

120 - PHYSICAL EDUCATION IN HIGH SCHOOL: HOW THE GAME CONTENTROGÉRIO ZAIM-DE-MELO ^{1,2}ÍRIS COSTA SOARES ¹FACULDADES MAGSUL¹ – Ponta Porã, MS - BrasilUNIGRAN² - Dourados, MS – Brasil

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INTRODUÇÃO

Physical education in high school, most of the time, has become for many teachers their weakness; teachers dealing with classes discouraged to the practice of physical activity, largely because improperly work done previous years of this stage of education, competition with the clubs that have attractive programs, and especially for not being one of the recommended curriculum components in vestibular and / or ENEM (ZAIM-DE-MELO, 2003).

One of the ways to change this situation is the usage of special activities that would help teenagers to experience and realize the importance of physical activities to his/her bodies. Therefore this text aims to present the results shown in one Physical Education course monograph in which the author (ZAIM-de-MELO, 1997) has used games in his classes.

For better understanding there will be presented: a short description about teenagers; the methodology; the results and final considerations.

UNDERSTANDING THE TEENAGERS

The adolescence is considered a transitional fase between childhood and maturity. Adolescence means growing up not only in a physical way but as a complete human being (ZAIM-DE-MELO, 2003).

In the occidental culture adolescences is considered a social phenomena; it's length changes from one culture to another, it can be shorter or longer depending on the expectations of society (SÃO PAULO, 1994).

In this context, teenagers start to look for their freedom and to keep it start to refuse a external domination – parents, teachers, society (FERREIRA, 1995). These changes make them to start to leave the family, moving passion to out of it. Friends start to be of great importance, date period starts and also the searching for groups. The teenagers still depends on their parents but is all of room that he will make big an important discovers.

Physical appearance starts to receive special attention; something there was regretted so far. Teenagers start to worry with their own bodies. Boys get fascinated by sexual aspects of looking and behavior of girls, the try to attract the boys. The imitation period starts, every one dressed the same way, speak the same language, well, everything worth to be accepted by the group that starts to play a fundamental role in their lives.

During this period a remarkable gain in growth duplicates physical straight, changing from one habitat to another. The teenager body representation is modified. His/her kinesthetic sensations and physical appearance don't match with his/her corporal representation.

METHODOLOGY

To reach the goals proposed by the research a qualitative pool was realized obeying the following steps: contact to the chosen public, choosing of games and classes plain and questionnaire application for data collecting.

This methodology was choosing because the qualitative research takes places on original habitats were material and subjects were found; the researcher leaves at the local habitat and experiences the researched situation; descriptive data and investigative process are priorities and not the product (VOTRE et alli, 1993).

The first contact with the desirable public, high school teenagers was done throw the subject Teaching Practices. A teaching institution and it PE teacher were contacted to make the trainee period. At this point the author realized that the students were not interested by the classes. After legal procedures, the PE teacher authorized a new plain for classes; According to her "anything worth once students is not interested".

The project analyzed 52 students(17 male and 35 female), average age of 15,6 years old, regularly inscripted in the 1st year high school of a Public School in the city of Rio Claro, SP.

A new fase started: what offer to the students to get them motivated? The answer was found in games, based on the idea of Brougère (1995). Once teens leave in tribes, the game would make them integrate themselves to "socius" around them, assimilating its codes, creating a connection with the others members of society either in verbal or no verbal plan. Besides the game the author looked for supported in the principals of no exclusion and diversity proposed by Betti (DARIDO, 1996).

Therefore activities that allowed all students with no exception to play the same time were chosen (queimada, alerta, conquista estratégica, pique bandeira, base 4, hand sabonete, hand fut, jogo dos dez passes, bola na torre, vassorobol, among others). The games took place during the watched trainee period, and teachers and trainees participated in all of them.

THE RESEARCH ITSELF

After the ending of the game program, a questionnaire with 11 questions boarding the exposed points was applied. The questionnaire is a data collecting tool that allows us to measure properly what is desired; because it is anonymous, people feel free on answering it, what makes it even more trustable (MARCONI& LAKATOS,2001).Data was analyzed in a descriptive way.

RESULTS AND DISCUSSION

To a better vision, obtained data will be presented in a table form, in two stages:

1. How students see PE, and
2. Students opinions about realized activities

1. HOW STUDENTS SEE PE

One of the guide questions of this study was if the students like PE or don't, once it was prior noticed they were unmotivated. Tables 1, 2 and 3 show data related to this subject.

Table 1- Do you like PE classes

Yes	86,5%
No	13,5%

Most of the students answered that likes PE classes. Betti (1992) affirms that in PE classes it is possible to get into a flux stage that makes the students experiment great satisfaction on doing it.

The reasons why 13,5% answered they don't like PE classes are indicated on table 2.

Table-2 Reasons for disliking PE classes PE classes.

I like just one kind of sport	42,9%
The content is always the same	28,6%
I don't like to realize physical activities	14,25%
The activities are not interesting	14,25%

The results show that a significant part of the students that don't appreciate PE at school, know exactly what they like.

