

## TEACHING EXTREME SPORTS AT SCHOOL: AN APPROACH BASED ON RENEWED HEALTH

ENSEÑAR DEPORTES EXTREMOS EN LA ESCUELA: UN ENFOQUE BASADO EN LA SALUD  
RENOVADA

O ENSINO DE ESPORTES RADICAIS NA ESCOLA: UMA ABORDAGEM A PARTIR DA SAÚDE  
RENOVADA

Veríssimo Santos de Jesus<sup>1</sup>  
Lucas dos Santos<sup>2</sup>  
Isaac Costa Santos<sup>3</sup>  
Antônio José Pinheiro Júnior<sup>4</sup>  
Franck Nei Monteiro Barbosa<sup>5</sup>

**Manuscript received on:** January 28, 2021.

**Approved on:** June 3, 2021.

**Published on:** June 18, 2021.

### Abstract

This study is a report of the experiences lived during the subject Supervised Internship I, held in the sixth semester of the Physical Education Undergraduate course at the State University of the Southwest of Bahia. It aims to discuss the experiences lived by teachers when approaching Le Parkour from the perspective of the renewed health pedagogical conception in basic education. The internship process was developed with elementary school students during the second semester of 2015. The pedagogical interventions occurred in a municipal school in the city of Jequié-

---

<sup>1</sup> Master's student and graduated in Physical Education at the State University of Southwest Bahia. Member of the Center for Studies in Physical Activity & Health.

ORCID: <https://orcid.org/0000-0002-7666-4474>

Contact: [verissimosantosdejesus@gmail.com](mailto:verissimosantosdejesus@gmail.com)

<sup>2</sup> Doctorate's student and Master in Health Sciences at the State University of Southwest Bahia. Scholarship from the Research Support Foundation of Bahia. Member of the Center for Studies in the Epidemiology of Aging and of the Research Group on Health, Physiology and Physical Activity.

ORCID: <https://orcid.org/0000-0002-8195-8856>

Contact: [lsantos.ed.f@gmail.com](mailto:lsantos.ed.f@gmail.com)

<sup>3</sup> Graduated in Physical Education from the State University of Southwest Bahia.

ORCID: <https://orcid.org/0000-0002-7976-4462>

Contact: [isaky.humanos@gmail.com](mailto:isaky.humanos@gmail.com)

<sup>4</sup> Graduated in Physical Education from the State University of Southwest Bahia. Physical Education Professional at the Family Health and Primary Care Expanded Nucleus of Anagé.

ORCID: <https://orcid.org/0000-0002-2770-7669>

Contact: [pinheirojunior.ap\\_@gmail.com](mailto:pinheirojunior.ap_@gmail.com)

<sup>5</sup> Master in Health Sciences from the State University of Southwest Bahia. Professor at the State University of Southwest Bahia and Professor at the State Public Network of Bahia. Member of the Center for Studies and Research on Praxis and Teacher Training.

ORCID: <https://orcid.org/0000-0002-7283-7067>

Contact: [francknei@yahoo.com.br](mailto:francknei@yahoo.com.br)

BA, with physical activity and health as the central proposal, through the radical sport Le Parkour. The approach of Le Parkour, from the conception of renewed health, proved satisfactory to contextualize the relationship between physical activity and health. The experiences lived during the internship had significant importance in the process of teacher training, as well as contributed to the professional and personal maturing.

**Keywords:** Physical education and training; Motor activity; Health at school.

### Resumen

Este estudio es un relato de las experiencias vividas durante la disciplina Pasantía Supervisada I, realizada en el sexto semestre de la Licenciatura en Educación Física de la Universidad Estatal del Suroeste de Bahía. Tiene como objetivo discutir las experiencias vividas por los docentes al abordar Le Parkour desde la perspectiva de la concepción pedagógica de la salud renovada en la educación básica. El proceso de pasantía se desarrolló con alumnos de primaria durante el segundo semestre de 2015. Las intervenciones pedagógicas se llevaron a cabo en una escuela municipal de la ciudad de Jequié-BA, con la actividad física y la salud como propuesta central, a través del deporte radical Le Parkour. El enfoque de Le Parkour, basado en el concepto de salud renovada, resultó satisfactorio para contextualizar la relación entre actividad física y salud. Las experiencias vividas durante la pasantía tuvieron gran importancia en el proceso de formación docente, además de contribuir a la maduración profesional y personal.

