

Adventure practices and the formation of physical education teachers: possible dialogues¹

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ABSTRACT

Considering the significant increase of adventure activities in various sectors of society - leisure, tourism, sports, school, among others -, as well as their inclusion in the National Common Curricular Base, this research aims to reflect on the following question: how is adventure education implemented in physical education teaching programs? Thus, the study aimed to discuss the formation of physical education teachers and its interface with adventure. Methodologically, we carried out a survey on the *EducaBras* website in order to gather data on Physical Education Teaching Programs that include the discussion of adventure in their curriculum. The data shows a discreet growth in disciplines related to adventure in the curriculum matrices. However, it is still insufficient given the emergence of discussions at school level.

KEYWORDS: Teachers' Formation. Adventure. Physical Education.

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Práticas de aventura e a formação de professores de educação física: possíveis diálogos

RESUMO

Considerando o aumento significativo da aventura em diversos setores da sociedade (lazer, turismo, esporte, escola, dentre outros) e da inserção desse conteúdo na Base Nacional Comum Curricular, a pesquisa busca refletir sobre a seguinte questão: como o ensino da aventura se efetiva nos cursos de licenciatura em Educação Física? Desse modo, o estudo objetivou discutir a formação de professores de Educação Física e sua interface com a aventura. Metodologicamente, realizamos um levantamento no portal EducaBras com o intuito de obter dados acerca dos cursos dos Licenciatura em Educação Física que possuem em seus currículos a discussão da Aventura. Os dados revelam um discreto crescimento nas disciplinas relacionadas à Aventura nas matrizes curriculares; entretanto, ainda é insuficiente diante da emergência das discussões em âmbito escolar.

PALAVRAS-CHAVE: Formação de Professores. Aventura. Educação Física.

Prácticas de aventura y la formación de profesores de educación física: posibles diálogos

RESUMEN

Teniendo en cuenta el aumento significativo de la aventura en diversos sectores de la sociedad (ocio, turismo, deporte, escuela, entre otros) y de la inserción de ese contenido en la base Nacional Común Curricular, la encuesta busca reflexionar sobre la siguiente cuestión: ¿Cómo la enseñanza de la aventura se efectúa en los cursos de licenciatura en Educación Física? De esa forma, el estudio tuvo como objetivo discutir la formación de profesores de Educación Física y su interrelación con la aventura. Metodológicamente realizamos un levantamiento en el portal EducaBras, con la intención de obtener datos acerca de los cursos de Licenciatura en Educación Física que poseen en sus currículums la discusión de la Aventura. Los datos muestran un cierto crecimiento en las cuestiones relacionadas con el Adviento en el plan de estudios, pero aún no hay un surgimiento suficiente de debates a nivel escolar.

PALABRAS CLAVE: Formación de profesores. Aventura. Educación Física.

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Introduction

Considering the significant growth of Adventure in several sectors of society – leisure, tourism, sports, school, among others -, we carried out a survey on the *EducaBras*⁵ website in order to gather data about Physical Education Licentiate Degree Courses that include the discussion of Adventure as a central part in their curriculum, in an attempt to reflect on the following question: how does the Adventure teaching occur in the Physical Education Licentiate Degree Courses?

We emphasize that the study aimed to discuss the Physical Education Teachers' Formation and its interface with Adventure from the premise that, in the current scenario, it is necessary to think the higher education. The proposition of this study is to dialogue with *Freiriana*⁶ theory, in order to elicit the contemporaneity in its thought as we comprehend the Teachers' Formation as a field of dispute and political interests, which needs a curriculum that dialogues with the structural problems of society.

Understanding the curriculum as a field of dispute is evident to us by considering that the process of teaching and learning – *aprendizagemensino*⁷-, makes sense when it comes from the subjects/practitioners – *sujeitospraticantes* – reality, in other words, when it dialogues with the reality of those who participate in the educational process.

So, it is necessary to access the symbolic universe of the subjects as we identify in it the situations stated as historical determinants. Only by the awareness of what is named by Freire (2013) as limit situations is that the subjects recognize themselves able to interfere in

⁵ <https://www.educabras.com>

⁶ *Freiriana* theory – the educational theory elaborated by Paulo Freire

⁷ According to Oliveira (2020, p. 52), several “[...] expressions will appear written this way, prompting the reader to break with false dichotomies, understanding the articulations which we work with. In this case, the neologism indicates that the learning processes precede the teaching ones”.

the reality. And the understanding that reality is dynamic and changeable propitiates the intervention, and this brings out the generator themes which, by their turn, will indicate pedagogical projects that can, in fact, contribute in the praxis of the subjects.