On the other hand, 28,6% of the students complain that there lack of variety (diversity) in the offered content. And diversity is important "to make all students fell able to participate of the PE classes, and appreciate them, and value them" (Brasil, 1996). Besides that, it is through the different contents that the students will have the opportunity to experience the whole body culture amplitude. The following table shows which content should be presented in classes according to the students.

Table 3 – How the content should be taught in PE class.

Sports	34,5%
Games and plays	16,7%
Aerobics	16,7%
Dance	14,3%
Fights (self defense)	8,3%
Body expression	7,15%
A bit of all	2,35%

When asked about which content they would like to have worked on their PE classes, students have mentioned sports (34,5%) games and plays(16,7%) aerobics(16,7%) and dance(14,3%).

These results show that PE still has a strong entail it the sportive dimension, although the students have had remembered other activities that are part of the cultural body universe.

Lovisol (1995), in a work realized in Rio de Janeiro, verified that great part of the population doesn't recognize the difference between PE and sports, indicating that PE should not have been properly practiced at school.

However, if we add values attributed to the other contents,(the not sportive ones), we realize that 65,5% of interviewed students claim for other activities, suggesting that the idea of diversity should be respected.

2. The Game and plays as content

The following data refers to activities realized during the period the researcher was at school.

Table 4-Favorite games

Queimada	19,66%
Alerta	17,10%
Conquista Estratégica	15,4%
Pique bandeira	13,68%
Base 4	12,8%
Hand Sabonete	10,25%
Hand Fut	3,4%
Jogo dos dez passes	3,4%
Bola na torre	2,56%
Othters(vassorobol)	1,75%

All games realized during the classes were mentioned by the students. Queimada(19,66%) and Alerta(17,10%) were the most mentioned ones, because they were part of the body culture of each student, and their execution ended up facilitating rescue of childhood plays.

The games Hand Sabonete(10,25%) and Conquista Estratégica(15,4%) received good number of votes. They were new games, not known by the group. The game Conquista Estratégica or Four Corners is a variation of Pique Bandeira one, with a greater grade of difficulty; four teams try to take the opponent's flag, protecting its own at the same time.

In the case of Hand Sabonete, there was an extra motivation: it was really hot and water is used. Two teams are formed, field- teams are determined, one scuttle fool of water is placed in each field; every player has to wet the hands and try to score a goal, reaching his opponent's scuttle.

All games were well accepted because they are games that don't work with exclusion, where the participation of all is fundamental for their execution.

The following data show if the students had difficulty on realizing the games.

75% of the students said they didn't have difficulty realizing the games. The games used basic-motor skills what made them easier to be performed. The reasons given for not participating were:

Table 5 - Why were you not able to participate of the games?

Lack of ability	76,9%
Didn't answered	15,4%
Very complex explication	7,7%

Lack of ability was the great reason (76,9%) for not realizing the games reaffirming the supposition established at the

beginning of this study: former improper work. Students practice for at least four years during their PE classes at fundamental school, only traditional collective sports.

FINAL CONSIDERATIONS

The purpose for the realization of this study were reached; games and plays were offered and accepted as continent to teen-agers students, and even if PE at fundamental schools is for many teachers their weak point, it was possible to testify that students like PE, even though they only have sport as hegemonic continent in their PE classes.

Students need diversified continent able to break the sport barrier. Dance, games and plays, fights, capoeira, aerobics, body expression, etc, should be part of PE classes.

PE classes should offer at this point of basic education an array of continents, in order to reach the whole population of teen-ager students that need it,

We also stand out how necessary it is, to point out the differences between PE and sport, because as Lovisolo (1995) realized in his work nor students neither school community knows this difference.

The utilization of games and plays as continents in the warming up or in the main part of the PE classes is in fact a strategy for all to participate of the classes, not feeling excluded as it has been happening, and feel confident to make profit with them, since game is funny and supports this situation.

Teachers are in charge of daring, of planning unique classes, and not look for lame excuses, like for example, the fact that PE doesn't count for ENEM, to modify the status of their curriculum component, otherwise, PE will loose its role at fundamental school, if it hasn't yet...

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PHYSICAL EDUCATION IN HIGH SCHOOL: HOW THE GAME CONTENT

Physical education in high school, most of the time, has become for many teachers their weakness, teachers dealing with classes discouraged the practice of physical activity, largely because of work done improperly in previous years this stage of education, competition with the clubs that have attractive programs, and especially for not being one of the recommended curriculum components in vestibular and / or ENEM. One way to change this situation is the usage of different activities that help the adolescents to experience and understand the importance of physical activity for their bodies. Thus, this text aims to present the results in a survey of final year undergraduate in physical education, which used a program of recreational games in the classroom and school as a research methodology qualitative descriptive type. During the two month periods was a plan for the class containing the game as the main content. At the end of that period was applied a questionnaire, 52 students enrolled in 1st year of teaching in a state school in the city of Rio Claro, SP. The data were analyzed descriptively. Our results say that teenagers like physical education fitting for the teacher to show them the importance of using different classes that do not fall into sameness. Games can be one of the ways to accomplish this.

