


REFERENCES AND REFERENTIALS FOR TEACHING 3X3 BASKETBALL OF SCHOOL PHYSICAL EDUCATION

*REFERÊNCIAS E REFERENCIAIS PARA O ENSINO
DO BASQUETE 3X3 DA EDUCAÇÃO FÍSICA ESCOLAR* 

*REFERENCIAS Y REFERENCIALES PARA LA ENSEÑANZA
DE BALONCESTO 3X3 DE LA EDUCACIÓN FÍSICA ESCOLAR* 

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Abstract: In 2021, on the occasion of the XXXII Olympic Games, 3x3 Basketball (3x3B) debuted as an Olympic sport. Thus, the aim of this essay is to present arguments, references and referentials to teach 3x3B of School Physical Education (SPE). Based on the referentials of Sport Pedagogy (SP) and different facilitators, we reflect and indicate the possibility of problematizing the genesis and development, the foundations and technical-tactical actions of the 3x3B, the ethical-moral values of Sport and creation, together with the students, of norms and behaviours for the practice of 3x3B of SPE in a critical way and not limited to the reproduction of the Olympic sport at school. We consider that, based on the SP referentials, the 3x3B of SPE enables experiences, dialogues with other body practices and the problematization of social issues that can contribute to a positive, critical-reflective and comprehensive education of students through the sports practice of the 3x3B.

Keywords: 3x3 Basketball. Physical Education. School. Sport Pedagogy.

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1 INTRODUÇÃO

Sport¹, understood here as a product of modernity, the result of the process of sportivization of English games and pastimes (ELIAS; DUNNING, 1992), which refers to the universalization of codes, institutionalization of practices and the social hierarchy of practitioners (PARLEBAS, 2008). Exclusive practice of the English aristocracy at the end of the 18th century, Modern Sport became a typical practice of aristocratic and bourgeois idleness in the mid-19th century, see the influence of the rise of the middle class (bourgeoisie) to the English Public-Schools (BETTI, 1991). Access to sports by the working class began in the second half of the 19th century and resulted from the conquest of non-work time (reduction of working hours). Driven by the Olympic Movement headed by Pierre de Frédy or Baron de Coubertin, Sport has become one of the greatest institutions of our time, impacting various social sectors (economy, politics, culture, education, etc.) (ELIAS; DUNNING, 1992; BRACHT, 2005). As a result of sportivization, a set of sports began to appear in various projects and social utopias, gaining resonance in education (HENQUET, 1992) and, consequently, in School Physical Education (SPE) (BRACHT, 1986; 1997; SOARES, 1996).

The social impact of sportivization was so relevant that in Brazil the social role of the SPE was confused with the objectives of the sports system (BRACHT, 2003), which from the 1970s onwards began to meet such interests (BETTI, 1999; BRACHT; ALMEIDA, 2003). Soon, SPE became the base of the sports pyramid, focusing on the formation of athletes, based on technical improvement and physical aptitude aiming at sports performance (SADI *et al.*, 2004b). The 1980s were marked by reflections and questions about the objectives, guidelines, meanings, values and pedagogical interventions in SPE (BRACHT, 1997; CARLAN; KUNZ; FENSTERSEIFER, 2012; MEDINA, 2013). According to Stigger (2001) and Reverdito, Scaglia and Montagner (2013), this critical effervescence lasted until the 1990s and gave rise to several proposals against sports competitions at school.

The paradigm shift in the contemporary approach to Sport in the SPE incited in this period was instituted in Brazil with the creation of the “Parâmetros Curriculares Nacionais” (PCN) (BRASIL, 1997), at the end of the 1990s. In the 2000s and in the following decade, regional curricular proposals were created (state and municipal) that, despite differences in the pedagogical approach, reinforce the contemporary perspective of Sport in the SPE. In the logic of the PCN and regional curricula, recently the “Base Nacional Comum Curricular” (BNCC) promulgated that Sport is a thematic unit of Elementary School and a component of the area of languages and their technologies in Brazilian High School (BRASIL, 2018). With the PCN, the regional curricula and the BNCC, the objectives, contents and processes of teaching, experiencing and learning sport at school began to be guided by principles contrary to the excessive appreciation of sports efficiency and the exclusion and selection of able and unfit students (BARROSO; DARIDO, 2009). Thus, the SPE started to value different cultural manifestations (“Fights”, Gymnastics, Games, Dance and Sport),

¹ We use the term “Sport” (capital letter) to refer to the sporting phenomenon and “sport” (lowercase letter) to refer to a specific sport.

avoiding dealing only with hegemonic sports practices (BRASIL, 2000; DARIDO; RANGEL, 2005; KUNZ, 1994; SOARES *et al.*, 2009).