Based on the ideas of the mentioned author, by turning our gaze to Physical Education Licentiate Degree Courses, we understand that what “happens on university benches reverberates throughout Basic Education and in society as a whole. After all, it is quite reasonable that the constitution of teaching identities influences students’ identities.” (NEIRA, 2009, p. 122).

Thereby, we emphasize that the Adventure thematic, although compounding the curriculum in several spaces of society, mainly linked to leisure and ecotourism, it was only by the promulgation of the National Common Curricular Base (BNCC), in 2018, that effectively was conceived as a content of the Physical Education curricular component.

In this sense, it is understandable that teachers don’t have the domain of the practices that compose the referred body culture of movement (Adventure). Tahara and Darido (2016) emphasize that the school scenario presented in the Physical Education classes comes from the teachers’ personal choices that opt by developing the sports practices which they dominate.

Neira (2009, p. 125), by discussing the Physical Education Teacher’s Formation, states that in the investigated curriculum it was not possible to recognize “the due importance of skating, cycling, *le parkour*, tree climbing, surfing, bowling and so many other sports presented in the contemporary society”, although they are body cultures of movement known and practiced by the Basic Education students.

In the face of historical heritage, it is necessary the compromise with the critical formation of this teacher who will work with the body culture of movement and the consumer society interest.

Thus, the *freiriana* notion of problematizing becomes relevant, as it consists of the practice of reading reality aiming to change it: “[...] the most possible critical view of reality, one that unveils - ‘*dês-vela*’ - to know it and the myths that deceive and help to maintain the reality of the dominant structure” (FREIRE, 1980, P. 29).

From the conception that the Physical Education curricular component should enable multiple experiences to the students, overcoming the idea of centering its actions in the traditional sports, we emphasize that the Adventure owns the potential to the kinesthetic amplification and, as a result, the possibility of diversifying the experiences of the Basic Education students (TAHARA; CARCINELLE FILHO; SCHWARTZ. 22006; PAIXÃO, 2017).

By defending the insertion of Adventure in the Physical Education Teachers’ Formation Courses, we are proposing a tensioning with the intention of not reducing the practice of the teachers to the indoor sports and to find possibilities of resilience in the encountered difficulties.

Furthermore, we are defending a pedagogy that, paraphrasing Alves (2008), would allow to turn upside down the way the contents would be learned/thought – *aprendidosensinados*. Alves (2008), by taking Hill’s (1987) ideas, proposes changes in the way of establishing ‘others’ search structures beyond those proposed by modernity, however we borrowed this notion to defend the imperative need to decolonize (SANTOS, 2018) the way of establishing the dialogue with the proposed contents (ways of learning/teaching – *aprenderensinar* -), mainly the Adventure Practices⁸.

Tahara and Carnicelli Filho (2012) emphasize that in order that the Adventure comes in a content to be developed at school, it is necessary that the teacher knows such practices. However, by being closer to the *freiriano* thought we understand that it is needed to

⁸ According to Mayol (1998, p. 39) the practice is a “[...] combination more or less coherent, more or less fluid of daily concrete or ideological elements and at the same time passed down by tradition and carried out day by day through behaviors which translate a social visibility”.

problematize the content by the reality in which we are immersed and to the symbolic universe of the student. This way, we couldn't reduce the content of Adventure to the modalities known by the teacher. In the contrary, turn upside down (ALVES, 2008) is to develop the practices of Adventure from what it is possible, from the students' experiences and from the potential in/of the school.

We state that we don't need to reduce the Adventure to the sports modalities, because this way we would again reproduce the logic which the teacher develops only the sport that he/she domains and not enhancing the movement that challenges the skills and knowledge of the students.

Taking into consideration the schools of the Early Years of Elementary School we are left to reflect: are there trees that could serve to the students' challenges? Can we think of fences or walls with hollow elements that could serve as an introduction to climbing? And the wooden or tin legs, wouldn't they serve us to introduce the balance used in the *slackline*?

