

INTRODUCTION Athletics booklet

The United Nation's (UN) Agenda 2030 for Sustainable Development advocates for the adoption of transforming measures and practices that enable all populations to live a dignified life, regardless of their characteristics, in the present and in the future. Brazil is among the 191 countries that follow Agenda 2030 and, thus, are committed to performing actions to achieve the 17 goals, known as Sustainable Development Goals (SDG) and the 169 targets included within. SDG number 3 has to do with "Good health and well-being", meaning that a healthy life and well-being must be assured to all individuals of all ages. In this scenario, various strategies can be adopted to reach this goal, and one such measure is to encourage an active lifestyle.

Practicing physical activities, exercise, and sports is admittedly associated with a lower risk for developing illnesses and a better health prognosis for all ages. Thus, it should be part of the whole population's routines, preferably beginning in childhood and in youth, which is when personalities begin to form. Physically active children have a better chance of maintaining a healthy lifestyle as adults. From this standpoint, school is a favorable environment, especially, but not exclusively, in Physical Education classes. Besides presenting and developing practical and theoretical contents, it is of vital importance that the teachers also present simple, practical, low-cost accessible tools and resources that can stimulate and enable everyone to adopt an active lifestyle.

By presenting proposals for using recycled or low-cost materials, we are attempting to stimulate creativity and awareness about sustainability and its importance for a more ecological and inclusive vision. However, it is vital to have didactical materials such as balls, hoops, ropes, cones, elastics, among others and adequate infrastructure for teaching body practices in Physical Education class. There is no space for constant improvisation or for encouraging "scrap pedagogy" to compensate for the lack of proper teaching materials. It is the schools' obligation to provide adequate spaces for learning and to not force teachers to use recycled materials in their classes on a routine basis due to the lack of materials for their activities. It is the educator's duty to fight for basic teaching conditions, thus facilitating a higher level of student interest in class.

In the midst of the Covid-19 pandemic and the social distancing it caused, the need to stimulate creativity and seek alternatives is significantly increased, since homes became a location for maintaining an active lifestyle. It is important to emphasize that students can and should spread the knowledge they obtain at school in their social interaction environments. Healthy behaviors learned at school should go home with them.

We must mention that the expanded concept of health includes physical activities, exercise, and sports; however, it is vital to consider certain social determinants that make it difficult or even impossible for most of the population to have access to these activities, even if they receive adequate encouragement at school. For example, exercise done in a public square could be more effective if this square had adequate lighting, security, and transportation accessibility, among other things. People who work most of the day and use precarious public transportation reach the end of their workdays exhausted, which makes it harder to interest them in exercising regularly. Using recyclable materials with the main goal of encouraging an active lifestyle also brings about the possibility of dealing with issues that are essential for citizen education and for the promotion of sustainable development, such as: (i) appropriate trash disposal; (ii) recycling; (iii) waste reduction; and (iv) social, economic, and environmental conscience, included in SDG 12 "Responsible consumption and production".

To make all of this possible, it is important to invest in teacher training, as per SDG 4 “Quality education”, which states that education should be inclusive, equitable, and of good quality, and that everyone, in all stages of life, should have the chance to learn. One of the targets states that “By 2030, the contingent of qualified teachers must be substantially increased”.

More specifically, the idea is to: (a) Introduce and disseminate sports that are a part of the Olympic and Paralympic programs, including their concepts, historical aspects, main rules, and biographies of representative athletes; (b) Introduce fun activities related to said sports that can happen at school or at home with recyclable and/or low-cost material; (c) Stimulate the development of motor abilities, cognition, and creativity; (d) Stimulate environmental, social, and economic conscience by encouraging people to recycle and reuse materials; and (e) Explore the multiple identities that comprise our pluralist society. However, it is important to note that this collection has no intention of becoming a manual or a script. It aims to offer information and proposals that can be adjusted for different types of planning and goals for those who wish to teach and/or learn in a fun and creative manner. The booklets contain activities that are easy to do and describes them in simple, objective language to reach children and young people of different age groups.

SUMMARY

1 ATHLETICS: CONCEPTS AND A BRIEF WALK THROUGH HISTORY

1.1. Olympic Athletics 1.2. Paralympic Athletics 1.3. Historic moments

2 BRAZILIAN ATHLETICS PERSONALITIES

2.1 Adhemar Ferreira da Silva 2.2 Joaquim Cruz 2.3 Maurren Maggi 2.4 Ádria Rocha dos Santos

3. ATHLETICS AS A TOOL FOR SOCIAL INCLUSION

3.1 Socioeconomic inequality 3.2 People with Disabilities

4. HOW TO DO THIS: ATHLETICS ACTIVITIES WITH LOW-COST RECYCLABLE AND REUSABLE MATERIALS.

4.1 Discus throw de disco 4.2 Javelin throw 4.3 Shotput 4.4 Club throw

BIBLIOGRAPHY