

79 - HIGH SCHOOL COMPETITIONS: INTERCLASS GAMES

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INTRODUCTION

Competition at the school level has been little explored, losing the possibility of incentive that may influence students, plus sports competitions or interclass games, a while ago was a method widely used in regular and normal high school. But at this stage competition becomes a great teaching tool for these young people who are about to enter adulthood and in some cases for adults who study at night preparing them for the job market, where even sublime and imperceptible competition is. Implemented in everyday life, understanding through it what is competition, the acceptance of defeat and victory can still be taught at school through interclass games in physical education classes along with other subjects of the school curriculum.

Interclass games are sporting events that work on the physical, mental and social aspects of their participants. They happen within the school with disputes between students of different grades and different classes, with a common goal among its participants, to be the winner of the chosen modality. Generally, interclass games are related to sport, mainly football, handball, basketball and volleyball, but this depends on the school's goal along with the teachers' goals, and sports may include grammar, math, board games and games. popular.

According to Melchiades e Silva (2016), sporting competitions, in the programmed and methodical schools, result in positive sum for sports for its practitioners, and these allow the sport to become a life choice, which worked together favors the inclusion of people who do not practice sports in their environment and the inclusion of people who are linked to sports in adulthood through the experiences presented in competitions.

Reinforcing this idea we can see in the National Curriculum Parameters - PCN's (BRASIL, 2000), in what concerns the high school, the projects of elaboration of games and popular jokes can facilitate the learning in other subjects like Portuguese, Geography, History, having interclass games as an idea of this integration the students. In addition to improving their body and cognitive knowledge, will have an interdisciplinary function, bringing the student to the educational environment through sports competitions.

According to Freire (1991) Physical Education has a fundamental role in human development, being not only motor, but also cognitive and affective. This interdisciplinarity in interclass games directly influences the individual causing the physical education to develop full body.

Sports disputes organized in a non-didactic way aimed at individual learning have an effect we may call "sports return", where sports generally open the door for students who have the ability and skill for games and students. Who do not have as much skill as their learning works, who do not have the competitive vocation of sports or there is no room for them even within a sporting culmination within schools.

What is noteworthy is to know: What are the necessary modifications in the Pedagogical Political Plan of the school and the teachers' planning, aiming at the possibility of including the proposal of sports games, as an example, the interclass in an inclusive vision of all students of working grades.

The goal is to identify the changes that must be made for the interclass games to be performed to the full, by modifying the school's Educational Policy Plan - PPP and the teacher's lesson plan.

The importance of cooperative games at school is the contribution to Physical Education classes, according to Soler (2006) because it provides opportunities that strengthen the aspects of cooperativity, and lead participants to understand their importance for their social formation, while member of a society. Following this concept, Silva and collaborators (2012) state that during the practice of physical activities of cooperative games, values related to the motivation process are built, promoting attitudes and, in view of the results obtained in the game, the results are valued. Thus, the student experiences the true meaning of cooperative games in practice.

THEORETICAL REFERENCE**School Physical Education**

School physical education has been present since the Empire-Brazil era, according to Ramos (1983). Some educators drew attention to the physical education that had been popularizing outside Brazil, when in 1851 a reform called Couto Ferraz, which made it compulsory the practice of physical education still known as gymnastics the schools of the municipality of the Court, although almost without application the practice. The author states that only after the declaration of Rui Barbosa in 1882, in the Chamber of Deputies, with Project 224 - Reform Leôncio de Carvalho, Decree no. 7,247 of April 19, 1879, of the Public Instruction, discussing the reform of primary education, emphasizing the importance of gymnastics in the physical and intellectual development of the individual began to see physical education as a compulsory subject in the school.

Rui Barbosa's proposal was known as hygienist physical education where it was focused on hygiene and health habits of individuals, based on physical education still gymnastics widely used in the European continent.

First Law of Guidelines and Bases of National Education - LDB (BRAZIL, 1961) was promulgated, and the different structures of school education received the denomination of Primary (four years), and the Gymnasium also with four years. After this, there was the propaedeutic High School and the Technical Courses as Normal Course or Teacher Training Course; Accounting Course, Secretariat, among others.

Darido and collaborators (2010, p.05) state:

The sports conception was established during the 60's with the military government, transforming Physical Education basically synonymous with sport. In this model, the classes dealt exclusively with sport-related content, with the objective of identifying sports talents and improving physical fitness for a possible representation of future athletes in national and international competitions.

