

ADVENTURE BODY PRACTICES: A TEACHING INTEGRATED PROPOSAL IN INTEGRATED HIGH SCHOOL COURSES OF THE TECHNOLOGICAL AXIS OF NATURAL RESOURCES IN THE BRAZILIAN FEDERAL NETWORK OF VOCATIONAL AND TECHNOLOGICAL EDUCATION

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BRIEF HISTORY OF ADVENTURE BODY PRACTICES IN BRAZIL

The expansion and democratization phenomenon of Adventure Body Practices (ABP) in Brazil is recent and has been reported by several authors, gaining repercussion during the last three decades (PEREIRA *et al.*, 2008; TAHARA; FILHO, 2012). Currently, ABP has been widely widespread by the media and adopted by people with different goals, ranging from leisure to competitive sport, through healthy practices and alternative physical exercises and the quest for contact with nature. According to Marinho (2013), the quest of adventure emerges driven by the desire to experience something new, pleasurable emotions, using technology infiltrated in recreation and leisure sphere.

The new technologies developed by companies specialized in different modalities also have a great importance in their expansion, since they make the experience more comfortable and safer. Another great influent factor for ABP growth is Ecotourism, which reaches Brazil in the late 1980s and has grown exponentially. In a structured way, Ecotourism has been offering experiences in different modalities, concentrating on recreational and non-competitive practices (BRASIL, 2010).

Ecotourism is a segment of tourism that uses the natural and cultural heritage in a sustainable way, encourages its conservation and seeks the development of an environmental awareness through the interpretation of the environment, promoting the well-being of the populations. (BRASIL, 2010).

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In face of the considerations above, it has become common to see, in social networks, images of people performing sports feats considered “radical” or “extreme” not long ago. Whether in the midst of nature or even in urban spaces, it is increasingly common to find adepts in different modalities.

There is an abundance of diversity in ABP, besides a great dynamism in the ways in which they are presented, both in terms of number of modalities and variations and in the way of experiencing them; they may have competitive, recreational, leisure or contemplation characteristics. There is, among the authors, a convergence to the division of modalities in terrestrial: as trekking, sensory and exploratory track, mountaineering, climbing, adventure races, orienteering race, mountain bike, among others; aerial: such as skydiving, base jumping and zip line; and aquatic: such as surfing, rafting, kayaking, stand up paddle, diving and crossings in open water (PEREIRA *et al.*, 2008).

However, this consensus on the division into aquatic, terrestrial and aerial modalities does not extend to the general nomenclature referring to all its modalities. Franco (2008) presents a long list of terms used to conceptualize the same phenomenon, over time, relating them briefly to a specific contextualization, among them outdoor, wild, extreme sports, among other names; in order to show that the concepts proposed are connected to a specific character, to the dominant modality of the time or to the media and commercial appeal; failing to present a comprehensive concept, as advocate the practices in question.

In the search for a universal and broad concept, many authors have reflected on the best term to conceptualize the modalities that this study deals with. Regarding, Bretan, 2003 apud Franco (2008) proposes the term Physical Activities of Adventure in the Nature; Marinho, 1999 apud Franco (2008) prefers the term Adventure Activities; while Franco (2008), after analyzing this trajectory of proposals, understands that the best term is Physical Activity Adventure (PAA), involving “cooperative activities, non-cooperative, inclusive, competitive, collective, introspective and also all this at the same time” (FRANCO, 2008, p.26). Well aware of the difficulties to define a relatively new and constantly dynamic object of study in its forms, modalities and approaches, as well as sure about the great wealth of the contributions of the mentioned authors, I chose, so as to find the most appropriate definition for the activities in this study, to adopt the term Adventure Body Practices (ABP), present in the National Curricular Common

Base (NCCB), a guiding document that refers to the definition of school curricula in Brazil (BRAZIL, 2017). Inácio *et al.* (2005) defended the term “body practices” to the detriment of “physical activities” due to the latter refers to a restricted human connotation, limited to a biologics conception and adopts the term “Adventure Body Practices in Nature”; whereas NCCB refers only to “Adventure Body Practices”, in a clear direction to also involve typical urban or adapted spaces adventure practices, thus expanding the possibilities of the experience and the pedagogical performance itself. The term “body practices” has been used in Brazil with a strong relationship with the Humanities, encompassing, in the field of Physical Education, different cultural manifestations, such as games, sports, fights, adventure activities; always attentive to the meanings and significances attributed to these practices by the subjects who practice them (LAZZAROTTI, 2010).

ADVENTURE BODY PRACTICES IN INTEGRATED CURRICULUM IN COURSES OF THE NATURAL RESOURCES AXIS IN PROFESSIONAL AND TECHNOLOGICAL BRAZILIAN EDUCATION

The concept of integrated curriculum emerges, in Professional and Technological Education (PTE), as a proposal to break with the dual model of Brazilian education, in which vocational formation happens historically in a limited way, serving a functional purpose, aimed at the labor market; differentiating it from regular education, acquiring broader-oriented knowledge, which aims to contemplate the students’ education and their entry into the higher levels of education.

Several authors have studied possibilities of integrative teaching proposals, aiming at the unification between scientific and practical knowledge; the students’ emancipation, through their participation in the knowledge construction; the person’s integral formation; pointing to the critical subjects’ qualification aware of their role in society; for the *omnilateral* formation and dissemination of the ontological vision of work. (FRIGOTTO, 2001; CIAVATTA, 2005; SAVIANI, 2007; MOURA, 2007).

