

**Youth protagonist in high school: reflections about interclass
games**^{1 2 3 4}

*Protagonismo juvenil no ensino médio: reflexões acerca da
elaboração e implementação dos jogos interclasses*

*Protagonismo juvenil em lá escuela secundaria: reflexiones sobre
juegos interclases*

Nazario, Murilo Eduardo dos Santos ⁽ⁱ⁾

Santos, Wagner dos ⁽ⁱⁱ⁾

Ferreira Neto, Amarílio ⁽ⁱⁱⁱ⁾

⁽ⁱ⁾ Universidade Vila Velha – UVV, Curso de Educação Física, Esporte e Lazer; Instituto de Pesquisa em Educação e Educação Física - Proteoria; Vila Velha, ES, Brasil. <https://orcid.org/0000-0001-8271-2260>, murilo_nazario@hotmail.com

⁽ⁱⁱ⁾ Universidade Federal do Espírito Santo – UFES, Programa de Pós-Graduação em Educação; Instituto de Pesquisa em Educação e Educação Física - Proteoria; Vitória, ES, Brasil. <https://orcid.org/0000-0002-9216-7291>, wagnercefd@gmail.com

⁽ⁱⁱⁱ⁾ Universidade Federal do Espírito Santo – UFES, Programa de Pós-Graduação em Educação Física; Instituto de Pesquisa em Educação e Educação Física - Proteoria; Vitória, ES, Brasil. <https://orcid.org/0000-0002-3624-4352>, amariliovix@gmail.com

¹ Responsible Editor: Carmen Lúcia Soares. <https://orcid.org/0000-0002-4347-1924>

² References correction and bibliographic normalization services: Ailton Junior (Tikinet) - revisao@tikinet.com.br

³ English version: Henrique Akira (Tikinet) – traducao@tikinet.com.br

⁴ Funding: CNPQ

Abstract

The question that guides this study is: how can interclass games be constituted as teaching content from the perspective of youth protagonist in high school physical education? The objective is to discuss and analyze the possibilities and limitations that involve interclass games as teaching content within a high school. Thus, an ethnographic case study of everyday school life was carried out. For this purpose, interclass games were organized in a high school, based on the structures of youth protagonist. The results indicate that the knowledge/doing inherent to sports can assume not only a place of knowledge to be applied in a competitive environment, but as structures that allow understanding the sociocultural place of sport.

Keywords: high school, physical education, sport, interclass games

Resumo

A questão que orienta este estudo é: de que modo os jogos interclasses podem constituir-se como conteúdo de ensino na perspectiva do protagonismo juvenil na educação física do ensino médio? Objetiva-se discutir e analisar as possibilidades e limitações dos jogos interclasses como conteúdo de ensino em uma escola de ensino médio. Sendo assim, realizou-se um estudo de caso etnográfico do cotidiano escolar. Para tanto, organizou-se os jogos interclasses, em uma escola de ensino médio, a partir das estruturas do protagonismo juvenil. Os resultados sinalizam que os saberes/fazeres inerentes aos esportes podem assumir não somente um lugar de conhecimentos a serem aplicados em âmbito competitivo, mas sim como estruturas que permitem compreender o lugar sociocultural do esporte.

Palavras-chave: ensino médio, educação física, esporte, jogos interclasses

Resumen

La pregunta que orienta este estudio es: ¿cómo se pueden constituir los juegos interclase como contenido didáctico desde la perspectiva del protagonismo juvenil en la educación física del bachillerato? El objetivo es discutir y analizar las posibilidades y limitaciones que implican los juegos interclase como contenido didáctico dentro de una escuela secundaria. Así, se llevó a cabo un estudio de caso etnográfico de la vida escolar cotidiana. Para ello, se organizaron juegos interclase en una escuela secundaria, basados en las estructuras del protagonismo juvenil. Los resultados indican que el saber / hacer inherente al deporte puede asumir no solo un lugar de conocimiento para ser aplicado en un entorno competitivo, sino como estructuras que permitan comprender el lugar sociocultural del deporte.

Palabras clave: secundaria, educación física, el deporte, juegos interclase

Introduction

Sport, as a school subject, has been widely discussed in the scientific literature. This was confirmed by the state-of-knowledge study carried out by Matos et al. (2013), who, when mapping and analyzing 146 articles in 14 journals in the field of physical education, published between 1981 and 2010, showed that 42 productions had Sports as their object, that is, (29%) of the analyzed *corpus*. Furthermore, there were 32 articles on Games and Plays (22%), 25 on Dances (17%), 16 on Gymnastics (11%), four on *Capoeiras* (3%), three on Fights (2%), and 24 addressed Various Contents (16%).

This scenario can be articulated with a triple analytical understanding: the first assumption is related to the production in the scientific field on the teaching contents of Physical Education in which sport has been the most recurrent; in the second, the field itself focuses on denouncing the practice of teachers who constantly present sports content in the context of their classes, and the third movement refers to the place of protagonism assumed by this content in the scope of curricular elaborations in the different education networks (Matos et al., 2013).

Kravchychyn and Oliveira (2012) also provide some clues about the prominent place in the school context assumed by sport. For the authors, this is due to the broad sociocultural connection of this bodily manifestation present in different structures and moments of people's daily lives, whether in the media, in day-to-day matters, or even to constitute itself as a professional option. Thus, Physical Education, as one of the areas collaborating in this content's presentation and teaching, has sometimes been confused with the sport itself. Concomitantly to this, other body practices became sports, mainly via the Olympic movement, and produced an understanding of associative learning between sport and the field of Physical Education.

One of the pedagogical actions carried out with sports in the school environment is interclass games, which are events promoted throughout the school year and consist of sports disputes between classes. Reverdito et al. (2008) indicate difficulties in establishing educational functions around sports and actions such as interclass games. This is due to different factors, among which we can highlight the transposition of high-performance sports, without the necessary pedagogical treatments, into the school context. Such an aspect contributes to teaching options based on closed and model repetitions that are similar to what is practiced with the purpose of training athletes. Another preponderant factor is the disconnection between the format and structure of the event with the objectives, principles, and procedures of the Physical

Education curricular component articulated with the Pedagogical Political Project (PPP) and with the particularities of each context and stage of primary education. One of the stages in which interclass games are developed is high school. Therefore, incipient and significant gaps are investigated, including the place and the meanings that activities of this nature assume. These features reflect the place and possibilities of sports and interclass games in this phase of Brazilian schooling.

Thus, it requires beforehand understanding of this teaching stage in its nuances and particularities in the context of the Brazilian schooling project. One of the approaches in education is to encourage students to understand this phase of primary education based on the concept of youth. For Dayrell and Carrano (2013), the school must place young people as crucial in teaching-learning and building didactic-pedagogical possibilities involving youth protagonists. Thus, young people must be heard according to the expression of their dilemmas, conflicts, and suggestions. The identities of these subjects are connected with the social place they belong, so there is not a homogeneous youth but youths.

