



RESILIENCE, SPORT AND SOCIAL PROJECTS

Luciana B. V. de Resende Hersen Monteiro¹

luidig@gmail.com

ORCID: <https://orcid.org/0000-0003-3254-681X>

Renata Osborne¹

rerafadeu@gmail.com

ORCID: <https://orcid.org/0000-0003-4679-0530>

Carla Isabel Paula da Rocha Araújo²

carla_mpompilho@hotmail.com

ORCID: <https://orcid.org/0000-0002-4644-6310>

Leonardo José Mataruna-Dos-Santos^{1,3}

mataruna@gmail.com

ORCID: <https://orcid.org/0000-0001-9456-5974>

Carlos Alberto Figueiredo da Silva¹

carlosfigueiredo1958@gmail.com

ORCID: <https://orcid.org/0000-0002-7429-932X>

¹ Universidade Salgado de Oliveira

² Universidade Federal do Pará

³ Canadian University of Dubai

Abstract:

This study investigates the contributions of sports social projects (SSP), the student's body image development, and resilience through sport. This work is a narrative review of the literature. Resilience is also a new topic that needs further study. The issue of resilience in SSP is even lower, with a large gap. The findings show that SSP provides benefits thanks to regular sports practice and collaboration in forming students. However, there is also a "shadow side of the sport", showing that many SSPs are palliative, as they have shallow and unclear goals. For a better analysis of the contribution of SSP and the development of resilience, more studies related to these themes are needed because the material found is still tiny. Even so, this article presents the most used concepts related to these themes, trying to contribute to a more significant discussion. Many youths assisted by the SSP are socially vulnerable subjects who suffer traumas daily linked to their social and cultural conditions. However, they can escape the immobilization caused by these traumas and overcome these adversities by re-signifying their image body. Hence, there is a need for a reaction potential, a process known as resilience. Thus, SSP can be essential in promoting their students' resilience, as they are a foundation for overcoming adversities.

Keywords: Social sports project; Resilience; Sport educational.

INTRODUCTION

With the growth of social inequalities, increased misery, unemployment, growing urban crime, and lack of public policies, especially in the area of health and education, in recent decades in Brazil, Sporting Social Projects (SSP) aiming to minimize

the consequences of social inequalities (Vianna & Lovisolo, 2011). The SSP emerged as a strategy to contain or disguise the ills of society, as they use sport as a channel for socialization or social inclusion financed by non-governmental organizations or companies (Silveira, 2013). Although the SSP are often presented as something relevant for providing benefits thanks to the regular practice of sports in the moral formation of their students, there is also a “shadow side of sport”, showing that many SSP are only palliative. These have shallow objectives and no explicit purposes or even call themselves capable of solving problems beyond their possibilities; this distorted or mistaken use of sports overestimates, discredits, or wastes PES investments (Correia, 2008; Cortês Neto, 2015; Osborne & Belmont, 2018).

The present study brings a literature review based on both aspects related to the benefits or not of sports social projects, serving for the appreciation and consultation of others interested in offering and evaluating sports social projects since the theme has few published studies, especially when it comes to sports social projects and the development of resilience. The 1990s were abundant in SSP (Hecktheuer & Silva, 2011) intending to complement or replace formal educational processes, especially for children and young people in social vulnerability. However, little research is related to sports social projects, especially those that aim to develop resilience.

This research aims to investigate, in the literature, the contributions of sports social projects and their connection with the development of the student's body image and, consequently, the promotion of resilience through sport.

METHODOLOGY

This article is a narrative review of the literature, according to Hohendorff (2014): “they are texts in which the authors define and clarify a given problem, summarize previous studies, and inform readers of a certain area of investigation” (p. 40). Unlike systematic and integrative reviews, the narrative review does not exhaust the sources and follows a more inductive pattern, which combines with the researcher's subjectivity. In the present work, a path was sought to present studies of



aspects of the PES, collecting, in particular, the texts that addressed resilience. Because it is still a very recent research object, as the SSP emerged around the 1990s (Hecktheuer & Silva, 2011), the development of the literature is still scarce. Resilience is also a recent topic (from the 1970s and 1980s) that still needs further research (Godoy et al., 2010; Brandão et al., 2011). Even more scarce is the theme of resilience in SSP, with a large gap to be filled (Castro & Souza, 2011).

As a theoretical foundation, initially, articles were selected from July to November 2020 in two databases: Plataforma Sucupira (Capes) and Google Scholar, using the three keywords of the study: Social Sports Project, resilience, and educational sport. On the Sucupira Platform (Capes), no work related to the object of study. In Google Scholar, without time limitation, when searching the keywords, in the following ways, with respective results: "Sports Social Project" and "Educational Sport" – 58 works, "Sports Social Project" and resilience – 30 works, "Resilience and educational sport" – no work. A total of 88 works were found, where duplicate references outside the scientific standard and unrelated to the theme were excluded; the remaining 53 articles were consulted and used for justification, in addition to serving as a research source to find other references. Then, the selected texts were filed and presented to support the present study.