Moura (2007) presents the guiding factors of the integrated curriculum: a) men and women as historical-social beings capable of transforming reality; b) work as an educational principle, which reflects on the world and culture

of work, the correlations of existing forces, work as a personal and collective satisfaction; c) research as an educational principle in order to enable the development of intellectual autonomy and solutions to the students' daily issues; d) tangible reality as a totality, synthesis of multiple relations, i.e. the possibility, through the integrated curriculum, to understand the context in which the learner is inserted, so that it can interfere with the collective interests; e) interdisciplinarity, contextualization and flexibility.

In this way, Araújo & Frigotto (2015) quotes as guiding principles: contextualization, interdisciplinarity and commitment to social transformation.

Law 11.892/08, promulgated by President Luiz Inácio Lula da Silva, creates Federal Institutes:

Federal Institutes are higher, basic and professional education institutions, *pluricurricular* and *multicampi*, specialized in offering professional and technological education in different teaching modalities, based on the combination of technical and technological knowledge with their pedagogical practices, under the terms of this Law.

Analyzing Law 11892/08, Batista et al. (2014) believes that Federal Institutes' goals are connected to social justice, equity, economic competitiveness and generation of new technologies. According to the authors, the Federal Institutes' guidelines recognize human and citizen formation as fundamental, aiming at the workers' transformation in order to offer them the conditions to interpret the society and to exercise their citizenship for the construction of a more solidary, fair and equal community for all.

More than 10 years later, Federal Institutes and Integrated Higher Education proposal's establishment, the consolidation of the integrated curriculum still presents a challenge.

Unfortunately, perceived and denounced detachment between the legislature and the proposal of Integrated High School to pedagogical practice and schools' daily life is not exclusive to PTE. The same happens to Physical School Education, as a curricular school component, also in other fields of Brazilian education.

Law 9394/96, which deals with Directives and Bases of National Education (DBL), provides in its twenty-sixth article, third paragraph, that Physical Education is a compulsory curricular component of Basic Education, and should integrate the pedagogical proposal of school. The

National Curricular Parameters for High Education mention “the need to develop basic skills both citizenship exercise and performance of professional activities” (BRAZIL, 1998).

Research and pedagogical proposals for the restatement of curriculum and approaches in Physical Education gained momentum in the early 1990s in parallel with the considerable legislative advances. Inspired by recent political advances and the strengthening of democracy, several authors publish critical studies and proposals of the technician and sportivist model, which were the prevailing ones up to that moment. The proposals have the search for a meaningful learning in common, able to surpass the limits of the simple motor gesture, searching for performance or health. They appreciate culture and social criticism, seeking the students’ autonomy and their action to transform the reality which surrounds them. Among the proposals presented are João Batista Freire’s (1989), the Collective of Authors’ (1992) and Elenor Kunz’s (1991) ones.

Historically, however, Physical Education is marked by slowness when it comes to pedagogical and curricular changes and innovations. Silva & Bracht (2012) highlight the difficulty of Brazilian Physical Education in translating its epistemological and theoretical advances into the field of pedagogical intervention. Betti (1999) states that sport is still the most widely used vehicle for the diffusion of body movement in school, emphasizing that occurs through more traditional sports such as soccer, basketball and volleyball. What is realized is a Physical Education practice very similar to that practiced in the 1980s, when sports content prevailed in its most simplistic, directive, technical and even alienating approach, unconcerned with the pursuit of student autonomy.

In this scenery, the Adventure Body Practices are still far from being a common practice in School Physical Education, even when it arises as a social and cultural demand, with a huge range of possibilities to be explored. Criticizing Physical Education curriculum to traditional sports limitation and its slowness in incorporating new knowledge produced by the body culture of movement, Franco (2013, p. 215) argues Adventure Body Practices’ inclusion in the curriculum, since it is the role of PE “grasps meaningful bodily practices present in society and transforms them into scholarly, systematized knowledge for the curriculum.”

The High School Integrated PTE Training in Natural Resource Technological Axis courses often occurs in rural schools. As expected in the

elaboration of every school curriculum, it is necessary to consider school characteristics and the environment in which it is found, in addition to the local cultural characteristics.

For Caliere (2009), rural education has an important role for independence, social and cultural transformation as well as promotion of sustainability; built, according to him, with popular participation and mobilization, promoting intellectual, productive and conscious transformations. The author defines intellectual transformations as being those that value both the subjects' and the collective's knowledge and reality; the productive ones refer to the adoption of sustainable practices; and the conscious ones, referring to the potential of the rural world and its collective, valuing organization and engagement.

According to Marcellino (2003) *apud* Silva & Chao (2011), leisure is an interdisciplinary phenomenon, therefore, integrative. The author highlights its potential to promote the person's integral formation, by citing physical and moral development, as well as personal and social values. For Damázio (1998) *apud* Pimentel (2000), leisure practices of the rural populations must be apprehended within their specificity. In this context, the Adventure Body Practices (with their ability to adapt to diverse environments and characteristics present in the rural one and to the intentions and goals of the participants) emerges as a leisure option consistent with such specificities.

Leisure activities carried out amidst nature constitute, according to Bruhns (1997 *apud* PIMENTEL 2000), the opening of man to the environment and to himself; besides foreboding and valuing the person's relationship with the environment in which they are and with the local culture. When analyzing the practitioners' testimonies of different leisure activities in nature, Bertollo and Bertollo (2012) determine that individuals are open to new possibilities whether social, emotional or physical, which contributes to the behavior change and acquisition of values, besides the improvement in quality of life.

By interviewing participants of nature tours, Cardoso et al (2006) found in his study that individuals become part of a whole system and their relation to nature and to the group becomes reciprocal. Moreover, according to the authors, values and behaviors of cooperation and companionship are maintained, even after experience in the natural environment. This fact indicates a great potential to be explored in Adventure Body Practices for the person's integral formation.