In face of this new sportive paradigm, the SPE started to conceive the “Body Movement Culture” as a pedagogical object (BRACHT, 2003; BETTI, 2007). With this, the objective of the SPE became the thematization of the different bodily manifestations produced by human beings over time in different cultures (BRASIL, 2000; DARIDO; RANGEL, 2005; SOARES, 1996; SOARES *et al.*, 2009). In parallel, a set of didactic-pedagogical proposals for teaching Sport at the SPE, linked to different aspects of Sport Pedagogy (SP), were created (BAYER; 1992; BENTO, 2006; BRASIL, 2004; DAOLIO, 2002; FREIRE, 2011; 2012; FREIRE; SCAGLIA, 2003; GARGANTA, 1994; GONZÁLEZ; BRACHT, 2012; GRAÇA; OLIVEIRA, 1994; GRECO; BENDA, 1998; HILDEBRANDT-STRAMANN, 2001; KUNZ, 1994; PAES, 1996; PARLEBAS, 2008; SADI *et al.*, 2004a; 2004b). Such proposals have impacted the teaching, experience and learning process of Sport in different contexts.

Understanding Sport as one of the contents of the SPE, we consider it possible to reflect on its teaching, experience and learning process in this context through the SP (PAIXÃO, 2009; REIS, 1997), a discipline of Sport Sciences that investigates the teaching, experience, learning and training process of sports practices in different contexts (GALATTI *et al.*, 2014; SCAGLIA; REVERDITO; GALATTI, 2014). Here, we have as theme the 3x3 Basketball/FIBA 3x3 (3x3B) --- initially titled “FIBA33” --, which seems to be an achievement of the International Basketball Federation (FIBA) to massify the practice of Basketball (BB) worldwide (BRAZIL, 2019; DE ROSE JUNIOR; BRASIL; SANTOS, 2022). As a new sport, whose first events date back to 2007, 2009 and 2010 (BRASIL, 2019; BRASIL; RIBEIRO, 2020; DE ROSE JUNIOR; BRASIL; SANTOS, 2022; INTERNATIONAL OLYMPIC COMMITTEE, 2017; OLYMPIC COUNCIL OF ASIA, 2010), debuting as an Olympic sport in the XXXII edition of the Olympic Games; held in 2021² (DE ROSE JUNIOR; BRASIL; SANTOS, 2022; INTERNATIONAL OLYMPIC COMMITTEE, 2021). 3x3B has sometimes been erroneously promoted by the media and sports institutions (federations, confederations, associations, etc.) such as Streetball³ (SB), however, as we elucidate in this article, it is not the same phenomenon, although they have some similarities. Thus, the SPE proves to be a fertile field for thematizing the 3x3B and the SP can contribute to the practice/study of the sports culture of this practice.

Notwithstanding the educational potential of 3x3B in the SPE from the historical-cultural (history and development, including the media influence, rules⁴, etc.), technical-tactical⁵ (goals, structures and technical-tactical principles) and socio-educational (values and modes of conduct and behaviour) of the SP (BRASIL, 2019; GALATTI *et al.*, 2017; MACHADO; GALATTI; PAES, 2014), the literature indicates

2 Scheduled to be held in 2020, it was postponed to 2021 due to the COVID-19 pandemic.

3 Adapted from the term “Street Basketball” by the North American media, it became recognized by media actions, sports companies and social institutions in the 1990s and 2000s, it is also known in Brazil for its free translation “Basquete de Rua” (BRASIL, 2016; BRASIL *et al.*, 2018).

4 Here the notion of “rules” refers to understanding their changes over time.

5 Including the rules, as they determine the structural components that support the functional components of sports. That is, they determine how sports are practiced, dictating their physical and physiological demands and possibilities of actions (BRASIL, 2019).

reasons that may hinder their insertion in the SPE. Among the difficulties, there is the pedagogical practice based primarily on four sports (BB, Soccer, Volleyball and Handball) (BARROSO *et al.*, 2017) and the practices of “pedagogical disinvestment” (“take the ball and do what you want”) (FARIA; MACHADO; BRACHT, 2012; SOARES, MILLEN NETO; FERREIRA, 2013).

Therefore, the objective of this essay is to present arguments, references and referentials to teach 3x3B at SPE. The contribution to SP is justified because it allows us to understand contemporary Sport as a complex phenomenon, practiced by different people in different contexts (including the school), making it possible to approach it from different approaches, using different facilitators and themes (BRASIL, 2019; GALATTI *et al.*, 2017; MACHADO; GALATTI; PAES, 2015), allowing us to reflect on the teaching, experience and learning processes of sport “of” school (PAES, 2001; VAGO, 1996). In line with the title of this essay, the term “referentials” alludes to the bases of SP presented previously and the “references” refers to the works, authors and theories of Philosophy, History, SP and Sociology of Sport that can help in the insertion of the 3x3B in the SPE.

