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Moving from *what is* to what *might be*: developing a prototype pedagogical
model of sport addressed to boys from socially vulnerable backgrounds in
Brazil

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Moving from *what is* to what *might be*: developing a prototype pedagogical model of sport addressed to boys from socially vulnerable backgrounds in Brazil

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ABSTRACT

LUGUETTI, C.N. **Moving from *what is* to *what might be***: developing a prototype pedagogical model of sport addressed to boys from socially vulnerable backgrounds in Brazil. 2014. 184 p. Dissertation (Doctor in Science) – School of Physical Education and Sport, University of Sao Paulo, Sao Paulo. 2014

This study explores an activist approach for developing a prototype pedagogical model of sport for working with boys from socially vulnerable backgrounds, answering the following research questions: a) what is/are the key theme, critical elements and learning outcomes of a prototype pedagogical model?; b) what processes take place in the collaborative construction of the key theme, critical elements and learning outcomes?; c) what are the challenges and enablers in the process of collaborative construction of the key theme, critical elements and learning outcomes? This 2013 six month participatory action research was conducted in a soccer program in a socially vulnerable area of Brazil. The study included 17 boys, four coaches, a pedagogic coordinator and a social worker. An expert in student-centered pedagogy and inquiry-based activism assisted as a debriefer helping in the progressive data analysis and the planning of the work sessions. Multiple sources of data were collected, including 38 field journal/observation and audio records of: 18 youth work sessions, 16 coaches' work sessions, 3 combined coaches and youth work sessions, and 37 meetings between the researcher and the expert. The key theme that emerged was the need to *co-construct empowering possibilities through sport for boys from socially vulnerable backgrounds*. Five critical elements arose when working with boys from socially vulnerable backgrounds: the importance of a student-centered pedagogy, an inquiry-based activism approach, an ethic of care, an attentiveness to the community and a community of sport. When the five critical elements were combined, becoming responsible/committed, learning from mistakes, valuing each other's knowledge, and communicating with others were the learning outcomes that emerged. The process of collaborative construction was divided into two phases. The first phase was designed to understand the boys and how sports could be improved for them. The five critical elements developed in this phase. The four learning outcomes emerged in the second phase (activist phase) when the five critical elements were combined and used together to develop a Leadership Program. It was necessary to negotiate challenges such as: "finding ways to name our experiences", "lack of trust of in the process", "valuing and privileging adult knowledge" and "assumptions about youth" in the first phase. We negotiated these challenges by allowing all involved "time to develop relationships", having a "willingness to live in messiness", and being "patient so that the critical elements could emerge". In the second phase, the challenges negotiated were: "assumptions about youth", "valuing and privileging adult knowledge" and "the culture of sport". These challenges were negotiated by having a "willingness to take risk", taking "realistic transformative possibilities", and being "patient while the program unfolds". Sport can be a cultural asset to benefit youth from socially vulnerable backgrounds by offering them a place

where they can feel protected and dream about other futures - moving from *what is* to *what might be*.

Key-words: Student-centered pedagogy; Activist research; Social vulnerability; Boys

RESUMO

LUGUETTI, C.N. **Movendo-se do que é para o que *poderia ser***: desenvolvendo um protótipo de modelo pedagógico do esporte para meninos residentes em áreas de vulnerabilidade social no Brasil. 2014. 184 f. Dissertação (Mestrado em Ciências) – Escola de Educação Física e Esporte, Universidade de São Paulo, São Paulo. 2014.

Este estudo explora uma abordagem ativista, a fim de desenvolver um protótipo de modelo pedagógico do esporte, para trabalhar com meninos residentes em áreas de vulnerabilidade social, respondendo às seguintes questões de pesquisa: a) qual é o tema central, os elementos críticos e os resultados da aprendizagem de um protótipo de modelo pedagógico?; b) quais processos ocorrem na construção colaborativa do tema central, elementos críticos e resultados da aprendizagem?; c) quais são os desafios e facilitadores no processo de construção colaborativa do tema central, elementos críticos e resultados de aprendizagem? Durante seis meses em 2013, foi conduzida uma pesquisa ação participativa num programa de futebol, em uma área de vulnerabilidade social do Brasil. O estudo incluiu 17 meninos, quatro treinadores, um coordenador pedagógico e uma assistente social. Também uma especialista em pedagogia centrada no aluno e numa abordagem ativista baseada em questionamentos, participou do trabalho como facilitadora (debriefer), ajudando na análise progressiva dos dados e no planejamento das sessões de trabalho. Múltiplas fontes de dados foram coletadas, incluindo: 38 diários de campo/observações e gravações de áudio de 18 sessões de trabalho com os jovens, 16 sessões de trabalho com os treinadores e três sessões de trabalho com os jovens e com os treinadores. Além disso, aconteceram 37 encontros entre o pesquisador e a especialista. O tema central que emergiu foi à necessidade da co-construção de possibilidades de empoderamento, por meio do esporte, para meninos residentes em áreas de vulnerabilidade social. Cinco elementos críticos surgiram quando se trabalhou com meninos residentes nas referidas áreas: a importância de uma pedagogia centrada no aluno, uma abordagem ativista baseada em questionamentos, uma ética do cuidado, uma atenção para a comunidade e a formação de uma comunidade de esporte. Quando os cinco elementos críticos foram combinados, surgiram os resultados de aprendizagem: “tornando-se responsáveis/comprometidos”, “aprendendo com os erros”, “valorizando o conhecimento um do outro”, e “comunicando-se com os outros”. O processo de construção colaborativa foi dividido em duas fases. A primeira destinada a entender os meninos e como poderíamos fazer um esporte melhor para eles. Os cinco elementos críticos foram desenvolvidos nessa fase. Os quatro resultados de aprendizagem emergiram na segunda fase (fase ativista), quando os cinco elementos críticos foram combinados e usados em conjunto para desenvolver um programa de liderança. Foi necessário negociar desafios, tais como: "encontrar maneiras de nomear nossas experiências", "falta de confiança no processo", "valorizar e privilegiar o conhecimento de adultos" e "premissas sobre os jovens" na primeira fase. Negociamos esses desafios, permitindo que todos tivessem "tempo para desenvolver relacionamentos", apresentassem uma "disposição de viver na desordem" e serem "pacientes de modo que os elementos críticos pudessem surgir". Na segunda fase, os desafios negociados

foram: "premissas sobre os jovens", "valorizar e privilegiar o conhecimento de adultos" e a "cultura do esporte". Esses desafios foram negociados apresentando-se uma "predisposição para aceitar riscos", assumindo "possibilidades transformadoras realistas" e sendo "pacientes para o programa se desenvolver". O esporte pode ser um bem cultural capaz de beneficiar jovens residentes em áreas de vulnerabilidade social, oferecendo-lhes um espaço onde possam se sentir protegidos e sonhar com outros futuros - movendo-se *do que é para o que poderia ser*.

Palavras-chave: Pedagogia centrada no aluno; Pesquisa ativista; Vulnerabilidade social; Meninos

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1. INTRODUCTION

In my childhood, violence was huge... I remember my mother and I were suffering a lot because we lived on a slum. Many nights, sometimes early mornings, we had to wake up and get under the bed. We did this because the bad guys were on the slab all night taking drugs. The slab was fragile and any punch could open it. We were worried about sleeping on the floor under the bed in fear of bad guys invade our space... I have never understood it - young woman 16 years old, born and living in the slum of Heliopolis, Sao Paulo (HIRAMA; MONTAGNER, 2012,p.42).

Like the young woman mentioned by Hirama and Montagner (2012), people around the world have become vulnerable in different ways. The term vulnerability seems to be complex and multidimensional (ABRAMOVAY et al., 2002; MISZTAL, 2011). Derived from the Latin word 'vulnus', which means wound, it refers to human response to being wounded, susceptibility to wounds or external injuries or to being mistreated, exploited, taken advantage of. Social vulnerability is the result of the negative relationship between availability of material or symbolic resources and access to opportunity that is structurally, socially, economically and/or culturally provided by the state, market and society (MISZTAL, 2011). The lack of access to education, work, health, leisure and culture decreases the chances of upward social mobility.

Many children and youth live in socially vulnerable conditions in which they are exposed to negative influences such as drug trafficking, violence, family breakdown, poor health, and poverty (ALMEIDA, 2000; MISZTAL, 2011; SANDFORD; DUNCOMBE, 2011). Living in an environment of social vulnerability is often a factor in the negative behavior of youth, behaviors such as: anti-social behavior, teenage pregnancy, school drop-out, drug and alcohol abuse, obesity and self-harm (ABRAMOVAY et al., 2002). Negative behavior may happen because there is a lack of motivation and opportunity for youth; they are missing valuable social contacts and look for compensation in their peer group (ABRAMOVAY et al., 2002; VIGNOLI, 2001). It is suggested by Vignoli (2001) that young people suffer from distorted relationships with the institutions of society, such as the family, school, labor market, healthcare and social justice system. This process has been given different names by a variety of authors such as exclusion, disadvantage, underserved, at-risk, disaffected, marginalized, and deprived. However, these different terms may not represent the complexities of social issues because they put the focus on

the individual, rather than taking into account the wider social structures in which young people live (HAUDENHUYSE; THEEBOOM; COALTER, 2012). I have decided to use the term 'youth from socially vulnerable backgrounds'.

There is a growing interest in encouraging initiatives to diminish problems arising from social vulnerability by offering access to social and cultural capital through music, sports, and literature (ABRAMOVAY et al., 2002). These programs take place in informal educational settings and can be considered a land of freedom in comparison to formal education. It is a place where youth can feel free because they have chosen to participate in it (MORRELL, 2004; PETIT, 2009; SPAAIJ, 2012). Sports as well as literature, music and other forms of social and cultural capital might allow youth to see a different path from the reality of their community, provide a place to recharge the heart, allow them to rediscover secret emotions, and be a temporary respite from the pain, a place where it is possible to feel protected and dream about a different future (PETIT, 2009). In addition, sports, art, music and literature might be a vehicle for critically understanding the reality in which these young people live and a place to minimize the distorted relationship between youth and the institutions of society.

Among the forms of social and cultural capital, sports is almost always addressed in the public policies of different countries (COALTER, 2005; KIRK, 2004). Sports is a sociocultural phenomenon and has been associated with positive youth development, community regeneration, development of human social capital, potential to decrease incidences of crime and anti-social behavior in socially vulnerable areas and combat substance misuse (COALTER, 2005; MCEVOY; MACPHAIL; ENRIGHT, 2012). There is a belief that sports can have a positive impact in socially vulnerable communities. However, despite the advocacy for sports as a means to overcome social vulnerability issues, there is a lack of evidence about the positive impact of sports on social vulnerability. These limitations can be explained by at least two factors (COALTER, 2005): a) a lack of robust research in many of the current priority areas in social policy; b) the difficulty in assessing the effects of sports participation while controlling for intervening variables (e.g. reduction in crime may reflect more than the provision of a sports programs).

Added to the lack of empirical information, there are obstacles to the development of programs. What should these programs look like? Few programs align a theoretical basis with pedagogical practice. There is a gap between curriculum policy formulation and practice (SPAAIJ; JEANES, 2012). Few programs have been developed with the participation of the young people or the community (LAWSON, 2005) and many programs show a positivist/reductive vision of sport (prescribe certain behaviors for example), without attention to the broader structures in which young people live (HAUDENHUYSE; THEEBOOM; COALTER, 2012). There are few programs with a critical social approach; most programs are technical, highlighting individual deficits and emphasizing structural inequalities (SPAAIJ; JEANES, 2012), unlike social critical programs which aim to provoke social action.

In conclusion, although an increase of public policies addressed at social transformation through sports has been observed, there is a lack of empirical evidence in this area and little development of quality programs that enable the desired social outcomes to be achieved. Mere participation does not guarantee positive outcomes for the children and youth.

Over the past decade, activist scholars have engaged in research with the intent to transform and change what is, rather than merely monitoring it (OLIVER; KIRK, 2014). Activist scholars work from the belief that people may transform their realities through education, research, action and reflection (FINE, 2007). It supports the belief that knowledge is rooted in social relations, and it is more powerful when produced collaboratively through action (CAMMAROTA; FINE, 2008; FREIRE, 1987). Activist research engages learners in order to challenge the status quo in hopes of creating spaces in which youth will actively participate in their education and feel responsible for their own and others' learning (CAMMAROTA; FINE, 2008; COCHRAN-SMITH; LYTLE, 2009; FREIRE, 1987).

Within the field of physical education, Oliver and Oesterreich (2013) have developed an activist process of working with youth called Student-Centered Inquiry as Curriculum (SCIC). The purpose of this approach is to merge student-centered pedagogy with inquiry based learning in order to better understand how to facilitate

students' interests, motivation and learning in physical education. Here, students participate in the design of the PE curriculum as they learn to name, critique and negotiate barriers to their engagement in physical education. To date, there are no studies using an activist perspective in sport contexts with boys from socially vulnerable backgrounds.

The view that any obstacle (poverty, educational failure, drug abuse, etc.) faced by youth from socially vulnerable backgrounds is a result of their own volition blames the victims and is problematic (FITZPATRICK, 2013; LUMBY, 2012). An activist perspective goes beyond this view by asserting that young people have the capacity and agency to analyse their social context and to challenge and resist the forces that impede their choice of possibilities (CAMMAROTA; FINE, 2008). In this study, we worked with boys in a sports context to create potentially empowering opportunities. The intent was to use sports as a vehicle for assisting youth in becoming critical analysts of their communities and in developing strategies to manage the risks they face by looking for alternatives beyond their current situations (FINE, 2007; FREIRE, 1987, 1996). We argued that empowerment had to be social by knowing, being, and acting in the world (SCHOR; FREIRE, 1986). By adopting a Freirean perspective (FREIRE, 1987, 1996; GIROUX, 2010), it was argued that sports could be a tool to alleviate the distorted relationships between young people and society and could aid in 'building a sense of community'. Structural realities, such as poor housing, poor health, unemployment, low income and a high crime environment are complex and cannot be changed through a sports program (LAWSON, 2005). However, the program could help youth to become critical analysts of their communities and assist them in developing strategies to manage risk situations by looking for alternatives to and opportunities beyond their current situations. The sports program employs a combination of 'language of critique' and 'language of possibility', urging participants to become critical analysts by looking for possibilities for development within their community (FINE, 2007; FREIRE, 1987, 1996).

In order to develop a quality program, an alignment between theoretical concepts, teaching and learning is an important concern. This integration is developed and implemented through pedagogical models or models-based practice (HAERENS et al.,

2011; KIRK, 2013; METZLER, 2011). The use of the term 'pedagogical', highlights the interdependence and irreducibility of learning, teaching, subject matter and context (HAERENS et al., 2011; KIRK, 2013). Each model provides a design specification (key theme, critical elements and learning outcomes) for teaching and learning and, thus, has a potential that can be confirmed empirically (KIRK, 2013).

Although there are considerable pedagogical models in sports, such as Teaching Personal and Social Responsibility (HELLISON, 2010), Sport Education (SIEDENTOP; HASTIE; MARS, 2011), Sport Empowerment (HASTIE; BUCHANAN, 2000), Cultural Studies in Physical Education and Sport (KINCHIN; O'SULLIVAN, 2003; O'SULLIVAN; KINCHIN, 2005), and Sport for Peace (ENNIS, 1999), there is lack of pedagogical models that address social outcomes for youth from socially vulnerable backgrounds. Most of these models work from a concept of individual empowerment, looking to control youth behavior rather than plan collective action. I argued that a model which addresses the needs of youth from socially vulnerable backgrounds should combine social critique pedagogy with approaches for listening and responding to young people's voices, an activist approach to working with youths.

My desire was to develop a pedagogical model that considered the youths' voices as a guide (OLIVER; OESTERREICH, 2013). By listening and learning to the youths' perspectives, their unique experiences of the world from their points of view might begin to be seen. For this research, I chose to use participatory action research as a methodology (FINE, 2007). The task, then, was not merely to educate us all to *what is* but to provoke analysis of *what has been* and invite us to imagine *what might be* (FINE, 2007; OLIVER, 2010).

The purpose of this study was to develop a prototype, pedagogical model for working with socially vulnerable young people, answering the following research questions (RQ):

RQ1: What is/are the key theme, critical elements and learning outcomes of a prototype for a pedagogical model?

RQ2: What processes take place in the collaborative construction of the key theme, critical elements and learning outcomes?

RQ3: What are the challenges and enablers in the process of collaborative construction of the key theme, critical elements and learning outcomes?

The following arguments justify these assumptions; a) although some studies have focused on youth participation and action in the curriculum design in physical education classes (ENRIGHT; O'SULLIVAN, 2010a, 2010b, 2012; FISETTE, 2013; OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER; HAMZEH, 2010; OLIVER; KIRK, 2014), little attention was given to this in a sport context; b) although some studies evaluate sports programs from a social critique perspective (HAUDENHUYSE; THEEBOOM; COALTER, 2012; HAUDENHUYSE; THEEBOOM; NOLS, 2012; LAWSON, 2005; SPAAIJ; JEANES, 2012; SPAAIJ, 2012), few studies have sought to develop programs (e.g. pedagogical models) with critical social ideas as a foundation. This thesis will be a starting point in the search for real social outcomes through sports programs which might have a direct impact on public policy addressed at youth from socially vulnerable backgrounds.

In the review of literature (chapter 2), social vulnerability as a global problem will be introduced, noting the social implications for youth from socially vulnerable backgrounds (first topic). A review of literature on education through sports will be presented and the authors' claims for social outcomes in young people from socially vulnerable backgrounds will be critically assessed (second topic). Within this review, the idea that sports can be a vehicle to help youth to better understand the community where they live will be argued and defended as well as the idea of empowerment. The third topic in the review of literature will show how pedagogical models have been developed in sports contexts. An activist way to develop and deliver a pedagogical model to better address youths from socially vulnerable backgrounds will be suggested. Chapter 3 will describe the empirical study that took place in a soccer program in a socially vulnerable neighborhood in Brazil. The results chapter (chapter 4) will be present in vignettes from a community of hope. The vignettes serve as a backdrop to the results (first topic). The two subsequent topics will present the process and description

of the prototype pedagogical model as well as the challenges and enablers in both processes.

2. REVIEW OF LITERATURE

2.1 Social vulnerability

The literature review will show that social vulnerability is not just related to poverty, as believed in the past, but it is, also, associated with income inequality. The terms “vulnerability’ and “social vulnerability’ will be defined and programs offering cultural and social capital (art, music, sport, literature, etc.) as a way to lessen the social vulnerability of youth will be described.

2.1.1 Defining social vulnerability

Vulnerability is a term often used in the literature and, generally, applied towards disaster and danger (MISZTAL, 2011). The word, derived from the Latin word ‘vulnus’ which means wound, refers to susceptibility to wounds, external injuries, or to being mistreated, exploited, taken advantage of (MISZTAL, 2011). The term vulnerability means susceptibility to developing a condition of disorder or disease when exposed to constraints that may be cognitive, material, cultural, affective, academic, etc. (VANDERBOS, 2010).

In journalism, the term vulnerability is most commonly used in reference to the conditions faced by people in natural disasters, such as the Indian Ocean tsunami, the Haiti earthquake and Hurricane Katrina. Victims of disasters are more susceptible to social problems (MISZTAL, 2011). The term vulnerability is often used to describe poverty or forms of marginalization, discrimination and stigmatization (MISZTAL, 2011). There is a tendency to employ the term in reference to the fragile and emotional aspects of human lives. The use of the term vulnerability has proliferated in public discourse and it is the main analytical frame of reference for many charities’ actions in support of the elderly, people with disabilities and youth. The increasing popularity of the term is evident, especially in the area of public policy (GONTIJO; MEDEIROS, 2009).

The term vulnerability is widely used in the research field. Analysis of this term had shown that there is a plurality of definitions across the academic fields of psychology, political economy, biophysical, geography, and anthropology (MISZTAL, 2011). Although there are a variety of definitions for the term, the key element seems to relate to the fragility of individuals in different conditions.

While the term vulnerability presents many different definitions, the term 'social vulnerability' seems to be clearer in the research literature. Social vulnerability is a result of the negative relationship between the availability of material or symbolic resources of individuals or groups and access to the social, economic, and cultural opportunity structure provide by the state, market and/or society (MISZTAL, 2011).

Historically, studies about social vulnerability tried to statistically describe 'absolute poverty' referring to people without the basics for life, such as: warmth shelter, nutritious food, education and life-supporting work. However, later studies perceived life as more than just survival and included aspects of enjoyment and involvement in society such as culture, art and sports (ABRAMOVAY et al., 2002; COLLINS, 2004; MISZTAL, 2011).

Social vulnerability is wider and more dynamic than poverty, but poverty is the core of social vulnerability (COLLINS, 2004; LEVITAS et al., 2007). Social vulnerability is a multi-dimensional disadvantage, a combination of linked problems such as: poor housing, poor health, unemployment, poor skills, low income, high crime environment, and family breakdown (COLLINS, 2004; LEVITAS et al., 2007). Levitas et al. (2007) highlight the difficulty of obtaining national data on social vulnerability; some socially vulnerable people are entirely omitted from household surveys, such as the population living in institutions (children in local authority), disabled children and adults in residential care, those hospitalized or in prison, older people in residential care and the homeless.

According to Pickett and Wilkinson (2010) a wide range of health and social problems are associated with income distribution. Using income inequality as an indicator and determinant of the scale of socioeconomic stratification in a society, they showed that many problems associated with relative deprivation are more prevalent in

more unequal societies. The authors measured the income inequality using the ratio of the total annual household income received by the richest 20% of the population to that received by the poorest 20% (Figure 1). This ratio range points to Japan as the most equal country and the U.S. as the most unequal.

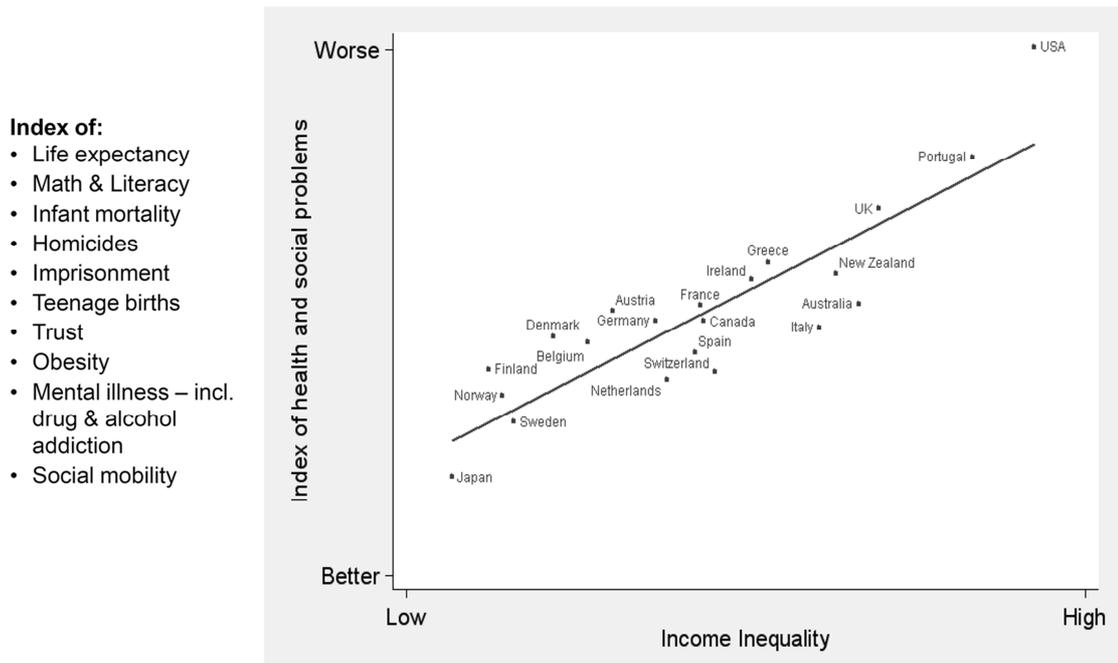


Figure 1: Correlation between health, social problems and income inequality (PICKETT; WILKINSON, 2010)

A strong association was found between income inequality and health conditions linked to morbidity, mortality and obesity (WILKINSON; PICKETT, 2006). Countries with large income inequalities had high rates of teen pregnancy (PICKETT; MOOKHERJEE; WILKINSON, 2005), more mental illness (WILKINSON; PICKETT, 2007), as well as high rates of violent crime and homicide (WILKINSON; PICKETT, 2006; WILKINSON, 2004). A larger proportion of the population were imprisoned and more died due to drug overdose (WILKINSON; PICKETT, 2007).

Countries with high income inequalities afford low social mobility (WILKINSON; PICKETT, 2007). Low levels of trust, low social capital, hostility, and poor educational performance among school children (WILKINSON; PICKETT, 2007) were noted. In this

sense, it is suggested that social vulnerability is not just related to poverty, but it is also associated to income inequality. Thus, social vulnerability is not only a problem for poor countries, but a global problem for the countries that have social inequality.

2.1.2 Youth in social vulnerability: moving the focus of the young to society

In socially vulnerable areas, one of the groups most affected is young people (ABRAMOVAY et al., 2002). Many youth from socially vulnerable backgrounds are exposed to negative influences such as drug trafficking, violence, family breakdown, poor health, poverty, and others. Due to exclusion from opportunities, youth miss valuable social contacts and look for compensation in their peer group which may result in delinquent behavior (ABRAMOVAY et al., 2002).

Our society has a tendency to blame the youth for their actions, creating a 'moral panic' related to youth's behavior such as the young unemployed, young people who drop out school, youth involved in violence, or involved in unhealthy or anti-social behaviors (underage sex, drinking, smoking, drug use, among others) (HAUDENHUYSE; THEEBOOM; COALTER, 2012; HELLISON; WALSH, 2002; HELLISON, 2000). Recently, the negative behaviour of young people has attracted increasing attention from the media, policy makers, and the law.

Authors use a variety of names for socially vulnerable youth, such as; underserved youth (HELLISON, 2000; LONG et al., 2002), disaffected youth (SANDFORD; DUNCOMBE, 2011), at-risk youth (COALTER; ALLISON; TAYLOR, 2000), marginalized young people (KELLY, 2011), to name a few. However, these different terms may not represent the complexities of social issues because they put the focus on the individual, rather than taking into account the wider social structures in which youth live (HAUDENHUYSE; THEEBOOM; COALTER, 2012). So, the term "youth from socially vulnerable backgrounds" is suggested.

Programs addressing youth from socially vulnerable backgrounds sometimes 'blame the victim' by treating youth as if they were the cause of the problem rather than

placing the blame where it belongs, on community and societal economic and political factors (HELLISON et al., 2000). UNESCO produced a book to evaluate the social vulnerability in Latin America from this perspective (ABRAMOVAY et al., 2002). This book supports the idea that violence experienced by Latin American young people has strong links with social vulnerability. The proportion of young people from socially vulnerable backgrounds combined with the economic status of many Latin American countries causes great tension between the youth, directly aggravating the processes of social integration and, in some situations, fostering increased violence and crime (ABRAMOVAY et al., 2002).

Formal education is considered a main instrument for the increasing levels of human capital and promoting the welfare of youths (ABRAMOVAY et al., 2002). The interaction that arises in schools aids in the accumulation of social capital; social relationships and networks of friends and contacts are built. School is much more than formal education; it is a conjunction of opportunities for socialization. Unfortunately, the environment of formal education does not aid all students. Hellison et al. (2000) describe how formal education may not contribute to the needs of youth from socially vulnerable backgrounds:

In my early experiences as an urban high school teacher I saw firsthand how intelligent and motivated young people were alienated and disempowered by traditional curricula and pedagogical practices. When placed in classrooms where they were provided culturally irrelevant or alienating texts and confronted with disempowering pedagogies, these students reported feeling distanced, uninterested, or worse yet, angry and bitter at the institutions that created these oppressive conditions (p.21).

Formal education alone is often not enough, opportunities for education in informal settings is an important complement to the education of young people from socially vulnerable backgrounds. According to Abramovay et al. (2002), one way to combat social vulnerability would be by increasing the quality of education while offering social and cultural capital to young people through informal education. In many countries like Brazil, the vulnerability of youth can be linked to the low quality of formal education (ABRAMOVAY et al., 2002; GOMES; PEREIRA, 2005; GONTIJO; MEDEIROS, 2009). Only 59% of Brazilian youth complete middle school, and 40% complete high school (ALMEIDA, 2000; UNICEF, 2013). According to Figueira (2001), a minimum of 10 years

of schooling is required to play a significant role in poverty reduction. However, the average years of schooling in Latin America and the Caribbean is estimated at only 5.2 years.

Thus, it can be argued that informal education might be an important tool to combat social vulnerability. Sports can be considered, along with literature, music and others, as a cultural asset to benefit youth from socially vulnerable backgrounds. By offering a time and place where they can feel protected and dream about different futures (GREENE, 1995; PETIT, 2009) a place is provided for laughter, to invent, and to share enjoyable moments (GREENE, 1995; PETIT, 2009). These informal education programs offer a collective environment, where each individual can be an active participant (MORRELL, 2004; PETIT, 2009). Obviously, sports cannot be expected to radically change the social destinies of these youths (e.g. changing structural conditions), but it may be able to divert them from dangers by changing the way they see the world. Next, I will discuss how a sports program can better address youth from socially vulnerable backgrounds.

2.2 Sport and socially vulnerable youths

In this section, I will discuss the literature around sports and its benefits for socially vulnerable youth. Modern sports will be described. Then, scientific evidence looking at the social outcomes from participation in sports will be presented and, finally, social critique pedagogy, particularly of Paulo Freire, Michelle Fine and other activist researchers/educators, will be discussed in support of the thesis that, through sports, opportunities can arise for youth engagement in the processes of empowerment.

2.2.1 Defining sport

Sport, as defined for this research, originated in English public schools in the eighteenth century as was titled “modern sport”. Popular games were modified and aimed at reinforcing the moral behaviors of the time. Industrialization and modernization

were decisive in the transformation of traditional games into institutionalized activities. It should be noted that the idea of democratization of sport had not yet happened. Although public games were promoted at this time, minorities (elderly, women and the disabled) were not eligible to participate.

Guttmann (2012) listed seven features that differentiate modern sport from other forms of physical activity from the past. Modern sport displays the following characteristics: *a) Secularism*: means nonreligious – emphasis on show and spectacle; *b) Equality*: equal opportunity for participation – women, minorities, and lower class persons all have, at least theoretically, an equal chance to achieve in the sporting world; *c) Specialization*: of functions in the divisions of labor (managers, coaches, doctors, referee, etc.); *d) Rationalization*: rationalization (rules, training methods and equipment) that made possible the internationalization of the sport.; *e) Bureaucracy*: organized bureaucratically (i.e., a system with organizational hierarchies, functions and competitions unified and universal); *f) Quantification*: all results are quantified and measured; *g) Records*: every performance had measurable characteristic – it reflects the continuous desire to improve, to be “the best ever”.

Many national governments consider modern sport a panacea for addressing problems of society (HARVEY; KIRK; O'DONOVAN, 2013; TINNING, 2011). Like a magic ‘social pill’, the mere participation in sports would educate people and solve problems of society, such as social vulnerability. Adorno (1998) disagreed with this argues:

Sport is ambiguous. On the one hand, it can have an anti-barbaric and anti-sadistic effect by means of fair play, a spirit of chivalry, and consideration for the weak. On the other hand, in many of its varieties and practices it can promote aggression, brutality, and sadism, above all in people who do not expose themselves to the exertion and discipline required by sports but instead merely watch: that is, those who regularly shout from the sidelines. Such an ambiguity should be analyzed systematically. To the extent that education can exert an influence, the results should be applied to the life of sport (p.10).

This ambiguity happens because sport can assume multiple forms and meanings (GUTTMANN, 2012; STIGGER; LOVISOLO, 2009). Some researchers point out that sports may present a high degree of alienation, corruption and dehumanization (KUNZ, 2000; STIGGER; LOVISOLO, 2009). However, sports in not inherently good or bad;

sport is what it is made. The quality and context of the program play an important role in the outcomes achieved (HARVEY; KIRK; O'DONOVAN, 2013).

Internationally, sports has been associated with re-engagement and rehabilitation of disaffected youth, positive youth development, community development and neighborhood renewal as well as the development of human social capital in socially vulnerable areas (COALTER, 2005). The evidence on each of these points will be discussed in turn.

In terms of re-engagement and rehabilitation of disaffected youth, there is currently little definitive evidence to support the idea that sports programs are effective at preventing children and young people from becoming criminals or combat substance misuse (CRABBE, 2000; SANDFORD; DUNCOMBE, 2011). One of the principal reasons why sports are used in drug prevention and crime treatment interventions is because young people enjoy them (CRABBE, 2000). However, this is much the same reason that they might also choose to use illicit drugs, become involved in criminal activity or even sport-related violence (CRABBE, 2000). The relationship between sport, crime and drug use cannot be viewed in a simplistic or romantic way

Several researchers have sought to investigate the potential of sport in positive youth development (FRASER-THOMAS; CÔTÉ; DEAKIN, 2005; HOLT, 2008; HOLT et al., 2012). This positive youth development approach has been criticised because it defines some behaviors (competence, confidence, connection, character, and caring/compassion) that children should present (HAUDENHUYSE; THEEBOOM; COALTER, 2012). It is argued that the social value of sport cannot be restricted to its potential to get young people adjusted to societal rules and institutional requirements (HARTMANN; KWAIK, 2011; HAUDENHUYSE; THEEBOOM; COALTER, 2012). With such a narrow view, sports might actually be reproducing the relationship of inequality and reinforcing the process of social vulnerability. The potential of sports to influence positive youth development as well as the idea of rehabilitation are centered on the individual and do not have a critical view; it is not seeking to understand and possibly change social reality.

McEvoy et al. (2012) argued that sport might be a way to build a sense of community by suggesting in order to achieve community development, a greater degree of social cohesion and increased inclusion, identity and belonging are required. Voluntary and community activity is fundamental to the development of a democratic, socially inclusive society (HELLISON; MARTINEK, 2009; MCEVOY; MACPHAIL; ENRIGHT, 2012; SENNETT, 2012). Although these arguments support the potential of sport as a way to develop a sense of community, there is a lack of research showing empirical evidence of this.

Sports has been associated with the development of human social capital. Human social capital is an economic concept employed to describe workforce characteristics deemed essential to sustainable, integrated social and economic development (SPAAIJ; JEANES, 2012). It includes health and wellbeing, but its main focus is on the knowledge, skills, attitudes, competence, and characteristics of individuals and groups, especially their capacities for productive citizenship and work-related activities (LAWSON, 2005). Education (formal and non-formal) are thus vital mechanisms for human social capital development (COALTER, 2005; SPAAIJ; JEANES, 2012). Although sports is one way of offering human social capital, there is limited research evidence for many of the claimed impacts of sports described above.

There are arguments for the potentially positive contribution which sports can make to a range of social issues in socially vulnerable communities (COALTER, 2005; MCEVOY; MACPHAIL; ENRIGHT, 2012). However, there is also a lack of systematic monitoring and evaluation of the outcomes of sport. These limitations are derived from at least two factors according Coalter (2005): a) the lack of research in many of the current priority areas of social policy; b) the difficulties in assessing many of the requested effects of sports participation and of separating them from other influences.

For the relationship between sport and social outcomes to be concrete and positive, the modern sport, as described above, has to be pedagogically transformed. Appropriate pedagogical strategies help create empowering possibilities through sports for youth from socially vulnerable backgrounds. Next, ideas on social critique pedagogy and how sports might be transformed will be presented.

2.2.2 Socially critical pedagogy and sport

In this section, I will argue that when working with youth from socially vulnerable backgrounds, it is necessary to incorporate appropriate pedagogical strategies to create empowerment possibilities through sport. The relation between socially critical pedagogy and sport will be described. Then Freire's ideas about critical consciousness and empowerment - key points for developing the prototype pedagogical model - will be discussed.

2.2.2.1 The conception of socially critical pedagogy and sport

Within the socially critical pedagogy, social reality is conceived as a product of social, material and historical conditions (DEVIS-DEVIS, 2006). Knowledge is socially constructed and inevitably political, representing interests of certain groups (KIRK, 1992). According to Devis-devis (2006), socially critical research emerged in the beginning of the 1980s to address the inequalities and injustices inherent in the practices, pedagogies and policies in physical education. These studies not only established links between what happened in physical education, but also encouraged social action for professional improvement and emancipation (DEVIS-DEVIS, 2006). The 1990s and the early 2000s were characterized by an expansion and development of socially critical research perspectives in physical education.

For researchers from a socially critical pedagogy in the sports context, sports has a political use that might propel some towards illegal choices such as doping, anti-fair play, corruption attitudes, etc. (STIGGER; LOVISOLO, 2009; VAZ, 2000, 2008). Sports may transform the human body into a 'machine body' (VAZ, 2000, 2001, 2008). According to Vaz (2000), the concept of a machine body means a body transformed to address specific techniques according to social needs; achievements need to be quantified while the body is viewed as separate from the mind/psyche. Sports would be considered a prototype for a rationalized life, and sports becomes an objective to be dominated and controlled (HORKHEIMER; ADORNO, 1985). Within sports, there can be an ostentatious show of violence, a cult of obedience to authoritarianism and a suffering

for the sport context, sometimes with the presence of a masochistic aspect (HORKHEIMER; ADORNO, 1985).

