

SCHOOL PHYSICAL EDUCATION: Foundation for the student's integral development.

SCHOOL PHYSICAL EDUCATION: Foundation for the student's integral development.

**Luciana Martins¹
Ivanise Nazaré Mendes²**

SUMMARY

This article is entitled Physical Education at School: Foundation for the integral development of the student. This theme was chosen to promote encouragement and appreciation, as well as recognition of the discipline, which is unique and extremely necessary for human life, as well as for basic education. The objectives outlined in this work focus on identifying possibilities and the relationship between content and its didactic-pedagogical competencies, thus providing critical, reflective, and autonomous citizenship training for adolescents as they reach the end of high school. This work was made possible through a bibliographic search exploring the content, secondary sources, and scientifically based data that prove the Cultural Foundation of the Movement in schools, indicating that the encouragement of motor, cognitive, and social development occurs as classes are planned and directed according to the possibilities of the students and their environment, culture, and history, where they will be provided with activities involving interaction, integration, and constant exchange of knowledge among them. This discipline is vast in knowledge and rich in general education.

Keywords: Physical Education. Foundation. Incentive. Appreciation. Reflective.

ABSTRACT

This article is entitled Physical Education in Schools: The Foundation for the Student's Integral Development. This theme was chosen to promote encouragement, appreciation, and recognition of the discipline, which is unique and extremely necessary for human life, as well as for basic education. The objectives outlined in this work are centered on identifying possibilities and the relationship between the contents and their didactic-pedagogical skills, thus providing critical, reflective, and autonomous education as citizens, covering adolescents when they reach the end of high school. This work became possible through a bibliographic search exploring the content, secondary sources, and scientifically based data that proves the Cultural foundation of the Movement in schools, indicating that the incentive for motor, cognitive, and social development occurs as classes are planned and also directed according to the possibilities of the students and the environment in which they live, their culture, and history, where they will be provided with the opportunity to carry out activities of interaction, integration, and constant exchange of knowledge among them. This discipline is vast in knowledge and rich in general education.

Keywords: Physical Education. Foundation. Encourage. Appreciation. Reflective.

1-INTRODUCTION

¹ graduated in Physical Education, from the Faculty of Physical Education in Jacarezinho -PR, postgraduate degree in Physical Education. Inclusive by FAP Pimenta Bueno and Master in Educational Sciences by UTIC, UTIC – PY, simnhana34@gmail.com

² PhD in Environmental Sciences - Universidad Central Del Paraguay (2017), Master's in Educational Sciences - Universidad Tecnológica Intercontinental (2007), Bachelor's degree in Letters - Portuguese from the Federal University of Rondônia (2000). E-mail: ivanisemendes@hotmail.com

When talking about Physical Education: Foundation for the Integral Development of Student, we realize the importance of this work in the school environment. We know that changes happens all the time, this occurs because there is a natural need for human existence, society has ups and downs in its ideals, this work directs the transformations and adaptations in the school curriculum, this subject, School Physical Education, is always committed to sharing knowledge and techniques aimed at students, and its primary objective: to provide students with preparation and guidance for life, making them skilled and certain that coexistence and intervention in the environment insert them into society, where opportunities transform your life through Physical Education and also taking them and helping them to build themselves as autonomous subjects and to be and live their own self.

School Physical Education in accordance with the provisions of the Law (LDB – Law of Guidelines and Bases of National Education 9394/96, Art. 26), is a mandatory subject of the basic curriculum, Physical Education professionals are convinced and certain that through the phenomenon of culture of the movement and its wide diversity of content, leads students to raise awareness and guided, reflect on the need to practice physical exercises and the benefits that they have carried out on their bodies and the environment in which they live.

The purpose of this study is to be analytical, conducting discussion as well as reporting experiences that were obtained during the execution of work with School Physical Education and how their contributions are being socially practical with students. The basis theorist adds proposals that are current and that are identified and also what are the perspectives of Physical Education in the daily social life of students, since when verifying the relationship between the contents and their respective didactic-pedagogical interventions for practice citizen, it was found that every day there is a need to prioritize this activity. Therefore, it is large-scale usefulness in fully developing the practice of movement culture in schools, covering as many students as possible, because this way they will be and have a healthy life.