This essay was organized into three sections. In the Introduction we present the theme, objective and justification of the text. In the second section there is a conceptual discussion that precedes three subsections in which we detail the SP referentials. Finally, in the considerations, we return to the initial objective, analyzing it in the light of the knowledge learned and highlighting the limits and potential of this essay.

2 SPORT PEDAGOGY: REFERENCES AND REFERENTIALS TO TEACH 3X3B in SPE

Beforehand, it is necessary to distinguish the SPE from the SP. Even considering the different conceptions of its “pedagogical object” (BRACHT, 1997), the SPE is a school subject - since the Law of Directives and Bases (LDB) 9.394/96 (BRASIL, 1996), a mandatory curricular component — which deals with pedagogically of the body movement culture (BRACHT, 2003), aiming at a human formation citizenship, critical and for autonomy. On the other hand, SP as a discipline of Sports Science that deals with the study of the teaching, experience, learning and sports training process aimed at different people, who attribute different meanings and purposes to it in the different contexts in which they experience the Sports phenomenon (GALATTI *et al.*, 2014; SCAGLIA; REVERDITO; GALATTI, 2014), aiming at teaching that goes beyond procedural, strategic, methodological, content and organizational aspects, seeking to contribute so that the human being learns to live and live in society and to share their humanity (REVERDITO; SCAGLIA, 2009). Therefore, SPE and SP are distinct areas and fields of activity, but which have as a link the educational possibility through Sport. Based on its referentials, SP offers subsidies for teachers to reflect on the organization, systematization, application and evaluation of the teaching, experience and learning process through Sport, articulating the contents (means) with educational purposes. Therefore, although not limited to the school, the SP has in this scope, also in the SPE, a field of study and practice.

Regarding the organization of these contents in the school context, Galatti *et al.* (2017) suggest that it consists of selecting the knowledge that will be taught in each school year. The “systematization involves the temporal division of contents, as well as the selection of the teaching-experience-learning method to be carried out, going through the teaching plan and class plan” (GALATTI *et al.*, 2017, p.160, our translation). The application or teaching consists of the pedagogical processes that the teacher adopts to communicate the content to the students during the class. Finally, based on Zabala (1998), Darido and Rangel (2005) and Galatti (2006), Galatti *et al.* (2017) state that the evaluation “[...] must be consistent with the three referentials, with criteria established for each one, which can be practical or theoretical” (p.161, our translation), emphasizing that the theoretical contents permeate the practical assessment and practical experiences contain the theory taught.

That said, here we approach the 3x3B from the SP referentials, in order to offer subsidies for teachers to reflect about the possibility of their inclusion in the SPE, not limited to reproducing the institutionalized version (Olympic Sport) of this sport “in” school, but to think of it as a bodily practice “of” school.

2.1 HISTORICAL-CULTURAL REFERRAL

Created as an indoor game in a college in the United States of America (USA), BB quickly went through the institutionalization process, having been included in the Olympic Games in Berlin, Germany, in 1936 (BOOP, 2004; FREITAS; VIEIRA 2006), making it a sporting phenomenon that impacts different sectors of society (economy, media, health, technology, education, etc.). Over time, the development of BB was influenced by racial and social prejudice and segregation (historical-cultural context of the 19th and 20th century in the USA) (BRASIL, 2019; CANAN; SILVA, 2013). It is noted, therefore, that despite being a relatively autonomous social field in relation to other social spheres, with particular social predispositions (*habitus*) and specific symbolic capital (*body capital*), the sports field still influences and is influenced by the historical- cultural context in which it is inserted (BOURDIEU, 1983).

In view of the above, it is worth mentioning the New York Renaissance and Harlem Globetrotters (HG) teams (composed of Afro-descendants in a period when these people were prohibited from competing in North American leagues) influenced BB’s practice by challenging professional teams and presenting innovative moves for the time (BRASIL, 2019; BRASIL; RIBEIRO, 2020). Founded in 1926, in Chicago, HG may have also helped in the media dissemination of BB, as well as in the creation of the market for products and services in the modality (FIELDING; MILLER; BROWN, 1999), dissemination of the North American culture and lifestyle. American during the Cold War period (THOMAS, 2011), in overcoming a negative stereotyped view of people of African descent in the USA (LOMBADO, 1978) and in changing the rules of the game, implements, technical actions and in the spectacularization of BB (BRAGA; GARCEZ; GONZALEZ, 2016). In this context, “Street Basketball” emerged, influenced by the population that did not have access to the practice of BB in formal places (Leagues, clubs, universities, etc.)⁶, practicing it in squares, streets, etc., where the

⁶ As a result of racial and social prejudice and segregation at the time, it was only in 1950 that an Afro-descendant

game acquired its own characteristics (BRASIL, 2019; BRASIL *et al.*, 2018), many of which are present in the HG's way of playing, indicating that such characteristics precede the creation of the team, since it must be considered that given the historical context, its members probably acquired such characteristics. skills before the creation of HG, so in the street game.

