



## RESEARCH ARTICLE

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# Football as A Reflection of Society: Violence and Prejudice from the Perspective of 9th Grade Elementary School Students

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## ABSTRACT

Physical Education is the basic curricular component responsible for thematizing the body culture of movement, which integrates various body manifestations, and uses football as a teaching and study content. Thus, the objective of this work was to analyze the perception of 9th grade students from a state school in Porto Alegre/RS about violence and prejudice within football, as well as to identify whether this theme is worked on in School Physical Education classes, and what actions, according to the students, could reduce such acts in football and in society. The research was characterized as descriptive qualitative. Data collection was carried out in a focus group format, with students from the 9th year of Elementary School of the Public Network of Porto Alegre/RS. The results obtained indicate, in addition to the absence of spaces within Physical Education classes for these debates, that rivalry and competition are elements that cause violence and prejudice. Still, it evidenced the preference of the students for better rules and severe punishments to those who commit these crimes, within football and society.

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## Introduction

Football used as content within schools becomes something important and valuable in information and teachings to students at this stage of their development as citizens, identified as the most popular sport in the world as many authors cite, the school should not reproduce it as it is seen and treated in its national and international competitions.

Therefore, it is necessary to leave aside the media concept that surrounds it, the competition and the intense search for results, and through debate spaces that involve teachers and students, create reflections on the different facets that exist in this sport, and the possibilities that practice develops with a teaching-learning process.

However, teaching football is not just a way of transmitting knowledge or imitating technical gestures, as mentioned by the BNCC (2018), but it is also about providing students with space so that they can create possibilities to build and interact with other teammates and colleagues, expanding their cultural and psychosocial background [1].

Therefore, in addition to enabling students to develop their motor skills and understand the ethical and attitudinal values that sport develops, football's most valuable concept is to promote critical, conscious, and reflective learning in students, especially within society.

Physical Education is the curricular component responsible for addressing the body culture of movement and inserts the student in this sphere in order to form him/her into a citizen who produces, reproduces and transforms. Therefore, this body culture of movement integrates various manifestations created by human beings, and this must be worked on to provide an improvement in the quality of life and exercise [2].

Therefore, Brazil is recognized as the country of football, the greatest World Cup champion, with passionate fans, incomparable talents, and the largest number of professional and amateur players around the world, "football in Brazil serves to provide the feeling of victory to classes that do not know other ways to win in the midst of a profound inequality of opportunities [3,4].

However, it is also one of the countries with the highest number of deaths among football fans, with widespread fights, aggressive protests, and enormous public safety difficulties.

Furthermore, according to author Murad (2013), during the last 11 years, there were 157 deaths in games of Series A, B, and C of the Brazilian Football Championship, 30 of them in 2013 alone. In 2019, 160 violent events occurred during the 38 rounds of the Brazilian championship, an average of more than 4 per round. These are preliminary figures, and they indicate that (76%) of these confrontation and vandalism events are directly or indirectly related to alcohol consumption and rivalry between fans [5,6].

The author also states that the State uses the Military Police as a protection tool, the clubs place the responsibility on the Public

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Prosecutor's Office, while the MP blames the organized fan groups, but this lack of punishment and impunity becomes the very fuel for the violence and prejudice that reflects the general impunity of our Brazilian society.

Contextualizing directly in the school environment, the teacher can use football in a simple way, providing opportunities for everyone to play, but must contemplate, through the game, notions of the problems of Brazilian society, and seek, together with their approaches, to find solutions and raise awareness among students about these needs, and that is why the role of the school is important [7].

**As the Author's Mention**

certainly sport has undergone and will continue to undergo transformations, as it will accompany the changes that occur in society, and as today we live in a world in which transformations are constant, to understand sport it will always be necessary to understand society and the current contexts. "Sport is a human historical-social construction in constant transformation and the result of multiple determinations" [8].

It is always necessary to include why the student performs such a situation and movement, and the values that will be developed in this practice, and with the objective of ensuring the right to learning and development for all students enrolled in school education, the National Common Curricular Base (BNCC) was developed and guided by ethical, political and aesthetic principles that aim at integral human formation and the construction of a fair, democratic and inclusive society [9-12].