**Palabras clave:** Educación y formación física; Actividad del motor; Salud en la escuela.

### Resumo

O referido estudo é um relato das experiências vividas durante a disciplina Estágio Supervisionado I, realizada no sexto semestre do curso de Licenciatura em Educação Física da Universidade Estadual do Sudoeste da Bahia. Tem como objetivo discutir as experiências vivenciadas por docentes ao abordarem o *Le Parkour* na perspectiva da concepção pedagógica saúde renovada na educação básica. O processo de estágio foi desenvolvido com discentes do ensino fundamental durante o segundo semestre de 2015. As intervenções pedagógicas ocorreram em uma escola municipal do município de Jequié-BA, tendo a atividade física e saúde como proposta central, por meio do esporte radical *Le Parkour*. A abordagem do *Le Parkour*, a partir da concepção da saúde renovada, se mostrou satisfatória para contextualizar a relação entre atividade física e saúde. As experiências vivenciadas durante o estágio tiveram significativa importância no processo de formação docente, bem como contribuiu para o amadurecimento profissional e pessoal.

**Palavras-chave:** Educação física e treinamento; Atividade motora; Saúde na escola.

### Introduction

The supervised internship of the first curriculum of the Degree Course in Physical Education at the Universidade Estadual do Sudoeste da Bahia is provided in three stages (Internship I, II and III), allocated in the last three semesters of the course, as provided in the legal order that deals with the national curriculum guidelines for teacher training

courses, being mandatory and regulated from the following laws: Law of Directives and Bases of National Education (LDBEN) - Law n.9.394/1996 (BRASIL, 1996); National Curriculum Guidelines – CNE/CP 1 (BRASIL, 2002a); CNE/CP 2 (BRASIL, 2002b); Law n. 11.788/2008 (BRASIL, 2008).

The internship provides the student with the opportunity to overcome deficiencies by contextualizing the topics worked on, forming critical and reflective thinking about scientific and social issues. In addition, it provides the undergraduate student with the opportunity to become a communication channel between the university and the school, through the dialectical relationship of theoretical knowledge from the academic environment with the school reality, sharing the challenges faced as a teacher in training (BARROS; SILVA; VÁSQUEZ, 2011).

According to Fensterseifer and González (2007), the supervised internship, in particular, is indispensable to academic training, because it is during this process that the university student has the opportunity to make a connection between theory and practice, providing experiences necessary for the formation of a teacher. Thus, through the internship, we applied the knowledge acquired in the undergraduate course with the school reality, where the radical sport Le Parkour was used for health promotion through regular physical activity practice (GUEDES; GUEDES, 1996; NAHAS, 1997).

Extreme sports, such as Le Parkour, allow the physical education teacher to use in his classes, playful activities that are part of the basic motor skills of locomotion of the child, providing the awareness of the students about the benefits of an active and healthy lifestyle (VIEIRA; PEREIRA; MARCO, 2011).

Extreme Sports are conceptualized by Fernandes (1998) as a set of body practices differentiated by their closeness with nature or interaction with urban obstacles, expressing values that challenge the standards previously established. This type of sport, which used to be reserved only for beings gifted with heroism and courage, started to spread from the transition from the last century to the current one. These modalities are practiced by several people who crave for the emotions experienced in their practice, even though they usually don't have the technical knowledge and safety that the practices require (PEREIRA; ARMBRUST; RICARDO, 2008).