Cultural industry is the second point that the socially critical pedagogy criticizes. Everything becomes a commodity (HORKHEIMER; ADORNO, 1985). Thus, the cultural industry may transform sport into commerce. Details of how sports turns into cultural industry.

As a way to overcome these negative outcomes from the involvement in modern sports, this dissertation will take a critical view of sports that conceptualizes sports as an opportunity for youth engagement in the processes of empowerment. This critical view is supported by the ideas of Paulo Freire that will be introduced in the next section.

2.2.2.2 Freire's ideas and approximations with sports

If you go into a community and ask people what they need, they will tell you a soccer field. That's what they feel their need. But if you engage them in a process of reflection about their lives, they will see that what they really need is to vaccinate their children, cover up the open sewerage lines, and reduce the incidence of domestic violence. As an educator, someone working in the tradition of Paulo Freire's Pedagogy of the oppressed, one's job is to help people distinguish between one sort of need and another (Veissière, 2009, p.213)

Freire is one of the most important critical educators of the twentieth century (AU, 2009; GIROUX, 2011; SPAAIJ; JEANES, 2012; WEBB, 2010). Freire's pedagogy was developed within the specific sociopolitical context of Brazil and Chile. Paulo Freire became involved in popular literacy campaigns among the poor people in Brazil, and he is credited with coordinating the National Literacy Program in the late 1950s and early 1960s (GADOTTI, 1996). The military government in Brazil felt threatened by the prospect of the popular resistance nurtured through Freire's literacy program and ended the program in 1964. Freire was imprisoned then, after being released, went into exile in Chile and Switzerland for a number of years. Once a semblance of democracy returned to Brazil, he returned to Brazil in 1980. He worked in educational policies until his untimely death in 1997. While in exile in Chile, and based on his experience working in literacy programs with poor people in Brazil, Freire wrote *Pedagogy of the oppressed*.

Pedagogy of the oppressed was imbued with the postcolonial theories as well as radical egalitarian vision of Karl Marx (GADOTTI, 1996).

Paulo Freire's pedagogy aimed to empower both students and teachers to develop a critically conscious understanding of their relationship with the world (FREIRE, 1987). He saw pedagogy not as a method or technique to be imposed but as a political and moral practice that provides the knowledge, skills, and social relationships needed for change. It holds the possibility of enabling students to explore the potential of what it means to be critical citizens while expanding their participation within an anticipated democracy (FREIRE, 1996; SCHOR; FREIRE, 1986). Students become critical agents in the act of knowing; for education to be authentic, it must be liberating (FREIRE, 1987). Pedagogy should connect learning to social change, a project that challenges students to critically engage with the world so they could act on it.

Freire's pedagogy involves ideas of praxis or conscious action, where students and teachers become subjects who can look at reality, critically reflect upon that reality, and take transformative action to change that reality (GADOTTI, 1992). In order to develop praxis, Freire used two different approaches: problem posing and dialogue (FREIRE, 1987). For Freire, problem posing means the process whereby students and teachers ask critical questions of the world (questions of material realities experienced on a day-to-day basis), and critically reflect on what action they may take to change their material conditions (FREIRE, 1987). Paulo Freire put forth that a dialogue should be a democratic communication (SCHOR; FREIRE, 1986). He states that true dialogue implies the absence of authoritarianism and implies a permanent tension between authority and freedom (FREIRE, 1987). However, within this tension, the authority remains, allowing students freedom, which grows and matures, because they have the authority and freedom to learn self-discipline.

Although Freire's critical pedagogy was originally developed within the specific sociopolitical context of Brazil and Chile, his precise relationship between democracy and pedagogy has enabled his work to become more relevant today than when it was first published (GIROUX, 2011). Giroux (2010) argues that Paulo Freire's work must be read as a postcolonial text and may engage researchers in a radical form of border

crossing in order to reconstruct Freire's work in the specificity of its historical and political construction. Freire's work cannot be separated from either its history or its author, but it also cannot be reduced to the specificity of intentions or historical location (GIROUX, 1992).

Freire's works are to be found in the tension, poetry, and politics that make it a project for border crossers, those who read history as a way of reclaiming power and identity by rewriting the space and practice of cultural and political resistance. Freire's work represents a textual borderland where poetry slips into politics, and solidarity becomes a song for the present, begun in the past, while waiting to be heard in the future (Giroux, 1992, p.12).

For Giroux (1992, 2010) Freire's language of critique and educated hope is his legacy, one that is increasingly absent from many liberal and conservative discourses about current educational problems. Freire never reduced the understanding of homelessness, poverty and unemployment to a failing of individual character, laziness, indifference or lack of personal responsibility but instead viewed these issues as complex systemic problems generated by economic and political structures that produced massive amounts of inequality, suffering and despair (GIROUX, 2010).

Pedagogy of the Oppressed is a best-selling title and has been translated into many languages (FREIRE, 1987). Fischman (2009) discusses the reasons why *Pedagogy of the Oppressed* is unique: 1) *big ideas*: the fundamental ethical message and moral seriousness of Freire's work is that the destiny of our world is tied up with the condition of the poorest and most oppressed members of society; 2) *getting it*: the main ideas and ideas can be immediately put into practice; 3) *quilting words*: Freire mixes Dewey pragmatic ideas, spiritualist ideas, Marx and more importantly Christian utopian dreams about modernizing education while using poetic language; 4) *belonging to*: Freire opposed the ideological straightjacket of teaching and learning as being emotionally neutral; for him It is impossible to teach without the courage to love; 6) *real hope*: Freire hopes for an education that is worthy of its name. Education must contribute to the creation of better and fairer societies today by develop solidarity with others.

Although Freire introduced the conception of a liberating pedagogy, he argues that the relationship between students and teachers does not have to automatically

become equal or horizontal. The teacher maintains the authority in the classroom but is not an authoritarian; the liberation pedagogy has to be radically democratic (FREIRE, 1987). The 'Citizens School' project, closely follows the ideas of Paulo Freire, a critical education like the liberating education, with the ultimate goal of transforming and impacting not only education but society as a whole (GADOTTI, 1992; GANDIN, 2009). The basic premise in Citizen School was a radical ideal of democracy, one that entailed real involvement of the citizenship in the governance of the city (GADOTTI, 1992).

The Citizen School project proposed a radical democratization of three items: access to schools, governance and knowledge (GANDIN, 2009). The project aimed to build strong democracy believing the starting point for the construction of curricula knowledge is the culture of communities themselves. The whole educational process is aimed at inverting previous priorities and serving the historically oppressed and excluded groups. The starting points are the 'thematic complexes', themes that interest and/or concern the community. For example, a Brazilian school elected 'the quality of life in favela' as a thematic topic and the students learned history by beginning with the historical experience of their family (GANDIN, 2009).

Some researchers have developed Freire's ideas by criticizing the cultural hegemony of sport (DEVIS-DEVIS, 2006; KNIJNIK, 2012; SPAAIJ; JEANES, 2012; SPAAIJ, 2012). However, less attention has been given to studies that elaborate programs by using his critical pedagogy. Next, the relationship between empowerment and sport - an important definition for the creation of the prototype, pedagogical model - will be described.

2.2.3.3 Empowerment and sport

Empowerment is a concept debated in the academic arena (LAWSON, 2005; SCHOR; FREIRE, 1986). Individual empowerment, the dominant concept, is when people act independently to 'pull themselves up by their own bootstraps' and become even more self-reliant (LAWSON, 2005). Socially critical authors disagree with the

concept of individual empowerment and argue that empowerment has to be social; it comes from knowing, being, and acting in the world (SCHOR; FREIRE, 1986).

In the book *A pedagogy for liberation: dialogues on transforming education*, Paulo Freire and Ira Shor discuss the concept of empowerment (SCHOR; FREIRE, 1986). Freire discusses the misconception that a teacher is a kind of lamplighter - light a light switch, and then it's all over, mission completed – youth become empowered. Ira Shor agreed with Paulo Freire and stated that in American society the idea of empowerment has been co-opted by individualism. Shor highlights the utopian realization of being alone: improvement is achieved alone; one gets ahead solely through effort and gets rich through personal effort.

According to Paulo Freire (SCHOR; FREIRE, 1986), emancipation should be a social act. He understands empowerment as the empowerment of social class. Empowerment of social class investigates the question of how the working class, through their own experiences, their own culture building, strive to obtain political power. Agreeing with Paulo Freire, Lawson (2005) believes in a collective, comprehensive, mutual, and contagious empowerment, collective because it transcends a narrow focus on individuals and targets groups and entire communities, aiming to organise and mobilize them for collective action.

Empowerment can be conceptualized in relation to these three areas: power, resources, and collaboration (LAWSON, 2005):

1. *Power* - Fundamentally, empowerment denotes a fresh distribution of power when people without power gain access to it. An understanding of power distributions and authority relations is needed.
2. *Resources* – Resources includes money, non-monetary exchange and assistance networks, other people (especially ones with power and authority), and knowledge.
3. *Collaboration* - The voluntary, collaborative engagement by students, teachers, families and communities through which people determine which

resources they want and need; when, where, and how they will gain access to them, and how the empowerment process will proceed.

Empowerment can help individuals, families, groups, and entire communities: a) gain a critical understanding of themselves and their environments, along with the power and authority, services, supports and resources they need and also may offer to others; b) develop collective identities and social solidarity, enabling them to mobilize for collective action; c) gain resources and power, enabling them to achieve individual and collective goals; d) achieve greater equity as they acquire and use their new power and resources; e) enhance individual and collective capacities to sustain their achievements (LAWSON, 2005).

Some people describe emancipation as utopic. For Kemmis (2006), describing an emancipatory aspiration for education as utopian threatens education itself; it threatens to make education a matter of convention, to replace education with schooling, with domestication. It should not be considered utopian to believe that education can empower students, teachers and societies. It is important to highlight that it does not mean empowering youths from the 'established order' or 'hierarchy' or 'bureaucracy' or from "some specific institution", rather it is possible to be emancipated from irrationality, injustice and alienation (KEMMIS, 2006).

In conclusion, sport may be an important instrument to youth's empowerment. Empowerment is a complex process that might not be directly measured in sport or any educational context. Although empowerment could be a key theme in the prototype pedagogical model to be developed, there is no guarantee that this empowerment will take place - we only hope it happens. As previously mentioned, a pedagogical transformation of sport is required to achieve these social outcomes. In the next chapter I discuss how a pedagogical model can be used as a way to achieve a pedagogical transformation of sport.

2.3 Pedagogical models

This chapter will begin with a discussion of problems within physical education pedagogy. Following this, the models-based approach of Physical Education and Sport as a different form in contrast to its current and traditional form will be presented; the conceptualisation of pedagogical models will be argued for. Finally, I will suggest that whilst pedagogical models provide a legitimate alternative to the traditional pedagogical practices, we need to develop models for Physical Education and Sport that work in activist way in and consequently better address youths from socially vulnerable backgrounds.

2.3.1 Models-based approach

In the traditional everyday practice of physical education and sport, we see teaching and learning of sport techniques de-contextualized (KIRK, 2013). These repetitive lessons vary only by the activities taught (e.g. gymnastics, game, sport), and is what is known as multi-activity form (KIRK, 2011). The multi-activity curriculum typically offers students short sequential though unrelated units in a wide range of sports and other activities; sometimes there are as few lessons to a unit (KIRK, 2006). Siedentop et al. (2011) argues that students can develop only a superficial level of understanding where introductory units are taught “again and again and again” and “sport” in this context is abstracted and less than meaningful. In the book *Physical Education Futures*, Kirk (2011) predicted three possible futures for physical education: a) more of the same (physical education-as-sports techniques or multi-activity form); b) extinction; c) radical reform. Furthermore, Kirk advised that the consequence of “more of the same” would most likely be extinction.

Physical education is socially constructed, it is a medium for transmitting valued cultural practices in the formation of persons (KIRK, 2011). For children and youth, physical education aspires to achieve a wide range of educational outcomes within the physical, lifestyle, affective, social, and cognitive domains. Although physical education aims to have a variety of dimensions, the scientific evidence does not support the claim

that these effects will occur automatically (BAILEY et al., 2009). In many countries, physical education policies and curriculum documents promote the social and moral development of young people as a cross-curriculum goal (JACOBS; KNOPPERS; WEBB, 2013). However, there is little scientific evidence that underpins the positive contribution of physical education to this development. While in theory it is possible to show that there are basis to justify arguments for the educational value of physical education, the actual, everyday practice in schools could provide little or no evidence to support theories of moral or social development (KIRK, 2013).

In an effort to overcome the problems mentioned above, some physical education teachers/researchers created a generalized patterns 'model' for designing curricula during the 1960s and 1980s (METZLER, 2011). Siedentop et al. (2011) developed the Sport Education model in collaboration with PE teachers in Ohio State. The Sport Education model emerged from Siedentop's doctoral work in the late 1960s and became known in 1994 when the textbook was published (KINCHIN, 2006). Don Hellison, based on his practical experience in work with youths at risk in Portland State, published the book *Beyond Balls and Bats* in 1978 (Hellison, 1978). This book was the precursor to Teaching Social and Personal Responsibility (TPSR) (HELLISON, 2010). Thorpe, Bunker, and Almond (Almond, 1986; Bunker & Thorpe, 1982; Thorpe & Bunker, 1982) developed the Teaching Games for Understanding (TGfU) in England.

Sport Education, TPSR and TGfU were the precursors of the models-based approach, building on the foundational work of Metzler (2011), Jewett et al. (1995) and Lund and Tannehill (2005). While each of these authors offers different models and different ways of thinking about a generalized approach, the unifying element of their work is the concept that physical education has the potential to contribute to the achievement of a range of outcomes and that in order to do this, it is necessary to recognize multiple versions or 'models' of physical education (HAERENS et al., 2011).

Many authors argue that the models-based approach is a way to overcome traditional teacher-led practice (CASEY; DYSON, 2009; CASEY, 2012; HAERENS et al., 2011; JEWETT; BAIN; ENNIS, 1995; KIRK, 2011, 2013; LUND; TANNEHILL, 2005; METZLER, 2011; TANNEHILL; MARS; MACPHAIL, 2014). A models-based approach to

physical education offers a potential solution to the two main problems in physical education: a) it has the potential to contribute to the achievement of a range of educational outcomes for students, across a range of domains (contributing to the legitimization of physical education); b) it has a potential that can be confirmed empirically (KIRK, 2011).

In conclusion, the models-based approach would be a way to overcome the traditional multi-activity form because physical education has the potential to contribute to the achievement of a range of educational outcomes and that in order to do this it would be needed multiple versions or 'models' of physical education and sport.

2.3.1 Why the term 'pedagogical model'

In the field of physical education, there are different names for this models-based approach, such as instructional models (METZLER, 2011), curriculum models (JEWETT; BAIN; ENNIS, 1995), models-based instruction (Lund & Tannehill, 2005), main-theme curriculum (TANNEHILL; MARS; MACPHAIL, 2014), models-based practice (CASEY, 2012).

The preferred term is 'pedagogical model' because 'pedagogical' highlights the interdependence and irreducibility of learning, teaching, subject matter and context (HAERENS et al., 2011; KIRK, 2011, 2013). Kirk (2013) suggests that use of the term "instructional model" retains a teacher-focus with an emphasis on the ways a teacher organizes and delivers instruction or provides practice to students, on how the teacher and student roles change and how teachers and students interact with one another. The term "curriculum model", retains too much of a subject matter-focus and possibly de-emphasizes the teacher-related features of the model. Although the terms instructional and curriculum can be used separately, in practice they are interactive and inseparable (HAERENS et al., 2011; JEWETT; BAIN; ENNIS, 1995; KIRK, 2013; TANNEHILL; MARS; MACPHAIL, 2014). 'Pedagogical model' and 'models-based practice' are related to curriculum and instruction. The term models-based practice or pedagogical model does not privilege the instructor or the subject matter in the title and, additionally, offers

an institutionally-neutral term that could be used in sports and exercise, artistic and leisure settings beyond the school (KIRK, 2013).

A pedagogical model identifies distinctive learning outcomes and shows how these might be best achieved through their tight alignment with teaching strategies and subject matter (METZLER, 2011). Metzler (2011) describes these models as blueprints that can be used by teachers or curriculum writers to create programs that are suited to the specific circumstances in their local contexts. It is important to highlight that they are models, not prescriptions - physical educators or coaches must adapt them to their own particular context, typically determined by: a) the type and interests of students; b) the facilities and equipment available; c) the ethos of the school and community, and d) the beliefs and values of the teacher (TANNEHILL; MARS; MACPHAIL, 2014).

Key theme, learning outcomes and critical elements are some of the most important components of a pedagogical model. Key theme refers to the most basic idea on which the model is designed (METZLER, 2011). Learning outcomes are the intentions of a program, written in specific terms. They describe what a student should know, understand, or be able to do at the end of that program (METZLER, 2011). Each model prescribes specific critical elements that make it distinctive in terms of what teachers and learners must do in order to faithfully implement the model (KIRK, 2013). Without these critical elements, the achievement of the stated learning outcomes is less likely to be obtained (HAERENS et al., 2011).

Metzler (2011) uses the term 'benchmarks' instead of critical elements. Benchmarks prescribe patterns of teacher and student behaviors. Although, teacher and student benchmarks have the same function as critical elements, they are many (8 to 10 for teachers and 8 to 10 for students) and they, often, overlap each other (GOODYEAR, 2013). So, it would be more difficult for teachers to comprehend what make the benchmark model distinctive in terms of what expectations to faithfully implement the model (GOODYEAR, 2013). In conclusion, the use of the critical elements instead of benchmarks is suggested.

Pedagogical models have been developed, promoted, researched and used in some educational settings (Table 1). The emerging empirical evidence suggests that when these models are implemented, we can expect to see learning outcomes consistent with their respective designs (METZLER; MCCULLICK, 2008); pupils are motivated by a greater engagement and their perceptions of having achieved the intended learning outcomes. However, the implementation of any new pedagogical approach is time-consuming and highly labour intensive (CASEY; DYSON, 2009; GOODYEAR, 2013).

Table 1: Pedagogical models cited by Metzler (2011), Jewett et al. (1995), Lund and Tannehill, (2005) and Tannehill et al. (2014)

	<i>Metzler (2011)</i>	<i>Jewett et al. (1995)</i>	<i>Lund and Tannehill, (2005)</i>	<i>Tannehill et al. (2014)</i>
<i>Sport Education</i>	X	X	X	X
<i>Teaching Personal and Social Responsibility</i>	X		X	X
<i>Teaching Games for Understanding</i>	X		X	X
<i>Adventure Education</i>			X	X
<i>Outdoor Education</i>			X	X
<i>Fitness Education Model</i>		X	X	
<i>Developmental Model</i>		X		X
<i>Cultural Studies in Physical Activity and Sport</i>			X	X
<i>Health-Based Physical Education</i>				X
<i>Health Optimizing Physical Education</i>				X
<i>Movement Analysis Model</i>		X		
<i>The Skill Theme Approach</i>				X
<i>Student-Centered Inquiry as Curriculum</i>				X
<i>Peer Teaching</i>	X			
<i>Cooperative Learning</i>	X			
<i>Inquiry Teaching</i>	X			
<i>Direct instructional</i>	X			
<i>Personal Meaning Model</i>		X		
<i>Personalized system for instruction</i>	X			

Teachers can become aware of innovations at any time during their career span, from a wide variety of sources – textbooks, professors, colleagues, students they

instruct, workshop leaders, administrators, websites – and by formulating their own innovations as they generate new ideas from ones acquired previously (GURVITCH; BLANKENSHIP, 2008; METZLER; LUND; GURVITCH, 2008). Casey (2012) conducted a review of teachers' perceptions of models-based practice and found positive aspects such as a) teachers understood the pedagogical models around how they improve their practice; b) teachers saw real differences in their students learning; c) teachers felt their own efficacy increased as a result of using different models. However, Casey (2012) points out that the heavy workload of the teacher is problematic for increasing the use of pedagogical models. According to the author, more research is needed to make this a reality rather than something of dubious or limited value – or a 'white elephant in the room'.

Curtner-Smith, Hastie, & Kinchin (2008) interview new teachers who employed the Sport Education model. The results indicated that teachers interpreted and delivered this pedagogical model in one of three different ways: the full version, a watered down version and cafeteria style. The full version means that the teachers delivered units that were congruent with the spirit of Siedentop's intentions (each critical element was present). In the watered down version, teachers misinterpreted the model. Teachers organized around formal competition because they perceived doing so was a 'good management strategy,' but failed to include many of the other critical elements. Teachers in the cafeteria style merely incorporated parts of the Sport Education within what appeared to be well-taught traditional sporting units. They were also reluctant to "go too far" and do the "whole thing".

There is little evidence of the pedagogical model appearing in the sports coaching or coach education literature (ROBERTS, 2010). However, coach education discourse and physical education discourse actually contain more similarities than differences. Despite the differences which exist between sports coaching and teaching, it is apparent that educational concepts such as pedagogical models are a common feature of formal coach education programs (ROBERTS, 2010). Thus, it is argued that pedagogical models could be further employed in the context of sports.

Unfortunately, the use of pedagogical models has not been sustained in physical education and sport (KIRK, 2011). When teachers use the models, they often experience 'praxis shock' (a difficulty applying what they have learnt to the context of their schools), or they adopt parts of the models (CURTNER-SMITH; HASTIE; KINCHIN, 2008). Such experiences can cause deviations from the model's critical elements affecting the model's integrity (LUND; METZLER; GURVITCH, 2008) and consequently reducing the likelihood that the models will achieve their anticipated learning outcomes. A reason for this lack of sustainability might be a gap between research on the use of the models in physical education and practice (CASEY, 2012; KIRK, 2011). To enhance the long term use of pedagogical models there is a need for praxis, practice-informed theory and theory-informed practice (CASEY, 2012; GOODYEAR, 2013).

There are some pedagogical models proposed for sports, such as the Sport Education model (SIEDENTOP; HASTIE; MARS, 2011), Sport Empowerment (HASTIE; BUCHANAN, 2000), Cultural Studies in Physical Education and Sport (KINCHIN; O'SULLIVAN, 2003; O'SULLIVAN; KINCHIN, 2005), Sport for Peace (Ennis, 1999), Teaching Personal and Social Responsibility (HELLISON; MARTINEK, 2009; HELLISON, 2000, 2010) (Table 2).

Table 2: Summary of specifically pedagogical models to sport

<i>Pedagogical models</i>	<i>authors</i>	<i>Objectives</i>
Sport Education	Siedentop et al. (2011)	Learning to become a competent, literate and enthusiastic sportsperson
Sport Empowerment	Hastie and Buchanan (2000)	Allows for achievement competence, social responsibility, and personal empowerment.
Cultural Studies in Physical Education and Sport	Kinchin and O'Sullivan (2003) O'Sullivan and Kinchin (2005)	Students are informed, watchful, and have the knowledge, skills, and confidence to critique physical activity provision and presentation on local and national levels.
Sport for Peace	Ennis (1999)	Focus on conflict negotiation, caring for other students, and social responsibility
Teaching Personal and Social Responsibility (Coaching Clubs and Leadership Program)	Hellison (2011) Hellison et al. (2000) and Hellison and Martinek (2009)	Helping students take personal and social responsibility.

The Sport Education model is aimed at helping students become a) a *competent* sportsperson - someone who has developed skills and strategies to participate successfully in a game; b) a *literate* sportsperson - someone who understands about the rules, traditions, and values associated with sport, and also can distinguish between

good and bad sport practices; c) an *enthusiastic* sportsperson - someone who plays and behaves in ways that preserve, protect, and enhance the culture of sports (SIEDENTOP; HASTIE; MARS, 2011). The Sport Education model has been attractive to teachers and students in schools, and by consequence, for researchers (HASTIE; OJEDA; LUQUIN, 2011).

Sport Empowerment, Cultural Studies and Sport for Peace are considered variations of the Sport Education model. Sport Empowerment is considered a combination of Sport Education and Teaching Personal and Social Responsibility (HASTIE; BUCHANAN, 2000).

Cultural Studies in Physical Education and Sport aims to develop learners who are critical consumers of sports and physical activity (O'SULLIVAN; KINCHIN, 2005). So, this model enables students to present and defend their ideas on social justice through journals, class discussions and so on (KINCHIN; O'SULLIVAN, 2003; O'SULLIVAN; KINCHIN, 2005).

Sport for Peace is a variation of the Sport Education model that centers on a concern for others and self and social responsibility (peace education theory) (ENNIS, 1999). It is aimed at developing an ability in students to negotiate and compromise in response to conflict.

Teaching Personal and Social Responsibility was developed in areas of social vulnerability and aimed to share responsibility with students for making choices that would enhance their own well-being, as well as contribute to, or at least not harm (prejudiced) the well-being of others (HELLISON; MARTINEK, 2009; HELLISON, 1978, 2000, 2010).

There is lack of pedagogical models in physical education and sports that provide social outcomes and address socially vulnerable youths. The models do not seem to engage with the contextual community while focusing on empowerment. Although Sport Empowerment uses the term 'empowerment', the characteristics might be described as a prescription of leaning outcomes and decision-making in the individual sphere and therefore, consequently, a restricted vision of empowerment (LAWSON, 2005; SCHOR; FREIRE, 1986). In the same mode, TPSR is based on a concept of individual empowerment, more concerned about controlling behaviors of youth than on collective

action. These could be considered individual-based developmental approaches in which the endpoint is defined based on pro-social behavior (HAUDENHUYSE; THEEBOOM; NOLS, 2012). The Cultural Studies in Physical Education and Sport presents a social critique of sport, but like the other models, it has no initiatives regarding listening and responding to student voice. Despite Sport for Peace's offer to youth of opportunities to participate in an equitably structured physical education class (especially low skilled youth), addressing problems in the community where youths live (drug trafficking, violence outside the class, etc.) is not a goal.

In conclusion, there is lack of pedagogical models in physical education or sports that provide social outcomes and address socially vulnerable youths. I have reviewed these models and conclude that they do not meet the needs of young people from socially vulnerable backgrounds. Teaching Personal and Social Responsibility, Sport for Peace, Cultural Studies in Physical Education and Sport Empowerment work on a conception of individual empowerment, more concerned with controlling behaviors of youth than collective action. Added to this, they do not show initiatives involving listening and responding to student voice. A model that addresses the needs of youth from socially vulnerable backgrounds needs to combine social critical ideas and strategies for listening and responding to students. Next, I will be presented a way of working with youths that aims exactly in that direction, Student Centered Inquiry as a Curriculum.

2.3.3 Student Centered Inquiry as Curriculum

Oliver and colleagues (OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER; HAMZEH, 2010; OLIVER; KIRK, 2014; OLIVER; LALIK, 2004; OLIVER; OESTERREICH, 2013; OLIVER, 2010) have focused on learning to listen and respond to young people using inquiry-based approaches. The purpose of this approach is to merge student-centered pedagogy with inquiry based learning to better understand how to facilitate students' interest, motivation and learning in physical education. Students learn to name, critique and negotiate barriers to their engagement in physical education.

In addition to the work with students, Oliver works with pre-service teachers (BROCK; ROVEGNO; OLIVER, 2009; OLIVER; OESTERREICH, 2013). Through interactions with students, the pre-service teachers work to understand how to use inquiry as a means of listening to student voices. Student-Centered Inquiry as Curriculum suggests that the pre-service teachers' education should be student centered while helping young people to be aware of physical activity opportunities available to them (OLIVER; OESTERREICH, 2013; TANNEHILL; MARS; ANN MACPHAIL, 2014).

There are four phases in the cyclical process of Student-Centered Inquiry as Curriculum: planning, responding to students, listening to responses, and analyzing responses (Figure 2 and Table 3).

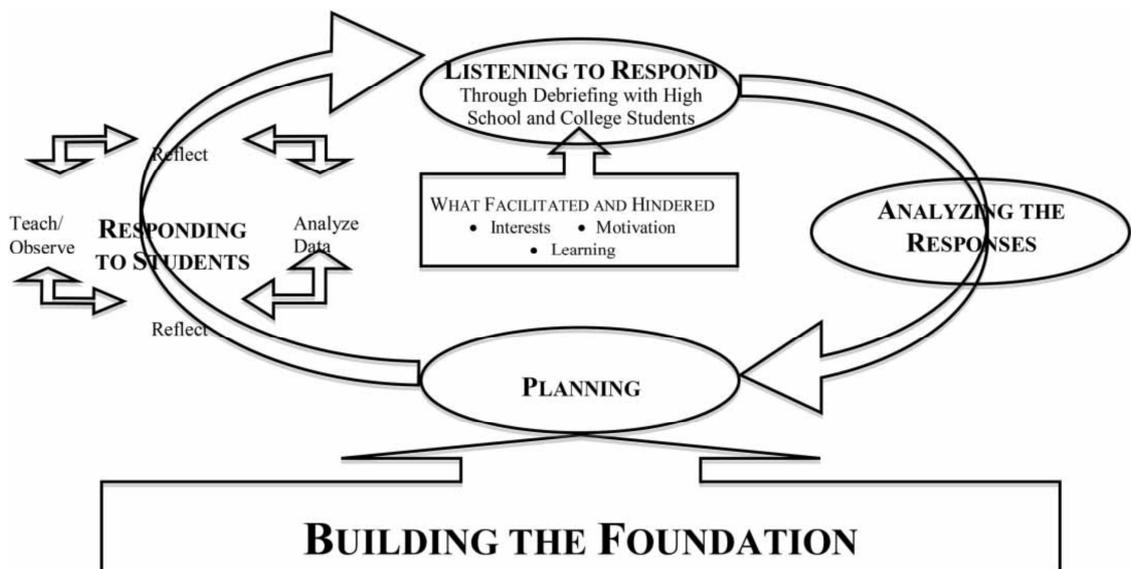


Figure 2: Diagram of Student Centered Inquiry as Curriculum (OLIVER; OESTERREICH, 2013)

Table 3: Four phases in a cyclical process to Student Centered Inquiry as Curriculum (OLIVER; OESTERREICH, 2013)

<i>Student Centered Inquiry as Curriculum</i>	
Building the Foundation	Co-create an environment that allows for mutual understanding, respect, and learning amongst all participants involved in the educational setting
Planning	Every time the teachers need to identify how their lessons relate to student voice
Responding to Students	Allows the teachers to learn about teaching from the perspective of a teacher and an outside observer.
Listening to Respond	Students are informed about Their experiences so that They can better understand what influences Their interests, motivation, and learning
Analyzing the Responses	Teachers utilize feedback from their experience as teachers and their students' experiences in the class in order to articulate changes they will make in their future planning and teaching

The Student-Centered Inquiry as Curriculum as a way to listen and respond to youth and coaches was used as the basis for this dissertation. Student-Centered Inquiry as Curriculum is fundamental for the co-construction of the key theme, critical elements and learning outcomes of a prototype pedagogical model for sport which empowers possibilities through sport for youth from socially vulnerable backgrounds. In the methodology section, details for the use of this approach in developing a prototype pedagogical model will be given.

3. METHODOLOGY

This study was a participatory action research project (activist research). Essential to the activist stance is that researchers and participants be engaged as critical participants in conversations of power (FINE, 2007). This activist project allowed for the emergence of the prototype pedagogical model.

3.1 Participatory action research

Action research has grown in popularity, especially in curriculum studies. Action research is interpreted by individuals differently in different contexts so there are many definitions and types of action research described in the literature (TINNING, 1992). However, regardless of the type, action research in the field of pedagogy begins from the premise that the practitioner needs to undertake rigorous reflection on their practice (ASPLAND; MACPHERSON, 1996; TINNING et al., 1996). Action research is carried out in a cyclical process to resolve conflicts and to improve understanding of events, situations, and problems, ultimately increasing the effectiveness of practice (MCKERNAN, 1988, 1996).

Interest in action research was high during the 1950s when it was used as a general strategy to design curricula and to attack problems such as inter-group relations and prejudice (COREY, 1949; MCKERNAN, 1988, 1996). According to Kemmis (2006), action research can be critical and transformative, contributing to the emancipation of people from determination by habit, custom, illusion and coercion which sometimes frame and constrain social and educational practice. Participatory Action Research (PAR) rests on the political premise that marginalized people may transform their realities through education, research, action and reflection (FINE, 2007). Of course structural realities are hard to change. However, change may start with students and teachers becoming critical analysts of the communities and societies in which they live or work. It is a 'pedagogy of possibility', participants become critical analysts looking for possibilities of development for themselves and their community (FINE, 2007; FREIRE, 1987, 1996).

PAR is based on the theory and practice of Latin American activists scholars, such as Paulo Freire (FREIRE, 1987, 1996). According to Fine (2007), PAR breaks the false consensus of complicity by interrogating and denaturalizing the conditions of oppression (hegemony) by working through issues of power and difference. PAR supports the belief that knowledge is rooted in social relations, and it is more powerful when produced collaboratively through action (ASPLAND; MACPHERSON, 1996; FINE, 2007; FREIRE, 1987, 1996). According to Paulo Freire, it is a process of 'conscientization', defined as the process of becoming aware of the structural, political and cultural constraints that prevent a group or an individual from exercising autonomy or participating in a democratic society and the subsequent practice of working toward emancipation (FREIRE, 1987).

3.2 Setting

This project took place in a soccer project attended by approximately 250 children and young people of both genders, approximately 10% were female. The participants ranged in age from 6 to 15. They were from a variety of economic classes from socially vulnerable areas in Brazil. This football project has existed since 2008 and is funded by Brazilian companies who finance projects instead of paying taxes to the Brazilian government through a law to encourage youth to participate in sports. The project is a non-governmental organization. Youth are divided into four ages: Group 1 (6 to 8 years old), Group 2 (9 to 10 years old), Group 3 (11 to 12 years old) and Group 4 (13 to 15 years old). Each group attend two hour lessons per week, monitored by a coach.

The project runs in four different neighborhoods in two cities. Both cities are urban, coastal and tourist. Each has high rates of income inequality and pockets of illiterate people (Table 4).

Table 4: Poverty incidence, inequality index (GINI) and illiteracy rate in the two cities (IBGE, 2010)

	City 1	City 2
<i>Poverty Incidence</i>	22.5%	4.55%
<i>Inequality index (GINI)</i>	0.45	0.47
<i>Illiteracy rate of the population aged 15 or over</i>	15%	10%

The Gini index measures the inequality among values, such as levels of income, on a frequency distribution. A Gini coefficient of zero expresses perfect equality. Both cities show high rates of income inequality.

Figures 3 and 4 show data divided by neighborhoods in each city. Social vulnerability was assessed by a Brazilian government research (SEADE, 2003) that calculated the index basis of a) factors related to socioeconomic and education level of the person responsible for the household, b) factors related to the family life, such as ages, number of children in the family, etc. (SEADE, 2003). Regions were classified among the cities as very high vulnerability, high vulnerability, average vulnerability, low vulnerability, very low vulnerability, non-vulnerable (SEADE, 2003). The map (Figure 3) indicates the neighborhoods where the research sites are located.