As it is a bibliographic work, its source is secondary, the data is collected concerning the study presented here, and its objective is to lead to absorption, where the concepts are expanded, provide understanding and give an opinion on how it has contributed to the student's education as a study of Physical Education.

The student, in turn, will have his knowledge increased and his training integrated. in civic actions for a distant future, giving your life a value of great importance in the your daily life and in your existential journey, thus being the evolution and coherence regarding of the appreciation of Physical Education at school will have a better quality understanding. It can be

to state with certainty that the practice of Physical Education at School has brought great benefits positive, if students take it seriously, their future will be promising, a psychic formation and neurological form and its teaching-learning will obtain a positive additional value for the social practices. The following themes will be emphasized: evolution of school physical education: from historical heritage to the current educational approach; and its sub-themes: physical education and school community: promoting the full development of students; essential themes of school physical education and its pedagogical and social perspectives: games; sport.

2 EVOLUTION OF SCHOOL PHYSICAL EDUCATION: FROM HISTORICAL HERITAGE TO CURRENT EDUCATIONAL APPROACH

Physical Education, like other disciplines, has seen its evolution with the passing of time and it is not news to anyone, how people change, the needs of changes also arise, trends and influences emerge as the emergence of news, and they are big and everyday, and with Brazil there is no difference. When knows the trends and also the habits of the past, there are conditions to define and objectify the of today. Pagni (1996) says that: when writing and speaking about the history of the history of Education Physics in Brazil refers to the reflection of a standard and its practices, its methods and theories that were applied in the past, where new horizons should be proposed and their perspectives how you should act as a professional in the present and future.

When Physical Education was implemented in the curriculum, it took on the character of a professional who advocates for health prevention, well-being, diseases with fire in hygiene, public education and the teaching of new hygienic habits, proposed in the formation of men and healthy, strong and willing women, considered a healthy and educated population is the greatest wealth of a country. Physical Education was understood as a potentializing agent of public sanitation and neo-Lamarckian eugenics was the current of eugenics that became majority in Brazil. This perspective was used by some thinkers at the beginning of the 20th century where he justified the social and educational interventions which aimed to "improve" the population, eugenics was based on hygiene, and did not believe that to become a great nation with an inferior race, riddled with miscegenation, mainly referring to Brazil, where she is not mixed race. When influence was dictated by the hygienist movement, Physical Education, however, was responsible for the transformation of the population's health habits, that is, its main function was to work so that the body



become healthy and resistant to diseases, taking this parameter as a priority and giving bodily vigor and above all better conditioning for the human being.

According to Pereira (2006), he transmitted hygiene and health habits through his habits from the practice of physical exercise, highlighting the development of the physique and the mind became healthy human being, this thought was hygienist, in relation to Physical Education, and habits linked to hygiene and health, they understood that it was related and the objective of practicing exercise physical, in search of estimating the physical and moral development of the human being.

Soares (1994, p. 71), emphasizes the influence of the hygienist period,

Physical Education, particularly in schools, prioritizes its pedagogical proposals based on anatomical and physiological approaches derived from medical-hygienist thought. It is considered a valuable curricular component with a strong hygienic, eugenic, and moral character, a character developed according to the premises of sanitary morality, which was established in Brazil in the second half of the 19th century.

The hygienist period had a great impact through the movement that emerged among the 19th and 20th centuries, and its focus was on improving health and hygiene conditions, highlighting in urban areas. It was boosted by epidemic outbreaks of diseases, yellow fever, typhus and tuberculosis, are classic examples of that time, as the urban population was tremendously affected.

They advocated for social and behavioral standards for the sake of public health. Ness the inclusion of basic sanitation, better housing and working conditions, education and also hygiene habits, through education. In Brazil, this movement had greater emphasis on the late 19th and early 20th centuries, where there was influence from policies public and social practices. This period was significantly marked in terms of the paradigms of health promotion, where Physical Education had a great influence. This perspective represents just one of the aspects that make up the contemporary proposal of Physical Education School. Currently, this discipline's main purpose is to contribute to the formation of conscious citizens who are well prepared for the full exercise of citizenship. With this vision, the discipline has been covering dimensions beyond physical health, it has been promoting values, inclusions and the integral development of the individual.