Based on the operational logic established by the notion of practices, we want to defend the idea that the teacher can constitute himself/herself as the ordinary subject of Certeau (2014). According to the author we are all ordinary subjects, with the capacity of reinventing the products that came to us. We are not passive consumers, we are able to reinvent, through the "do it yourself" – DIY -, the culture that is imposed to us by the dominant class (CERTEAU, 2014).

Adventure Practices: possible dialogues with the teachers' formation

As we turn our gaze to the Physical Education Licentiate Degree Courses, we understand that the educative practice developed in the formation process "reverberates throughout Basic Education and in society as a whole. After all, it is quite reasonable that the constitution of teaching identities influences students' identities" (NEIRA, 2017).

Thereby, if we consider that Adventure, although composing the scenario of body practices in several spaces of society usually linked to leisure and ecotourism, was effectively conceived as a content of the Physical Education only at the promulgation of the BNCC (BRASIL, 2018). So, by considering this, we think about Freire's knowledge (2013), that, in the 1950s and 1960s, has already discussed the curriculum as a field of dispute and political interests.

According to Taborda (2004) and Castellani Filho (2018), historically, the curriculums of the Physical Education Licentiate Degree Courses are built and influenced by the contexts in which they are inserted.

In this regard, we seek the genesis of the Physical Education Formation Project in Brazil which begins around 1824 with the arrival of the first German immigrants at the south of the country. Starting from everyday practices, such as physical exercises, sports games and recreational activities a group formed by immigrants, settlers and militaries realized the importance of systematically organizing this knowledge to the practice of a profession (SOUZA NETO *et al.*, 2004).

Souza Neto *et al.* (2004) also highlights that in the military context emerged the first professional preparation schools of weapons masters, instructors, trainers, emphasizing physical exercises, physical preparation, personal defense and sports, being considered the first attempts to professionalize the area.

Castellani Filho (2018) mentions that in 1910 emerged the Police Force Physical Education School which was restructured between 1932 and 1936, and in 1925 the Monitor Preparation School, a route that would lead to the creation of the Physical Education Army School in 1933.

The first civilian program for a Physical Education Course is the Physical Education School of São Paulo State, dating back to 1931, which only began to operate in 1934. This program was aimed both to the Physical Education Teachers' Formation and gymnastic instructors. In 1934, the Physical Education School of São Paulo State formed two

classes of gymnastics instructors and a class of Physical Education Teachers. The course ran for one year to instructors' formation with the acquisition of theoretical and practical knowledge. To obtain the title of teacher, it was necessary to study another year, being qualified as directors of Physical Education and being able to work in formal and non-formal education establishments. In this period, the formation was at a technical level, that is, it was necessary to have completed the elementary school (BENITES; SOUZA NETO; HUNGER, 2008).

Searching for the Physical Education legitimacy and influenced by the militaristic thought of the 1930s, Vargas government established, on a mandatory basis, the Physical Education in Brazilian Schools (CASTELLANI FILHO, 2018). According to Castellani Filho (2018), the period between 1930 and 1945 is characterized by the militaristic perspective that, within the scope of Physical Education, was involved with the discipline of Moral and Civic Education, helping to form a strong and disciplined man, capable of helping in the economy – industrialization - and in the defense of the nation.

During this period, Souza Neto *et al.* (2004) point to the requirement for a common curriculum as one of the demands, with the aim of giving an identity to the area. Just after two years this demand was met through Decree-Law No. 1.212, of April 17, 1939 (BRASIL, 1939).

This document established important actions, such as the foundation of the Physical Education National School, the establishment of guidelines for professional formation and the requirement of a graduation diploma to practice the role of teacher. In addition to the formation of Physical Education Teacher, the course was also aimed at gymnastic instructors, massage technicians, doctors specialized in Physical Education, sports technicians. The formation lasted at about two years for teacher and one year for other courses and the curriculum was divided into a core of basic disciplines and a set of specific disciplines according to the intended field of professional activity.

In order to create the Physical Education and Sports National School (ENEFD) one of the actions outlined by the Decree-Law No. 1.212 (BRASIL, 1939) was the framing of an emergency course that aimed to form instructors to work in the ENEFD teaching. The creation of this course was encouraged by the military influenced by doctors who articulated the program from a technical-biological perspective (AZEVEDO; MALINA, 2004). As the name suggests, the emergency course was created hastily with the intention of preparing civilian teachers to teach what would be the first Physical Education Graduation Course.