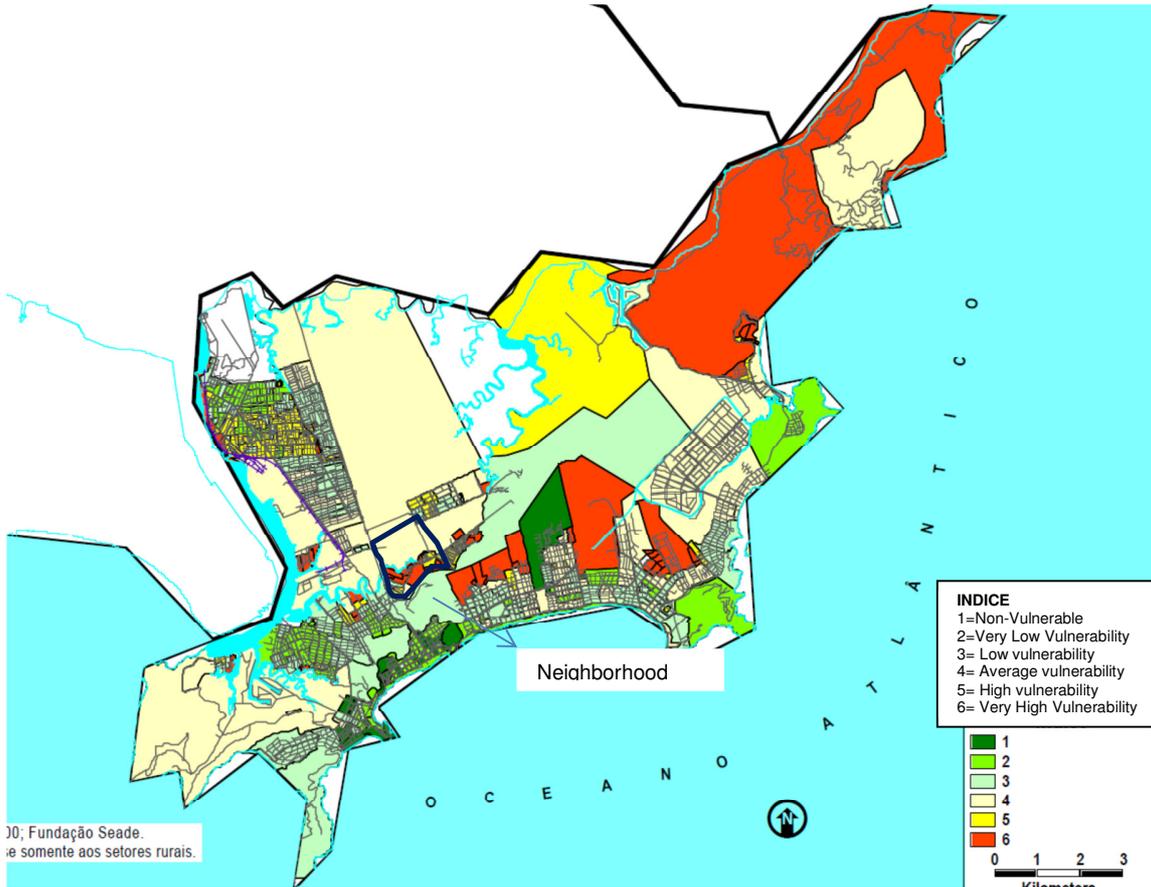


Figure 3: Areas of social vulnerability in the city 1

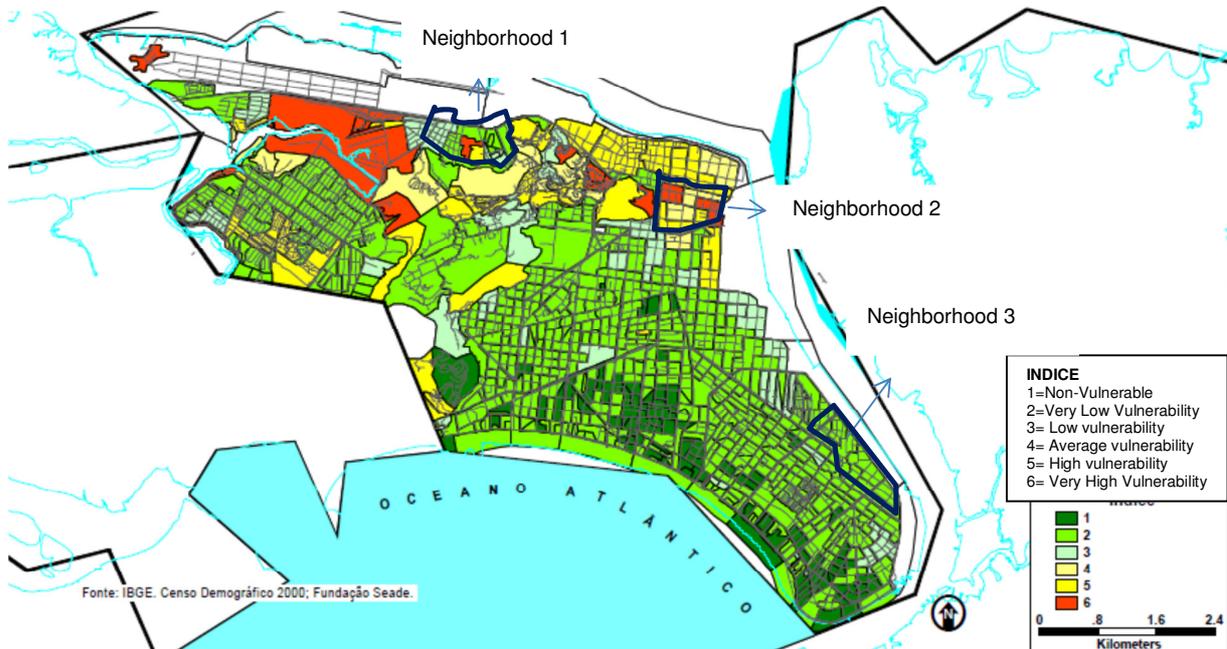


Figure 4: Areas of social vulnerability in the city 2

Although the coach participants in the study were working in 4 different sites/neighborhoods), the young participants of the study came from only one site (neighborhood 1). This site is located in an area with many slums, and it is a place that has explicit drug trafficking. This site was selected because it had high percentages of economically disadvantaged students. The location is close to the training facility of one of the most important football clubs in Brazil; the children live next to the dream of becoming football players.

3.3 Participants

The research idea was presented to the general coordinator and the pedagogical coordinator of the project who agreed with the initial idea and design. The main objectives of the study and a summary of the methodology were presented to the coaches who agreed to participate. The youths were invited to participate in the study as well. All subjects who agreed to participate in the study signed the informed consent

form. Ethical approval for this study was received from the Ethics Committee at the University of Sao Paulo (protocol number 608.759). In the case of young people, their parents/guardians gave their consent for their youth to participate by signing an informed consent form.

The study included 17 boys between 13 and 15 years old (mean=14,4) (Table 5). Most of the boys studied at public schools that presented an Index of Basic Education Development (IDEB) between 4.0 and 4.4. IDEB is an indicator created by the Brazilian federal government to measure the quality of education in public schools. The IDEB is measured every two years and presented on a scale of zero through ten.

Table 5: Description of the boys (age, school and Index of Basic Education Development - IDEB) and their family income (household income and if they receive the 'Bolsa Familia'- Family Allowance)

	<i>Name</i>	<i>Age (years)</i>	<i>School (private or public)</i>	<i>(IDEB for the final years of elementary school)</i>	<i>Household income (numbers of Brazilian minimum wage)</i>	<i>Does the Family Receive the 'Bolsa Familia' (Family Allowance)?</i>
1	Leon	15	Private	-	1-3	No
2	Kleitton	15	Public	4.0	0-1	No
3	Noel	14	Private	-	1-3	No
4	David	13	Public	4.1	0-1	Yes
5	Henri	14	Public	4.4	1-3	No
6	Hildo	14	Private	-	1-3	No
7	Denis	15	Public	4.3	1-3	No
8	Bob	14	Private	-	1-3	No
9	Gobel	15	Public	4.4	1-3	Yes
10	Kaio	15	Public	4.3	0-1	Yes
11	Andrews	14	Public	4.4	1-3	No
12	Conrad	14	Private	-	1-3	No
13	Carlos	14	Public	4.4	0-1	Yes
14	Breno	14	Public	4.4	1-3	No
15	Peter	15	Public	4.4	1-3	No
16	Eduardo	15	Private	-	0-1	No
17	Garcia	14	Private	-	0-1	Yes

In relation to household income, 64.7 of the boys' households had between one and two minimum wages incomes and 35.3% had up to 1 minimum wage income. The monthly minimum wage income in Brazil is \$810 BRL (~\$355 USD) and is considered one of the lowest in the world (BRASIL, 2013). It is important to highlight that 29.4% of

the boys' family received the "Bolsa Família" (Family Allowance). "Bolsa Família" is a social welfare program of the Brazilian government that provides financial aid to poor Brazilian families (BRASIL, 2004). "Bolsa Família" currently gives families with 'per-capita monthly income' below \$140 BRL (poverty line, ~\$61 USD) a monthly stipend of \$32 BRL (~\$14 USD) per vaccinated child (< 16 years old) attending school (up to 5), and \$38 BRL (~\$16 USD) per youth (16 or 17 years old) attending school (up to 2) (BRASIL, 2004). Furthermore, to families whose per-capita monthly income is below \$70 BRL (extreme poverty line, ~\$30 USD), the program supplements further with the Basic Benefit (\$70 BRL per month).

Six adults were involved in the study: four coaches, a pedagogic coordinator and a social worker (Table 6). All participants were ex-soccer players or ex-judo athletes and showed an average of 2 years and 9 months of experience in working in areas of social vulnerability.

Table 6: Description of the coaches (job, age, experience as coach and in working in social vulnerable area)

<i>Name</i>	<i>Job in the project</i>	<i>Age (years)</i>	<i>Experience as coach (years)</i>	<i>Experience in work with social vulnerable area (years)</i>
Daniel	Pedagogic coordinator	37	3	3
Anthony	Soccer coach	25	2	2
Rian	Soccer coach	25	5	4
Maria	Soccer coach	25	3	1
Neo	Judo coach	36	15	4
Nair	Social worker	38	-	4

Whereas the 20 youth participants and the coaches were insiders in this study, I, as the researcher, was an in-betweeners/outsider (Anzaldúa, 2007; Collins, 2000). At the time of the study, I was 31 years old and identified as PhD student, middle class and physically active as a recreational soccer player. Although my gender, race, age, and social class positioned me as an outsider (Collins, 2000), my experience in soccer and understanding of the socially vulnerable context positioned me as an in-betweeners (ANZALDÚA, 2007). Meeting number 6 with Kim illustrates my role in the study:

Carla – The boys need to trust me more. I feel like I am an outsider.

Kim – Yes, you are.

Carla - I think it was a really good idea to play that game you suggested. Thanks for your suggestion. I think they trust me more now, but they see me as different from them. I will give you some examples. Kleiton said to some guy from the community who was flirting with me in the last training session, "She is not for you!". Kleiton tried to protect me. Another example, Breno sang a song called "Pop princess with blue eyes".

Kim – That's you? Does he think that is you?

Carla – Yes, he does. That's a song about a poor guy who likes a rich princess. Another example: I always come by bike to the project. I have a motorcycle and I can borrow my fathers' car to go, but I always come by bike, and they think that is funny. They always asked me, 'why don't you come by car?' They say 'Your house is far and you don't need to come by bike.'

Kim - They see you as a rich girl.

Carla – Yes, they do.

Kim - That might be something... not now... but later, you have the conversation with the boys about 'I understand I am different from you and you view me different'. It is exactly why they don't open enough to you. Be aware of times that you noticed you felt yourself as an outsider. By the end of your study, they will start to open up... When they can trust you, they will open up to you... but they will never talk to you in the same way they will talk to an insider... but you want to show the shift when you become an in-betweenner (Kim/Carla meeting 6).

In addition, professor Kimberly Oliver had a variety of roles in the study: a) Peer debriefing – I would recall the work sessions and Kim would ask questions; b) help with progressive data analysis - as we were talking about the sessions, we were making judgments; c) help in facilitating a collaborative construction of youth and coach work sessions that were built on the idea of student-centered ways of working. At the time of the study, Kim was 46 years old. She identified as white, middle class, married, heterosexual, and physically active. She is fluent in only English. Her language, nationality, race, age, social class, and career position her as an outsider (Collins, 2000). Although Kim was outsider in relation to the youths, her role in that study was to help me to learn how to be student-centered. Kim has introduced Student-Centered Inquiry as Curriculum as a way to promote the engagement in physical activity for more than 18 years.

3.4 Design

The Student-Centered Inquiry as Curriculum approach was used to develop the prototype pedagogical model as well as a framework to collect data (OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER; HAMZEH, 2010; OLIVER; KIRK, 2014; OLIVER; OESTERREICH, 2013). The purpose of this approach was to merge student-centered pedagogy with inquiry based learning in order to better understand how to facilitate students' interest, motivation and learning in PE (OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER; HAMZEH, 2010; OLIVER; KIRK, 2014; OLIVER; OESTERREICH, 2013). My intention was that the youth learned to name, critique and negotiate barriers that prevent/promote socially vulnerable young people and their communities from enjoying and accessing sport. To learn how to use the Student-Centered Inquiry as Curriculum, I attended a workshop delivered in January 2013 at the University of Bedfordshire (UK) by Professor Oliver which I followed via Skype. In addition to this workshop, I spent four days during May 2013 and ten days during September 2013 in New Mexico doing a kind of internship with Kim.

The present study had two Phases. In the phase 1, the key theme and the critical elements of a prototype pedagogical model were developed. This process happened in a collaborative way with the coaches and the boys. In Phase 2, the learning outcomes emerged. Each of these phases took 3 months and will be described in detail in the next topic.

3.4.1 Phase 1: The emergence of the key theme and the critical elements of a prototype for a pedagogical model: the Building the Foundation phase

The *Building the Foundation* phase happened once and aimed to co-create an environment that allowed for mutual understanding, respect, and learning amongst all participants involved in the setting. Our main objective was to understand the boys (likes, dislikes, family, school, and community environments) as well as their perceptions about the training sessions, and their barriers and facilitators for engaging in the sport. We worked in a back and forth process between the coaches and the boys so that we

could better understand each other. With Kim's help, I tried to be respectful to the various forms of knowledge we each brought to the project in order to better understand the youth. From this process, the critical elements emerged as we worked to understand the boys.

This phase involved four coaches, a pedagogic coordinator, a social worker, and a soccer class of 17 boys located in one site. This football class ran on Mondays and Wednesdays in the afternoon (15h to 16h). On Wednesdays, the youths were invited to participate in youth work sessions that happened before the training session for approximately 40 minutes. On Fridays, I had approximately one hour in the coaches' work session before their meetings with the pedagogic coordinator and the general coordinator.

That phase happened for the first 7 youth work sessions (1 to 7), 8 coaches' work sessions (1 to 8) and 15 meetings with Professor Kimberly Oliver (1 to 15). The minutes of transcribed audio recording of each work session is displayed in Table 7.

Table 7: Minutes of transcribed audio recordings of coaches' work sessions, youths' work session and meetings with Professor Kimberly Oliver in Phase 1

<i>Coaches' work sessions</i>		<i>Meetings with Kim after coaches' work session</i>		<i>Youth work sessions</i>		<i>Meetings with Kim after youth work sessions</i>	
Coaches 'work session 1	58'07	Kim meeting 1	50'11	Youths 'work session 1	43'44	Kim meeting 2	40'53
Coaches 'work session 2	55'10	Kim meeting 3	51'42	Youths 'work session 2	41'34	Kim meeting 4	41'14
Coaches 'work session 3	49'57	Kim meeting 5	48'05	Youths 'work session 3	38'34	Kim meeting 6	50'22
Coaches 'work session 4	64'01	Kim meeting 7	58'34	Youths 'work session 4	34'49	Kim meeting 8	37'26
Coaches 'work session 5	66'15	Kim meeting 9	49'50	Youths 'work session 5	33'24	Kim meeting 10	45'34
Coaches 'work session 6	59'52	Kim meeting 11	60'22	Youths 'work session 6	40'06	Kim meeting 12	44'28
Coaches 'work session 7	64'45	Kim meeting 13	22'10	Youths 'work session 7	56'20	Kim meeting 14	48'55
Coaches 'work session 8	54'40	Kim meeting 15	50'02	-	-	-	-

A total of 471'90 minutes were spent in coaches' work sessions, 287'11 minutes in youth work sessions and 697'08 minutes in meetings with Professor Kimberly Oliver in phase 1. After the development of the key theme and the critical elements, we developed an activist phase described in the following.

3.4.2 Phase 2: The emergence of the learning Outcomes of a prototype for a pedagogical model: the Activist phase

The activist phase started from two things that the boys felt was important if they were going to change things to make sport better for them. The invitation to develop an activist project happened in the youths' 8th work session; I gave them three options of projects that were based on what the boys indicated was important to them. These options included a) the creation of a leadership program; b) a youth behavior program; c) a program to improve their facility. The boys chose the Leadership Program that would allow them to work with the younger boys, but they also identified that their behaviour needed to improve if there were going to serve as models for younger kids. In the next coaches' work session (coaches work session 9), the coaches accepted the idea of developing the Leadership Program with the boys.

First, a 'Planning phase' was begun that happened over 4 youth work sessions (sessions 8 to 11), 4 coaches' work session (sessions 9 to 12) and 7 meetings with Professor Kimberly Oliver (sessions 16 to 22). The main idea of this phase was planning the activist piece based on critical elements and youth choice. In this first stage of planning, the boys did not act as leaders. So, the coaches, the boys and the researchers contributed to an initial planning of the Leadership Program. As in phase 1, four coaches, a pedagogic coordinator, and a social worker were involved in the coaches' work session (on Fridays), and a soccer class of 17 boys were involved in the youth work session (on Wednesdays).

In the subsequent work sessions, the youth acted as leaders on Mondays and Wednesdays. As in the previous phase, we had youths' work session on Wednesdays (sessions 13 to 18) coaches' work sessions on Fridays (sessions 14,15,17 and 18),

meetings with Professor Kimberly Oliver on Tuesday and Thursdays (sessions 23 to 37) and 3 coaches' and youth work session on Fridays (sessions 13, 16 and 19). The minutes of transcribed audio recording of each work session is displayed in Table 8.

Table 8: Minutes of transcribed audio recordings of in coaches' work sessions, youths' work session and meetings with Professor Kimberly Oliver in Phase 2

Coaches' work sessions and coaches' and youths' work sessions		Meetings with Kim after coaches' work session		Youth work sessions		Meetings with Kim after youth work sessions	
-		-		Youths 'work session 8	35'27	Kim meeting 16	65'27
Coaches 'work session 9	61'21	Kim meeting 17	46'17	Youths 'work session 9	41'41	Kim meeting 18	54'32
Coaches 'work session 10	58'41	Kim meeting 19	33'04	Youths 'work session 10	46'21	Kim meeting 20	69'00
Coaches 'work session 11	54'01	Kim meeting 21	39'21	Youths 'work session 11	50'56	Kim meeting 22	43'20
Coaches 'work session 12	58'04	Kim meeting 23	20'17	Youths 'work session 12	cancel	Kim meeting 24	19'44
Coaches ' and Youths' work session 13	94'29	Kim meeting 25	47'04	Youths 'work session 13	32'17	Kim meeting 26	27'34
Coaches 'work session 14	36'01	Kim meeting 27	36'17	Youths 'work session 14	28'16	Kim meeting 28	44'40
Coaches 'work session 15	49'20	Kim meeting 29	23'57	Youths 'work session 15	25'18	Kim meeting 30	21'57
Coaches ' and youths' work session 16	52'40	Kim meeting 31	27'12	Youths 'work session 16	17'42	Kim meeting 32	23'40
Coaches 'work session 17	55'11	Kim meeting 33	16'16	Youths 'work session 17	23'44	Kim meeting 34	18'47
Coaches 'work session 18	50'01	Kim meeting 35	25'13	Youths 'work session 18	20'18	Kim meeting 36	43'44
Coaches' and youths' work session 19	49'10	Kim meeting 37	48'20				

In Phase 2, a total of 190'13 minutes was spent in coaches' work sessions, 137'35 minutes in youths' work session, 568'77 minutes in meetings with Professor Kimberly Oliver and 195'10 minutes in coaches' and youths' work sessions.

As we described before, the boys started to act as leaders in youth work session 13. The youth acted as leaders for 23 days. The study moved through four phases in the cyclical process of Student-centered inquiry as Curriculum: *Planning, Responding to Students, Listening to respond and Analyzing the Responses* (Table 9).

Table 9: Description of the data and phases in a cyclical process to Student-centered Inquiry a Curriculum when the boys started to act as leaders

	Data	Week	Phase	Leadership Program and Work sessions
CYCLE 1	23 th September (Monday)	W1	RTS -T/O - C1-A	Leadership program day 1
	25 th September (Wednesday)	W1	RTS -T/O - C1-A	Leadership program day 2
	26 th September (Thursday)	W1	REF(Kim+Carla) - C1-A	Kim meeting 24
	27th September (Friday)	W1	LTR AR PL	Coaches and youths' work session 13
	30 th September (Monday)	W2	RTS -T/O - C1-A	Leadership program day 3
	1 st October (Tuesday)	W2	RTS -T/O - C1-A	Kim meeting 25
	2 nd October (Wednesday)	W2	RTS -T/O - C1-A	Leadership program day 4
	3 rd October (Thursday)	W2	RTS -REF - C1-A	Youths' work session 13
	4 th October (Friday)	W2	PLANNING	Kim meeting 26
		W2	RTS -AD - C1-A	Coaches' work session 14
	7 th October (Monday)	W3	RTS -T/O - C1-B	Kim meeting 27
	9 th October (Wednesday)	W3	RTS -T/O - C1-B	Leadership program day 5 Carla in Las Cruces
	14 th October (Monday)	W4	RTS -T/O - C1-B	Leadership program day 6 Carla in Las Cruces
	16 th October (Wednesday)	W4	RTS -T/O - C1-B	Leadership program day 7 Carla in Las Cruces
	21 st October (Monday)	W5	RTS -T/O - C1-B	Leadership program day 8 Carla in Las Cruces
	23 th October (Wednesday)	W5	RTS -T/O - C1-B RTS -REF - C1-B RTS -AD - C1-B	Leadership program day 9 Carla in Las Cruces
	24 th October (Thursday)	W5	RTS – REF(Kim+Carla) - C1-B	Leadership program day 10 Youths work session 14
	25 th October (Friday)	W5	RTS -AD – C1-B	Kim meeting 28
	28 th October (Monday)	W6	RTS -T/O – C1-C	Coaches work session 15
	29 th October (Tuesday)	W6	RTS – REF(Kim+Carla) - C1-C	Leadership program day 11
30 th October (Wednesday)	W6	RTS -T/O – C1-C RTS -REF – C1-C RTS -AD – C1-C	Kim meeting 29	
31 st October (Thursday)	W6	RTS – REF(Kim+Carla) – C1-C	Leadership program day 12 Youths work session 15	
1st November (Friday)	W6	END CYCLE 1 LTR AR PL	Kim meeting 30 Youths and Coaches' work session 16	
CYCLE 2	4 th November (Monday)	W7	RTS -T/O – C2-A	Leadership program day 13
	5 th November (Tuesday)	W7	PLANNING	Kim meeting 31
	6 th November (Wednesday)	W7	RTS -T/O – C2-A RTS -REF – C2-A	Leadership program day 14 Youths work session 16
	7 th November (Thursday)	W7	RTS – REF(Kim+Carla) – C2-A	Kim meeting 32
	8 th November (Friday)	W7	RTS -AD – C2-A	Coaches work session 17
	11 th November (Monday)	W8	RTS -T/O – C2-B	Leadership program day 15
	13 th November (Wednesday)	W8	RTS -T/O – C2-B	Leadership program day 16
	18 th November (Monday)	W9	RTS -T/O – C2-B	Leadership program day 17
	19 th November (Tuesday)	W9	RTS – REF(Kim+Carla) – C2-B	Kim meeting 33
	20 th November (Wednesday)	W9	RTS -T/O – C2-B RTS -REF – C2-B RTS -AD – C2-B	Leadership program day 18 Youths work session 17
21 st November (Thursday)	W9	RTS –	Kim meeting 34	

			REF(Kim+Carla) – C2-B	
	22 th November (Friday)	W9	RTS -AD – C2-B	Coaches work session 18
	25 th November (Monday)	W10	RTS -T/O – C2-C	Leadership program day 19
	27 th November (Wednesday)	W10	RTS -T/O – C2-C	Leadership program day 20
	2 nd December (Monday)	W11	RTS -T/O – C2-C	Leadership program day 21
	3 rd December (Tuesday)	W11	RTS – REF(Kim+Carla) – C2-C	Kim meeting 35
	4 th December (Wednesday)	W11	RTS -T/O – C2-C RTS -REF – C2-C RTS -AD – C2-C	Leadership program day 22 Youths work session 18
	5 th December (Thursday)	W11	RTS – REF(Kim+Carla) – C2-C	Kim meeting 36
	6th December (Friday)	W11	END CYCLE 2 LTR AR PL	Youths and Coaches' work session 19 (Final)

RTS = Responding to students
T/O = Youths do the Leadership Program/Carla Observe
REF = Reflect
AD = Analyze Data
LRT = Listening to respond
AR = analyzing the responses
PL = planning

Planning involved the creation of the work sessions between the boys and me as well as the work sessions between the coaches and me. *Listening to Respond* involved the debriefing and analysis of data by Kim and me. This took place the day after the work sessions with the boys. *Responding to Students* involved the creation of work sessions that bridged what I was learning from the boys with what I was learning about using a student centered pedagogical approach and what I was doing with the coaches. *Analyzing the Responses* involved the debriefing and analysis of data between Kim and me, following the coaches' work sessions. Here we took everything we had learned across the week from the boys, the debriefing session, and the work session with the coaches and used this to plan the upcoming youth work session. We developed 3 cycles (*Planning, Responding to Students, Listening to respond and Analyzing the Responses*) that repeated in two cycles.

3.5 Data sources/analysis

The study took place during 2013 for six months (July to December). We collected multiple data sources, including: 38 field journal/observations of the training

sessions and audio records of: youth work sessions (18), coaches' work sessions (16), combined coaches and youth work sessions (3), and meetings between Carla and Kim (37). Data analysis was ongoing throughout the project. In triangulating our data (Lather, 1986), we analysed 69 audiotapes (368 pages of transcriptions), 25 pages of field notes and student generated artefacts

The data was organized chronologically and filing it by session date. Professor Kimberly Oliver and I read all transcripts of our meetings. I, also, read all transcripts of the youth and coaches' work sessions, all field notes and student-generated artifacts (in Portuguese). To enhance the data analysis, Kim and I met twice face-to-face in Las Cruces to review our previous meetings (September 2013 and February 2014). The first meeting (September 2013) occurred in the middle of data collection with our main objective to verify the emergence, process and challenges of the key theme and the critical elements. Our next meeting (February 2014) aimed to identify the learning outcomes as well as the process, challenges and facilitators in this phase (phase 2).

We organized our data into the three parts based on our research questions: (a) the key theme, critical elements and learning outcomes of a prototype for a pedagogical model (b) processes take place in the collaborative construction of the key theme, critical elements and learning outcomes, and (c) the challenges and enablers in the process of collaborative construction the key theme, critical elements and learning outcomes. In each of these parts, categories emerged, and based on that, we organized the results in three chapters: (a) things that give the reader a backdrop to the results - little vignettes about the context (chapter 1); (b) the description, the process and challenges/enablers of developing the key theme and the critical elements (phase 1 - chapter 2), and (c) the description, the process and challenges/enablers of developing the learning outcomes (phase 2 - chapter 3).

4. RESULTS

In the first chapter, a story will that serve as a backdrop to the results that follow; a story that brings together vignettes from a community of hope. After this backdrop, subsequent chapters will present the description of the prototype pedagogical model, the process of developing the prototype pedagogical model, and the challenges and the enablers in that process.

4.1 Chapter 1 - Community of hope

Maxine Greene in her book “Releasing the Imagination: Essays on Education, the Arts, and Social Change” talks about expanding people’s possibilities: “We also have our social imagination: the capacity to invent visions of what should be and what might be in our deficient society, on the streets where we live, on our schools” (GREENE, 1995).

In this chapter, five vignettes reveal characters who, like in Maxine Greene’s book, could imagine what should be and might be in our communities, characters that have worked together as a community aiming to create spaces for people to see other possibilities. These vignettes will invite the reader to meet some of the characters that make this story “a community of hope”

4.1.1. Vignette 1 – Let's sing our hope

My community – the boy's song 1

*When I started it was very difficult
My house was out of reality
That's revolting I know; I felt the taste of the poison
Until I was 13 years old I had no bathroom*

*Everything was so difficult
It was almost impossible and I did not understand anything
One day of sadness with paper and pen
I gave the words meaning*

*My house had wooden walls
I remember just like now when I opened the refrigerator
I had nothing to eat and my stomach was empty
I think I can get hold on for a few more days*

*For long time I failed to see
Those pleasures are not only in parties and pubs
A lot of women, several drinks
Out of my home, in parties, I spent several days
I have not sat on the couch for several days
Now sitting here today I can realize*

*I'm here telling my story
I sing my story in the rhythm of funk
Thank you all for your attention
The rest of this story I've been singing another time*

*But the one thing I have to say
Never give up because...
... I'm the winner in the fucking thing
I am a funkeiro¹ and I'm proud of it.*

Minha comunidade – Música dos meninos 1

*Quando comecei passava mó dificuldade
E lá em casa era fora de realidade
É revoltante eu sei senti o gosto do veneno
Até meus 13 anos de idade não tinha banheiro*

*Tudo era tão difícil quase
Que impossível e eu não entendia nada
Num dia de tristeza com papel e uma caneta
Eu dei sentido as palavras*

*E lá em casa as paredes eram de madeira
Lembro como se fosse agora quando abri a geladeira
Não tinha nada pra comer e a barriga vazia
Acho que posso conseguir aguentar por mais alguns dias*

*Por Muito tempo eu deixei de enxergar
Que os prazeres não estão só no baile ou no bar,
Muitas mulheres, várias bebidas
Fora de casa, na gandaia eu passei vários dias
Tinha uma cota que eu não me encostava no sofá
Sentado aqui hoje eu pude observar*

*E hoje estou aqui passando adiante
Cantando a minha história em cima de um batidão do funk
Muito obrigado a atenção de todos vocês
O resto desta historia venho cantar outra vez*

*Mais uma coisa eu tenho a dizer
Nunca desista de verdade por que...
... Eu sou vencedor na porra do bagulho
Eu sou funkeiro sim e disso me orgulho*

It was the seventh meeting with the youths. I was entering the facility when I saw a young boy wearing a dirty school uniform in front of the door. He had sores on his hands and ears and seemed to be about 6 years old. If he had not been wearing a school uniform, I would have thought he was homeless, an abandoned child. He approached me and said "Please, let me play, Coach. Please, I wanna play."

Henri, one of the youths who was waiting for the beginning of our meeting came up next to us. "You should call the juvenile court, Carla," Henri said

Henri described the young boy, Robin, as a son of one of the drug dealers in that community. According to Henri, Robin lives in a poor house located a few blocks from

¹ Funkeiro means someone who likes funk music songs

the soccer field, with seven other younger siblings. Robin was notorious in the community for routinely skipping school and for running away from his crowded home. In the neighborhood, Robin's mother was known for not watch over and care for her kids. A few days before, the coaches had reported that absent families was one of the huge challenges of living in a vulnerable community.

Anthony, one of the coaches, came over to us and Robin asked again:

"Please, can I play, Coaches?"

As usual, Anthony asked about some bureaucratic documents necessary to join the project.

"Your mother needs to come here to fill out the documents. Then, we'll give you a uniform and soccer shoes; then, you can play. You cannot play dirty and barefoot, like this" Anthony said

Suddenly, Robin began to cry and beg Anthony,

"Please, Coach! Please, coach!" said Robin

Anthony started the training session with Robin insistently begging us to play. After 20 minutes, Anthony was won over by the young boy's insistence and allowed him to play. Robin was 3 or 4 years younger than the other children and because of that he did not get to touch the ball in the few minutes he was playing.

In that moment, I could not understand why it was so important to Robin to play with those kids. I could not imagine that Robin would come back every afternoon, routinely, until my last day on the project. After 2 months in the coaches' and youth work session, Anthony and Henri talked about how important the project was to Robin.

Henri - If we think about Robin's family and the house where he lives, we can appreciate that he is lucky to be alive.

Anthony - Here with us, he wanted to do something cool, different from his reality.

Henri - He is happy here, much better than on the street.

Anthony - I think it was God who put Robin here with us. God put him here to help fix the life of this boy.

The same day Robin was asking Anthony to join the project, the boys finally talked about problems in their community through funk songs. The youths brilliantly described the problems in their community, such as: poor housing conditions, strong presence of drug trafficking, violence and lack of basic sanitation.

My community – the boy’s song 2

*Every hurt and happiness
In my life every passage
I realized my voracity*

*Every hurt and happiness
In my life every passage
I realized my voracity*

*I was born with it and I fight tooth and nail
What I want and what I put in mind for me
Belongs to me*

*Son doesn’t sink in the thug life that has no way out
You have family, from the mistakes of others you have
to learn
Unfortunately it is the reality, I’m preparing for the
worst
You may be arrested or may be killed*

*And I am here today carrying on
Singing my story in a funk song
Thank you all for your attention
The rest of this story I will come to sing another time.*

*What causes a little boy to choose a life of crime
Lack of choice, a great illusion
Planting drugs to become boss*

*At 23 years he became the head of drug trafficking
Because of efficiency and taking risks he gained
experience
His mother was disappointed didn’t know what to do
But she is resigned to what happened*

*There were days and nights struggling and struggling
But all I got was achieved with dignity
I miss that boy, Running and smiling with eyes full of
happiness*

The life of crime does not pay, stop and think!

Minha comunidade – Música dos meninos 2

*Eu escrevi todas as mágoas e felicidades
Da minha vida todas as passagens
E entendi minha voracidade*

*Eu escrevi todas as mágoas e felicidades
Da minha vida todas as passagens
E entendi minha voracidade*

*Eu já nasci com isso e luto com unhas e dentes
Aquilo que quero que boto na mente pra mim
Me pertence*

*Filho não se afunde na vida bandida, que não tem saída,
Você tem família, com os erros dos outros você tem que
aprender
Infelizmente a realidade, estou me preparando para o pior
Se pode ser preso ou pode morrer*

*E hoje estou aqui passando adiante
Cantando a minha história em cima de um batidão do funk
Muito obrigado a atenção de todos vocês
O resto desta historia venho cantar outra vez*

*O que leva um menino a vida do crime
Falta de opção, uma grande ilusão
Plantando na boca pra virar patrão*

*Aos 23 anos de idade assumiu a gerencia,
Por eficiência, e se arriscando ganhou experiência
Sua mãe decepcionada, não sabe o que faz
Mas já é conformada com o acontecido*

*Foi dias e noites, lutando e lutando
Mas tudo o que tenho com dignidade
Ai que saudade, daquele menino
Correndo sorrindo com os olhos cheio de felicidade*

A vida do crime não compensa, pare e pensa!

Although the lyrics describe severe problems in their community, “I had no bathroom”, “I had nothing to eat”, “I’m preparing for the worst”, “I may be arrested or may be killed”, “Lack of choice, a great illusion”; it was not a story of someone who laments the constraints of resources and the lack of opportunity. The boys gave us some examples in their lyrics such as: “Never give up”, “I was born with it and I fight with tooth

and nail”, “I’m the winner. I am a funkeiro, and I’m proud of it”, “I realized my voracity”. The lyrics of the funk songs showed that those boys had hope - the hope of changing their hard life. In the end of the second funk song, they described: “The life of crime does not pay; stop and think!”

The boys taught me that there are people and places in their lives that allow them not to surrender to the temptations of a life of crime. During the eighth youths’ work session, Noel showed affection and hope to the younger kids by saying: "I think a football project like this, in the middle of the slum, can help many kids not to go into a life of crime". Like me, the boys hope that a soccer project could offer opportunities to aid younger kids in avoiding a life of crime.

4.1.2 Vignette 2 – My hope for sport as an alternative way

I played football/futsal for more than 8 years in my teens, always trained by the same coach, Petin. Petin was the most upstanding person I have met in my life. Values such as justice, honesty and caring were always present in our training sessions and games. He wore glasses and had a mustache. Petin came to training sessions wearing his locksmith uniform. Even after working 8 hours in the locksmith shop, he volunteered to train us every weekday. Petin coached us almost 10 hours per week in those 8 years. On Saturdays, if we did not have a game, we had lectures or conversations about drugs or sexuality. Petin always looked for sponsors for the team, but several times, I remember him paying tournament fees with his own money. Although I was not a good player, Petin made me captain of the team for many years. He taught me the importance of a leader – things that have helped me in my life.

Sports was fundamentally critical in my personal life. From my experiences a lot of questions emerged, leading me to pursue my PhD: How can a sport program create spaces to aid kids to see other opportunities in their lives? Can sports create spaces where kids learn social responsibility? Understanding how sport contributed to my development motivated me to investigate these questions.

My master's was the starting point for brainstorming ideas in relation to sports and social issues. My Master's thesis was a descriptive study on school sport in my hometown. Specifically, I studied how the Brazilian Federal program of Sport addresses youths from socially vulnerable backgrounds. From the results, the coaches emphasized that the lesson's objectives were social, but they described recreational activities and exercise techniques as ways to achieve those objectives. In addition to this, most of them carry out some evaluation, but by observation without taking notes. In conclusion of my Masters' thesis, despite the potential of sport to the kids' education, the findings so far, do not allow us to conclude on this point. At the end of my Masters, I realized that it would be necessary to look for new research methodology to answer my concerns. Coming to the conclusion of my master's, I asked the question: how should be a Sport program to create spaces to youths from socially vulnerable backgrounds to see other possibilities in their life? Then, with my supervisor, Luiz, we started a search for articles and researchers that could help me to learn new research methods in the area of Sport Pedagogy.

Although I was not sure of the methods that could help me to answer that question, I felt that it would be close with to the Sport Education ideas. So, I emailed professor Siedentop, the author of Sport Education, to ask for an internship in the end of 2011. Siedentop was retired and he appointed me another American professor who never answered my e-mail. Then I decided looking for professors in the Google Scholar website. I find a professor who has been published a lot on thematic of Sport Education and other pedagogical models: David Kirk. As soon as I found David, I did not hesitate to ask for an internship. In the beginning of 2012, David accepted me and my beginner English skills to spend six months at the University of Bedfordshire. David's expertise in the study of and development in pedagogical models such as Sport Education, Cooperative Learning, Health-based Physical Education have helped me to understand the theoretical background in the area. Looking at the big picture, David introduced me to Professor Kimberly Oliver in the first week. However, after I read some of Kim's papers, I thought that her feminists' studies could not help me to answer my question. I was wrong, and after 5 months, I contacted Kim and she accepted the challenge to help me. Kim's expertise in activist research and in co-create curriculum possibilities was the

complement that I was missing in trying to answer my question. Kim was able to take the theory and make concrete in pedagogical practice. I had to learn English in order for Kim and David to help me in my PhD.

Currently, I still play futsal with some of the friends I met in my teens. We have a group called “friendly futsal” where our goal is essentially social – “play to make friends”. Petin and the environment he created in my adolescence inspired me to seek answers to questions raised. Issues that are linked with the hope of being able to share with other youths what the sport had done in my life. Coincidentally, within a few months of - data collection, I realized that the boys had the same hope I had in the beginning of my PhD: that the sport could create spaces for young people to see other possibilities.