We chose Le Parkour because it is among the most practiced extreme sports. It was created in France around 1980 by David Belle, who was inspired by the movements performed by his father, a Vietnam War combatant. Considered as a practical discipline, Le Parkour (in Portuguese: o percurso) is the ability to learn to move in any environment, using only one's own body, in order to overcome obstacles on the way in the fastest and most efficient way. Thus, through it, it is possible to work on a child's basic locomotion motor skills, such as walking, running, jumping, hopping, rolling, crawling, climbing, etc. (VIEIRA; PEREIRA; MARCO, 2011).

According to Farias et al. (2009), as a result of the technological revolution, urbanization and changes in the lifestyle of the population, children and adolescents have shown higher rates of physical inactivity, leading to increased prevalence of obesity and overweight. Furthermore, these authors state that the practice of regular and scheduled physical activity in physical education classes can provide a decrease in the likelihood of cardio-metabolic diseases in students.

It is also known that the regular practice of physical activity has a protective and attenuating effect in relation to metabolic and cardiovascular diseases, promoting better sensitivity to insulin, while contributing to the reduction of body fat and enhancing the use of fatty acids as an energy substrate (LAZZOLI et al., 1998; FARIAS et al., 2009).

In this sense, school physical education plays an indispensable role in health promotion, because in addition to providing students with the opportunity to playfully experience body practices such as dance, court sports, gymnastics, fights, games and extreme sports, it contributes to an active life of students and enables the development of physical skills related to health, such as body composition, muscle strength, muscular endurance, flexibility and cardiorespiratory fitness. Moreover, it is also able to transcend the concept of health centered on the absence of disease, by expanding this concept and contributing to the students' potentialities, whether physical, psychological, mental, or social (LAZZOLI et al., 1998).

Thus, in addition to providing opportunities to practice physical activity throughout the lessons (GUEDES; GUEDES, 1996), school physical education provides students with the knowledge and tools so that they can exercise outside the school space, thus complementing the amount of physical activity recommended by the World Health Organization for a healthy growth, which is currently around 60 minutes per day (BULL et al., 2020).

However, Knuth and Loch (2014) add that the theme physical activity and health in school physical education classes has been treated from a fragmented perspective, requiring an approach in which its epistemological basis is both in the biological sciences and in the social sciences.

Such observation justifies the importance of including school physical education in elementary school, since one of the main objectives of this subject is to provide the disciple with knowledge that expands the ability to understand and the opportunity to experience healthy living habits, such as physical activity practice, which is a protective factor, providing better health and quality of life. Therefore, from this subject, the student should be able to value individual and collective health (BRASIL, 1997).

Thus, we used the renewed health pedagogical conception as a teaching method in the interventions performed in this study. In this teaching perspective, the authors argue that the role of school physical education is to promote health and quality of life, correlating physical activity, physical fitness, and health (GUEDES; GUEDES, 1996; NAHAS, 1997). This approach has been called renewed health, because it uses ideas from other pedagogical conceptions (DARIDO, 2003).

We state that, in this work, we address the relationships between physical activity, physical fitness and health, considering the multiple social, physical, psychological dimensions of health status and individual and collective quality of life (TRAVERSO-YÉPEZ; PINHEIRO, 2002; KNUTH; LOCH, 2014). Therefore, this study aims to discuss the teachers' experiences in approaching Le Parkour from the perspective of the renewed health pedagogical conception in basic education.

## Methods

This is a descriptive study, of experience report type, built from the experiences and notes from the field diary of Physical Education undergraduate students at the State University of the Southwest of Bahia, in the subject Supervised Internship I. The interventions were performed in a group of students from elementary school II, in a municipal school of Jequié-BA, in the second semester of the 2015 school year.

The subject Supervised Internship I began with theoretical activities in an academic environment, where we discussed and organized the planning of the interventions. The supervising teacher divided the class into groups. Each team was responsible for applying a certain sport in the partner schools; the sport initially chosen by our team was calisthenics. However, due to the lack of adherence of the students, we changed the pedagogical proposal to Le Parkour.