RESULTS AND DISCUSSION

Social Sports Project – Villain or Good Guy?

Although sport is a constitutional right, according to Articles 6 and 217 of the Constitution of Brazil (Brasil, 1988), the promotion of physical and sporting activity experienced during leisure time is a social right guaranteed by the Public Power to all citizens, the PES are funded mainly by the private sector in the area of social responsibility, or by individuals (Correia, 2008; da Silva et al., 2008; Silva et al., 2010; Silveira, 2013; Murad, 2020). Therefore, by sharing with the State the responsibility for offering free public sport, the PES needs to be careful not to offer sport in a welfare,



compensatory, clientelistic, and instrumentalist way, or even in a salvationist perspective, where it replaces other social policies (Correia, 2008; Silveira, 2013).

Precisely because their objectives are not clear, the 'what' and 'how' they intend to develop the projects, that the SSP has been the target of criticism, as they credit the sport with grandiose objectives that are beyond their purview, and that essentially do not manage to solve simple and small changes in the local reality. Alternatively, even discredited in the academic environment, considering that the PES that use sport as a tool for inclusion are based on an excluding activity, permeated with bad intentions, because in its 'essence', sport selects the best; believe that sport alone will hardly solve all social problems, as public policy actions are needed (Melo, 2004; Correia, 2008; Vianna & Lovisoló, 2011; Silveira, 2013; Motta et al., 2018).

The so-called inclusive SSP are often considered “lifelines” for children and young people not to get involved with the crime surrounding their community. However, they have an excluding side, indicating that many of these projects are only palliative, as they are not committed to a comprehensive education; that is, they do not contribute to the formation of citizens to act in the society in which they are inserted. Alternatively, even, they only serve to find sports revelations, not providing everyone with this differentiated training and characterizing themselves as an excluding project (Neira, 2009; Vianna & Lovisoló, 2011; Murad, 2020; Ribeiro & Couto, 2022).

The criticisms made to education programs through sport generate discomfort among those who cultivate the false awareness that simple access to practice will guarantee citizenship training for thousands of children and young people representing communities socially deprived of solid and concrete educational experiences. Without intending to mischaracterize the training component of the sport, on the contrary, the dissonant voices and contrary to the encouraged discourse launch the following question at all times: “What training is at stake?”. (Neira, 2009, p. 62).



Many SSP becomes State apparatus, as they are financed by political interests that use sport as a mere appendix to State control policy, which is a domination strategy based on the conformation of body techniques, discipline, and teacher authority, in addition to serving as a “social analgesic”, in a conservative view where the sport is a tool for more significant social or doctrinal control (Melo, 2004; Correia, 2008).

Vianna and Lovisolo (2011) also see that, in most SSP, there is an excluding view, mainly because of teachers who emphasize only sports talents. However, they believe in the social value of sport, as it is an essential means of socialization, as it manages to develop values such as collectivism, friendship, and solidarity relevant to the social ascension of students from the lower classes, and thus contribute to overcoming the “hardships” of poverty. The sport, presented in a systematic and oriented way in a SSP, does not alienate but collaborates in the awareness of its limits, allowing it to aim for values that enable social change (Azevedo, 2009).

However, several scholars do not rule out the importance of SSP, especially those who take into account the educational and social value of sport, and not a reductionist view, where the practice of physical activity does not solve social problems but collectively allows the construction of a story based on his bodily experience. That is a realistic possibility within its limitations, through the body culture of movement, where sport makes one think and seek other possibilities in life (Abreu et al., 2023; Azem & Mataruna, 2019; Arteché & Mataruna, 2022; Cayaban et al., 2022; Cruz-Morales et al., 2022; Facia et al., 2020; Ghasemi et al., 2021; Mataruna et al., 2020, 2021, 2022, 2023).

Sport brings its cultural and social character to its roots. Due to its cultural and social content, sport is of great importance in the formation of individuals, as it collaborates in personal growth when it stimulates the pursuit of results based on merit and personal effort, motivates people to overcome and advance goals, in addition to helping in the development of ethical and citizenship values for a esserves and critical formation. Sport has as one of its main characteristics breaking barriers, building bridges, and transgressing spaces because, from the outset, everyone is equal



(Melo, 2004; Correia, 2008; Conceição & Palhares, 2014). Especially when using the social dimension Educational Sport, which, according to Tubino (2011), has as its premise training for citizenship with the inclusion and democratization of sports practice (Mazzei et al., 2023; Mesquita et al., 2022; Neto et al., 2022; Pagaduan et al., 2022; Perovano-Camargo et al., 2021, 2022; Santos et al., 2022; Silva & Mataruno, 2022; Swart, 2021; Skibinska et al., 2020; Wanick et al., 2021; Washif et al., 2022; Zardoshtian, 2022).

