

## DISCOURSES FROM JUDO TEACHERS OF THE ESPÍRITO SANTO STATE ON PEDAGOGICAL PRACTICES FOR CHILDREN

### DISCURSOS DE PROFESSORES DE JUDÔ DO ESPÍRITO SANTO SOBRE AS PRÁTICAS PEDAGÓGICAS PARA AS CRIANÇAS

Ibsen Lucas Pettersen<sup>1</sup>, Bethânia Alves Costa Zandomínegue<sup>2</sup> e André da Silva Mello<sup>1</sup>

<sup>1</sup> Federal University of Espírito Santo, Vitória-ES, Brazil.

<sup>2</sup> Federal University of Goiás, Goiânia-GO, Brazil.

#### RESUMO

O artigo tem como objetivo analisar, por meio dos discursos de professores de judô que trabalham com crianças, como eles conduzem as suas práticas de ensino com o público infantil. Trata-se de um estudo descritivo-interpretativo realizado com 33 professores do estado do Espírito Santo. Os dados foram produzidos por meio de questionário enviado pelo *Google Forms*. Os resultados indicam que os professores enfatizam os aspectos axiológicos, técnicos e o desenvolvimento motor em seus processos de ensino, que apontam para uma concepção universal de infância. Embora utilizem os jogos e as brincadeiras em suas aulas, os discursos sugerem uma apropriação instrumental dessas manifestações lúdicas, com pouco espaço para que as crianças tenham as suas subjetividades, agências e práticas autorais reconhecidas e valorizadas.

**Palavras-chave:** Judô. Criança. Ensino. Aprendizagem.

#### ABSTRACT

The article aims to analyze, through the speeches of judo teachers who work with children, how they conduct their teaching practices with children. This is a descriptive-interpretative study carried out with 33 teachers from the state of Espírito Santo. Data were produced through a questionnaire sent by Google Forms. The results indicate that teachers emphasize axiological, technical, and motor development aspects in their teaching processes, which point to a universal conception of childhood. Although they use games and play in their classes, the discourses suggest an instrumental appropriation of these playful manifestations, with little space for children to have their subjectivities, agencies, and authorial practices recognized and valued.

**Keywords:** Judo. Kids. Teaching. Learning.

#### Introduction

Judo is one of the world's most practiced individual sports. About 2 million practitioners live in Brazil<sup>1</sup>. It is a traditional modality, created by Professor Jigoro Kano in Japan in 1882, based on discipline, respect and hierarchy. The goal of judo is to develop body and mind in an integrated way<sup>2</sup>. Due to these characteristics, many parents have sought judo as an auxiliary part in the education of their children, resulting in many children who practice this sport.

According to the International Olympic Committee, judo is a complete sport because it promotes values such as friendship, participation and mutual respect. As a cultural and sportive practice with a philosophy aimed at citizen education, which prioritizes important values in all phases of human life, UNESCO widely disseminates judo, especially for children and adolescents<sup>3</sup>.

Since it is a sport that emphasizes discipline and hierarchy, judo teaching-learning processes have mostly occurred through the "command model"<sup>4</sup>. In this model, the pedagogical procedures are centered on the figure of the teacher, leaving little room for the students' autonomy, and making their agencies and personal practices to be recognized and valued.

Many authors confirm the predominance of traditional teaching methods in judo<sup>5-6</sup> that consists in the student's passivity, overvaluing the admiration to the master, the repetition of techniques and the formative moral character of the sport.

As for infantile judo, how have the teachers worked with children? Are traditional teaching models prevailing in teaching practices? Due to the specificities of children, have judo teaching procedures differentiated from those used with adults?

To answer these questions that guide the study, this article aims to analyze, through the statements of judo teachers who work with children, how they have conducted their teaching practices with the kid's public. We searched this topic due to the lack of studies that address methods of teaching judo for children in the context researched<sup>7</sup>. The study may create reflections on the role of children in the teaching-learning processes of judo.

## Methods

This study is a qualitative research, of descriptive-interpretative character. According to Oliveira<sup>8</sup>, this research method presupposes "[...] the description of the characteristics of a certain population or phenomenon. Research aiming to raise opinions, attitudes and beliefs of a population are included in this group."

The subjects of this research are 33 teachers, one representative of each judo school registered in the Judo Federation of Espírito Santo (FEJ). This sample corresponds all 33 judo practice centers of Espírito Santo registered in the database of the Brazilian Judo Confederation (CBJ).