From Brasil (2016) and Brasil *et al.* (2018), it is identified that SB may have elements (Disc Jockey (DJ), Master of Ceremonies (MC), etc.) in common with the cultural movement "Hip-Hop" (HH)⁷. Therefore, it can be said that this practice dialogues or dialogued at different times, contexts and levels with this cultural movement originated as a form of popular manifestation and resistance to racial and social segregation in the USA between the 1960s and 1970s (OLIVEIRA FILHO, 2006; SILVA; CORREIA, 2008), which currently consists of five elements: MC, which interacts with the public, transmitting the message through music or commanding events; Graffiti, artistic expression through which people record "history" by (commonly) "drawing" on city walls; DJ, responsible for playing and controlling the music, dictating the rhythm and supporting other elements, such as, for example, the MC and the B-boys/B-girls; B-boy/B-girl, who expresses themselves through dance (Breakdancing), and; Knowledge, the most recent and relatively lesser-known element of HH (ADJAPONG, 2021; BOZZA *et al.*, 2020; ZULUNATION [20--?]). He rescues the knowledge about HH and disseminates it socially. For Adjapong (2021), Knowledge is the element that makes it possible to identify historical roots, identity, reasons for being and places of belonging in society and is related to social, cultural and political actions. Duarte (2010) suggests that there is a tendency to include SB as another element of the HH culture, but we did not find evidence to indicate this. In this sense, we consider it more plausible to think of SB not as an element of HH, but as one of the themes belonging to its fifth element (Knowledge), see its origin and development (historical and local context, marked by racial and social segregation), its appropriation by institutions related to HH (in Brazil, we can mention the "Central Única das Favelas") and common elements.

Present in many Brazilian cities (ALEXANDRE; AZINARI, 2016; BRASIL *et al.*, 2018; CANAN; SILVA, 2013; DUARTE, 2010), SB is understood as a bodily practice distinct from BB and 3x3B (BRASIL, 2016; 2019; BRASIL *et al.*, 2018). We corroborate this perspective, since these are sports institutionalized by FIBA with world rules and standards (BRASIL, 2016; 2019; BRASIL *et al.*, 2018; DE ROSE JUNIOR; BRASIL; SANTOS; 2022), whereas SB has characteristics that vary from place to place and/or according to the number of practitioners present, allowing actions that violate such rules and norms (BRASIL, 2016; 2019; BRASIL *et al.*, 2018). Therefore, the SB has rules that vary according to the "playful contract" established between the practitioners. Even in institutionalized SB events, the internal logic that conditions the ways of practicing/playing varies according to the institution promoting the event (BRASIL, 2019). Therefore, different from BB and 3x3B (sports practices worldwide), SB can be understood as a bodily expression of popular culture experienced in free

athlete (Earl Lloyd) was allowed to participate in an official US BB league (BRASIL, 2019).

⁷ In some curricular proposals, the HH is considered a manifestation of the Corporal Culture of Movement, therefore, a content of the SPE. See: Curriculum of the State of São Paulo (SÃO PAULO, 2011).

time from obligations in different contexts (schools, social projects, etc.), in different places (courts, streets, squares, etc.), expressed in different ways (moves, freestyles, different types and configurations of games) (BRASIL, 2016; 2019; BRASIL *et al.*, 2018). Considering the appropriations by social and sports institutions at different levels (local, regional and national), SB can still be considered a “quasi-sport”, which according to Parlebas (2008), are games and practices institutionalized only at the regional and/or local level.

Regarding the 3x3B, Petrov and Bonev (2018) suggest that FIBA would have created it from the SB. Soares, Soares and Guimarães (2012) claim that the modality was inspired by Tribasket, a BB diffusion project developed by the Spanish Basketball Federation: “[...] FIBA sought in the Spanish model a way to massify basketball, using the reduced game to achieve their goal” (SOARES; SOARES; GUIMARÃES, 2012, p. 1, our translation). According to Fernández Fraga and García Rivero (2009, p.109), Tribasket has three modalities: “TIRO (free shot, dos puntos y triple), HABILIDAD (balloon handling) and JUEGO (1×1, 2×2 and 3× 3)”, which refer us to some expressions of the SB. This suggests some relationship or inspiration between Tribasket and SB, but we did not find consistent evidence that would allow us to say that in fact FIBA was inspired by any of them to create 3x3B. Therefore, more research is needed on the subject to make a more consistent statement about the possible origins of 3x3B (BRASIL, 2016; BRASIL *et al.*, 2018). Thus, we understand HH, 3x3B, SB, BB and Tribasket as distinct sports and cultural manifestations, even though they present similarities or common elements according to pedagogical, media, institutional, commercial interests, etc.