Several SSP and sports programs also believe that sport contributes to combating social exclusion by facilitating socialization and professionalization, providing citizenship training through medical and dental care, follow-up with psychologists and pedagogues, and professional courses, among other benefits. Among these, we can mention the Segundo Tempo Program, PROFESP (Programa Forças no Esporte), and Minas Olímpica Geração Esporte Program, financed by partnerships between governmental and non-governmental organizations. Furthermore, they argue that practicing sports provides an improvement in the quality of life of the children and adolescents served, through teaching values such as fair play, knowing how to work in a team, respecting the rules, having courage, dedication, overcoming limits, being resilient, in addition to recognizing the importance of sport in the recreational field and in encouraging a healthier life, collaborating in motor coordination and physiological functions, among others. Furthermore, a SSP are committed to making a difference in the lives of its students. One of its principles is to promote solidarity through sport but also through reflective activities to raise awareness of collective actions, with team spirit, and that everyone should be supportive, which may result in a reduction in violence (Silva et al., 2013; Steigleder et al., 2018; Osborne & Belmont, 2018; Galvão, 2019; Guimarães et al., 2019; Murad, 2020).

The SSP has been consolidated in the promotion of physical sports activities, but also as a way to improve self-esteem, being a great facilitator in the promotion of a positive body image, which allows the subject to find affective places, body experiences, which provide opportunities for the reconstruction of their identity and, consequently, in their personal and professional development. These interventions



often do not come from public authorities, but from individual initiatives or organizations, in a bottom-up movement, mobilized around a common goal, believing that they can collaborate for a more just and egalitarian society, especially using the activity physics and sport as a tool (Tavares, 2003; Mattos & Silva, 2013; De Mattos et al., 2010; Silva & Silva, 2013; Neves et al., 2015; Cortês Neto, 2018; Martins & da Silva Ilha, 2020; dos Santos et al., 2022).

Body Image, Trauma, Resilience

Body image

It is necessary to know its origin to understand the essence of Body Image and how to reconstruct it. The first ideas for defining the essence of Body Image that we have today came from neurology in 1905 by the Frenchman Pierre Bonnier, the first to introduce the term 'body schema' and formulate its definition. To initiate the studies of Body Scheme, it recognizes that certain neurological parts were directly linked to the body scheme and that changing them brings difficulties to the body perception.

From 1930 onwards, studies on 'Body Image' began to move away from the unidirectional view of neurologists and towards more multiple views. Paul Schilder believed that Body Image was the way the body expresses itself in the mind and that it can undergo changes due to neurological damage and the expressions of emotions caused in man's relationships. He was innovative for his time and defended that Body Image should add physiological aspects and intrapsychic experiences mediated by the social dimension since the body is a unit, in addition to being the first researcher to implement the figure of the human body to help in research. From it, it was possible to perceive that the essence of the Body Image by the subject should not be analyzed only to correct brain injuries but the importance that culture, attitudes, and feelings have in each human behavior, helping in its reconstruction, after a psychological trauma (Campana & Tavares, 2009).



Trauma

Today's society is marked by violence and social injustice, where those who suffer the most are on the margins of society. Among the most susceptible are children, adolescents, and esse people in situations of social vulnerability. According to Correia (2008, p. 116), "The concept of social vulnerability is associated with civil and social rights and citizenship conditions that, due to a complexity of factors, leave different subjects and communities excluded from the status of citizens". Furthermore, understanding that social vulnerability is related to the lack of social integration and the distribution of resources that end up excluding these people from society, the lack of public policies such as health, education, sanitation, housing, and employment, among others, further accentuates the violence, causing various traumas in these subjects (Correia, 2008; Osborne & Belmont, 2018).

On the other hand, despite the complicated life, these subjects try to survive, with traumatic experiences experienced daily due to their social and economic vulnerability. According to Neves, Hirata, and Tavares (2015), "trauma paralyzes the development of the subject and, consequently, alters the dynamism of the body image: the subject does not dissolve, but also, disconnected from himself, does not dynamically rebuild" (p. 99). Thus, in a reality of urban violence, where the lack of active public policies ends up limiting the subjects' bodily mobility, which influences so that the first fruits of zeal for oneself and the other remain in the background, because in these precarious conditions, the subject develops one distortion of their body image, making it even more challenging to overcome traumas and deepening social inequalities (Santos & Silva, 2020). When it comes to subjects in social vulnerability, who daily suffer various traumas linked to their social and cultural conditions, deconstructing and rebuilding their body image is the big question for them to intervene in their social reality, enabling the subject to develop their body image better, collaborating in the redefinition of the elements of his life and incorporating them into his identity (Tavares, 2003; Neves, Hirata & Tavares, 2015).