The proposal presented by the guiding teacher consisted of the following: each team should produce their lesson plans for the interventions and carry out the activities in the students' afterschool hours. Therefore, we did not use the physical education classes. Only the students who showed interest in the proposal were involved in the intervention. In total, 15 students signed up to participate in the activities. The interventions, based on renewed health, were developed as follows: conversation rounds before and after the activities with Le Parkour, relating physical fitness and health with the movements performed during the practice of this radical sport (GUEDES; GUEDES, 1996; NAHAS, 1997; KNUTH; LOCH, 2014).

The interventions took place on Tuesday mornings, Thursday afternoons, and Saturdays. The first week was dedicated to publicizing the interventions, going from room to room in the partner school, with the objective of winning over the adolescents interested in participating in the afterschool activities.

## **Results and discussion**

According to Barros, Silva and Vásquez (2011), the supervising teachers of the internship should aim at a real contact of the interns with the daily school life, because in the future this will be their reality as teachers. Therefore, we were introduced to the place where we would exercise the teaching practice, a municipal school in the city of Jequié-BA. Then, the supervisors presented the subject proposal, having physical activity and health as the main content.

However, many difficulties were encountered during the internship, caused by conflicts between the calendars of the university and the partner school. This was the effect of the strike experienced by the public universities of Bahia. In this sense, the supervising teachers of the subject Supervised Internship I, from a dialogue with the trainees, proposed the use of sport nuclei that took place during the third unit.

Thus, seven groups were formed among the undergraduate students, with the proposal of pedagogical interventions with several current sports. Initially, we chose calisthenics as programmatic content, aiming to teach its practice and discuss the association between physical activity and health. However, apparently, this activity did not draw the attention of the students, because there were no enrollments.

From observations made during the first week of our visit to the school to get to know the school routine, the teachers, and the students, we visualized students jumping on top of each other and jumping in the air. These events caught our attention. Therefore, we talked with the supervising teachers about the lack of interest of the students in calisthenics and the possibility of using Le Parkour as content for the interventions.

According to Vieira, Pereira and Marco (2011), Le Parkour is a modality rich in movements that enhances motor development and learning, because its initiation provides important and significant results in agility, balance, strength, flexibility and stimulates the creation of strategies for the various problem-situations presented during its practice in circuits, making it possible to conduct a dialogue between the practice and

the benefits to health and quality of life, besides contributing for students to visualize the leisure spaces present in their community.

Le Parkour was not part of our daily life, so we did some research in order to get closer to this sport. Thus, through this familiarization, we planned the classes. We started the proposal on a Saturday, when 15 students signed up.

According to the recommendations of Lazzoli et al. (1998), before the classes, we dialogued with the students about Le Parkour, its history and curiosities, for a conscious and contextualized practice of this sport. We explained the benefits for health and quality of life. We also discussed the positive effects of a physically active life since youth, that is, how the regular practice of physical activity could benefit them throughout their lives, especially in the aging process.

We started the activities with a warm-up to activate the muscle fibers, followed by the realization of a circuit with obstacles for beginners, in order to get them used to the displacement, change of direction, jumps and rolls performed during the practice of Le Parkour, as proposed by Vieira, Pereira and Marco (2011). The students' satisfaction was clear, which particularly encouraged us to plan and execute subsequent interventions during the course of the teaching unit.

The practice of Extreme Sports contributes to the motor development of students, besides providing pleasure in diverse environments (ARAÚJO et al, 2012). However, it is common knowledge that most schools have limited spaces for this purpose. In our experience, it was no different: the space available in the school for practice, besides being poorly maintained, was limited to traditional sports such as futsal and soccer.

However, this factor should not be an obstacle for Extreme Sports to be practiced in Physical Education classes, because this type of activity can effectively contribute to the global development of children and adolescents, without disregarding the playfulness, which is a fundamental factor for maintaining motivation in Physical Education classes (CARAMÊS et al., 2012).