After the ENEFD teaching staff formation it was possible to observe the following division: there were the doctors and the sportsmen delegated respectively to the theoretical and practical disciplines (AZEVEDO; MALINA, 2004).

Between the years 1945 and 1968, based on the Decree-Law No. 4.024, of December 20, 1961 (BRASIL, 1961), a minimum curriculum and a core of disciplines which privileged the teaching formation were maintained.

Thus, it was established that 1/8 of the workload should be allocated to the pedagogical core, with the aim of strengthening the teacher formation. It is important to elicit that, until that moment, the Physical Education Course was not linked to the Licentiate Degree, and there was no requirement for the Didactics discipline as it was the case in Geography, Science and Mathematics Courses. Furthermore, the course was organized through a minimum curriculum and a core of pedagogical disciplines (SOUZA NETO *et al.* 2004).

Considering the context of the 1960s and the influence of the military dictatorship in the establishment of reforms in the education field (Law No. 5.540, of November 28, 1968 and Law No. 5.692, of August 11, 1971), teaching was characterized from a technical perspective, capable of meeting the economic development needs safely: economic miracle ideology (ARANHA, 2006).

Regarding the specificity of the Physical Education discipline, Souza Neto *et al.* (2004) elicits the creation of a group work that rethought the Physical Education Formation. This way, following the perspective established by education reforms (BRASIL, 1968; BRASIL, 1971) and the agreement MEC/USAID signed in 1968, the government established a utilitarian educational policy, which had as its main objective the role of education as a trainer of qualified labor for industrial production, the reform of 1st and 2nd degrees. Propaedeutic education was extinguished and vocational education was established which attended such precepts (ARANHA, 2006).

Souza Neto *et al.* (2004) highlight that Opinion No. 894 of 1969 from the Federal Education Council and Resolution No. 69 of 1969 impacted teacher formation, restricting and emphasizing the Physical Education Courses to the aim of forming sports technician, with a duration of three years and a minimum workload of 1.800 class hours. Therefore, by following the determination, basic scientific disciplines were reduced and it ended up by establishing, at least in the scholar context, a Physical Education Teacher who restricted his/her practice to competitive sports and as the technical manager the performance was his/her aims.

Whence, the Brazilian Physical Education suffered during the course of its history the influence of the social context. Thus, in the period between 1978 and 1986, resulting from discussions about political opening of the country, as portrayed by Azevedo and Malina (2004), the dictatorial period ended up with the worsening of economic crises, inflation, recession, significant worsening on public services, among other problems. The authors also emphasize that the mentioned scenario allowed the insurgency of resistance movements, outlining a new social context: “[...] the workers organized themselves, giving rise to unions and associations such as the teachers and education specialists” (AZEVEDO; MALINA, 2004, P. 136).

Souza Neto *et al.* (2004) reiterate that such changes gave subsidies that the Physical Education Teachers' Formation could be rethought from the creation of Bachelor's Degree Courses in Physical Education, with the promulgation of Opinion No. 215/1987 and Resolution No. 3/1987, issued by the Federal Education Council (CFE, 1987).

Azevedo and Malina (2004) emphasize that, through the referred reformulation, knowledge was divided into two great curriculum areas: General Formation - humanistic and technical - and Deepening of Knowledge. The course workload changed from 1800 class hours to 2880 class hours, which should be completed within a minimum period of 4 years, both for the Licentiate Degree and the Bachelor's Degree.

One of the most relevant points of the discussions, which gave rise to the 1987 Opinion, was the question of the autonomy and flexibility of the Higher Education Institutions (IES), delegating to them the responsibility for defining and preparing competencies, course syllabus and workload.

Such flexibility enabled Physical Education Courses to be organized in the format of bachelor's, full licentiate or extended full licentiate - licentiate and bachelor -, through the promulgation of CFE Opinion No. 215/1987 and CFE Resolution No. 3/1987.

This division led to a wide debate, Faria Junior (1992), in a humanistic perspective, defends the idea that the generalist teacher formation - as it was called -, promotes competency to act in institutions of formal and non-formal education, and doing so he proposes full licentiate.

According to Andrade Filho (2001), this course division occurs to meet marketing needs. He defends that the university and the professional graduated in Higher Education cannot succumb to this marketing logic.

