

(PHYSICAL) EDUCATION AND SPORT: ON THE WEBS OF AN EXTENSION-BASED ACTION RESEARCH IN A PUBLIC UNIVERSITY IN BAHIA

*EDUCAÇÃO (FÍSICA) E ESPORTE: NAS TEIAS DE UMA PESQUISA-AÇÃO
EXTENSIONISTA EM UMA UNIVERSIDADE PÚBLICA BAIANA*

*EDUCACIÓN (FÍSICA) Y DEPORTE: EN LAS WEBS UNA INVESTIGACIÓN
ACCIÓN DE EXTENSIÓN DE UNA UNIVERSIDAD PÚBLICA BAIANA*

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Abstract: This study was an extension Action Research involving sports training and civic education of young residents of surrounding UEFS-BA neighborhoods. The Research and Action proposed, without epistemological entrenchments, the use of theoretical frameworks in the field of Physical Education and Sport for a dialogue with the reality data, especially from contributions of actors and authors involved. These data were synthesized using the technique of the Collective Subject Speech. Through the results of this study could be seen that it is possible to propose social change, however, recognizing the limitations related to the magnitude of the changes. And in that meaning, the theoretical and experiential experiences brought elements that suggest disruptions in the micro dimensions (pedagogical proposal) and macrostructural (public policy) and that those are permanently intertwined.

Palavras chave:

Educação.
Esportes.
Pesquisa qualitativa.
Pesquisa
participativa
baseada na
comunidade.

Resumo: Este estudo é parte de uma Pesquisa-Ação extensionista que envolveu a formação esportiva e cidadã de jovens moradores de bairros circunvizinhos a UEFS-BA. A Pesquisa e a Ação propuseram, sem fazer entrenchamentos epistemológicos, a utilização de referenciais teóricos da área da Educação Física e Esporte para um diálogo com os dados da realidade, especialmente, a partir de contribuições dos atores e autores envolvidos. Esses dados foram sintetizados a partir da técnica do Discurso do Sujeito Coletivo e através dos resultados pôde-se perceber que é possível propor transformação social, contudo, reconhecendo as limitações no que diz respeito à amplitude das mudanças e, neste sentido, as experiências teóricas e vivenciais, trouxeram elementos que propõem rupturas em dimensões micro (proposta pedagógica) e macroestruturais (políticas públicas), ambas permanentemente entrelaçadas.

Palabras clave:

Educación.
Deportes.
Investigación
cualitativa.
Investigación
participativa basada
en la comunidad.

Resumen: Este estudio fue una extensión de Investigación Acción que incluya una formación deportiva y educación cívica de los jóvenes residentes de los barrios que rodean UEFS - BA. Investigación y Acción propuesto, sin atrincheramientos epistemológicos, la utilización de marcos teóricos en el campo de la Educación Física y el Deporte para el diálogo con los datos reales, sobre todo de los testimonios y las contribuciones de los actores y autores involucrados, éstos sintetiza a partir de la técnica del Discurso del Sujeto Colectivo. Podría ser visto que es posible proponer cambio social, sin embargo, reconocer las limitaciones con respecto a la magnitud de los cambios. En este estudio, se ha considerado a pesar de que, los teóricos y vivenciales, experiencias trajeron elementos que sugieren alteraciones en micro dimensiones (propuesta pedagógica) y macro - estructurales (políticas) que se entrelazan de forma permanente.

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1 INTRODUCTION

Sport, as an expression of body culture, understood within the historical, political, economic and social context, is at once a cultural product and a process. Therefore, it cannot be personified or analyzed in a fragmented and/or isolated way.

Especially through the media, we are used to sentences such as: sport removes drugs; sport promotes health; sport provides opportunities for social mobility; sport promotes peace. Or in the opposite way: sport kills; sport promotes exclusion. These and other speeches have repercussions on social projects, universities, the streets etc.

By recognizing sport as a cultural production, we understand that it expresses human attitudes that might represent inclusion or exclusion, changes or reproductions that, in today's world, result in appreciation of quantification, records, recognition of the most physically adapted, thus establishing body stereotypes and body/moral behavioral patterns that generally serve to feed an industry that lives and promotes consumerist human restlessness.