Adventure Body Practices, practiced amidst nature, in formal education as a curricular component of School Physical Education and endowed with due pedagogical care, make an interesting and necessary connection between Physical Education, leisure and the environment. What is proposed in this study is a didactic sequence which is engaged with an integrated curricular project, in High School courses integrated to the technician of Natural Resources axis, providing a critical and reflexive pedagogical experience of an integrating character.

DIDACTIC SEQUENCE PROPOSAL OF ADVENTURE BODY PRACTICES IN AN INTEGRATING PERSPECTIVE

In the quest of a proposal capable of attending to the students' integral formation and their autonomy, we adopt as main theoretical references the considerations of Antoni Zabala, with his proposal of teaching based on competences, dividing them into personal, interpersonal, social and professional scopes; aligning them with the authors' contributions who stood out with historical-critical proposals in Brazil and in Brazilian Physical Education.

Zabala (1998) states arguments in favor of the necessity to "understand the complexity of the teaching-learning processes and that are articulated around the intellectual activity implied in the construction of knowledge." Such conception supports the knowledge construction through knowledge schemes, whose nature depends on the student's development level and previous knowledge that he or she could construct.

Freire (1992) cites children's culture, referring to the knowledge brought by the child and which will base the content approach. The relevance of the students' previous knowledge and their active participation in knowledge construction must be fundamental characteristics of a proposal of formation for the autonomy and the goals must attend to the conceptual, procedural and attitudinal aspects.

Based on the above authors and their contributions, the didactic sequence presented was developed and implemented as it can be seen:

Theme: Adventure Body Practices in Socio-Environmental and Work Context.

Curricular School Component: Physical Education, involving integrative activity.

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Public: Two High School classes integrated to the Natural Resources technician and technological axis, being one of the second year of the Agroecology course, computing 24 students and another of the second year of the Agricultural course, computing 20 students; at the Federal *Fluminense* Institute, *Cambuci* Advanced Campus.

Time: 10 meetings, lasting 50 minutes each class; being 1h40 minutes per meeting.

Pedagogical Approach: Socio-interactionist, which watches for people's integral development, the sociocultural relevance of the contents, the students' autonomy and their active participation in the process of knowledge construction.

Conceptual Goals: To know some forms of Adventure Body Practices, associated with the natural and rural environments; to understand the interdependence between them and the men; to define Ecotourism and Agroecological Tourism, considering the regional potency and the rural work implications.

Procedural Goals: To experience Adventure Body Practices, associated with the socio-environmental rural work context and the narrowing of the man-nature relationship; to promote the Adventure Body Practices, associated with Environmental Education and the rural work appreciation; to formulate knowledge research strategies, construction and dissemination.

Attitudinal Goals: To value the environment, in the natural, social and urban spheres; to respect conservation and preservation rules in the natural environment and living spaces; to adopt cooperation and solidarity attitudes in face of difficulties.

Main skills developed in the social scope: To understanding the regional environmental reality; to value the natural environment and its potential; to intervene strategically for reality transformation.

Main skills developed in the interpersonal field: To communicate effectively with colleagues and the community; to cooperate with others to achieve common goals.

Main competences developed in the personal scope: To develop self-knowledge, understanding and overcoming its own limits; to solve problems in an autonomous and creative way.

Main skills developed in the professional scope: To use multiple knowledge and professional skills to solve a problem; to have responsibility for the planning and execution of a professional activity.

Learning Assessment: ABP, a didactic unit, was responsible for the full composition of the students' quarterly grade in Physical Education classes. Four evaluation instruments were used: i) Integrative activity (weight 4); ii) Participation in practical experiences (weight 4); iii) Textual production (weight 1); iv) Self-assessment (weight 1).

The teachers of the other school curricular components involved in the integrative activity attributed a part of their quarterly grade composition, varying between 10% and 20%.

Meeting 1

Goals and competences: To know the concept of ecotourism and rural tourism; to recognize the difference between bodily practices and physical activities; to appreciate the environment and the countryside; to experience bodily practices; to develop the reality understanding and the critical capacity.

Material used: Overhead projector, whiteboard, marker, whiteboard eraser

Students' prior knowledge survey

Introduction and dialogue on knowledge, experiences and interests on the topic, containing the following provocative questions:

What do you mean by adventure body practices?

Is there a difference between physical practices of physical activity?

Who can give examples of adventure body practices?

How did you know these practices?

Which of these practices have you experienced?

Are there places near us where these activities can be practiced?

Dialogue-based Exposure: Adventure Body Practices' definition, classification and examples; track concept; exploratory, sensitive and interpretive tracks; trekking; ecotourism definition; environmental education video exhibition: ecotourism, available at <https://www.youtube.com/watch?v=48waORmA3d4>, definition of agroecological tourism

Environmental education video exhibition: ecotourism, available at <https://www.youtube.com/watch?v=AQLh4XpGfgM>

The teacher will also present some fliers and guides on ecotourism regions and activities to illustrate different options for Adventure Body Practices and fitness tourism.

Group Activity Proposal: Visit and registration of points with aptitude for ecotourism. In small groups, students should visit a relevant point chosen, prepare a seminar containing images and videos, as well as relevant aspects related to the place. In addition, groups should post on IFF *Cambuci* social network page, reporting the chosen location attractions.

Practical experience: Physical Activities and Adventure Body Practices distinction. In the school court, to experience a traditional physical activity and a body practice so that the students can differentiate the two experiences.

Suggestion: traditional joint and cardiorespiratory warm-up such as calisthenics and running, for example; followed by the mirror game and / or any type of recreational courier, in which there is relay among the students to reach a certain objective.

Feedback: Back in the classroom, students should compare performed activities in order to understand the difference between physical activities conception and body practices. Make the record on the whiteboard.