The term Youth Protagonist has had significant highlights, especially since the 1990s. Costa (2001) understands protagonism as a process of democratic participation for citizenship formation that can welcome and enable young people to face real situations in the school, social, and community spheres. Therefore, it requires making them the center of the educational process, optimizing situations in which they can exercise and develop initiative (action), freedom (option), and commitment (responsibility). On the other hand, verifying semantic developments that understand the protagonist as an educational purpose, as a teaching methodology, and others as a teaching axis, but that is consistent with the understanding that the young person must leave a passive condition, as a student, for a position of active participation.

Sposito and Carrano (2003) discuss the concept of youth protagonist in the context of educational policies for Brazilian youth and point to its trivialized and depthless use concerning the schooling project that is not organized around this principle. They consider it fundamental to go beyond assistance and public security in dealing with policies for young people, which requires structuring principles anchored in the perspectives of public rights. This is the only way to collaborate in forming autonomous young people and active interlocutors in the formulation, execution, and evaluation of the policies destined for them.

Ferreti, Zibas, and Tartuce (2004) draw attention to care with the semantic spraying around the concept of protagonism, as it moves away from the central element, the formation and integral development of the human being, giving rise to ideologically biased practices. Therefore, this study seeks to answer the following question: how can interclass games be constituted as teaching content from the perspective of the youth protagonist in high school physical education? The objective is to discuss and analyze the possibilities and limitations that involve interclass games as a high school teaching content. In addition, we seek to interrelate the structures of the youth protagonist in interface with the knowledge/doing of sport as the teaching content of the Physical Education curriculum component based on interclass games.

Materials and methods

A case study was chosen. To Yin (2000, p. 30): “[...] a case study is an empirical investigation of a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly defined.” However, given the range of possibilities for scientific investigations surrounding this method and the particularity of involving the educational field, an outline was carried out for the typology of an ethnographic case study of everyday school life (Sarmiento, 2011).

In this perspective, we became part of the daily life of a full-time school in the Capixaba state network, founded in 1977, but which took on the format of Escola Viva⁵. Thus, during approximately 400 Physical Education classes, which involved direct action with a female teacher of the curricular component, ten classes from 1st to 3rd grade, an attempt was made to give visibility to the authorial knowledge/doings of the subjects of this daily life.

As everyday life unfolded, there was a need to expand methodological procedures, incorporating subsidies from existential action research (Barbier, 2002).

In its updated design, action research guides the researcher based on the problems raised by the group researched. It is still necessary to assume a praxis bias, in the sense of transformation of the place by the engaged subject, based on the dialectic action of construction

⁵ The program of state high schools in a single shift, called Escola Viva Program, predicts the implementation of 30 single-shift schools by 2018, with the objective of planning, executing, and evaluating a set of innovative actions in content, method, and management, aimed at improving the supply and quality of secondary education in the public network of the state of Espírito Santo (Espírito Santo, 2017).

that involves researchers and researched groups. This requires equipping oneself with multiple techniques, such as a diary and photographic and audiovisual records (Barbier, 2002).

Thus, for this article, knowledge/doings are presented involving the didactic-pedagogical action around the teaching-learning process of interclass games. During 80 classes, a methodology was used involving the school's students based on the youth protagonist and the expansion of sports educational structures. Therefore, the students, represented by their classes and participating as sports teams, referees, and coaches, would develop functions in committees, which would be responsible for the realization and shared organization of these games.

As data collection instruments, the itinerant diary was elaborated, as it is structured around the triple word/listening – clinical, philosophical, and poetic –, in addition to highlighting the relationship of involvement between researcher and researched field, necessary, including, to the materialization of records (Barbier, 2002). Furthermore, inspired by the studies by Santos et al. (2014) and Vieira, Santos, and Ferreira Neto (2012), autobiographical narratives from the interviews of 31 subjects were also used. They were 27 students, the physical education female teacher, the principal, the female pedagogical coordinator, and the secretariat coordinator. An unstructured questionnaire was prepared with the following script:

1. What is it like to be young and a high school student today?
2. Do educational policies interfere with the school's pedagogical work?
3. What do you know about the new high school reform?
4. Do you participate in the school's pedagogical work?
5. What is the role of the family, pedagogical team, students, and teachers in the pedagogical work?
6. Furthermore, the Physical Education teacher, who is he to you?
7. Furthermore, concerning Physical Education in high school, how do you understand this curricular component?
8. How were your Physical Education classes in the other stages?
9. Is it possible to carry out pedagogical work that involves everyone in the school? Or have you already done it?
10. What are the main challenges you encountered in high school?

11. What could you have done daily at school that you still need to do? Why not?
12. Do you think that Physical Education should remain a mandatory curricular component in high school?
13. Did the researcher's presence interfere positively or negatively with the school's pedagogical work?

This research was approved by the Independent Ethics Committee of the Federal University of Espírito Santo (Ufes), CAAE No. 78655917.2.0000.5542 and Opinion No. 2.364.717. It is noteworthy that all subjects and their respective legal guardians signed the informed assent and consent form, respectively.

Results and discussion

Two axes of analysis were established to organize the results produced, based on the materiality of the bridges: insertion of the proposal as pedagogical content of physical education classes and the knowledge/doings mobilized in/of/by the youth protagonist. Complete fragments of the subjects' narratives were also extracted to complement the process of analysis and discussion.

Insertion of the proposal in the daily school curriculum

Inspired by Reverdito et al. (2013), we listed as an initial action to build learning possibilities involved in sports and, therefore, in interclass games. Marques, Gutierrez, and Almeida (2007), based on the conceptual model of the forms of manifestation of sport, consider that the different appropriation processes regarding the meanings of sport are related to three factors: the practice environment, the sport modality in question, and the meaning given to this activity.

From this perspective, an attempt was made to structure a teaching-learning process dialoguing with the propositions and guidelines of the school project. Thus, the first action

taken was to present and discuss the proposal with the pedagogical team and language teachers⁶. Subsequently, the format and organization procedures were discussed with the principal and student representatives of the sports club⁷. The principal and the female pedagogical coordinator reinforced the need to integrate the youth protagonist as a guiding element since one of the most central assumptions in the context of the researched school, described in the first premise of its pedagogical project, concerns the youth protagonist.

Thus described:

Protagonism was evoked in the conception of the Pedagogical Model due to its alignment with the education perspective regarding the training of young people idealized at the Basic Education's end. It presents itself as an educational principle but is also treated as a methodology, which at school is materialized through a set of practices and experiences (Espírito Santo, 2017, p. 22).

Furthermore, considering the different actors of the school educational plot means looking at the school beyond its fences, walls, rooms, and boards, but as a community of affections, i.e., the “geometrically and architecturally defined school is transformed into space by teachers, students, and other agents, through their discursive practices that constantly transform places into spaces or spaces into places” (Carvalho, 2009, p. 165).

However, the school routine is constituted by this community's curricular textures (Carvalho, 2009). In other words, how the subjects relate and enhance their pedagogical knowledge/doing intends on the possibilities and scope of the educational act, whether in an action of a specific curricular component or the entire school. In the interrelation, dialogue, contradictions, debates, and understandings of the belonging place, broad actions of an educational nature are created.