With the possibility of envisioning the qualification of teacher training, this article was developed with the aim of qualifying the work of football in Physical Education classes, and contributing to the use of football as teaching content, and affirming the importance of transversal content and teachings beyond the game itself.

**Methodology**

This work is characterized as descriptive qualitative research, in which the natural environment is the direct source of data, and the researcher is the fundamental instrument for data collection, with the fundamental concern being the study and analysis of the empirical world in its natural environment.

[...] the knowledge constructed around this model has as its main scope an inseparable relationship between reality and the subject, based on the habits, tendencies, and behavioral attitudes of human beings. This model does not prioritize the use of statistical instruments. This means that, regarding its results, the factor of measuring or numbering categories is not used [...].

In this sense, the interpretation of data and the attribution of meanings are essential topics to be discussed and analyzed in the area of scientific research, that is, it is necessary to provide reflections of great value .

Qualitative research is concerned with facts of society that are centered on the interpretation and explanation of the dynamics of social relations. In this configuration, according to Minayo (2010), the qualitative approach refers to the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena [13-15].

Furthermore, According to Minayo (2010)

[...] which applies to the study of history, relationships, representations, beliefs, perceptions and opinions, products of the interpretations that humans make about how they live, construct their artifacts and themselves, feel and think. Although they have already been used for studies of large clusters (IBGE, 1976; PARGA NINA et.al 1985), qualitative approaches are better suited to investigations of delimited and focused groups and segments, of social histories from the perspective of actors, of relationships and for the analysis of discourses and documents [16].

Thus, the study involved 9th grade elementary school students from the EEEF. William Richard Schisler, boys and girls aged 14 to 15, with different experiences and social backgrounds.

The focus of the data collection structure was as follows: the two classes were divided into small groups, with the following formations:

Class 91st - A	8 students interviewed, 4 boys and 4 girls.
Class 91st - B	10 students interviewed, 5 boys and 5 girls.
Class 92nd - A	7 students interviewed, 5 boys and 2 girls.
Class 92nd - B	5 students interviewed, 2 boys and 3 girls.

The research instrument used was the focus group, a technique used in research in the educational, health, and many other areas.

The interview method is a qualitative technique that can be used to deepen knowledge of the needs of certain areas. The main objective is to identify participants' perceptions, feelings, attitudes and ideas regarding a particular subject or activity.

For Barbour (2009), focus groups have a prominent role and value in the combination and creation of instruments, assisting procedures for generating evidence of validity in the cultural adaptation of scales or the formulation of contextually relevant ideas and evidence [17].

And according to the author, users of this technique assume that the energy generated by the group results in greater diversity and depth of responses, that is, the group produces more information.

Second, Barbour (2009)

[...] there are particular properties of focus group discussions that serve qualitative approaches, and it is argued that it is only in the context of this type of use that focus groups reach their full potential [...].

With this, the students were divided into 4 focus groups, the conversations took place on two different days of the week, each day with a 9th grade class, being the 91st and 92nd respectively, forming 2 focus groups for each of them.

The organization took place in a half-moon format, with the interviewer acting as a mediator of the conversation. In this way, the questions were presented to the students via the Datashow, and one at a time would answer them, with no set time for response. After everyone had spoken, the next question was presented.

The data were analyzed using the Bardin method (2011), which organizes information into categories that are similar or stand out and are then analyzed separately [18].

The objective of Bardin's (2011) content analysis is to discover existing relationships between the content presented by the discourse and external aspects through in-depth reading of the material.

These categories were analyzed based on 3 questions, made with a questionnaire composed of three open questions that the students answered, thus the field research is the section that represents the empirical reality to be studied based on the theoretical conceptions that underpin the object of this investigation.

Therefore, this study presents a real opportunity for us to understand how students think and teach about these complex topics, and gives us a sense of proximity to what we want to know and study, a chance to understand how to change things and create knowledge, starting from the reality present in the field.