But the same sport can be used and directed as a possibility of resistance, an expression of body culture that reinvents itself constantly. Therefore, it also becomes a tool for human education and leisure, a counter-hegemonic alternative, for example, to prevailing social and economic models.

The debate on sport and its social implications is not the central and isolated theme of this work, but it cuts through all possible discussions on observations that were recorded in the results of a study and an action developed at the State University of Feira de Santana, Bahia, Brazil, having as its object of study Project Sporting School, under PEAC – Program to Forward Citizen Action (a university extension program).

This work – a summary of a master's dissertation in education, seeks to emphasize that socio-educational sporting projects such as PEAC include other possibilities for understanding the importance of sports, specially to denounce social problems and not to legitimize them, to promote citizenship and not to reinforce exclusionary and discriminatory procedures, to be a playful action and not a merchandise at the service of few, and to contribute to the academic and human education of those involved in the program and not as an instrument for alienation.

The new knowledges generated throughout this intervention and the actions directed by PEAC, the authors and actors involved propose approximation between knowledge and action – a conduct identified through Action Research methodology. Thus the construction of the problems that directed the development of this type of research was practical. It was jointly identified and suggested by researchers and community participants. In this study, they attempted to identify whether an extension action could contribute to actors/authors' sports, human, civic and academic education, especially college students involved as interns? Is it possible to change the reality of which the program was part?

The analysis and discussion will present elements that answer these questions that partly characterize the actions of the Forward Citizen Action Program (PEAC) – Project Sporting School (object of study and report in this work). Those issues were built by authors and actors involved in the experience, grounded in debates based on literature discussing the themes of sport and extension actions.

The conclusion highlights that, based on the experiences with PEAC (the Project Sporting School), elements have been identified that propose ruptures and contributions at micro-structural (a new look to understand the criticism of sport) and macro-structural (public policies and university extension) dimensions, which are intertwined in a complex and diverse web in which human beings are included nowadays.

2 (PHYSICAL) EDUCATION AND SPORT: CRITICAL TENSIONS FOR EXTENSION ACTION

In the 1990s, the books *Metodologia do Ensino da Educação Física* (SOARES, 1992) and *Transformação Didático-Pedagógica do Esporte* (KUNZ, 2001) were published and became classic works that oriented professionals and students, especially in areas where sports teaching was understood beyond the instrumental aspects of know-how and the dimension merely based on technical, tactics and physical fitness aspects.

Sport as human production is one of the expressions of body culture that should be treated pedagogically by the knowledge area of Physical Education in school and non-school spaces. A multifaceted phenomenon with implications for the social, economic, political, cultural field that, nowadays, when it is not denied in many areas, is usually directed to serve hegemonic thinking, the logic of consumption, and/or as a bargaining chip. The latter context involves, for instance, politicians' interests in times of election campaign.

Diverging and breaking away from that alienating logic might contribute to the formation of a critical creative and reflective attitude, enabling future generations to propose alternative, transforming, more human ways. Even because the global growth model proposed for society is reprehensible; it is generally based on and "[...] measured by increased material production rather than services such as leisure, health and education" (BAUMAN, 2013, p. 88), and sports practices must also be included.

It is by education (including sports) and at several other fronts that we should (re) start, because it can cause ever deeper and radical ruptures in the models proposed by the hegemonic system that appropriate human productions and sensations, turning everything into profit and revenue.

We must move in the opposite direction, with a wider and more plural repertoire to understand citizenship education through sport. That education is related to the Latin word *educere*, that is, taking out, driving, leading and creating an initiation to human senses in a theoretical and experiential way (ARAÚJO, 2008), and makes up a learning web. These, if we believe they are possible, will be historically built into the biocultural constitution of the human condition.

Indeed, sport is integrated to the capitalist need (and the same happens in so-called socialist systems), related to a series of situations that are highly criticized by several theoretical schools of Physical Education and that make up a new order founded "[...] on dimensions (or values) such as competitiveness, productivity, secularism, equal opportunities, supremacy of the skilful, specialization of functions, quantification of results, and establishment of rules" (FRANCO JUNIOR¹ cited by MELO *et al.*, 2013, p. 84).