Thus, the proposal made by the teachers and the researcher to carry out the games and the adherence by the students and other teachers requires considering that it implies a non-

⁶ To establish interdisciplinary actions, since the Opinion of the National Council of Education No. 1998, efforts have been made to reorganize the curriculum in areas of knowledge. In this resolution, the following areas were proposed: languages, codes, and their technologies; natural sciences and their technologies; mathematics and their technologies; and human sciences and their technologies. Physical education, in turn, is part of the Languages and Codes area. The PCNs+(2002) understand languages as a human ability to articulate collective meanings and share them in systems of representation that vary according to the needs and experiences of life in society.

⁷ The clubs are spaces that are part of the differentiated curriculum, whose organization and themes are the responsibility of the school's students.

uniform process, mainly concerning the involvement and participation of the subjects. In other words, in a school with approximately 400 students, 15 teachers, five from the language area, it is necessary to understand the place that sports and interclass games present for these subjects, with representations, distances and approaches in different ways according to the appropriations made by them throughout their lives and academic trajectories.

Thus, it was up to the female teacher and the researcher to establish and propose the objectives of the action as starting points, namely a) planning, organizing, and executing an interclass tournament in an interdisciplinary proposal; b) expanding the learning resulting from the sport as a sociocultural phenomenon; c) participate as players and organizers of an event of a sporting nature; d) understand that sport goes beyond competition between teams and can become an economic, social, and work object.

A proposal was made for them to develop learning actions related to soccer and the FIFA World Cup as a cross-cutting theme. It would contribute with the other teachers of the curricular components in search of interdisciplinary approaches, but respecting the pedagogical specificities of each one. In this sense, some possibilities were indicated: for the Literature component, one could address the classic and contemporary authors of each country participating in the World Cup, such as Lord Byron-England, Ariano Suassuna-Brazil, Eduardo Galeano-Uruguay, Fernando Pessoa- Portugal, to name a few. In Portuguese, one could work with Nelson Rodrigues' chronicles about soccer. Arts would explore specific works by painters, such as Frida Kahlo-Mexico, Francisco de Goya-Spain, and Claude-Manet-France. English would use the words employed to designate World Cup terms: world cup, soccer, or football. Finally, the Spanish curricular component has potentialities for sharing in the chronicles of Eduardo Galeano, an Uruguayan writer, in the book *O Futebol ao Sol e à Máscara*.

The results of this objective indicate that there was no interdisciplinary articulation of the interclass between teachers in the area of Languages. They did not adhere to the possibility of using the suggestions of the contents proposed in their disciplines and did not develop alternatives. It is worth mentioning that in the six planning that preceded the event, only in two did the area female coordinator insert the games as a point of discussion. In both, when asked if they needed help or had doubts about the proposed possibilities of articulating the interclass games. as the content of their disciplines, they said “*that everything was fine*” and “*let's start working.*”

In the final evaluation, they said that the priorities concerning other contents of their curricular components made it impossible to integrate the theme of games. However, they reaffirmed that actions like these are essential for significant learning in the school context.

These assumptions dialogue with the scientific literature on the difficulty of interdisciplinary work, especially when it involves the Physical Education component. Santos, Marcon, and Trentin (2012) narrate the barriers found among Physical Education teachers and other curricular components to understand the contents that involve human movement as a language and, consequently, how this misunderstanding strains the selection and offer of articulated contents and themes with the educational meanings of this area. Such aspects are rooted in the absence of training processes of this nature throughout initial training, making it a practice far from teachers' daily lives. These structures can be better perceived when presenting certain representations arranged by the study subjects in their understanding of Physical Education as a language.

For the English teacher in the Languages area: *“Physical Education is very important for us to let off steam, to take a break from boring classes.” “The Physical Education class helps us to escape from the pressure of the classroom;” “Physical Education is very important for these students because just being in the classroom is very stressful.”* First-year student 3: *“Physical Education is body language. So it’s something different because, generally, in other disciplines, we write more than practice. Dancing, even fighting, is body language. Capoeira, I think this fight is very beautiful.”* Second-year student 2: *“I never understood Physical Education in languages. When I saw the simulation, I didn’t understand anything.”* First-year student 2: *“I don’t know why Physical Education is in this area. It is much more than that. It teaches Biology....”* Third-year female student: *“I never understood Physical Education in the area of languages.”*

However, it is also necessary to consider that the interdisciplinary difficulty is not specific to the particularities that involve understanding physical education knowledge but also disciplinary school culture. In other words, didactic actions that are also proposed by other curricular components, which involve physical education, could also fail in their interdisciplinary nuances. It is also possible to infer that the disciplinary culture develops priorities and commitments with the contents, development, and systematization characteristic of the teacher and their respective disciplines.

Such assumptions can be articulated with other structures identified during the stay in the field based on observation, sensitive listening, and writing in a traveling diary. During the

planning meetings, even if the agenda was not the interclass games, the teachers talked about their subjects and what they were doing in a disciplinary way and not in the development of didactic-pedagogical actions in an interdisciplinary way. The actions that assume a collective character were of mutual help, among the teachers, in meeting the demands of the Escola Viva Program for the area, including filling out learning information and other actions in specific forms issued by the Department of Education and, finally in the articulations of simulations for the National High School Exam (Enem).

Thus, another factor to be considered is related to the space between planning and implementation of the proposal since weaving everyday knowledge/doings demands mobilization and action in/with time. The implementation, development, and construction or tensioning of a school culture, such as the one constituted in the research field, is a continuous process that demands more structures and mobilizations to become effective and integrate the school's practiced curriculum. Thus, one cannot start from a pedagogical immediacy concerning everyday textures. However, one cannot disregard the significant aspects that involve the starting points and initial actions as basic structures for the development of didactic-pedagogical actions that can permeate and integrate, mainly as interdisciplinary content, the teaching-learning processes of the curricular compositions of different components, such as those that integrate the language area.

Regarding the second learning objective, related to the expansion of the meanings of sport in a sociocultural dimension, it required understanding the place and knowledge involved in this content in Physical Education classes and the reasons that make this corporal practice remain recurrent and representative but also permeated with tensions, in the daily lives of students.

Dunning and Elias (1992, p. 68) present some clues regarding the structural and configurational processes that permeate modern sport and the civilizing process:

It is sometimes said that sport has a complementary function in highly industrialized societies – that of allowing the practice of physical activities to a population with several sedentary professions and, for this reason, with insufficient opportunities to exercise from a bodily point of view. This may be a complementary aspect, but others have attracted less attention, even though they may be of no lesser significance in terms of their importance to human beings.

Therefore, the learning objectives could focus on appropriating rules, techniques, and tactics inherent to sports and their political, aesthetic, artistic, cultural, economic, and ethical crossings. The learning inherent to the purposes of the physical education component in the context of primary education tends toward perspectives that involve the place of citizenship education. In other words, more was needed for students to play or cheer for their classes, requiring them to relate to the knowledge beyond the playing field and focus on a pedagogical sporting event. Reverdito et al. (2008) indicate that it is fundamental that the school values and explores the educational functions of sport from the axiological, cultural, aesthetic, and social dimensions.

In turn, Gallati and Paes (2006) consider that enhancing the educational elements that permeate sport requires situating it as a sociocultural phenomenon, which integrates students' daily lives in different ways. It contributes to reflections of different natures as to the place this bodily manifestation occupies in today's society, including the critical understanding of specific structures such as the body and athletic performance, sport, and alienation.

