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SPORTS PROGRAMS ON TV: DISCUSSIONS FOR SCHOOL PHYSICAL EDUCATION

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Abstract: Physical Education classes should provide diverse knowledge to students, however, there is a greater intention on the part of teachers to use more traditional sports, especially the choice of football/futsal. The media can have an influence on teachers' choices and students' preferences, so the objective of the study is to identify what content is present in sports programs and bring discussions about this topic in Physical Education classes at schools. The research is quantitative in nature. After analyzing the stations' weekly schedule, 4 open TV channels were selected: Globo, SBT (TV Alterosa), Bandeirantes and Record. After data collection, 17 categories were separated that are mentioned in the programs: Aquatics, Athletics, Motorsports, Adventure, Network Sports, Electronics, Bizarre Sports, Fitness, Gymnastics, Individual, Team Sports Games, Fights, Obstacles, Olympics, Pandemic, Paralympics and Variety. With this, each category was added together, which in turn was transformed into a percentage. The results demonstrated a discrepancy between football and other sports through the media: 80.89% in Globo Esporte, 56.17% in Esporte Espetacular, 95.58% in Jogo Aberto, 97.75% in Donos da ball, 98.77% in Alterosa Esporte and 82.69% in Esporte Fantástico. It is concluded that a large part of the sports media has its content focused on football, giving little visibility to other sports areas. As a result, children can be influenced by sport and due to their preference, teachers during Physical Education classes end up letting children practice what they like.

Keywords: Sports media. School Physical Education. Soccer.

INTRODUCTION

The content of Physical Education classes should provide the student a range of knowledge necessary for their life, however, there is a tendency for teachers to use sports best known to students and/or the most used over the years, the fantastic four (Basketball, Soccer, Handball and Volleyball). According to Darido (2005); Romão (2006) such sports are the most used within school Physical Education because they are more valued, for example, by the media through hours of transmission. This prevents students from learning more content to the point of developing interest and knowledge about other sports that are rarely discussed and opting only for futsal, which is the sport practiced the most in schools due to its similarity with soccer and being played by any age (NASCIMENTO and ESTIGARRIBIA, 2005).

This contributes to Romão (2006) and Gantois (2015) when mentioning that soccer is the sport worked on the most by teachers, which is the most popular sport in the world due to its mediatic visibility. Mercês (2017), in a similar way, portrays that many teachers work on Physical Education in the wrong way in the classroom, giving preference to students who just want to "play ball" and leave aside, perhaps, great talents ("sports talent" are individuals who demonstrate high biological and psychological capabilities Lanaro Filho (2001)), if the classes were applied appropriately, with an emphasis on the different sports that Physical Education has to offer.

Santos (2015), in a study using a quiz in rural and urban schools in the municipal network of Sobradinho – SC, demonstrated that children prefer soccer during recess. This preference is also observed in the choice of teachers, who, due to the students' desire, excessively allow the practice of the

same, however, this feat may come from the teacher's theoretical-practical background, in addition to limitations in their training (ARAÚJO, 2017). Television constantly shows advertisements and products linked to soccer, this influences the viewer to purchase and choose what is being shown (FERREIRA AND MEZZAROBBA, 2013).

With so much emphasis that the Brazilian media places on a single sport, it ends up becoming part of the country's culture, agreeing with Viana (2012) and Triches (2020) when saying that soccer is one of the most popular sports in Brazil, also considered as a component of Brazilian culture. The vast majority of children and teenagers dream of being a soccer player, of becoming famous, earning money and having a great life as they imagine it's like for their idols. Being part of the Brazilian culture, soccer becomes a reference in Brazil, attracting the spotlight in your favor, bringing with it the young person's dream and desire to enter a world of achievements and pleasures

The media is currently part of people's daily lives and sports is the area in which the media most influences students' preferences (Chagas et al., 2020). Furthermore, in contrast to Physical Education in schools, most teachers face difficulties in using media resources to their advantage, whether for structural or cultural reasons (SILVA, 2018).