Through the records on the board, compose with the students ABP definition.

Self-assessment: Previously prepared, self-assessment consists in handing out a paper with questions related to attendance, participation in practical and theoretical activities, as well as the students' perception of their own learning. For each item, the students should mark a grade from 5 to 10, which will constitute an assessment instrument of weight 2, at the end of the academic term.

Generating expectations: Compliment the students' attitude and their contributions to the knowledge construction and announce the next class, when there will be the exploratory track, guiding the use of appropriate clothing, sunscreen and insect repellent.

Meeting 2

Goals and competences: To know the concept of rural tourism; to practice the exploratory track; to value the environment and the countryside; to develop the reality, autonomy and solidarity understanding.

Material used: Overhead projector, whiteboard, marker, whiteboard eraser

Resuming the dialogue: In a dialogical way, the teacher begins the lesson by remembering the experience on the track that happened last class and begins a debate about the relationship between man and the environment.

Dialogue-based Exposure: Rural tourism video, available at <https://www.youtube.com/watch?v=mwGjEFNaiWk>

Rural tourism Video presentation in *Espírito Santo* mountain region, available at <https://www.youtube.com/watch?v=LBSl-az8P1g>

To stimulate the debate and reflection on the video information and what can be used to elaborate the activity.

Practical Experience: Exploratory track.

In the classroom, make a briefing, which consists of a series of guidelines to the track that will be performed, difficulty degree, critical points and adopted behavior during the track. The briefing is also the moment to ask everyone to check his or her clothes, water bottle, sunscreen, repellent etc.

After checking, to go through the *Ecotrilha Santo Antônio*. The teacher will lead the group of students, asking for attention on the risks and possible points of interest.

Feedback: At the end of the track, after a brief break for hydration, gather the students and propose a dialogue about the experience. Here are some questions that can be asked:

Which point (s) of the route aroused your interest the most?

Did you rather a group track or be alone?

Did you have difficulties at any point in the route?

Have you ever helped or received help from someone?

Did you like the way the route was gotten? Can you imagine other ways to do the same route? How?

Generating expectations: At the end of the dialogue, the teacher should value the class assignments and then report them next class, dialogue will be taken up from this point, addressing new ways of contextualizing the tracks.

Self-assessment: Self-assessment procedure described in the Meeting.

Meeting 3

Goals and Competences: To know the environment concept; to recognize Plogging as ABP; to practice Plogging; to value the environment and the countryside; to develop cooperation, teamwork and act on reality.

Material used: Overhead projector, whiteboard, marker, whiteboard eraser, disposable gloves, garbage bags.

Resuming the dialogue: In a dialogical way, the teacher begins the lesson by remembering the experience on the track that happened last class and begins the debate about the relationship between man and the environment.

Dialogue-based Exposure: The environment concept; song reproduction “Terceira do Plural”, by the band *Engenheiros do Hawaii*; “scheduled obsolescence” video exhibition, available at: <https://www.youtube.com/watch?v=VkpScfQG-Y8>; to talk about “scheduled obsolescence” and the destination of garbage in *Cambuci* and region; brief *Plogging*³ presentation and video preview at <https://www.youtube.com/watch?v=dushwchep6s>

Practical Experience: Plogging practice, a new body practice born in Sweden that has been spreading out all over the world. It gathers the race and the care with the environment, through garbage collection left in tracks or public spaces.

Feedback: Dialogue approaching the activity performed considerations about the new sport and the type of garbage found, as well as the state of the school environment.

Possible questions that can be asked by the teacher, as mediator:

What was it like integrating race to garbage collection?

Who succeeded to run all the time? How did they feel physically?

Did physical activity require more effort than conventional running?

Who needed to walk during the activity? How was the feeling of fatigue?

What kind of garbage did you find the most?

Why do you think people throw trash on the ground here at school?

Is it possible to do something about it to improve this reality?

Generating expectations: At the end of the class, the teacher talks about next meeting, when Ecotourism and Agroecological Tourism will be approached, suggesting their research.

Self-assessment: Self-assessment procedure described in the Meeting 1.

Meeting 4

Goals and competences: To know the spaces that are suitable for ABP and Ecotourism in the region; to present places of tourist interest to colleagues; to value the environment and the natural spaces favorable to ABP; to develop autonomy, cooperation and effective communication.

Material used: Overhead projector, whiteboard, marker, whiteboard eraser.

Resuming the dialogue: Dialogically, the teacher starts the class and organizes the seminar presentation order with the students.

Seminar Presentation: Presentation of the seminar on the potential places for ecotourism and / or ABP experiences visited by students in *Cambuci* and region; as proposed in Meeting 1.

Feedback: Dialogue on the findings and observations made by the students during the research, having the teacher as mediator. Examples of topics and relevant information are:

The regional ecotourism potential, its limitations and use by the population.

The knowledge belonging to the population about the environment and the relationship between man and nature.

The ABPs potential in the region.

The value of nature contact.

The natural spaces conservation.

Other places besides those that were presented at the seminar.

Integrative activity Proposal: Having an extensionist character, the activity consists of an invitation to a group of people, who should be received by the students proposing. They should think about a target audience, make formal invitation, create strategies for welcoming and

presenting one or more productive school activities as a visit of interest based on ecotourism and / or agroecological tourism, including living some Adventure Body Practices.

The teacher proposes the activity, making it clear that it integrates different knowledge acquired during the course and announces the participant teachers; opening the possibility that the students seek other teachers and school curricular components, in case of seeing relation with the chosen theme.

The teacher suggests the immediate gathering of working groups and make him or herself available to guide them.