Another aspect that can be approached through the historical-cultural reference of SP (and the others) is the relationship of 3x3B with the media, especially the internet. We highlight here the “PlayFIBA.3x3” website, which, among other functions, ranks practitioners, makes it possible to find and register for 3x3B events and interact with those registered. In addition, the different 3x3B social networks and streaming services (official or unofficial) that, in addition to reporting the events, provide games (live and recorded), allowing interaction between different social actors (athletes, coach(es), spectator(s) etc.). In this way, in this reference one can also reflect, problematize and debate about the different sports media, their impact on society and on the modality.

We consider, therefore, that the historical-cultural reference can contribute to the SPE insofar as it offers bases for reflections on the development of 3x3B, possible articulations with sports modalities (BB), body practices of popular culture (SB), cultural movements (HH) and with the media (internet, etc.).

2.2 TECHNICAL-TACTIC REFERREAL

The works of Brasil (2016; 2019) allow us to affirm that, despite being different practices, 3x3B has characteristics common to SB and BB, for example, fundamentals (body control, ball control, passing, dribbling, finishing/shooting and rebound) and tactical actions (screen, defensive recovery, feint and defense). Regarding specifically 3x3B and BB, it is worth mentioning that the BB rules complement those of 3x3B. That said, we highlight those that for us notably distinguish B3x3 from BB:

- 3 or 4 per team;
- court size 15m wide x 11m long, with a hoop and backboard;
- end of the game determined by time and/or points (10 minutes, which may end earlier if one of the teams scores 21 points or more);
- there is no 3-point shot;
- absence of stoppage or replacement of the ball from behind the baseline after a team scores. That is, the game is only “stopped” if the ball goes out or if there is a foul or infraction;
- start of the match and ball replacement in play occurs through “Check-ball”;
- 12 seconds to perform an attack (FIBA, 2021; BRASIL, 2019).

Here we do not approach or discuss physical and physiological aspects (linked to the technical-tactical framework) of the practice of 3x3B, as they seem to us to be issues relevant to training for sports performance and not to the teaching of Sport “of” SPE in the 21st century. In our view, in the school context, the technical-tactical framework should not be approached exclusively from a technical point of view, based on the uncritical repetition of movements. Thus, based on Kunz (1994), Betti (2001), Diniz, Rodrigues and Darido (2012), Galatti *et al.* (2012) and Brasil (2019), we developed table 1 in which we present didactic-pedagogical facilitators for teaching Sport at school:

Table 1 – Didactic-pedagogical facilitators for teaching Sport at school.

Facilitador	Descrição
Games and Plays	Games and child plays that approach or are correlated with the sports practice addressed and/or rescue historical-cultural and socio-educational issues.
Activities Circuit	Intervention composed of different activity stations in which students must perform predetermined tasks (action, place and duration) by the teachers in each one. The circuit ends when the students pass through all the pre-established stations.
Analytical exercises	Repetition of movements and technical gestures in an isolated way, generally decontextualized from a real game situation. It can help to improve a certain foundation and movement pattern.
Synchronized Exercises	Similar to analytical exercises, differentiating itself by addressing two or more sports fundamentals.
Game Situations	Activity in which it is possible to change the rules of sports, including the number of practitioners and/or dimensions of the playing field (reduce or enlarge).
Reproduction of institutionalized sports practice	The practice of a certain sport according to the rules and norms established by the institutions that regulate them.
Pre-Sports Games	Adaptations of sports practices presenting technical-tactical logic, different teams, objective to be achieved, game space and pre-defined rules. Can adapt implements.
Media	Use of different media (radio, cinema, television, internet, video games, newspaper, etc.) that facilitate and/or make it possible to achieve the objectives of the classes.
Festival	Device for the social reconstruction of sports, transcending the limits of practice by the practice itself, reaching different levels of sports experience. Being used as a means to materialize the pedagogical intervention under the prism of the three SP referentials.

Created by the authors.

In addition to the facilitators presented by Galatti *et al.* (2012), which, to some extent, we have altered and redescribed, adding “Media” and “Festivals” as facilitators, as we recognize their potential to contribute to the approach of the different SP referentials (simultaneously or not) throughout the teaching, experience and learning process of the sports. The Media, including being very important in atypical contexts, such as, for example, the period 2020-2021 impacted by the COVID-2019 pandemic.

We emphasize the importance for teachers to reflect on the pedagogical objectives to be achieved, which, in this case, refer to the appropriation of the “Body Movement Culture” of the sport in question and consider the different referentials in their classes. Thus, based on González and Bracht (2012), Balbino *et al.* (2013), Reverdito, Scaglia and Paes (2013) and Brasil (2019), we present five didactic questions that guide the teaching of Sport “from” the school, focusing on the interconnection of the three references of the SP:

- Where? – referring to the context in which the Sport is inserted, which in turn is directly related to the objectives to be achieved;
- When? – related to the period of approach or priority of a certain topic, technique or tactic in the classes. It is linked, for example, to the age and/or stage of development of the students, school calendar, etc.;
- Which? – allows you to reflect on what content to address in each class;
- As? – regarding the strategies and facilitators to be used to achieve a certain objective in class, bimester, semester and/or academic year;
- Why? – gives meaning to the practice or intervention, reflects on the meanings of the decisions made by teachers during the teaching, living and learning process and the sports experiences of practitioners.