4.1.3 Vignette 3 – We hope that sport can touch the boy’s hearts

I met Anthony, one of the coaches for the project, when he was a student at the University. I was his instructor for subjects such as: Physical Education and Sport Pedagogy, Motor Learning and Introduction to Scientific Research. He said he was interested in being a coach because of a coach he had when he was 12 to 16 years old. Watching him coach the kids in the project, I was surprised to see what an affectionate man he was, showing a great love for his job. At the end of many training sessions, Anthony and I often talked about the boys, the project and how we could create alternative possibilities for them.

In addition to having had an inspiring coach, Anthony grew up in a poor community similar to the one where he was working. Anthony felt he needed to be and placed himself as an example for the boys. In one of his exciting testimonies, Anthony told the boys about his best friend, Pedro. Pedro lived in Anthony’s neighborhood.

“Every afternoon, after school Pedro and I used to play in front of his door. We imagined a goal on the door,” said Anthony to the boys

Anthony told us that one day Pedro appeared with an expensive pair of tennis shoes. A kind of tennis shoes that Pedro’s family and Anthony’s family could not afford.

Anthony said that as quickly as material things were coming to Pedro, their friendship was ending. Very touched by telling his story, Anthony added:

“One afternoon, as usual, I went to the Pedro’s door to play, and for the first time, Pedro was no longer there”

At 12, Anthony lost his best friend to drug trafficking. At the end of the Anthony’s testimony, I was crying as were Anthony and some of the boys.

"You can be different, boys!" Anthony encouraged.

The same concern for the boys was showed by everyone in the coaches’ work sessions. The coaches Rian, Maria and Neo, the pedagogic coordinator - Daniel, and the social worker - Nair always showed their concern when discussing the boys. A brainstorm of ideas to show care to the boys came in the first coaches’ work session:

“I think the youths like when we have some demonstrations of affection. It is essential for them. I used to hug the youths, and now, they always come to meet me and hug me. I realize that they need this. Many times I'm walking by and one of them just comes and hugs me” said Rian

“I always sit down in a circle on the floor to talk about their lives” said Daniel

“I say hello to all the kids when I arrive and when I leave the project. If they miss a training session, I always ask why” said Neo

“I like to talk to the youths while I am preparing the field. I always ask if they have any pets and if they are taking care of them” said Maria

I remember the coaches’ 8th work session when I showed the coaches the 2 funk songs that the youths had done, and I invited them to interpret the songs with me. A long silence took over our meeting when I finished reading the funk songs. Even though the coaches knew the conditions the youths lived, they might never have heard the youths talk or sing about their hopefulness: “I was born with it and I fight with tooth and nail”, “I'm the winner I am a funkeiro and I'm proud of it”, “Never give up”, “I realized my voracity”. After reading the funk songs, Rian said:

“We should always talk to the boys about the possibilities like professional courses. As a non-governmental organization, we offer professional courses, for example to be able to work in the Santos’ port”.

“The youths we have are 14 and 15 years old, but we don’t have classes after 15 years old. I’ve already said that we should think of having opportunities for boys older than 15 to be able to play” Maria highlighted.

“I remember I was watching TV when I saw a guy, 17 years old, who had been arrested. I remembered he had played with us 2 years before. We should invite successful people from their community to talk about their lives, to give them some examples different from a life of crime” said Rian.

At that coaches’ work session, the coaches realized that they were not alone in their hope because the youths had hope too. Sport could be a way to create other possibilities in the boys’ lives. In this same coaches’ work session, I was surprised by an amazing coincidence when Anthony said:

“Coaching these boys is much more than teaching kicks or positioning on the field. You should listen to the boys. You should ask why they are discouraged. You should care enough to know everybody’s name. Today, I am a coach because I had a coach who knew the name of every player, and I thought it was amazing.”

“Who is that coach you always talk about?” I asked Anthony

“His name is Petin,” he said.

An exciting silence fell over our meeting. Anthony was inspired to become a coach by the same coach who inspired me: a wonderful coincidence. Anthony, the other coaches, and I were all together in this hope-filled task of using sport to create spaces for the boys to make a difference in their community. The coaches have the same hope the youths and I do; we just play it out differently.

4.1.4 Vignette 4 – The lecture

It's my second meeting with Kim, and I am preparing for our usual 1-hour conversation. I've transcribed the youth work session, and I am organizing the main points to talk to Kim. The youths' task worked, but they are not answering my questions. I could do a lecture about how they should behave in our work sessions. I will suggest this to Kim: a lecture of rules for how the youths should behave in the meetings. In addition, I will also suggest to Kim a lecture in the next coaches' work session to explain what youth voice means. I am sure about this!

Kim – What is your plan for the next coaches' work session?

Carla – I am thinking of sharing what the boys said to me yesterday, as you suggested. After that, I would like to have a conversation about young's people voice.

Kim – I don't think you need to do the last one, not yet: just collect information. I would not do anything formal, not yet. You might explain a little bit about the youths' work session. After that, ask them if they have any suggestions on how you can get the boys to talk more or feel more comfortable with you. If you get them to think about why this is important, it will show the coaches that you value the student's voice and you value it enough to find ways for them to talk to you. So, you are not telling the coaches what they should do, but they are watching you model this for them. Do you know what I mean?

Carla – Yes, I do. I like that. I agree, and I think I'll need you again after tomorrow (Kim/Carla meeting 2).

Carla – Have you seen what I planned for the next youth's work session?

Kim – Yes, but I don't think you should ask the kids direct questions I looked at your stuff, and they are not going to answer. It is too direct. If you can, figure out what is important to them without asking, just listening. Why do they want to be there? What is their favorite part of soccer? Get them to talk about those kinds of things. It will help you to get into a conversation: the back door. You are going to come around to the topic of affection, the topic of safety by tapping into something they care about.

Carla – Yes, I got. But I don't know how I can do this.

Kim – I think you need to be really direct about your uncertainty. I would go back to the kids and say: I am really interested in understanding some things, but I am not sure how to talk to you. I am wondering if you would tell me more things that are important to you about playing soccer. Maybe put them in groups. What is important for you? What prevents you from getting here? I think you come out and say, "I don't know how I can do this. Can you help me? I don't want to ask you things that make you uncomfortable, but tell me what you love about soccer. Why are you here? I want to try to understand you better." Put them in the position of experts (Kim/Carla meeting 3).

Carla - Do you think I should try to talk about some rules with the boys? Because it is really bad when someone is talking and someone else is joking at the same time. How about behavior rules?

Kim – You cannot be “teacher” with them, or you never will get anywhere. You can say that sometimes when a person is talking, there are people joking. “Have you noticed that? Are you comfortable with the way you are engaged? How does this make you feel? Do you think that, maybe, we should have some kind of rules for what we do when one person is talking? Do you think we need that? Because I will be a little bit uncomfortable, but if you are not uncomfortable, I am ok with it.” Or you can say, “I think it is disrespectful if you are talking when somebody else is talking; maybe, it is just my adult perspective. What do you think?”

Carla – Yes, I will try this!

Kim – Cool! It is going well Carla.

Carla – But it is hard for me.

Kim – I know. You are just in this kind of place that you cannot control. It happens, and you have to be able to kind of follow it. It is intuitive where you are going to go because you cannot have it all planned out. Eventually, you will get more comfortable in an uncomfortable space. It will just take time. You have to learn to be comfortable with being uncomfortable or being willing to be uncomfortable. I am always uncomfortable in that space, but I just got to the point where it is ok that I am uncomfortable.

Carla – For example, I planned to divide them in small groups, and I prepared for that. Then, they said “We prefer to stay in a whole group”!

Kim – That is ok because it doesn’t really matter to you if they are in a big group or in a small group, right? It is the same with my girls. It is so funny when the girls lie down on the floor. They lie down on their stomachs and they talk to each other. Who cares if they are lying down? Is it disrespectful? They are doing the task. (Kim/Carla meeting 4).

It took me so long to realize that lectures were not the best way to develop this project. To co-construct the prototype pedagogical model it would be necessary to work in a student-centered way. A concept requiring that everyone’s knowledge is valued. Instead of planning lectures that made me feel comfortable, I had to learn to be comfortable with being uncomfortable – that was a huge challenge for me. In relation to the boys, it would be necessary to ask questions in an indirect way. Not taking the role of a formal teacher but putting them in the position of experts, as Kim suggested. That was so different from what I was used to doing in my experience as a teacher. Especially in the beginning of the data collection, I felt I was in a really uncomfortable

place. Suggesting lectures was a way to restore my comfort zone. Kim always challenged my comfort zone in a very polite way.

Carla – I was wondering if it might be necessary to show the coaches what critical elements and learning outcomes mean. My research questions are about this. I think the coaches must have an understanding of these to build the pedagogical models. We need to align the language. We need to explain the meaning of each element so they can help me to develop my model.

Kim - Do you think you have enough understanding of the kids to be able to start to work with the coaches to come up with these critical elements?

Carla – No, I don't, but I think it is two different processes. I agree that I have to bring the youths' information to the coaches but the knowledge will be in the coaches' work session. I think the youth connection will be important to understanding things that the coaches don't know. I might explain some pedagogical models such as Sport Education, TPSR or TGFU

Kim - I would start with the prototype pedagogical model that you created rather than showing something that they will not be doing. Sport Education, TPSR and TGFU are going to be model that you are not going to ask them to work with. Why don't you start with your own rather than start with those that have nothing to do with your's in the first place. I really think it is too soon to do that work with the coaches. I think you need more information from the kids, but I can certainly think about what might start this conversation with the coaches. I think you can share some of your thinking. But you are not bringing all the information to the session because you don't have the information from the kids that will inform some of the decisions you will to be making.

Carla – The question is: how much should the coaches be aware of this pedagogical model? For example, I can do this if I teach the coaches what each of these elements means and it might create a more aware process.

Kim – I think you don't want to rush that piece because if you rush you are going to be no longer student driven. It is Carla voice driven. Laying this on the coaches is different from trying to work with the coaches to develop a pedagogical model to working with kids from socially vulnerable backgrounds. You had a starting place, but you have already seen that your starting place is moving. So, I would not get to the end too fast. I think that everything you are doing is working toward a place where you will actually have a conversation with the coaches about how you could achieve this in reality. These are the things that are important to both perspectives. I mean you are doing exactly that. You are just not talking about critical elements and learning outcomes language, yet (Kim/Carla meeting 7).

In that conversation, I started to understand that it is not necessary to formally teach the coaches current pedagogical models, such as Sport Education or Teaching Personal and Social Responsibility. The development of the prototype pedagogical model depended on the co-construction with the boys and the coaches. So I had to

learn to listen and value each individual's knowledge. As a stubborn person, it took me a long time to realize that. For example, it took me nine meetings with Kim (approximately 420 minutes of conversation) for me to say:

"Now, I believe Kim, after nine sessions! I was listening to a recording of our last meeting and I heard myself bring up Hellison's book again. I agree that it was a top down idea. You said ok to me, "You can show Hellison.", but you suggested I start by asking questions. I really agree with your reflection. You are right: the youths have the answers".

Although, I could see the wonderful benefits of developing this model through a process that included the student-centered approach, I felt myself always in an uncomfortable space, surrounded by mess. In the first meeting with Kim, I realized that my suggestions for the next work sessions were always distant from working in a student-centered way. Due to the uncertainty of what information the coaches and youth might provide, I had to be very prepared for each session because I never knew where a session would take us. I also had to say goodbye to my pre-conceptions as a teacher: order and linearity. To build this co-constructed pedagogical model, it was necessary to forget a little bit order and linearity to open up space for disorder and uncertainty. The structural support offered by Kim allowed me not to transform my work sessions into lectures. It was a wonderfully patient structural support that, even though my stubbornness, could drive my focus to other pedagogical possibilities and away from a teacher-driven model. If I were Kim, in our twenty-first meeting when I suggested a top down approach again, I would have said: "Carla, stop being stupid!" However, Kim always wanted to create space for me to see other possibilities.

Aimed at creating a space for me to see other possibilities, Kim was really patient with my stubbornness and, also, with my mistakes in English. So, many times we laughed together over elementary mistakes like saying "the coaches drew up a shit" instead of "the coaches drew up a sheet". Early errors that were corrected: a journey of patience and care that very much looked like the care the coaches took with the boys. Kim hoped to create opportunities for me to see alternative possibilities. In the same way, the coaches and I hoped to show the boys another possibility in a sport context,

Kim hoped to show me the value of student-centered pedagogy. That was an amazing experience that allowed me to expand my possibilities as a novice researcher. I am very grateful for Kim's persistence that a novice, stubborn researcher see other possibilities rather than lectures, lectures and more lectures.

4.1.5 Vignette 5 – We need the drug trafficking!

Carla - I saw the last training session, Kim, and I want to talk to you. I have never seen a training session like that. It was so crazy, and I want to tell you about it. I counted at least 8 drug addicts on the field. The field has a big wall, and the drug addicts sit on the wall and watch the game. They consume drugs while the boys are playing. It is happening in the open where everyone can see it! Suddenly, a drug dealer was coming in our direction. Coach Anthony and the boys were sitting in the middle of the field. This drug dealer came towards us and he looked at us. He signaled to greet Anthony, a kind of ok. I was really nervous and unprotected. I felt vulnerable and unable to defend the boys. Anthony responded to the drug dealer with the same sign.

Kim – What does that sign mean?

Carla - I think it is in relation to power, something like "I know that you're here". I think the drug dealer was trying to show us who was in charge! A guy was completely drunk, whistling and calling for the end of the training session. "STOP, STOP," he was screaming. The boys were playing violently and they were saying bad words as well.

That quote shows the negotiation of power. When the drug dealer came in our direction, he showed us who was in charge. The drug trafficking is in charge and at the same time protecting us in that shared space. They protected us from violence of the neighborhood (for examples assaults and crime). Although the guys were using drugs in the field, the boys reported that we were protected on the soccer field. The project and the boys share space with the drug trafficking and it shows an interconnection where each relies on the other to live and to stay alive. They share a common space and one does not exist without the other. The project doesn't stay alive without the drug trafficking, as well as the drug trafficking depends on the project - one cannot be better than other. They all have something in common: they don't want the kids on drugs and crime.

To explain this sharing of space I would like to introduce the first character of this story, Tim. The first time that the coaches mentioned Tim to me, they told me about a homeless man that lived in the neighborhood and slept inside our facility. A homeless man who was always drunk and that the facility considered their responsibility. Tim was in charge of for cleaning the field, cleaning the toilets and also opening/closing all doors. A drunk guy responsible for keeping all the keys that the coaches and the boys needed. Although Tim had these clean up duties, I confess that I never used the toilet that he cleaned. The dirt was present everywhere, especially in the female toilet. Besides the strong smell of sewage, it had no light. Whenever I tried to talk to Tim about the dirty toilet, he always attributed it to the parties that had occurred on the weekends. He always replied that he had already cleaned the toilets in the morning, although none of us believe any of Tim's words.

One afternoon, I came to the project, and Anthony and the boys were very angry with Tim. The field was covered with piles of sand, and the boys could not practice because of the field's conditions. Tim should have spread the sand in the morning, but according to the boys, he was drinking all morning, and he had just woken up that minute. Immediately, I picked up the hoe and started to help Tim to spread the sand. Tim had the shovel and we, together, began to fix the field for the boys. It was on that day that Tim began to grow close to me. I was trying to better understand Tim and his relationship with the project. I discovered that Tim's family doesn't like him. According to Nair, the social worker, Tim had been kicked out by his family for being an alcoholic, a drug addict and gay. I believe I only saw Tim sober 2 times during 6 months. Although he had been disrespectful to the boys sometimes, he was part of the project and he hoped that the boys did not become drug addicts like him. I remember how he spoke:

"This project is my life"

"We need to help the boys to stay out of drugs"

"I love you, Carla"

During the six months, I realized that Tim was the best one to ask the drug addicts not to use drugs while the boys were training. According to Tim, the drug dealers

in their community also did not want the boys to become drug users. The drug dealers want to sell drugs to people in other neighborhoods with better economic conditions. Besides Tim, the president of the field, Newton, also helped with the task of mediating the drug trafficking during the boys' training sessions. Newton lived in the neighborhood and was a volunteer in the task of taking care of the field. He was a community leader and respected by the boys and the community. He seemed to trust the drug trafficking more than the police to protect us. During my 6 months visiting the project, I could feel the violent approach of the police in the neighborhood.

Carla – Kim, let me tell you what I saw yesterday. I saw two policemen come running onto the field carrying big guns. The Small kids were so afraid! It was the first time I'd seen this police approach. The coaches have talked about this, but I had never seen it. It was crazy how kids run everywhere. Everybody was afraid. The cops were shouting "GO, GO, GO!"

Kim – What happened then? Did the boys help the little kids get out of there?

Carla – No, they didn't because it was raining that day. When it is raining, we cannot play on the field. The small kids, after the training session, went in front of the field to wait for the bus. The older boys were playing in an area far from the field. So, the small kids were alone by themselves. The youths couldn't protect the small kids. I, also, couldn't do anything. I am sure the youths would have helped the small kids, but they couldn't. The small kids were waiting at the bus stop; nothing seemed wrong, when the cops came and yelled, "GO, GO, GO!" The action of police was crazy! It was so violent!

In a violent community, the police almost always appear also violently. The boys reported the police disrespect to them. It might explain why the boys and the community around seemed to trust more the drug trafficking than the police. According to the boys, some laws in their community were dictated by the drug trafficking. For example, robberies and other community problems were solved by the drug traffickers in charge. The boys and the coaches always said that if you are working in the community, traffickers might protect you.

It is important highlighted that according to the coaches, during the training sessions the police cups almost didn't come because they considered that a safe environment. The coaches told me several episodes where drug addicts mixed with the project - for example pretending to clear the field and they were imperceptible by the

police. The boys did not like the presence of the drug addicts on the field, but they were afraid of the police, too. The boys know that they need the drug trafficking to stay alive.

In conclusion, this is an area where the project, the boys, the drug trafficking, Tim, Newton have to have each other to survive. These kids would have the police all over the place, but the sport project kept the police away and so the drug traffickers can be there. Tim and Newton balance the drug traffickers and the project. That is a shared space where they have to negotiate the power to live and to stay alive. It is curious how they all know that this is a shared space as well as they all have something in common: they don't want the kids on drugs and crime.

In all five vignettes in this chapter: "Let's sing our hope", "My hope for sport as an alternative way", "We hope that sport can touch the boys' hearts", "The lecture" and "We need the drug trafficking!" different forms of hope were shown. In the first vignette, the boys revealed their hope for other opportunities for the kids from their community. After that, I revealed how the sport impacted my personal life, resulting in my hope that sports could be an alternative way for other kids. The third vignette showed that through the care and concern of the coaches the kids could see other possibilities. The next vignette described how the structural support created a space for me as a researcher to see the possibilities for using the student-center pedagogy. In the last vignette, a space where a negotiation of power between the drug trafficking, Tim, Newton, and the project was described. A space where a common goal exists: create other possibilities for youth to see beyond their hard life.

This is a story of a community of hope, composed by the boys, the researcher, the coaches, the supervisors, the drug trafficking, Tim, Newton and others. As was cited in the beginning "We also have our social imagination: the capacity to invent visions of what should be and what might be in our deficient society, on the streets where we live, in our schools (GREENE, 1995, p.5)". For our community, the social imagination was the hope that our sport project could create spaces for young people to see beyond their hard life.

4.2 Chapter 2 - The Building the Foundation phase (phase 1): The development of the key theme and the critical elements of the prototype pedagogical model

The Key theme and the critical elements of prototype pedagogical model will be presented in this chapter (Figure 5). The key theme is to *co-construct empowering possibilities through sport for boys from socially vulnerable backgrounds*. Student-centered pedagogy and inquiry-centered activism are two of the critical elements that were brought to the prototype pedagogical model. They are ways to work with youth (OLIVER; OESTERREICH, 2013). The other critical elements (ethic of care, attentiveness to the community and community of sport) emerged through the process of the Building the Foundation phase. There will be an explanation of the five critical elements, and the challenges faced in the process of developing the critical elements. During that process, it was necessary to negotiate challenges such as: “finding ways to name our experiences”, “lack of trust in the process”, “valuing and privileging adult knowledge” and “assumptions about youth”. We negotiated these challenges by: allowing all involved “time to develop relationships”, having a “willingness to live in messiness”, and being “patient in our work so that the critical elements could emerge and unfold”.

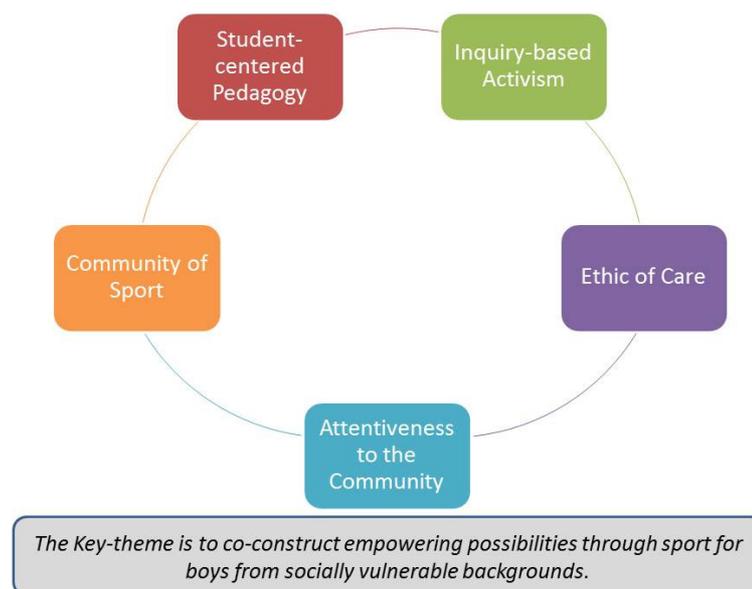


Figure 5 - Diagram of the key theme and the critical elements of the Prototype Pedagogical Model

4.2.1 The emergence and the description of the key theme and the five critical elements of a prototype for a pedagogical model

The Building the Foundation phase aimed to understand the youth and how we could make sports better for them. We started by inquiring into what the boys liked/disliked, their perceptions of school and their families, the boys' opinions about the training sessions, and barriers and enablers they encountered in being able to play sports in the project and within their community. We worked in a back and forth process between the coaches and the youth so that we could better understand each other. As Kim noted in our first meeting: "It cannot be just one way communication because the coaches can be wrong, and the kids will tell you" (Kim/Carla meeting 1). It became apparent during the process that both the coaches and the youth had different forms of knowledge and both were important. With Kim's help and in order to better understand the youth, I tried to be respectful of the various forms of knowledge we each brought to the project.

Eight coaches' work sessions and seven youth work sessions were spent on the Building the Foundation phase. Between the coaches' and the youth work sessions, Kim and I had twice weekly meetings lasting approximately 60-90 minutes. Kim served as a debriefer. She also helped in the progressive data analysis and planning of the work sessions (15 meetings). Table 10 shows the tasks for all meetings in phase 1.

Table 10: Schedule of the tasks in coaches' work session, youth's work session and meetings with Professor Kimberly Oliver to Phase 1.

Fridays (1h30 to 2h30)	Tuesday (15h to 16h)	Wednesday (14h15 to 15h)	Thursday (15h to 16h)
Coaches work session 1 Task 1 # – In your opinion, who are the youths that participate in our project? What do you think the youths like? What do you think the youths dislike? What do you think you know about their family environment? How do they view the school? Organize – in pair by sites	Kim meeting 1	Youth work session 1 Task 1 # interview each other about their lives (free interview) - they could choose the pairs Task 2 # share coaches' opinion and check if the youths agree as a whole group	Kim meeting 2
Coaches work session 2 Task 1 # What do you suggest so the kids talk to me more? – in a whole group Task 2 # share the coaches and the youths' perception about the last meetings (summary – board) Task 3 # What do they think the youths expect in our project? – boys' group and girls' group	Kim meeting 3	Youth work session 2 Task 1 # I asked if they can help me to talk to them? – whole group Task 2 # "What I love about football" and "imagine the best coach in the world" – whole group	Kim meeting 4

Coaches work session 3 Task 1 # share what the youths said about "What I love about football" and "imagine the best coach in the world" – whole group Task 2 # What do you do in your training session that works in relation to care – write on cards	Kim meeting 5	Youth work session 3 Task 1 # Comment the coaches' assumptions about the boys (the boys want to be a professional soccer player) Task 2 # Play an adventure education game (e.g. what is nice in your personality? Do you like to call and be called by nickname? What do you love in your family? What do you like and dislike in your school? What do you like and dislike in your neighborhood?)	Kim meeting 6
Coaches work session 4 Task 1 # Comment the boys' opinion about # Comment the coaches' assumptions (the boys want to be a professional soccer player – whole group Task 2 # Suggestions about: how can we motivate youths to training tactical aspects? – whole group Task 3 # Coaches perception about barriers and facilities to do sport in the sport project and in the community – whole group	Kim meeting 7	Youth work session 4 Task 1 # Write about what makes it easy and difficult to do sports in the project and in their community Task 2 # Check the coaches' perceptions about this theme	Kim meeting 8
Coaches work session 5 Task 1 # Present TGFU as a student-centered approach – whole group Task 2 # What can we do as coaches about safety, sanitation and opportunity to play?	Kim meeting 9	Youth work session 5 Task 1 # I talked to the boys about the crazy training session/chaotic training session (I showed a picture that my undergrad student drew) and I asked them to order from most important to least important – individual task Task 2 # We shared the answers and I asked: What we can do together in relation to these issues? – whole group	Kim meeting 10
Coaches work session 6 Task 1 # Discussion about TGFU as a student-centered approach – whole group Task 2 # Plan an exercise based in TGFU – exercise in pairs	Kim meeting 11	Youth work session 6 Task 1 # talk about barriers to participating in our project – whole group Task 2 # Make a list of songs that represent your view of your community and categorize these songs	Kim meeting 12
Coaches work session 7 Task 1 # The overview about all data (what the kids like, dislike, their family, school, what they think about the training session, barriers and facilities to do sport in the project and community) – whole group /black board	Kim meeting 13	Youth work session 7 Task 1 # Select the part of these funk songs that represent your community and make a new song – divided in 2 groups Task 2 # Talk about the group of songs we made last session – whole group	Kim meeting 14
Coaches work session 8 Task 1 # I showed the coaches the 2 funk songs that the youths made and I invited the coaches to interpret them with me – whole group Task 2 # I asked how as a sport project we can help the boys to see other opportunities	Kim meeting 15	-	-

Student-centered pedagogy and inquiry-centered activism are two of the critical elements that were brought to the prototype pedagogical model. They are ways to work with youth (OLIVER; OESTERREICH, 2013). The other critical elements (ethic of care, attentiveness to the community and community of sport) emerged through the process of the Building the Foundation phase. It is important to highlight that the critical elements are inexplicably connected. For the purpose of this dissertation, the critical elements will

be defined separately, but they function conjointly. Following the descriptions of the key theme.

4.2.1.1 The key theme

The key theme summarizes the basic idea on which the model works. For this prototype pedagogical model, the key theme is to *co-construct empowering possibilities through sport for boys from socially vulnerable backgrounds*. We work from the assumption that sports can help youth to change the objective relationship with the practical constraints of socially vulnerable areas (HAUDENHUYSE; THEEBOOM; COALTER, 2012; SPAAIJ; MAGEE; JEANES, 2014). Structural realities, such as poor housing, bad health, unemployment, low income, and high crime environments are complex issues and difficult to change (LAWSON, 2005). We recognize that sports cannot solve the structural problems of society. However, a sports project may offer empowering possibilities for youth. This project combines the concepts of 'language of critique' and 'language of possibility' by seeking possibilities for youth development within their community (FINE, 2007; FREIRE, 1987, 1996; GREENE, 1995). From this view, youth become the subjects of rather than objects in their complex social lives while ideally fostering a desire to take social action against problems in their communities over which they have some level of control.

In conclusion, the key theme in this prototype pedagogical model is to co-construct empowering possibilities through sports for boys from socially vulnerable backgrounds. Based on that, we worked with the approaches of learning to listen and respond to young people by using student-centered pedagogy and inquiry-based activism to encourage the boys authentic involvement in opportunities for decision making - as co-constructors.

4.2.1.2 The critical elements

Student-centered pedagogy and inquiry-centered activism are two of the critical elements that were brought to the prototype pedagogical model. The other critical elements emerged through the process of the Building the Foundation phase. We worked to learn, to listen, and to respond to young people by using a Student-centered pedagogy and an inquiry-based activist approach (ENRIGHT; O'SULLIVAN, 2010b; FINE, 2007; OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER; HAMZEH, 2010). Both of these critical elements were brought to the prototype pedagogical model and will be described in the next sections.

4.2.1.2.1 Student-centered pedagogy

Researchers argue that when teachers are student-centered, they can facilitate young people's engagement (BROOKER; MACDONALD, 1999; COOK-SATHER, 2002, 2006). This approach challenges traditional student-teacher power relations by encouraging and giving young people authentic opportunities to participate in curricular and pedagogical decision making (COOK-SATHER, 2002a; ENRIGHT; O'SULLIVAN, 2010a; OLIVER; HAMZEH; MCCAUGHTRY, 2009). Student-centered pedagogy is the ability and willingness of adults to listen to youth and respond to what they are hearing (COOK-SATHER, 2006; OLIVER; KIRK, 2014). In this context, we worked with boys in a sports setting. We created work sessions for the boys with opportunities for them to speak and where we, as researchers, re-tuned our ears so that we could hear what they were saying and redirect our actions in response to what we heard. Here is one example from early in the project of my attempts to listen to the youths' responses.

Carla - I need your help, boys. I am a university teacher, and I teach adults. I have, also, worked with small kids. I choose my words like I'm talking to young children. You are adolescents. Peter said he sometimes feels embarrassed. This cannot be a place where you feel uncomfortable. I want to know your suggestions on how I can make you feel more comfortable.

Kaio - We need to talk about what we like.

Eric - We will interact.

Leon - I think, we are talking. It takes time.

Carla - Because I'm a stranger here and you know each other?

Noel - No, we don't know each other

Carla – Really? I thought you knew each other (Youth work session 2)

Carla - Last session, I told you I teach adults and I worked a long time with small children. I said I need your help to make you comfortable in our sessions. You had many great suggestions. Noel said you don't know each other and I did not realize that. So, today, I brought a quiz for us to play to get to know each other better. Can I play, too?

Leon - Sure! (Youth work session 3)

At the beginning of the process, I was learning how to use a student-centered approach with the youth. Kim helped me shift from a predominantly teacher-driven view to a more student-centered approach.

Carla - Do you think I should try to talk about some rules with the boys? Because it is really bad when someone is talking and someone else is joking at the same time. How about behavior rules?

Kim – You cannot be “teacher” with them, or you never will get anywhere. You can say that sometimes when a person is talking, there are people joking around. “Have you noticed that? Are you comfortable with the way you engage? How does this make you feel? Do you think, maybe, we should have some kind of rules for what we do when one person is talking? Do you think we need that? Because I am a little bit uncomfortable, but if you are not uncomfortable, I am ok with it.” Or you can say, “I think it is disrespectful if you are talking when somebody else is talking; maybe, it's just my adult perspective. What do you think?”

Carla – Yes, I will try this! (Kim/Carla meeting 4).

After some work sessions and meetings with Kim, I began to realize the importance of working to understand the boys on their terms. The boys enjoyed feeling heard and especially appreciated when I acted on what they were telling me. The boys started to show a higher level of engagement in the youth work sessions.

Carla - What do you think about the prayer?

Eric - No one has ever done that before, but we should do it.

Henri - I think it calms down the training session.

Leon - I think it is nice, but we don't need to do it every training session. It is ideal before our games.

Noel - I think the coach's talk is enough to bring us together. Each of us has a different religion.

Leon - Each of us has our own faith. I think it's cool, but we shouldn't do it every training session.

Carla – How about if you guys take the initiative in doing that. What do you think?

Leon - I think it's cool.

Eric - The unity of our team could improve because of it (youth work session 5).

Carla: What would you like to do as a leader?

Peter - Improve the soccer field.

Henri - Put up some goalposts, paint lines.

Henri - Teach the 3 x 1 and 2 x 2 to the younger boys. I know that in futsal.

Peter - For example if Nair is out, we can help in the office.

Henri - We can, also, set up the football field. I talked to my dad. He has a friend who works in gardening and he said it's no use putting sand on the football field.

Peter – I think there should be more training days.

Garcia – How about increasing the length of our training sessions?

Henri - We can talk to the coach and increase the time. You say that you need to give the students a voice; we are the voice of God. Ha! Ha! Ha!

Peter – And, also, we could have a day to train the goalkeepers.

Henri – In think all participants of the project should pay 5 or 10 “reais” (Brazilian money) to play soccer. It would be enough to buy a bag of soil to improve the soccer field. The boys would not miss so many training sessions. I think because it is free, people miss (Youth work session 9).

The boys understood that they were co-constructors of the program with the coaches and me. They began to realize that their ideas were not only sought, but, also, heard and negotiated with the coaches. When teachers negotiate with youth, youth take an interest and a level of ownership and responsibility (OLIVER, 2010). In the next work session, the coaches discussed some of the boys' ideas.

Anthony - That's cool that the boys want to increase the training sessions. I need to have more boys to increase the time. They cannot miss the training sessions. In the summer time, we can extend the training sessions until 19h (1 hour and half more than it used to be).

Daniel - With regard to the field, it is great that Henri's father can help us. We can also have a goalkeeper's training. And yes, then, we can increase the length of the training sessions.

Anthony - At the last training session, I finished early because of the boys' behavior. So, we can increase the length of the training sessions, but the boys need to improve their behavior (Coaches' work session 10).

It is important to highlight that student-centered pedagogy doesn't mean doing everything kids want to do (OLIVER; KIRK, 2014). The purpose is helping the adults learn ways of teaching that meet the needs of the kids better, learn to negotiate with the youth what happens. In the beginning, I had to learn to work from this perspective with the support of Kim. As time went on, the coaches began to show a willingness to learn and an ability to listen and respond to the boys.

Carla - In your training sessions, do you provide moments that the students are at the center?

Anthony - Yes, I do.

Maria - I think it fits well during the teaching of tactics. For example, when learning the strategies they need to decide when you have to pass, kick, etc. Young people need to have autonomy. During training sessions, the coaches ask and listen to the youths' answers.

Anthony - Sometimes the youth give us an answer that we did not expect. The coach is very egocentric. When you give autonomy to the student, it can turn into a mess. The coach thinks he has to solve everything and it is not like that (Coaches' work session 6).

Carla - After co-constructing this model, what do you think has changed in your pedagogical practices?

Rian - I pay more attention to the young people. What are their strengths, and how do I prepare the training sessions based on that?

Maria - Before the program, we coaches were almost robots (check the uniform, etc.). After the program, I see that I can show a more sensitive side. Today, I try to understand the student more, to listen more when they talk.

Anthony - I always tell young people that their opinion is valid. With this vision, I began to change in another social project when I realized that my class was not technically so important. The young people did not care for it. I've always had the vision, but the program helped me to believe in it even more (Coaches' work session 18).

Carla – In the coaches' work session 18, Anthony said that he studied Paulo Freire and Brazilian documents. He likes this idea of student-centered work, but through our project, he can see the practical aspect. Anthony said that he knew the theory but he didn't know the practical application of the theory.

Kim – How to do this with people! You also understood it theoretically, but you didn't have the practical piece either. You don't have it until you do it and you figure it out.

Carla – Yes, I agree. Anthony said, previously, we hadn't considered the student-centered approach in our training sessions. He talked about how he can see the use of a student-centered approach in relation to what we are doing, but he cannot do it by himself, how hard it is.

Kim – Again, how you do it without structural support? (Kim/Carla meeting 28)

The coaches started to show willingness and an ability to learn to listen and respond to the boys when we discussed teaching strategies at the beginning of the project. After a few weeks, the coaches could see how important a student-centered approach was and sometimes attempted using one in their own pedagogical practices. However, according to the coaches, they understood theoretically the need to be student-centered, but like me, they didn't have the practical experience at the beginning of the project. To be student-centered, I needed structural support to move from the conceptual to the concrete.

A student-centered approach permeated all our work with the boys. The purpose is helping the adults learn ways of teaching that meet the needs of the kids better, learn to negotiate with the youth what happens. At the beginning of the project, I received structural support from Kim to understand the importance of this approach. After a few sessions of work, the boys showed a higher level of engagement in the youth work sessions and also began to show a level of ownership and responsibility when working with the coaches. The coaches and I showed a willingness and ability to learn to listen and respond to the boys, as well as an openness to change our pedagogical practices.

4.2.1.2.2 Inquiry-based activism

In addition to a student-centered approach, we also used an inquiry oriented approach that was centered in action as we worked with the youths (OLIVER;

OESTERREICH, 2013). This approach when centered in action positions students as researchers, providing an new and tangible means for questioning the current policy/political climate in which teachers are consistently positioned as the transmitters of knowledge and students as the recipients (COCHRAN-SMITH; LYTTLE, 2009). Rather than education as something done to students, education becomes something done with students (CAMMAROTA; FINE, 2008). This challenges the status quo of education; inquiry changes the relationships between students and teachers and transforms the way we view knowledge and who has that knowledge (OLIVER; OESTERREICH, 2013).

In our context, we engaged the boys in inquiry in order to help them better understand what facilitates and hinders their engagement in opportunities to play sports in the project. We used inquiry to understand how the boys were learning to think and feel about the sporting opportunities in their community. However, inquiry was not just used to gather information. Inquiry was used to help us to identify areas for future action. That is, we worked with the boys in order to challenge, negotiate and/or transform the barriers they identified and assisted them to develop strategies to increase their sports participation in ways that were meaningful to them. Inquiry-based activism was a process through which the boys could name their experiences and work with the researcher and coaches to change the things that were in their control to make the sport, the context, and the opportunities better for the boys.