Thus, Kunz (2004) inspired one of the methodological choices to thematize sport from a broad understanding starting from the articulation between the socioeconomic and sociocultural conditions in circulation, called the didactic-pedagogical transformation of sport. In this sense, students were able to experience the place of the different roles that integrate and make up the sports scenario, exercising the three pedagogical manifestations of teaching: work, interaction, and language. It contributes to enhancing protagonism structures that guided the process in question.

Furthermore, for Marques, Rodrigues, and Almeida (2008), the meanings established for sports vary according to the appropriation processes and the relationship between subjects in their sociocultural contexts. Such an assumption highlights how the school's students have been situated and related to sports. This facilitates possible approximations and departures regarding the use and consumption of this content in the curricular component of Physical Education and later in perspective adopted in interclass games. As can be best evidenced in the excerpts:

First-year student 3: *"I don't like Physical Education because people like me end up in a haberdashery. And also, Physical Education is just for people to show off to others."* Third-year female student 1: *"Apart from the sameness of soccer and volleyball. And sometimes we don't want to do it."* Third-

year female student: *“I do not doubt that if, since kindergarten, the student had a teacher who didn’t care about his classes when he gets to high school he doesn’t care. Then it takes time to end this culture.”* First year 3: *“Before, Physical Education was to be lying on the bleachers to speak ill of others.”*. Also, from 1st year 2: *“It was sad because the teacher would come and say: play dodgeball.”*. Another from 1st year 2: *“Well, for me, Physical Education was hell on earth. I hate Physical Education. Before, my classes were basically going to the bleachers to sleep or skipping class in the bathroom. I have nothing against Physical Education because I’ve done a lot of sports, but my problem with Physical Education is when the teacher arrives and throws the ball. How I hate it.”*

On the other hand, some have positive approaches concerning sports and the curriculum component: 3rd-year student, *“I love sports.”* Second-year female student, *“I’ve been doing sports since I was a child.”* First-year student, *“I’ve always played sports, but now I can’t because of the time.”* Third-year female student, *“I discovered Taekwondo when I was six years old.”* Second-year female student, *“I love sports, but I don’t like Physical Education. I’ve practiced bow and arrow.”* Third-year female student, *“I came from a different reality. In my city, the old school had everything, court, material, and teacher.”* First-year student 3: *“At the school where I studied, it was much better because the bimesters were very diversified. At first, it’s games and plays. Second, dances because of the square dance. And less common sports in the third and fourth bimesters.”*

In this sense, the mobilization phase and significant construction of the pedagogical place that games would occupy in Physical Education classes began with the students of the school’s ten classes. For Reverdito et al. (2009), competition as school learning does not start when the referee whistles but from the preparation and distribution of shared responsibilities to guarantee everyone’s participation.

A competition was held to choose the logo and name of the event to involve the art teacher and insert the students in the practical construction of the games, maintaining the structural support of the youth protagonist. Then, the students should develop the visual identity and the name for the interclass. In this way, the art teacher would develop a pedagogical action with the classes to contextualize the artistic and aesthetic knowledge that involves elaborating a visual identity for an event. However, as pointed out about the difficulties of interdisciplinary work, the teacher said that *“other contents of higher priority”* prevented her from carrying out this action. This aspect may have been reflected in the number of participants: among the 400 students, only four signed up.

We again involved the Arts teacher, the President of the Sports Club, a member of the administrative staff, and the female pedagogical coordinator as judges of the competition to choose the winner, aiming to maintain the community perspective of the curriculum and the interdisciplinary nuances in the area of languages. This action constituted a significant moment of belonging to the school, as the choice criterion was based on the logo's meaning.

Figure 1 shows the chosen logo and name of the event.

Figure 1

Interclass 2018 winning logo⁸



Source: elaboration of a 2nd-year female student B

However, when we presented the logo, many students who disliked and criticized it said they did not know that the enrollment date had ended. On the same day, each room's representatives were gathered to draw the committees and the countries that each class would integrate. Table 1 shows the distribution.

Table 1

Raffles of committees and teams of the Interclass tournament

<i>CLASS</i>	<i>TEAM</i>	<i>COMMITTEE</i>
First 01	NIGERIA	First aid
First 02	SPAIN	Registration and access
First 03	BRAZIL	Materials
First 04	GERMANY	Ceremonial and opening
First 05	URUGUAY	Cultural organization
First 06	AUSTRALIA	Support
Second 01	COLOMBIA	Financial
Second 02	PORTUGAL	Technical
Second 03	ENGLAND	Marketing
Third 01	MEXICO	Disciplinary

⁸ The author explained that her creation was due to the presence of chicken meat almost daily at lunch. Students joked about it in conversations during recess.

Each class was given a document with each committee's primary responsibilities and functions in the *Interclasse Frangão do Maura 2018*, summarized in Table 2.

Table 2

Committees and their responsibilities in the Interclass tournament

<i>CENTRAL ORGANIZING COMMITTEE (CCO)</i>	
Class _____	Coordinator: _____
<ul style="list-style-type: none"> • Define the event's objectives, mission, and values. • Organize planning. • Organize the general program. • Hire services and staff. • Supervise the other committees. • Promote communication between committees. • Organize meetings with the leaders of the other committees. • Resolve missing cases. • Organize the final report 	
<i>TECHNICAL COMMITTEE</i>	
Class _____	Coordinator: _____
<ul style="list-style-type: none"> • Directly advise on the work of the General Management. • Collaborate in choosing the dispute system. • Build the games table. • Raffle games between classes. • Develop the entire competition schedule. • Approve the results and classification of the teams in the various modalities. • Check with the materials and support committee the conditions of the competition venues before and during the competition period. 	
<i>PROMOTION AND MARKETING COMMITTEE</i>	
Class _____	Coordinator: _____
<ul style="list-style-type: none"> • Carry out the publicity work for the event. • Mobilize students to participate in games. • Create page on social networks. • Publicize the event within the school community. • Livestream in the games' social networks. • Publish game press releases 	
<i>FINANCIAL COMMITTEE</i>	
Class _____	Coordinator: _____
<ul style="list-style-type: none"> • Receive financial amounts for event costs. • Request the purchase of materials for the event (with 3 quotes). • Purchase material requested by committees. • Make payment of the arbitration teams' per diem, among others. • Directly advise the general coordination on financial matters. • Organize your committee's final report 	
<i>SUPPORT COMMITTEE</i>	
Class _____	Coordinator: _____
<ul style="list-style-type: none"> • Help other committees. • Collaborate with the organization's teachers. • Organize the committee's final report 	

From this, students should study the actions and responsibilities of their committees and add elements they consider coherent. Thus, during Physical Education classes, a period was set aside for development, planning, and following up on their proposal. This moment enabled them to establish collaborative and integrated actions and production structures with their classmates, elements that make up the nuances of the youth protagonist.

In this context, the demand emerged to allocate part of the class time for students to organize the teams that would compete or, in their words, “*we need to train.*” Thus, with suggestions and negotiations between the female teacher, the researcher, and the students, each class was proposed to choose a student to be the team’s coach. Such aspects expanded the possibilities of experimentation and experience of the place of the different actors making up the sports activities and also reinforced the place of protagonism in the proposal.