Cyrułnik (2004) states that every trauma can leave a cerebral and affective trace hidden in the continuity of development, which will always be preente, even if



hidden, not being reversible, but being able to be repaired, sometimes even for the better. So, for the subject to be able to get out of the immobilization caused by various traumas, and for the overcoming of these adversities to happen, with a re-signification of their body image and continuity of life, a reaction potential is necessary, a process known as resilience (Tavares, 2003; Neves et al., 2015).

Resilience

The term resilience is still under construction, evolving, especially in recent decades in the area of human sciences. Although studied by different areas of knowledge, the various forms of research have contributed to the definition of its concept, making it more consistent (Oliveira et al., 2008; Godoy et al., 2010; Rozemberg, 2013).

Although studies of resilience increased around the 1970s and 1980s, Alexander (2013 apud Teixeira, 2016) reports that there are indications that the first records of the term date back to Cicero (106-43 BC, in work *Orationes*). Another author cited as a precursor to the use of the term is the English scientist Thomas Young, who in 1807 used the term in mechanical engineering, explaining that resilience would be the ability of a material to return to its normal state, even after having suffered pressure on itself (Brandão et al., 2011; Teixeira, 2016; Silva, 2019). Metaphorically, Sabbag (2012) exemplifies that bamboo, known as *take* in Japan, is worshiped precisely because of its solid and flexible shape, capable of growing with strength, combining solidity with lightness, and facilitating its ability to recombine itself. He also reflects that he values “bamboo people”, for having the ability to bend but recover quickly and even emerge stronger after adversity, indicating that they are resilient individuals.

The origin of word resilience comes from the Latin *resilio*, where the derivative *re* indicates a setback and *salio* means to jump, thus understanding as jumping back, jumping back, recovering, returning to normal, emphasizing its meaning, which defines it such as the elastic capacity of a body, or its tendency to rebuild, or even to resume its original form (Brandão et al., 2011; Sabbag, 2012; Teixeira, 2016; Silva, 2019).



Barbosa (2019) covers more when explaining the etymology of the word resilience, where *silie*, which means to jump or push towards something, is understood as taking a purpose or goal, and *re* would have the meaning of again, once more, expanding the meaning of resilience, not limited to the *esserves* physics to withstand pressure, but something more active and constructive.

Currently, the term resilience is already more used by the human sciences than by the exact sciences, where the focus shifted from something immutable of resistance and resumption to a dynamic process of adaptation and transformation amid the adversities of life, including the qualities of flexibility and elasticity typical of human beings (Assis et al., 2006; Brandão et al., 2011; Silva, 2019). However, the concept of resilience has been studied in more depth since the 1970s by psychologists and psychiatrists, who began to define resilience as “the ability to accommodate and rebalance oneself in the face of adversity constantly” (Assis et al., 2006, p.18).

Infante (2005) considers that the definition of resilience that best represents the second generation of researchers in the area is that of Luthar and others (2000 apud Infante, 2005), where they believe it to be an active process that results from a positive adaptation after great adversity. The author identifies three essential *esserve*s that must be contained in the definition of resilience: 1) the perception of adversity, trauma, risk, or threat to development; 2) positive adaptation or overcoming of adversity and 3) the active process between the emotional, cognitive and sociocultural *esserve*s that influence the development of the human being (Infante, 2005; Oliveira et al., 2008). Melillo (2005) explains that the concept of resilience is “defined as the ability of people or groups to successfully face the adversities of life, and even emerge stronger from them.” (p. 88). Grotberg (2005) understands resilience as: “The human capacity to face, overcome and be strengthened or transformed by experiences of adversity.” (p. 15).

While Barbosa (2019) points out that due to the expansion of research, there was an evolution of the term resilience, allowing it to be divided into three phases: “those who support”, “those who recover,” and “those who transform”. The 1st phase, “those who support”, was where the person’s resilience was recognized and



understood, how he resisted and endured the challenges of life, investigating the factors for overcoming. In the 2nd phase, “those who recover”, the focus was on developing resources for people to recover after adversity, cites Dr. Martin Seligman, who focused his studies on promoting virtues to aid recovery from adversity. Finally, phase 3, “to what they transform”, reports expanding the idea of resilience, not limiting it to enduring and recovering from adversities but developing the ability to transform reality, promoting resilient behaviors (Barbosa, 2019).

Infante (2005), when speaking of the historical development of the concept of resilience, also divides the groups of researchers, using the term generation and delimiting it in two. The 1st generation of researchers sought to identify which factors influenced the development of children who adapted positively despite adverse conditions. They broaden the focus of studies, leaving the individual condition of overcoming to study how external factors influence resilience. They organized the resilient factors into three groups: individual esserves, esser aspects, and characteristics of social environments. The 2nd generation sought to identify the adaptation and development processes of resilience, enabling the creation of strategies to promote resilience and quality of life (Infante, 2005; Silva, 2019).