Twenty-one years after this first, the second LDB was implemented (BRAZIL, 1982). The different degrees of schooling were now re-organized and vertical unified. The first segment called 1st Degree was composed of eight series integrated by the Common Core and Diversified Part. Discipline were those with theoretical orientation and Practical Activities without reprobation except for faults; Arts Education, English and Physical Education.

According to the Secretariat of Education. Coordination of Studies and Pedagogical Norms - SE / CENP (SÃO PAULO, 1985, p.158).

The program to be used in physical education classes comprised a set of gymnastics, sports games, dances and recreation capable of promoting the harmonious development of body and spirit and, in particular, strengthening the will, forming and disciplining healthy habits, acquire skills, balance and maintain health, and encourage team spirit so that maximum organic endurance and individual efficiency are achieved.

The current curriculum is organized according to the third LDB - (BRAZIL, 1996) of National Education. The Brazilian schooling process is now complete. Starting with early childhood education our school system formally ends in undergraduate, higher education. Today, the proposals and content are concerned with meeting, including and integrating all students around the School Project.

Physical education in the current fields contributes to the formation of the individual to adulthood in the senses, intellectual, affective, social and physical. For these and other reasons, for this new legislation "Physical Education, integrated with the pedagogical proposal of the school, is a compulsory curricular component of basic education". The teacher not only teaches sports to the individual, it helps to broaden their knowledge, which enables better recognition of the individual, the neighbor and the socio-political space in which he lives. It will help in the overall development of the individual by teaching values, rules, respecting the rules, equality, learning to win and lose and exploring the body for the betterment of health and fitness.

Physical education, separated into blocks of content, is present in the PCN's (BRAZIL, 1999) as a subject of compulsory basic education, which is formulated by elementary school 1st and 2nd cycle including the early years and high school. With the advancement of educational needs and improvement of the teaching standard, another document is formulated and inserted in it the physical education. The BNCC document (BRAZIL, 2017) inserts school physical education in the area of Languages and its Technologies along with Art, English Language and Portuguese Language, becoming a compulsory subject in the curriculum of any student of basic education.

Based on the PCN's (BRAZIL, 2000), where high school is the continuation of what was learned in elementary school, sports become the most common tool in the teaching of physical education, because the possibilities for work are very wide, We focus on sports competitions in the technical methodology and the improvement of physical fitness are mentioned in the document, where the sport gains aspects of tactics, techniques and precompetitive training. Physical education in high school has the possibility to bring students together by interest groups and needs and with them, develop projects of special physical activities such as competitive interclass games.

In high school, individuals are mostly of post-maturity age where motor, cognitive, visual and sound perceptual aspects are firmly established. In this phase of already bodily and environmental awareness, the attitudinal concepts of appreciation, acceptance of loss and victory are often worked on to prepare the individual for adulthood.

Physical Education in High School, with the BNCC disciplinary proposal (BRAZIL, 2017) is articulated within five content themes (game, sport, gymnastics, fighting and rhythmic activity). The same are dispelled by age and grade bringing into the classroom current affairs in the context of today's society.

Competitive Games at School

Student competitions are an opportunity to stimulate sportsmanship and spread the values of sport among young people. Aiming at this, the interclass competitive games reflected here have the proposal of acting in an educative way to the students, bringing to all the reflection and discussion of the thematic school competition, where the students will have to act with organization, execution and monitoring of the sporting manifestation in the school.

Competition is present in the educational process of the individual. It is up to the teacher to recreate pedagogical strategies to use this material as a support material for the evolution of this individual. Souza and collaborators (2018) state that the teacher as educator has the function of mediating knowledge, as well as guidance on values, behaviors, attitudes that guide students towards learning beyond the classroom space.

Interclass games when played should be included in the Pedagogical Political Plan, also known as PPP, which is a document that is produced by all schools. This document stipulates what the institution's goals and plans are and what the school will do to achieve it. One of the items present in it is the Curriculum Proposal, where the interclass competitive games will be described so that the community, students and teachers know the objectives of this proposal. In this block we will describe how, in what way and for what reason the interclass competitive games are in the school proposal.

Without inhibiting student participation, the competition has the inclusive goal where participants at the time of process organization have the consent that no student can be left out of the school event participation, and the specific needs to adapt the sport to the games aspect. for sports

For Scaglia and collaborators (2001, p. 4):

The pedagogy of competition must understand the value of humanizing interpersonal relationships to the detriment of enslavement of outcome; It also seeks to balance the relationship between practice and result, the socio-cultural value of the coexistence of sports competition. It seems rather arrogant to claim that the logic of sports competition is to destroy people, to hold them hostage to the income system, where the end result is the high-yielding funnel. Promoting the pedagogy of competition proposes to direct our students to constantly excel individually and collectively.