¹ FRANCO JUNIOR, Hilário. *A dança dos deuses: futebol, cultura, sociedade*. São Paulo: Companhia das Letras, 2007.

However, many of these criticisms should actually turn to the capitalist system rather than to sport. In the several higher education centers in Brazil, in their several fronts (education, research and extension), under a one-sided Eurocentric view of history from the bourgeois logic of eighteenth-century English society, a unilateral understanding of sport was built from a view based on the media, the market, ideology and that often placed it in a lower position, as an enemy of humanity.

Even if we recognize sport within this alienating and inhuman situation, I think that Physical Education professionals should go beyond this one-sided view, grasping the “[...] need to understand this sport based on the man who practice it” (SILVA, 2009, p. 35). By demarcating this stance, we broaden the perspectives on this manifestation of body culture, from its various possibilities and cultural expressions, thus fostering spaces of resistance such as in socio-educational sporting projects.

Sports practice must be understood as having a possibility of generating spaces of resistance (in the sense of preserving traditions and proposing reinventions), able to arouse sensations that are often impossible to explain by theories (only by experiencing it is possible to know).

The “stick bending”² discourse propagated by advocates of extremist positions usually laden with theoretical and ideological verticalization might not have paid attention to diversity, to human beings’ right/condition to reinvent themselves (including their own productions) and to question (by experiencing), in their time and under possible conditions, what is involved in human relations expressed in different cultures.

Building critical thinking requires more than criticizing, it calls for “willingness or ability to discuss the various sides of any view” (SODRÉ, 2012, p. 18). We stress, therefore, that for a critical dialogue proposed on (Physical) Education, sports and socio-educational projects, we used theoretical foundations that have contributed to the process of understanding the issues mentioned, without, however, building epistemological entrenchments.

The idea is to open new possibilities for criticism to the view in question, especially about sport in its relation to social projects and the human beings involved in that context. For this, we followed Condé (2002) in his *De Galileu a Armstrong: as várias faces da Lua*. The author emphasizes the importance of abandoning the idea of an ultimate certainty to interpret human beings, noting also that “there is no deep differences between Aristotle’s moon, Galileo’s moon, Armstrong’s moon and even, in a sense, the poet’s moon, since those interpretations exist for us as humans because of our anthropological cognitive ability” (CONDÉ, 2002, p. 56).

The intention of sport educators should be, among other possibilities, to materialize their teaching by proposing a playful and educational experience based on the elements involving sports, offering a critical reflection on sport without denying it. And therefore

[...] to recognize it as a body activity historically created and socially developed around one of the expressions of man’s subjectivity, the playful game, which does not aim at material results. [...]. In the game practiced for the satisfaction of subjective – playful – interests, the product of the activity is the pleasure provided by their very satisfaction (ESCOBAR³ cited by SOUZA JÚNIOR, 2011, 398 p.).

² Stick bending. Theory enunciated by Lenin, who, “when criticized for taking radical and extremist positions responds as follows: when the stick is bent, it is curved on one side and if you want to straighten it out, it is not enough to put it in the correct position. You have to bend it to the opposite side” (SAVIANI, 2008, p. 37).

³ ESCOBAR, M. O. ; TAFFAREL, C. N. Z. A cultura corporal. In: HERMIDA, Jorge Fernando (Ed.). **Educação Física: conhecimento e saber escolar**. João Pessoa: EDUEPB, 2009. p. 173-180.

For sport to be an educational practice that meets subjective interests and contributes to form critical subjects who are capable of promoting citizenship, we must teach it. And we must do that knowing that in that action educators should not ignore social, political and economic factors. They must go beyond them and propose experiential spaces of resistance; for example, university extension programs that expand access to sport and its multiple experiential possibilities.

University extension is an academic process inseparable from teaching and research and,

[...] from that perspective, the assumption is that extension actions are more effective if they are linked to the process of educating people (Teaching) and generating knowledge (Research). As for the relationship between Extension and Education, the guidelines of inseparability place students as the protagonists of their technical education – a process of obtaining skills needed for professional work – and its citizen education – a process that allows them to recognize themselves as agents of the guarantee of rights and duties and social change. (FÓRUM DE PRÓ-REITORES DE EXTENSÃO DAS UNIVERSIDADES PÚBLICAS BRASILEIRAS, 2012, p. 18)

Extension, within the educational process and in the academic year, proposes a network of actions that, when constructed by the actors/authors involved, becomes a changing intervention. However, according to the fragment above, extension action must be capable, through its actors and authors, of ensuring rights and duties, as well as contributing to social change. Is it possible? At what dimensions? Next, an experience with the PEAC – extension action at the State University of Feira de Santana, Bahia.