When starting the attendance to the groups, the teacher welcomes the proposals and guides some tasks that must be carried out until next class, when the proposal will be finalized, to welcome the visitors next class. A similar process should occur with the other teachers involved in the activity.

Generating expectations: At the end of the class, the teacher suggests the dialogue between the groups and other teachers involved in the integrative activity and asks them to bring sunscreen and repellent next class, when there will be a sensitive track experience.

Self-assessment: Self-evaluation procedure described in Meeting 1, considering the research done and the presentation of the seminar as a practical activity.

Meeting 5

Goals and Competences: To know suitable spaces for ABP and Ecotourism in the region; to practice the sensitive track; to value the environment through better perception and interaction; to develop cooperation, autonomy and responsibility.

Material used: EVA strips for blindfolding; small mirrors.

Resuming the dialogue: In a dialogical way, the teacher starts the class by discussing the importance of the planning actions of the integrative activity and the contact with the other teachers involved.

Attendance to the group: The teacher listens to the doubts and attends to the different demands of each of the working groups, guiding them into the steps to carry out the activity.

Practical Experience: Sensitive Track.

In the classroom, to carry out the briefing, as done in meeting 2 and then experience the sensitive track.

In a first moment, in pairs, the students will cross *Ecotrilha Santo Antônio* stretch, being blindfolded and guided by their pairs. Then the positions should be changed. The teacher should emphasize the importance of the guide's role, responsible for the safety and the experience of his or her peer.

In a second moment, small mirrors are distributed to the class and will be used to see the way through them. They can be positioned on the tip of the nose or forehead, with the possibility of reflecting the image from the top or ground. Activity can be guided or free.

Feedback: Still on the track or in the school court, students are arranged in a circle, the teacher asks for the report of the aspects perceived during the sensitive track experience. Some of the relevant points to ask are: The feeling of being blindfolded; confidence in the colleague who was the guide; the differentiated observation of nature; the sensibility of certain senses related to the annulment of others; the overcoming of one's limits; the challenge of walking blindfolded.

Generating expectations: The teacher recalls the importance of planning the integrative activity, defining which groups will be the visitors and states that the deadline for confirming the days and times of the visits will be confirmed. In addition, he or she informs the class about the ABP that will be experienced next class: Treasure Hunt.

Self-assessment: Self-assessment procedure described in the Meeting 1.

Meeting 6

Goals and competences: To know the least used spaces of the *campus*; to practice Treasure Hunt; to value specific knowledge of the place; to develop leadership, cooperation and teamwork.

Material used: Paper tips; candies used as treasure.

Resuming the dialogue: In a dialogical way, the teacher starts the class by discussing the importance of the actions of planning of the integrative activity as well as the contact with the other teachers

involved, besides getting information with the groups of the progress of the preparations.

Attendance to the group: The teacher listens to the doubts and attends to the different demands of each of the working groups, guiding them to the steps to carry out the activity. It is hoped that, in this meeting, all groups will have their visitor audience as dates and times of each group will be defined to receive them for the activity.

Practical Experience: Treasure hunt.

ABP experience at the *Ecotrilha Santo Antônio* and other school facilities. It consists in the search for a clue sequence hidden in strategic places aiming at finding the treasure. The clues available for the activity refers to environmental issues, of Adventure Body Practices and with the professional training of the Agriculture and Agroecology courses; addressing productive activities developed at school and exploring the available spaces.

A pot containing a variety of candies and sweets was used as treasure and has been the last step of the search.

The experience was proposed in a cooperative way, in which each group formed a unique team looking for a treasure, which contemplates the competences directed to the group and to the cooperation, besides favoring the manifestation of spontaneous leaderships.

Generating expectations: At the end of the class, after finding the treasure, the teacher congratulates the students and reiterates the host groups' commitment to next class.

Self-assessment: Self-assessment procedure described in the Meeting 1.

Meeting 7 and 8

Goals and competences: To relate different areas of knowledge; to propose and implement a rural tourism activity; to value the relationship between people, school and community; to develop effective communication, cooperation and teamwork.

Performance of Integrative activity: The activities of meetings 7 and 8 are conducted by student groups, which have already pre-established a roadmap to be followed.

Some parameters for the activities were agreed during the planning and are common to all the groups. On the other hand, they are free to address issues and modalities that interest them.

Common stages involve: Invitation, reception and conduct of the guests; schedule of activities presentation; ABP experience; presentation of at least one productive farm activity; participation of the guests in some farm activity.

Meeting 9

Goals and Competences: To know the production model; to discuss socio-environmental and economic aspects of consumption; to recognize his or herself as an active participant in existing environmental problems; to develop social criticism and argumentative capacity.

Material used: TV, power point, whiteboard, marker, whiteboard eraser.

Resuming the dialogue: After congratulating the class for the integrative activity accomplishment by making comments, the teacher causes the students to report their participation experience. The goal is to highlight the positive aspects and reflect on what they have learned from the preparation to the visitors' reception; besides the exchange of experiences between the groups, according to what each one approached.

Dialogue-based Exposure: The teacher addresses the issue of sustainability by making a brief introduction. Then showing "History of Things" available at:

<https://www.youtube.com/watch?v=Iajta7OZLX8>

Feedback: In a dialogical tone, the teacher provokes a debate about the criticisms pointed out in the video and identifies possible examples in everyday life.

Proposal of textual production activity: To elaborate a text addressing the role and the potential of the Agriculture / Agroecology and Adventure Body Practices to contribute to the sustainability and with the Environmental Education. The texts produced must be handed in next class, with a brief debate on it.

Generating expectations: At the end of the class, after finding the treasure, the teacher congratulates the students and reiterates the commitment to the preparation of the host groups next class.