This structure provides evidence to understand sports’ place in students’ lives. They consider that for sport to happen with competitive efficiency and performance requires technical, tactical, and physical training. These elements resemble those consumed in the high-performance and professional space. Thus, the students were constantly observed systematizing and organizing these moments based on analytical education and rehearsed plays, whose inspirations came from YouTube or the sports schools they attend/attended.

Furthermore, in these moments, it was possible to capture different reports and (re)appropriations regarding the knowledge of these practices: Student of the Medical Committee: “*My committee is important, as it protects the players.*” Student of the Materials Committee: “*It is responsible for collecting the materials needed for the games and all the material other committees need.*” Female Student of the Disciplinary Committee: “*Without my committee, the games will be messy because everyone will want to do what they want.*” Student of the Ceremonial Committee: “*The beauty and initial organization of the interclass will depend on us because it has to be an opening like the Olympics.*” Female Student of the Financial Committee: “*You have the responsibility to pay and see if you can pay for an event; you are responsible to see if you have the money for all this.*”

This mobilization of students by committees dialogues with what Reverdito et al. (2008) propose regarding the organizational process that should prioritize the characteristics of the group and value all the structures inherent in the systematization of an event of this nature. Thus,

The organization corresponds to the entire process of periodization, specification, and execution of the schedule of activities in each period, human resources, proposed activities, necessary materials, spaces, structures to be modified and adapted, and direct and indirect participation of students, other teachers, parents, and community in the organization and execution, criteria for awards, and evaluation of the event (Reverdito et al., 2008, p. 41).

In other words, promoting co-education, autonomy, participation, inclusion and autonomy, understanding sports involvement and participation, either as a practitioner or as a spectator, and producing and perceiving metaphors between sports configurations and those of social life are fundamental for significant learning involving sport (Gallati & Paes, 2006). On the other hand, the didactic-pedagogical transformation of sport proposed by Kunz (2004) allowed students to broaden perspectives involving this theme of body culture beyond the experience of sport among the teams that compete with each other and the players in their respective positions.

Building other pedagogical ways of dealing with the insertion and influence of an event such as the World Cup in the school context promotes the possibility of avoiding what Signorelli Miguel and Prodocimo (2019) highlight about the mismatches between sports legitimacy in its specific nuances as a mega-event, with emphasis on passive consumption, and on the other hand, the promotion of learning textures inherent to the space/time of physical education inserted in the Brazilian schooling project. Furthermore, these representative aspects involved in the insertion and daily dissemination of a sporting event such as the World Cup provide new evidence about the types of sport consumed in the daily sociocultural life of these students.

As a result, it was possible to verify the progressive involvement of the students each week. However, they were surrounded by tensions and difficulties. These mainly concerned the ability of individual and collective organizations and their proactivity and interest in exercising protagonism and autonomy. The classes had 40 students, and not all were involved with the proper expectation of the teachers and their classmates. However, it must be emphasized that the progressive increase in adherence does not mean an absence of resistance regarding the integration and materialization of the proposal. One of the factors may be related to the appropriations of the physical education curriculum component, the sports content throughout high school, and the other stages of primary education.

First-year student 3: *“I came from a private school, and it wasn’t that different. In theory, the female teacher taught many things, but in practice, it was always the same: volleyball, handball, and basketball.”* Third-

year female student: *“I love sports. But since my elementary school 2, I didn’t make a point of doing Physical Education anymore. Even my teachers didn’t insist. It gave the impression that the fewer students, the better, the less work for them.”* Third-year seasonal female student: *“In all my years of school career in public schools, in the previous stages, I did not have good experiences, and therefore, they were not so relevant, mainly because there was no structure.”*

It is worth highlighting the paradoxical condition involved in the structure of the youth protagonist. It values the initiative, autonomy, and action of the subjects developing the feeling of belonging and educational co-responsibility. On the other hand, it also institutes in some students the opposite feeling, i.e., the process happens according to their interests and wishes, devoid of co-responsibilities. These assumptions are also consistent with approximations, re(appropriations), tensions, and resistance to the proposed games.

During the period in the field, it was possible to identify that the management team has the representations with the greatest expectations regarding applying strategies for materializing youth protagonists. Teachers are divided between positive expectations, initially with the improvement of public education and then with the possibility of contributing to the development of students. Some teachers consider the proposal significant, but not all students are mature enough. These positions are similar to those of the students, who understand that the youth protagonist is significant but has limitations, as there is no involvement of a significant portion of colleagues.

However, it is essential to emphasize that autonomy and protagonism are culturally constructed and developed attitudes. They are not innate or natural to young people, an assumption that indicates the importance of executing and practicing them as part of the teaching-learning process (Nonato et al., 2016). Such elements showed the need to organize a specific thematic category for the discussion and problematization of this structure in the proposal of interclass games.

Knowledge/doings mobilized in/from/by youth protagonist

The second category involves materializing the knowledge/doing involved in the proposed games. The “Frangão do Maura” interclass tournament was played over five days, occupying the school’s full schedule, i.e., from 8:00 am to 5:00 pm. This aspect signals the

representative insertion of this content as an action of the school and not of Physical Education. Men's and women's futsal and mixed volleyball made up the calendar of games. The choice of these modalities refers to the school culture because, during the planning period, the modalities that they would like to have and that all classes would be able to participate in were raised with the students. Likewise, they agreed that a new modality should be incorporated each year the games were held.

These aspects also converge to one of the spheres that integrate the forms of manifestation of sport (Stigger, 2009). In this case, the structure focused on the modality of practice. In other words, the purpose and meaning of the practice integrate the structures (in this case, carrying out a pedagogical sporting event), the practice environment (space and time of a public high school), intending on the structural aspects of the game itself, which converged to perform a mixed volleyball, played by boys and girls. Even though futsal was organized by gender, it was also thought of based on the students' contributions, as the girls, in particular, understood that the modality, when played in a mixed way, became less inclusive for them. Other structural elements related to the pedagogical treatments undertaken to expand the pedagogical nature of the games played in the particularities of the school in question were: match duration of futsal games, scoring of sets in volleyball, unlimited substitutions, and conscientious disciplinary character to the detriment of punitive.

This movement was also carried out to value sports manifestations in their representation with the students, based on the "positive reading" (Charlot, 2002). Thus, this theme of body culture, based on the uses and consumption established among students with this curricular component, assumes a prominent place concerning the other body practices offered. This suggests a movement in the area not toward the rupture or marginalization of this content – even if the pejorative adjective of Fantastic Four still prevails over the teaching of volleyball, handball, basketball, and futsal, as carried out in other moments in the field –, but to the possibility of a greater appreciation of other body practices, including sports.