3 THE METHODOLOGY MAZES

The central ideas of this work led the research design towards a qualitative approach. The Action Research method was the reference and the epistemological process leading the research and the action being presented here. The choice of method seeks to reaffirm the social and scientific commitment of the actors/authors involved, who had the opportunity to understand and experience, in a *practice-changing action*, the reality where they live in a permanent dialogue that should manifest itself in the process of scientific research.

However, we emphasize that the changing action desired should not be confused with or naively understood as change in the social system. As stated by Thiollent (2011, p. 50) “[...] we must have no illusion about changing the global society when it comes to a work located at small-group level, especially when they are groups devoid of power”.

Action research methodology is recommended to boost university extension. The object of this Action Research was the PEAC – Forward Citizen Action Program, an action for extension of Physical Education course at the State University of Feira de Santana, Bahia (UEFS-Ba).

The program’s actions include Project Sporting School. From July to December 2013, sports initiation classes were taught at the sports court of the State University of Feira de Santana/BA, with 110 9-14-year-old adolescents who live in neighborhoods near the university.

This article will present only considerations from interviews and the analysis of the field diary in an attempt to constitute a discourse that synthesizes views of interns involved in the action. The synthesis was built after adjustments made to the method of Collective Subject Discourse Analysis (LEFEVRE; LEFEVRE, 2003).

4 PEAC'S PROJECT SPORTING SCHOOL: REFLECTIONS OF RESEARCH AND ACTION – ANALYSIS AND DISCUSSION OF RESULTS, POINTING AT DIRECTIONS

Guided by the rationale proposed by that methodology, we emphasize our intense involvement as researchers and practitioners (actors and authors) in the PEAC actions. Therefore, we are far from neutrality; we are engaged in defending the causes and proposing alternatives to resolve the difficulties identified.

In the actions presented and discussed below, with some necessary and possible adaptations in a nonlinear research process, it is possible to identify the necessary stages suggested by Dionne (2007) and Thiollent (2011) that guide the way for the development of Action Research.

4.1 The first stage: Identifying the situation (initial pathways for research and action)

Analyzing the first report (field diary) produced by the group of professors and students responsible for developing the program, oral reports transcribed in the document confirm that the parameters that guided the first PEAC actions are the result of collective construction with participation of the university community and representatives of society in general.

In the individual discourses extracted from those records we can see the neighboring community's urgent request to the UEFS for educational activities. In parallel, the university community is concerned with the limitations of a higher education institution, in all its dimensions, but especially in structural and financial aspects, to meet the several needs pointed out. That was the first major challenge: how to propose actions to change the reality presented, both by the perspective of the neighboring community (need, crime, lack of public policies), and the UEFS representatives (especially structural limitations, materialization of the educational proposal that is critical and transformative for sport education).

The problems were identified by the groups and the next step would be making decisions. The result was the PEAC and the interest in developing it into a pilot action, an extension project aimed at becoming or proposing a public policy but especially at experiencing educational sport along with a poor community in need of such body practices.

4.2 The second and third stages: definition of objectives and action, and methodological planning of research and action

From the reality identified, in line with the methodological parameters of Action Research and pursuing a "dual purpose, which is to modify a given situation while enriching knowledge" (DIONNE, 2007, p. 44), the goals for the program were set.

In seminars, internal planning meetings, meetings with community representatives and family members, debates regularly revolved around some complex issues, including: a) the pedagogical proposal for sport education (e. g. educating through sport for citizenship and/or ensuring technical and tactical contents for sport?) and b) conception of university extension: is it possible to transpose university walls with academic knowledge for social change, even with the social reality identified?