We started with an inquiry into what facilitated and hindered the boys' opportunities to play sports in this project. For helping them to start to talk about that I brought a picture of what I observed in a training session (Figure 6).



Figure 6: Picture of what I observed in a training session drawn by one of my college students

Carla - I brought a picture of the last training session drawn by one of my college students. I marked seven things I saw and you commented on during the last work session I would like to understand your perceptions. What do you think number 1 illustrates?

Peter - The dirt on the soccer field.

Kaio- The soccer field has a lot of wood.

Henri - On the weekend, the older guys play games and throw cans on the field. Our training is on Mondays, so there will be always garbage on the soccer field.

Peter - They throw plastic, glass, empty cans of coke

Carla - And number 2, can anyone guess?

Leon - I took a bump.

Carla - You talked about this last week: how your behavior is bad during the training sessions, remember?

Henri - Like Mortal Combat (video game)

Carla - and 3, does anyone know what it is?

Leon - Someone swearing

Peter - That was Tim

Carla - This is someone drunk asking to finish the workout.

Kaio - Yeah I remember. He was whistling.

Noel - It didn't bother me.

Carla - and 4 and 5?

Henry - The guys on drugs.

Peter - They were high. It's always like that.

Carla - and 6?

Noel - Someone scratching. It's the "bixo geográfico". I've seen sores all over people's bodies.

Carla - Aren't you guys afraid about this?

Noel - I am.

Carla - What is number 7?

David - It is our bad soccer field. There are a lot of holes.

Carla - What is number 8?

Henri - It is our coach.

Carla - and I'll put here what Peter suggested now, the small kids playing kites. It will be number 10.

Carla - Now, you will number the problems in order of importance. What are the things that bother you most in training sessions? Noel, can you help us to count?

Noel - Yes!

Carla - The one that you voted for the most were drug addicts and your behavior, guys. Now I wanted to know what we can do about the drug addicts?

Kaio - We can put security out front.

Petro - And put up a wall for protection.

Henri - We can arrange a time for them to consume. Ask them not to do drugs while we are training. Tim or Newton could do that.

Kaio - ha ha ha! You'll talk to them

Carla - And how about your behavior? What can we do about that?

Noel - Leon knows a lot about that; let him talk.

Peter - We have to realize that we are a team.

Noel - The environment gets tense because of it. We fight with a person and the training session ends up early. We must have discipline. We need some rules.

Carla - And who should decide that? Who should decide the rules?

Eric - The director! (Youth work session 5)

The "drug addicts" and the "boys' behavior" were the most important barriers in the boys' opinion. We worked with the boys in order to challenge, negotiate and, where possible, transform these barriers. The boys' behavior was the first barrier we negotiated. In subsequent work sessions, the boys began to realize that behavior change depended solely on them. In addition to the boys' behavior, security issues also permeated the boys' speech and my meetings with Kim.

Kim - The kids and the coaches, both, identified barriers, and they identified things that allow them to play. In spite of these, they are still playing. There are drug dealers sitting around, smoking, doing whatever; they are coming onto the field. They make sure everybody understands who is in charge, and the kids still play. What is it that allows them to ignore all of that and play? I wouldn't do this.

Carla – Me, either!

Kim - If you could, figure out what is it that keeps them playing. Is it their mom or their dad? Share with them your observations from the training session and say, "Explain to me what it is that keeps you coming back? There is something powerful. What is it?" That is an empowerment piece, if you think about it. The facilities are bad, and it is dangerous. The training sessions are crazy, and there is this weird person, a drug person. They all come and play anyway, why? Think about how we could educate other young kids. They are negotiating the barriers, right? How can we work with other kids to negotiate the barriers or change the barriers? It is certainly a safety issue; my kid wouldn't be there (Kim/Carla meeting 8).

Safety was the main issue that the boys identified as hindering their engaging in opportunities to play sports in the project as well as in their community. Because we were committed to activist research, we invited the boys and the coaches to imagine alternative possibilities. We worked together (researchers, coaches, boys) to look for ways to make changes that would alleviate some of the safety concerns the boys identified.

Kim - This is an activist project. You have to make changes, small changes. What is realistic to change in that context? You, now, are starting to get a really good understanding of the context. What's possible? Is it possible to work with the coaches to change the way they teach the kids? Maybe they don't work with the kids like the police work with the kids. You said the police are violent. What they will experience from the coaches is somebody who respects them. This goes back to affection. So, work with the coaches to make the training session the most positive experience possible - not just somebody saying this is a better place to be but for the boys to feel a part of something that is pleasant rather than violent.

Carla - A moment to forget the environment where they live. The problem is: on the field we have an environment that is dangerous; at least, it feels dangerous to me.

Kim - I think we see some of the critical elements emerging, for example ethic of care. I think another of the critical elements is going to be the activist component. How do you work with the coaches to help them become activists with the kids? You are working through the logistics now to change the way the coaches come to the training sessions, a way to better facilitate the kid's needs. The activist piece could be anything. It could be how we work with the drug dealers to make the environment safer or how we work with the community to make a more sanitary and healthier environment. I think, there has to be an activist piece as a critical element. We are inquiring about how we should center our action. In this model, you have to find the place that can be changed. That change will be different in all the different contexts, but there will be change of some sort (Kim/Carla meeting 11).

In summary, first we engaged the boys in inquiry in order to help them better understand what facilitates and hinders their involvement in the project. Safety was a huge issue in the boys' opinion. However, inquiry was not used just to gather information; it was used to help us to identify areas for future action. Based on what the boys identified as barriers, we (Kim, the coaches and I) worked with them in order to challenge the barriers and assisted them to make the sport, the context, and the opportunities better. Student-centered pedagogy and inquiry-based activism are two essential critical elements that worked together to address the concerns of boys from socially vulnerable backgrounds in a sport context. It gives a new dimension to the sport by asserting that the boys have the capacity and agency to analyze their social context and to challenge and resist the forces that impede their possibilities for liberation (CAMMAROTA; FINE, 2008). Sport became something that the boys did instead of something being done to them. It addressed injustices that limited the possibilities for them in their communities.

4.2.1.2.3 Ethic of care

Student-centered pedagogy and inquiry-based activism were brought to this project as critical elements because they are effective ways to engage youth (OLIVER; OESTERREICH, 2013). Three other critical elements emerged through the process of the Building the Foundation. Ethic of care emerged in the first coaches' work sessions.

Carla - In your opinion what do the boys like and dislike? Tell me about the boys.

Neo - The vast majority have no financial stability. In relation to the psychological, they have low self-esteem. They receive little affection. I have never met many of their parents and I realized that they do not care about the project.

Rian - I think demonstrations of affection are essential to the boys. I use to hug them. I realize this is necessary for them. Many times, I'm walking by and one of them comes and hugs me.

Daniel - Their lives are hard. . We realized that they have absent families and they live in inadequate houses (Coaches' work session 1).

Daniel – I always sit down with the kids in a circle on the floor to talk about ethics, fairness and honesty. I have asked: “You kicked your friend; is that right?” I also remind them of when the player in the World Cup did something like that. I always ask: “How would that be in your life?”

Neo - I always talk with all the kids. I greet them when I arrive and when I leave the field. I always ask why if they have missed a training session.

Anthony – I always talk to the boys at the end of the training sessions. I ask why they are discouraged. I try to know everyone’s names. I feel they listen to me. They ask questions that I do not always know the answer to. They ask about everything in their lives. They always talk to me on Facebook and send me links of videos about soccer and things they are interested in.

Rian - I think it depends on the person. I have students who are afraid of me because they see me as an authority. Nevertheless, they all say hello to me. When I park my motorcycle, the kids come to meet me. Although this might sometimes bother me, I have to respect that. I need to talk to the youth about their lives outside the training session, such as: talking about school, vacation, something that happened.

Maria - I like to talk to the youths while I am preparing the field. I always ask if they have any pets and if they are taking care of them. They know when I’m not in a good mood. I think it’s very important: the students know me, how I am feeling. I like to do challenge games: coach versus kids. They love it (Coaches’ work session 3).

After 2 weeks, Ethic of care also emerged in the youths work session.

Carla - In your opinion, what qualities would make the best coach in the world?

David – Like Tite or Felipão.

Carla – Why these famous Brazilian’s coaches?

Leon – They have responsibility and attitude.

Carla – What else?

Leon – The best coach in the world would be like a psychologist, someone who talks about everything. He would talk about things we like, such as tactics.

Carla - I got it. You mean things on the field, for example helping with the field positions?

Leon – More than that, if one of us is bothered by something, if we have a problem, this coach would talk to us.

Carla – So, for example if any of you had an argument with your girlfriend. I have seen on Facebook that many of you guys have a girlfriend. Would this coach listen to you guys?

Noel - Yes, he would.

Leon – I think it depends on the kind of help.

Everyone laughed!

Carla - What else?

Leon - The best coach in the world talks a lot with the players, gives a lot of positive feedback.

Noel - He would listen to us.

Leon – He would be a coach who recognizes the evolution of the athlete; he considers our progress (Youth work session 2).

The coaches offered many examples of how they showed care for the boys: “they need demonstrations of affection like hugs”, “[we] sit down in a circle on the floor to talk about their lives” or “we should give them some examples for life different from a life of crime”. For these coaches, their role was more than teaching skills and tactics, it was showing interest in and respect for the boys’ lives outside of soccer, providing opportunities for the boys to see beyond their hard life. The coaches’ behaviours resonated with the boys’ idea of the perfect coach. For them, a coach should be: “like a psychologist”, “[someone] who looks me in the eyes”, and “someone who could help other kids to avoid a life of crime”. These behaviors resonate with the black, feminist traditions of caring that help African Americans to survive racism (THOMPSON, 1998). For Black and also Mexican/Mexican-American and Chicana women living within the borderlands of culture, nationality, race, class, and gender ethic of care is rooted in personal accountability and empowerment it represents a politicized caring with the capacity to bring people along to attain the self-reliance and independence essential for resistance (COLLINS, 2000; KNIGHT, 2004; SOSA-PROVENCIO, 2014).

In my field observations of Anthony’s training session, I observed that interest in and respect for the boys’ lives outside of soccer club. He showed interest in providing opportunities for the boys to see beyond their hard life. An example is the day that Bob missed the training session because he got a new tattoo. Anthony and the boys used at least 20 minutes at the end of the training session talking about the challenge of having a tattoo and looking for jobs. On rainy days, care was obvious in the boys’ conversations with Anthony while they were waiting to play. Anthony generally divided the boys into teams of 5, and they played against other. Anthony used to sit on the wall to watch the games, but he was always talking with the boys about issues with school, issues in their community, music (usually funk songs), results of professional soccer games, girls and other topics. Anthony was a coach who used his experience as a resident of the social vulnerability areas to show the boys care.

Anthony - I dress like the boys and I speak slang like them: I always try to go into their world. So, I'm part of their world.

Rian - I think that is amazing Anthony, but I do not feel like this. I think just because someone has blue eyes or straight hair the relationship might be different. I've seen the kids talk about me: "the coach has straight hair". I think this makes showing care a challenge.

Anthony - I try to tell them that although I was born in the slums, "favelas", I'm a teacher and I survived.

Maria – The boys see Anthony as an older brother. I have seen them ask him questions like: "How should I ask that girl to go out with me, coach?" (Coaches' work session 7)

According to Anthony, ethic of care means helping the boys learn "the fortitude to persevere in the midst of adversity". The first example was his use of a "Catholic prayer". Anthony made a decision in the middle of a very violent training session in the fourth week. The boys were faulting violently and cussing. Drug addicts were sitting on the wall using drugs, and Tim was whistling to stop the training session. Anthony said:

"Come here boys! Do you remember Coach Maria? She usually does a group hug with her athletes. I would like to do something like that with you guys. Let's stay in a circle. Let's try to touch the tip of the feet of the friend next to you. Let's try to stay together for a moment. Do you know the Lord's prayer? Let's start:

Our Father, who art in heaven,
hallowed be thy name.
Thy Kingdom come,
thy will be done,
on earth as it is in heaven.
Give us this day our daily bread.
Forgive us our trespasses,
as we forgive those who trespass against us.
And lead us not into temptation,
but deliver us from evil.
Amen".

This day I was in the circle with the boys and Anthony. Although I attended Catholic school during my entire childhood, I do not consider myself Catholic. I felt that the prayer meant more than religion. Suddenly the drug users and the violence calmed down; the atmosphere had changed. At the end of the prayer, Anthony said: "You can be different from this, boys. You must have faith!" Anthony was showing them that religion is one way their lives could be different.

Maria - I will speak from my experience. I had a coach who at the beginning of every training session chose one athlete to pray, a Protestant prayer. I remember he did that every day and it was very annoying from my point of view.

Rian - I think the problem lies in choosing a religion. It could be considered invading the youths' privacy. Imagine if a parent finds out. Imagine if a Muslim father saw his son to say a Catholic prayer. That father would kill us.

Daniel – Can I suggest something? Instead of doing the Lord's prayer, you should talk with the boys in a circle (Coaches' work session 5).

Anthony told the coaches in the next coaches' work session what happened. He was widely criticized for deciding to do a Catholic prayer. Anthony explained to the coaches that when he did it he was not thinking about any religion. He was thinking the boys should believe in something. He defined this as a "magic moment" where the boys were hugging and looking into each other eyes. He said that it was a time of them coming together for just a moment. In the meeting with Kim, we recognized this as an expression of the ethic of care.

Kim - It is totally ethic of care, Carla. On that field and with that coach, it works. It is part of his attempt to do something because he cares for the boys. So, it is how you talk about that ethic of care. It is how you involve them so they come together for a moment (Kim/Carla meeting 9).

In the next youths' work session I asked the boys' opinion about the prayer. Their answers were similar to Anthony's: "For a moment the training session was calm and it brought us together". Although Anthony was convinced by the coordinators to no longer use prayer in his training sessions, the boys decided to take the initiative and pray before the games. Anthony willingly risked criticism because, in that moment, he thought he was offering the boys something that they could use in their lives, and that was more important than someone telling him he shouldn't do it. He was right because the boys took it on as their own when Anthony stopped. They wanted/needed that prayer in that time and place, and Anthony let the boys proceed rather than to tell them they couldn't pray because of some 'proper' standard against bringing religion into the training sessions.

By the end of the data collection, the coaches were able to clearly articulate the importance of having an ethic of care while working in socially vulnerable communities.

The coaches were more aware about the necessity of this critical element in our project and in their lives as a coach.

Carla - Rian said: "I remember my first coach and the time we spent together. At the time, he could have contributed even more to my life. I know that every coach has his own style, but I was wondering about the power I have in the lives of the youth. It makes me eager to wake up early every day. This ideal moves me". Rian also pointed out that there were few people who wanted to work in social vulnerability areas.

Kim – That is ethic of care, right? I mean, it speaks to ethic of care. Somebody was influential in his life. So, he wants to be influential in other people's lives.

Carla – Yes, Anthony said: "Being a coach is much more than planning and running the training sessions. There are days when I am tired that the youth motivate me. When the boys treat me with indifference, this ends my day. There is no way to teach, if you aren't willing to learn". Maria said: "What is essential is invisible to the eyes". I think it is ethic of care, again. Maria said: "A great result doesn't need to be a goal, but a word that you say to a youth. I have learned to be more sensitive to the kids. Sometimes, they disrupt the training session because they want affection" (Kim/Carla meeting 32).

The coaches offered many examples of how they showed care for the boys: "I always sit down in a circle on the floor to talk about their lives", "We should always talk to the boys about the possibilities, like professional courses", and "We should invite successful people from their community to give them some examples different from a life of crime". For these coaches, the sport was more than teaching skills and tactics; it was showing interest in the boys' lives outside of school, providing opportunities for the boys to see beyond their hard life. It was, according to Anthony, helping the boys learn "the fortitude to persevere in the midst of adversity". The coaches' behaviours reflected the boys' ideal coach: "A coach like a psychologist", "[someone] who will look me in the eyes", and "someone who could help other kids to avoid a life of crime". While working in socially vulnerable areas, the coaches needed to show the boys respect through knowing about and understanding their life situations. They needed to know the whole child, including his situation outside the sport environment. In addition, the coaches needed to help students develop strategies for survival and to see other possibilities see beyond their hard life.

4.2.1.2.4 *Attentiveness to the community*

Carla - What would you change in your training sessions, guys?

Eric - I would change some of the field structures. I would put in synthetic grass and build another field in the neighboring abandoned lot. I would close these canals in front of here. We would have perfect grass. I'd build a changing room like they have in the Santos-FC: with TV and hydro massage. Finally, I would make a real bench with a cover so the balls wouldn't hit the roof of our houses (Youth work session 3).

Another critical element to emerge was attentiveness to the community. This critical element emerged when the boys were asked about the barriers to playing sports in the project and in their community. Safety, sanitation and the opportunity to play were the main issues for these boys and these coaches. The problems were not just because of the community around the field, they were present on the field and in the training sessions. "I live in a neighborhood where they traffic cocaine", sang Noel in the youth's work session number 4. A big issue for the boys was the presence of drug addicts at the soccer field and in their community.

Carla - What would you change about your community?

Breno – The drug trafficking.

Noel - I do not like the drug addicts.

Eric - Sometimes the environment is bad because of those crazy guys: the junkies.

Carla - I realized this in the last training session. Kleiton and I were helping Tim prepare the field, and a guy came to help us. I felt the guy was a little bit different.

Eric - He is a junkie.

Carla – Are there many junkies in your neighborhood?

Noel – There are many, many!

David - People who say things that don't make any sense like Beбето.

Gobel - I am happy that Crack has not been sold in our neighborhood yet. There would be more junkies here.

Carla - The Vila Nova's neighborhood has a lot of Crack addicts.

Eric – The Crack addicts are crazy (Youth work session 3).

The boys were talking about safety in youth work session number 3. They don't want to have drug addicts in their neighborhood and they don't want Crack in their neighborhood. According to the coaches, drug traffickers are always present at the training sessions.

Daniel - A few weeks ago, some boys were disrespectful to Bartira, our secretary. The head of the drug trafficking heard what happened, and he ordered the boys to apologize to Bartira.

Bartira – The drug dealer said, "Tell them to come here, now", One day after that, all the boys came and apologized to me.

Maria - Our project depends on the drug dealers.

Anthony – We depend on the drug trafficking more than the police. One day, Nair (the social worker) and I were cleaning the soccer field and two drug dealers started to help us. The police had arrived and they were disguised by doing this (Coaches' work session 4).

After two months of data collection, Anthony and I saw two guys using drugs inside the facility. They parked their expensive cars inside the field to use drugs. According to Tim, these two men were infamous drug dealers in that neighborhood. Anthony and I left the facility by motorcycle, and we started to talk about how it might be difficult for the boys to see people earning money in a wrong way like those guys. We discussed that the boys are really empowered because they choose to stay out of a life of crime. The boys seemed to resist the life of crime. In communities where you have drug trafficking in charge, violence is present and seems normal, as reported by the coaches.

Rian - I think that at least one person a week is killed in that neighborhood.

Daniel – I remember I was watching a game and there were two guys sitting on the wall and talking: "Did you see who was killed yesterday? Jorge was killed. I was almost shot in the back instead of Jorge?" These guys spoke as if this situation was trivial.

Maria - It is interesting how the boys talk about the deaths so casually.

Rian - The truth is that we are not safe in the training sessions. We cannot prevent people from entering the soccer field. The drug addicts come to see our training sessions.

Anthony - This is normal for me, too. I did not realize the severity of this. In my childhood, it was the same. I use to play with drug addicts (Coaches' work session 11).

Added to this violent environment, the boys described being afraid of the police. In the beginning of the work sessions, the boys talked about the police's approach in their neighborhood.

Kaio - I cannot play on my street because of the smell of marijuana. It makes me dizzy. Another problem is the police. If you are playing on the street, the police come and inspect you.

Garcia – Have you already been inspected?

Kaio - Several times. They have huge guns. (Youth work session 4).

It is common when the youths are playing for the police to come and put everyone on the ground, a really violent approach. The youth are afraid if they are playing, the police might suspect them.

Noel - All the songs we choose to represent our community talk about a life of crime.

Breno - These are songs about crime's apology.

Carla - What does that mean?

Breno - Kill the cops is our goal.

Carla - Why is necessary to kill the cops?

SILENCE (Youths' work session 6)

Although the boys do not openly talk about the police violence in the youth work sessions, the lyrics of the funk songs and informal conversations showed me the boys' fear. Having witnessed this first hand during the training sessions, I knew just how terrified the boys were of the police.

Lack of sanitation was another barrier the boys experienced in the sports project. They talked about not wanting to get sick because of the dirty grass. They, also, talked about the smell of the open canals next to the soccer field. In the community, problems with sanitation are similar to those reported in the training sessions. The boys and the coaches agreed about the filth in the community.

Kaio - Our field is full of pieces of wood.

Henri - Add to this, there are community games on the weekends and several people throw cans of beer on our field. That is why our training it is going to be always like that, a lot of garbage.

Noel – There are a lot of boys in our community with the skin disease, called "bixo geográfico". They are scratching all time. It is very disgusting.

Carla - How about the barriers to play in your community? What would you change, guys?

Kaio – I think dog poo stops us from playing in the street.

Luiz – I don't like the smell of the canals. It's so bad.

Garcia – Hey guys, do you remember the day we played on a soccer field that had a lot of horse poo? Sometimes, my soccer shoes were covered in horse poo.

Carla – Oh my God! Are you kidding? Did you play on that field?

Garcia - Of course, we played (Youth work session 5).

Maria - After the community parties, the soccer field gets filthy.

Rian – The community uses the field on weekends and there's garbage everywhere. They do not care.

Maria - I agree with that. The soccer field is very dirty (Coaches' work session 5).

Several times, I have walked around the neighborhood and saw a lot of trash thrown on the street; vacant lots were also used as garbage dumps. The people did not care about their neighborhood. The smell of sewage was always very strong, and the number of slums increased daily producing even more untreated sewage.

Finally, another barrier the boys experienced was lack of opportunities to play. The boys spent four hours in school. So, for the rest of the day, the boys were idle. Opportunities to play sports were scarce in that community. The neighborhood did not have public spaces for the boys to enjoy. However, the boys often trespassed onto private property to play soccer. They have often invaded our own soccer field by jumping the wall to play. Part of the wall was broken to facilitate their use on the days there were no training sessions. In addition, there was a tunnel at the end of the field that, according to the boys, ended in the middle of the slum.

Carla - The coaches told me there is a hierarchy in the places you use to play. For example, there is someone in charge. They said usually an older guy.

Kaio - I could kill that guy. The street is public. Where I live there is a soccer field and the drug dealers take care it, but anyone can play.

Garcia - We played at MNascimento and also on the field of an important soccer club in town.

Carla - Do you have permission to play in those places?

Henry - We just jump the wall. (Youth work session 4).

The coaches knew the boys often trespassed and that an important soccer club in town was a favorite field for play. The coaches reported several examples.

Anthony - They often play on that important soccer club in town. The boys invite me to play sometimes. They said that the security guard allows them to play.

Daniel - They usually play at night. They also have barbecues then. Can you imagine this?

Maria - One day, I saw some of the boys bathing in that soccer club's water box. It was a hot day and they were inside the water box.

Anthony - They take care that field. They say they care because it is the field of the soccer team they support.

Maria - Another time, I was talking to the massage therapist of that club and he told me that some drug dealers invaded the field and organized a tournament last weekend (Coaches' work session 7).

Attentiveness to the community was the second element to emerge as crucial for working with boys from vulnerable backgrounds. This critical element emerged during conversations with the boys about barriers to engaging in the sport. Safety and sanitation were the biggest community concerns for the boys. Safety was a constant concern for the boys given their sessions took place with drug dealers and users present. Even with the presence of the drug dealers, the boys expressed fear of the police: "I cannot play on the street because of the attitudes of the police", "If you are playing on the street, the police come and inspect you. They have huge guns". Sanitation was of equal concern to safety. The poor physical conditions often caused the boys to develop a "skin disease" from playing in the grass. The lack of "clean toilets and water" and the "smell of the open canals" next to the soccer field were also difficult for the boys to negotiate. To address youth in that community, it is essential to be aware of the problems that they encounter playing sports. Without attention to the community, people working with youth from socially vulnerable backgrounds will not be able to adequately assist the boys in negotiating barriers.

4.2.1.2.6 Community of sport

The final element that emerged as important to this project was community of sport. This emerged in the work sessions where we brainstormed ways we could help the boys to see other opportunities beyond their hard life. It happened mainly in coaches' work session 8 when we read the boys' funk songs. The lyrics described severe problems in their community: "I had no bathroom", "I had nothing to eat", "I'm

preparing for the worst”, “I may be arrested or may be killed”. The lyrics of the funk songs showed a lack of opportunities.

Carla - I was wondering what you think the boys tried to tell us with these lyrics.

Rian - These lyrics are powerful.

Daniel - They are saying they have a lack of choices in their lives.

Maria - They know that a life of crime does not pay, but they are saying that there is a lack of opportunities

Rian - They report starving, living in poor conditions.

Maria - They are saying they need to fight to get money for food. They also fight becoming addicts and choosing a life of crime. They are in conflict.

Carla - How do you think we can help them to see other possibilities beyond a life of crime?

Rian - There is something we always talked about but haven't put into practice: the professional courses, for example courses to work at the port. I think we need to talk more about it. They could continue playing soccer with us after they are 15 years old if they are doing these courses.

Anthony - I think it would be a partnership with schools would be necessary. In addition, the family should actively participate in our project. We should inspire the families to participate in the boys' life.

Rian - We could also bring people from the community to speak about a successful life. Bring own experience of community to the boys.

Daniel - We have to take them out of this world more often. Take them to watch games, for example.

Maria - Our project depends on the drug trafficking and the Community. They could use the soccer field as community space, for example make a playground. They could bring more of the community to the soccer field. People from the community might also help us to get the drug addicts to leave the field during the training sessions,

Rian - I think one of the best teachers I know was born in the community. He can be an example to the boys. I, also, remembered a girl I met at a conference and she was a student and became a teacher because of a leadership program. I think a leadership program could offer opportunities for the boys (Coaches' work session 8).

From the coaches' point of view, it was necessary bring people together to make changes in that complex environment: “We could bring people from the community to speak about a successful life”; “People from the community might help us to get the drug addicts to leave the field during the training sessions.”; “I think it would be necessary to have a partnership with schools and the family should actively participate in our project”.

Carla - You voted the biggest barriers were the drug addicts and your behavior. Now I wanted to know what we can do about it?

Kaio - We can put security out front

Petro - And put up a wall for protection

Henri - We can arrange a time for them to consume. Talk to them about not using drugs while we are training. Tim or Newton could do that. (Youth work session 5).

Henri - We can also improve the football field. I even talked to my dad and he has a friend who works with gardening and he said it's no use putting sand on the football field (Youth work session 9).

The coaches agree that the kids, the parents, school and people from the community all together should try to make a safe environment for the boys and to create opportunities for them to see other possibilities for their lives. In the boys' view, the community leaders could convince the drug dealers to not use drugs during the training sessions and parents could help to fix the problems in the soccer field. When brainstorming ways to show the boys other opportunities, the coaches and the boys suggested that a community of sport would be necessary.

Kim – The coaches have a community of learners. We cannot be isolated in our practice.

Carla - When I think about a pedagogic model, I should think in a model that people can deliver without me.

Kim – But maybe with somebody else. Maybe part of this model is the community. That is part of what you need to work with youth from socially vulnerable backgrounds. You need a place when coaches come together and brainstorm ideas, talk and share what they are doing. Maybe that is part of the model. They can do it without you, but maybe what they need is for the director to play a different role - maybe the director is working with the kids. Maybe we need different people doing different things. You have the social worker; maybe, that is part of her job. However, it seems like a bridge between the kids and the coaches is very important to your model. I think your dissertation is going to show that there are things that are critical in working with these kids (Carla/Kim meeting 9).

To build a community of sport it was necessary for someone to be a facilitator or mediator between and with the youth and the coaches. It could be anyone taking that role: a director of sport, someone from the university, a social worker or others. The coaches and the boys also identified the need for someone in between, especially when asked about the sustainability of the project.

Carla - What do you think of the sustainability Leadership Program?

Anthony - I believe it may continue, but we need more knowledge. The Leadership Program needs to consider student-centered way of working and this requires us more knowledge.

Maria - I believe a seed has been planted. However, the site where I work I do not know how I would start a Leadership Program. I do not know how the boys would react.

Rian - I'm more realistic. I think if we didn't have someone responsible for the program it would finish. I think we need to have someone responsible for mediating the program. As coaches we don't have the time to do that

Carla - Do you think you could be responsible for that?

Rian – Yes, I do. I'm sure. This person could be one of us helping the coach to develop the program with the boys. I also believe that the support of our coordinators is critical (Coaches' work session 18).

The community of sport was the final element that emerged as important. It emerged in the work sessions where we brainstormed areas to assist the boys to see other opportunities. The coaches and the boys suggested that a community of sport was necessary. They all agreed that when designing sport programs for youth from socially vulnerable backgrounds it was necessary to create times for the youth to see beyond their hard life. This required a collective action on the part of the community.

In conclusion, student-centered pedagogy and inquiry-based activism are two essential critical elements that worked together in order to address boys from socially vulnerable backgrounds in a sport context. Student-centered pedagogy and inquiry-centered activism are two of the critical elements that were brought to the prototype pedagogical model. Student-centered pedagogy was the ability and willingness of adults (coaches and me) to listen to youth and respond to what we are hearing – finding ways of teaching that meet the needs of the kids better, learn to negotiate with the youth what happens. Inquiry-based activism was a process through which the boys could name their experiences and work with the researcher and coaches to change the things that were in their control to make the sport, the context, and the opportunities better for the boys. So, student-centered pedagogy and inquiry-based activism are two essential critical elements that worked together to address the concerns of boys from socially vulnerable backgrounds in a sport context. Sport became something that the boys did instead of something being done to them. It addressed injustices that limited the possibilities for them in their communities.

Other critical elements emerged in the Building the Foundation phase. By using an activist approach, centered in student voice and inquiry, we learned that when working with boys from socially vulnerable backgrounds we should work with an ethic of care, an attentiveness to the community and as a community of sport. Ethic of care emerged as the first critical element and means that the coaches needed to show the boys respect through knowing about and understanding their life situations. They needed to know the whole child, including his situation outside the sport environment. While working in socially vulnerable areas, the coaches needed to help students develop strategies for survival and to see other possibilities see beyond their hard life. Attentiveness to the community was the second element to emerge as crucial for working with boys from vulnerable backgrounds. This critical element emerged during conversations with the boys about barriers to engaging in the sport. Safety and sanitation were the biggest community concerns for the boys. To address youth in that community, it is essential to be aware of the problems that they encounter playing sports. Without attention to the community, people working with youth from socially vulnerable backgrounds will not be able to adequately assist the boys in negotiating barriers. The community of sport was the final element that emerged as important. It emerged in the work sessions where we brainstormed areas to assist the boys to see other opportunities. The coaches and the boys suggested that a community of sport was necessary. They all agreed that when designing sport programs for youth from socially vulnerable backgrounds it was necessary to create times for the youth to other opportunities. When working with youth in social vulnerability we should consider the five critical elements for teaching sports. It is believed that in other contexts of social vulnerability these five elements should remain as essential (critical) for a program that aims to empower participants.

Next, the challenges and the process of negotiating the challenges from phase 1 will be presented.

4.2.2 The challenges and the process of negotiating the challenges of the Building the Foundation phase (phase 1)

In the development of the critical elements (phase 1), some challenges emerged. These included: “finding ways to name our experiences”, “lack of trust of in the student-centered process”, “valuing and privileging adult knowledge”, and “assumptions about youth”. The ways that we negotiated those challenges (time to develop relationship, willingness to live in messiness, and patience for the critical elements to emerge) will be explained subsequently (Figure 7).

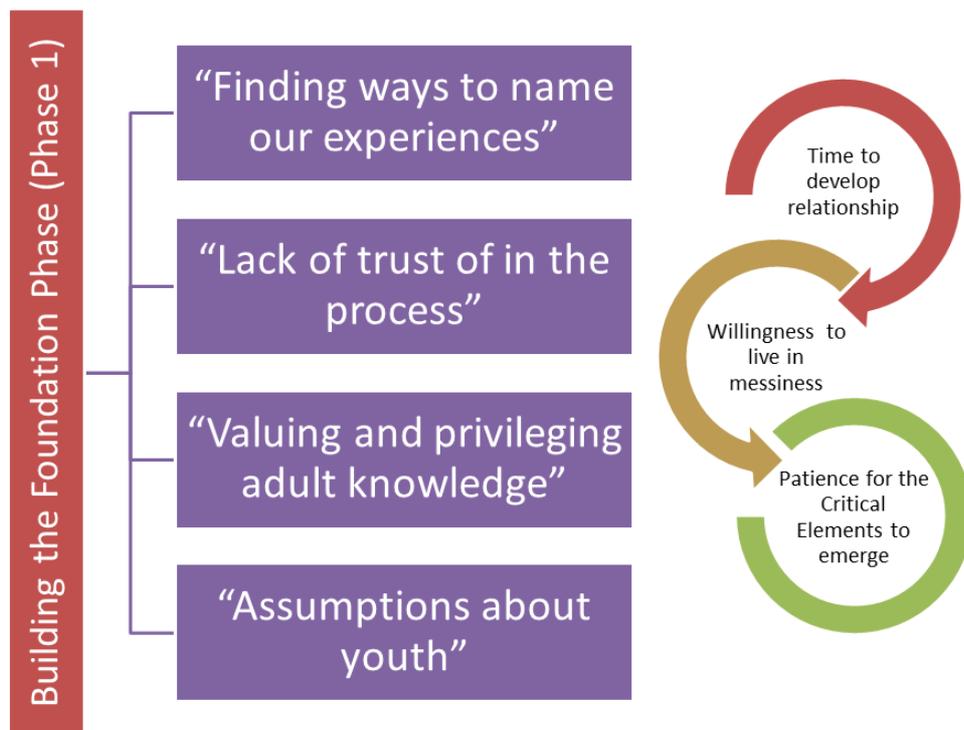


Figure 7 - Diagram of the challenges (in purple) and the process of negotiating the challenges in the Building the Foundation Phase

4.2.2.1 Finding ways to name our experiences

In the first meeting with Kim, the necessity of assisting the youth in naming their experience emerged as a challenge.

Carla - Did you read the letter Matheus wrote and I brought to the coaches' work session? I could not understand the letter. I circled in red the words that I could not understand.

Kim - Ok, ok. Hold on, hold on.

Carla - He is an example of the boys I will talk with. He is not attending school and it is impossible to understand anything what he writes.

Kim - This is what you should do. Ask to him; don't circle the words in red. "Can you explain it to me?" You just ask him.

Carla - Daniel said that he asked the boy about this and Matheus could explain all words.

Kim - That is it. You can ask him to write but give him a little Dictaphone. Tell him, because it takes too long to write, he can explain more on this tape recording if he has any information to add. I don't think you should stop asking him to write because it helps him. Part of what you are doing is educating them as well. But, don't circle in red (Kim/Carla meeting 2)

At the end of the first youth's work session I was trying to understand why the youths' wouldn't talk to me. In my thoughts, the youth seemed to be waiting for a lecture more than anything, as described in the following examples from meetings with Kim.

Carla – The boys are so funny. They are always joking, kidding. They like our meetings, but they seemed to expect a lecture. They seem to prefer listening to talking.

Kim – It takes time.

Carla – Kleiton said, "I prefer staying on the streets more than in my house." He said this in a peer interview, but when I asked the whole group, Kleiton didn't say anything.

Kim - The other thing, from my experience with girls, is sometimes they don't have the language to explain what they know. If you give them a camera and say: photograph things that you know or want to know. Then, you talk about those pictures. Sometimes it helps, but they don't know you. You are going to find ways to get them to articulate what they know (Kim/Carla meeting 2).

Carla – They didn't talk much. They also came late. At the beginning of the work session there were 4 youths, and at the end of the session, there were 18. I think they don't respect when someone is talking. I also think they are not comfortable with the Dictaphone. They asked about the Dictaphone, and I explained why I was recording our sessions. It is funny because when it is an informal conversation, they talk so much more. When I start the session, they are like "waiting for the lecture"

Kim – Interesting about the tape recorder. My people eventually just forgot about it, but they also talked to it. So, they play with: "Are you listening to us?" Just give them some time. You are willing to keep coming back no matter what they are doing. They're coming, and that is still the important thing (Kim/Carla meeting 4).

“Time to develop relationship” was one of the most important conditions to negotiate that challenge. We had to find the language for the boys talk about what they know. Kim suggested I ask the boys what I should do to make them comfortable talking with me. That was the important, first step to the boys starting to talk to me.

Carla –I think they don’t know how I can help them to speak to me. Like you suggested, I asked them about this. I said I am not good at talking to people your age. How should I talk to you? Suggest something to me. They said, “You should talk about things that we like.” Leon, a kind of leader, said, “It takes time.” Noel said, “We don’t know each other.”

Kim – Perfect!

Carla – Because I thought they knew each other, I asked, “What is the problem? Maybe I am the problem because you don’t know me, but you know each other.” Noel said, “We don’t know each other.” Maybe that is a good point.