The elements analyzed in this category were subdivided into discussion axes represented by the committees developed for the sports organization. Thus, it is expected to signal the learning resulting from co-participation, autonomy, the intragroup communication process, and the developed interpersonal relationships (Gallati & Paes, 2006; Reverdito et al., 2008). Furthermore, for Dayrell and Carrano (2005), the school's curricular actions should be

organized as spaces that value youth protagonists. It is essential to place young people as crucial figures in the process, listening to them according to the expression of their dilemmas, conflicts, and suggestions since the identities of these young people have both similarities and different projects and trajectories, even if they come from a common context, in the case of the present research, including concerning their expectations and representations about the sporting phenomenon and its school nuances. In other words, involving students in the organization process allows them to express the meanings that sports and sporting events have in their sociocultural contexts.

Therefore, in addition to adding organizational, technical, and ethical elements, which the students considered relevant for the organization of the event, pedagogical treatments inherent to the teaching activity were also inserted in the negotiation and participatory planning process. This action also avoided attributing complete responsibility for the teaching-learning process to students, a contradiction that sometimes stresses the understanding of the youth protagonist. Thus, in this phase, students, the teacher, and the researcher built, based on consensus, the structures responsible for configuring the interclass games. Since,

Considering young people as protagonists means building actions together with them and not so much for them, which leads to establishing a dialogical relationship based on their autonomy. In practice, it is apparently simple: open the spaces and times and provide the resources for the young person to experience all phases of any social action, from its planning to its evaluation (Dayrell, 2016, p. 87).

The technical and central committees were responsible for organizing the dispute system that would be adopted. Initially, grouping was suggested so that they could play more often. This request arose based on valuing participation more than just winners. As indicated in the words of a 3rd-year student: *“Last year was a mess, few games, delays, few days. Only here at school is it like that. The other Escolas Vivas have a week of games.”* Third-year female student: *“I think the more we make others play, the better because there is more participation from the crowd.”*

After two meetings, they suggested that the futsal matches would be played in two halves of five minutes between the rooms. Volleyball matches would be held in a 25-point set. In case of a tie or a victory for each room, there would be a tiebreaker set of points. Such elements confirm the structures on the forms of sports manifestation since the structures did not follow a hegemonic character of the modalities in their official format defined by federations and

official championships but instead followed the particularities identified and consumed by the students of the school in question.

All teams should wear uniformed, with numbered jerseys, shorts (except jeans or heavy fabric), sneakers, shin guards, and socks. If a team had a player without sneakers, in the first cycle of conversations, it was decided that he should stay on the bench because, according to the students, it could cause injuries. However, we raised with them the reflection on what to do with the students who cannot afford sneakers. Thus, they proposed that the materials committee obtain sneakers for those students and request them before the games. As a result, the students on that committee borrowed sneakers from other students or even family members and made them available to anyone who needed them.

The learning construction actions in this phase focused on the understanding that a sporting event requires elements other than athletes, referees, and fans. For Reverdito et al. (2008) and Gallati & Paes (2006), it is necessary to teach the sport but also to like it. In short, it is fundamental to teach more than the sport. The Ceremonial Committee also showed significant involvement in the organization of the interclass. They were constantly meeting to decide the format and the organization on the tournament day. They had many ideas for thematic decoration referring to the countries of the FIFA World Cup, such as the distribution of rooms and athletes during the ceremony, with markings in the stands. On the eve of the event, they decorated the court, asking the principal to stay longer than class time. They arrived earlier on the day of the games, finished the decoration, and went over the ceremonial sequence so the other members could do their part.

They also chose one of the students to be the master of ceremonies. They started the event by lining up the delegations on the court in alphabetical order. Afterward, the national anthem was played and sung, and later, the athlete's oath was taken. Then, as the teacher managed to get a chicken costume, one of the students wore it as a mascot and gave a comical and relaxed presentation. Finally, there was the cultural presentation of the rooms, with typical dances from the countries. However, only Brazil and Spain prepare a dance, showing yet another of the signs related to homogeneous non-adherence and the aspects and tension between the students and the presented proposal. It relates to the youth protagonist the relationship with the knowledge of physical education. Furthermore, in this case, in addition to sport, dance.

Actions that refer us to the idea of Charlot (2002, p. 55), in which “to mobilize is to move resources the child mobilizes in an activity, how much he invests in it when he uses himself as a resource when he is set in motion by motives that refer to a desire, a meaning, a value”. Thus, it was possible to identify elements of this nature in the involvement of students in carrying out the activity of their responsibility.

The Disciplinary Committee, formed by 3rd-year students, was responsible for drawing up the Code of Ethics for the tournament. They suggested what would or would not be allowed during the games. They consulted models on the internet and also tried to propose common coexistence principles that they noticed in the day-to-day life of the researched field. During the games, this committee was also responsible for monitoring compliance with the attitudes inherent in the ethical conduct of the sport and proposed in the Event’s Code of Ethics. The main disciplinary actions raised by the students and recorded refer to dealing with the figure of the referees. A significant portion of the classes that competed in men’s futsal offended colleagues and teachers with profanity, intimidation, and ostensive complaints. However, the impression produced brought elements of a cultural nature regarding the referee’s figure more than the person refereeing the games. In other words, regardless of who was arbitrating, the conduct would slightly vary in the discipline.

On these tensions and sensations provoked in/by the sport, Elias and Dunning⁹ (1992, p. 41) draw attention:

However, in most sporting matches, rules are in place to keep these practices under control. It may be asked: what kind of society is this where people, in ever-increasing numbers, and almost everywhere in the world, take pleasure, whether as actors or spectators, in physical competitions and confrontations of tensions between individuals or teams, and in the excitement created by these competitions held under conditions where no blood is spilled or serious injuries are caused to players?

In other words, the students continued to be colleagues and friends, and there was no increase in fights or hostile actions between them because of the games, not even with the referees, students, and teachers. These elements situate the place of sport, even in the school

⁹ The analytical option subsidized by these authors occurs through the epistemological understanding based on the social sciences, as has been done throughout the thesis, articulated by the concept of webs that involve social structures, such as sport, inserted, including, in the civilizing process. These aspects allow us to understand the expressions provoked by sport beyond the utilitarian character.

environment, that is neither overvalued nor undervalued, an integral part and surrounded by/in the social configuration, which assumes a value of a symbolic nature that, sometimes, adopts a non-violent and non-military condition of competition between states, nations, and – why not? – between school classes. These behavioral nuances evoked during the competition led to the establishment of didactic-pedagogical actions focused on the ethical and axiological aspects that involved the sport and proved relatively incipient. Elias and Dunning (1992) emphasize that the civilizing process provoked new sensibilities in how the sport is competed and practiced, mainly expressed by the replacement of military instruments and the need for safety for the competitors. Perhaps, for this reason, the relationship with the referee is at odds and evokes greater hostility, as he is the figure who protects and must enforce the regulation. By becoming a mediator in confrontation, the weapons replaced by intrigue and civility go back to a new level: that of injustice and possible plots against this or that adversary. However, when the games ended, the hostile, anguished, and rebellious remnants returned to their usual places in the ordinary life of the subjects in the school environment.