4.3 The fourth and fifth stages: the completion of the Sporting School – analysis and verification of results

With the initial objective of welcoming families and students, promoting activities of integration, exchanging knowledge and presenting administrative issues, the PEAC group articulated the first Main Seminar. Some of the main tasks of that main seminar, including the researchers' role proposed by Thiollent (2011, p. 68), included:

1. Centralizing information from various sources and groups;
2. Searching for solutions and defining guidelines for action;
3. Offering participants theoretical or practical knowledge to facilitate discussion of the problems;
4. Working closely with other participants, designing and implementing courses of action in the development of the project.

Since the first dialogues with the community, we knew the underprivileged social condition of many of the families living near UEFS (residents of assisted neighborhoods). Some of those difficulties were again identified during that main seminar and brought some experiences to interns even before the intervention in sports classes with students.

When asked in an interview about the program's contribution to the students' citizen education, one of the program's fellows recalled facts about that initial moment:

In the first moment I guess I don't even speak only of the kids, I speak of families, mothers, fathers, brothers who came to enroll [...] so that is the first real citizen intervention, and what most impressed me was Mrs. Dora (not her real name). She could not write, but she was embarrassed to say it. She asked how she would sign that. 'You can sign, you can use your fingerprint', I told her. But we didn't have the sponge, I realized I could paint her finger with the pen and put the fingerprint. Then I painted her finger, and she put her fingerprint. Then she went like: 'you're the first person who did that, in other places I can't sign, they won't let me [...] I'm glad you did that', and she hugged me. That process was simple, but really moving (Intern 1).

A real world unraveled at that main seminar, in academy and especially for future teachers. By meeting our neighbors – who live so close geographically but so far from our eyes and human actions – we realize that the cultural and social issues involved could not be eliminated. On the contrary, they should be part of the process that accompanies all complex and often contradictory phenomena.

4.3.1 Classes at the Sporting School: Citizen and/or sports Education?

In the reality of PEAC students, the absence of the family, the closeness to crime, and the process of poor basic school education, which generally produces functionally illiterate people, indicated that the few advances made with the Sporting School could and should be appreciated.

In photographic images, written records, voices and expressions of subjects involved, the actions that materialized in that conflicting and exhausting reality find the possibility of identifying significant contributions that could be highlighted in the answers of interns interviewed.

In an interview, one of the interns initially establishes his understanding of the importance of kids (PEAC students) to have won a space at UEFS and educators' care with the

affective process. The PEAC provided them with “citizen education to build not only the sporting character, but someone concerned about how they are” (Intern 1).

Intern 2 begins her answer by reporting an initially adversarial relationship with a female student. In a simple way, she describes a girl’s behavior during the project’s classes, even mentioning the need for partnership with the family to contribute to this educational process and how ethical/moral and affective issues are always present in teaching practice.

“There was a time when she wouldn’t let me teach and I told her she was suspended from class. The next day she brought me several flowers and cried at the corner. She cried and I cried beside her” (Intern 2). The very speech of Interns (1 and 2) transcribed below reveals the importance they saw in the program for the lives of the youngsters involved.

[...] And the fact that they get used to being in the University [...] The university is planted in their community, but they have no link to that [...] a white elephant, something that is made for others, not for them. The fact that they were getting used to being here can open up different possibilities for them, I think this is important (Intern 1).

[...] We are working at the PEAC on plans to organize that day, besides sport, it was not only that process of sport for sport, it’s sport as a real citizen action (Intern 2).

These comments express well that class was becoming, especially for interns, a space for learning and understanding the educational and citizen dimensions of sport in the lives of students of the Sporting School.

During pedagogical meetings to plan and organize sports classes, critical and reflective aspects about its contribution on the education of subjects have always been present, including the concern about how sport was treated within academic education.

In this sense, in an interview, one of the interns said that “[...] the lessons in the course are very different from sports. They are separated from sport itself. It was not as focused as it should be [...] there’s the distinct pedagogical approach, the real Marxist part, there’s the part of physiology, and sport ends up somewhat forgotten” (Intern 2).