Kim – Yes, it is a very good point. What you could do to show them that you have paid attention to what they said is to go back next time and you say “You said you have known each other for a long time”. Let do something together to get to know each other,” and do a fun game, like this fun adventure education game. “These are the things you told me. It is going to take time. So, I will back off and give you time. You told me that you want to know each other better. So, I have a game we are going to play. You told me that some of you are more comfortable in a small group and some of you like big groups better. So, we will do both, and if you are more comfortable in a small groups, then you can talk in small groups. If you are more comfortable in a big group, you talk in the big group.” It shows you are listening to what they said and you changed your plan to respond to their needs (Kim/Carla meeting 4).

The boys pointed out the importance of them getting to know each other. Kim suggested I do funny games with the boys and spend more time with them. I started to watch some of their soccer games, walk with them to their houses, play with them, and talk to them before the training sessions. Within a few weeks, I started to identify that the communication in the youth work sessions improved.

Carla - It was really, really, really nice yesterday. I think it was so much better. I think they started to talk to me.

Kim - Why do you think that happened?

Carla - Why? Maybe it is because the time. I am spending more time with them (Kim/Carla meeting 6).

The time also allowed me to identify what the boys liked. They enjoyed listening to funk songs before training sessions. After 5 weeks with the boys, I started to understand what they liked and funk music songs emerged.

Carla - It was interesting because in the beginning of the work session I was invited the boys to come and Eric sang a funk song in the Dictaphone. I google this song and it is so interesting. The song's name is "I am the man of the moment". Funk music is similar to Rap music. That specific song talks about money and ostentatiousness, earning money to be rich and change lives. I have seen the video clip and it has a woman wearing a small bikini, similar to a prostitute. They love this kind of song. My question is, what do you think if I use funk songs in the next youth work session? We will discuss the problems in their community and maybe this kind of song can help us,

Kim - How about if you ask them to think about a funk music song that best represents the ways they see their community. Pick one or two songs and the lyrics of the songs that you think represents living in your community. That has the right words. About how you feel about living in your community. You are not putting the value on it. It is not a bad thing or a good thing; it just represents their own point of view, what they hope for their community, what they wish. (Kim/Carla meeting 10).

The funk songs were a way of helping the boys to find language, especially for articulating the problems in their community. The boys knew a lot of things but they didn't have the language to tell me. The funk songs gave them a language to talk about their community. At the beginning of the project, we thought of using photos as a means of understanding the boys. However we worried about the risk that the boys could encounter. Funk songs were a solution for this group. The boys taught me a lot about funk songs and today I believe that I can appreciate them because of the boys. I had to learn what the boys liked, and for this, time was an important piece. "Time to develop relationships" was the main way we worked to negotiate the challenge of "coming to name our experience". The boys needed time to know me, to know each other, and to find language to talk about their experiences.

To negotiate the challenge of "finding ways to name our experiences", in addition to considering "time to develop relationships", I had to have a "willingness to live in messiness that is part of the student-centered process". As I described before, in the beginning of the project I was prepared to lecture and this process took me out of that comfort zone, especially in the youth work sessions.

Carla –Do you think this will take the whole session, Kim? I am planning to ask about their perception of the soccer lesson.

Kim – I think their perception about the lesson is too narrow right now. It will be a small part.

Carla – You are always changing!

Kim - We have to change based on what the kids are doing and right now; they are not talking to you.

Carla – I agree, the coaches are talking but the kids are not (Kim/Carla meeting 3).

Carla - Do you think I should try to talk about some rules with the boys? Because it is really bad when someone is talking and someone else is joking at the same time. How about behavior rules?

Kim – You cannot be “teacher” with them, or you never will get anywhere. You can say that sometimes when a person is talking, there are people joking. “Have you noticed that? Are you comfortable with the way you are engaged? How does this make you feel? Do you think that, maybe, we should have some kind of rules for what we do when one person is talking? Do you think we need that? Because I will be a little bit uncomfortable, but if you are not uncomfortable, I am ok with it.” Or you can say, “I think it is disrespectful if you are talking when somebody else is talking; maybe, it is just my adult perspective. What do you think?”

Carla – Yes, I will try this!

Kim – Cool! It is going well Carla.

Carla – But it is hard for me.

Kim – I know. You are just in this place that you cannot control. It happens, and you have to be able to follow it. It is intuitive you cannot have it all planned out. Eventually, you will get more comfortable in an uncomfortable space. It will just take time. You have to learn to be comfortable with being uncomfortable or being willing to be uncomfortable. I am always uncomfortable in that space, but I just got to the point where it is ok that I am uncomfortable.

Carla – For example, I planned to divide them in small groups, and I prepared for that. Then, they said “We prefer to stay in a whole group”!

Kim – That is ok because it doesn’t really matter to you if they are in a big group or in a small group, right? It is the same with my girls. It is so funny when the girls lie down on the floor. They lie down on their stomachs and they talk to each other. Who cares if they are lying down? Is it disrespectful? They are doing the task. (Kim/Carla meeting 4).

I always arrived at the field 30 minutes before the youths’ work sessions with the meeting planned. However, I have never known what would happen. I had a list of things I would like to ask and tasks to do with the boys, but the progress of the meeting depended on the boys. I had to learn to feel comfortable in an uncomfortable

environment. The structural support from Kim was crucial in that process. Here I learned the importance of trying to understand things indirectly.

In addition to the “time to develop relationships” and the “willingness to live in messiness”, the structural support helped me understand what the boys tried to say to me.

Carla - I asked the boys what they would change in the training sessions. Eric said “I would change the grass, like to artificial grass and build another field where the canal is”. There is a canal next to the field, and he wants to build another field. They said that they want to build an expensive dressing room, too. I think they cannot see small important things. For example, I know and they know that there is a disease that they can get because of the dirty grass on the field, a kind of itch. I think that is a huge issue. The boys should consider that disease before suggesting huge changes like an expensive dressing room.

Kim - When you say that they cannot see small change, I don't read it that way. What they want to change are things that allow them to not get sick. When they say, “We want a changing room: we want expensive changing rooms because there are showers and water.” It is cleaner. They want artificial grass to protect their health. I see some of these things as focused around changes that allowed them to be healthier. They don't talk about small things because they don't always have the language. Kids are going to be big before they are going to be small. So, they might talk about wanting a really beautiful expensive place because what is embedded in a beautiful expensive place is nice grass or a nice facility to change or warm water in the shower, water to drink. It incorporates the small things (Kim/Carla meeting 4).

Carla – I asked about what the boys would like to change in their house. Some of them said I would like to build a swimming pool or a gym in my house. I think that is too big for them.

Kim - But that is what you asked them. What would you change about your house? Not what would you change about your family...

Carla – Yes, you are right!

Kim - I would answer in the same way. If you asked me what would I change about my house? I would tell you that I wish we had more windows that opened because so many of our windows just don't open. So, when it is nice outside we cannot open the windows. That is a function of my house; that is exactly what you asked them.

Carla – I agree.

Kim - That is good to know, right? (Kim/Carla meeting 6)

Carla - I think I made a mistake when I said to them, "Although there are several problems/barriers in your environment, why are you still playing?" Remember that was the main question we had decided to ask the boys. I asked the question and I gave them no time to answer

Kim - Ha Ha Ha!

Carla - It is not funny Kim. Ha Ha Ha!

Kim – Eventually, you just stay silent. Let them think about it.

Carla - That was not the first time I have done this. I hate myself because of this.

Kim - Give them extra time. You can come back and say, "Listen I screwed up. I didn't give you time to talk."

Carla - I am not good at listening to people.

Kim - It is hard.

Carla - Recording and listening are a good exercise to improve that (Kim/Carla meeting 10).

These are examples of how Kim's structural support was crucial in the challenge of "finding ways to name our experiences". Kim helped me to see that the boys are going to think big before they think small. However, it does not mean they are not seeing the more emergent problems like skin disease or water to drink; these problems are embedded in the idea of expensive changing rooms. Kim helped me to see that the boys think literally; therefore, I had to ask specific questions to understand them. Finally, Kim helped to me to learn how to listen to the boys. As the project development, I could see the importance of learning to listen to people. Recording and transcribing immediately after the work sessions was essential for Kim and me to identify my mistakes. Then, I could return the following work sessions with either the coaches or the boys and correct the moments when I did not listen carefully to them.

"Time to develop relationship" was the main way to negotiate the challenge of "finding ways to name our experiences". The boys needed time to know me, if he has any information to add, to get to know each other, and to find language to talk about their experiences. The boy's experiences were mainly shown in an indirect way; I had to learn to live in messiness. "Willingness to live in messiness" was also a way to negotiate this challenge. The structural support offered by Kim helped me to understand both aspects of as well as the interpretation of what the boys said.

4.2.2.2 Lack of trust in the process

The lack of trust in the student-centered approach happened for me as a researcher. In my first meeting with Kim, I was surprised by the idea that the information would be gained through a back and forth process between the coaches and youths' work sessions.

Kim - You do a back and forth process. "The coaches said you like freedom, you like to play without rules. Tell me what do you think about what they think?" So, you are not only bringing what the youth said to the coaches, but you are going to bring to the coaches what the youth said. This back and forth can help them to better understand each other. It cannot be just one way because the coaches can be wrong, and the kids will tell you.

Carla - That is interesting; I didn't realize that. I thought I would just bring information to the coaches and not the other way.

Kim - Part of what it does is show that you value [the boys]; you are asking their opinion about the adult perspective. That's how we show that we value the youth. What do you think?

Carla - Now, I think I have to change what I planned because I planned a peer interview with the youths.

Kim - You can do that, but keep a little time at the end to share with them what do you learned from the coaches (Kim/Carla meeting 1).

Kim, also, helped me to understand that I should organize my calendar and the next sessions based on what the boys and the coaches were saying.

Carla - How should I organize my calendar? Do you think it is better to do it day by day?

Kim - Yes, that is good. When you work with the kids things are going to change. You have to be able to change. Don't try to organize that right now.

Carla - Because I planned 3 blocks and I could do just 1.

Kim - I told you (Kim/Carla meeting 1).

Carla -Do you think this will take the whole session, Kim? I am planning to ask about their perception of the soccer lesson.

Kim - I think their perception about the lesson is too narrow right now. It will be a small part.

Carla - You are always changing!

Kim - We have to change based on what the kids are doing and right now; they are not talking to you.

Carla - I agree, the coaches are talking but the kids are not (Kim/Carla meeting 3).

My lack of trust in the process also made me feel dissatisfied with the youths' answers in the initial youth work sessions. I said numerous times to Kim, "I think my expectations are too high". Kim helped me to see that my expectations were not based on experience I had from work in a student-centered approach. Part of the challenge was due to my "lack of trust in the process."

Carla - I think my expectation were higher. They said, "I would like a coach like a psychologist" and I asked why? "Why? Tell me more", and they got stuck.

Kim – They don't have language to explain it to you. That is why pictures can work to help them find language. You have huge themes now. Go back and you ask, "What do you think a psychologist could do for your game play? How could they help?" Everything they said is based around improving their skill, tactical knowledge, feedback, psychologist, all themes around them getting better. It is not about winning. You know that the interest is about getting better (Kim/Carla meeting 4).

Kim – You are getting them. You are getting some really good data. I think it is just your expectations. At first you didn't have anything to base it on, right? You based it on adults. You cannot, but you are already in, you may not see it.. The stuff they told you today. Keeping give them time, just respond to what they are seeing over and over and over.

Carla – I am anxious.

Kim – You are anxious because you want to get this faster. You are in your timeline. Nobody is going to tell you are not getting your dissertation done if you do the phase 1 (Kim/Carla meeting 4).

As I said before, the student-centered approach kept me feeling uncomfortable, surrounded by a mess. I realized that my suggestions for the working sessions were sometimes far from a student-centered approach. I had to be prepared for the work sessions but I never knew where the sessions would take us. There was an uncertainty about what the coaches and the youth might answer.

Carla – But it is hard for me.

Kim – I know. You are just in this place that you cannot control. It happens, and you have to be able to follow it. It is intuitive you cannot have it all planned out. Eventually, you will get more comfortable in an uncomfortable space. It will just take time. You have to learn to be comfortable with being uncomfortable or being willing to be uncomfortable. I am always uncomfortable in that space, but I just got to the point where it is ok that I am uncomfortable.

Carla – For example, I planned to divide them in small groups, and I prepared for that. Then, they said "We prefer to stay in a whole group"!

Kim – That is ok because it doesn't really matter to you if they are in a big group or in a small group, right? It is the same with my girls. It is so funny when the girls lie down on the floor. They lie down on their stomachs and they talk to each other. Who cares if they are lying down? Is it disrespectful? They are doing the task (Kim/Carla meeting 4).

Carla - I don't know about your youth work sessions, but mine are chaos. Some of the kids talk at the same time. I am not sure if it is because they are boys but I cannot control them.

Kim - Don't worry about controlling them. My girls always talk at the same time, all of them. Active learning just looks chaotic, and it feels out of control, but they are coming every week. I think if you try to control them. they will not talk to you (Kim/Carla meeting 14)

The coaches also guided discussions about issues that I didn't expect. With Kim's help I had to re-plan the sessions based on the ideas that were emerging. During some meetings, we discussed how to teach tactics to the boys. Although I knew there would be other ways to reflect about the student-centered, teaching tactical aspects was emerging from the coaches and the boys. So, I needed to learn about Teaching Games for Understanding (TGFU).

In conclusion, the lack of trust in the process happened mainly for me as a researcher. To negotiate this challenge it was necessary to have a "willingness to live in messiness" and to have "patience for the critical element to emerge". The structural support offered by Kim was essential for negotiating my lack of trust in the process.

4.2.2.3 Valuing and privileging adult knowledge/theory

In the beginning, Kim suggested that it would be important bring the coaches' information to the youths as well as the youths' information to the coaches. At that time, I didn't understand what that meant because I was "valuing and privileging adult knowledge". I believed that it was important to only bring the boys' knowledge to the coaches because in my mind the development of the pedagogical model should occur in the coaches' work sessions. In the 7th meeting with Kim, examples related to valuing and privileging adult knowledge and theories happened.

Carla – The question is: how much should the coaches be aware of this pedagogical model? For example, I can do this if I teach the coaches what each of these elements means and it might create a more aware process.

Kim – I think you don't want to rush that piece because if you rush you are going to be no longer student driven. It is Carla voice driven. Laying this on the coaches is different from trying to work with the coaches to develop a pedagogical model to working with kids from socially vulnerable backgrounds. You had a starting place, but you have already seen that your starting place is moving. So, I would not get to the end too fast. I think that everything you are doing is working toward a place where you will actually have a conversation with the coaches about how you could achieve this in reality. These are the things that are important to both perspectives. I mean you are doing exactly that. You are just not talking about critical elements and learning outcomes language, yet (Kim/Carla meeting 7).

As an inexperienced researcher I could not see that I was developing a teacher driven or a researcher driven model. Valuing and privileging adult knowledge and theories was a challenge to understanding that we were trying to build a model from youths' needs which would include my voice as a researcher, the kids' voices and the coaches' voices. Kim helped me to see that that process works bottom up rather than top down. The structural support was crucial for me to find patience as the critical elements emerged. The impulse to obtain the critical elements made me suggest to Kim a top down method. The structural support helped me not mess up the process by transforming the development of the project into a teacher driven project. In that context, the "patience for the critical elements to emerge" was crucial for honoring the process. In meeting 11 with Kim, I still skewed toward valuing adult knowledge or theories over the student's.

Carla - I am a little bit afraid about the theoretical framework. When should I start to read more and talk to the coaches? I have to show the coaches some theoretical perspective in relation to the critical elements.

Kim - I think you are embedding the theory in your practice. They are learning the theoretical piece based on what you are doing. This is what makes me different from most physical education people. I understand the theory, but I live it, and I live it in my practice. So it looks different. When you read Giroux, Freire, Michele Fine, it looks different. You're now talking about what you know theoretically and using it in the ways you work with the youth and coaches. That is very different from what you read but eventually you will be able to write about it. You are not going back to that by saying "Here is the theory, and here is what you do with it." because it doesn't work in that way. You are bring that theory with you, all those theories so I wouldn't worry about this, yet (Kim/Carla meeting 11)

The valorization of theories became explicit when my supervisor, Luiz, joined one of the coaches' work sessions (number 6). I described to Kim what happened in the meeting:

Carla - Luiz said that sometimes I used difficult words when speaking to the coaches. I agreed with him. It was interesting because I was thinking about how I had changed this coaches' work session because of Luiz. I said to him "I think I used difficult words because you were here.". I read papers and did a lot of preparation on the theory of TGFU. I think it is a common reaction when the supervisor comes to data collection, I think if you were here Kim, it would be the same (Kim/Carla meeting 11).

To prepare for this meeting with the coaches I thought would be essential to read scientific articles about TGFU to show scientific knowledge to the coaches and my supervisor. I chose to do a lecture on the TGFU instead of believing in the student-centered inquiry based activist process.

In conclusion, the challenge of "valuing and privileging adult knowledge and theories" happened for me as a researcher. It took me a long time to understand that every kind of knowledge (theories, the coaches' knowledge, the boys' knowledge, researchers' knowledge) was important in developing the prototype pedagogical model. The structural support was essential to my understanding that.

4.2.2.4 Assumptions about youth

As a novice researcher I also had some assumptions about the boys. I was always expecting them to be irresponsible in the youth work sessions as shown in a meeting with Kim:

Carla - In the beginning of the youths' work sessions there were 10 boys because a lot of them would forget to come. They are irresponsible sometimes. By the end of the sessions, there were 20 boys.

Kim – But that is a good number.

Carla – And they are silly. They don't respect each other. I explained before I gave them the Dictaphones. I said you will ask a question, and if your friend answers in few words, you should ask him to tell you more about this. It was funny because some of them did this, and the answers were "I don't know! I don't know!" "I already answered this!" They are friends and silly with each other.

Kim – You just keeping working on trying to get them to answer. Maybe another way is to ask them. "What do you think other boys think about this?"

Carla – I said that, and they responded so much better.

Kim – That is the same with girls. Any time that I ask to them to talk about other girls, they would talk more, or "Tell me, if I could change anything to make it better for you, what would you like to change? If you could change one thing about your school or coach, what it would be?" You might find the language to help them talk about what they know (Kim/Carla meeting 2).

A second assumption related to how the youths would best interact with each other. In the first meeting, I suggested to Kim that I should write down some rules of behavior for the youth work sessions – maybe some punitive rules. My assumptions were that the youths couldn't respect each other in a democratic meeting. I assumed strict rules would control their behavior.

Carla - Do you think I should try to talk about some rules with the boys? Because it is really bad when someone is talking and someone else is joking at the same time. How about behavior rules?

Kim – You cannot be "teacher" with them, or you never will get anywhere. You can say that sometimes when a person is talking, there are people joking around. "Have you noticed that? Are you comfortable with the way you engage? How does this make you feel? Do you think, maybe, we should have some kind of rules for what we do when one person is talking? Do you think we need that? Because I am a little bit uncomfortable, but if you are not uncomfortable, I am ok with it." Or you can say, "I think it is disrespectful if you are talking when somebody else is talking; maybe, it is just my adult perspective. What do you think?" (Kim/Carla meeting 4).

As Kim suggested, I gave the boys choices. I would lose the boys if I acted like a teacher with top down rules about how they should behave. Together we learned how to build a democratic and respectful environment in the youth work session.

The coaches' assumptions was first seen in the contradictions between their opinion and the youths' opinion. In the first meeting, according to the coaches the youth wanted to be professional soccer players to earn money to help their families move out of poverty. In the coaches' view, the youths didn't have a plan B and playing soccer professionally is a fantasy. However later in the youths' work session, the boys said their interest is about in getting better. They wanted to develop skills and learn tactics to play

better. When I took that information back to the coaches, they said that the youth were not being honest.

Carla – Anthony said, “I always talk about the competition and how you have to do well in the training sessions to be better in the competition.”

Kim – That’s the problem because the kids don’t care about the competition... they want to be better.

Carla – That is it. We got stuck. I think it is import they understand that. I don’t know why they seem like they don’t understand.

Kim – You could try to saying to the coaches: “Would you try something? You could say to the kids: it is my understanding that you, as a group of boys, would like to be better at tactics so you can get better in your game. Today we are going to work on it.” Rather than linking it with the competition, link skills with the kids’ interest in getting better; it is a different motivator. Instead of saying that tactics are good for competition; they say tactics are important because the youth want to get better. “We are going to work on something that will improve your skills”. Nothing about competition but about what the kids need (Kim/Carla meeting 7).

Carla - I felt for the coaches the competition was is more important than thinking about being student-centered.

Kim -But the kids don’t think that.

Carla - I agree, and I talked about this again with the coaches. Daniel said, “But it is not how the youth behave. They behave like someone who wants the winning piece.” I said it might be our perception as adults. For the kind of project we are working on we can choose the competition. If the teams the boys are competing against are good, too hard to play... you can choose a lower level, closer to our level. We don’t need to win all levels of the competition. I think I should talk a little bit more about direct and indirect instruction. I feel they don’t know that. They misunderstood it. How important it is to ask questions instead of giving the answer... the constructivism... I think it is important to talk a little bit more about this... You and I talked a lot about the big picture in relation to the youth. I am thinking to build a map, a summary for the coaches of all the information we have.

Kim – Yes, it might be a good idea just to help them visualize what you are talking about (Kim/Carla meeting 9)

In the youth work sessions, the boys told me that they like play soccer because they want to improve their skills, become better. The coaches did not believe what the boys told me in our meetings. They believed that competition was the boys’ main focus. It took a long time for the coaches to understand that the boys were telling the true. In the end of the Building the Foundation phase, the coaches understood the boys wanted to develop their skills, especially tactical skills.

In conclusion, the challenge “assumptions about youth” happened with me as a researcher and also with the coaches. As a researcher I assumed that the boys did not know how to behave in the youth work sessions. The structural support helped me to see that the boys were not irresponsible like I thought. The coaches also held assumptions about the boys. The coaches took a long time to understand that the boys liked to play football to improve their skills not just to win championships as the coaches believed. The structural support offered by Kim was one way to negotiate those challenges. These challenge continued in phase 2 of the project (activist phase), where many other assumptions emerged.

In this chapter we presented the description of the key theme and the critical elements and the processes used to develop them. The key theme is to *co-construct empowering possibilities through sport for boys from socially vulnerable backgrounds*. Student-centered pedagogy, inquiry-based activism, ethic of care, attentiveness to the community and community of sport were the critical elements. In the process of learning to work in a student-centered, inquiry-based activist way, it was necessary to negotiate several challenges: “finding ways to name our experiences”, “lack of trust of in the process”, “valuing and privileging adult knowledge”, and “assumptions about youth”. “Time to develop relationship”, “willingness to live in messiness that is a part of a student-centered approach”, and “patience for the critical elements to emerged/unfold” were how we negotiated the challenges of phase 1. It is important to highlight that the structural support offered by Kim was also essential to negotiate these challenges.

In the next chapter we will present the description of the learning outcomes and the processes used to develop them that happened in Phase 2. Added to that, we will discuss the challenges and how we negotiated those in that phase.

4.3 Chapter 3 – The Activist phase (phase 2): The development of the learning outcomes of the prototype pedagogical model

The five critical elements were described in chapter 2 and emerged in the Building the Foundation phase (phase 1). The four learning outcomes emerged in the Activist phase (phase 2). “Becoming responsible/committed”, “learning from mistakes”, “valuing each other’s knowledge” and “communicating with others” were the learning outcomes that emerged when the five critical elements were combined and used together in the soccer project (Figure 8). In this chapter, I will describe the four learning outcomes, how they emerged, and the challenges that we faced in the process of developing the learning outcomes. These challenges included: “assumptions about youth”, “valuing and privileging adult knowledge”, and “the culture of sport”. Additionally I will describe how we negotiated these challenges by having a “willingness to take risk”, taking “realistic transformative possibilities in context”, and being “patient in our work so that the learning outcomes could emerge and unfold”.

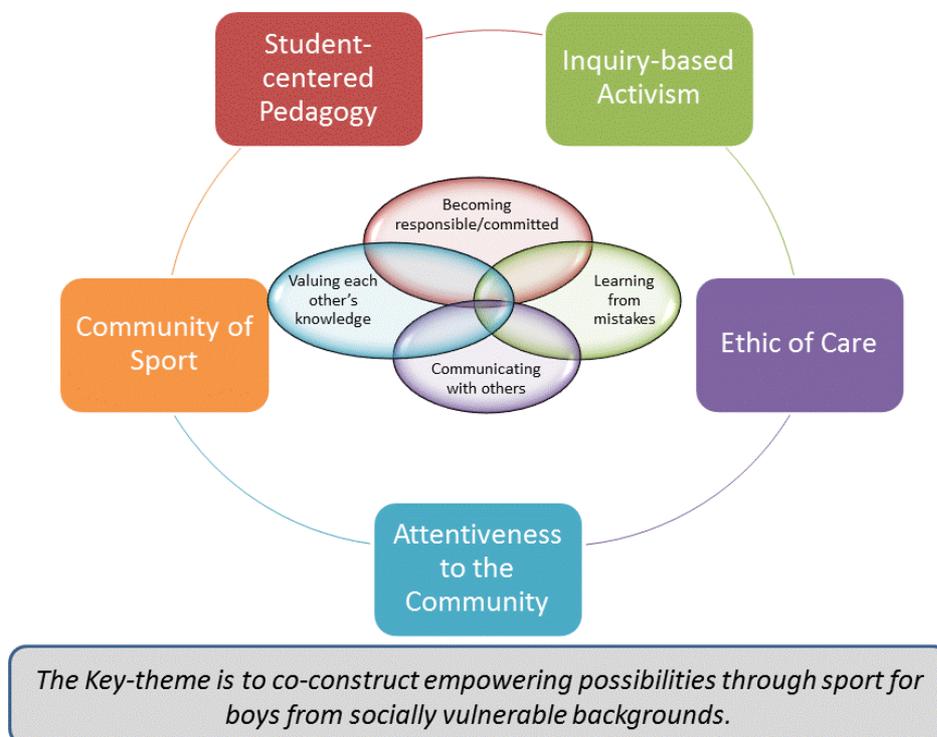


Figure 8 - Diagram of the key theme, the critical elements and the learning outcomes of the prototype pedagogical model

4.3.1 *The emergence of the learning outcomes*

The learning outcomes emerged in the Activist phase; this phase seeks to implement small steps to improve the life situations of specific groups in specific contexts (OLIVER; KIRK, 2014). Through an activist approach (Student-centered Inquiry as Curriculum) (OLIVER; OESTERREICH, 2013), we identified what we were learning from the boys, and we looked for things that could be different in their sports experience, things that would better suit the boys' needs. This approach has been previously used when working with girls to assist them in transforming barriers they identify as problematic to their physical activity participation (OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER, 2010). It explores not only *what is* (i.e. learning about power relations by listening to student voices), but also *what might be* (students as active agents of change). This recognition of new possibilities creates opportunities for youth to explore their agency. The youth become active agents of change by engaging in projects that collaborate to develop a language of possibility by assisting participants in naming possibilities for change so that transformation might begin (CAMMAROTA; FINE, 2008; FREIRE, 1987).

In our context, the Activist phase started from things that the boys identified as important if they were going to make sports better for themselves. Together, we identified places where the kids had choices and what we could do to help them have a better sports experience. Better behavior in their training session and other opportunities to see beyond their life of crime were two important concerns described by the boys. The invitation to develop an activist project happened at the 8th youth work session; I gave them three options of projects to consider based on what the boys indicated was important to them. These options included the creation of: a) a leadership program; b) a youth behavior program; c) a program to improve their facility.

Carla - In the last session you told me through the lyrics of funk music that "a life of crime does not pay". Why didn't you choose a life of crime guys? What led you to not choose a life of crime?

Lucas - I think it was because of soccer.

Kleitton - I think it was my father. If I chose a life of crime, he would see me die. I don't want that.

Peter - My cousin is in jail because he tried to rob two supermarkets in our neighborhood, and the police caught him.

Breno - My uncle, also, is in jail. I don't want that to happen to me.

Noel - I think this project in the middle of the slum can help kids not to go into a life of crime.

Carla - Would you like to teach other children in the project that a life of crime does not pay? Would you like to help the coach? Like a Leadership Program? Now it's time to choose a project to develop.

Garcia - I would! But how would we do that?

Carla - How do you think you could help coach?

Noel - I could help carrying the balls.

David - We could come early to set everything up for the small kids. We could put up a red carpet for them. LAUGHS!

Peter: I could help with the goalkeepers.

Carla - We could, also, develop a project to improve your behavior. You said that the behavior in your training session was a problem. Another thing that you spoke about was the bad condition of the football field. Which program would you like to develop?

Noel - The Leadership Program.

Kleitton - I'd like to teach small kids.

David - Teach small kids

Peter – Leadership Program.

Noel – I would like the Leadership Program. Small kids could learn a little more with people who are more experienced.

Leon - But improving behavior in the field could help us to develop the Leadership Program. How about develop the Leadership Program and the behavior program? (Youth work session 8)

The boys chose the leadership program that allowed them to work with the younger boys, but they also identified that their behaviour needed to improve if there were going to serve as role models for younger kids. In the next coaches' work session, the coaches accepted the idea of developing the Leadership Program with the boys. The Leadership Program was how we combined the 5 critical elements together and we were, thus, able to identify the learning outcomes. The boys and the coaches were engaged in student-centered inquiry as a way of developing and implementing an

activist project. The leadership project allowed us to see what is possible to learn when the critical elements come together.

Kim - We have to now use these critical elements simultaneously in order to identify the learning outcomes. You will figure them out in the process of trying to develop the Leadership Program. That is where you are going to see what is possible to learn. These learning outcomes are going to come as long as you are working with the coaches and the youth to not only develop the leadership program but to implement it, and the development and implementation have to happen at the same time. It is not “plan the program and do the program”. It is doing and learning by doing and re-doing and re-doing (Kim/Carla meeting 20).

“Becoming responsible/committed” was the clearest learning outcome that came from the boys and the coaches’ perspective. The other three learning outcomes (“learning from mistakes”, “valuing each other’s knowledge” and “communicating with others”) also happened in the process. “Becoming responsible/committed” could be considered as an umbrella to the other learning outcomes that emerged. Although it was possible to identify moments when the learning outcomes emerged, it is important to highlight that these learning outcomes work conjointly. I will show in detail during the next topic how the learning outcomes emerged through a series of vignettes. It is important to highlight that the learning outcomes could be different depending on the context. There is some fluidity in the learning outcomes if a Student Centered Inquiry approach is adopted to build the outcomes.

We spent 8 coaches’ work sessions, 11 youth work sessions, 3 combined coaches and youth work sessions together, and 22 meetings with Kim in this activist phase (phase 2). Table 11 shows all work session tasks.

Table 11: Schedule of the tasks in coaches' work session, youth work session, coaches and youth work session together, and meetings with Professor Kimberly Oliver in Phase 2.

<i>Fridays</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>
		Youth work session 8 Task 1 # I asked the question: why don't you choose the life of crime? – whole group Task 2 # I asked the question: Imagine if you could do anything in your life. What could you choose? – whole group * I invited them to do an activist project (3 options: Leadership Program, Behavior's Modification program and Improve the Facilities program.)	Kim meeting 16
Coaches' work session 9 Task 1 # Talk about what the boys said regarding other opportunities in their lives and the programs that boys chose – Leadership Program and Behavior's Modification program) – whole group Task 2 # I invited the coaches to develop these projects with me and the boys – whole group	Kim meeting 17	Youth work session 9 Task 1 # I told the boys that the coaches were hesitant to develop the leadership program. I asked if they know why the coaches were hesitant – whole group Task 2 # We talk about what this leadership program should look like? And what is the relation between being a leader and the youth's behavior? – whole group	Kim meeting 18
Coaches' work session 10 Task 1 # I asked the question: in your opinion what are the qualities of an ideal young leader? – whole group Task 2 # I brought back what the boys said about what the ideal leader should look like – whole group	Kim meeting 19	Youth work session 10 Task 1 # I did a summary in relation to the last coaches' work session about what the young leader should behave like – on the black board/whole group Task 2 # We made a list of behaviors that facilitate and hinder their training sessions - on the black board/whole group Task 3 # We talked about what we could try in the next training session in order to have a better training session (agreement) - whole group	Kim meeting 20
Coaches' work session 11 Task 1 # We shared the Critical Elements that emerged and ask about the coaches' opinion (member check) – whole group Task 2 # I asked about structural help to develop the Leadership program – whole group	Kim meeting 21	Youth work session 11 Task 1 # Reflection about the boys' behavior. We stopped the work session early (a distracted day)	Kim meeting 22
Coaches' work session 12 Task 1 # Exercise about assumptions (Positive/Negative assumptions about the boys and how that would influence the development of the leadership program and the relationship with the boys) – whole group	Kim meeting 23	Youth work session 12 * We didn't have the youth work session because Tim lost the key to the facility * We decided to start the Leadership Program (some youths applied the first week on Facebook)	Kim meeting 24
Coaches and Youth's work session 13 Task 1 # What do you think is the best part of the Leadership Program and why? – whole group Task 2 # What do you think is the most beneficial aspect of the Leadership Program? – whole group Task 3 # What would you like to see changed and why? – whole group Task 4 # How can you contribute? – whole group Task 5 #What do we collectively think is most important in the Leadership Program? – whole group	Kim meeting 25	Youth work session 13 Task 1 # We organized a schedule for the Leadership Program (planned a whole month) – whole group Task 2 # We remembered the levels for participation in the Leadership Program – whole group Task 3 # We discussed how to help low skilled kids – whole group	Kim meeting 26

Coaches' work session 14 Task 1 # I showed the coaches the schedule for the next two weeks of the Leadership Program – whole group (I stopped the work sessions for two weeks to go to Las Cruces)	Kim meeting 27	Youth work session 14 Task 1 # Reflection about what should we do if the boys cannot show up on their day in the Leadership Program/someone to replace – whole group Task 2 # Reflection about their experience as a leader in the last week – whole group Task 3 # How did you guys feel as a leader? – whole group (I stopped the work sessions for two weeks to go to Las Cruces)	Kim meeting 28
Coaches' work session 15 Task 1 # Reflection about the challenges and enablers Kim and I coded a week before in Las Cruces – whole group	Kim meeting 29	Youth work session 15 Task 1 # Reflection about their experience as a leader – whole group Task 2 # Reflection about changes in the youth's behavior (the youth's view and I shared the coaches' view) – whole group	Kim meeting 30
Coaches and youth's work session 16 Task 1 # What do you think is the best part of the Leadership Program and why? – whole group Task 2 # What do you think is the most beneficial aspect of the Leadership Program? – whole group Task 3 # What would you like to see changed and why? – whole group Task 4 # How can you contribute? – whole group Task 5 #What do we collectively think is most important in the Leadership Program? – whole group	Kim meeting 31	Youth work session 16 Task 1 # Reflection about things that you might have an opportunity to learn in the Leadership Program (learning outcomes) – the youths gave us examples – whole group/ on the black board	Kim meeting 32
Coaches' work session 17 Task 1 # Double check the learning outcomes (the coaches gave us examples) – whole group * The coaches talked about Kleiton's case (He was kicked out of the project) – whole group	Kim meeting 33	Youth work session 17 Task 1 # Reflection about the last week as a leader – whole group Task 2 # Check if the youths learned anything else in relation to the learning outcomes – whole group	Kim meeting 34
Coaches' work session 18 Task 1 # After the development of this project, what do you think most directly impacted the ways that you work with the youth? – whole group Task 2 # Reflection about the sustainability of the Leadership Program – whole group Task 3 # Give me some examples of the relationship between the Critical Elements and the Learning Outcomes – whole group	Kim meeting 35	Youth work session 18 Task 1 # Reflection about the last week as a leader – whole group Task 2 # Check if the youths learned anything else in relation to the learning outcomes – whole group Task 3 # Reflection about the sustainability of the Leadership Program – whole group	Kim meeting 36
Coaches and youth's work session 19 Task 1 # What do you think is the best part of the Leadership Program and why? – whole group Task 2 # What do you think is the most beneficial aspect of the Leadership Program? – whole group Task 3 # What would you like to see changed and why? – whole group Task 4 # How can you contribute? – whole group Task 5 #What do we collectively think is most important in the Leadership Program? – whole group Task 6 # Challenges and Enablers in the Leadership Program – whole group	Kim meeting 37		

The Activist phase of the Student-Centered Inquiry as Curriculum is divided in phases: *Planning, Responding to students, Listening to respond, and Analyzing the responses* (OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER; HAMZEH, 2010; OLIVER; KIRK, 2014; OLIVER; OESTERREICH, 2013). In the first stage of the Activist project, called the *Planning Phase*, the boys did not act as leaders. This phase involved the creation of the work sessions between the boys and me as well as the work session

between the coaches and me aimed to negotiate how the leadership program should look. The *Planning Phase* took 4 youth work sessions, 3 coaches' work sessions and 8 meetings with Kim. After youth work session number 12, the boys started to act as leaders. I observed the training sessions where the boys as leaders worked with the younger kids as part of the data collection. The sequential, cyclical phases (*Listening to respond, Responding to students, Analyzing the responses* and *Planning*) happened in all work sessions and in the Leadership Program when the boys started to act as leaders. *Listening to Respond* involved the debriefing and analysis of data by Kim and me. This took place the day after the work sessions with the boys. *Responding to Students* involved the creation of work sessions that bridged what I was learning from the boys with what I was learning about using a student centered pedagogical approach with the boys and what I was doing with the coaches. *Analyzing the Responses* involved the debriefing and analysis of data between Kim and me following the coaches work sessions. Here we took everything we had learned across the week, from the boys, the debriefing session, and the work session with the coaches, and used this to plan the upcoming youth work session (*Planning*). It happened for 7 youth work sessions, 4 coaches' work sessions, 3 combined coaches and youth work sessions and 12 meetings with Kim.