Araujo (2017) reports that the media generally influences the content of school Physical Education, in terms of knowledge and class dynamics. Media in different formats (information, photos, images, videos and sounds) impact students' vision, in line with this, it is necessary to understand and discuss these aspects within schools, which is the reality for most children (DINIZ, RODRIGUES AND DARIDO, 2012).

Therefore, the objective of the study is to research the content present in sports shows

and bring discussions about this topic in Physical Education classes in schools, with the intent of: adding knowledge about a topic present in people's lives; expand the vision of the content taught in school Physical Education classes; discuss possibilities of influence of factors outside the school on school Physical Education; discuss the use of the knowledge of professionals in the field of Physical Education.

METHODOLOGY

The present study is in quantitative nature, which according to Richardson (1989), this method is characterized by the use of quantification, both in the form of information collection and in the treatment of this information through techniques, from the simplest to the most complex.

Data collection began in January 2020 and ended in March 2020, as broadcasters repeated shows in the following months due to the COVID-19 pandemic.

During the collection, the data came from the websites of the broadcasters that had recordings of their recent programs available, along with YouTube, which made it possible to find some dates of the desired sports shows. After analyzing the broadcasters' weekly schedule, 4 Broadcast TV channels were selected, due to the number of shows and their relevance, according to IBOPE. They were Globo, SBT (TV Alterosa), Bandeirantes and Record. These programs are broadcasted throughout the metropolitan region of Belo Horizonte (MG).

Initially, all minutes and seconds of all sports that the selected programs covered were collected and tabulated. In order for this data to be as accurate as possible, the videos were timed and paused to facilitate time accounting.

With all the data collected, they were separated into 17 categories that are

mentioned in the shows. They are: Aquatic, Athletics, Motorsports, Adventure, Net Sports, Electronics, Bizarre Sports, Fitness, Gymnastics, Individual, Team Sports Games (TSG), Fights, Obstacles, Olympics, Pandemic, Paralympics and Variety.

Each category was added together for their respective broadcasters, arriving at a total. The data was tabulated in an Excel spreadsheet, classified by sports categories, sports, categories and time in each specific show. At the end of the collection, all the minutes and seconds of each sport mentioned during the exhibitions were added. These minutes were transferred to an Excel spreadsheet and transformed into percentages.

At the end of the process, the amount of time in percentage that each sport obtained was verified. So we could observe, in each sports show and in general, the time allocated for the broadcast of a specific sport.

RESULTS AND DISCUSSION

Broadcast TV channels were selected for the research, as they are a more accessible means of communication for the population, since according to IBGE data collected in 2018, 96.4% of homes in Brazil had at least 1 TV set, Of these, 86.6% of the devices had access to Broadcast TV, and in the Southeast Region of the country, 97.8% of homes had at least one TV set and 53.1% had access to Broadcast TV.

Through a survey of the broadcasters' sports shows, all the content presented on their respective days was observed, such as events, sports and general information that the show covered. With this, all the frames of each program were timed and which sports were presented.

TV Channels	Sports shows	Time duration
Rede Globo	Globo Esporte	25 minutes
	Esporte Espetacular	3 hours
Bandeirantes	Jogo Aberto	1 hour and 50 minutes
	Donos da Bola	1 hour e 10 minutes
SBT	Alterosa Esporte	1 hour
	Bola na área	45 minutes
	MMA Alterosa	15 minutes
Record	Esporte Fantástico	2 hours

Table 1: TV channels identification, shows and duration of the show

Source: Author

The sports schedule on Broadcast TV channels in MG presents different shows, with a specific duration for each one, thus, in the 4 broadcasters covered in the study, 8 shows were analyzed, and these shows have durations that vary from 15 minutes to 3 hours within the broadcaster's schedule.

The shortest show is MMA Alterosa on SBT, which lasts 15 minutes, and it presents specific content for debates and reports on competitions related to Fights.

The longest show is Esporte Espetacular, which lasts 3 hours on Sundays. It presents diverse content, addressing more prominent subjects on the global sporting scene, mainly talking about national and international soccer.