Considering the submission to marketing logic, Góis Junior and Lovisolo (2003) state that this system requires healthy, physically active and preferably obedient individuals, making them responsible for taking care of their own health, as if they were the only ones responsible, often

generating a process of blame. This historical subordination of the Physical Education curriculum to the dominant system is notable.

Given the presented scenario, with the promulgation of the 1988 Constitution all Brazilian Education legislation underwent a reformulation, the National Curriculum Guidelines (DCN) No. 03/87 was widely criticized, considering that the academic community was not prepared to absorb the demands of the document in all its dimensions. Thus, a commission of Teaching Specialists in Physical Education (COESP-EF) was convened, within the scope of the National Education Council (CNE) which affirmed that “it sought to improve Resolution 03/87, as well as to correct some distortions found throughout these twelve years of validity” (KUNZ *et al.*, 1998, P. 37).

The IES were summoned through notices in the Federal Register, to discuss in order to increase the Bases’ participation, however only 28 institutions attended (VERONEZ *et al.*, 2012).

This attempted discussion promoted by CNE generated some impasses and the result was CNE Opinion No. 0138/2002. In this document, we identified among the graduate's skills and competencies one that deserves to be highlighted:

[...] have the responsibility of disseminating and applying theoretical and practical knowledge about Human Motor Skills/Physical Activity/Human Movement, and must analyze these meanings in the **dynamic relationship between human being and environment** (BRASIL, 2002, p. 5). **Our emphasis.**

The Opinion still complements skills and competencies that will be denominated as technical-scientific, ethical-political, contextualized socio-educational, and one of them deserves attention:

[...] **master the basic scientific knowledge of the bio-psycho-social-environmental nature** underlying the practice of the Physical Education Professional and have critical reasoning in interpreting data, identifying the nature of the problems in the practice of the Physical Education Professional and in its resolution (BRASIL, 2002, p. 5). **Our emphasis.**

So the insertion of the related contents to man, society and nature knowledge would contribute to the acquisition of competencies and skills indicated in the Opinion. By including this content in the curriculum matrices we enable the students to develop competencies and skills that also contribute to the understanding of the dynamic relation between man and environment.

Thus, we understand that the Adventure Practices are important interlocutors to conceive man in the suggested dimensions bio-psycho-social-environmental. By practicing Adventure at school, we can awaken sensitivity in individuals, sharpening their perception so that they can understand that human being is a force of nature, breaking up with the dichotomous idea of man/nature.

The Resolution No. 7/2004 culminates in the fragmentation of the area into Licentiate and Bachelor, as Benites, Souza Neto and Hunger (2008) state that the Physical Education courses made a leap in quality by dividing into two distinct courses: Licentiate and Bachelor. They differ from other licentiates because they highlight that the 1970s is marked by a growth in the gymnastic area, which caused an increase of academies, sports schools, clubs' activities, eliciting the importance of creating a course that would attend these demands.

It's remarkable that the professional formation is still linked to the market demands. However, discrete changes are taking shape in the Opinion CNE/CSE No. 7/2004 with the proposition in 3rd paragraph, 7th

article, that cites the use of up to 20% of the total workload to thematic cores according to the Pedagogical Project. In the same article the responsibility for the curricular organization (course syllabus, workload, competencies and skills of the professional that they wish to form) articulating the knowledge units of specific and full formation are given to the IES. In addition to these, it is up to the institutions to propose depth thematic cores in issues such as cultural identities, needs of people with disabilities, regional peculiarities, work and, in an unprecedented way, the inclusion of Environmental Education in the Physical Education Curriculum. (BRASIL, 2004, p. 3).

Addressing environmental issues through thematic cores can give great significance to the contents to be taught, this way it is possible to meet the peculiarities of each institution, respecting identities. However, designating up to 20% of the total workload is still not enough.

According to Santos Júnior and Bastos (2019), since the promulgation of CNE/CP No. 07/2004 there was a strong tension between the more conservative/corporatist sectors (Federal Physical Education Councils – CONFEF - and Regional Physical Education Councils – CREFs) and the revolutionary sector (Student Movement – MEEF -, the National Movement Against the Regulation of Physical Education Professionals – MNCR -, the Thematic Working Group – GTT -, Professional Formation and World of Work at the Brazilian College of Sports Sciences – CBCE), and some research groups that defended a single degree formation. But it was the decision of the Supreme Court of Justice – STJ - in 2014 that judged that Licentiate and Bachelor are distinct courses because they have distinct disciplines and aims, and that, however, the professional who wanted to act in both areas should complete both courses.