Like phase 1, Kim and I had meetings of approximately 60-90 minutes between the coaches' and the youth work session. Kim served as a debriefer as well as helped in the progressive data analysis and planning of the work sessions. The next topic will be described how each learning outcome emerged. Small vignettes will be presented to illustrate the learning outcomes. The vignettes will help us to identify that these learning outcomes work conjointly, happening simultaneously.

4.3.1.1 Becoming responsible/committed

Vignette 8 – "Cleaning the language"

The boys came early to our work session and seemed engaged with the possibility of helping the coach with the small kids. The week before, the boys had

decided collectively to develop the Leadership Program, and according to them, if they did not control their own behavior, they could not be a role model for the small kids. At the beginning of our work session, I told the boys that the coaches agreed to develop the Leadership Program with them. However, I said that the coaches seemed to be worried.

“Why do you think the coaches are worried?” I asked the boys.

“I think it's because we do not respect each other,” said Kleiton.

“Because in our training sessions we use bad words all the time; we have no respect,” said Henri.

The boys' behavior was identified as a huge challenge for the boys. Although they had started to talk about solutions to control their behavior, a few sessions before, they had identified their behavior as the second worst problem. At that time, the boys suggested that their behavior should be controlled by someone in charge, a top down approach.

“We should think about some rules for our behavior in the training sessions,” said Eric.

“Who should do that?” I asked Eric.

“The director!” answered Eric.

With the invitation to develop the Leadership Program, the boys began to realize that they were responsible for controlling their behavior. In the boys' opinion, the Leadership Program should bring out the "ideal leader" and controlling their behavior became a necessity for being a role model for the small kids.

“How do you think an ideal leader should behave?” I asked the boys.

“He should be responsible and control his emotions,” David said.

“The ideal leader should be disciplined. For example, he doesn't miss the training sessions,” said Peter.

“If he says he wants to be a leader, he must show up or call the coach if he can’t come,” said Noel.

“An ideal leader should be an example for everyone, including the younger kids. He cannot mess up the training session. He should teach the less skilled kids”, said Kleiton

“An ideal leader does not say bad words,” emphasized Peter.

“If the coach is talking and someone is talking at the same time, this leader should ask for silence,” Kleiton completed.

“I also think, as leaders, we should help advise the younger kids about drugs, like Coach Anthony advised us last week. Remember when he told us that he lost his best friend to drug trafficking?” said David.

“We could help younger kids not to make the same mistake Anthony's friend did,” highlighted Henri.

“What do you think you can do in your training sessions so the coaches will believe that you can be leaders? Remember that they are unsure,” I asked in turn.

“We must avoid using bad language, especially cursing each other!” said Noel.

“We should be less critical when someone makes mistakes. We need to support each other,” said David.

“We must maintain the peace in our training sessions,” said Peter.

“We can think about moments to come together like when we prayed together last week”, said Henri.

Responsibility and commitment were identified by the boys as a barrier in their training sessions. It was the learning outcome that the boys identify as the most important challenge. The boys brainstormed ideas to the Leadership Program and they agreed to try in the next training sessions: “avoid use bad language”, “try to be less critical when someone makes mistakes”, “preserve the peace”, and “value moments to

stay together". The boys realized that if they were responsible for controlling their behavior that the coaches would no longer be worried about them helping the small kids.

Similar suggestions emerged in the coaches' work sessions in relation to be an "ideal leader". Coach Maria said that the boys should be committed. For her, just because they show up, they could be considered committed. Coach Daniel highlighted that the ideal leader should be respectful, for example he doesn't invade the space of others. Coach Anthony talked about the need for leaders to control their emotions and negotiate conflicts. The coaches agreed that it might be valuable, if the leader helped low skilled kids. They felt it could teach the leaders to be more sensitive and patient.

As the Leadership Program continued, the coaches started to notice that the boys' responsibility and commitment improved. Coach Anthony talked about Conrad: "I have never seen Conrad like this. Conrad was helping me to teach the younger kids what it means to be offside. For a moment, I was quiet. Conrad's voice was heard by the small kids more than my voice". The offside position is one of the most complex rules of football. A player is in an "offside position" when he is in the opponents' half of the pitch and closer to the opponents' goal line than both the ball and the second-to-last opponent (usually the last defensive player in front of the goalkeeper). Coach Anthony said that Conrad fulfilled an important role by helping him to teach a complex rule (offside position) to the younger boys.

Coach Anthony, also, identified that the boys' commitment improved: "The leaders are not missing the training sessions anymore". Finally, the coaches identified that the boys had improved their behavior in the training sessions. "The boys improved their behavior in the training sessions. We know Leon and Kleiton have a longstanding relationship problem. However, the important thing is that they have improved a lot their behavior. They don't fight anymore. Kleiton doesn't say bad words. I think that happened because of the leadership program," said Coach Anthony.

Unlike the coaches, the boys could not describe changes in their behavior. I explained to Kim:

Carla - I said to the boys that the coaches were complimenting their behavior. I asked them: "What do you think the coaches said?" Conrad asked me if they were talking about the small kids' behavior. I said, "No, they were talking about your behavior, guys." Garcia said "Like what?" Kleiton said "I don't have any idea". I insisted and I said that Tim also was complimenting their behavior. I said that I have noticed too: "Any ideas?" In conclusion, they don't know!

Kim – But that is good. The Leadership Program created a space for them to act differently. It doesn't require to them to act differently. They act differently because the context demands it. They had already said early on, "We have to change our behavior if we are going to be able to do a leadership program." So, we are a good model for the kids. They were aware of it at that time. I am actually glad they didn't see that their behavior has changed. I think it instead of making behavior a learning outcome, learning to take responsibility becomes the learning outcome. So, behavior happens when it is in the right context. Does that make sense?

Carla – Yes, that makes sense. For example, I was talking yesterday and Kleiton was talking at the same time. I kept talking and Garcia said to Kleiton: "Carla is talking. Can you stop, Kleiton?" That was the first time someone did this. But they cannot identify the change (Kim/Carla meeting 29).

In conclusion, the Leadership Program came from experiences that the boys assumed were important if they were going to make sports better for them. The boys decided to do the Leadership Program in order to help the coaches with the small kids. The sports program gave them the opportunity to enhance their agency (COOK-SATHER, 2002; OLDFATHER, 1995). We created spaces for the boys to engage in processes that position them as agents of inquiry and as "experts" about their own lives (MCINTYRE, 2000). When the boys decided to do the Leadership Program, they realized that if they were responsible for controlling their behavior, the coaches would no longer be nervous about them helping the small kids. They agreed to try behaving different in their training sessions: "avoiding use of bad language", "trying to be less critical when someone makes mistakes", "maintaining peace", and "valuing moments to come together". The Leadership Program created a space for the boys to act differently. The boys felt empowered because we created spaces for the boys to have ownership over something facilitating behavior that the coaches wanted. It created opportunities for the boys to be responsible and committed.

4.3.1.2 Learning from mistakes

There were two big events that allowed the boys to see mistakes as a place for learning. The following vignette, “Kleiton was kicked out of the project”, exemplifies one of these events. The second example identified by the boys was when they were being referees.

Vignette 9 – “Kleiton was kicked out of the project”

In a disputed part of the game, Kleiton said to me: "If you are thinking I'm playing bad, come here and take my place. Fuck you coach!" Very furious I said: "Fuck you! You are immature Kleiton". So, I kept guiding the boys in the game. Kleiton scored a goal and he spoke again with me: "Fuck you, coach! Did you see what I did?" I felt so bad after that. That's not what we teach to the boys. I felt really bad because of Kleiton's words. This attitude did not fit in our group. By the end of the game, I decided to kick Kleiton out of the project. I spoke to our coordinator, Daniel and he said, from his point of view, he would never have Kleiton back to the project. Carla had a different point of view, as well as Newton and Tim who came to talk to me a few days after that game. Tim was sober at that time and he asked me to reconsider my decision. I was pretty set on my decision because it hurt my ego. I was wondering if I had done something wrong, because Kleiton had been showing improvement in his behavior (Anthonys' testimony).

On a sad Monday, I was entering the field when Peter came in my direction to tell me: "Kleiton was kicked out of the project. He swore at Coach Anthony in the game yesterday." At that moment, a movie of Kleiton's behavior ran through my mind. "Kleiton has improved his behavior a lot. What could have happened?" I thought.

Immediately, I tried to talk to Anthony about what happened, but he seemed to be unchangeable in his decision: "Kleiton does not belong to this project anymore. He is out, definitely out" – said the coach. The unhappiness in Anthony's eyes and his background of affection made me believe that it would not be the end of the story. Tim and Newton came to talk to me: "Carla, you should try to talk to Anthony about Kleiton. Kleiton has a lot of problems in his family, you know that. He's also not doing well at school. He is a good guy. At the beginning of the project, he used to clean the soccer field. He grew up here with us". Tim, Newton and I agreed that Kleiton was an important character to the project. So, at the end of the training session I tried to talk to Anthony, again. We spoke for half an hour about what happened and the importance of Kleiton to

the project. Anthony, also, shared the idea that Kleiton was important to the project, but Coach Anthony didn't change his decision that day.

Two days after that, Kleiton was sitting on the wall waiting to talk to me. Tim had asked Kleiton to come and talk to me. Kleiton came in my direction and Tim suddenly said: "Carla, Anthony said that Kleiton could come back if he apologizes to the group. Talk to him, Carla. He is overreacting, and he doesn't want to apologize". It was at least a half hour conversation between Tim, Kleiton and me. Besides us, Newton, Peter, Peter's father and Leon also tried to convince Kleiton. In that moment, we were a community that was trying to bring Kleiton back to the project.

Suddenly, I experienced the most unforgettable moment in the project. Kleiton came by, walking with his head down, and he sat on the field's wall, waiting for the end of the training session. Anthony did not talk to Kleiton, and the boys were playing. I didn't know if Kleiton would be able to apologize to the boys. He seemed so uncomfortable. When Peter's father said: "Let's all sit, boys, because Kleiton wants to say something to us". I have never seen the boys be so silent. Kleiton said: "I would like to apologize to you guys. I was wrong to swear at Coach Anthony last game. I was wrong". A hug between Kleiton and Anthony symbolized the return of Kleiton to the group.

The next week, I asked to the boys to give me some examples where they learned had experienced "learning from mistakes" in the Leadership Program.

"I was talking to Kleiton about that, Carla. He has learned from his mistake. In the last game, he made a mistake, and he has learned from that," said Leon.

"Do you think this is related to the Leadership Program?" I asked.

"Yes, I think so," answered Leon.

Finally, in the next coaches' work session Anthony said:

My attitude was forgiveness. How can I teach my students if I am not able to forgive? Kleiton apologized to the group and it was very difficult for him to do that. I don't know if I will have consequences in my next training sessions because of this. I don't know if I'll lose the control of the boys. However, he is a boy that I cannot abandon. He is part of the project. As an educator, I could not discard him. When Tim came to me, my first reaction was that he could not interfere in my decision. However, Kleiton is part of the project, and Tim helped me to see that. Kleiton has many problems in his family environment. I, also, know that I have lost my head in the game. I, also, swore at Kleiton. Coaches make mistakes, and I could learn from my mistake, too (Coaches' work session 16).

This vignette supports the validity of the learning outcome “learning from mistakes” and exemplifies a situation of how it worked. Anthony realized that Kleiton’s case give them opportunities to apologize and to learn from the mistake. Everybody was able to learn from Kleiton’s mistake. This was an opportunity to say to Kleiton that his behavior was unacceptable, and if he wanted to come back, he had to apologize. In addition to this learning outcome, Becoming responsible/committed also emerged in this vignette when Leon and Peter helped us to convince Kleiton to apologize to the boys. Anyone could have asked the boys to come and talk to Kleiton and they would have felt responsible for doing that. In this vignette, critical elements, such as ethic of care and community of sport, also can be highlighted. Everybody worked together to help Kleiton to apologize, and a lot of people showed care to Kleiton.

The boys also identify being the referee as an example of “learning from mistakes”. According to the boys, as a referee it is necessary to decide things in a few seconds and mistakes can be made.

Carla - How did you feel being a referee? What were the barriers and facilitators?

Garcia - I put myself in the place of a professional referee. They always make mistakes.

Noel – That is because some of the soccer rules are very complex.

David - Everyone makes mistakes. Everyone always makes mistakes. Everybody is going to make a mistake (He sang a famous Samba song).

Carla – So, mistakes can happen?

Garcia - Of course, it is natural.

Leon - I had no difficulty being a referee. I meant it when I decided something as a referee, the small kids stopped, and they always gave me the ball.

Garcia - But the younger kids sometimes complain about our decisions – a lot of times they do that.

Leon – But, we, also, complain when the referee makes mistakes (Youth work session 14).

It is important to highlight that at the end of the data collection, Coach Anthony identify that some of the boys as well as the small kids stopped complaining about the referees.

In conclusion, “learning from mistakes” was the second learning outcome that emerged. What happened with Kleiton gave everybody opportunities to learn from mistakes. Everybody learned that Kleiton’s behavior was unacceptable, but, also, if you regret any mistake, you can apologize and learn. Antony realized that “the coaches also make mistakes” and he described that he learned from his mistakes (he swore at Kleiton). According to the coaches, this event challenged the pretext that the coaches are the authority that guides all training decisions and they are never wrong. Student-centered inquiry as curriculum challenged this pretext by situating and valuing the knowledge of the boys, the coaches, the pedagogic coordinator, and the researchers simultaneously (OLIVER; KIRK, 2014; OLIVER; OESTERREICH, 2013). Everybody worked together to help Kleiton to apologize. The boys also identify that being referee was an example of this Learning outcome. The boys said that as a referee it is necessary to make decisions in a few seconds and mistakes can be made.

4.3.1.3 Valuing each other’s knowledge

Vignette 10 – “A magical moment: let’s put the coaches and the boys together”

It was after 12 weeks that the magic moment happened. I was apprehensive and I arrived 40 minutes before the first working session that the boys and the coaches would be together, face to face. In the previous week, I talked to Kim and she had helped me prepare myself for this meeting. Kim tried to calm me down by saying that our goal would be to keep doing exactly what we were doing. As suggested by Kim, I organized the chairs in a circle. Robin, one of the younger boys, came to our meeting. He was wearing a uniform and prepared to play. As soon as Robin realized that there was not a training session, he decided to join in the meeting with us.

Our goal for the meeting was to put bring the ideas together that had already been set in the work sessions with the boys and the coaches separately. Although this was our main goal, something magical happened. By putting the coaches and the boys in the same meeting, they started “valuing each other’s knowledge”.

“The Leadership Program gives me more freedom in the training sessions. I have almost 40 kids in the same training session, and the leaders helped me so much. You cannot imagine, guys. You guys organized the younger kids. So, I could notice things that I could not pay attention to without you guys”, said the coach, Anthony.

“I think the younger kids listened to us. They respect us. It’s so nice to feel this power”, said the youth, Noel

“These leaders, also, have stopped messing up their training sessions. As leaders, they have showed very good behavior. Congratulations, guys!” said the coach, Neo

“I think this example is very important, Neo. If you guys have a positive attitude, the small kids who usually use bad words would stop. This might transform the environment of the training sessions. This might transform how people value you guys in your community”, emphasized the coach, Rian.

“I think those are values that you can bring to your life, guys. The small kids could be inspired by you boys, think about it”, said the coach, Maria.

“Let me give an example of how this is relevant, boys. When we asked the small kids if they knew anyone older in the project, they pointed out exactly who is here now, you boys: “the leaders”. That means you can influence the small kids’ lives. They know you. You guys have the power to make changes. We are just helping you guys”, concluded the coach, Anthony.

The coaches were telling the boys that they were important: “You guys organized the younger kids”, “You have showed very good behavior”, “The small kids could be inspired by you boys”, “This might transform how people value you guys in your community”, and “You guys have the power to make changes”. The coaches said that the boys improved their behavior in their training session, and also, they helped the

coaches with the small kids. According to the coaches, the leaders could inspire small kids and make a difference in their community.

When we put together multiple points of view in a collaborative/activist study, the participants started “valuing each other’s knowledge” (COOK, 2009; TORRE; FINE, 2008). Torre and Fine (2008) write about a very diverse collection of high school students, college faculty, artists, poets, writers, graduate students who as a collective group designed challenges to the injustices of public education in areas of social vulnerability. According to the authors, they used their differences (rather than ignoring them) to further thinking, research, writing, and speaking on educational equity and change. They use the term “contact zone” to describe a messy social space where differently situated people meet, clash, and grapple with each other (TORRE; FINE, 2008), a democratic space where everyone can be heard and everyone’s knowledge should be valued.

At the end of data collection, the coaches and the boys were asked what they learned in the Leadership Program. The coach, Anthony, said that he learned a lot from the boys in the Leadership Program. The coaches said that they had learned to value the youth’s knowledge. Garcia, one of the youth leaders, said that he learned a lot from the small kids as well as the coach, Anthony.

The coaches and the boys have described that they learned from one another. This may have happened because activist studies offer multiple points of view and create a space where everybody can learn. When students are engaged in a project in their communities and participate in the co-construction of the program, teachers find that not only are their students learning but they themselves are learning, too (MIRRA et al., 2013). This process might create roles and interaction opportunities that change adult perceptions of young people as well as young people’s self-perceptions (OZER; WRIGHT, 2012) That is a positive aspect of “student voice”; it creates relationships within which teachers and students can communicate with and learn from one another (COOK-SATHER, 2006).

In conclusion, “valuing each other’s knowledge” was a learning outcome that emerged mainly in the combined coaches’ and youth work sessions. Those work sessions created relationships within which the coaches and the boys could communicate with and learn from one another. The coaches talked about how the boys were important to the project and to their community. The coaches also found that not only were the boys learning but they themselves were learning, too. So, the participants learned to value different people’s knowledge.

4.3.1.4 Communicating with others

Vignette 11 - “How can I talk with low skilled kids, coach?”

The boys started the Leadership Program by helping the coaches to prepare the soccer field, being referees in games and helping to taking care of the small kids. However, at the beginning of the Leadership Program, the necessity to help the low skilled kids emerged. Helping the low skilled kids was considered the most valuable by the coaches and, according to them, demanded a lot of responsibility. At the beginning of the Leadership Program, the boys had started to realize that they did not show sensitivity to the low skilled kids, yet. For example, they talked about Breno, a boy who was commonly the last one to be picked for the boys in their training sessions:

Garcia – Hey guys, I think the leader cannot say: "You’re playing sucks".

Noel – But that is what happens in our training sessions with Breno.

Leon - Breno plays for pleasure.

David – Yes, he just plays to wear the uniform. He is the last one to be picked.

Noel - He misses a lot of training sessions, right?

Carla – Don’t you think that he is missing a lot of training sessions because he is always the last one to be picked?

Garcia – That is true. I always think, Oh My God! I only have Breno left to choose for my team. Oh My God!

Carla - The coaches talked about it in our last work session. We call it “bullying”. The coach, Neo, said that is not usual in Judo. Neo said that the best judo athlete feels responsible for the low skilled kids.

Garcia – But Judo is an individual sport and it is so different from soccer – a team sport. In soccer, when someone makes mistakes like Breno, it messes up the whole team.

Carla – How about if these guys improve? If these boys improve, they could help the whole team too, right? (Youth work session 11).

As soon as the boys started the Leadership Program, their vision in relation to the low skilled kids started to change. The youth work sessions began to bring discussions of how we should work with the low skilled kids, how we should talk to these kids to they improve their skills.

David - We should give positive feedback to the low skilled kids.

Carla - I agree David. For example, in the last training session Robin touched the ball three times in a game of 20 minutes. Every time I celebrated with him; do you remember?

Hildo - Three times? Oh my God! That is too bad.

Leon - The problem is that nobody passes the ball to him. I think the leader should ask the other kids on his team to pass the ball to Robin.

Noel - The leader could, also, help Robin to position himself on the soccer field.

Leon - We could get the kids like Robin to do some exercises, like pass or kick, in a separate place. I think it could help them. At least, they would touch the ball more times (Youth work session 13).

In the process of helping the low skilled kids through the Leadership Program, some challenges happened. The boys reported that the main difficulty was about communication.

Carla - How did you help the low skilled kids in the last week? How did you manage that?

Noel - I didn't.

Garcia - I also did not. The kids did not understand what I said. The coach, also, said most of the things I wanted to say.

David - They didn't know what offside meant, for example. It is a complex rule and they don't know that.

Noel - I tried to help with the kid's positions, but it was so messy. They were running everywhere. So crazy!

Leon - They stopped and they listened to me, but it seemed they did not understand anything I said.

Peter - They did not listen to me.

Leon - But you, Peter, talked to the kids in a stupid way. You said "kick the ball, asshole". That's why they didn't listen to you.

Noel - Nobody respects a leader who speaks like a stupid guy, like an animal.

Garcia – The coaches should help us to find a way to talk to these kids (Youth work session 14).

The boys were looking for ways of being responsible and being able to communicate in ways that were affective with the small kids. Cuss words are not affective communication and the boys got this. This was a particular opportunity that allowed them to learn to communicate in different ways. With the development of Leadership Program, the communication with the small kids improved. The boys, also, began to realize that it was necessary to have good communication with the coach: "Today I am the leader. How can I help, coach?" Kleiton and David in later meetings reminded us that we also need to speak with Tim. Tim had all the keys to open all doors in the facility. They said "Tim is always drunk, and it is so hard to talk to him sometimes". To help the small kids' training sessions it was necessary to communicate effectively with a lot of people, including Tim. At the end of the Leadership Program, Peter's father said: "I will talk as a father. My son has changed a lot since this Leadership Program has started. Peter has changed his behavior in our house; especially, he has changed the way he talks to his mother, how he talks to people".

"Communicating with others" was the last learning outcome that emerged. It happened mainly when the leaders started to help the coaches with the low skilled kids. The boys were looking for affective ways to communicate. For example, bad words are not affective communication and the boys got this. It is important to highlight that helping with low skill kids also demanded they become responsible/committed. The boys identified that to be able to help the small kids, they have to respect all ability levels.

In conclusion, the Activist phase allowed us to identify places where the boys had choice – what they wanted to change and what we could do to make sports better for them. The Leadership Program was the way we combined the 5 critical elements together and were thus able to identify the learning outcomes. The boys and the coaches were engaged in student-centered inquiry as a way of developing and implementing that activist project. The leadership program afforded them another day to not be engaged in a life of crime, a place when they could talk about that, and the opportunity for their coaches to talk about the value of not doing drugs and getting involved in trafficking and crime. "Becoming responsible/committed" emerged when the boys had an opportunity to be leaders and the leadership program gave an opportunity

to the boys to clean up their language and to be role models for young kids. They realised that they were responsible for their behavior and agreed to try behaving differently in their training sessions: avoiding the use of foul language, trying to be less critical when someone made mistakes, preserving peace, and valuing moments to come together. The boys felt empowered because we created opportunities for them to have ownership over something, facilitating behavior that the coaches wanted. “learning from mistakes” was the second learning outcome that emerged in the Leadership Program. This means that everybody could learn from mistakes; For example, when one guy was kicked out of the project because of his behavior and when the boys started to be referees. “Valuing each other’s knowledge” was a learning outcome that emerged mainly in the coaches’ and youth work session together. Participants learned to value different people’s knowledge and gave them places to brainstorm ideas. “Communicating with others” was the last learning outcome that emerged and occurred when the leaders started to help the coaches with the low skilled kids. The boys were looking for the ability to communicate the ways that were affective. By doing the leadership program, the boys articulated situations where they had choice, areas that were realistic for them.

Following, the challenges and the process of negotiation of those challenges in the activist phase will be described.

4.3.2 The challenges and the process of negotiating those challenges in the Activist phase (phase 2)

There were three main challenges that emerged during the second phase of the study that threatened the student-centered focus. These included: “assumptions about youth”, “valuing and privileging adult knowledge” and “the culture of sport”. In this section, I will describe where these challenges emerged and how we worked to negotiate them in order for the learning outcomes to emerge within a student centered focus (Figure 9).

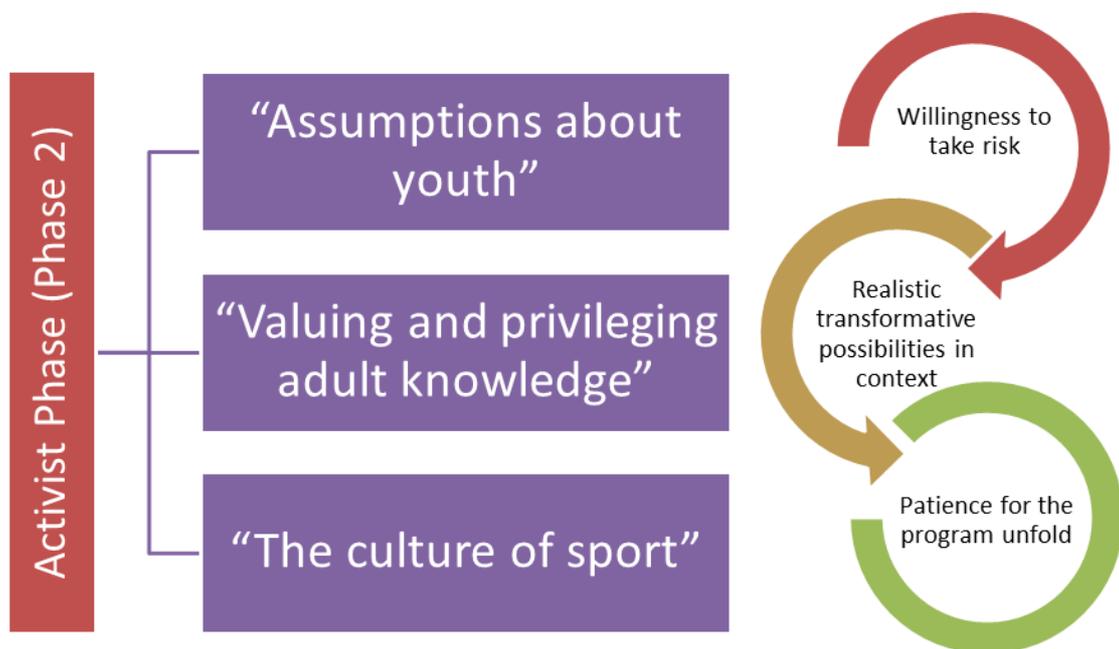


Figure 9 - Diagram of the challenges (in purple) and the process of negotiating the challenges in the Activist Phase

4.3.2.1 Assumptions about youth

One of the biggest challenges in the Activist phase was the assumptions the coaches and I had with respect to youth. Many of these assumptions emerged out of our fear about how the boys would or wouldn't respond to being put in positions that required responsibility and maturity. Early in the activist phase, the coaches assumed that the boys would not be responsible or committed in the Leadership Program. This assumption first emerged in the coaches' work session number 9 when the coaches were invited to develop the Leadership Program with the boys.

Carla - What do you think about the boys help you in your training sessions?

Anthony - I think it's cool, but these boys don't have commitment. I would say that a few boys are committed and don't miss the training sessions. However, most of them miss a lot of the training sessions. I always ask them to have what I call "the attitude of a man". It means that they have to be committed. I always say to them "we gave the uniform to you and we are playing championships. We are doing everything to motivate you boys". However, only a few boys show commitment.

Daniel - They fight all the time and we also have many styles of leadership (good and bad). How will they teach the younger kids not to hit a friend if they do this?

Anthony - I always ask the boys to be a referee. I had the boys lead a team and kept watching. They can correct the other boys, but we have to be careful about an abuse of power. They reproduce the authority of the police. They might abuse their power. I think if we keep control on that, the leadership program could work.

Daniel - I would be careful with this; for example, I would not let the boys correct the small kids. I am not sure they are mature enough to do this.

Carla - Do you think the boys should come to our meetings?

Anthony - I think it would be boring for them. As you know, some of our meetings are boring.

Carla - I mean, I will invite them to our 1-hour meeting.

Anthony - Oh yes, that would be nice. But every Friday, I don't know. It's complicated.

Daniel - They're 14 to 15 years old. Do you think they're going to be committed to come?

Anthony - That is what I'm talking about. I don't know if we should require it.

Carla - But the leadership project will be developed together with the boys. So, they will decide how they want to participate (Coaches' work session 9).

The assumption that the boys would not be committed arose in relation to their performance as leaders for the younger children's' soccer program. For example, the coaches assumed that boys would abuse their power. The coaches mentioned that the boys could emulate the model of the violent police approach and abuse their power as leaders. In conclusion, the coaches assumed that the boys would abuse of the power as leaders and that they would not be committed to show up in the meetings or as leaders. The coaches also assume that the boys would not respect the low skilled kids. According to them, the boys would be not mature enough to understand this.

In our next meeting, Kim helped to me to understand some of the coaches' assumptions about the boys.

Kim - I think it is really natural for people to say: we cannot do this because of this and this and this, and state all the barriers. I think that is going to be a very typical initial response, and when we have listed out all the barriers, then the task is to figure out what can we do in the context where we work. Let's try it for this program. What can we do in the context within which we work today that will make things better for these kids today to be able to shift the barriers (Kim/Carla meeting 17)?

As a way of negotiating the challenge of the coaches' assumptions about the boys, Kim suggested I do an exercise with the coaches relating to their assumptions.

Kim - Maybe you can have a conversation about the importance of what we assume. So, we are going to assume that the kids will be responsible; we are going to assume that the kids will use good behavior and we are going to assume that kids will be committed, how does that affect the way we behave? Have that conversation versus a conversation assuming that the kids will use bad language, won't be responsible and won't be committed. Do you have a board that you can write on? (Kim/Carla meeting 20)

As Kim suggested, in the next coaches' work session, I wrote on the top on the board "assumptions" and divided in two parts: a) the boys will behave as a role model (committed and responsible), and in the other side: b) the boys will use bad behavior, they will not be committed and they will not be responsible. Then, I asked the coaches "if we assume this, how does that influence the way we behave with each other? If we assume this, how does that influence our commitment through the Leadership Program and with our interaction with the boys?" I wrote what they replied on the board, and at the end of the session, we concluded that, if we want to make this Leadership Program work, we have to take some level of risk. So, we could either risk assume the boys are going to be responsible and give them a chance or we cut the chance because we are afraid.

Carla - What do you think would happen if we assume that the boys are irresponsible and uncommitted in the Leadership Program?

Daniel - We would not trust the boys.

Rian - We would not share responsibility with them. We would give them small responsibilities.

Anthony - We would be afraid that the boys would abuse their power.

Rian – The Leadership Program would stop (Coaches' work session 10).

At the end of this exercise, the coaches understood that the Leadership Program will work only if we assume that the youths will be responsible. Added to this the coaches would have a good relation with the boys; the boys would be closer to the coaches and more confident. In contrast, if the coaches assume negative assumptions, the coaches would be suspicious and they would not share responsibility with the boys. The coaches concluded that the Leadership Program would end if their assumptions were negative. In the same meeting, the coaches also suggested an end date to the Leadership Program, in case the boys were not committed or responsible. Then, we

talked about how to work to solve the problems as they come up, rather than just saying “They are bad and we should stop the Leadership Program.”

Assumptions that young people will not be responsible occur in many educational settings. Educational institutions reflect a basic lack of trust in students and have evolved to keep students under control and in their place as largely passive recipients of what others determine is education (COOK-SATHER, 2002). According to Cook-Sather (2002), one challenge to validating student perspectives is changing the structures in our minds that have rendered us disinclined to elicit and attend to students' voices. The “assumption exercise” was a great opportunity to show the coaches that if the Leadership Program was going to be successful that all involved would have to be willing to take a risk despite fears, trusting the boys would be necessary. This willingness to risk was how we negotiated our assumptions about youth. A second way we negotiated our assumptions was to think about “realistic transformative possibilities” that could happen in the context of this sports program with these boys. This is illustrated in my conversation with Kim:

Carla - Maria and Anthony are worried. I agree with you that I should start small with the Leadership Program, and maybe they will believe that it is possible.

Kim - Maybe you start with only the kids, and you say the coaches are worried about these things and tell them what the coaches are worried about. Tell them that you need to help the coaches to learn to be more trusting. So, part of what you can do with these kids is thinking about what would be their responsibilities as a leader. What kinds of behaviors do they need to have?

Carla - I agreed with Kim. The coaches gave us some ideas about roles of the leaders. Anthony said the boys could be referees, could care for balls and equipment, could explain something that the coaches had taught them. I asked about planning part of the lesson. They didn't like that, and I stopped talking about it. Daniel suggested they take attendance. Rian said they should just stay next to the coach so everybody could see that they were leaders.

Kim - I think all of these are legitimate to start. Those are smaller responsibilities. The small kids can see the boys doing it, and the boys can feel good about helping. It isn't them running the lesson. It is just about helping. They may help the little kids recognize the importance of not doing drugs; soccer is good for you. Whatever, they feel valuable enough to not choose the wrong way.

Carla - I think my expectation is higher than this.

Kim – Small, Carla!

Carla - I wrote that word in my notes, just now.

Kim – How do I say that in Portuguese?

Carla – “Pequeno”! Ha Ha Ha (Kim/Carla meeting 17).

It was a challenge for me because my expectations were always higher. I was always trying to plan “a perfect” Leadership Program based on my initial concept of the leadership program. In my mind, the boys could be leaders for other sites; they would go to other neighborhoods to help other coaches. I imagined the boys could plan and implement exercises. Kim helped me to see that transformation starts at a micro-level and there are multiple mini-transformations that over time will make a difference. It took me a long time, as the researcher, to understand that. I learned that instead of doing what looked the best to me, we had to do something that worked for the boys and the coaches in this particular context.

In conclusion, negative assumptions about the boys are grounded in the coaches’ fears in Phase 2, although at times it happened with me as the researcher. The way we negotiated our assumptions was by our “willingness to take risk” and thinking about “realistic transformative possibilities (PEQUENO)” in context. The conversation I had with the coaches about the effect of our assumptions on our engagement with the boys was a great opportunity for the coaches to understand the need to be “willing to take risk, despite fear”. The coaches concluded that the Leadership Program would not be possible if their assumptions (expectations) about the boys were negative. The Leadership Program was developing day by day in a “realistic perspective” and the coaches assumed risk to empower the boys. The Leadership Program didn’t have to be perfect, as I originally imagine, but rather, it needed to be realistic for these coaches and these boys so that they could make the types of changes that would make a difference today and, possibly, tomorrow in their lives.

4.3.2.2 Valuing and privileging adult knowledge

Valuing and privileging adult knowledge over knowledge from the youth emerged as challenge to a student-centered focus first in the Building the Foundation phase (phase 1), but re-emerged in Phase 2 also. In that phase, I valued the theoretical framework over what I was learning from the youth.

Carla - I returned to Hellison's book because I think it is related with what we are doing. He talks around the levels of responsibility, and although I think he has a top down idea, I think he can help us to understand the youths' behavior. Martinek has a book about leadership that continues the levels of responsibility in relation to leadership.

Kim - You could take these levels, but you could let the kids decide what they are going to mean to them in their context. So, it is theirs rather than something that Martinek or Hellison are putting in place. You can use the structure, but the kids could define that structure.

Carla – I agree, Kim. What we are doing it is so different from Hellison.

Kim - You didn't do a top down approach. You didn't come to them and say we are going to fix your behavior and we are going to teach you how to be leaders. You came trying to understand what it is in the context that these kids and you work. It is not top down, it is not coach down, this has come up from the bottom (Kim/Carla meeting 16).

Carla - Do you think that just the process we are doing it is enough to get the coaches to realize how important is to consider the student-centered inquiry as a nonlinear process? For example, you can't control when you are working in this way. Do you think just the process might be enough or should we start some conversations or reading with the coaches? I am not sure how can I help coaches to see that.

Kim - You don't have to do anything, yet. Let's see what happens. I would think about what you can do, I would do certain things and then I will ask them why I did it? What did I do here? If they don't see it, you have to point it out. Maybe you talk about the activist approach or student-centered but you give them examples of how you are doing it with the kids. You can point out the process you are doing right now as a way to explain student-centered (Kim/Carla meeting 23).

When the boys decided to develop a Leadership program, I started to re-read Hellison's books and suggested to Kim a pedagogical model to apply. Added to that, I kept suggesting to Kim that I should talk to the coaches about some literature/theory. Kim was patient in helping me to understand that the boys' knowledge as well the student-centered process was as important as the adult knowledge and the theories. In our meeting 18, I started to see youth voice as important.

Carla - David said "I can come every day to the Leadership Program". Henri said "You could divide the training sessions between us". I think that was a good suggestion, like a leader a week. They said if someone cannot come, we can just change (switch around). It is so interesting, the youth have the answers.

Kim - They do. Every single answer you need.

Carla – Now, I believe, after nine sessions. I was listening to our last [recorded] meeting and I saw how I talked about Hellison again, a top down idea. You said,

“Ok, you can show Hellison, but you could start to ask questions,” and I really agree with your reflection. They have the answers (Kim/Carla meeting 18).