Foram analisados os cinco esportes com maior porcentagem em cada emissora (Quadro 2). A forma com que os esportes estão sendo abordados reflete muito o momento da coleta deste estudo, ou seja, primeiro trimestre do ano.

The five sports with the highest percentage on each broadcaster were analyzed (Table 2). The way in which sports are being approached largely reflects the time of collection of this study, that is, the first quarter of the year.

The table shows a disparity between soccer and other sports through the media,

Sport	Classification	Globo Esporte %	Esporte Espetacular %	Jogo Aberto %	Donos da Bola %	Alterosa Esporte %	MMA Alterosa %	Esporte Fantástico %
SURF	AQUATIC	X	5,3	X	X	X	X	X
CANOEING	AQUATIC	5,11	X	X	X	X	X	X
WATER POLO	AQUATIC	X	X	X	X	X	X	1,37
CORRIDA	ATLETISMO	X	X	X	X	X	X	1,78
TÊNIS	NET SPORT	1,84	X	0,25	X	X	X	X
CYCLING	INDIVIDUAL	X	X	X	X	0,22	X	X
SOCCER	TSG	80,89	56,17	95,58	97,75	98,77	X	82,69
VÔLEYBALL	TSG	4,31	X	X	X	X	X	1,12
BASQUETBALL	TSG	2,49	1,94	3,44	0,08	0,21	X	X
FUTSAL	TSG	X	X		X	X	X	X
FOOTBALL	TSG	X	X	0,04	X	X	X	X
MMA	FIGHTS	X	X	X	0,19	X	100	X
UFC	FIGHTS	X	3,48	0,03	X	X	X	X
KARATE	FIGHTS	X	2,06	X	X	X	X	X
E-SPORTS	ELECTRONICS	X	X	X	X	X	X	1,1

Table 2: Sports most covered on TV shows

Source: Author

80.89% in Globo Esporte, 56.17% in Esporte Espetacular, 95.58% in Jogo Aberto, 97.75% in Donos da bola, 98.77% in Alterosa Esporte and 82.69% in Esporte Fantástico. This can influence sports preferences during school Physical Education classes, and even the content that teachers plan during the school year. Such discussions are in line with Araújo (2017) when asking the teachers in his study whether the media influenced When choosing the content taught in their classes, 50% said yes.

This fact can raise another discussion regarding the situation in which the student is always connected to the media, and this can interfere with their daily life, causing them to be influenced by what they are seeing (Chagas et al., 2020), in this case soccer, which can lead to physical education at school. It can be said that although Physical Education is very present in this media manifestation, the contents are mostly linked to more traditional sports, as seen in this study, especially soccer, which makes working with other contents such as dance, games and fun games,

alternative body practices, due to external influences (DINIZ, RODRIGUEZ AND DARIDO, 2012).

Even though soccer is the most talked about sport in the TV shows, other types of sports are also covered, with less emphasis, and this shows that the programs are focused on content that captures viewers' attention more, and consequently, a marketing possibility for what is being transmitted. Therefore, the subject that attracts the most preference among students is soccer, as it is mostly broadcast among sports programs at all times.

In the research by Faez et al. (2006) it was found that the print media in Campinas also gives priority to soccer and also portrays a capitalist vision of the newspapers analyzed in the research, which use spectacularizing in search of profit. Also, according to the authors, a point also raised with the results of this study is that the broadcast of other sports can begin to attract the public's attention, but that we must begin to truly understand. The public tends to enjoy the product that is being

most covered by the media at the moment, and this adds value to the sport's brand in evidence, thus causing an exchange between interest, image and profit.

Regarding the timing of the research, it may have impacted the results of the study, since the competitive calendar impacts society's more or less frequent viewing of a sport. For example: in general, the NBA playoffs are talked about more in sports shows than the regular season games. In other words, the sporting moment that sports competitions encompass can interfere with people's engagement, and consequently, their interests. That said, in future studies it is worth analyzing the content of sports programs at different moments.