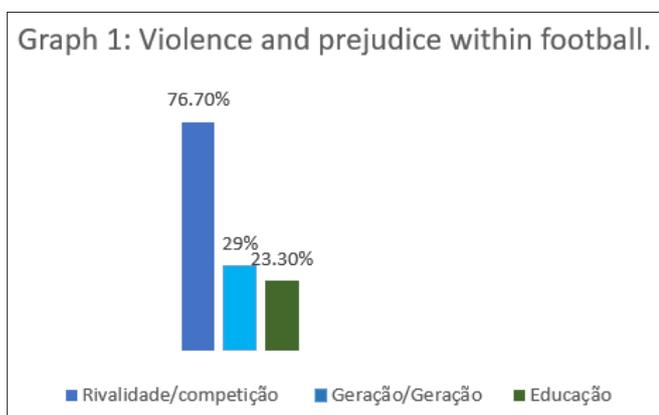
Thus, the analysis was based on the three questions established by the research: comment on violence and prejudice in football; at what times at school have you discussed violence and prejudice in football within EFI classes; and, what attitudes/actions should be taken to reduce these acts in the world of football.

### Discussion of Results

When analyzing the students' statements regarding the questions, we identified in their speeches, different opinions, different thoughts and reflections on the themes that contextualize football in school Physical Education; football in society; and what the students' perspective on football is and how these themes are developed in the school context.

Regarding question 1, comment on violence and prejudice in football, the analysis presents the following results, we were able to identify a certain discomfort and silence from all the students in the class when dealing with this topic, sometimes due to embarrassment to talk about it or also due to lack of knowledge about the topics under debate.

Thus, the first data to be presented brings incidences that indicate two axes of analysis, which would be the causes of violence and prejudice within football: Rivalry/competition and education.



Source: prepared by the author.<sup>3</sup>

This perspective showed that for the vast majority of students (76.7%), violence and prejudice are directly linked to rivalry and competition.

But it also revealed that within this axis, for (28.5%) of the students, there are different types of violence caused by rivalry and sports competition, highlighting that: it is something taught and passed down from generation to generation.

For the remaining students (23.3%), violence and prejudice are linked to a lack of education and coexistence among people in society, in addition to the game's agents themselves, whether players, fans, managers, sports media, etc.

And we can see this in Student 1's speech, who gave the following answer about violence: "that violence in football is something constant these days, passed down from generation to generation, just like the love for one's chosen club," and he ended by answering the question by saying, "it's as if society forced us to hate our rival team."

We can see how Student 1's quote shows the current reality of Brazilian football. When analyzing these different types of violence within this rivalry, we can see that they are triggers that are becoming increasingly frequent, whether passed down from generation to generation, such as the act of cheering for the club, or the experience of organized fan groups, and the elitization and exclusion of the masses from football stadiums.

However, according to the author, school is the place where the student has access to sports practice in an educational and formative environment, which works with technical and tactical elements and which allows an appropriation of elements of body culture, so that he can recognize the educational values of this practice, and that this contributes to his formation as a citizen, knowing how to differentiate rivalry and competition from the desire to hate others.

As Mentioned by the Authors Collective (2012)

[...] sport, as a social practice that institutionalizes playful themes of body culture, is projected into a complex dimension of phenomena that involves

codes, senses and meanings of the society that creates and practices it, therefore, it must be analyzed in its various aspects, to determine the way in which it should be approached pedagogically in the sense of sport "of" school and not as sport "in" school [...]. (COLLECTIVE OF AUTHORS, 2012, p.69-70).

Therefore, the knowledge of Physical Education goes beyond the practice of sport, aiming at its technical aspects, high performance or doing for the sake of doing. It is necessary for the teacher to use this space of contact between all students to explore the contents of Physical Education that must bring meaning to life, and in the formation of an ethical and critical citizen in coexistence in society.

In this sense, we rescued the speech of Student 5, who in his response says: "that prejudice and violence already come directly from our society, and are passed on by stupid people, who use sports venues to express their criminal attitudes".