Melchades e Silva (2016) comment that institutionalized and disciplined sports competitions result in positive sum arrangements, and these allow sport to become a life choice. Thus, it will be favoring inclusion, taking from this sporting manifestation that only individuals with sports skills and aptitude can participate, covering the area of sports organization for students, where they can act as referee, coach, organizer, fitness coach and team staff.

Competitive interclass games, if formulated correctly, bring benefits to participants and, in their manifestations, the possible participation of parents as fans, to observe and understand how the process of teaching their children learning is being done in the classes. PE.

Souza et al. (2018) report that competitive games bring to the participating individuals an understanding and reflection of the sport, organization and sporting manifestation that happens in school, bringing to themselves an autonomy regarding the sportive practice and the understanding of the value of each sport. disputed at school what would be fair and unfair in the rules and the acceptance of defeat and victory, including adaptations for students with disabilities, and a debate being held before the start of competitions, to adapt the sport so that everyone can participate and the event is successfully held, enabling the practice to continue after its formation.

Inclusion Proposal through the Interclasses Games

Competitive games have the possibility of cooperation for their planning and realization. Changes in the PPP and Lesson Plan of the standard sports content of competitions will be necessary for it to be effective in this pedagogical process, to achieve sporting culminations in the school environment as an educational tool. This will enable students with sports skills and those who are not so skilled to arouse curiosity and interest about new perspectives on the sport.

The teacher must recreate strategies for his students to participate effectively in the organization, construction and preparation of these events, thus dividing the individual, cooperative and opposition tasks, Souza and collaborators (2018, p.02) state that, in the methodology to teach the organization of the interclass has many characteristics of the theoretical-methodological principles of sports pedagogy, such as cooperation, co-responsibility, understanding and creativity. So will your students be more motivating and methodical classes,

The realization of this sporting event in schools is not only for games where there will be the champion and skilled players, but also the possibility of taking advantage of the same event, for pedagogical and social teachings to students not only focusing on the sport itself, but also on socialization, organization and socio-political culture where the event will be installed Revertido and collaborators (2008) also highlight that the organization, the educational and methodological intentions for the democratic participation of all in the competitions, diminishing the emphasis on the product and emphasizing the concern of a process for the subject who learns in and through competition.

School competitions can be based on Olympic and Pan American sports, with their inclusion-oriented versions of Paralympic and Parapan American sports, where even students with no disabilities can adapt to the sport model. for understanding and understanding the life of others. Melchiades e Silva (2016) advocate sports, institutionalized and disciplined competitions, result in positive sum arrangements, and these allow sport to become a life choice, thus favoring inclusion. In addition to sports, popular games that may have mixed participation of classes and students (male and female) and that not only value the sport in its motor aspect, but social classes, cooperative and interactive popular games, burned (the), chop flag and tug of war.

The main challenge is how the teacher will conduct this event and without limiting participation, from initiation to the end of the sporting event and attracting students to a dynamic physical education. The sport comes as a contributor to the event, but not as a major fact. It will be an instrument of engagement of the student with their environment, that all their intellectual, sensory and motor process are explored through this event, following the patterns of Freire (1991) where argues that the student has to be explored body and mind, making the complete understanding of the sport in its school competitive virtue in the effective motor practice or in the organization exploring the cognitive part.

STUDY METHODOLOGY

The methodology adopted in this study aims to establish a literature review and critical analysis of scientific articles. Initially searches were carried out with information from databases on websites, selecting articles on Competitive Games, written from 2016. Of these previously selected articles, at least three of them were chosen, namely, School competitions: experience report of interclass games, by Souza and collaborators (2018); The deal with sports knowledge in physical education classes: the issue of interclass games, by Souza (2018) and Process of social inclusion through competitive games, by Melchiades and Silva (2016). And for each of them, individually, a critique will be conducted based on a questionnaire organized by Cunha (2015), validated by three research teachers, with seventeen open questions, whose answers should contain the justifications, whether they are positive or negative.

FINAL CONSIDERATIONS

The reports by Souza et al. (2018) reflect the teachings and benefits that students can acquire in the organization of competitive school games. Thus it is possible the interaction and organization of the teacher and student for a common end result, the realization of the competition, this cooperation facilitating the teaching-learning process, showing the possibility of a physical education outside the conventional standard already used. The Physical Education teacher, even with classroom classes, can promote the dialogue and discussion of rules and the promotion of interclass games in school.