WORDS – KEYS: game, school, teen

ÉDUCATION PHYSIQUE DANS L'ENSEIGNEMENT SECONDAIRE: COMMENT LE CONTENU DE JEU

L'éducation physique à l'école secondaire, la plupart du temps, est devenu pour bon nombre d'enseignants leur faiblesse, des enseignants concernant des catégories décourager la pratique d'activité physique, principalement en raison de travaux effectués à tort dans les années précédentes ce stade de l'éducation, la concurrence avec les clubs qui ont des programmes attractifs, et surtout pour ne pas être l'une des composantes des programmes recommandés dans vestibulaire et / ou ENEM. Une façon de changer cette situation est l'utilisation de différentes activités qui contribuent aux adolescents de vivre et de comprendre l'importance de l'activité physique pour leur corps. Ainsi, ce texte vise à présenter les résultats d'un sondage de la dernière année de premier cycle en éducation physique, qui a utilisé un programme de jeux de loisirs dans la salle de classe et l'école comme une méthodologie de recherche de type qualitative et descriptive. Pendant les deux périodes mois a été un plan pour la classe contenant le jeu comme le contenu principal. À la fin de cette période a été appliquée à un questionnaire, 52 étudiants inscrits en 1ère année d'enseignement dans une école publique dans la ville de Rio Claro, SP. Les données ont été analysées de façon descriptive. Nos résultats disent que les adolescents, comme s'adapter éducation physique à l'enseignant de leur montrer l'importance de l'utilisation de différentes classes qui ne tombent pas dans l'uniformité. Les jeux peuvent être une des manières d'accomplir cela.

MOTS - DES MOTS: jeu, à l'école, de l'adolescence

LA EDUCACIÓN FÍSICA EN LA EDUCACIÓN SECUNDARIA: EL JUEGO COMO CONTENIDO

La educación física en la escuela secundaria, la mayoría del tiempo, se ha convertido para muchos profesores su punto flaco, los maestros se ocupan de las clases de desalentar las prácticas de actividades físicas, sobre todo por el trabajo realizado inadecuadamente en los años anteriores de esta etapa de la educación, la competencia con los clubes que cuentan

con programas mas atractivos, y sobre todo por no ser uno de los componentes del plan de estudios recomendado a la universidad y / o ENEM. Una forma de cambiar esta situación es el uso de diferentes actividades que ayudan a los adolescentes a vivir y entender la importancia de la actividad física en su cuerpo. Así, este texto tiene como objetivo presentar los resultados en una encuesta de último año de licenciatura en educación física, que utilizó un programa de juegos recreativos en las clases y la escuela como una metodología de investigación cualitativa de tipo descriptivo . Durante los dos períodos de dos meses era un plan para las clases que contiene el juego como el contenido principal. Al final de ese período se aplicó un cuestionario, a 52 estudiantes matriculados en 1 ° año de la enseñanza secundaria en una escuela estatal en la ciudad de Río Claro, SP. Los datos fueron analizados descriptivamente. Los resultados dicen que los adolescentes gustan de la educación física para eso se necesita el profesor mostrarles la importancia e utilizar diferentes clases que no entran en la monotonía. Los juegos pueden ser una manera de lograr esto.

PALABRAS - CLAVES: juegos, escuela, adolescente

EDUCAÇÃO FÍSICA NO ENSINO MÉDIO: O JOGO COMO CONTEÚDO

A Educação Física no ensino médio, na maioria das vezes, tem se tornado para muitos professores o seu calcanhar-de-aquiles, os docentes lidam com turmas desmotivadas a prática da atividade física, grande parte em virtude de trabalhos realizados de forma inadequada em anos anteriores a esta etapa de ensino, da concorrência com as academias que apresentam programas atrativos e, principalmente por não ser um dos componentes curriculares preconizados nos vestibulares e/ou ENEM. Uma das maneiras de modificar essa situação é a utilização de atividades diferenciadas que contribuam para que o adolescente vivencie e perceba a importância da atividade física para o seu corpo. Sendo assim, o presente texto tem o objetivo de apresentar os resultados encontrados numa pesquisa de final de curso de graduação em Educação Física em que se utilizou um programa de jogos recreativos nas aulas do ensino médio tendo como metodologia uma pesquisa de natureza qualitativa do tipo descritiva. Durante dois bimestres foi aplicado um programa de aulas contendo o jogo como principal conteúdo. No término desse período aplicou-se um questionário, 52 alunos regularmente matriculados no 1º ano do Ensino em uma Escola Estadual da cidade de Rio Claro, SP. Os dados foram analisados de forma descritiva. Os resultados encontrados permitem afirmar que os adolescentes gostam da Educação Física cabendo apenas ao professor mostrar a eles sua importância utilizando-se de aulas diferenciadas que não caíam na mesmice. Os jogos podem ser uma das maneiras de se efetivar essa situação.

PALAVRAS - CHAVES: jogo; ensino médio; adolescente

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