In this description, the intern reveals a clear antagonistic discourse: on the one hand there are those who are critical to sport by associating it to capitalist production, placing it in the background or, in more extreme attitudes, denying it through propaganda discourses that fight only a battle: sport vs. social justice; on the other hand, from a sport-as-performance perspective, appreciating the physiological aspects of physical fitness. In this conflict there is a clear search for ideological imposition that, as the intern pointed out, left the sport somewhat forgotten, and especially result in higher education full of gaps and deficiencies in knowledge and teaching about sport.

The sport we have is not just the result of English capitalism; it is also cut through by indigenous, African, Asian culture, by the culture of street game/play, by rituals etc. However, at this juncture, it is subordinated to values inherent in modern sport’s society model that has proved disastrous. What is to be done? To deny sport? How about its educational, tactic, and technical dimensions? Its experiential playfulness?

We will hardly have societies like those of the 15th, 16th and 17th centuries. New technologies, new discoveries, a thousand diversities make us unique and different every second. Sport has changed, it was transformed, as well as the society we now live in. We must

establish the critique to the ills of modern sport in an attempt to overcome them and value new human productions (other sports, other forms of playing, other rules, other opponents) that help us create and re-create the world we live in.

Is PEAC, in and through UEFS, becoming a space of resistance? Of encouragement to the development of citizenship? Of identification of rights and socialization of new knowledges? Providing opportunities for learning about sports?

4.3.2 University extension. Transposing the walls of the university can be easy; what is difficult is dealing with the reality found. The stumbling blocks.

In an interview at the end of classes of Project Sporting School, we asked the interns for an overall evaluation of the program, especially the project, and they highlighted “the importance of the theoretical basis, of planning for sports teaching”; “excessive number of children to manage”; “approximation to reality”; “bringing them into the university”; “high administrative demands”; “lack of more interns”; “PROEX needs to review extension at UEFS”.

These were some stumbling blocks, but two of them stand out and are intertwined: a) the conception of sport in higher education and in society in general, which we have previously treated with more emphasis, and b) the issue of university extension, which we will cover below.

Weaknesses and contributions for effective leadership by those interns proposed for extension actions were identified in PEAC actions. In an university extension action, which “under the constitutional principle of the indivisibility of teaching, research and extension, is an interdisciplinary, educational, cultural, scientific and political process that promotes transformative interaction between universities and other sectors of society” (FÓRUM DE PRÓ-REITORES DE EXTENSÃO DAS UNIVERSIDADES PÚBLICAS BRASILEIRAS, 2012, p. 15), it is almost inhuman to think of ideal quality in the intervention with the decay of Brazilian public universities and the poor studying and working conditions of its students and employees, respectively.

We (the whole PEAC group) indeed often question: which was the role of this program, then? Without proper structural support, without sufficient financial resources, without more “arms” to contribute and perhaps for this reason, without continuity perspective, would it be only plain welfare assistance?

Although it is not a suggested government program, in its theoretical and practical design at municipal, state or federal levels, the PEAC is a form of exercising State power (national policies for university extension), a form of political regulation that intends to interact with the State and society, struggling for rights and social justice. However, as every action with local impact, it has limitations in its prospects for continuity, especially due to lack of integration with actions aimed at health, employment, education etc. To build that unification, we must recognize that direct State intervention needs to happen.

A State that is effective in its economic and social interventions not only has a responsive, responsible and accountable political class; it is also a State with financial and material resources and a bureaucracy capable of making responsible use of those resources (FÓRUM DE PRÓ-REITORES DE EXTENSÃO DAS UNIVERSIDADES PÚBLICAS BRASILEIRAS, 2012, p. 12).

Such competent use of the resources demands effective public policies that involve managers, representatives of institutions, and the wider community, a collaborative action of respect, of caring for human beings: social change.

5 CONCLUSION FOR NEW DIRECTIONS

Faced with the limitations and possibilities revealed – or not – during the analysis and discussions that might be mentioned here, the purpose of this article was to present a summary of the results of a research and an action, the consequence of a master's thesis in education. Therefore, the study pointed out that the PEAC allowed its actors and authors to produce new knowledge in the theoretical-practical field, even proposing a new perspective on extension actions and the understanding of sport, especially in social projects.

The webs making up the construction and development of Project Sporting School allowed a critical approach to the diverse and difficult reality, identified with the resident community of neighborhood surrounding UEFS, with teachers, students, school staff and interns.