And if we consider that the fan is considered an essential part of football, and is part of society, and that without him it would be

difficult to continue with the spectacle and the atmosphere that is created in the games, then why are they the biggest causes of violence and prejudice within football? Competition is what generates profit and growth, but it is also associated with causing conflicts [19,20].

From this perspective, the fascination caused by football, which is a sport that is much more than a physical skill or training, as Rinke (2007) mentions, "football is an enormous economic fact, which shapes lifestyles and has had political relevance since the beginning of time, in the eyes of many fans it is the last true passion" [21].

Regarding the predisposition of those who become fans, we had the answer from Student 16: "that violence comes from the rivalry between teams, between fans, and from the competition itself that wants an exciting spectacle, but this rivalry between people is generated by human pride, something of the wild nature of man, who does not learn to deal with his frustrations, especially in defeat."

And if we think that a fan is any person who appreciates, supports or is associated with any sports entity in the country and follows the practice of a certain sport, we will have thousands of people linked to associations that will foster rivalries with each other, Vargas (2021), this shows that football is an economic activity with tremendous capabilities in Brazil.

This reflection may point to a dangerous path, as responded Student 22, who said: "violence has been part of the game for a long time, whether among players, fans and even by those who work during games", the student cited the example "of the Brasil-PEL fan who was cowardly attacked by military police after a game of his team".

With this, we reflect the idea of the author Silva (2001): "football is a particular form of culture that guides the lives of many Brazilians, as various bonds are created with this sport as a backdrop", whether for those who watch the games, debate or even practice, but it is also where all frustrations are released in bad moments [22].

And as the Brazilian football modernization plan itself details some data, FGV (2000), we cannot forget the elitization that occurred before and after the World Cup in Brazil, where measures were developed involving the exclusion of popular masses and less favored classes from sports venues, these modern arenas, charging high prices, directly interfered in the most peculiar culture of the common fan, who can no longer have access to something that always belonged to and guided his life, without forgetting the interference of criminal groups within the organized fan groups.

And then, football, as one of the main sociocultural phenomena of the 21st century, is capable of influencing various segments of society (economic, political, cultural, social, etc.), encompassing a range of segments subjective to man, such as: passion, emotion, love, expectation, frustration, hate, anger, etc., in addition to all the diversities of physical reactions such as: crying, sweating, smiling, trembling, among others, and therefore the "football" factor is not easy to analyze or control.

Therefore, we can see that rivalry and competition are phenomena that have been part of sport practically since its creation, forcing people to learn to deal with it, or rather, to evolve through it, and this starts early on in schools, which need to dilute these themes and teach that rivalry within competition exists, but should not surpass the ethical values of the game.

How, quote Freire (2003):

[...] football taught in regular schools or in specific schools must contribute to the person who learns it enjoying it in their daily lives, in the school environment, the pedagogy of sport is not focused on the training of performance athletes, but so that football is experienced and worked on in such a way that everyone can have access to motor skills and gestures in accordance with their biological, psychological and social development, among other knowledge, for example, attitudinal and conceptual content [23].

It can be noted that the students, through the approaches taken and the results obtained, recognize the social transformations that make up this football culture, and know how to critically understand the correct role of players and fans, as well as the influence of the media and the involvement of money, based on the power it exerts in football, which is why they chose rivalry and competition as the fuel for violence and prejudice.

The second axis of impact was education, or rather the lack thereof, alongside respect for others and coexistence in society, which according to them is also something that is used as fuel for some people to resort to violence and prejudice.

This was noted in the words of Student 12: "there is a lot of verbal and physical violence in football, the provocations and rivalry end up making it explicit, and the prejudice shows a hatred that the person has inside, when realizing that another person can be better than them, then they attack them, forgetting the education and respect that they are taught".

Many people do not understand that without education we are adrift, and that because they believe they have the right to impose their feelings, they can perform such acts [24].

As Libâneo (2004) Mentions:

pedagogy translates the systematic study of education and its processes, education comprises the set of processes, influences, structures and actions that intervene in the human development of individuals and groups in their active relationship with the natural and social environment, in a given context of relationships between groups and social classes, aiming at the formation of the human being [25].