Nevertheless, reflecting on the appropriation process concerning the interrelations provoked by the sport's intergroup character is necessary, as this behavior is also culturally learned. It was possible to perceive an aesthetic imitation of what is seen in soccer and futsal that reaches them through the media or in initiation schools and clubs. Some sayings collaborate to broaden the reflection on this scenario. Second-period student: *"you have to put pressure on the referee."* Third-year student: *"these referees are all thieves."* The question that remains is: how do students begin behaving like that? Where did they learn that? Such assumptions can be relativized concerning volleyball, where there were no significant tensions between students and referees. This aspect provokes reflection on the principles that permeate certain specific signs by sport modality. As if in soccer and futsal, complaining, cursing, and quarreling with the referee were inherent elements of their practice. Marques, Gutierrez, and Almeida (2007, p. 46) raised the following assumptions:

The practice environment encompasses the social sphere in which sports practice takes place. It concerns the professional, non-professional, and school environments. It is the field of accomplishments in which the sports modalities materialize, based on meanings that contextualize and give it meaning. As it is a phenomenon that exerts transmission and cultural renewal, deriving from the characteristics of its practitioners, sport transmits values and therefore interferes in human formation. These values are differentiated according to

the meaning of the practice. For example, an activity conveying segregation and objective comparisons differs from another conveying inclusion and self-worth.

Among the First Aid Committee's actions, it is worth highlighting the letters they sent to the Basic Health Unit (UBS) in the neighborhood and the Nursing Course of a university in the city requesting trained professionals to assist during the event. The university assisted the students, sending four interns to carry out possible first-aid procedures. This action was one of the most representative, highlighted by the female coordinator of the school office: "*Look, I had never seen this in school games. You managed to bring nurses to the games. This gave a different glow to the event.*" The words of a 1st-year female student 3 also support it: "*I really enjoyed seeing nursing people there. It showed organization.*"

Another significant highlight concerns the Promotion and Marketing Committee, mainly covering and recording the tournament. In the run-up to the event, they made the logo on the computer, as the original drawing was in pencil. Next, they asked for access to the school's official Instagram page to advertise the tournament. On game days, they took pictures of the teams before the start of the matches and recorded the crowd's actions, the teachers' presence, and the students' spontaneous behavior around the court.

The other committees, Central Organizing Committee, Materials, Registration and Access, Financial (with greater participation before the event), and Support, did not record significant involvement during the event. In the evaluation process, their argument referred to the low participation of the room in the committee's tasks. These criticisms came mainly from students who played. Female student of the Materials Committee: "*Teacher, we played; we couldn't do everything.*" Student of the Access Committee: "*This is personal irresponsibility. For me, one of the criticisms of the tournament is this, the class's participation.*"

These young people's relationship with the school is permeated by the symbolic universe of which this social group, in its diversity of social practices, characteristics, and behavior, has been established in this social and historical context. Thus, it is necessary to situate these young people in their youthful condition, i.e., observing how they are constituted from ethnic, gender, and class elements and how a society attributes meaning to this moment of life from the historical-generational dimension (Dayrell, 2007). In this sense, it is necessary to consider that the relationships and (re)appropriations that these students established with sports may not have reached symbolic structures that allow them to consider it significant learning. Therefore,

distancing, tensioning, and didactic-pedagogical distancing occur, including knowledge/doings other than those of a technical-tactical nature inherent to the experienced modalities. Such assumptions contribute to understanding the difficulties in offering and sharing a pedagogical structure conducted by sport.

The specificity of this phase of schooling, as it takes the last place in primary education, brings with it the premise of learning that was being, in a longitudinal way, structured or forgotten between the previous stages, which does not mean considering the lack of learning specific to the high school. However, it is necessary to question how absences and/or constitutions establish continuity relationships between one stage and another, to the point of providing support or learning weaknesses, given how knowledge was appropriated.

Clues can be found in the minutiae of the following excerpts from narratives, arranged at different times in interviews and dialogues throughout the semester: *“I love sports.” “I’ve been doing sports since I was a child.” “I’ve always played sports, but now I can’t because of the time.”* In other words, schools, social projects, clubs, and academies have mainly fulfilled the function of providing students with initial experiences in body practices that collaborate in instrumentalizing the necessary domain knowledge when performing corporal practices with some autonomy.

In other words:

Knowledge is the result of a personal experience linked to the activity of a subject endowed with affective-cognitive qualities.... Furthermore, knowledge implies that of a subject, of a subject’s activity, of the subject’s relationship with himself (he must get rid of subjective dogmatism), of this subject’s relationship with others (who co-construct, control, validate, and share this knowledge) (Charlot, 2002, p. 61).

However, it should be noted that, even in these committees, there are signs of significant learning among some students:

Until today it was the only event that gathered everyone from the school; despite being for competition, it was the interclass. For me, it was the only time that involved all classes. They were there competing, but it wasn’t so strict; it was more for fun. It was interesting because it didn’t only involve those going to play; with the idea of entourages (committees), it involved everyone and involved well. An entourage was responsible for each thing and not a class or teachers responsible for everything (3rd-year female student).

It is possible to say that the committees evoke the place of experience (Kunz, 2004) as a pedagogical possibility in dealing with sport, highlighting the elements of interaction, language, and work in the intragroup aspect of the classes. They articulated with the notion of youth protagonist, enabled the production of broad learning regarding sport, as autonomy, co-participation, cooperation, dialogism, inclusion, and specific learning of rules, techniques, tactics, and sports organization and administration (Gallati & Paes, 2006; Reverdito et al., 2008) went through the whole process of planning, organizing, and executing the interclass games.

Thus, by situating youth protagonism as a guiding concept, in which young people can perceive themselves as subjects who interpret their world and act on it, even in a specific activity such as interclass games, they collaborate in the mobilization of knowledge/doings and, consequently, attributions of meaning and (re)appropriation of the significant learning produced. However, the proposal integrated into the daily life of the researched school, such as producing a community curriculum of affection (Carvalho, 2009) based on the structures of sharing and collective construction, demonstrates the pedagogical potential of sports. These elements are better elucidated in the words of the different actors. Secretariat coordinator: *“See how you involved these students in the [pause to think] committees. They were too anxious for the arrival of the interclass. It’s great to see that.”* This narrative is similar to that of the female pedagogical coordinator: *“It was great to see these kids involved as they were. There you could see protagonism happening. If we think about how many socio-emotional skills were developed, sense of respect, appreciation of special education students and protagonism.”* Third-year female student: *“It’s the same with the interclass that involves everyone. Those who are not playing are decorating. And the staff helping.”* Physical Education female teacher: *“We did the interclass last year and this year, but this year was much better with your presence. I had not thought of this idea of committees.”*

Finally, the principal: *“You managed to do a brilliant job. If we think about how many skills were developed in that activity!”* In addition to involvement, these fragments raise the feeling of belonging and shared construction, elements of paramount importance for developing meaningful learning in everyday school life. However, this does not mean considering a homogeneous process. A community, such as a school, is permeated and formed by differences. It includes relations and processes of (re) appropriation established by subjects with sports.

Final considerations

It is possible to point out that organized and structured interclass games based on the youth protagonist, based on the idea of a caring community, with principles of didactic-pedagogical transformation and sport pedagogy, constitute a fruitful object of significant materializations regarding the need for the curricular component, Physical Education, build possibilities for teaching sport beyond the reproduction of the competitive adult model expressed in extracurricular context. However, the student's involvement beyond spectatorship or miniature athlete requires the incorporation of this type of action in the school's pedagogical project, constituting itself as part of the pedagogical routine, even if it takes place on a specific date of the school calendar, such as the performed in this study.