This provoked a booming in the area, because the professionals formed in Licentiate, whose Pedagogical Projects of the Courses guaranteed the action in non-scholar sectors were prohibited of acting. There was a mobilization of the institutions, teachers, researches, social

movements charging a positioning of the CNE. Such agency manifested contrary to the STJ decisions through Opinions CNE/CESS 400/2005, CNE/CEB 12/2005 and CNE/CES 213/2003. They held two public audiences and the second, in December 2015, resulted in a draft that established the end of the bachelor's degree, leading to a single formation in licentiate.

In this context, Antunes (2021) states that the country is beginning to experience a scenario changing. In December 2015 the request for impeachment of the former president Dilma Rousseff also began to be processed in the Chamber of Deputies, starting the *coup d'état*. And the Physical Education was directly affected, because it occurred a change in the CNE Ministry provoking the demobilization of the DCNs that were being reformulated. From this on, according to Santos Junior and Bastos (2019), there were no more public audiences, it is known that the new commission instituted by the former government couldn't go in the contrary direction of the market demands.

We understand that the 2018 DCNs were a new repagination, according to the mentioned authors, of the fragmentation of the Physical Education Formation in Licentiate and Bachelor. The new organization happened in the following way:

According to the DCN of CNE/CSE 06/2018, article 5th, 1st paragraph established a unique entrance. Only from the 4th semester the IES should offer an official consult in order that the students opted for the Licentiate or Bachelor during the specific term with the aim of receiving the respective diploma, taking out the State responsibility and transferring to the student the premature decision about his/her formation. By analyzing the 16th article of the mentioned document:

Article 16: the Degree Course in physical education, respected the national diversity and the pedagogical autonomy of the institutions, should still embody the

following activities: a) observation, analysis, planning, development and evaluation of the educative process and of the educational experiences in educative institutions; b) research and study of the educational legislation, process of education organization and management, teacher work, educational financial politics, evaluation and curriculum; and c) research and study of the relations among education and work, education and diversity, human rights, citizenship, **environmental education**, among others central thematic in the contemporary society (BRASIL, 2018). **Our emphasis.**

We realized in paragraph C the proposition of activities related to Environmental Education in the teachers' formation enabling this thematic to be associated to the Adventure Practice, in special to the Orientation Practices due to its good adherence in the school environment and its pedagogical potential. We observed this movement in the document no. 138/2002 when it suggested the competencies and skills that are aligned with the egress profile in the program contents. Later on, in 2004, when this thematic was brought through thematic cores and in the current DCN no. 06/2018 the proposition was denominated as activities.

In fact, the Adventure Practices have been discreetly gaining space in the National Curricular Guidelines for Physical Education. Knowing that such practices are still elitist, broadcast by the media and treat as consumer goods, and that they deserve to be discussed and experienced at school with the aim of democratizing them and consciously preparing potential consumers. Another relevant aspect is that the Adventure Practices open a professional actuation area to the Physical Education professionals which so far it was destined to the Tourism and Leisure professionals (MARINHO; SCHWARTZ, 2005).

Methodology

Methodologically, we opted by conducting a documental analysis, corroborating to the ideas expressed by Sá-Silva, Almeida and Guindani (2009, p. 5), who understand this route as: “[...] a proceeding that makes use of methods and technics to the apprehension, comprehension and analysis of documents of the most varied types”.

Thus, initially, we did a survey on *EducaBras* portal to investigate the syllabus of the Physical Education Licentiate Course and if we would find the disciplines that bring in their bulge the Adventure as a content to be taught.

The referred mapping was restricted to the Metropolitan region of Rio de Janeiro and the South Fluminense region. Such spatial excerpt is justified by the author’s place of action as a Physical Education Teacher, and later on, the intention would be to suggest an educational product in order to interfere in the referred region.

Based on this excerpt, we did a survey in the portal for the IES that would offer the Physical Education Licentiate Course in face-to-face modality, as our focus was in the teachers’ formation.