The subject of Physical Education also stood out in the military era, during this period teachers were often military personnel, known as "instructors." They led physical activities with the intention of preparing students physically and mentally in order to serve the country. In turn, due to the lack of specific training, what they reproduced were



gymnastic exercises, typical of the barracks, with emphasis on values such as obedience, discipline and subordination, and did not consider students as developing individuals.

At that time, Physical Education was instrumental, its meaning was to achieve health and physical capacity. Through studies of the time, physical exercise was promoted for solve various ailments, as well as associated with the prevention and cure of diseases. These values align with eugenic ideas, as they sought human improvement through strength and health, and the emphasis was on the formation of a “perfect individual”.

Between the 1930s and 1940s, this discipline was characterized by its technicality and biological, focusing on the physical body and hygienic and eugenic principles. These ideals continued until the 1970s, when the practices took precedence to shape individuals robust and strong. But there was progress, because through debates, Physical Education was transformed, and became mandatory in basic education and its proposal took another direction as, focused on body culture and the formation of critical citizens. So, the profile of the professor, changed, in the face of this new model, becoming disassociated from the hygienist approaches and militarists, as it remained in the past and began to meet new educational demands.

The National Curricular Parameters (Brazil, 1997): state:

Physical Education provides a unique learning experience by intensely and explicitly mobilizing affective, social, ethical, and sexual aspects, allowing Physical Education teachers to gain a comprehensive understanding of their students. Considering these issues and the importance of the field itself, the need for integration becomes increasingly evident (National Curricular Parameters, Brazil, 1997, p. 96, p. 22).

However, a new practice in the Physical Education discipline was emerged, which in turn time, its function has become differentiated in schools. In view of this, states the Collective of Authors (1992):

“Physical Education is a discipline that deals, pedagogically, in school, with the knowledge of an area called here body culture”. It will be configured with themes or forms of activities, particularly bodily, (...) games, sports, gymnastics, dance or others, which will constitute its content (Coletivo de Autores (1992, p. 61-62).

Teachers today have a new attitude, both those who educate and those who fellow educators and together have a new aspect and the classes and their training learners sees a new future for education itself. The new process of exposing lessons Physical Education, the social environment and the school environment have all benefited in a practical and safe way and also more confident, where citizens are formed critical and participatory, which are

capable of intervening in their reality and in their socio-educational context, where they will become capable of seek better conditions and opportunities.

2.1 PHYSICAL EDUCATION AND SCHOOL COMMUNITY: PROMOTING FULL DEVELOPMENT OF STUDENTS.

The appropriate content and activities that are prepared by the Education teacher Physics, Through the appropriate content and activities prepared by the teacher of Physical Education at school is prioritizing the work and improvement of skills that are able to perform them, from the most basic to the most advanced. The role of the teacher of Physical Education is unique in relation to the other educators at the institution, he is responsible for promoting physical, motor, cognitive and social development during classes. This is a challenging task that requires commitment and dedication. Student progression is continuous, being a constant interaction between the individual, the physical environment and the social context around you.

In this thought, Piaget (1996, p.43) states that:

Knowledge implies a series of structures progressively constructed through continuous interaction between the subject, the physical and social environment, therefore the school environment must be stimulating and favor this interaction, and for this, the school's political pedagogical project must be based on a work proposal that has as characteristics: dynamic processes underlying the construction of cognitive structures (PIAGET, 1996, p.43).

The role of school Physical Education has a significant impact on society as it contributes to the development of students. Also the performance of development cognitive, it is observed that in activities such as cooperative games and games that are stimulating for reasoning and quick decisions and also help to develop skills essential for learning and academic progress. What these practices promote are the values with mutual respect, self-confidence, team cooperation, and experience this moment as fun and can do it among friends, this makes them more skilled people in deal with the harsh weather of everyday life.

Brach (1992) emphasizes socialization, saying that:

The socialization of an individual or child occurs precisely through the internalization of values, norms, and behaviors of the society to which they belong. School is one of the institutions that promotes such socialization. Therefore, the phenomenon of socialization or social learning also occurs in Physical Edu



emphasized as an important function by sports pedagogy or Physical Education (BRACH, 1992, p.74).