We can also note and analyze that the students recognize their mistakes and experiences, many remembered moments of violence by the organized fans of the big clubs in Brazil, mentioning scenes of violence seen on television, as well as cases of racism and sexism.

In addition, examples of what students themselves suffered during football matches were also presented, as presented by Student 28; "I suffered a physical attack during a football match, where I was punched in the face, I believe that the attacker must have been uneducated, as he thought that violence would be the solution, just because he was losing the game".

Based on this reflection highlighted by the student, the school, as the main guide at this stage of students' lives, must offer paths that make them use education first, something that is included within their teachings, as mentioned by the BNCC:

[...] Physical Education is the curricular component that addresses bodily practices in their various forms of codification and social significance, understood as manifestations of the expressive possibilities of subjects, produced by different social groups throughout history [...].

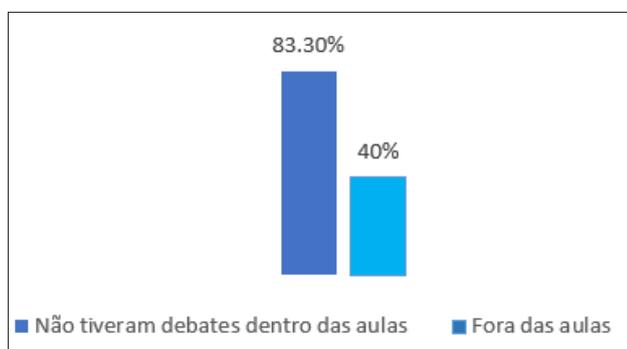
We can therefore highlight that, in addition to football providing the development of motor skills, it enables social integration for the student, the creation of affective bonds that are capable of breaking and inhibiting different social barriers, respect for the opponent, serving as social discernment with respect for others, collective duty in a shared game, understanding that both are fundamental to achieving a goal.

Sport inserted in culture, teaches and educates at the same time, for Busquets (2003):

[...] even in the world of football there are concrete possibilities of identifying a wide range of themes that permeate the transversalities involved in the sport, overcoming harmful effects inherited from traditional culture and assimilated by today's society, with transversal themes having an equal position in school teaching, without detriment to classical sciences, while reviewing and adapting content [26].

Therefore, we understand that all reflections on social problems are necessary and enable students to understand their social realities, and it is up to the Physical Education teacher to problematize and offer this space to students so that they can interpret and question such transversal values (attitudinal dimension), guaranteeing everyone the right to question and free themselves from standards imposed by the media and society, as well as the harmful culture of football.

After these reflections, we began to analyze question 2. We tried to verify whether students debated these topics in Physical Education classes, whether because of the teacher's interest in bringing social issues up for debate, or because of their own desire. We also asked whether they talked to each other outside of class.



**Graph 2:** Debates on violence and prejudice.

**Source:** prepared by the author.<sup>4</sup>

The data analysis showed an interesting reality, since the majority (83.3%) of students responded that they never debated or had

dynamics in Physical Education classes about these subjects, whether in moments of sports practice or attitudinal reflections.

However, regarding this, it was also asked how much the students cared about these subjects, and how they obtained knowledge and lessons in these situations, with this part of them (40%) responded that they talked about these topics outside of class, mainly at home with their parents and family.

Regarding these reflections, the following responses were obtained regarding question 2: one student stated that this debate had already taken place during a Physical Education class, and due to issues of violence during a game; and three students stated that this debate had taken place within the school during Portuguese classes, analyzing issues of prejudice, but in a superficial way, without much depth.

But in light of this, if we analyze that Physical Education is the curricular component of basic school responsible for addressing the body culture of movement, which integrates various bodily manifestations created by human beings over time, the Physical Education teacher must be prepared to provide the student with significant knowledge, not only of practical skills, but of providing the student with the opportunity to be a critical and reflective citizen, about what guides him, and how to live in society.

Freire (1996) Considers:

[...] in the conditions of true learning, students become real subjects of the construction and reconstruction of the knowledge taught, alongside the educator, who is also a subject of the process. The aforementioned author also considers that: "Teaching is not transferring knowledge, but creating the possibilities for its production or construction" [27].