In the sequence, also in search for clues and trace elements, we investigated what has been discussed by the academy that slips into the teacher’ formation in Physical Education and, consequently, in the Basic Education curriculum. So, we verified the annals of the ten editions of the Brazilian Congress of Adventure Activity – CBAA - and the International Congress of Adventure – CIAA -, given the representation of this event in the Adventure area⁹.

This methodological route - documental analysis - makes use of the most diverse documents - journals, laws, sites - in order to obtain significant information, according to the aim of the study (LIMA JUNIOR *et al.* 2021).

⁹ CBAA and CIAA Channels <https://www.youtube.com/@congressobrasileirodeativi8771/about>

Data Presentation

When visiting the IES websites to investigate the data that was in public domain, we were referred to Ginzburg thoughts (1989, p. 177) in order to follow the clues to understand what was going on, as in several times, we were led to look at it as if it was a vanishing point: “reality is opaque, there are privileged zones – signs, clues – that allow us to decipher it”. A careful look was necessary, going beyond the search for discipline offerings. We had to capture the evidences that would reveal how future teachers deal with this content - Adventure Practices.

So, we verified that the curricular matrix alone would not be enough and we searched for the information provided by the course syllabus, paying attention to three guidelines established during the methodological route: if the Adventure was worked from a critical perspective; if the intention was exclusively to meet a DCN demand; or if there was a concern to contribute to teacher formation capable of ensuring that this professional has knowledge of this content which is still little disseminated in the school space and it is considered a challenge by teachers.

In the meantime, we encountered some obstacles such as not all IES publish their course syllabus on their websites and portals. The research findings were organized into tables, highlighting: region location (metropolitan or South Fluminense); educational institution name, with its acronym; whether or not the Adventure theme is offered; moment of the course (period or year) in which students have contact with such disciplines; discipline name (curricular component); course syllabus (TABLE 1).

TABLE 1: Physical Education Courses (Licentiate) which offer the Adventure thematic

RJ Region	Higher Education Institution	Period/Year Offering	Discipline
Metropolitan	Abeu - Centro Universitário UniABEU	No	-
	Centro Universitário São Camilo* (SÃO CAMILO)	-	-
	Universidade Castelo Branco –UCB	Yes 6th period	Sports in nature
	Universidade Estadual do Rio de Janeiro - UERJ	No	-
	Universidade Federal do Rio de Janeiro - UFRJ	Yes Optional	Sports Fundamentals Orientation
	Universidade Federal Fluminense -UFF	No	-
	Universidade Federal Rural do Rio de Janeiro- UFRRJ	No	-
	Universidade do Grande Rio professor José de Souza Herdy - UNIGRANRIO*	-	-
	Centro Universitário Augusto Motta-UNISUAM	No	-
	Centro Universitário de Volta Redonda - UniFOA	Yes 6th period	Adventure Sport and Environmental Education
South Fluminense	Universidade Geraldo Di Biase – UGB	Yes 5th period	Sports in nature

*We didn't have access to the curriculum matrix

Source: Author

In order to prove whether Adventure Practices can be considered as a possible content for Basic Education, we verified that the CBAA and CIAA annals, which initially were annual and then, from 2012, became biennial, presented: 719 works, 21.14% were in the pedagogical area, of which 16.44% dealt with the initial formation of Physical Education Teachers (TABLE 5).

TABLE 5 – Demonstration of works linked to Teachers Formation (CBAA/CIAA)

	Data	Total Number of Works	Pedagogical Area Works	Works on the initial formation of Physical Education Teacher
I CBAA (SC)	2006	61 works	14	3
II CBAA (MG)	2007	56 works	13	2
III CBAA (ES)	2008	57 works	16	-
IV CBAA (BA)	2009	54 works	13	2
V CBAA (SP)	2010	62 works	14	3
VI CBAA (RS)	2011	77 works	9	1
VII CBAA/I CIAA (SP)	2012	97 works	15	5
VIII CBAA/II CIAA (ES)	2014	61 works	15	3
IX CBAA/III CIAA (MG)	2016	63 works	16	2
X CBAA/IV CIAA (MG)	2018	70 works	27	4
Total		719 works	152	25

Source: Annuals CBAA I,II,III, IV,V,VI,VII,VIII,IX,X

Data discussion

Considering the data presented in tables 4 and 5, it is possible to infer that the content related to Adventure has still a limited space in teachers' formation, since that from the eleven licentiate courses investigated only four institutions have disciplines which develop teaching processes contemplating the mentioned thematic. It should also be noted that in the Licentiate Course at Universidade Federal do Rio de Janeiro the discipline is optional and intended to work only with Sport Orientation. In this sense, it is verified that the curriculum of the seven IES that do not discuss this thematic do not comply with the latest DCN in the area. It should be noted that activities that address knowledge about the environment are recommended (BRASIL, 2018).