The participants' inclusion criteria were: 1. being a judo teacher affiliated with the ECJ; 2. having at least six months of experience working as a judo teacher; 3. agreeing to participate in the research by signing the informed consent form. This study was approved by the Ethics Committee on Research with Human Beings of the Universidade Federal do Espírito Santo (Opinion no. 4.602.267).

Due to the COVID-19 pandemic, the data were produced via an electronic form (Google Forms), sent to participants via e-mail, with closed and open questions. We made a questionnaire with 11 closed questions related to characterization of subjects, professional training and performance with children. It also presents three open questions about the role of children's judo in the teachers' conception, the objectives they seek to achieve in their classes and the methods adopted in teaching judo to children.

The questionnaires were available to teachers between April and May 2020, the most acute period of the pandemic, in which many Brazilians were in social isolation. During this period, the 33 interviewed teachers had their teaching activities suspended. Thus, the teachers' answers came from their experiences prior to the sanitary restrictions caused by COVID.

In the analysis process, a word group generated by the Iramuteq software was used and linked with excerpts from the participants' responses. The software was developed by Pierre Ratinaud and allows statistical analysis on textual corpus and on word tables<sup>9</sup>. For the anonymity of teachers, the letter P plus Arabic numerals (P1 to P33) was used to designate the interviewees' answers.

## Results and discussion

First, we describe the general characteristics of the participants, such as gender, experience with children's judo, graduation in the modality and training. Later, we analyzed their statements on the teaching-learning process of judo for children through two general categories: objectives of early childhood judo and teaching methodologies. Teachers

interviewed work with children from 3 to 12 years old in different contexts, such as academies, clubs, formal education (curricular and extracurricular), social projects and condominiums.

Of the 33 teachers interviewed, 29 are men and four are women. This male predominance reinforces the stereotype that fights require virility, strength and combativeness, and that women are more fragile and can get hurt<sup>10</sup>. However, women's achievements in judo, such as Rafaela Santos' gold medal at the Rio de Janeiro Olympics in 2016 and Mayra Aguiar's bronze medal at the Tokyo Olympics in 2021, contribute to the deconstruction of representations that label women as vulnerable and unfit for wrestling.

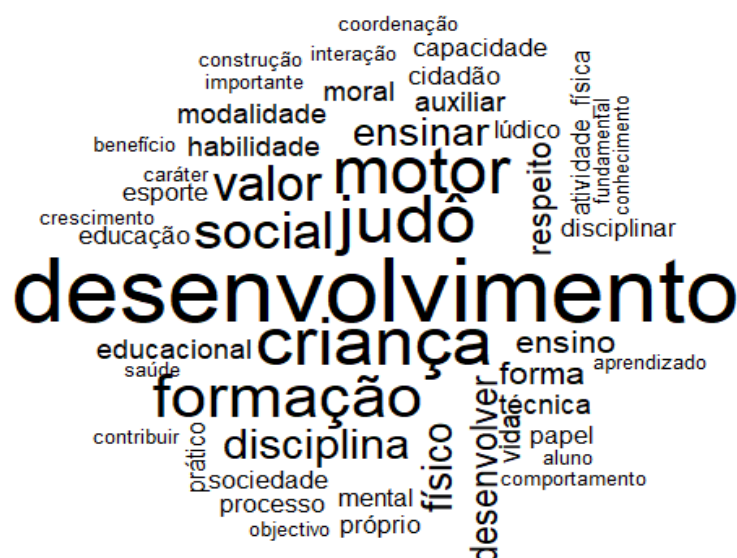
Most of the interviewed teachers have extensive experience in teaching judo to children: 24 (73%) have been teaching for more than 10 years; 5 (15%) have 7 to 10 years of experience; 3 (9%) have 4 to 6 years of experience; and 1 (3%) has 6 months to 3 years of experience. The long time in teaching children's judo denotes that teachers work with children by choice and not because they are in the early part of their careers.

The teachers' experience is also demonstrated through their graduations. Of the 33 interviewed, 27 are graduates as *Yûdanshas*. The practitioner in this category receives the black belt, symbol of great conquest and status in the *judoka's* life. This graduation is subdivided into five levels, called *dans*. Five interviewees are *Kôdansha*, a high graduation level, meaning that they have dedicated themselves to the educational and philosophical purposes of judo. Only one of the interviewees is *Dangai*, a stage that is composed of 8 different categories, demarcated by the color of the belt that the practitioner uses (white, gray, blue, yellow, orange, green, purple and brown). The teacher interviewed belonging to this stage is in the brown belt.