Many of those reports could not be transcribed here, but it became clear that the struggle for social justice is often unequal. However, we cannot but create opportunities for extension actions such as the PEAC in the community, even considering that the children served, upon returning to their homes, are generally immersed in a harsh, inhuman and unjust reality – so we can think that values learned in sports classes cannot be enough to make significant changes in their lives.

No matter how hard reality is, we must consider that the same child flinging a handball toward the goal posts/nets in the sports court and scoring a beautiful goal can use his or her hands to take a human life. Because the goal scored in that court during childhood does not (and could not, by itself) break up and overcome the injustices to which that child continued subjected. However, fortunately, that reality is not determined and the possible changes are already a sign of hope. The future is made in construction, in an optimistic attitude (PRIGOGINE, 2003).

Even with that optimistic outlook, recognizing that “[...] centuries-old oaks have evolved from ridiculously tiny acorns” (BAUMAN, 2013, p. 28), if we, as educators, want to increase the impact of our actions and improve conditions for the actions of those involved in educational spaces, we must also produce areas of resistance in multiple dimensions and spaces (including political macro-structures). We must recognize that many choices and situations we live at the PEAC underwent political decisions, which enhances or limits the changes that happened or could have happened in our learners.

As the name implies, the PEAC is a program whose actors and authors intend to carry out citizen actions and, from that perspective, it is our understanding that its experiences offer flashlights for the crossings of the subjects involved. Thus, the PEAC group did not position themselves as the solvers of all problems and therefore they recognized their limits as an extension action.

Possible directions were pointed out from the context investigated. Navigation records point to troubled waters, suggest alternatives, and especially reveal lessons learned and possible achievements.

During the actions of the Sporting School, we understood that without the right conditions and combined action between the several human knowledges and its various representativeness, public policy proposals or extension actions may become cynical welfare actions in practice, disguised and/or silent, shielded by salvationist theories and walls of institutions that, in general, are represented by corrupt, tired, manipulated or disinterested individuals who propose (un) intentionally, structuring and possible social changes.

Local actions such as the PEAC represent important opportunities for reinvention, relationships/approximations and proposals, and sport is a great pedagogical tool for generating change. However, the power of those changes is limited, but they are still a possibility of resistance and thus a preserved space for human dignity.

We believe that the PEAC has proposed or feeds back an important debate by considering that theoretical discussions about sport in the area of Physical Education, in general, have not yet materialized, in the several areas of teacher performance, a sports education that understands it as an organic cultural manifestation.

Manichean attitudes and thinking through and about sport show, among many other things, a situation that worsens more and more: the absence of intense dialogue between scientific knowledge and popular knowledge, often denied in mainstream education centers (especially universities).

Something different is needed. And that is what PEAC – Sporting School proposed to do: to develop, together with and through the community, experiential actions that go beyond mere criticism (denying sports activities) or repeating alienated sporting gestures.

This position breaks with the understanding of a sometimes opportunistic, welfare-like, illusion-selling minority which generally uses sport only for their economic possibilities or as propaganda-oriented theoretical argument, disregarding their players, and using them as disposable pieces on an often productivist and alienating social board of interests.

We often face a reality, inside and outside the university, which has been producing suffering, concentrating poverty, encouraging the destruction of nature, valuing consumerism. And in a sometimes contradictory attitude, educational centers all over the country create mechanisms that usually seek only to increase the number of articles on their professors' Lattes Database (valuing only quantitative aspects), or to increase the number of theses and dissertations in libraries that make little contribution and improvement to society in general. The PEAC proposed a move that underscores the importance of intellectual knowledge, but in an experiential construction with humans involved in the process, also considering the importance of knowledge of human being (MORIN, 2002).

Despite contradictions and confrontations, we hope for (by building and living) better days inspired by hopes reborn in nature, in humans and at sports courts/fields all over our huge country.

We propose to resume the game, but with new subjects, new strategies, new theories, new practices – now strengthened in thinking and acting on behalf of the same desire: human change.

Therefore, “[...] I’d rather be this walking metamorphosis [...] than having that old opinion about everything” (RAUL SEIXAS). A metamorphosis where life fertilizes thinking and actions, and they fertilize life.

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