In this sense, we recall the words of Student 27, who responded as follows: "we never discussed this in class, I remember doing something about it in some work, and I believe that these debates would be very important, it is the school's role, I believe that many should debate more about these subjects, especially about prejudice, even though I don't like football".

We can note how the inclusion of ethnic-racial issues in the Physical Education curriculum is emerging, as the pedagogical work of this component can contribute significantly to combating disparities in society, in addition to forming more critical citizens who increasingly repudiate these attitudes in society.

Another important factor is that with these attitudes, we can change many issues, even fostering the desire of those who do not like practical classes, to participate in enriching debates, football beyond football, as Student 2 mentioned: "I never comment or watch anything about football, because I am not interested in it and I do not participate much in classes".

In the midst of this, the teacher teaches football, as a form of work or leisure, in his professional or amateur environment, he has a surprising power of mobilization, and with that he must teach football to everyone, teach football well to everyone, and teach more than football to everyone, teach to like it, and before that, it is even more important to teach to respect everyone, to feel within oneself what is right or wrong, what the game provides in different contexts, whether within classes during school time, or outside of them.

Libâneo (2006), Considers:

the complexity of contemporary social life and the consequent diversification of educational activities result at the same time in the expansion of pedagogical actions. In professional, political, union, and business circles, in the media, and in civil society movements, we are witnessing a rediscovery of Pedagogy [28].

And considering these assumptions, and in conjunction with the general competencies of Basic Education, the BNCC and the specific competencies of the Languages area, the Physical Education curricular component must guarantee students the development of specific competencies, among which the following stand out:

- Understand the origin of the body culture of movement and its links with the organization of collective and individual life.
- Identify the ways in which prejudices are produced, understand their effects and combat discriminatory positions in relation to bodily practices and their participants.
- Recognize access to bodily practices as a citizen's right, proposing and producing alternatives for their implementation in the community context.

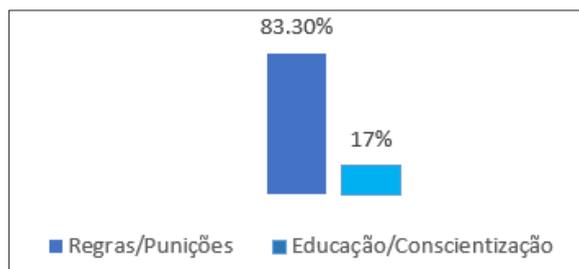
Understanding that this will help educate and mobilize all students, and that spaces free from violence and prejudice can be established, so that everyone is accepted and not afraid to express their opinions, as Student 15 stated; "I never commented on these issues during class, because verbal and physical violence is considered common among my classmates."

So, regarding the various aspects highlighted by the authors, it is worth highlighting that:

[...] considering the historical process of Brazil, marked by social, cultural and economic inequalities and the social function of the school to form citizens for their intervention in public life, that is, to prepare students so that they can understand real life and position themselves before it in a critical and autonomous way it is argued that these confrontations cannot be discarded from the school curriculum, especially the thematization of football in Physical Education classes [...]. (Education and Diversity. v. 2, n. 5, p. 1-18, Jul./Sept. 2022).

Therefore, we understand that with the author's speech and considering the different manifestations of prejudice and violence in football, it is argued that the pedagogical treatment of this sport includes actions in favor of deconstructing practices of discrimination and disrespect faced every day in Brazil and in other countries, which is why it is the role of the school, and the duty of the Physical Education teacher, to encourage and add such debates to their classes, enabling students to combat and criticize such actions inside and outside of school.

The third category of analysis was about question 3, we sought to understand what actions/attitudes could be taken to reduce/minimize these attitudes in the world of football, understand what the students would change to make the environment better and safer, what their strategies would be and what was worrying for them, it was possible to notice a greater ease in answering this question and a notion of civility and rigidity by all, before the rules and sentences in society.