In short, the didactic issues and the facilitators that can contribute positively to the didactic-pedagogical transposition of 3x3B to SPE.

2.3 SOCIO-EDUCATIONAL REFERRAL

O desporto não possui nenhuma virtude mágica. Ele não é em si mesmo socializante nem anti-socializante. [...] pode formar tanto patifes como homens perfeitos preocupados com o “fair-play”... É finalmente um problema de educador; [...] o educador tem a preocupação de formar o homem, de transformar o “fair-play” em exigência de justiça e de dignidade para todos [...], em vez de permanecer uma elegância para uso estritamente lúdico ou o alibi farisaico do conservador camuflado.

GEORGES BELBENOIT

In general, there is an understanding that sport can play a very important role in human development (BELBENOIT; 1976; BRASIL; RIBEIRO; SCAGLIA, 2019; FREIRE; SCAGLIA, 2003; PAES, 1996; 2001; SCAGLIA, 1999). In this sense, Côté, Turnnidge and Evans (2014) and Côté *et al.* (2017) claim that sports experience can contribute to Positive Young Development (PYD), among others, influencing physical, physiological, psychological aspects and the acquisition and maintenance of positive values and behaviours for life. Storm *et al.* (2017) claim that the sporting experience can

contribute to the development of ethical and moral values, such as the establishment and/or strengthening of bonds of friendship, acquisition and maintenance of personal values and positive behaviours. In turn, Turnnidge *et al.* (2016) and Gould and Carson (2008) consider that Sport can, however, favor negative values and modes of behaviour. That is, Sport can lead to injuries, exclusion, dropping out of classes, etc., including in SPE (DAOLIO, 2006; FONTANA, 2001; GÓMEZ-MÁRMOL *et al.*, 2017).

That said, it is worth mentioning that according to Hirama (2018) and Leitão (2019) few studies address ethical, moral, principles and values within the SPE and SP. In this regard, Vago (1996) highlights the need to create the sport "from" the school (didactic-pedagogical transformation) and, for that, teachers need to recognize themselves as socializing agents that exert a direct influence on the attitudes and actions of students, playing a key role in ethical-moral training (TOZETTO *et al.*, 2019). In other words, positive and critical training through Sports at the SPE will hardly be achieved if we limit ourselves to reproducing a sports model "in" the school. Therefore, it is necessary to didactically transpose Sport, making it democratic, fun, plural, critical... that is, making it the Sport "of" the school.

The questions raised are covered by the socio-educational framework of SP, which makes it possible to think about living and learning environments that contribute to the development of intrapersonal and interpersonal relationships; approach to values, principles and modes of behaviour; criticism about Sport and its relationship with society (GALATTI; PAES; DARIDO, 2010; MACHADO; GALATTI; PAES, 2015). Having said that, it seems evident to us that this framework deals with ethical and moral conduct and values provided or influenced by sports practice, enabling reflections and interventions that aim to build a significant sports experience. Thus, in this essay we seek an understanding of ethics, morals and values in order to reflect on socio-educational action and reflection through the practice of the 3x3B "of" the SPE.

Based on Ricoeur (1990) and Pedro (2014), we believe that ethics refers to the search (speculative plan) for a good life with and for others, in a tendency towards universality that materializes in the creation of norms of good coexistence. As for morality, it is inscribed in the scope of duty, responsibility in everyday social coexistence (concrete and real action), in a tendency towards particularity that is materialized in conduct and behaviour. However, morality dispenses with ethics to guard against moral dogmatism and ethics depends on morals as the raw material of its reflections. Therefore, despite the conceptual distinction, there is a complementary relationship between ethics and morals that needs to be maintained (PEDRO, 2014).

In relation to value, it is understood as "[...] preferential abstract quality attributed by the subject raised by the inherent characteristics of a certain object that satisfy the needs and interests of that one" (PEDRO, 2014, p.493, our translation). In this way, we understand that the values are subjective attributions directed to objective entities (goods), in the case of a relational attribution, as it depends on subjectivity and objectivity, on an intersubjective plane. In this sense, Leitão (2019, p. 39, our translation) emphasizes that "[v]alue is the quality of something that manifests itself in the appreciation or evaluation of a subject, or for its aesthetic, ethical or moral qualities, objectified by sociocultural senses".

