

ESPAÇO ESCOLAR: POSSIBILIDADES PARA PRÁTICAS DE ATIVIDADES FÍSICAS DA COMUNIDADE

ESPACIO ESCOLAR: POSIBILIDADES PARA PRÁCTICAS DE ACTIVIDADES FÍSICAS DE LA COMUNIDAD

SCHOOL SPACE: POSSIBILITIES FOR PRACTICES OF PHYSICAL ACTIVITIES OF THE GROUP

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RESUMO: A intencionalidade deste estudo é identificar nas escolas Públicas Estaduais de Tempo Integral da Cidade de Juazeiro do Norte – CE, os espaços para a prática de atividades físicas pela comunidade escolar em momentos extra-aula. Realizou-se uma pesquisa qualitativa de análise de discurso, de campo e experimental, em que foram utilizadas entrevistas a fim de seguir um roteiro com quatro gestores, nos quais se enfatizou a atividade física na escola como possibilidade de mudança de hábitos saudáveis, bem como os recursos disponíveis na escola para a prática de atividade física. Concluiu-se que é de primordial importância o uso dos espaços escolares para prática de atividades físicas pela comunidade e que a escola tem um poder de mudança de hábitos porque é lá que se desenvolve todo o intelecto e não dissociando corpo e mente, podemos também entender que esse espaço pode contribuir com uma cultura de saúde.

PALAVRA-CHAVE: Saúde na escola. Atividade física. Participação comunitária. Educação em saúde.

RESUMEN: *La intencionalidad de este estudio es identificar en las escuelas públicas estatales de tiempo completo de la Ciudad de Juazeiro do Norte - CE, los espacios para la práctica de actividades físicas por la comunidad escolar en momentos extra-lectores. Se realizó una*

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investigación cualitativa de análisis de discurso, de campo y experimental, donde se utilizaron entrevistas a fin de seguir un itinerario con cuatro gestores, donde se enfatizó la actividad física en la escuela como posibilidad de cambio de hábitos saludables, así como los recursos disponibles en la escuela para la práctica de la actividad física. Se concluyó que es de primordial importancia el uso de los espacios escolares para la práctica de actividades físicas por la comunidad y que la escuela tiene un poder de cambio de hábitos porque es allí donde se desarrolla todo el intelecto y no dissociando cuerpo y mente, podemos también entender que ese espacio puede contribuir con una cultura de salud.

PALABRAS CLAVE: *Salud escolar. Actividad física. Participación de la comunidad. Educación en salud.*

ABSTRACT: *The intention of this study is to identify the spaces for the practice of physical activities by the school community in extracurricular moments in the State Public Schools of Juazeiro do Norte - CE. A qualitative research of speech, field and experimental analysis was carried out, where interviews were used to follow a script with four managers, which emphasized the physical activity in the school as a possibility of changing healthy habits, as well as the resources school to practice physical activity. It was concluded that it is of primary importance the use of school spaces for the practice of physical activities by the community and that the school has a power to change habits because it is there that develops all the intellect and not dissociating body and mind, that this space can contribute to a health culture.*

KEYWORDS: *School health. Physical activity. Community participation. Health education.*

Introduction

The present work has as theme School Space: Possibilities for practices of physical activities. Nowadays, society has been suffering from several health-related problems since sedentary lifestyle and poor diet are some of the causes of these disorders that affect the general community, in addition to others such as alcohol, tobacco, cigarettes, etc. We can say that school has a fundamental role in changing lifestyles, since the school can be present in most of the life of these students as is the case of the Full-Time Schools, using two shifts in which the student will have to arrive at 7 a.m. and leave only 4:30 p.m. approximately.

We can say that studies related to concepts of the importance of physical activity in the life of schoolchildren are quite rich, but in contrast the works that involve interventions in the change to a more active lifestyle are few. With this we can say that:

The need for the School Physical Education to assume an explicit commitment to health promotion, with emphasis on increasing the weekly attendance of classes, guaranteeing at least 50% of the class time with physical activities of

a moderate intensity and the use of an approach that contemplates to all the students, independently of the ability level (SPOHR *et al.*, 2014, p. 310)⁵

The school is a dynamic place and, in this space, the constant reflections provide possibilities of a more just and egalitarian society. We can also point to this environment as a place of physical activity practices for health promotion, as Marques and Gaya (1999, p. 88) states that "the school is a place for physical activities and health education, and in this context the physical education class assumes a privileged role". But the school itself does not solve all the problems of a regular practice, other moments have to be provided for an active moment, with this from the moment the school also opens its spaces for the whole community can develop a lifestyle active and healthy, it is contributing indirectly to such an event, even because a culture can be implanted in such a way that the image of a friend is seen as a complementation of parental authority, as discussed by Marques and Gaya (1999).