Melchiades e Silva (2016) remind us of the possibility of inclusion through sport, which is made by competitive games within the school. And, in addition, another view of sport in a competitive way, influencing the well-being of people, such as their socialization and leisure. One of the possible strategies with this thinking to educate participants is games with mixed genres, where inclusion makes reflection and thinking, about superiority or exclusion of genres and educate participants about ethics and respect, gender and gender difference and socialization in educational environment.

Adding to a whole about competitive games Souza (2018) discusses the reality and the possibility of Physical Education in basic education and how teachers use competitive games for their teachings in the subject, this proposal is based on BNCC (BRAZIL, 2017) or PCN's (BRAZIL, 1999), but everyday life shows the real ease and difficulty of inserting games and sports in a school environment. Sometimes it is necessary for the teacher to recreate strategies with his own methods, based on documents, without losing the main objective of educating, motivating and preparing this student for adulthood.

Interclass games offer the opportunity for an individual to explore sports diversity and concepts of sports rules, influenced by the playfulness of being an athlete at that time, exploring their emotional, competitive and cooperative side, understanding the importance of experiencing that moment for their life, the happiness of participating in an event where all the members of the school will be and with possible participation of fans, that is, their family and friends.

Competitive games offer a crucial tool for the young person who thinks of being an athlete, administrator, coach among other professions in adulthood, as the diversity of possibilities and ease of planning of the subject makes it a usual and beneficial strategy for an individual's education. Moments in which the cognitive, social and motor can be united in various moments of the event, whether in the organization, execution or monitoring, the student learns and experiences the sport with educational aspects.

The teacher, in this sense, is a mediator of levels, working with methods already known as open conceptions, criticizing overcoming and developmental, being enough class to class that is to organize what the students should do and how to

do, being the point of connection, by For example, a 1st grader who has an idea of the rule with the afternoon pupil, who has the perception of security measures to make a match.

Interclass games are resources of a methodology that is already used, and shows how its permanence to the present day in the school environment, is a strategy that differentiates learning in physical education from the standard method of lessons by semester modules, well formulated and contained in The School's Pedagogical Political Project is a positive factor for teachers and students in the teaching-learning process.

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HIGH SCHOOL COMPETITIONS: INTERCLASS GAMES

Summary: Interclass games are sporting events that work on the physical, mental and social aspects of their participants. They happen within the school with disputes between students of different grades and different classes, with a common goal among participants: to be the winner of this modality. They are generally related to sports, but it depends on the school's goal along with the teachers', and besides sports they may include grammar, math, board games and popular games. be included to the full, proposing changes to the school's PPP and physical education teacher lesson planning. The methodology aims to establish literature review and critical analysis of scientific articles. For each of them, individually, a critique will be conducted based on a questionnaire organized by Cunha (2015). Souza's studies (2018) show the possibility of working with competitive games and manifestations of these games at school. Souza et al. (2018) have good points for reflection and thought, reporting in practice how interclass games are performed, and thus the extent to which they can arrive can be observed. Melchiades e Silva (2016) demonstrate the importance that sports competitions have in the development of a student while belonging to basic education. Interclass games are resources of a methodology that is already used and shows how its permanence until today in the school environment. It is a strategy that differentiates learning in physical education from the standard method of lessons by semester modules, well formulated and included in the school PPP is one of the positive factors for teachers and students in the teaching-learning process.

Keywords: Interclasses, Sport, Competitive, School.

COMPÉTITIONS DES ÉCOLES SECONDAIRES: JEUX INTERCLASSES

Résumé: Les jeux interclasses sont des événements sportifs qui traitent des aspects physique, mental et social de leurs participants. Ils se déroulent au sein de l'école avec des conflits entre élèves de différentes classes et classes, avec un objectif commun parmi les participants: être le gagnant de cette modalité. Ils sont généralement liés au sport, mais cela dépend du but de l'école et des enseignants. Outre le sport, ils peuvent inclure la grammaire, les mathématiques, les jeux de société et les jeux populaires. être intégralement inclus, en proposant des modifications au PPP et à la planification des leçons de l'éducation physique des enseignants de l'école. La méthodologie vise à établir une revue de la littérature et une analyse critique d'articles scientifiques. Pour chacun d'eux, une critique individuelle sera menée sur la base d'un questionnaire organisé par Cunha (2015). Les études de Souza (2018) montrent la possibilité de travailler avec des jeux de compétition et des manifestations de ces jeux à l'école. Souza et ses collaborateurs (2018) ont de bons arguments en matière de réflexion et de réflexion, expliquant comment les jeux entre classes sont réalisés et comment ils peuvent arriver. Melchiades e Silva (2016) démontre l'importance que les compétitions sportives ont dans le développement d'un élève tout en appartenant à l'éducation de base. Les jeux interclasses sont les ressources d'une méthodologie déjà utilisée et montrent comment elle se maintient jusqu'à aujourd'hui dans le milieu scolaire. C'est une stratégie qui différencie l'apprentissage en éducation physique des modules de semestre standard, bien