Regarding professional training, only one of the 33 interviewees did not indicate their training. Twenty-six of them have a university degree in the following graduations: 19 in Physical Education; three in Administration; two in Economics; one in History; and one in Nutrition. Although most teachers have higher education, Peset *et al.*<sup>11</sup> points out the movement to preserve judo traditions and rituals. To the authors, much of the rituals are still present, enhancing judo developing practices and acting as a resistance to the changes brought by academic-scientific knowledge. These resistances are against new methods of teaching, training and instructing, preserving the transformation of traditional ways.

Six teachers have the "artisanal training"<sup>5</sup>, forged in their life trajectories in judo. In this type of training, observation, orality and daily relationship with the master are the key points to the disciple's development. According to Cunha<sup>12</sup>, the apprentice in this process incorporates a dynamic of activities and gradually dominates the teaching profession.

After describing and analyzing the data from closed questions, we focus next on how teachers conduct their teaching practices with the child's public. The Word Cloud 1, generated by the Iramuteq software, presents the terms most present in the respondents' answers when asked about the role of children's judo and the objectives of their classes:



**Figure 1.** Word Cloud 1 - objectives/role of children's judo

Source: The authors.

The cloud generated by the software compiled the most repeated words in the teachers' answers to questions regarding the objectives and role of judo for children. The most used words are closer to the center and bigger. The word "development" stands out the most.

We point that, in this scenario, development represents the idea of a child that still has to become, as childhood is seen by its absences and incompleteness, being not fully complete yet<sup>13</sup>. Children are placed in the condition of anomy and social invisibility, requiring the assist of adults to achieve the status of maturation.

We agree with Prout<sup>14</sup>, who says that the idea of following a specific model in child's educational needs to be overcome. Offer conditions to allow children's general development is as important as to make them capable of thinking and acting by themselves. For Sociology of Childhood<sup>13,15</sup>, children are not "passive subjects" in their process of socialization and development. As Cohn<sup>16</sup> states, children are as knowledgeable as adults.

We highlight the words present in the cloud linked to the axiological field, with emphasis on ethical and moral values: moral, respect, character, discipline, social value and citizen. Teachers' statements regarding judo objectives confirm this emphasis:

It helps in character formation, discipline and body and mental health (P6).

It is important for the formation of a complete citizen and helps in the student's health (P9).

Discipline, respect and physical and mental development (P13).

Assist in character formation and growth as an individual in society (P20).

To discipline, educate and train good citizens (P24).

Judo is an excellent tool in the process of building discipline and respect. It also has all the general benefits of sports (P27).

The rules of judo can educate and physically prepare the youngsters, as it develops ethical and moral principles through the relationship of mutual respect (P33).

The focus on axiological development is coherent to the ideas of Jigoro Kano, creator of judo, and to the vision society has of the sport<sup>17</sup>. According to Souza<sup>18</sup>:

[...] the values comes not only from the oral transmission, but, especially, from education developed by models and body representations of behaviors and attitudes, aiming at the construction of collective beliefs of medium or long duration.

We admit the educational potential of judo for the development of a set of values, such as respect, discipline and citizenship; however, we emphasize that these principles are not exclusive to this sport. Judo is not good or bad. It is what we make of it. Early specialization, overtraining and the victory obsession, are examples that can bring extremely negative effects to the development of children. To Souza<sup>18</sup>, the sport - which includes judo - is:

[...] a body practice constructed, experienced and modified in the cultural interaction of men, reflecting and generating values, so that their constitution will always depend on the meanings that individuals and social groups attribute to their practice.

We understand that judo has no intrinsic meanings. This sport is inserted in society, which means, resignifies and transforms. Therefore, judo can contribute to educational construction in the field of values, anchored in the meanings we give it, especially because it presents itself as a polysemic sociocultural manifestation<sup>19</sup>.

We also found words that refer to the field of motor development in the teachers' statements. The cloud presents words such as capacity, skill, growth and motor and physical coordination. The following descriptions from the interviewees' answers show the focus on working with child judo aiming at motor development:

To develop motor skills and abilities from complementary exercises (P10).

To work on motor coordination and interaction (P14).

Developing of motor skills with educational guidance and making students interested in judo to acquire new skills (P15).

Growth, neuromotor development, training and education (P25).

Topics such as social relationships, discipline and motor development (P29).

Judo develops several coordination and conditioning capabilities through different techniques. However, in the interviewees' statements, there is no evidence that consider motor development as a process in which "[...] the subject is responsible for its own development"<sup>20</sup>.