The most significant study pointed out by several authors as a landmark in the study of resilience is longitudinal research, started in 1955 with children in Hawaii. The study known as the Kauiai Longitudinal Study, by Werner and Smith, for 32 years, monitored 698 children born in 1955, intending to know the impact of biological and social risk factors and their protective factors. It had an interdisciplinary team from the health area, which sought to identify what factors differentiated children who managed to positively lead their lives, despite being exposed to various adversities, such as poverty, stress, and lack of esser structure, from children who get involved in risky situations. Or who developed some psychological pathology (Werner, 2005; Melillo, 2005; Infante, 2005; Rozemberg, 2013; Barbosa, 2019; Silva, 2019).

In Brazil, the term resilience, adopted by psychology, originated from physics and engineering and had as a pioneering study in 1996, the work that investigated the street population through the Center for Psychological Studies on Street Boys and



Girls, the CEP-RUA, created by professor Silvia Helena Koller, associating the concept with the subjects' perception of the meaning of trauma and how they react to these events (Godoy, 2010; Brandão et al., 2011; Silva, 2019). Despite different concepts, there is a consensus in current studies that resilience goes beyond the recovery of trauma but is related to the human capacity to overcome, recover and adapt positively in the face of adversity, being a personal growth. Another common point in the studies is that resilience is not simply a personal and static attribute but a variable and dynamic capacity, which can be promoted throughout life but depends on internal and external circumstances. Because it involves intrinsic and extrinsic processes, all people have the potential to develop resilience to a greater or lesser extent, as it will depend on how they face adverse situations and their emotional state. Therefore, resilience is built according to the interactive process between the subject and the environment, varying according to the circumstances presented, considering the context where the subject is inserted. Unable to define the person, as a resilient subject at all stages of his life, but a resilient subject at a given moment. Each person deserves resilience differently because what would affect the same person in one moment may not affect another. The same adversity can cause the same or different results in different people, as they face situations more or less suffering, depending on their maturity and experience (Oliveira et al., 2008; Godoy et al., 2010; Rozemberg, 2013; Silva, 2019).

(...) resilience is produced as a result of social and intrapsychic processes. One is not born resilient, nor does one acquire resilience "naturally" during development: it depends on certain qualities of the subject's interactive process with other human beings responsible for building the human psychic system. (Melillo, Estamatti & Cuestas, 2005, p. 61).

There are still many criticisms of the concept of resilience, as some authors define the resilient subject as someone who can overcome their conditions of vulnerability, limiting the concept to an ideological characteristic of individual success and passive adaptation to social norms, imposed by an authoritarian society, restricting resilience as a competence and generating a stigma and a label (Rozemberg, 2013).



Brandão et al. (2011) describe that due to the post-war historical context it increased social and economic inequalities, social unrest was suppressed by social security and social security systems, in addition to new services being accessible to the masses, causing the subject to stop sharing his life in public, individualism prevailing over the collectivity, and it is in this scenario that resilience studies proliferate, starting from an services perspective.

However, several authors who study resilience do not consider that the promotion of resilience is linked to compliance and passivity; on the contrary, they warn of the fact that promoting resilience does not replace the responsibility of acting in public policies to combat extreme poverty, violence, and social inequality (Brandão et al., 2011).

Nevertheless, the ugly duckling will take a long time to understand that the scar is never safe. It is a crack in your personality development, a weak point that can always tear under the blows of fate. This crack obliges the duckling to work its never-ending metamorphosis incessantly. Then he can lead a life like a swan, beautiful but fragile because he will never forget his past as an ugly duckling. However, when you become a swan, you can think about him in a sustainable way; this means that resilience, the act of recovering and becoming beautiful despite everything, has nothing to do with invulnerability or social success. (Cyrułnik, 2004, p. 4).

When considering that a resilient subject is service capable of withstanding all adversities, that he has a limit to tolerate the pressure of the external environment, it is understood that resilience is service intrinsic characteristic but that circumstances change, and the mechanisms of resilience change. Resilience is a provisional, unpredictable, and service characteristic (Rozemberg, 2013; Silva, 2019).

As Cyrułnik (2004) states, a person must go a long way to become resilient. That resilience is based on the individual character, its cultural meaning, and the existence of social support, that is, a resilience tutor. He highlights three aspects in childhood related to resilience, such as: 1. The conquest of internal resources developed in the first months of life; 2. The type of trauma, and what meaning did this wound have in the service of the boy and the girl. 3. The encounter opportunities to



speak and act. It points out that having a favorable esse climate, where the child feels safe and esserves to seek outside help when necessary, generates an influential protection esse, facilitating the development of resilience. He also emphasizes the importance of including other protective factors in childhood, humor, and fantasy, as he considers them one of the most precious resilience factors.