Therefore, when thinking about the socio-educational framework of the 3x3B in the SPE, we cannot forget that its problematization is not restricted to the experience of moral dilemmas and/or the prescription of norms and desired behaviours for the students. Going further, the classes can allow reflection on the norms and conduct of athletes (and also of managers, coaches, etc.) and on the ethical and moral values printed and expressed in Sport (BRACHT, 1986). In this way, the 3x3B “of” SPE can stimulate debates, for example, about the Olympic values (Olympism).

According to Caillat (1992), Baron Pierre de Coubertin (1863-1937), known as the founder of the modern Olympic Games, idealized it as a school of nobility and moral purity, a practice of resistance and physical energy, aiming at a certain social utopia. (education). Contrary to the (supposed) immorality of European capitalist society, Coubertin saw in Sport an environment of disinterest and chivalrous spirit (ideal of honor), which later imbricated in the debate about amateurism vs. professionalism and fair play (MAHEU, 1964).

El deporte debe librar a la sociedad de todos sus males (el alcoholismo, la depravación de las costumbres, la malignidad, la holganza, el erotismo desenfrenado, etc.) e instaurar la concordia nacional, la unión sagrada, al haber resuelto definitivamente el problema de la lucha de clases (CAILLAT, 1992, p. 38).

However, Caillat (1992) highlights the insufficiency of this ideal of purity of Olympic ethics, insofar as it looms large in sport elitist values of abstinence, submission, obedience and deprivation. The values that mark the ethics of Olympism, therefore, reinforce a moral indoctrination based on effort, sacrifice and violence (symbolic or not). In other words, the sports system chooses, classifies, distinguishes, eliminates and selects people. Bracht (1986) also points out that the ideology of moral purity in Sport camouflages the “dysfunctional aspects” or negative values of Sport, such as competition and exacerbated competition, conditioning to authoritarian structuring, unconditional and unreflective respect for the rules. and happy and efficient conformity.

In view of the above, it is worth mentioning that the negative values of Sport are often considered moral deviations by athletes and not a fragility of the Olympic sports ethics itself (BRACHT, 1986). Thus, reports of athletes who seek to “win at any price” (WON, 2006; YAHIL, 2006), who abuse substances to improve their performance (doping) (BERMÚDEZ ESCOBAR, 1992; JACKSON, 2006) and other cases, are, thus, personalized in the athletes and not in the values printed in the Sport. These issues can be problematized in the SPE, especially the teaching of 3x3B, its competitions and its ranking systems that classify people and nations.

Vago (1996), although not diametrically addressing the issue, provides the basis for creating a sportive practice based on school values. Freire (2011; 2012) points out the possibility of a sports education based on values such as cooperation, inclusion, solidarity, joy, pleasure in the practice, respect, diversity, active participation, among others. A sports education based on the ethics and morals of “school” Sport, in addition to addressing prescriptions (norms and conduct), can problematize the values printed and expressed in Olympic Sport via the cultural industry and sports media (BETTI, 1999). It could also be possible to create, with the students, experiences

that reflect and debate the norms of good coexistence (ethics) and the conducts and behaviours (morals) for the practice of Sport “of” the school.

Finally, we emphasize the possibility of dialogue between the three SP referentials in teaching the 3x3B “of” SPE. This articulation has the potential to create teaching experiences that transcend the practice of “play by the play”, contributing to positive experiences for through sports, reflections on the impact of sportivization on society and the creation of experiences and debates on ways to live well together with others in sports practices (and outside of them) regardless of the level of technical-tactical performance, creed, social class, color, ethnicity, gender, age or other social markers.

3 CONSIDERATIONS

Considering that the PCN and BNCC consolidate the contemporary school sports paradigm in which Sport becomes one of the body practices relevant to SPE, in this theoretical essay we seek to reflect on the possibility of including 3x3B in SPE. Having the theoretical-conceptual contribution of the SP, we infer that the references and referentials presented throughout the text can contribute to the broad, diversified and critical-reflective teaching of this sport.

In synthesis, in the historical-cultural framework we present and reflect on the genesis and development of 3x3B, especially the social emergence of BB and SB in the USA in a historical-cultural context of struggle and resistance against prejudice and racial segregation. In the technical-tactical framework, we mention the possibility of articulating (or not) the teaching of 3x3B with BB and BDR (and, why not, with HH) based on common characteristics, fundamentals and tactical actions. In the socio-educational framework, we emphasize that in addition to experiencing dilemmas and ethical-moral prescriptions related to the development of 3x3B, one can question the ethical values of Olympism, the ethical-moral deviations of athletes, coaches, managers and others. professionals related to the sports field. In this last reference, we consider the chance to create, together with students, norms and behaviours for the practice of 3x3B “from” the school according to values such as cooperation, inclusion, solidarity, joy, pleasure in the practice, respect and diversity. The contribution of this study, therefore, is the elucidation of these SP ideas and their articulation for the teaching, experience and learning process of 3x3B in the context of SPE.