Meeting 10

Goals and Competences: To know sustainable aspects in production; to relate sustainability and ABP; to look for sustainable production solutions; to value the environment; to develop critical and written communication skills.

Material used: TV, power point, whiteboard, marker, whiteboard eraser.

Resuming the dialogue: The teacher begins the lesson by recalling the topics discussed in the previous meeting and requests the presentation of the texts produced by the students, as recommended in the proposed activity.

Feedback: After presenting the activity, the teacher asks the class to report how the text was produced and what were the relationships found between the professional activities involved in Agriculture/Agroecology, Adventure Body Practices, sustainability and Environmental Education; aiming at sharing ideas and relevant information on this aspect.

End of Didactic Unit: Summarizing what was discussed during the last 10 meetings, the teacher values the participation and proactivity of the class towards the proposed activities. He or she reaffirms how the assessment will take place, hears the students' considerations and ends the unit.

RESULTS AND DISCUSSION

The didactic sequence was implemented during the second quarter of the academic year of 2018, in two classes of High School courses integrated to the technician of Natural Resources axis; the first was a 20-student group of the second year of the Agricultural Course and the second one was a second-year-group of the Agroecology course, with 24 students, at the *Federal Fluminense Institute, Cambuci Advanced Campus*.

The need of a faithful and comprehensive didactic sequence evaluation motivated different instruments choices able of bringing multiple participants' views to light. For this purpose, data were generated through four instruments: the teacher's attendance card, with the records of the observations made at each lecture; the students' answers to structured questionnaires about their

knowledge about the subject and the relation of the activities developed by them during the didactic sequence to the development of proposed competences and objectives; the students' responses to the semistructured interview with small groups at the end of the entire didactic sequence; individual interviews with teachers participating in the integrative activity.

For the analysis of the data generated from the interviews with students and participant teachers, besides the field diary, the thematic content analysis method was chosen in the Bardin's approach (2009).

Structured Questionnaires Analyses of Data

The structured questionnaires answered by the participant students fulfill the function of offering a portion of data exempt from any researcher's influence. As a result, graphs were generated to clearly demonstrate the students' prior knowledge of the subject and how much knowledge was modified during the sequence, in addition to relating the ABP to the development of proposed competencies and objectives.

A structured questionnaire with the question "Should ABP be part of School Physical Education?" was applied. All participating students checked the "Yes" option.

Likewise, students were also unanimous in answering "Yes" when asked "Does ABP offer during School Physical Education classes awakens and / or increases the desire to practice them inside and outside of school?"

Having "Yes" or "No" response options, the questionnaire had a question relating ABP to the professional training in Agriculture / Agroecology. This relationship reveals the coherence of the proposal for an integrated curriculum in Brazilian P.E. and the students' perception of fundamental importance for a complete evaluation of the theme. The question made: "Is ABP related to vocational training in Agriculture / Agroecology?" The fact that 41 of the 44 involved students indicated "Yes" and only 3 indicated "No".

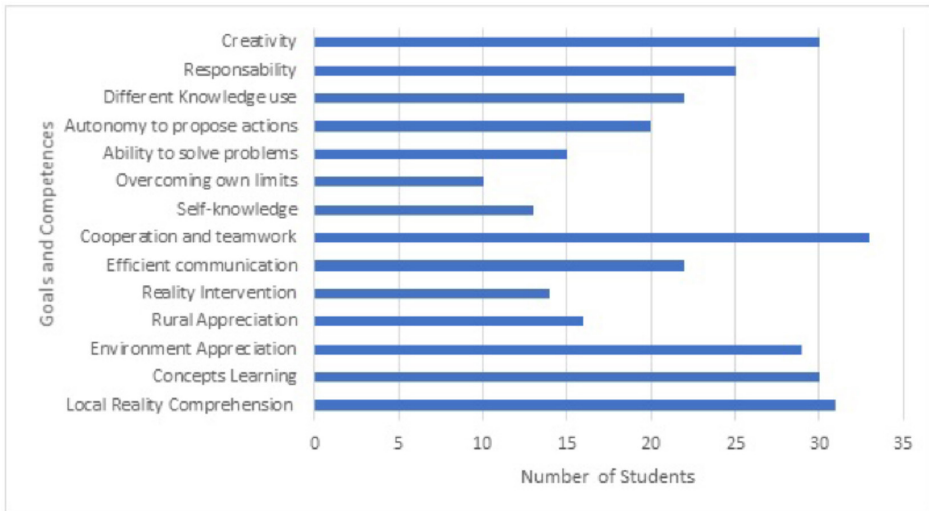
Regarding the use that students can make of the knowledge and skills developed during ABP didactic sequence activities and experiences, some questions were asked: "Can the knowledge acquired through ABP be used in leisure and / or day to day life" The options were: "No", "Only at leisure", "Day by day only" or "Both". The fact that 39 of the 44 participating students answered "Both" and revealed the usefulness and relevance of the knowledge and skills developed during the didactic sequence, as well as the

positive evaluation of the students for having access to the knowledge and experiences proposed. It should be noted that only four students considered the knowledge useful only in leisure and a student considered useful only in the day to day. The relevance of the contents is also demonstrated by the fact that none of the participant students in the research considers that the knowledge acquired through the ABP is useless.