Soccer has stopped becoming a playful and passionate sport. Today it is seen with large financial movements such as player transactions, sponsorships and product licensing. With this, the media contribute to the sport becoming a spectacle and generating profit through sponsorship, broadcasting rights, advertising insertions, among others (Ferraz, 2011). As seen in the present study, the highest percentage of transmissions is in soccer, which influences all of these themes mentioned (interest, profit, image, etc.) and can also impact Physical Education classes, since factors such as interest and image, has direct relationship with the practice of physical activities, for example, if you perform a certain activity that you like, the "degree" of initial motivation is different in relation to an activity that you do not like or even do not know about (SILVA et al., 2010).

The media is linked to the student's desire to become the star of a sport talked about worldwide, in order to demonstrate that it is a spectacle (FAEZ et al., 2006). This shows what Viana (2012) and Cardoso (2003) bring in their studies when they say that the media is one of the great creators of this process, players

gain fame, become consumer merchandise, a fact that makes students dream of being a player without showing the negative side of competitive football, for example, the often unfair charges and the change in rigid lifestyle that affects the social and family context.

In relation to the discussion above, school Physical Education has an essential role, since "the special moment" for a student to practice what sports programs convey is often in Physical Education classes, that is, teachers must know how to deal with this, in terms of pedagogical, didactic and methodological knowledge. Following these ideas, Furtado (2020) portrays several reflections on the history of school Physical Education, and highlights the need to plan curricular projects with a focus on the "connection" between knowledge and the contexts in which certain actions will be developed, that is, it goes from meeting what was discussed above about taking into account the knowledge of the area and the context in which it is inserted.

Mediatic sports are part of the population's daily life, and young people tend to adopt lifestyles based on what is made available to them by the media in various situations (Chagas et al., 2020), this fact can directly reflect on the teaching and learning process of school Physical Education, since the teacher can end up providing students with topics of great interest to them, and can often neglect other sports and subjects related to the sporting world, leaving behind the possibilities for new knowledge and interests.

In a study by Brandl et al. (2018) carried out with 19 students from a public school system in Paraná, the students said they discovered the Fights mainly on television, which reinforces the idea of Rodrigues et al. (2017) when they write that the current visibility of Fights has reached levels never seen in history, with the expansion of technologies and the globalization process. However, it

was seen in this work that the percentage of transmission of content linked to fights is still low, but with the discussions reported so far, it is appropriate to reflect on the hypothesis of an exponential increase, for example, in fight content, whether in practice, image and profit of the sport, if it becomes more seen in the media.

This way, it is important for the teacher to use the media to bring new knowledge, to make students use this communicative means, even if the sports shows are focused on soccer, other contents are also covered, such as the present study portrays, which goes unnoticed, thus the student begins to observe the schedule more closely in sports with less emphasis.

In the research by Diehl, Wittizorecki and Neto (2017), the authors sought to understand the production line of the experience theme interconnected with Physical Education. In a similar way to the discussions carried out in this study, the authors portray the “poverty of experiences” of nowadays affected by technology with superficial experiences and that such virtual means (being them means of communication and/or information) influence people’s way of living. In other words, the technological impact with its high frequency of information changes the form of social life. In agreement with the present study, currently, we cannot build certain actions in school Physical Education without taking into account technological and/or media aspects.

Also according to Diehl, Wittizorecki and Neto (2017), it is extremely important to practice reflectively and critically the experiences lived by teachers themselves, in other words, for teachers to understand their previous experiences, they need to understand the negative and positive points of it. Taking this discussion into account with the findings of the present study, if the teacher does not have a dissent on their previous experiences

in addition to the content transmitted in the main sports shows, Physical Education classes in schools tend to follow content that is increasingly less systematized and planned. for the integral development (physical, technical, tactical, psychological) of students.

Another point to be taken into consideration is the continued learning of teachers, given the social change in recent years. In addition to previous experiences, teachers must take into account their ongoing studies, seeking to keep learning through courses, lectures, postgraduate degrees, among others (Caríssimo et al., 2022).