The school, despite the difficulty to deal with issues such as health, understands that a reflection on the subject may lead children and adolescents to develop a learning understood as meaningful, even because it is necessary to change habits and a more active lifestyle, with Therefore, this health education will have to be embraced by all areas of the school curriculum. Then strategies will have to be taken so that the school curriculum can have flexibility so that we can understand the various problems that afflict society and that the school can intervene more concretely. The Full-Time School has the possibility to point out this flexibility of curriculum, so that we have a new look at education.

According to studies compiled by the World Health Organization (OMS, 2009), sedentarism is a determining factor in the death of 6% of the entire world population, thus surpassing even obesity with a value of 5%. With this context in mind, the school is the most adequate space to develop and even reduce or avoid this death by inactivity percentage. According to Barbosa Filho (2016, p. 18), some interventions will have to be taken, he highlights some of them as the school seems to be an appropriate environment for the development of the main actions of interventions, so the school context should have projects that can successfully intervene in their community, since it points out their needs, because from then on that same community can change their life span.

This research has as main objective to identify the spaces for the practice of physical activities by the school community in extra-class moments in the State Public Full-Time

⁵ A necessidade de a Educação Física escolar assumir um explícito compromisso com a promoção da saúde, com destaque para o aumento da frequência semanal de aulas, a garantia de pelo menos 50% do tempo de aula com atividades físicas de intensidade no mínimo moderada e o uso de uma abordagem que contemple a todos os alunos, independentemente do nível de habilidades (SPOHR *et al.*, 2014, p. 310).

Schools of the City of Juazeiro do Norte, CE, the school is open to projects that can contribute to a more active school community, or even provide a regular activity, research has shown if the educational environment has the materials and space for such a practice.

Methodology

The study has as methodology a qualitative approach of discourse analysis, integrated to a field research, of experimental and exploratory type. Mattos, Rossetto Júnior and Blecher (2004, p.14) state that field research is one in which the control conditions of the variables modify with the environment and interfere in the response.

This research was carried out in the State Public Full-Time Schools of the municipality of Juazeiro do Norte in the region of Cariri in the State of Ceará. The number of Full-Time Schools of the State Public network in the city of Juazeiro do Norte is a total of 04 (four) schools, which we characterize as SCHOOL 1, SCHOOL 2, SCHOOL 3 and SCHOOL 4, where we have 100% of the population and for the collection of data we used a script for the interview, composed of open questions. Thus the research was carried out with a representative of the school management, of the four schools, where all these have a managerial nucleus composed of 01 (one) Director and 03 (three) School Coordinators, being the coordinator the focus of the research.

Results and discussion

The results will be presented in five categories: School space, School and its function in society, Full-time high school, Physical activity at school and conditions of school materials.

- Category 1: The school space

School spaces have a function in the life of their students, constructing scenarios in which the knowledge learned in the various disciplines have a logical function or contextualization, with which we can understand that the school enclosure in a structural dimension also has an important meaning in the learning and cultural development cultural of their members.

Every professional who works with education must constantly rethink their role in what concerns their contribution in the teaching-learning process, so reassessing the use of school environments as part of this process is guaranteeing the learning of all and that this action has the role of school management.

When SCHOOL 3 was inquired about the use of their spaces during the weekend by the community, the coordinator interviewed says that this space is open, but with caveats, schedules and limited use spaces, as follows: "It has conditions, but at the moment we are not giving in to the community because we have not organized the spaces, there is only one teacher using the court and it is not given at night ", and when asked the same question to SCHOOL 1, it makes it very clear in relation to the use of these spaces at weekends by the community saying that it does not use because it has other projects and although what space the school has, it has no human resource to care for, a misalignment is perceived in the speech of the manager of SCHOOL 1 when he says that the school is not given to the community because he does not have a human resource, since in the same speech he gives in to a basketball project as he presents in the manager's speech: "No, she is already open with another projects [...], there would be no condition due to lack of human resources", accordingly the Educative Community (CEDAC) (2017, p. 10), "The physical structure of the school, as well as its organization, maintenance and security, reveal much about the life that develops there or the one that wants to develop. "

School spaces are often not given to their community because they understand that this place will not be well cared for and that this environment will be violated in its pedagogical structure due to misuse, so we ask ourselves, what would be a school pedagogical space? The Educative Community (CEDAC, 2017) says that the school manager cannot stay with the discourse of not having time to get involved with the organization of the school environments because he is busy with administrative issues and that the first step would be to understand that these spaces are also pedagogical environments.

- Category 2: The school and its role in society

Faced with a transformation context that we live in the area of education, trying to understand the social function of the school as something relevant to society, is to assert and understand the true importance of the school to the community, given that the school over time has undergone changes in what reflects its objectives and functions, it is noticeable that the concepts for such a definition, are already ready and little discussed and questioned with the

school community in which it should have as a part, with that it does not have a ready definition but one attempt to understand this space as a plural and solid environment, Raab (2016) points out that the phenomena in the school routines are crossed by a greater intention, which implies a social function and that invariably interfere with the other phenomena that appear in the school day-to-day.