Through the questionnaire, it was also possible to know the previous knowledge of the participant students in the research on Adventure Body Practices. This information is important because it is a relevant aspect for the content choices to compose the school curriculum. On this aspect, it was asked: “How was your knowledge about ABP before the topic been approached in Physical Education classes?” The following answer options were available: “I did not know”; “I knew, but I had not practiced”; “I knew and practiced”; “I knew, but during the classes I expanded my knowledge and experience.” It is considerable that the greatest number of answers were given to the “I did not know” option, 43% or 19 students participating. This number added to the students who said “I knew, but I had not practiced” (37% or 16 students) reveals that 80% of the students participating in the research had not practiced or had little or no knowledge of ABP. These data reveal the importance of approaching the theme in Physical Education classes, regarding the lack of knowledge of the students on the topic. One student checked “I knew and practiced” ABP while 18% or 8 students indicated the option “I knew, but during the classes I expanded my knowledge and experience.” It reveals that even among the students who already knew the ABP, the learning and experiences had a positive result.

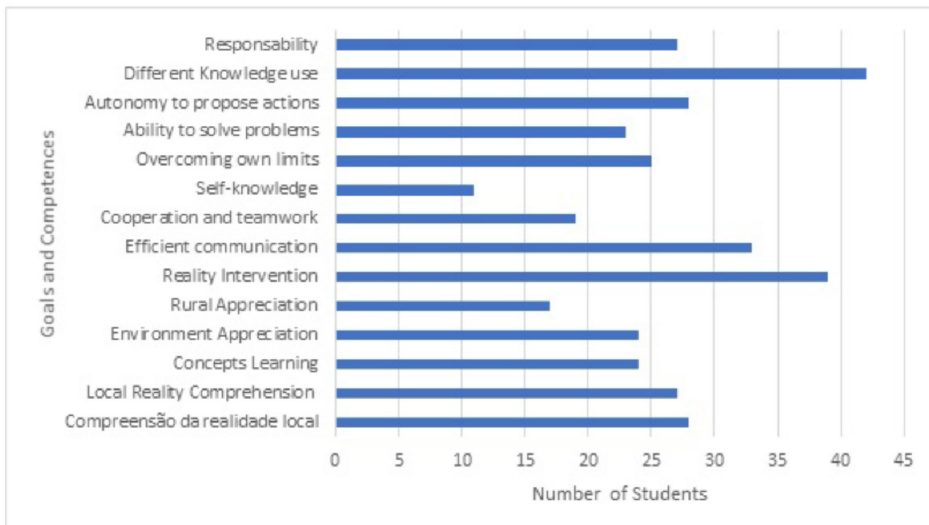
In order to evaluate the effectiveness of the didactic sequence to achieve the proposed goals and to develop the listed competences, the participant students answered a questionnaire in which they related each stage of the activities accomplished to the goals and competences developed, according to their perception.

Graph 1 demonstrates the students’ perception of the development of competencies and learning goals achieved during the visitors’ reception and conduction to carry out the integrative activity.



Graph 1 – Students’ perception on competences development and learning goals reach in the reception and guiding of visitors during the integrative activity

Graph 2, on the other hand, evaluates the same perception regarding the production of the video for recording able sites for Ecotourism and for the Adventure Body Practices.

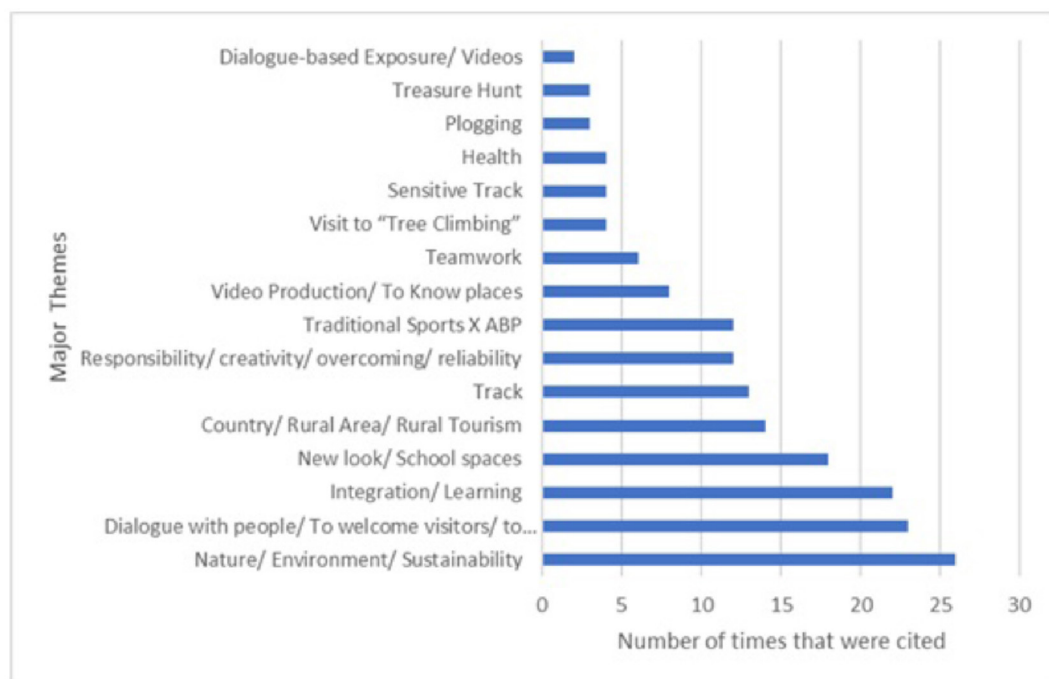


Graph 2 – Students’ perception on the development of competences and scope of learning objectives in the production of video registration of places suitable for ecotourism and body adventure practices

The difference of perception of the students is clear, regarding the development of goals and competences through different activities. It is possible to conclude that for the person's integral development, it is necessary to offer him or her different learning experiences.