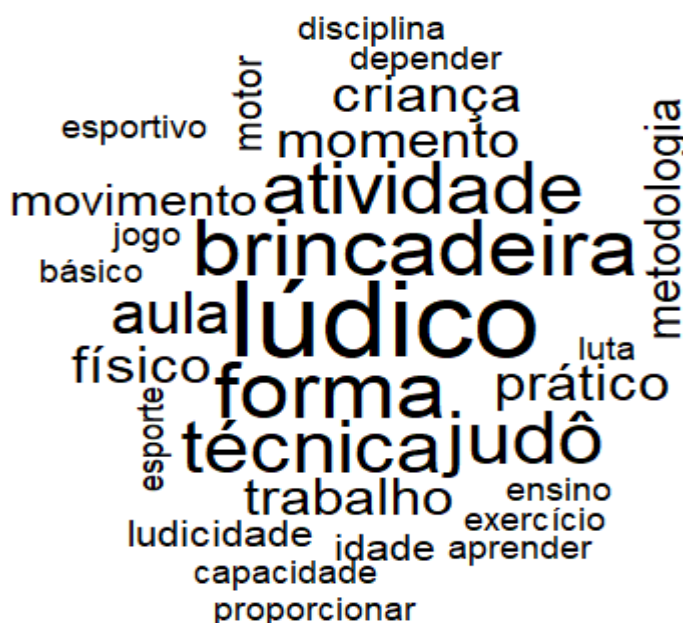
Thus, we noticed a conception of motor development that considers all children as equals. From this point of view, maturation, which is a biologically determined endogenous regulatory mechanism, exerts greater influence on the process of motor development. We point out that taxonomies associate the phases of motor development with the chronological age of the individual. Among them, we highlight: Gallahue and Ozmun<sup>21</sup>; Harrow<sup>22</sup>; Seaman and Depauw<sup>23</sup>. It is up to the teachers, in their pedagogical interventions, to observe the demands associated with each phase, as explained by the teacher who says that "[...] several methodologies are combined, always observing the phases of growth and learning" (P25) and, according to the other master, "[...] the use of the technical part is adapted to each age group" (P27).

Lima<sup>24</sup> criticizes the methods that undervalue the individuality of the student. Manoel<sup>20</sup>, when questioning the traditional development models, presents the synergistic vision:

[...] the weight of the traditional development approach is based on progressivity, continuity, regularity, patterns, performance, exceptionality and universality. With synergistic vision, the pendulum oscillates towards diversity, discontinuity, variability, developmental trails, performance ubiquity and heterogeneity.

We do not deny or disregard the importance of the biological dimension in this process. Prout<sup>14</sup> points another dichotomy that needs to be overcome so that we can understand the children: nature vs. culture. We point out the necessity to avoid biophobia<sup>25</sup> and the role of maturation in this process. Universality and disparity are two dimensions that are present simultaneously in the motor development of individuals.

Word Cloud 2 presents the most repeated terms in teachers' answers about the procedures used in teaching judo to children:



**Figure 2.** Word Cloud 2 - procedures adopted in the teaching of judo for children

**Source:** The authors.

The words playful and play are highlighted in the cloud and the terms game and ludicity appear peripherally, denoting that teachers include a playful dimension in the judo teaching-learning process for children. In formal education, games and interactions are structuring axes of early childhood education<sup>26</sup>. Judo teachers adopt a similar approach, adopting the act of playing in their methodologies.

However, the teachers' statements indicate that, mostly, these games assume a functionalist character, as they are used as a strategy to achieve certain objectives<sup>27</sup>, as observed in the following descriptions:

Mixing the technical methodology with the pleasant fun in appropriate proportion for a specific task (P10).

Applying recreational activities with physical exercises and judo techniques (P14).

Playful development while introducing the sportive and competitive part (P15).

I keep working with the traditional, including a playful style to develop technical aspects without mischaracterizing *kodokan* judo (P21).

I divide the class in moments of teaching specific activities of judo, activities of general motor development, technique of the day, *randori* and a moment of final relaxation, everything in a playful way (P22).

Playful exercises are used to develop new techniques, but it depends on age. (P23).

I work simply and directly, using games aligned with judo techniques (P30).

Always introducing games and dynamics that will be useful in the construction of technical knowledge (P33).

Hence, playing is a useful methodological resource for the teaching of children's judo because of its childish nature. However, where are the children in these games? Freire<sup>28</sup> states that it is not the activity itself that determines whether it is a game or a joke, but the subjective relationships that the subjects establish with it. Often, it is possible to notice children inside playful activities, but not playing it, because they are perceived as dull, as they are mandatory and disregard their creativity.