The Institutions that offer the discipline, we find a process of sportsmanship of Adventure Practices, reducing its kinesthetic expansion,

wasting experiences, devaluing the cultural repertoire of those involved in the learning-teaching – *aprendizagemensino* - process (SCHWARTZ; CARCINELLI FILHO; TAHARA; SANTIAGO 2006; PAIXÃO, 2017).

In spite of the course syllabus at Centro Universitário de Volta Redonda (UniFOA), even though the course is aimed at teacher's formation, the focus is on sport and sports events, disregarding these practices and their possibilities within the school. The figure of the teacher is replaced by the Physical Education professional. The influence of sportsmanship discussed by Tahara and Darido (2016), which interferes with the preparation of Physical Education classes, leads to teaching that privileges team sports and disregards aspects of the body culture of movement.

We noticed in the course syllabus of Centro Universitário Geraldo Di Biasi a concern in dealing with body culture of movement, named by the Institution as Orientation Race in its sporting scope, causing an emptying of experiences and cultural plurality in Physical Education classes, when it emphasizes only rules, techniques and methods, as Neira (2019) argues.

At Universidade Federal do Rio de Janeiro, one of the few to offer a discipline especially for Sport Orientation - as it is named by them-, sport is apparently used as a strategy for Environmental Education, with this sport being recognized by its practitioners as a nature sport. One of the potentialities of Adventure Practices is working with focus on Environmental Education. Promoting the reflective study of methodologies for the development of these practices means bringing to discussion the several possibilities for working on this content, mainly within the school, democratizing them in Physical Education School classes. In this formation, there is a concern with propagating the sport as it is institutionalized by its competent agencies. It is important to highlight that any sport, when entering the school environment, becomes the school's property, requiring reflection on the impacts and necessary adjustments for it to take place in the most plural/singular territories.

Following the clues (GINZBURG, 1989) found out in our research, we go beyond the numbers discovered in the annals of the Brazilian Congress of Adventure Activities, which immediately reveal an increase in studies relating school and Adventure, in fact the numbers double. This increase in productions focused on this thematic may be related to the approval of the BNCC that took place in 2018.

This scenario is configured in a bifurcation, because while this document legitimizes this content within Physical Education classes, it is also a document that proposes teaching based on competences and skills with the purpose of meeting the interests of some groups that see education as merchandise and perceive students as a potential consumer market. Another point to be questioned at the basis is the proposal of a single curriculum for all Basic Education in Brazil, a country with continental proportions and rich diversity.

It is a fact that by bringing Adventure Body Practices - as it is named by BNCC - into its scope contributes to the offering of disciplines that include this content in teachers' formation. This need is in line with the proposals of the DCN regarding the inclusion of Environmental Education in teachers' formation.

Final considerations

When we investigated the course syllabuses of Physical Education Licentiate Courses and their relationship with Adventure, we realized that the curriculum of Brazilian Physical Education throughout history met the demands of society. Currently, environmental issues have gained prominence on the global agenda, and these issues are highlighted in documents such as the National Common Curricular Base and the National Curricular Guidelines as a relevant dimension in teacher formation, opening a field for the inclusion of Adventure in the Physical Education curriculum. Despite the discreet growth in the

inclusion of disciplines related to Adventure in the curriculum matrices, it is still insufficient given the emergence of discussions.

We emphasize that such movement can be considered a positive aspect for the Physical Education Teacher. However, teacher formation must contemplate a critical perspective, otherwise, the practices developed around Adventure will be at the market service, forming a workforce to attend consumption and media demands, which see Adventure as a product to be commercialized.

We highlight some relevant aspects in this process of inserting Adventure into the curriculum of Physical Education Licentiate Courses, which are the inseparability of these practices and their relationships with space-time – *espaçotempo* -, being an important tool in the critical reading of reality by its practitioners.

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