To think of school as a place of teaching and learning for everyday life is also to see this teaching as concrete and moving, as Comenius (1650) *apud* Lorenzato (2010) cites, teaching should be from concrete to abstract, Herbart *apud* Lorenzato (2010), says it begins with the sensory field. So, we can say that learning has to be concrete, something that meets the wishes of society, such as research released by the Ministry of Health (2014) that reveal indexes and indicate that more than half of the Brazilian population is obese. Current indices point to 52%, where before the data indicated in 2013 around 43%. So thinking about a change in healthy habits would be a more fundamental search, so we would have to think of school as a place to change these habits, not only in relation to food but also in a more active life, where the school could intervene in a more direct way and assert its function as quoted above.

School facilities are essential not only for Physical Education but also for the community, after developing a Habit Change Education, to be able to perform its physical activities in school, because the school is also a social space for the community that surrounds it.

The school still remains as a drop of oil in the water, it seems that the school is not part of that context where many components of society cannot understand the true function of it and neither the school with its representatives make society understand this function. The school continues to look at itself, forgetting that there is a world outside of it, causing its students to continue to construct situations distant from this world, self-directed activities (DELVAL, 2006).

Because we conceive this environment as a place linked only to the learning of the classroom and that the school cannot be disturbed at that moment, causing us to look only at this time, with this to think of an environment of dissemination of knowledge, requires movement and everything that has life has movement, this concern with silence and to learn there is a date with hour and seconds marked, not yet transcended, in the pronouncement of the manager of SCHOOL 2 it is perceived that there is a condition to give up space for some project and that this condition is that currently must be outside of the students' school hours, we asked the school if it would have condition through a partnership to offer a project of physical activity practice 03 (three) times in the week, and she answered: Yes, but it would have a detail, we

would have to check the schedules in a way that did not damage the regular course of the school, [...] ", opens the perception that in case of possibility of implantation, the school is willing.

- Category 3: Full-time high school

The new Brazilian high school is aimed at full-time schools since the Ministry of Education (MEC) signalizes it as a quality school, within a flexible format, current, viable and appropriate to its needs, thereby making it possible that the students can dedicate themselves to more practical and applied activities. In the state of Ceará, this implementation of full time schools is not different from the one that governs the booklet at the national level, with this we can highlight some points, such as the founding dimensions of the educational practice of these schools, as pointed out by the Secretary of Education of the State of Ceará (SEDUC, Portuguese initials): "The school should be conceived as a learning community; Cooperative learning should be the structuring pedagogical method; and student protagonism is an imperative principle for any proposal of secondary education." (CEARÁ, 2017).

The time in these schools is of fundamental importance, that also from this new format, new discussions arise, because once increasing the school day the role is not only of the teacher, but the role of the family and the employees, that is, now the involvement in the educational process is not singular anymore, but a more plural view.

- Category 4: Physical activity at school

The school plays a fundamental role in changing the habits of its learners once learning becomes significant, we can say that there was learning. Therefore, talking about health at school is something that is necessary, as pointed out by the Health in School Program (PSE), a program that has the MEC and the Ministry of Health as promoters aiming at the integration and permanent articulation of education and health, granting an improvement in the life of the Brazilian population. The PSE can fit perfectly within the new structure of high school, since it values the integral formation of the students through actions of promotion, prevention and health care (BRASIL, 2007).

Understanding school as part of the transformation of a society, it must be open to a culture of practice of physical activity for the whole community. The school to become dazzling must become a space that is alive, where those same spaces become felt and become a place of belonging. This same space, when open to the community, can bring us a better conviviality,

as Rios (2011) cites: "the school environment [...] is one of the places that allows us to exercise this conviviality." So when the interview asked about the space of the school, referred to it is open to community, it was noticed that in the speech of the manager of SCHOOL 1, the school is not open to community, as follows: "No, it is already open with other projects [...], would not have condition due lack of human resources, because space we have [...]".

We can also say that according to the last census of 2015 of the Brazilian Institute of Geography and Statistics (IBGE) on school health, statistically reports that about 72%, or rather, most of the students who attend the 9th year of fundamental schooling are in schools where there is a sports court, in which we can say that the physical school structure that has this space is extremely relevant for physical activity practices, once the adolescents have access.

Studies indicate that the perception of the school environment among adolescents about the phrase "if the places and subjects for physical activity are not available when they want", 50% agree with this statement and only 8% disagree strongly (BARBOSA FILHO *et al.* 2016).