**Chart 3:** Which actions/attitudes can reduce violence and prejudice.

**Source:** prepared by the author.

Furthermore, analyzing football and its teams as a mass movement of thousands of people, whether as fans who follow and move our society on different scales, with gigantic levels of involvement, such feelings present symbolic representations and belonging to groups under cultural factors, a process of "affective symbiosis" that, as many have highlighted, is inserted even before a person is born, and passed down from generation to generation.

Therefore, unfortunately, if we analyze the examples and behaviors of fans, not only the verbalizations of support and encouragement, but also the aggressive demonstrations, the exaggerated demands and all the pressure that shapes the football scene in the country, episodes of aggression and violence have taken over police incidents associated with rivalries present in football, and in our society.

Therefore, for the majority of students interviewed (83.3%), what could bring about or impact a change with real effects would be the increase and emergence of new rules and more severe punishments, mainly for offenders (fans), and also for clubs that agree or generally suffer only financial punishments that on a football scale do not generate large economic losses.

That's why the Taylor Report (1990) had such an impact on English football, and why the changes that the students so often suggested changed football forever. In practice, the Taylor Report decided that England's main stadiums would need to undergo a series of changes and renovations, in some more serious cases even demolition.

A total of 76 recommendations were made to improve national football, but one in particular greatly changed the experience of going to watch or cheer for your team: the readjustment and prohibition of standing sections. Until a few days ago, all sections had only chairs, and the obligation was to remain seated to watch the game.

With that, we recall Student 9's statement: "To change anything in this current scenario, it is necessary to increase the restrictions on those responsible, increase security within the games, and ensure full punishment in these cases, for the club and for the fans, through the courts, whether with the arrest of the criminal or the sporting exclusion from the team."

Another perspective on this idea came from Student 15. He mentioned that: "People should be arrested and expelled from games if they commit any act of violence or prejudice. We should create new rules for football, add more police officers, and provide more security for people who frequent these spaces. But stricter rules are needed."

Thus, the author Giulianotti (2013) states: “in fact, the emotional behavior of fans on football match days demands high investments in the field of public policies, especially in the area of social security”, this is due to the high rates of violence and crimes related to the rivalry between football teams and fans in particular [29,30].

In the same way, it was said by Student 21, who highlights: “if there are heavy punishments in football, referring to these types of attitudes, which are unacceptable attitudes in society, since many times only a cloth is passed over, a light suspension and soon after the criminal ends up returning to the stadium, this makes it easier and gives examples to other fans”, and it is worth highlighting that [31]

[...] in Brazil, violence among football fans has reached alarming statistics, making it one of the countries with the highest homicide rates among football fans. For ten years, Brazil occupied third place on a list of countries where most people are killed for football-related reasons, behind only Argentina and Italy [32].

Thus, if we analyze how these crimes are treated around the world, we can see that the solution involves stricter punishments and sporting rules. We can give the example of how England dealt with hooliganism, or how Argentina excluded rival fans on derby days, Taylor Report (1990).

And, according to Franco Júnior [33].

[...] it is no coincidence that England, the birthplace of the Industrial Revolution, was also the birthplace of modern football. According to him, the regulation of football operated by the English confirmed values dear to the bourgeois society of the time, such as competition, productivity, secularization, supremacy of the most skilled, specialization of functions, quantification of results and establishment of rules [34].

With this, we can note that the second part of the students interviewed (16.6%) believe that the biggest change would be through education and awareness of people, and fans, through dialogues free of any decriminalization because football belongs to the popular masses.

But for this to happen, there needs to be greater security parameters and public policies, as happened in England, for example, with regulations through the Taylor Report (1990), and the creation of the Premier League, a new format for supporting and following football, a model that is now seen as an example around the world, and any criminal act is severely punished.

However, if we think directly about our football and how it reflects our society, there is still a long way to go in terms of sociability and respect for others. Not everyone who attends a sports venue wants to cause trouble, but identifying and excluding those who do is necessary.

Thus, as Student 14 mentioned, “we could ban anyone who causes trouble or starts a riot, whether through violence or prejudice”, but this requires broad support not only from other fans, but also from clubs, directors, media, confederations and public security.