It took me a long time to understand that if I wanted to use a Student-Centered Inquiry as Curriculum approach for developing a prototype pedagogical model to work with boys from socially vulnerable backgrounds, I had to value everybody’s knowledge, including the boys. Kim helped me to have patience for the program to unfold. I wanted to have my research questions answered, and I often suggested, along with the coaches, we build a top down program. That happened in relation to the boys’ behaviors:

Carla - I said, and some of the coaches agree, that we should teach the boys how they should behave. For example, if you are an irresponsible person, you cannot be a leader.

Kim - I actually think that might be a mistake, and I will tell you why. They [the boys] are the ones who want the Leadership Program. The ones that are committed are going to be the ones who participate, just the ones who come to you and are committed to be there. So, I think if you go back to the kids and say, “You have to get your behavior in order first and then we will do the Leadership Program,” I don’t think they will see any reason to have good behavior. I think that it has to happen at the same time, because they are the ones that identified behavior as a problem, not you. They did it. They are the ones who said, to us, “To be role models, we have to clean up our behaviors.” Not you, not the coaches, they said it. So, they are motivated to alter their behavior because they want to work with younger kids. I think if you go with this top down approach, like what your coaches are talking about, “We have to teach you how to behave before we have you work with kids,” I think it assumes that they are bad; it is expecting the worst from the kids. You lose their empowerment.

Carla - I agree; we should do the Leadership Program, but we should have a kind of agreement with the youth in relation to behavior (Kim/Carla meeting 17).

Kim - Why do you think the boys have to have consequences to the rules? The assumption is that if there are consequences, we expect them to act badly (this doesn't make sense so I'm making it make sense). Here you are: they are identifying all of these things that they need to do to be leaders: you need to be respectful and guide the kids and we need to be there. They know what to do, and if you assume they will do it, they are more likely to than if you assume they won't.

Carla - When it is top down, you assume they won't do it.

Kim - I think there is so much to be said for helping young people to take responsibility for their own behaviors. We can tell them what to do but we can't make them do anything. We can invite them to behave in the ways they know are good for young kids (Kim/Carla meeting 18).

Carla – The last two days, Anthony stopped the training sessions early because of the youths' behavior; they were disrespectful to each other,. Anthony talked about this with the boys. So, that might be a good time to make some agreement in relation to behavior and should we think about some consequences?

Kim – No, I think what you want to do is: when the kids say let's have consequences, you should say "I don't think we should have consequence because that assumes that you don't know how to do this and you are not willing to do this. I am not going to make that assumption." This is the way we agree to work together, and if it doesn't work, we will come back, and we will find another way to do it, but I would not move to consequences. I think you should trust that they are capable, and I think you should help them to see that they should trust that they are capable, too. I think that puts them in a much more powerful position.

Carla – Perfect, I got it (Kim/Carla meeting 19).

Kim helped me to see that instead of deciding how the boys should behave; the coaches and I should assume that the boys would present the right behavior as role models to small kids – a position of power. It also demanded that we were "willing to take risks, despite our fear". When the coaches and I decided not to create consequences or punishments for the boys, we put the boys in a more powerful position, one that invited them to behave as role models for the younger children.

After two weeks of the youth Leadership Program, I went to Las Cruces to do intensive data analyses with Kim. In Las Cruces, I could reflect on whether I was still valuing and privileging adult knowledge.

Carla - I told Anthony how the process to analyze the data with you helped me to be aware. How I have changed. I was valuing adult knowledge more than youth knowledge. The time for reflection in Las Cruces was really good, and maybe in the next coaches' work session, I should talk to the coaches about this (Kim/Carla meeting 27).

In conclusion, to develop an activist project that was centered in student voice, we had to continually challenge valuing and privileging our adult knowledge. I, as the researcher, kept placing greater value on adult knowledge and theory by suggesting a top down way to develop the Leadership Program. The coaches also valued and privileged knowledge of the adult which made the structural support offered by Kim even more necessary. The structural support was essential for the coaches and me to understand that to develop the Leadership Program using a Student-centered Inquiry as Curriculum approach for working with youth, we would need to have "patience for the program to unfold"; it would happen over time. For that, I needed to understand that every kind of knowledge (theories, the coaches' knowledge, the boys' knowledge, researchers' knowledge) was important when developing a prototype pedagogical model.

4.3.2.3 The Culture of sport

The final challenge that emerged in the development of the Leadership Program was a result of the culture of sport. We had to learn to negotiate with the coordinators of the project who valued "winning" as their main objective, and we had to negotiate the structural hierarchy between the coaches and the coordinators.

The coordinators tried to convince the coaches that competitive results were fundamental to the project. Winning was the main goal for the project coordinators.

Carla - I think I have bad news, Kim. Something I think might disrupt phase 2. You know we have a general coordinator for our project. He does not attend the coaches' work sessions, but he has his own meetings with the coaches after our work session. I attend these meetings because I think it is good for me and I might see the impact of what we have done. Last Friday, he wrote on the black board the results of the games the youth had played a week before. He wrote 7x0, 7x2 and 4x0 and he spoke for an hour and a half about how "we cannot lose!" Kim, I was so upset!

Kim - What did the coaches say?

Carla - In front of the general coordinator, nothing. But, after that, in an informal conversation with me, the coaches said how different that idea is from what we are developing together.

Kim - Has the coordinator been supportive of what you are doing in this project?

Carla - Yes, but is the kind of support that says, "You can do it but..."

Kim - Isn't that interesting?

Carla - Yes, that's it.

Kim - Maybe the coaches and you can help them to understand. They may start to realize that sports is a place that the boys can do something besides selling drugs. That sports is a place that they are learning leadership and how to identify what they might want to do. Really, just give him a kind of link to all the things the kids are learning through this project and that are valuable to them. What the kids are interested in has nothing to do with winning. It is about getting better, really.

Carla - I am thinking I'll talk to the coordinators.

Kim - You frame it with 'Look at the good things that your program is doing for kids' and then start listing all the positive things that he is allowing to happen, transfer the credit. So, he feels good about himself and he feels important.

Carla - Because in his mind the youth have to win because winning is an important part to getting more kids to come to our project. I have data to show him that he is wrong (Kim/Carla meeting 15).

By that point, the coaches already knew that the boys were playing soccer for more reasons (to have fun, to be with friends, to improve tactical skills), beyond just "winning the competitions". The coaches knew that the competition was an important part of our project, but it wasn't the main focus. The coordinator insisted on dividing the competition and the social issue. For him, our project should win competitions so more kids would attend. So, competitions were a way to bring more kids into our project.

Carla - I was in a meeting with the coordinators. It was really good. I think I could align what we are doing with what they are saying. Daniel, and especially the general coordinator, always talk to me like you and I have forgotten the competition. We think they have forgotten the social issue (Kim/Carla meeting 16).

During the Leadership Program, we had to negotiate the coordinators' view that the competition should be the main focus in our project. Kim suggested I always remind the coordinators of the boys' view about the project. Added to that, I invited the coaches to help me convince the coordinator how important what we were developing together was as well as reminding them how essential their support was for the development of the Leadership Program.

The second challenge to the development of the Leadership Program in the context of a sport culture was an environment of hierarchy between the coaches and the coordinators. There was a clear hierarchy present in the project; only the coordinator's voice should be considered. The hierarchy seemed to be always present in this sporting environment.

Carla – My reflection with you is: sometimes, I should not go to coaches' work session with some of the information. Maybe it would be better if I stay in Anthony's training session because we have power struggles in the coaches' work session.

Kim - But you also have a power struggle with the kids. The power relation doesn't go away. It is how we negotiate it. How we allow the kids to become part of it. If we are going to listen and respond, we have to share the power. It is not just sharing the power, it is negotiating it, and how you negotiate the power. The coaches have some responsibility. You have certain responsibilities. Daniel and the kids have certain choices. They can choose to misbehave; they can choose to be violent. You don't worry about the power relations, yet (Kim/Carla meeting 19).

Carla – The general coordinator maybe a challenge for us. I was talking to him, and at the end of the conversation, I said if we cannot do the meeting here then I can rent a car to bring the youth to our meeting.

Kim - I wouldn't Carla. Here is the problem: if you do it that way, it is not practical for them to sustain it. They have to come to your space because that is where the kids are.

Carla - Yes, I agree but I felt like the general coordinator doesn't understand how important this is (Kim/Carla meeting 28).

The coaches, also, talked about how they have to show a strong position (teacher-centered). In this case, the decisions for the training sessions would be held almost entirely by the coach. The culture of sports requires a coach's position is teacher-centered, considering limited participation of young people in the process. When Kleiton

was kicked out of the project, it was a good example of the necessity for the coordinators and the coaches to be in charge.

Carla - Anthony said it was hard for him to be student-centered because the coach should be in charge - the boss. He said that the coach should decide all things in the training sessions!

Kim – But you can be in charge and still be student-centered!

Carla - Yes, I agree. Anthony said sometimes the youth have an answer that the coaches didn't expect. I think this is a challenge for them. I think it is different than in PE classes. When you are the coach, you should have a strong position, in charge like a boss – a teacher-directed approach (Kim/Carla meeting 28).

Carla - Anthony told Kleiton that he will be cut off in the next game. I complained about this.

Kim – What is his reason? Kleiton did that 3 weeks ago and he already apologized.

Carla – I think it is because of the coordinators. They think that Kleiton should be punished.

Kim – Here is one of the challenges to being Student-centered. It is when you haven't got structural, administration support.

Carla – Yes, the hierarchy.

Kim – They come in and destroy what you are building. You've got to be able to negotiate it.

Carla – I said to the coach, Anthony, if you think that the group disagrees with this, maybe you should ask the group. Anthony said that was a good idea. I hope Anthony changes his decision (Kim/Carla meeting 33).

“Willingness to take risks” emerged in the decision to not kick Kleiton out of the project. It happened after a few sessions, when Coach Anthony understood that it was necessary to assume some risk to work in student-centered ways.

Anthony - I think it's very simple to kick out Kleiton. I believe that teachers who are indifferent are common for this boy. If I just kicked out Kleiton, I would do what everyone did, everyone gave up on him. Most teachers do not believe in their students. They think they're going to kill us if we give them autonomy. But, I decided to take the risk and I accepted Kleiton back to the project (Coaches' work session 15).

Anthony was willing to take a risk by allowing Kleiton to return to the project. From this experience, the boys and the coaches started to understand that mistakes could be a place for learning. This was possible because Anthony was willing to take a risk with Kleiton.

The culture of sports could be observed when the coordinators were trying to influence the coaches that “winning” should be the main objective of the project. The boys were playing soccer for different reasons beyond just “winning the competitions” (having fun, meet friends). The coordinators also suggested that the coaches should be more teacher-centered. In this case, the decisions of the training session would be held almost entirely by the coaches. The culture of the sport requests a coach’s position be teacher-centered, with limited participation of young people in the process. So, the culture of sport came with the pretext that the coach is the authority that guides all training decisions.

A similar challenge is best described in the school context (PEARROW; POLLACK, 2009). Many, schools still employ the “banking” concept of education (FREIRE, 1996) which suggests that a cycle of oppression ensues from the narrative of teacher to student, wherein the teacher, who assumes the role of paternalistic figure, “deposits” information into the passive student receptacles. Empowerment is characterized by dialogue rather than by the narrative, or one-way, flow of information (FREIRE, 1987; SCHOR; FREIRE, 1986). Unfortunately, the hierarchical structure of the school environment is not conducive to dialogue with youth, thus making it critical to assist school personnel as they become receptive to the youth. In altering the banking concept of education, wherein students are passive, compliant vessels, this effort in social justice breaks the patterns of oppression to create full participation in the education process.

In our sports context, Student-Centered Inquiry as Curriculum challenged this pretext (hierarchical structure) by situating and valuing the knowledge of the boys, the coaches, the pedagogic coordinator, and the researchers simultaneously and equally. Kim’s structural support and the coaches understanding of the student-centered inquiry based activist approach was crucial to negotiate with the coordinators. Kim helped me to negotiate the power relation between the coaches and the coordinators by showing that everybody was important to developing a prototype pedagogical model. The coaches started in that phase to move from a teacher-centered approach (being in charge) to a

student-centered approach. Some coaches, like Anthony, showed willingness to take risk, despite fear of being able to be student-centered.

In this chapter we presented the Activist phase that allowed us to identify the places where the boys had choice and what we could do to make sports better for them – they decided to do a Leadership Program. The sports program gave them the opportunity to enhance their agency. The Leadership Program gave the boys one more day to not be engaged in a life of crime, a place where they could talk about that, and the opportunity for their coaches to talk about the value of not doing drugs and not getting involved in trafficking and crime. The Leadership Program also gave them an opportunity to behave differently in their training sessions in order to work with small kids. “Becoming responsible/committed”, “learning from mistakes”, “valuing each other’s knowledge” and “communicating with others” were the learning outcomes that emerged when the five critical elements were combined and used together in the soccer project.

Sports programs should be activist to better serve youths from socially vulnerable backgrounds to create spaces for youth to see other possibilities, making them subjects of their own development. The approach we used in the present dissertation (Student-Centered Inquiry as Curriculum) has been used with girls and is centered on learning to listen to girls through action by engaging in transformative practices based on their interests (OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER; HAMZEH, 2010; OLIVER; KIRK, 2014; OLIVER; OESTERREICH, 2013). This recognition of new possibilities creates opportunities for youth to explore their agency. Youth become active agents of change by engaging in projects that collaborate with participants in developing a language of possibility - assisting participants in naming possibilities for change so that transformation might begin (CAMMAROTA; FINE, 2008; FREIRE, 1987).

There were three main challenges that emerged during the second phase of the study that threatened the student-centered focus. These included: “assumptions about youth”, “valuing and privileging adult knowledge” and “the culture of sport”. We negotiated these challenges by all who were involved having a “willingness to take risk”, by taking “realistic transformative possibilities in context”, and by being “patient in our work so that the learning outcomes could emerge and unfold”. It is important to highlight

that the structural support offered by Kim was also essential to negotiate these challenges.

One of things that I have learned through this project is that being student-centered in our pedagogy is not solely for PE, and not only valuable for girls. It is also valuable for boys in sports contexts outside school. This process of working with youth can cut across context and across gender, race, and social class. However, to be successful we have to be willing to work in ways that are often uncomfortable and messy and time consuming.

In the next chapters, we will present the discussion and the conclusion. In the discussion, we will present three issues arising from what we presented in the results: a) moving away from sport programs to control youth behavior to programs that create spaces for empowerment; b) an activist way for developing pedagogical models; and c) work in ways that are often uncomfortable, messy and time consuming. These issues are related to each of the research questions.

5. DISCUSSION

There are three issues arising from what we have presented in the results that require further consideration and discussion. These issues are: a) moving away from sport programs that aim to control youth behavior to programs that create spaces for empowerment; b) an activist approach to developing pedagogical models; and c) working in ways that are often uncomfortable, messy and time consuming. Each issue is related to the research questions, respectively: a) what is/are the key theme, learning outcomes and critical elements of a prototype for a pedagogical model? b) what processes take place in the collaborative construction of the key theme, learning outcomes and critical elements? c) what are the challenges and enablers in the process of collaborative construction the key theme, learning outcomes and critical elements?

a) Moving away from sports programs that aim to control youth behavior to programs that create opportunities for empowerment

As we presented in the literature review, there is a consensus that sports does not automatically achieve valuable social outcomes for youth from socially vulnerable backgrounds; it is essential to adopt appropriate pedagogical strategies to achieve social change. By adopting an activist lens (CAMMAROTA; FINE, 2008; FREIRE, 1987), the present dissertation argues for a pedagogical model of sports that might create an opportunity for youth engagement in the processes of empowerment. Sports may be a cultural asset to benefit youth from socially vulnerable backgrounds by offering them a time and space where they can feel protected and dream about other futures. It is suggested an activist way of working that offers marginalized groups the opportunity to enhance their agency.

In this study, a prototype pedagogical model moving away from sports programs that aim to control youth behavior to programs that creates places for empowerment was initiated by first understanding the boys and how we could make sports better for them. By inquiring about what the boys liked/disliked, the boys' opinions about the training sessions, and the barriers and enablers they encountered in being able to play sports in the project and within their community, we decided together to do an activist project based on their needs. The boys described severe problems in their community: "I had no

bathroom”, “I had nothing to eat”, “Lack of choice, a great illusion”. However, they didn’t lament the constraints of resources and the lack of opportunity: “Never give up”, I’m proud of it”, “The life of crime does not pay”. The boys showed that they had hope of surviving in their hard lives. Thus, the activist phase came from things that the boys thought was important if they were going to change things to make sports better for them – they decided to do a leadership program. They decided to help coach the younger children. The sports program gave them the opportunity to enhance their agency.

Unlike the prototype pedagogical model of sports developed within the context of this study, most of the empirical studies and programs in a sports context have focused on prescription and control of youth behaviors. Research in sport has focused on programs such as Positive Youth Development (FRASER-THOMAS; CÔTÉ; DEAKIN, 2005; HOLT, 2008; HOLT et al., 2012; JONES; DUNN, 2011; WRIGHT; LI, 2009), Teaching Personal and Social Responsibility (ESCARTÍ; GUTIÉRREZ, 2010; ESCARTÍ et al., 2010; GORDON; THEVENARD; HODIS, 2011; HELLISON, 2010; WRIGHT; WHITE, 2004) and other models. These approaches have been concerned with controlling youth behaviors or worked from the concept of individual empowerment, more than seeking opportunities for collective action (empowerment). These could be considered individual-based developmental approaches in which the endpoint is defined based on pro-social behavior (HAUDENHUYSE; THEEBOOM; NOLS, 2012).

This dissertation argues that the social value of sport cannot be restricted to its potential to get young people adjusted to societal rules and institutional requirements (HARTMANN; KWAUK, 2011; HAUDENHUYSE; THEEBOOM; COALTER, 2012); by not addressing the processes of social vulnerability and reinforcing the societal norms, sports might actually reproduce a relationship of inequality. Young people from socially vulnerable backgrounds do not face abstract challenges; they rather face concrete challenges that require interventions that are based on a thorough analysis of the concrete social challenges. In our context, safety was a constant concern for the boys given their sessions took place with drug dealers and users present. Sanitation was of equal concern due to the poor physical conditions which caused the boys to develop a

“skin disease” from playing in the grass. The lack of “clean toilets and water” and the “smell of the open canals” next to the soccer field were also difficult for the boys to negotiate.

The prototype pedagogical model, created based on an activist approach, allowed the use of sports as a vehicle for assisting youth in becoming critical analysts of their communities and helping to develop strategies to manage the risks they face by looking for alternatives that extend their current situations, at least, in the sport participation context. The prototype pedagogical model of sports developed within this study allowed us to identify the places where the kids might have choice, what they might want to alter and what we could do to make their experience in sports better. By developing the Leadership Program, the boys stayed an additional day each week working in the project, avoiding a life of crime; they changed their behavior in their training sessions in order to work with the smaller kids (things the boys identified as important if they were going to change things to make sport better for them). The leadership program gave them one more day to not be engaged in a life of crime, a space when they could talk about that, and the opportunity for their coaches to talk about the value of not doing drugs and getting involved in drug trafficking and crime. The leadership program gave the boys an opportunity to clean up their language in order to be role models for young kids. The boys articulated places they had choice, places that were realistic for them. Sports programs should be activist to better serve youths from socially vulnerable backgrounds to create spaces for youths to see other possibilities, making them the subjects of their own development.

The key theme of this study was to *co-construct empowering possibilities through sports for boys from socially vulnerable backgrounds*. Five critical elements arose when working with boys from socially vulnerable backgrounds: the importance of a student-centered pedagogy, an inquiry-based activism approach, an ethic of care, an attentiveness to the community and a community of sport. It is believed that in other contexts of social vulnerability these five elements might be fixed; remain as essential (critical), for a program that aims to empower participants. The leadership program was how we combined the 5 critical elements and were thus able to identifying the learning

outcomes. The boys and the coaches were engaged in student-centered inquiry as a way of developing and implementing an activist project. Becoming responsible/committed, learning from mistakes, valuing each other's knowledge and communicating with others were the learning outcomes that emerged when the five critical elements were combined and used together in the soccer project. In other contexts, the learning outcomes might have been different. In a different local context, we should identify what will be part of social vulnerability that we can negotiate. In new attempts to apply this model, the activist project that the young people choose may be different. In our context the boys chose the leadership program as their activist project, but it could be different in another context. In a pedagogical model that considers a student-centered way of working, we cannot have fixed learning outcomes; this diverges from traditional pedagogical models. The learning outcomes will depend on the context: where it is being implemented, what are the kids' needs, which areas of social vulnerability we are negotiated.

It is important to highlight that although the term "learning outcomes" was useful for the present dissertation, based on I have learned, I think that it is too prescriptive and convergent. The term "learning outcome" came from Metzler's work based on the traditional, prescriptive pedagogical models (METZLER, 2011). Perhaps a better term would be "student learning aspiration" since it suggests less prescription and more possibility. "Learning outcomes" suggests that the outcomes will always be the same (fixed) unlike "student learning aspirations" which are more consistent with the activist approach and focus on what it is hoped students might learn; the outcomes/aspirations are dependent on the context.

In the last ten years, a body of research within general education has corroborated the activist ideas of this dissertation. The researchers developed activist programs focus on empowering youth from socially vulnerable backgrounds by using activist approaches in areas such as visual arts (BROWN; SORENSON; HILDEBRAND, 2012; FOX; FINE, 2013; GREENE, 2000; PETIT, 2009; WALLACE-DIGARBO; HILL, 2006), literature (Casey, 2009; Wright & Mahiri, 2012), mathematics (YANG, 2009) or discussion groups in schools (FOSTER-FISHMAN et al., 2010; FOX; FINE, 2013;

GUISHARD et al., 2005; MCINTYRE, 2000; MIRRA et al., 2013; OZER; WRIGHT, 2012). In this research youth participated in discussions on different topics based on their need, such as: violence, sex behavior, school experience, civic participation and others. It is important to highlight that we also have an increase of activist studies in Physical Education mainly focusing on girls in PE (ENRIGHT; O'SULLIVAN, 2010a, 2010b; FISETTE, 2013; OLIVER; HAMZEH; MCCAUGHTRY, 2009; OLIVER; KIRK, 2014; OLIVER; OESTERREICH, 2013). According to Enright and O'Sullivan (2012), PE researchers are now moving beyond the student as passive participant and positioning students as active participants in the research process. Although we have observed an increase of activist research in general education and PE, studies of sports programs have mainly focused on prescription and control of youths' behaviors.

In summary, a change is proposed in the focus of sports programs addressed to youth from socially vulnerable backgrounds, moving from approaches that are prescriptive and aim to control youth behavior to activist approaches that aim to create places for young people to see other opportunities and that hold the possibility to reframe and re-imagine the sports experience. In the present dissertation, the key theme was to *co-construct empowering possibilities through sport for boys from socially vulnerable backgrounds*. Student-centered pedagogy, inquiry-based activism, ethic of care, attentiveness to the community and community of sport were the critical elements. Becoming responsible/committed, learning from mistakes, valuing each other's knowledge and communicating with others were the learning outcomes that emerged when we combined the 5 critical elements together. The prototype pedagogical model emerging during this dissertation is not based on abstract ideas about pro-social or positive development through sports, but rather, sport programs that start from young people's concrete needs and life situations.

b) An activist way for developing pedagogical models

There are some consolidated pedagogical models proposed for sport, such as Sport Education (SIEDENTOP; HASTIE; MARS, 2011), Sport Empowerment (HASTIE;

BUCHANAN, 2000), Cultural Studies in Physical Education and Sport (KINCHIN; O'SULLIVAN, 2003; O'SULLIVAN; KINCHIN, 2005), Sport for Peace (Ennis, 1999), and Teaching Personal and Social Responsibility (HELLISON; MARTINEK, 2009; HELLISON, 2000, 2010). After reviewing these models, it was concluded that they do not meet the needs of young people from socially vulnerable backgrounds. Most pedagogical models of sport were created by teachers or researchers without youth or community participation and applied from a top down perspective. There is lack of pedagogical models in sport that have been developed in collaboration with youth, coaches and community to better address youth from socially vulnerable backgrounds.

Unlike the pedagogical models of sport found in the literature, a prototype pedagogical model from an activist perspective was developed through collaboration with the coaches and the boys. Sports was viewed as something that the boys do instead of something being done to them. In the process, a Student-Centered Inquiry as Curriculum approach was used as a way to listen and respond to the boys and the coaches; this was fundamental for the collaborative construction of the prototype pedagogical model. The purpose of using this approach was to merge student-centered pedagogy with inquiry-based activism in order to better understand how to facilitate youth interest, motivation and learning (OLIVER; OESTERREICH, 2013). A pedagogical model that considered the active participation of young people (the boys) of equal importance to the voice of the adults (the coaches and the researcher). Student-centered pedagogy and inquiry-based Activism were used as a methodology to co-construct the prototype model of pedagogical elements while remaining critical elements of the model. The prototype of the pedagogical model must maintain the characteristic of collaborative construction.

By considering an activist process of working with youth to develop a prototype pedagogical model, the conventional conception of youth as subordinate to the expert teacher in engaging with what is taught and how it is taught was challenged (BOVILL; COOK-SATHER; FELTEN, 2011; COOK-SATHER, 2002). The boys were agents in the process of transformative learning. When students are taken seriously and attended to

as knowledgeable participants in important conversations, they feel empowered and motivated to participate constructively in their education (COOK-SATHER, 2002).

In the context of sports, the pedagogical models that have been developed by teachers and/or researchers have followed a traditional approach that does not consider young peoples' voice or community participation. Unlike this perspective, this study aimed to formalize a prototype pedagogical model that enables an intervention about the sport as an opportunity for youths' engagement through processes of empowerment. To achieve that, we used the Student-centered Inquiry as Curriculum approach as an activist way to develop the prototype pedagogical model of sport. This prototype model pedagogical should be considered the first step in the development of a pedagogical model of sport. Aiming for a consolidation of this model, we suggest further research seeking to replicate these ideas in other contexts with youth from socially vulnerable backgrounds.

c) Work in ways that are often uncomfortable, messy and time consuming

In the first phase of the research it was necessary to negotiate the challenges such as: "finding ways to name our experiences", "lack of trust in the process", "valuing and privileging adult knowledge" and "assumptions about youth". We negotiated these challenges by allowing all involved "time to develop relationships", by having a "willingness to live in messiness", and through being "patient in our work so that the critical elements could emerge and unfold". In the development of the learning outcomes (phase 2), some challenges emerged, such as: "the assumptions about youth", "valuing and privileging adult knowledge" and "the culture of sport". We negotiated these challenges through a "willingness to take risks", by taking "realistic transformative possibilities in context" while being "patient for the program unfold". Thus, amidst many challenges we had to be willing to work in ways that were often uncomfortable and messy and time consuming.

One possible explanation for the feeling of messiness and uncertainty in the present dissertation could be multiple viewpoints presented in collaborative studies.

Collective reflection from the boys, the coaches, and the researcher with the structural support of an expert in student-centered pedagogy and inquiry-based ways of working were used as part of the process. When multi-faceted reflections on practice are brought together in one place, this can provide opportunities for new ways of seeing, thinking and theorising (COOK, 2009; TORRE; FINE, 2008), which may contribute to the messiness of this kind of research. The 'messy area' is formed when participants have deconstructed notions of practice and aspects of old beliefs (COOK, 2009). The mess is the uncomfortable places and the consumption of time that arise as variables in a space of collaborative construction and collective reflection.

In the research context, messiness tends to have connotations of being sloppy or of not being a good researcher (COOK, 2009). According to Cook (2009), researchers experience times of mess, but they choose not to report the messy sections because it is deemed inappropriate by the research community. However, messiness could be considered as a vital element for seeing, disrupting, analysing, learning, knowing and changing in action research when creating a space for imaginative freedom and new ideas (COOK, 2009). The "messy area", according to Tina Cook, allows for clarification of the already known (explicit knowledge) and what is nearly known (implicit or tacit knowledge). This is the precursor to the creation of something entirely new (transformational knowledge) (COOK, 2009). For her, a "messy turn" means new understandings are being revealed, developed and articulated.

Within this study, the patience to work towards the emergence of critical elements and learning outcomes was essential for this "messy turn" to happen. In the first phase, patience allowed me to understand the coaches' and the boys' concept of ethic of care, what it looked like in their context. In the same way, time allowed me to better understand the problems in their community (e.g. safety and sanitation). In the beginning of the data collection, all this information became disorganized/messy. As the researcher I wanted to quickly find out the critical elements and the learning outcomes: "Let's [the coaches and I] decide the critical elements", "Let's try to apply TPSR's ideas to the boys to control their behavior", "Let's read some theoretical frameworks related to

ethic of care". The structural support from an expert in student-centered pedagogy and inquiry-based ways of working was essential so I did not run over the process.

The student-centered approach made me feel I was always in an uncomfortable place, surrounded by mess. I needed to be very prepared for the work sessions because I never knew where the sessions would go due to the uncertainty of what the coaches and the boys might answer. I was always asking myself if it would be better to do a "lecture" instead of working in student-centered ways. "Surrounded by a mess" is not an easy place to be. The "messiness", itself, is unsettling, worrying, exciting and challenging (COOK, 2009). It is disruptive to habit and custom (COOK, 2009). I had to be willing to move from teacher-centered beliefs to student-centered inquiry with made me uncomfortable.

In summary, messiness and uncertainty are inherent and necessary elements of Participatory Action Research. Those who engage in Participatory Action Research need time to grapple with new ideas, to make sense of the emergent process (GOODNOUGH, 2010). In this study, we had to be willing to work in ways that were often uncomfortable, messy and time consuming. I, as the researcher, had to move from a teacher-directed perspective to a student-centered way of working. It made me uncomfortable. In future applications of this prototype model, moments of messiness and uncertainty will always be present. The critical elements Student-centered pedagogy and inquiry-based activism keep the characteristic of collaborative construction by doing collective reflection. To assist in this implementation process, we suggest the presence of a structural support from an expert in student-centered pedagogy and inquiry-based ways of working, especially for beginning teachers.

6. CONCLUSION

Teaching is possibility in dark and constraining times. It is a matter of awakening and empowering today's young people to name, to reflect, to imagine, and to act with more and more concrete responsibility in an increasingly multifarious world... The light may be uncertain and flickering; but teachers in their lives and work have the remarkable capacity to make it shine in all sorts of corners and, perhaps, to move newcomers to join with others and transform" (GREENE, 1997, pp. 72-73).

Maxine Greene wrote on the possibilities of teaching based on the capacity to "join with others and transform". According to her, imagination allows people to think of things as if they could be different; it is the capacity that allows a looking through the windows of the actual towards alternative realities (GREENE, 1997). For this dissertation, I incorporated her instruction by offering an activist approach for working with boys from socially vulnerable backgrounds in a sports context. I argue that sports can provide an opportunity for youth to engage in the processes of empowerment. Sports can be a cultural asset to benefit youth from socially vulnerable backgrounds by offering them a time and a space where they can feel protected and dream about alternate futures.

The purpose of this study was to develop a prototype pedagogical model for working with socially vulnerable young people, answering the following research questions (RQ): RQ1: What is/are the key theme, learning outcomes and critical elements of a prototype for a pedagogical model?; RQ2: What processes take place in the collaborative construction of the key theme, learning outcomes and critical elements?'RQ3: What are the challenges and enablers in the process of collaborative construction the key theme, learning outcomes and critical elements?

In relation to the first research question, the key theme was to *co-construct empowering possibilities through sports for boys from socially vulnerable backgrounds*. Student-centered pedagogy and inquiry-centered activism were two of the critical elements that were brought to the prototype pedagogical model. Student-centered pedagogy is the ability and willingness of adults to listen to youth and respond to what we are hearing in order to find ways of teaching that meet the needs of the young

people better. It is learning to negotiate with youth to determine what happens. Inquiry-based activism is a process through which youth can name their experiences and work with adults to change the things that are in their control to make the sport, the context, and opportunities better for them. By working with the boys and the coaches in student-centered pedagogy and inquiry-centered activist ways, the other critical elements emerged: an ethic of care, an attentiveness to the community and community of sport. An ethic of care emerged as the first critical element and meant, among other things, that the coaches needed to show the boys respect through knowing about and understanding their life situations. The results showed that the coaches needed to know the whole child, including his situation outside the sport environment. The coaches' behaviours resonated with the boys' ideal coach. For them, a coach should be: "like a psychologist", "[someone] who looks me in the eyes", and "someone who could help other kids not to go to a life of crime". Attentiveness to the community was the second element to emerge as crucial for working with boys. To address youth from socially vulnerable backgrounds, it is essential to be aware of the problems that they encounter playing sports. In our context, safety, sanitation and opportunity to play were the barriers the boys encounter to playing sports in the project and in their community. Without attention to the community, people working with youth from socially vulnerable backgrounds will not be able to adequately assist the boys in negotiating barriers. The community of sport was the final element that emerged as important. The coaches and the boys suggested that the coaches, boys, parents, and people responsible for the soccer field should work together to assist the boys to see alternative opportunities. It was argued that when working with youth in social vulnerability, these five critical elements should be considered when attempting to *co-construct empowering possibilities through sport for boys from socially vulnerable backgrounds*. In other contexts of social vulnerability, these five elements should remain as critical elements for a program that aims to empower participants.

When the five critical elements were combined and used together in the soccer project, four learning outcomes emerged: becoming responsible/committed, learning from mistakes, valuing each other's knowledge and communicating with others. Becoming responsible/committed was the clearest learning outcome that emerged, and

it became evident when the boys had opportunities to be leaders. They realized the need to behave differently in their training sessions by avoiding the use of bad language, trying to be less critical when someone made mistakes, preserving the peace, and valuing moments to stay together. The boys may have felt empowered because it was a co-created space for them to take ownership over behavior that the coaches wanted. Learning from mistakes was the second learning outcome that emerged. Participants learned that mistakes are areas for learning. Valuing each other's knowledge was a learning outcome that emerged mainly in the combined coaches and youth work sessions. Participants learned to value different people's knowledge in brainstorming meetings. Communicating with others was the final learning outcome that emerged and happened mainly when the leaders started to help the coaches with the low skilled kids. The boys were looking to communicate in the ways that were affective. In another context, the learning outcomes could be different. There is room for some fluidity based on the kids' needs. In that sense, I propose sports programs that are not based on abstract ideas about pro-social or positive development through sports, there is a need for more sports programs that start from young people's concrete needs and life situations and look to create places for youth to see other possibilities.

Regarding the second research question, processes that took place in the collaborative construction were divided in two phases: the Building the Foundation phase (phase 1) and the Activist phase (phase 2). The Building the Foundation phase was designed to understand the boys and how we [the researcher and participants] could together make sports better for the boys. We inquired into what the boys liked/disliked, their perceptions of school and their families, the boys' opinions about the training sessions, and barriers and enablers they encountered in being able to play sports in the project and within their community. We worked in a back and forth process between the coaches and the boys. The five critical elements were developed in the Building the Foundation phase. The four learning outcomes emerged in the Activist phase (phase 2) when the five critical elements were combined and implemented in the soccer project. The Activist phase was initiated from factors that the boys said were important to change things to make the sport better for them. The boys chose to participate in the leadership program that would allow them to work with the younger

boys. The boys and the coaches were engaged in student-centered inquiry as a way of developing and implementing the activist project. The Leadership Project allowed us to see what it is possible to learn when the critical elements come together. In both phases, between the coaches and the youth work sessions, I used the structural support of an expert in student-centered pedagogy and inquiry-based ways of working to debrief as well as to help in the progressive data analysis and to plan the work sessions.

Concerning the third research question, it was necessary to negotiate the challenges such as: “finding ways to name our experiences”, “lack of trust in the process”, “valuing and privileging adult knowledge” and “assumptions about youth” in the first phase (the Building the Foundation phase). We negotiated these challenges by allowing all involved “time to develop relationships”, having a “willingness to live in messiness”, and being “patient in our work so that the critical elements could emerge and unfold”. In the development of the learning outcomes (phase 2), some challenges happened, such as: “assumptions about youth”, “valuing and privileging adult knowledge” and “the culture of sport”. We negotiated these challenges by having a “willingness to take risk”, taking “realistic transformative possibilities in context”, and being “patient for the program to unfold”. Among the many challenges presented in this dissertation, to be student-centered in our pedagogy, we had to be willing to work in ways that were often uncomfortable, messy and time consuming.

The findings of this study raise some thoughts for sports programs addressed to youth from socially vulnerable backgrounds; thoughts that might allow learning opportunities that reflect youth learning needs within community contexts. Further research is needed that seeks to develop these activist ideas in other contexts with youth from socially vulnerable backgrounds. Research that aims to analyze the consistency/validity of the findings. Further research may enable the creation of sports programs that are not based on abstract ideas about pro-social or positive development through sports but programs that start from young people’s concrete needs and life situations to create spaces for youth to see other possibilities. These spaces could hold the possibility of reframing and re-imagining the type of world in which we choose to live

(CAMMAROTA; FINE, 2008; FREIRE, 1987; GREENE, 2000) - moving from *what is* to *what might be*.

Areas for future study include applying this prototype pedagogical model again in the same context to see if the critical elements hold up and how the learning outcomes will be different. I would like to implement student-centered pedagogy and inquiry-based learning without or with less structural support from an expert in student-centered pedagogy and inquiry-based ways of working or with less structural support. Further studies should be done in other socially vulnerable contexts, in different sports projects, to see if the key theme and the critical elements hold up. Once I have a good understanding of the critical elements, I would like to begin working with coaches to help them to implement these techniques for working with youth from socially vulnerable backgrounds.

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