Therefore, the technical, tactical, ethical and aesthetic knowledge/doings inherent to sports assume not only a place of knowledge to be applied in a competitive environment, but also of knowledge that allows understanding the sociocultural place of the sporting phenomenon. However, one of the limitations that a proposal of this nature assumes resides in the interdisciplinary objectives necessary for the school routine. These difficulties are associated with a school culture centered on content and knowledge in a fragmented way. One can also highlight the non-incorporation of interdisciplinary work in everyday life, as a constant movement in/of the curriculum textures.

It is also worth considering the somewhat tenuous relationship that involves the notion of a youth protagonist. There are weaknesses in the strategies produced so that these actions do not undervalue the other subjects of the educational act, constituting a tensional structure, mainly due to the association between protagonism and institutional independence, in the sense of the students doing what they want and when they want. This confusion was felt mainly among the students and the teacher in organizing the games.

It is also suggested that new studies be developed articulating the knowledge of school competitions throughout the other teaching stages, including discussing what approaches and what departs, in terms of learning, when students reach high school.

References

- Barbier, R. (2002). *A pesquisa-ação*. Editora Plano.
- Brasil. (2002). Ministério da Educação. Secretaria da Educação Média e Tecnológica. *Parâmetros curriculares nacionais + (PCN+) – linguagens, códigos e suas tecnologias*. MEC.
- Carvalho, J. M. (2009). *O cotidiano escolar como comunidade de afetos*. CNPq.
- Charlot, B. (2013). *Da relação com o saber: elementos para uma teoria*. Artmed.
- Costa, A. C. G. (2001). *Tempo de servir: o protagonismo juvenil passo a passo; um guia para o educador*. Universidade.
- Dayrell, J. (2016). Juventude e cultura: o Projeto de Formação de Agentes Culturais Juvenis. In J. Dayrell (Org.), *Por uma pedagogia das juventudes: experiências educativas do Observatório da Juventude da UFMG* (pp. 79-122). Mazza Edições.
- Dayrell, J., & Carrano, P. (2013). Juventude e ensino médio: quem é este aluno que chega à escola. In J. Dayrell, P. Carrano, & L. C. Maia (Org.), *Juventude e ensino médio: sujeitos e currículos em diálogo* (pp. 101-133). Editora UFMG.
- Elias, N., & Dunning, E. (1992). *A busca da excitação*. Difel.
- Espírito Santo. (2017). *Escola Viva o que é?* Vitória.
- Ferretti, C., Zibas, D., & Tartuce, G. L. (2004). Protagonismo juvenil na literatura especializada e na reforma do ensino médio. *Cadernos de Pesquisa*, 34(122), 411-423.
- Galatti, L. R., & Paes, R. R. (2006). Fundamentos da Pedagogia do Esporte no Cenário Escolar. *Revista Movimento e Percepção*, 6(9), 16-25.
- Kravchychyn, C., & Oliveira, A. (2012). Educação Física escolar e esporte: uma vinculação (im)prescindível. *Revista Mackenzie de Educação Física e Esporte*, 11(1), 61-70.
- Kunz, E. (2004). *Transformação didático-pedagógica do esporte* (6a ed.). Ed. Unijuí.
- Marques, R. F. R., Gutierrez, G. L., & Almeida, M. A. B. (2008). “O esporte contemporâneo e o modelo de concepção das formas de manifestação do esporte” *Revista Conexões*, 6(2), 42-61.

- Matos, J. C., Schneider, O., Mello, A. S., Ferreira Neto, A., Santos, W. (2013). A produção acadêmica sobre conteúdos de ensino na Educação Física escolar. *Movimento*, 19(2), 123-148.
- Nonato, S. P., Almeida, J. R., Faria, I., Gebber, S., & Dayrell, J. (2016). Por uma pedagogia das juventudes. In J. Dayrell (Org.), *Por uma pedagogia das juventudes: experiências educativas do Observatório da Juventude da UFMG* (pp. 249-304). Mazza Edições.
- Reverdito, R. S., Scaglia, A. J., Silva, S. A. D., Gomes, T. M. R., Pesuto, C. L., & Baccarelli, W. (2008). Competições escolares: reflexão e ação em pedagogia do esporte para fazer a diferença na escola. *Pensar a prática*, 11(1), 37-45.
- Santos, M.; Marcon, D., & Trentin, D. (2012). Inserção da educação física na área de Linguagens, Códigos e suas Tecnologias. *Motriz*, 18(3), 571-580.
- Sarmiento, M. (2011). O estudo de caso etnográfico em educação. In N. Zago, M. Carvalho, & R. A. Vilela (Org.), *Itinerários da pesquisa: perspectivas qualitativas em sociologia da educação* (pp. 137-179). Lamparina.
- Santos, V. F., Vieira, A. O., Mello, A. S., Schneider, O., Ferreira Neto, A., & Santos, W. (2014). Educação física e o processo de escolarização: uma análise sob a perspectiva do aluno. *Revista de Educação Física/UEM*, 25(4), 539-553.
- Signorelli Miguel, R., & Prodócimo, E. (2019). O esporte, suas legitimações e relações com a escola em momento de Copa do Mundo no Brasil. *Revista Brasileira de Ciência e Movimento*, 27(2), 143-154.
- Sposito, M. P., & Carrano, M. C. R. (2003). Juventude e políticas públicas no Brasil. *Revista Brasileira de Educação*, 24.
- Stigger, M. P. (2009). Relações entre o esporte de rendimento e o esporte da escola. In M. P. Stigger, & H. R. Lovisolo (Orgs.), *Esporte de rendimento e esporte na escola* (pp.103-134). Autores Associados.
- Vieira A., Santos, W., Ferreira Neto, A. (2012). Tempos de escola: narrativas da formação discente ao ofício docente. *Revista Movimento*, 18(3), 119-139.
- Yin, R. (2000). *Estudo de caso: planejamento e métodos*. Bookman.

Submission data:

Submitted for review on January 25, 2021; revised on March 23, 2022; and accepted for publication on May 29, 2022.

Corresponding author:

Nazário, Murilo Eduardo dos Santos – Universidade Vila Velha – UVV.
Avenida Comissário José Dantas de Melo, 21 - Boa Vista II, Vila Velha - ES, 29102-920

Author contributions:

Nazario, Murilo Eduardo dos Santos: *Conceptualization (Equal), Data curation (Leadership), Formal analysis (Leadership), Investigation (Leadership), Methodology (Leadership), Project management (Equal), Validation (Leadership), Visualization (Leadership), Writing - original draft (Leadership), Writing - proofreading and editing (Leadership).*

Dos Santos, Wagner:

Conceptualization (Equal), Data curation (Equal), Formal analysis (Equal), Investigation (Support), Methodology (Support), Resources (Equal), Supervision (Equal), Writing - original draft (Support), Writing - proofreading and editing (Support).

Ferreira Neto, Amarílio:

Conceptualization (Equal), Data curation (Equal), Formal analysis (Equal), Methodology (Support), Project management (Leadership), Supervision (Support), Writing - proofreading and editing (Support).