However, it is necessary and urgent that our football stop and wisely rethink the path it wishes to follow, the lessons and examples that are demonstrated day after day, so that it is possible

to evolve within the sport and in society, so that it is possible to walk better days, with football reflecting fair social values and bringing happiness to all.

Furthermore, as Student 11 reported, “stricter rules, more powerful punishments, banishment from the sport, and examples that educate are necessary, because a man who orders and participates in the murder and dismemberment of his wife and mother of his child could never continue with his career in football, (Bruno Case – former Flamengo goalkeeper)”.

It is necessary and urgent for Brazilian authorities to pay greater attention and invest in the safety of the population in general at sporting events, a new analysis of the Football Fan Statute – Law No. 10,671/2003, which works to prevent violence, in addition to uniting clubs/fans, police and the public sphere to dialogue and build new strategies to solve the problems of violence and prejudice in Brazilian football.

Finally, it is possible to note a greater male participation in football, but a sensitivity to issues of prejudice regarding women, as well as greater maturity to express themselves and understand the depth of these issues in society, it is clear that men do not understand that sport has an enormous capacity to deal with transversal themes and ethical values, having an interpretation of the attitudinal issues of sport.

### **Final Considerations**

Football is one of the most expressive sporting phenomena in today's society, it has expanded throughout the world in an overwhelming way, and today it is present in all global societies, however the way it is worked in schools must be reviewed by Physical Education teachers.

Therefore, it is the role of the Physical Education teacher to pay attention to the pedagogical work and realize that this work is not only material and playful, it is to understand that the result is not only seen in the act of producing motor skills or health promotion and prevention.

But rather, to enable the student to find usefulness in each person's particular use, related to their reality and social context, teaching must form, through its classes, critical, thinking individuals, who are capable of breaking through the bubble of the dominant class' reality and carrying out social transformations.

Therefore, sport, as a cultural production in the history of humanity, must be pedagogized within schools, and it is the duty of the Physical Education teacher to present all facets of this sport to students and explain the power it can exert on society.

Teach to value competitiveness, explain rivalries, the technical and tactical aspects, but above all, work on cross-cutting themes, the culture and history of the sport, because it is a tool capable of significantly impacting coexistence and the way society lives and breathes football, and how it uses its cultural production.

From this perspective, it is the school's role to value the collective above the individual, and the experience that the practice of Physical Education makes possible, it allows the “development not only of skills, but also of important competencies for better social coexistence, such as the ability to share, exchange, listen and learn from each other [35].

Thus, it was noted that the results found in this research show that football, which has been worked on in Physical Education classes, in general, needs to undergo some transformations in its pedagogical axis.

Some ideas defended in a more critical and reflective approach to the world of football and how society deals with its problems, the sport needs to work on issues of its historical, critical aspect, and teach meanings and purposes, aimed at the human development of students in society in an honest and egalitarian way [36].

It is necessary to find a rational way to better teach these topics, as mentioned by the Collective of Authors (2012):

[...] "the selected, organized and systematized content must promote a scientific conception of the world, the formation of interests and the manifestation of possibilities and aptitudes to know nature and society".

It was also evident that although football is popular among most students in the class, few were aware of the racial inequalities that are part of the game's history, so it is necessary to implement ethnic-racial issues in the Physical Education curriculum.

However, it is also necessary to promote historical knowledge of how sport was dominated by the bourgeoisie, and how it sought to develop manifestations of prejudice and decriminalization among classes and social groups, not to mention violence.

Finally, teachers must open spaces for debate, learn to recognize Brazilian cultural diversity, and understand students' thoughts and positions on such pressing issues in our society.

And this is a suggestion for further studies. We need to reflect and understand how we should treat these cases early on, so that in the future we don't need to treat a sick and oppressive society. We have to combat racist and violent manifestations early on, whether within sports or society.

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"I'm nothing but a beggar for good football. I walk the world with my hat in my hand, and in stadiums I beg: "A beautiful play, for God's sake!" And when good football happens, I give thanks for the miracle—without caring about the club or the country that offers it." Eduardo Galeano.

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