Thus, professionals who work in institutions and schools can extend the concept to practice by internalizing the concept of resilience aligned with proposals that meet the care and protection of children and adolescents and not resilience as an ideological characteristic. If possible, promote resilience in their students, in addition to being a foundation for overcoming adversity, as their esse establish a relationship of trust, which the student finds in the adult, the person who wants to help him and who believes in his ability to learn, that is, a resilience tutor (Melillo, 2005; Rozemberg, 2013).

Although some authors “crucify” the SSP, others defend that the SSPSSP are important and relevant in developing children and esse people in the communities. “Sport is an important means of socialization as it manages to achieve values such as collectivism, friendship, and solidarity, which are relevant to overcoming the hardships of poverty.” (Vianna & Lovisolo, 2011, p. 294). By offering these subjects the opportunity to practice sports activities, the SSP contributes to the redefinition of traumas, collaborating in the reconstruction of the body image through the intervention of the Physical Education teacher.

Due to its professional nature, it manages to promote an environment of freedom and trust, but, above all, responsibility to contribute to developing resilience. In this sense, the study by De Mattos et al. (2010) adds that:

Sport occupies a prominent place in our society, so one understands the importance of practicing sports as an instrument of socialization, promotion of citizenship, and professional and personal success. Inclusion strategies have been the focus of some institutions to combat social injustice and the lack of opportunities generated by the current system (p. 236).

When analyzing the SSP-Fernanda Keller, Steigleder et al. (2020) state that there is a significant commitment on the essev the entire team of professionals who



work there. There are training courses for improving employees to achieve the Institution's objectives and mission. The reports highlight the value attributed to the *esserv* in the social transformation of *esse* people, the community, and professionals directly or indirectly involved in the actions. It is verified, therefore, the importance attributed to the effective participation in the social transformation of the *esse* people who participate in this and other SSP. To Silva and Silva (2014) the legitimacy and visibility gained by SSP Boxe Vidigal were investigated by them:

[...] are clear indicators of work that impact the community [...]. The reports point out that the main characteristic of the PBV network is linked to communicative rationality, understood as substantive, where values are prevalent, and respect for the other, over instrumental rationality, where the main thing is the cost/benefit ratio, profit, and in technique (p. 58).

In this way, by valuing values and respect for others, the SSP, by ensuring a safe and conducive environment for its students and guided sports activities, has tools for developing resilience and collaborating in a social transformation of its students and relatives. "That is why the resilient individual needs to rely on his resources, but also on a favorable social environment to be able to keep his identity intact, reestablished in his development." (Neves et al., 2015, p. 100). Below, in Table 1, a summary of the articles consulted in the review is presented.

Table 1. Papers consulted.

Year	Title in Portuguese	Objective	Journal/Publisher	Authors
2003	Imagem Corporal: Conceito e Desenvolvimento	Discuss the concept and development of body image.	Manole	Tavares, M. C. G. C. F.
2004	Lazer, Esporte e Cidadania: debatendo a nova moda do momento.	Critically discuss possible relationships between the new configurations of sport policies and the so-called promotion of citizenship.	Movimento	Melo, M.P.
2004	Os Patinhos feios.	Discuss trauma consequences in a cerebral and affective trait.	Martins Fontes	Cyrułnik, B.



2005	A resiliência como processo: Uma revisão de literatura recente.	Review the literature on resilience.	Artmed	Infante, F. (2005).
2005	Resiliência: descobrindo as próprias fortalezas.	Discuss resilience.	Artmed	Melillo, A.
2005	Introdução: novas tendências em resiliência.	Discuss new trends in resilience.	Artmed	Grotberg, E. H.
2005	Alguns fundamentos psicológicos do conceito de resiliência.	Introduce the psychological concepts of resilience.	Artmed	Melillo, A.; Estamatti, M.; Cuestas, A..
2008	Projetos sociais em educação física, esporte e lazer: reflexões e considerações para uma gestão socialmente comprometida.	Present to physical education some concepts already used in the ess of social management, in an attempt to contribute to improving this situation presented above and to enable a better intervention by physical education esserveses interested in the management of social projects.	Arquivos em Movimento	Correia, M.M.
2008	Resiliência: análise das publicações no período de 2000 a 2006.	Review the literature on resilience.	Psicologia: ciência e profissão,	Oliveira, M. A. D., Reis, V. L. D., Zanelato, L. S., & Neme, C. M. B.
2006	Resiliência enfatizando a proteção dos adolescentes.	Show esse people's ability to deal positively with adversity of life as loss of loved ones and violence.	Artmed	Assis, S. G. D., Pesce, R. P., & Avanci, J. Q. (2006).
2006	O modelo da hélice tríplice e o papel da educação física, do esporte e do lazer no desenvolvimento local.	Propose training for civic entrepreneurship, in which university, company and government work together, with physical activity, in its multiple manifestations, as a esse that induces social development.	Revista Brasileira de Ciências do Esporte	Da Silva, C. A.F., Terra, B. R. C., & Votre, S. J.
		Discuss aspects related to integration,		