Body activity involves interaction and cooperation, when students begin to Early Childhood Education activity since early childhood education, it is clear that they have the ability to exchange experiences, and have constant interaction with their colleagues, which is noticeable even in their homes, achieving success and satisfaction in their actions. It is the responsibility of the directors, coordinators, pedagogues and teachers establish the objectives that must be achieved by students and also define teaching strategies by organizing the content in a progressively, in helping, understanding and assimilating the challenges that are presented by school and society.

As stated by the Collective of Authors (1992):

Addressing this meaning/significance involves understanding the interdependent relationships that games, sports, gymnastics, and dance, or other topics that may comprise a Physical Education program, have with major current sociopolitical issues, such as ecology, gender roles, public health, social labor relations, social and racial prejudices, disability, aging, urban land distribution, income distribution, foreign debt, and others. Reflection on these issues is necessary if public school students are to understand social reality by interpreting and explaining it from their social class perspectives. This means that it is the school's responsibility to promote the understanding of social practice. Therefore, the content must be sought within the school (COLETIVO DE AUTORES, 1992, p. 62).

Physical Education plays a relevant role in addressing the specific contents of the area and also the cross-cutting themes that were established by the National Curricular Parameters. As it proposes activities that encompass aspects such as ethics, issues environmental, sexual orientation, health, cultural plurality, work and consumption which makes essential and provides students with a broader understanding of society, reality in which they live and the need to act to promote social balance, making them more strong pairs survival of life.

The achievement of full development, both individual and collective, in classes Physical Education, there is a need to organize encouraging activities, interaction, inclusion and cooperation among students. Fundamental elements for progress and training integral part of the human being. In this regard, the culture of movement according to Catunda, Sartori and Laurindo (2013) reflects:

[...] is committed to solidarity, cooperation, tolerance, inclusion and respect for others. These aspects are essential to the education of students and should



be passed on through Physical Education, based on scientific knowledge, technical quality, ethics, social commitment of teachers and involvement with the school community (CATUNDA, SARTORI AND LAURINDO, 2013, p.17):

Certainly, the importance of promoting interaction not only between students, but also among teachers and other members who are embedded in the environment school. Students must be inserted into everyday situations, where they will address topics sensitive where debate is necessary and collective decisions, in short, everything is aligned with the educational principles. Castro (2012) points out that, “the school, considering the social context in which it is inserted, must use its activities to prepare students to face the issues of adult life in a realistic way”. In view of this, it is providential that the individual should be emphatic, given that the formation of citizenship acts as a valuable strategy for the development and progress of society.

With everything that has been seen in this work, it is stated that the main purpose of Contemporary Physical Education is to contribute to the formation of autonomous, critical individuals, reflective and socially engaged. These qualities, when developed in a integrated, there is the promotion of complete training for students, enabling them to participate and intervene in their school activities and also in social practices. This discipline has a great importance in their academic development, providing support in every way to students and educators in general, because when the student is well, the community school is also.

2.2 ESSENTIAL THEMES OF SCHOOL PHYSICAL EDUCATION AND ITS PEDAGOGICAL AND SOCIAL PERSPECTIVES.

When talking about the school Physical Education program, its thematic axes and its respective program contents offer a variety of large-scale activities to be explored and then discussed with the students. The teacher is responsible in organizing and structuring these activities pedagogically, and promoting understanding of purpose of each of them. By experiencing practice, students have the opportunity to develop critical and reflective thinking about the topics covered and thus learning to apply them in your daily life.

In this chapter, some of the contents that make up the curriculum of the School Physical Education, and its didactic-pedagogical interventions that, in common with its



work, contributes to the advancement of students' education, social and intellectual development. Follow some featured content such as: games, sports, fighting and dancing.

2.2.1 The games

The games are known worldwide, seen in campaigns, Olympics and in other events, these cultural manifestations have accompanied humanity since the beginning, in the first civilizations. It is already reported in ancient history that people played games in celebration of important events, such as harvests, and was also used as a form of leisure and recreation, during moments of rest and even as shows dedicated to the gods. Greece old, is an example of this, sport is very important.