In some cases, teachers use games as a reward to children because they have dedicated themselves to training: "I always reserve the last 10 minutes for a game democratically chosen by them, in order to reward them for the effort and dedication during training" (P27).

We consider it possible to incorporate the educational objectives related to judo with games that consider the goal and the needs of children, recognizing them as active builders of their own development and not as empty receptacles that need to be filled by adult rationality. According to Sarmento<sup>29</sup>, in the educational processes of childhood, there must be:

Analysis of the child's point of view and the acceptance of children as complete and competent, being different to the adult.

Although most of the teachers interviewed appropriate games in an instrumental way, some people recognize children's playful nature and work based on their pleasure, motivation and well-being, as evidenced in the following statements:

Many playful activities are used to make children enjoy and feel at ease with basic judo (P2).

I teach the sport through playful activities (P11).

In a playful way where joy and pleasure in participating in classes is the main motivating element (P28).

In these statements, we identified pedagogical methods that value children and their nature. For Reverdito and Scaglia<sup>30</sup>, more important than sport is the subject of the sport, in this case, the child practicing judo. However, The Word Cloud 2 presents some terms that denote the emphasis on technical and training aspects, aiming at sports performance, such as technique, sport, exercise and struggle. Some excerpts show this emphasis:

Learn the initial techniques of judo, along with fall damping (P26).

Making the child learn sports techniques and basic rules (P31).

Stretching, heating with judo techniques, theory and practice of techniques [...] (P9).

Playful development while introducing the sportive and competitive part (P15).

Through these data, we found that there is little difference between the demands placed for adults and those destined to children. Children, in this case, are treated as homunculus<sup>13</sup>, that is, as miniature adults who have the same needs as adults, only on smaller scales. However, Sarmento<sup>13</sup> warns that the relationships children establish with adults are not of incompleteness, but of otherness. In relation to judo, early sports initiation is a recurrent one. Often, classes aimed at children reproduce the same adult models, centered on training and aiming at sports performance.

Despite the teaching models that mirror the procedures used with adults are present in the statements of many interviewees, we hypothesize that the initial training of a big portion of teachers (three teachers have initial training in Administration, two in Economics, one in History and one in Nutrition) contributes to their emphasis to the technical aspects in the teaching of infantile judo. It is unlikely that these teachers had access, in their initial formations, to discussions about childhood and motor development, thus discouraging approaches that consider the necessities of different children and the demands tied to each phase of development.

## Conclusion

We noticed that teachers emphasize the axiological, technical and motor development aspects based on a universal conception of childhood. Despite using games in their classes, the teachers' statements suggest an instrumental appropriation of these playful methods, with little room for children to have their individualities recognized and valued.

Although the potential of this sport modality is recognized for achieving the desired axiological expectations, the data produced and analyzed do not offer indications of how these goals will be achieved, signaling that teachers consider these values as exclusive to judo, regardless of the pedagogical intention underlying their practice.

Without the intention of judging or prescribing what is right, because we respect the traditions of judo and its social and educational recognition, we question whether the maintenance of these traditions is compatible with a teaching-learning process that considers children as competent subjects to think and act by themselves. If so, listening their desires, needs and expectations is necessary. We highlight the urgency to overcome the look that only sees them by their absences and incompleteness and recognize their differences, because children, as active social beings, do not passively receive the traditions available.

We consider games important playful traditions that relate to the children's point of view in an autonomous and creative way. We agree with Redin<sup>31</sup> when he states that adults want children to "[...] socialize and often socialize means avoiding conflicts, ambiguous feelings and behaviors that may leave the traditions." Hence, we understand that games need to be worked beyond their functionalist bias, not aiming to learn the fundamentals of judo nor as a good behavior reward.

Finally, we suggest new research that addresses pedagogical practices in the field, verifying the approximations and distances between statements and actions, and a research that listens to children and their opinions on judo classes. We envision building teaching-learning practices with children and not for them.

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**ORCID:**

Ibsen Lucas Pettersen: <https://orcid.org/0000-0002-7001-6556>

Bethânia Alves Costa Zandomínegue: <https://orcid.org/0000-0002-1106-3563>

André da Silva Mello: <https://orcid.org/0000-0003-3093-4149>

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**Correspondence address:** André da Silva Mello, Rua Joaquim Lírio, 220, apt. 602, Praia do Canto, Vitória – ES, CEP 29055-460, E-mail: andremellovix@gmail.com