According to Guedes and Guedes (1997), the main content used in Physical Education classes are sports, especially soccer, volleyball, basketball and handball, considered by the authors as insufficient content for the development of health and quality of life.

Thus, Extreme Sports have entered the scene as emerging content in Physical Education classes, expanding the content offered in Physical Education classes (ARMBRUST; SILVA, 2012). In addition to the use of extreme sports as a content of physical education classes, other proposals have emerged aiming to expand the possibilities of pedagogical performance of school physical education, such as the use of anthropometry as a tool for health education at school (MUSSI et al., 2019).

In order to put into practice, the pedagogical conception of renewed health (GUEDES; GUEDES, 1996; NAHAS, 1997), before and after the interventions, we shared with the students about the benefits of the activity on health and quality of life, contextualizing the development of physical fitness related to health (flexibility, muscular strength, body composition, cardiorespiratory fitness and muscular endurance), with the movements of Le Parkour. In this way, we discussed with the students how the movements performed in the activity could develop contextualized physical skills, besides discussing, in turn, about the relationships of physical fitness development with health (CASPERSEN, 1985; KNUTH; LOCH, 2014).

Le Parkour also made it possible to discuss how to face life's uncertainties, since the practices are composed of activities full of unpredictability, thus providing an autonomy process for the individual in the collective and in caring for the planet (ARMBRUST; SILVA, 2010).

Up to this point, during our undergraduate studies, we had had little contact with the school environment, which enriched our experience, since the subject Supervised Internship I provided us with a unique experience, especially because its theme was physical activity and health, which is an area we have special proximity to.

Beyond the practices, we had the opportunity to discuss, raise awareness and help students understand the importance of an active lifestyle; we experienced the pedagogical praxis, which provided us with experiences necessary for the formation of a teacher,

contributing to a critical role in the face of the challenges of basic education (BARROS; SILVA; VÁSQUEZ, 2011; FENSTERSEIFER; GONZÁLEZ, 2007).

## Conclusion

We affirm that the experiences lived during Supervised Internship I contributed significantly to the maturing of the students as basic education teachers, being of great value for their future teaching activities.

We believe that from these interventions, using the renewed health pedagogical conception, we enable students to experience the radical sport Le parkour, relating it to the development of physical fitness and the benefits of an active lifestyle.

Furthermore, we provided moments of reflection about the leisure spaces available in the community, which, in turn, contributed to the development of a critical consciousness, thus enabling the appreciation and preservation of these public spaces by the students.

## Referências

ARAÚJO, Mauricio Pires de et al. Contribuição de diferentes conteúdos das aulas de educação física no ensino fundamental I para o desenvolvimento das habilidades motoras fundamentais. **Revista Brasileira de Medicina do Esporte**, v. 18, n. 3, p. 153-157, 2012.

ARMBRUST, Igor; SILVA, Sheila Aparecida P. dos Santos. Pluralidade cultural: os esportes radicais na educação física escolar. **Movimento (ESEF/UFRGS)**, v. 18, n. 1, p. 281-300, 2012. Disponível em: <https://www.seer.ufrgs.br/Movimento/article/view/14937/17352>. Acesso em: 02 jul. 2020.

ARMBRUST, Igor; SILVA, Sheila Aparecida P. dos Santos. Esportes Radicais como conteúdo da educação física escolar. Artigo. In: **XVI Simpósio Multidisciplinar: Universidade e Responsabilidade Social**, 2010, v.16, São Paulo: USJT, 2010.

BULL, F. C. et al. World Health Organization 2020 guidelines on physical activity and sedentary behaviour. **British journal of sports medicine**, v. 54, n. 24, p. 1451-1462, 2020. Disponível em: <http://orcid.org/0000-0001-8035-4973>.