Regarding the theme of futsal, which its practice is carried out in schools, largely due to its similarity with soccer (Nascimento and Estigarribia, 2005), it was seen in the present study that sports programs do not frequently broadcast futsal, which may be a point that highlights the idea of the excessive practice of futsal in schools due to its similarity to soccer along with practicality (fewer people and smaller space required). Similar to some ideas discussed about the influence of the media, Marques and Junior (2019) interviewed some futsal players and they reported on the difficulty of investments and career development, due to the lack of space in the media. Furthermore, an increase in the media about futsal could intervene in Physical Education actions, due to greater interest among students in the rules of futsal itself, due to their interest in futsal content and this could influence teachers, in the search for engagement with the students and information search.

The media brings what it needs to hold the attention of those watching, so teachers often do not have the same impact in schools. This is reflected in direct action at school, following the assumption that the teacher does not have the necessary resources to capture the student’s attention and work on their objectives as the media does, as De Vista (2001, p. 127) refers.

The incorporation of media productions, especially television, into the teaching of Physical Education from the perspective of experience/knowledge/reflection, would bring many advantages: It encourages debate and reflection, as it deals with current and controversial issues, about which in general the students already have information; Journalistic language is attractive to students, it is more synthetic and often combined with images and graphic resources; Audiovisual productions can give prominence and importance to information that sometimes the teacher himself transmits but does not obtain satisfactory repercussions; In the case of television, the image first hits us through emotion, and from this first impact, which moves the student, the teacher can mediate a more rationalized and critical interpretation. De Vista (2001, p. 127).

This is consistent with the fact that the student always wants to practice the sport that is currently being emphasized by the media, which, although it talks about other sports, is not used in schools. This shows how influential the media is for both students and teachers, showing that it is a tool that can be added, but in reality, it blocks content and makes it difficult to try to bring new knowledge to be worked on in schools (Araújo, 2017).

In this sense, it is up to the teacher to diversify the content, to bring knowledge combined with what the media offers the student to facilitate the teaching-learning process and not just the most obvious content. Araújo (2017) adds that the media not only acts indirectly but also directly when it takes the subject into classrooms through debate topics, and it is up to the teacher to mediate, to stimulate and deepen their knowledge within the stimulus in classroom activities.

Despite this, teachers tend to be complacent, failing to offer new knowledge that can add to Physical Education classes, and this happens due to the fact that students are used to the same, closing themselves off to new experiences that can be added to

their daily lives, corroborating the statement by Moreira et al. (2017) who points out that teachers must seek support that leads them to reflect on the content choices and teaching strategies they use to teach their classes, mainly on the importance of introducing new bodily practices, creating a pleasant and non-competitive environment, reaching all audiences and, as far as possible, all interests. The results and discussions of this work demonstrate some points that should be taken into consideration by professionals in the field of Physical Education, some of them are:

- Support of knowledge: The disparity between the display of soccer in relation to other sports was seen. With this knowledge, the Physical Education teacher has to reflect on his practice based on theory to be able to not get carried away just by the content preferred by students, as the person who has the formative knowledge of the area is the teacher;
- Didactics for content: With students' preference for soccer and little media broadcast of other sports, seen in this study, the teacher has to look for ways to engage and transmit knowledge about different areas in different ways, for example, a class focused on soccer may require one type of teaching and level of engagement on the part of the teacher, different from a basketball class, for example;
- Media as a tool: With the knowledge acquired from the results and discussions of this work, the Physical Education teacher can seek media information to assist in their classes, for example, reports on other sports to "capture" a greater interest of the students.

CONCLUSION

The objective of the study was to analyze the content of sports shows on Broadcast TV to understand students' choice and preference for sports in school Physical Education classes.

It is concluded that most of the main sports shows have their content focused on soccer, giving little visibility to other sports and areas. As a result, children can be influenced by sport, and due to their preference, teachers during Physical Education classes end up letting children practice what they like, damaging the child's integral development,

which culminates in what is known worldwide as the "ball roll" teacher."

This research primarily sought to elucidate a discussion between school Physical Education and sports shows that are present in most of society's daily lives. In future studies, it is essential to continue this theme, as a suggestion: directly identify with students the level of interference of sports shows in their lives; check that teachers are up to date with media content; and contextualize certain pedagogical proposals with the help of the media and sports shows to develop school Physical Education.

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