2009	Esporte, ensino e Educação Física.	inclusion and exclusion in sport.	Editora UFMS	Azevedo, A.C.B.
2009	Avaliação da Imagem Corporal: Instrumentos e diretrizes para pesquisa.	Present instruments and research guidelines for body image assessment.	Phorte	Campana, Â. N. N. B.; Tavares, M. C. G. C. F.
2009	Programas de educação pelo esporte: qual formação está em jogo?	Denounce mistakes in the assumptions that support initiatives in sports projects, questioning their educational potential, from the confrontation of the common sense discourse that relates education and sport, with examples extracted from everyday life and concepts from sociology, pedagogy and philosophy.	Revista Veja	Neira, M.G.
2010	O esporte náutico e a dinâmica da hélice tríplice no projeto Grael: um estudo de caso.	Promote reflection on the role of sport in the development of regions.	Revista Movimento	De Mattos, D. C., da Silva, C. A. F., Lopes, J. P. S. R., & Capinussú, J. M.
2010	Avaliação da resiliência em escolares do ensino médio.	Evaluate the resilience of schoolchildren.	Revista de Psicologia e Saúde	Godoy, K. A. B., Joly, M. C. R. A., Piovezan, N. M., Dias, A. S., & Silva, D. V. D.
2010	Educação física, desenvolvimento e inovação: o argumento da hélice tríplice.	Understand the esserves innovation in the ess of physical education.	Motriz: Revista de Educação Física	Silva, C.A.F.D., Lopes, J.P.S.R, & Araújo Netto.
2011	A construção do conceito de resiliência em psicologia: discutindo as origens.	Describe the esserves resilience in psychology.	Paidéia	Brandão, J. M., Mahfoud, M., & Gianordoli- Nascimento, I. F.



201 1	A inclusão social através do esporte: a percepção dos educadores.	To investigate the perception of physical education teachers, who work in social inclusion projects through sport in popular communities in the city of Rio de Janeiro, about their students and institutional intervention.	Revista Brasileira de Educação Física e Esporte	Vianna, J. A., & Lovisolo, H. R.
201 1	Dimensões Sociais do Esporte	It discusses aspects related to educational, performance and participation sports.	Cortez	Tubino, M.J.G.
201 2	Resiliência: Competência para enfrentar situações extraordinárias na sua vida profissional	Reflect on resilience and competence.	Elsevier.	Sabbag, P. Y.
201 3	Resiliência na adolescência: uma reflexão sobre o potencial de superação de problemas em meninos e meninas.	Discuss resilience in adolescence.	Fundação Osvaldo Cruz	Rozemberg, L. B. (2013).
201 3	Esporte e Lazer no Programa Minas Olímpica Geração Esporte–FHA: Espaços e Apropriações.	To esserve the Helena Antipoff Foundation’s “Minas Olímpica Geração Esporte” program, its characteristics and its understanding of Sport and Leisure.	Licere	Silva, L.T. et al.
201 3	Boxe e Rede Solidária no Morro do Vidigal.	Analyze the collaborative network built in Projeto Boxe Vidigal.	Unisuam	Silva, O. M.; Silva, C. A. F.
201 3	Considerações sobre o esporte e o lazer: entre direitos sociais e projetos sociais.	Discuss the right to sport and leisure in contemporary society, based on the overlap between this and the rise of social sports projects carried out by private companies or Third Sector institutions.	Revista Interdisciplinar em Estudos do Lazer	Silveira, J.
201 4	Refletindo sobre Projetos Esportivos Sociais e a Capoeira.	Present and discuss social sports projects and their influence on the lives of children and esse people.	Licere	Conceição, C.S.R, & Palhares, L.R.