As a consequence of games being present for many centuries, today, they assume a educational and formative role, which makes it a pillar of Physical Education school. The writer Kishimoto (1997) states that: the game is also understood as a linguistic system within a social context, has been unfolding, which in turn involves specific rules and objectives. Rodrigues (1993), in turn, contributes as follows: given everything that has been seen regarding games, it is said that it is an essential pedagogical tool in schools, which in turn becomes a cultural and biological phenomenon. Its characteristic is as a spontaneous and pleasurable activity, containing purpose and meaning, promoting physical development, stimulating reasoning and intelligence, favoring coexistence social and preparing students to be engaged in society.

Collective of authors (1992) reinforces the importance of the game by stating that:

When children play, they operate with the meaning of their actions, which allows them to develop their will and, at the same time, become aware of their choices and decisions. Therefore, play presents itself as a basic element for changing needs and consciousness (Collective of authors, 1992, pp. 65-66)

Games are attributed as being the essence of the other content covered in the Physical Education. From playful, natural and fun elements, it is possible to teacher adjust the activities gradually, making them more practical technical, tactical and organized, but the series and stage of development must be considered of the students. Planning, guided and explained properly, the game becomes a integrating, motivating and socializing element in classes, which encourages participation, promote interaction and contribution to improving the quality of life of students.

2.2.2 SPORT

Sport is also one of the examples that reflects different manifestations, both in social practice and high performance, which involves technical, tactical, physical and psychological. When it was included in the school curriculum, it began to meet social and promote educational values, such as respect, cooperation, responsibility and training of character, which contributes to the social and pedagogical development of students.

According to the Collective of Authors (1992):

At school, it is necessary to rescue the values that privilege the collective over the individual, defend the commitment to solidarity and human respect, the understanding that the game is played by “two” and that it is different to play “with” a partner and to play “against” the opponent (Coletivo de Autores, 1992, page 70).

However, the role of the Physical Education teacher is to introduce students to the sport as an important fact for its development and also a unifying element, which is capable of fostering the critical and integral development of students, and in turn distances practices that promote individualism, the exaltation of competition and the isolated search for the highest performance.

An example of duality is football, as it is an expression of body culture, it comes serve the power by uniting communities, peoples and nations, which in fact promotes harmony in the face of of economic, political and social differences. However, football assumes the role of a market, where only athletes who stand out physically, technically and tactically, making are overvalued by the media, that where profit is important, there is negligence, values ethical and sporting, which brings privilege and the relentless pursuit of victory.

Therefore, it is necessary and important to evaluate the teacher's performance in classes. Physical Education, to ensure that sport is seen and treated as a tool educational, and not as a practice aimed at high performance or the training of athletes. In this thought, Stigger, cited by Stigger and Lovisolo (2009, p.123), observes that: “In this sense, Physical Education is a pedagogical practice that, within the school environment, has the role to thematize, among other contents of the so-called body culture, this particular form of physical activity”.

From this perspective, sport, as an instrument of social teaching, must transmit essential values. In the school environment, sport should not be seen as an objective

final, but rather to promote inclusion, socialization and training of students. It is of utmost importance that the teacher uses the school sport, adapting it in a way that a cooperative rather than competitive approach, this transformation should always be a element that contributes to the integral development of students.

3 FINAL CONSIDERATIONS

Throughout basic training, Physical Education has offered countless benefits to development of students, both in the school and social environment. It was greatly characteristically marked by military and hygienic ideas, its evolution took place in a curriculum emphasizing the integral, critical and civic education of students.

Through varied content such as games, sports, fighting and dancing, teachers created and create activities that stimulate reasoning, cooperation and integration, making the contribution to the social and intellectual progress of students. However, the absence of existing content, linked to the training and experience of teachers, which highlights the need for constant updating and preparation in order to meet the needs of sociocultural reality of students.

However, Physical Education is defended so that it responds to the demands of society, where it prepares students for the challenges and responsibilities of citizenship through experiences provided in classes, this challenge, which is also a professional strategy for achieving your goals, makes it viable, as today it is easy to provide for the precarious.

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