formulés et inclus dans le PPP de l'école, qui est l'un des facteurs positifs pour les enseignants et les élèves dans le processus enseignement-apprentissage.

Mots-clés: Interclasses, Sport, Compétition, École.

COMPETICIONES DE ESCUELA SECUNDARIA: JUEGOS DE INTERCLASS

Resumen: Los juegos entre clases son eventos deportivos que trabajan en los aspectos físicos, mentales y sociales de sus participantes. Suceden dentro de la escuela con disputas entre estudiantes de diferentes grados y diferentes clases, con un objetivo común entre los participantes: ser el ganador de esta modalidad. En general, están relacionados con los deportes, pero depende de la meta de la escuela junto con los maestros, y además de los deportes, pueden incluir gramática, matemáticas, juegos de mesa y juegos populares. ser incluido en su totalidad, proponiendo cambios en la planificación de lecciones de maestros de educación física y PPP de la escuela. La metodología tiene como objetivo establecer la revisión de la literatura y el análisis crítico de artículos científicos. Para cada uno de ellos, individualmente, se realizará una crítica basada en un cuestionario organizado por Cunha (2015). Los estudios de Souza (2018) muestran la posibilidad de trabajar con juegos competitivos y manifestaciones de estos juegos en la escuela. Souza et al. (2018) tienen buenos puntos para la reflexión y el pensamiento, informando en la práctica cómo se realizan los juegos entre clases y, por lo tanto, hasta qué punto pueden llegar. Melchiades e Silva (2016) demuestran la importancia que tienen las competiciones deportivas en el desarrollo de un estudiante mientras pertenece a la educación básica. Los juegos interclases son recursos de una metodología que ya se utiliza y muestra cómo su permanencia hasta hoy en el entorno escolar. Es una estrategia que diferencia el aprendizaje en educación física del método estándar de los módulos semestrales, bien formulado e incluido en la escuela. El PPP es uno de los factores positivos para los maestros y estudiantes en el proceso de enseñanza-aprendizaje.

Palabras clave: Interclases, Deporte, Competitivo, Escuela.

COMPETIÇÕES NO ENSINO MÉDIO: JOGOS INTERCLASSES

Resumo: Os jogos interclasses são eventos desportivos que trabalham o aspecto físico, mental e social de seus participantes. Acontecem dentro da escola com disputas entre alunos de diferentes séries e turmas variadas, com um objetivo comum entre participantes: ser o ganhador desta modalidade. Geralmente estão relacionados ao desporto, mas depende do objetivo da escola junto com os dos professores, podendo além dos desportos incluírem disputas de gramática, matemática, jogos de tabuleiro e jogos populares. Tem como objetivo identificar as mudanças que devem ser realizadas para que esses jogos sejam incluídos com total aproveitamento, propondo mudanças no PPP da escola e planejamento de aulas do professor de educação física. A metodologia tem por objetivo estabelecer revisão de literatura e análise crítica de artigos científicos. Para cada um deles, individualmente, será realizada uma crítica tendo por base, como ferramenta, um questionário, organizado por Cunha (2015). Os estudos de Souza (2018) mostra a possibilidade de trabalhar com jogos competitivos e manifestações desses jogos na escola. Souza e colaboradores (2018) têm bons pontos de reflexão e pensamento, relatando na prática como os jogos interclasses são realizados e, assim, pode ser observada a dimensão em que pode chegar. Melchiades e Silva (2016) demonstram a importância que as competições esportivas têm no desenvolvimento de um aluno enquanto pertencente a educação básica. Jogos interclasses são recursos de uma metodologia que já é utilizada e mostra como sua permanência até os dias de hoje no ambiente escolar. É uma estratégia que diferencia o aprender na educação física do método padrão de aulas por módulos semestrais, bem formuladas e constando no PPP da escola é um dos fatores positivos para os professores e alunos no processo de ensino-aprendizagem.

Palavras-chave: Interclasses, Esporte, Competitivo, Escola.