendo a nova moda do momento.	Critically discuss possible relationships between the new configurations of sport policies and the so-called promotion of citizenship.	Movimento	Melo, M.P.
2004	Os Patinhos feios.	Discuss trauma consequences in a cerebral and affective trait.	Martins Fontes	Cyrułnik, B.
2005	A resiliência como processo: Uma revisão de literatura recente.	Review the literature on resilience.	Artmed	Infante, F. (2005).
2005	Resiliência: descobrindo as próprias fortalezas.	Discuss resilience.	Artmed	Melillo, A.
2005	Introdução: novas tendências em resiliência.	Discuss new trends in resilience.	Artmed	Grotberg, E. H.
2005	Alguns fundamentos psicológicos do conceito de resiliência.	Introduce the psychological concepts of resilience.	Artmed	Melillo, A.; Estamatti, M.; Cuestas, A..
2008	Projetos sociais em educação física, esporte e lazer: reflexões e considerações para uma gestão socialmente comprometida.	Present to physical education some concepts already used in the area of social management, in an attempt to contribute to improving this situation presented above and to enable a better intervention by physical education professionals interested in the management of social projects.	Arquivos em Movimento	Correia, M.M.
2008	Resiliência: análise das publicações no período de 2000 a 2006.	Review the literature on resilience.	Psicologia: ciência e profissão,	Oliveira, M. A. D., Reis, V. L. D., Zanelato, L. S., & Neme, C. M. B.
2006	Resiliência enfatizando a proteção dos adolescentes.	Show young people's ability to deal positively with adversity of life as loss of loved ones and violence.	Artmed	Assis, S. G. D., Pesce, R. P., & Avanci, J. Q. (2006).
2006	O modelo da hélice tríplice e o papel da educação física, do esporte e do lazer no desenvolvimento local.	Propose training for civic entrepreneurship, in which university, company and government work together, with physical activity, in its multiple manifestations, as a factor that induces social development.	Revista Brasileira de Ciências do Esporte	Da Silva, C. A.F., Terra, B. R. C., & Votre, S. J.
2009	Esporte, ensino e Educação Física.	Discuss aspects related to integration, inclusion and exclusion in sport.	Editora UFMS	Azevedo, A.C.B.
2009	Avaliação da Imagem Corporal: Instrumentos e diretrizes para pesquisa.	Present instruments and research guidelines for body image assessment.	Phorte	Campana, Â. N. N. B.; Tavares, M. C. G. C. F.
2009	Programas de educação pelo esporte: qual formação está em jogo?	Denounce mistakes in the assumptions that support initiatives in sports projects, questioning their educational potential, from the confrontation of the common sense discourse that relates education and sport, with examples extracted from everyday life and concepts from sociology, pedagogy and philosophy.	Revista Veja	Neira, M.G.
2010	O esporte náutico e a dinâmica da hélice tríplice no projeto Grael: um estudo de caso.	Promote reflection on the role of sport in the development of regions.	Revista Movimento	De Mattos, D. C., da Silva, C. A. F., Lopes, J. P. S. R., & Capinussú, J. M.
2010	Avaliação da resiliência em escolares do ensino médio.	Evaluate the resilience of schoolchildren.	Revista de Psicologia e Saúde	Godoy, K. A. B., Joly, M. C. R. A., Piovezan, N. M., Dias, A. S., & Silva, D. V. D.
2010	Educação física, desenvolvimento e inovação: o argumento da hélice tríplice.	Understand the process of innovation in the area of physical education.	Motriz: Revista de Educação Física	Silva, C.A.F.D., Lopes, J.P.S.R., & Araújo Netto.
2011	A construção do conceito de resiliência em psicologia: discutindo as origens.	Describe the concept of resilience in psychology.	Paidéi	Brandão, J. M., Mahfoud, M., & Gianordoli-Nascimento, I. F.

Source: Authors.

## 5 CONCLUSION

The favelas themselves are already traumatic due to violence, the lack of public policies such as: health, education, sanitation, housing, employment, among others. The student coming from a troubled reality, in addition to the traumas caused by a difficult life, still carries with him traumatic experiences lived daily, that is, traumas resulting from his social and economic vulnerability. That is why the work of the PSE becomes important, as it can contribute to the re-signification of traumas, collaborating in the reconstruction of the body image through physical activity, and developing the resilience of the students.

A serious PSE, by ensuring a safe and conducive environment for the resilient subject to continue his trajectory, has everything to collaborate in his social intervention. Therefore, a quality PSE can be a great motivator in realizing the dreams of its students, which could never be achieved without some support. This is clear, always respecting the body experience and culture of each one, their specificities and limitations.

Finally, it should be noted that for a better implementation of the present study, it is necessary to collect data to confirm the benefits of the PSE in promoting the resilience of the students served. In any case, it is hoped that this work can stimulate more research on PSE and its developments and that they collaborate for the organization of PSE committed to a true social transformation. Suggestions for future studies include the follow-up of PSE graduates and the impact on their professional careers, on social and economic ascension, as well as work that can support public policies to increase these initiatives. Another point that deserves analysis is the participation of governments, companies, universities, civil society in sharing responsibilities for the development of the PES.

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