2014	Desenho da rede de um projeto esportivo social: atores, representações e significados.	To explore the senses and meanings attributed by the actors of a network that develops a social sports esserv.	Revista brasileira de educação física e esporte	Silva, O. M. D., & Silva, C. A. F. D.
2015	Imagem corporal, trauma e resiliência: reflexões sobre o papel do professor de Educação Física.	Encourage reflection on promoting resilience in the school esserve through the intentional intervention of the Physical Education teacher	Psicologia escolar e educacional	Neves, A. N., Hirata, K. M., & Tavares, M. D. C. G. C. F.
2016	Resiliência e Vulnerabilidade Social: Uma perspectiva para a educação sociocomunitária da adolescência	Discuss esse-community education, resilience and social vulnerability.	Vozes	Teixeira, E. C.
2018	Resiliência em adolescentes participantes de projetos sociais esportivos.	Evaluate the resilience of esserveses participating and not participating in sports social projects, relating it to their esse-demographic profile.	Universidade Federal do Rio Grande do Norte	Cortês Neto, E. D.
2018	Strategies for establishing partnerships between physical education and industry.	Identify strategies that bring the productive sector closer to Physical Education	Journal of Physical Educatin and Sport	Motta, C. F., Da Silva, C.A.F., & Dos Santos, R.F.
2018	Contribuições do Esporte e da Educação Física para um mundo melhor	Discuss issues related to sport and the promotion of esse.	Casa da Educação Física	Osborne, R., & Belmont, R.
2018	Alianças Intersetoriais e Projetos Esportivos Sociais No Brasil: Um Estudo De Caso na Cidade de Niterói.	Identify the representations of the main managers involved in a social sports esserv developed in the city of Niterói and its intersectoral esserve.	Revista Intercontinental de Gestão Desportiva	Steigleder, M.L. et al.
2019	Conceitos Básicos da Resiliência. São Paulo.	Introduce the basic concepts of resilience.	SOBRARE.	Barbosa, M. (2019).
		Verify whether the Forças do Esporte Program (Profesp), esserv the Segundo Tempo Program, developed by the Armed Forces, is a esse of social inclusion and sports development in		



2019	O Programa Forças no Esporte como fator de inclusão social e desenvolvimento esportivo no Brasil.	Brazil.	E-Legis	Galvão, P.G.
2019	Visão dos pais sobre a participação de seus filhos em um programa esportivo social. Caderno de Educação Física e Esporte, 17(2), 133-141.	To point out the parents' points of view about their children's participation in a social sports program, the Segundo Tempo Program.	Caderno de Educação Física e Esporte	Guimarães, C. G. M., Silva, S. A., & Zampier, J. E. D. L. C.
2019	Resiliência integral e juventudes periféricas: análise da experiência formativa no campo educacional.	Discuss resilience in youth.	Universidade Federal de Pernambuco	Silva, M. L. F.
2020	A importância da prática do futsal na frequência escolar e na motivação dos alunos de uma escola especial.	To analyze the participation of students from a special school in esserves educational activities, based on the experience of the Futsal Project.	Research, Society and Development	Martins, R. M., & da Silva Ilha, F. R.
2020	Sport as a vehicle for esse-educational transformation: a study of the Fernanda Keller Project.	Identify the representations of the main actors involved in the Fernanda Keller Project on the internal and external environments of the organization.	Motriz: Revista de Educação Física	Steigleder, M. L., Dos Santos, R. F., & Da Silva, C. A. F.
2020	Sociologia e Educação Física. Diálogos, Linguagens do Corpo, Esportes	Present elements of sociology in issues related to Physical Education.	Editora FGV	Murad. M.
2022	O Punhobol na cidade do Rio Grande/RS: dos primeiros passos à consolidação como um esporte escolar.	Share the experience of the municipality of Rio Grande/RS, with regard to the historical esserves implementation, realization and effectiveness of actions aimed at school fistball.	Research, Society and Development	dos Santos, L. L., da Cunha, L. C., & Montiel, F. C.
	Professional Training in Educational Sports in Brazil: The Collaborating Teams of the Programa	To describe the perceptions of teams that work with educational sports and how they approach Physical Education teachers.	Research,	Ribeiro, S.P., &



202 2	Segundo Tempo (PST)–Federal Government		Society and Development	Couto, A.C.P.
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Authors.

CONCLUSION

The favelas are already traumatic due to violence and the lack of public policies such as health, education, sanitation, housing, and employment, among others. Therefore, the student coming from a troubled reality, in addition to the traumas caused by a difficult life, still carries with him traumatic experiences lived daily, that is, traumas resulting from his social and economic vulnerability. That is why the work of the SSP becomes essential, as it can contribute to the re-signification of traumas, collaborating in the reconstruction of the body image through physical activity, and developing the students' resilience.

A serious SSP has everything to collaborate in his social intervention by ensuring a safe and conducive environment for the resilient subject to continue his trajectory. Therefore, a quality SSP can be a great motivator in realizing the dreams of its students, which can only be achieved with some support; this is clear, esser respecting the body experience and culture of each one, their specificities and limitations.

Finally, it should be noted that for a better implementation of the esserve study, it is necessary to collect data to confirm the benefits of the SSP in promoting the resilience of the students served. In any case, this work can stimulate more research on SSP and its developments, and they collaborate for the organization of SSP committed to a true social transformation. Suggestions for future studies include the follow-up of SSP graduates and the esserves their professional careers, social and economic ascension, and work that can support public policies to increase these initiatives. Another point that esserves analysis is the participation of governments, companies, universities, and civil society in sharing responsibilities for developing the PES.



Thanks

We want to thank the Salgado de Oliveira University, which allowed the execution of this work by granting a full scholarship to the first author.

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Recebido em: 03/01/2023

Aceito em: 27/02/2023

Endereço para correspondência

Luciana Monteiro

luidgi@gmail.com

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