BRASIL. Ministério da Educação. **Educação Nacional**. n.º 9.394/96. Brasília: MEC/FAE, 1996. Disponível em: [http://portal.mec.gov.br/seesp/arquivos/pdf/lei9394\\_ldbn1.pdf](http://portal.mec.gov.br/seesp/arquivos/pdf/lei9394_ldbn1.pdf). Acesso em: 02 jul. 2020.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. **Diretrizes Curriculares Nacionais para a formação de professores da educação básica**. Resolução CNE/CP n. 1, de 18 de fevereiro de 2002. Brasília, DF, 9 abr. 2002a. Disponível em: [www.graduacao.univasf.edu.br/.../Resolucao%20CNE.CP%201.2002.pdf](http://www.graduacao.univasf.edu.br/.../Resolucao%20CNE.CP%201.2002.pdf). Acesso em: 02 jul. 2020.

BRASIL. Ministério da Educação. **Estágio de estudantes**. Lei n. 11.788, de 25 de setembro de 2008. Brasília, DF, 26 set. 2008. Disponível em: [www.planalto.gov.br/ccivil\\_03/\\_ato2007-2010/2008/lei/l11788.htm](http://www.planalto.gov.br/ccivil_03/_ato2007-2010/2008/lei/l11788.htm). Acesso em: 02 jul. 2020.

BRASIL. Ministério da Educação. **Carga horária dos cursos de licenciatura, de graduação plena, de formação de professores da educação básica em nível superior**. Resolução CNE/CP n. 2, de 19 de fevereiro de 2002. Brasília, DF, 4 mar. 2002b. Disponível em: <http://portal.mec.gov.br/cne/arquivos/pdf/CP022002.pdf>. Acesso em: 02 jul. 2020.

BRASIL. Ministério da Educação. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais: Educação Física**. Brasília, 1997. Disponível em: <http://portal.mec.gov.br/seb/arquivos/pdf/livro07.pdf>. Acesso em: 02 jul. 2020.

BARROS, José Deomar de Souza; SILVA, Maria de Fátima Pereira; VÁSQUEZ, Silvestre Fernández. **Atos de pesquisa em educação**, v. 6, n. 2, p. 510-520, 2011. Disponível em: <https://proxy.furb.br/ojs/index.php/atosdepesquisa/article/view/1661>. Acesso em: 02 jul. 2020.

CARAMÊS, Aline de Souza et al. Atividades circenses no âmbito escolar enquanto manifestação de ludicidade e lazer. **Motrivivência**, v.24, n.39, p.177-185, 2012. Disponível em: <https://periodicos.ufsc.br/index.php/motrivivencia/article/view/2175-8042.2012v24n39p177/23402>. Acesso em: 02 jul. 2020.

CASPERSEN, Carl J; POWELL, Kenneth E; CHRISTENSON, Gregory M. Physical activity, exercise, and physical fitness: definitions and distinctions for health-related research. **Publichealthreports**, v. 100, n. 2, p. 126, 1985.

DARIDO, Suraya Cristina. **Educação Física na escola: questões e reflexões**. Rio de Janeiro: Guanabara Koogan, 2003.

FARIAS, Edson S. et al. Influence of programmed physical activity on body composition among adolescent students. **Jornal de Pediatria**, v. 85, n. 1, p. 28-34, 2009. Disponível em: [https://www.scielo.br/pdf/jped/v85n1/en\\_v85n1a06.pdf](https://www.scielo.br/pdf/jped/v85n1/en_v85n1a06.pdf). Acesso em: 02 jul. 2020.

FENSTERSEIFER, Paulo; GONZÁLEZ, Fernando. Educação Física Escolar: a difícil e incontornável relação teoria e prática. **Motrivivência**, nº 28, p. 27-37, 2007. Disponível em: <https://periodicos.ufsc.br/index.php/motrivivencia/article/view/9123>. Acesso em: 02 jul. 2020.