Of the schools interviewed, all of them indicate that they have space, but these spaces depend on some legal affair to use or not and others do not give in due to fear of depredation of these places, according to the coordinators interviewed. SCHOOL 2 makes it very clear when it puts on the existence of the previous request through its own form, in the following speech: "Yes, the school has conditions and is open, but, now what happens, the community reserves schedules to use the block, [...] just book during the week, we have reserve forms and leaves the authorizations with schedules already defined, then the community can book".

Although the school management pointed out in its speech that the school community used the spaces of the school to physical activity practice, studies done in the city of Juazeiro do Norte - CE in state full-time schools, when asked the school community (parents, students, teachers and employees), if they use the spaces of the school to practice physical activity, 93.7% affirm that they do not use the school space for such practice and only 6.3% use this space (OLIVEIRA, 2018).

- Category 5: The conditions of school materials

According to data from the IBGE (2015), we can say that the schools have materials to practice physical activities, which indicate that about 92% of the students of the last grade of primary education study in Brazilian schools that possess sports materials with conditions of use. Facilities and equipment are essential tools for a good practice of physical activity, and also essential for a quality Physical Education. Something that every

student is entitled to, as is stated in the World Manifesto of Physical Education (2000, p. 39) when quoting the UNESCO document (1978) saying that "in the International Charter of Physical Education and Sport, Art. 5º registered that adequate facilities and equipment are essential elements for Physical Education and Sport." And that this responsibility for materials can extend to the various segments responsible for a quality education, in this way the Fédération Internationale d'Éducation Physique (FIEP) concludes in its World Manifesto of Physical Education (2000, p. 39) "all those responsible for the processes of physical education should strive to find suitable facilities and material means so that it is not impaired in its objectives".

From the moment we cherish quality education, we must be concerned with any structure that may involve the best pedagogical relationship, be it in the context of the relationship to a school, or in the relationship between school and community.

According to the interview of the mentioned study, when asked about physical and material resources schools are unanimous in saying that there are resources, although there is a need for replacement, but that the school has material for physical activity practice, SCHOOL 2 shows us that the school is available in the construction of any project that may involve the school community, and makes it clear that there are even other materials, although it is of use in Physical Education classes, as in the following statement: "Yes, school has physical and material resources as already commented and the open spaces of the school that are many and material resources would have ball, net for volleyball, have tatami for Taekwondo practice, we even have Taekwondo practice every Saturday at 15 o'clock, class is given by a school teacher, so there is material and I believe there is material and physical resource in school".

The same school also says that it has few practitioners of this project and believes that it may be the lack of divulgation and those who practice are only some students who study at school. The opening of the school to the community still has some fears on the part of the managers.

Safety is one of these fears of managers, but for other activities, such as the use of resources to practice physical activity the community itself could account for (DELVAL, 2006). SCHOOL 4 makes clear in its speech that materials are used only for Physical Education classes, thus giving the words "[...] we have resources, although the great part of these resources are used for Physical Education [...]". We can see the concern of the manager of SCHOOL 4 with the resource being exclusively for school subjects.

Final considerations

In view of the above, it is concluded that the importance of school spaces being open to the school community, it is of fundamental importance that these places are also filled with activities for the development of a more just and egalitarian society. The school is the best environment to develop any project, because in the school are the best possibilities of change of a society, especially the evils that affect the health of the individuals, and it is in this context that are developed the capacity of autonomy, ethics, values and attitudes, we can say that in order to become a society that has healthy habits, the school will have to assert its function, enabling the individual to understand and act in the face of the problems imposed by the globalized world.

In this way it was verified that the coordinators realize that these spaces must be open and that the school has these environments and materials, but in a very subtle way it is perceived that these same managers are afraid to open the educational space to the school community, believing that if these spaces are opened they have no human resources, but as well placed by Rios (2011) when he says that "the ethos is the home of man [...] and one of them is the school [...] and that to respect it implies to recognize [...]", then it can be said that these spaces need to be recognized and that in it we can exercise our conviviality.

During data collection it was noticed that managers are afraid of unpleasant events, such as breaking school routine, which crystallizes in traditional culture, and that opening such spaces could cause disturbances in the learning environment, however is left here for further research in what are the concerns of these managers in leaving open these spaces to be used, since the opening of these premises would also be synonymous of giving life to the school.

In the meantime, it is up to the school manager to trace less stormy paths. We have a challenge that is to make this function a technical-teaching function, in which the perceptions and desires of teachers, students, parents, neighborhood associations, among other segments are never forgotten, that administrative economic visions do not take over educational ideals, and that this last element is above all, because it is from it that we hope for a better world.

We consider that more academic studies should take this theme as a focus, so that we dig deeper and understand the evolution of studies and still can help in the daily life of schools and still in the development of a society, capable of understanding and making decisions to make their life with less disease or even free of them.

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