Another contribution is the new framework with facilitators for pedagogical intervention. We believe that it can help to organize the didactic units in order to contemplate the three SP referrals, making the teaching, experience and learning process of 3x3B diversified, less technical, less excluding and less demotivating. In addition, we indicate five guiding questions of didactics that, in short, give meaning to the pedagogical action and the sporting experience. Sport influences and is influenced by society, so it can lead both to a humanizing education and to barbarism, we put ourselves in the sense of humanization and we aim for the teaching of 3x3B to contribute to the critical, broad and positive formation of human beings. In this sense, we hope that this essay will instigate research and reports of pedagogical experiences

with 3x3B at SPE and that they will analyze its potency for human formation, as well as its impact on society.

The limits of the work are the lack of concrete examples, didactic propositions and strategic resources for the construction of didactic units. Nevertheless, we thought that our contribution was to argue, justify and offer the theoretical and conceptual bases for the construction of didactic-pedagogical proposals for the 3x3B “of” SPE, in order to contribute to the training and intervention of teachers, as well as for training students through the practice of 3x3B. We understand that the cited references and referentials help in the concretion of pedagogical proposals that seek to teach 3x3B well to everyone, teach more than 3x3B and teach to like 3x3B, as professor João Batista Freire (2011; 2012) inspires us to think.

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Resumo: Em 2021, por ocasião dos XXXII Jogos Olímpicos, o Basquete 3x3 (B3x3) estreou como esporte olímpico. Destarte, o objetivo deste ensaio é apresentar argumentos, referenciais e referências para ensinar o B3x3 da Educação Física Escolar (EFE). A partir dos referenciais da Pedagogia do Esporte (PE) e de diferentes facilitadores, refletimos e indicamos a possibilidade de problematizar a gênese, desenvolvimento, os fundamentos e ações técnico-táticas do B3x3, os valores ético-morais do Esporte e a criação, junto aos estudantes, de normas e condutas para a prática do B3x3 da EFE de modo crítico, não limitando à reprodução do esporte olímpico na escola. Consideramos que a partir dos referenciais da PE, o B3x3 da EFE possibilita vivências e diálogos com outras práticas corporais e, a problematização de questões sociais que podem contribuir com uma formação positiva, crítico-reflexiva e ampla de estudantes mediante a prática do B3x3.

Palavras-chave: Basquete 3x3. Educação Física. Escola. Pedagogia do Esporte.

Resumen: En 2021, con motivo de los XXXII Juegos Olímpicos, el Baloncesto 3x3 (B3x3) debutó como deporte olímpico. El objetivo de este ensayo es presentar argumentos, referencias y referencias para enseñar B3x3 en Educación Física Escolar (EFE). A partir de las referencias de la Pedagogía del Deporte (PD) y de diferentes facilitadores, reflexionamos e indicamos la posibilidad de problematizar la génesis y desarrollo, los fundamentos y acciones técnico-tácticas del B3x3, los valores ético-morales del Deporte y la creación, en conjunto a los estudiantes, de normas y comportamientos para la práctica de B3x3 de SPE de forma crítica y no limitada a la reproducción del deporte olímpico en la escuela. Consideramos que, a partir de las referencias de la SP, la SPE posibilita experiencias, diálogos con otras prácticas corporales y la problematización de cuestiones sociales que pueden contribuir a una formación positiva, crítico-reflexiva y amplia de los estudiantes a través de la práctica deportiva del B3x3.

Palabras-clave: Baloncesto 3x3. Educación Física. Escuela. Pedagogia del Deporte.

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CONFLICT OF INTERESTS

The authors declare that there is no conflict of interest in this study.

AUTHOR CONTRIBUTIONS

Douglas Vinicius Carvalho Brasil: Conception (ideas, formulation of goals and objectives); Methodology (development of methodological design); Research (conducting research and collecting data sources and analyses); Project administration (administration and coordination of the activity plan and research execution); Visualization (preparation, creation and presentation of research results); Writing – original draft (preparation, creation and presentation of the draft paper); Writing – proofreading and editing (preparation, creation, critical review and submission of the paper); Translation (translation of the final version of the paper into English).

Gilson Santos Rodrigues: Conception (formulation of goals and objectives); Methodology (development of methodological design); Research (survey of data sources and analysis); Visualization (preparation, co-creation and presentation of research results); Writing – original draft of the article (preparation, creation and presentation of the draft of the paper); Writing – review and editing (preparation, creation and critical review of the paper).

Roberto Rodrigues Paes: Research (conducting research); Project administration (administration and coordination of the activity plan and research execution); Oversight (oversight and leadership of the research plan and execution); Writing – proofreading and editing (critical review and paper comments).

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RESEARCH ETHICS

The research followed the protocols in force in Resolutions 466/12 and 510/2016 of the National Health Council of Brazil.

HOW TO REFERENCE

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EDITORIAL RESPONSIBILITY

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