FERNANDES, Rita C. Reflexões para um estudo acadêmico. **Conexões – Educação, Esporte e Lazer**, Campinas. v. 1, n. 1, p. 96-105, 1998.

GUEDES, Dartagnan Pinto; GUEDES, Joana Elisabete R. Pinto. Associação entre variáveis do aspectomorfológico e desempenho motor em crianças e adolescentes. **Revista Paulista de Educação Física**, n. 10, v. 2, p. 99-112, 1996.

GUEDES, Joana Elisabete R. Pinto; GUEDES, Dartagnan Pinto. Características dos programas de educação física escolar. **Revista paulista Educação Física**. São Paulo, 11(1):49-62, 1997. Disponível em: <http://citrus.uspnet.usp.br/eef/uploads/arquivo/v11%20n1%20artigo5.pdf>. Acesso em: 02 jul. 2020.

KNUTH, Alan; LOCH, Mathias. “Saúde é o que interessa, o resto não tem pressa?” Um ensaio sobre educação física e saúde na escola. **Rev. Brasileira de Atividade Física e Saúde**, Pelotas, v. 19, n. 4, julho, 2014. Disponível em: <https://periodicos.ufpel.edu.br/ojs2/index.php/RBAFS/article/view/3095/pdf194> Acesso em: 01 fev 2020.

LAZZOLI, José Kawazoe et al. Atividade física e saúde na infância e adolescência. **Revista Brasileira de Medicina do Esporte**, v. 4, n. 4, p. 107-109, 1998. Disponível em: <https://www.scielo.br/pdf/rbme/v4n4/a02v4n4.pdf>. Acesso em: 02 jul. 2020.

MUSSI, R. F. DE F.; JOSÉ, H. P. M.; AZEVEDO, D. P. DE; AMORIM, A. M. DE; PETROSKI, E. L. O ensino da antropometria na escola: uma proposta na educação em saúde. **Cenas Educacionais**, v.2, n.1, p.14-28, 30 jun. 2019. Disponível em: <https://revistas.uneb.br/index.php/cenaseducacionais/article/view/6296>. Acesso em: 31 mar 2021.

NAHAS, Markus Vinícius. Educação Física no ensino médio: educação para um estilo de vida ativo no terceiro milênio. In: **Seminário de Educação Física Escolar**, 1997. São Paulo. Anais... São Paulo: Escola de Educação Física e Esporte da Universidade de São Paulo, p. 17-20, 1997.

PEREIRA, Dimitri Wu; ARMBRUST, Igor; RICARDO, Denis Prado. Esportes Radicais de Aventura e Ação, conceitos, classificações e características. **Corpoconsciência**, Santo André, v. 12, n. 1, p. 37-55, 2008. Disponível em: <http://periodicoscientificos.ufmt.br/ojs/index.php/corpoconsciencia/article/view/3486>. Acesso em: 02 jul. 2020.

TRAVERSO-YEPEZ, Martha A; PINHEIRO, Verônica de Souza. Adolescência, saúde e contexto social: esclarecendo práticas. **Psicologia & Sociedade**, v. 14 n. 2, 2002. Disponível em: <http://www.scielo.br/pdf/psoc/v14n2/v14n2a07.pdf>. Acesso em: 01 fev. 2016.

VIEIRA, Marcelo; PEREIRA, Dimitri Wu; MARCO, Melissa. Primeiros obstáculos no Parkour escolar. In: **Congresso paulistano de educação física escolar**. São Paulo. CONPEFE. 2011. Disponível em: [https://94d5ddb8-ebca-4838-a804-1d422b43553e.filesusr.com/ugd/db85a1\\_2ce7cf8da8f040e1ba538bfdcb7358c5.pdf](https://94d5ddb8-ebca-4838-a804-1d422b43553e.filesusr.com/ugd/db85a1_2ce7cf8da8f040e1ba538bfdcb7358c5.pdf). Acesso em: 02 jul. 2020.