Students' Interviews data analyses

The interviews took place in small groups, between 7 and 10 students, with three Agroecology second-year students' groups and two Agriculture second-year students' groups. At the opportunity, the teacher asked questions and made comments and, on their own initiative, each student could express their opinions in a frank and open dialogue. In order to record, the interviews were filmed through a cell phone and then transcribed for the best data treatment. For this reason, content analysis was chosen. The main themes highlighted by the students are represented in graph 3, which brings the number of times that certain words or expressions were highlighted by them during the interview.



Graph 3 - Major themes highlighted by students

The basic questions of the semi-structured interview had a broad nature in order to give students greater freedom to comment. Examples of basic questions are “How did you experience Adventure Body Practices at school?” and “How do you see the relationship between Adventure Body Practices and the course you are doing?” From these questions, the continuity of the interview was given, in a quite dialogical and relaxed way, spontaneously characterized, even, by some students who complemented their colleagues’ speech either by agreeing or by making considerations and reservations.

The most cited words by students were “nature”, “environment” or “sustainability”. In addressing the practical activities developed in the didactic sequence, the Agriculture-course student “G” commented: “I think it arouses more interest for the environment and preservation.”

The rural environment and the countryside were related to rural tourism as an activity with economic potential to be exploited in small rural properties or the nature preservation as an important factor for sustainability and income in the countryside. About the first topic, it is possible to emphasize the student M’s speech: “Is it able to be used to improve the income of the property right? With rural tourism and adventure tourism. I thought it is very cool. In addition, we did it right here, right? It was a course thing we actually did.”

There was great students’ interest in expressing their opinion on the integrated proposal of education. The Agriculture-course student “T” reported: “Then I thought it very interesting to integrate the school components because we learn several knowledge in one.”

The Agroecology- course student “R” was very pragmatic in approaching the time spent with many assignments and many school components, denouncing a problem-situation observed in the integrated courses, regarding the great demand of assignments on the students. He highlighted this benefit of an integrated teaching proposal stating: “We can do just an assignment. It makes it easier for us due to time.”

Expressions such as “a new look”, “a different look” and “seeing with other eyes” emerged spontaneously during the interviews in practically all groups. Such expressions make reference to the discovery of spaces, processes or activities in school that, until then, were not known by the students; or to a new interpretation of these spaces; or new possibilities for the use of spaces and activities, including the natural environment and farm productive activities.

Teachers' Interviews data analyses

In order to record the participant teachers' perception participating in the integrative activity, semi-structured interviews were carried out individually. The interviews took place at *Cambuci* Advanced Campus, from two to four weeks after the implementation of the didactic sequence, recorded by an audio recorder, using a cell phone, and then transcribed for better data handling.

Besides the Physical Education proponent teacher, four other teachers participated in the integrative activity developed during the didactic sequence. In order to preserve their identities, they are referred to PR (Portuguese Language Teacher), GE (Teacher of Apiculture), and VI (Teacher of Plant Protection and VE (Teacher of Horticultural Production). All participant teachers were working with the participant classes during the implementation of the didactic sequence.

One of the questions of the interview was about the newness of participating in an integrative activity like the developed one. The four participant teachers go along this fact somehow. Two of the participant teachers (Teacher VI and Teacher VE) had never participated in an integrative pedagogical action. Teacher PR and Teacher GE have already reported participating some activity with a certain level of integration; although less complex, with fewer areas of knowledge and school components involved.

Participating in the integrative activity was, according to the teachers, decisive for the capacity development to have an integrated knowledge vision that permeates the students' formation. Consequently, teachers consider the experience as "one-way starting ticket", capable of encouraging the implementation of pedagogical actions with these characteristics. To explain this phenomenon, Teacher PR used an interesting metaphor. She said that engaging the integrative activity is like having things clearer, which symbolizes the integrated vision of teaching; capable of making we see clearly. She added: "There is no way I can take some glasses and say ... I am going to give them some mess because I am seeing really well, I do not want to."

Regarding students' participation, the teachers' perception was very close to that expressed by the students themselves. A good example is the report of "a new look". This perception reported by teachers involves different aspects: the students' look at integrated knowledge, the school's

view, as well as the mutual perception and the recognition of their competences. Teacher VE reported that the integrative activity “sharpened their perception”. The teachers also emphasized some educational goals achieved and skills developed during the integrative activity. In addition to responsibility, creativity and cooperation, they highlighted the ability to communicate, the search for knowledge, the practical implementation of knowledge and a greater interpersonal approach. Teacher GE exalted the creativity of one of the groups during the presentation in which they demonstrated the production of honey: “their creativity in those products and details they made in the presentation, I thought it was excellent.”

Data analyses of Field Diary

The field diary, completed by the Physical Education teacher, author of the assignment reveals his perception of each class. He highlights the students’ constant interest in the activities proposed in the didactic sequence, especially the practical ones. The teacher also reports in the diary the groups’ concern to carry out the integrative activity and the engagement with the proposal.

CONCLUSION

Considering the result of the references consulted and the evaluation of the actors involved in the didactic sequence implementation developed and presented, it is possible to affirm that: i) the proposed activities had great level of acceptance among the students; ii) students recommend Adventure Body Practices inserted into the curriculum; iii) Adventure Body Practices have a strong integrative potential in courses of the Natural Resources axis; iv) the diversity of learning experiences proposed in the didactic sequence are capable of achieving different goals and developing skills from different areas; v) the integrative activity developed was approved by teachers and students. The results clearly demonstrated the relevance and pertinence of the Adventure Body Practices as curricular content of Physical Education, in an integrative perspective in High School classes integrated to the Natural Resources technician and technological axis, in Brazilian Professional and Technological Education, especially in Agriculture and Agroecological courses. The didactic sequence presented constitutes an educational product that can be reproduced integrally in

other schools, adapted or in parts, in order to contribute with integrative pedagogical actions in the approach of these contents in Brazilian Professional and Technological Education.

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