

191 - ADAPTED GAMES IN PHYSICAL EDUCATION: EXPERIENCES IN PUBLIC SCHOOL OF RIO DE JANEIRO'S PERIPHERY.

SÉRGIO HENRIQUE CARDOSO DA SILVA
Rio de Janeiro/RJ
henriquecs.sergio@gmail.com

INTRODUCTION:

Education is always present in politic proposals of diverse candidates to any elective office in the Country. Education, therefore, is considered an ideological tool that can represent either the iron ball moored to the feet or the development wings of a nation. Ideology conducts the ways of the education and, therefore it assumes a double role in the direction of to be "positive" or "negative". The two adjectives are between quotations marks because they represent a relativity. Ideology is at the service of the different social classes, which, therefore, have different historical and immediate interests, perhaps even antagonistic.

The school, as a responsible social cell for the instruction and necessary cultural transmission must stimulate the development of science and research so that the "truths" and the "non-truths" are understood as a form of clarification for the population to be used in defense of the truths.

As explained by SOBRINHO (1986: 17) "the ideology is the result of a 'bigger example' and "education". Long ago, education was had as an imperious function in society. Education was privilege of the ruling classes, which gave capital importance to the apprehension of general and specific information, passing through abilities and training. The pupils who had difficulties were evaluated by their errors.

The error could culminate with a punishment or a virtue, LUCKESI (2002: 48) tells:

The guilty vision of the error, in the practical pertaining to school, has lead to the permanent use of the punishment as form of correction and direction of the learning, taking the evaluation as support of the decision. However, a healthy vision of the error makes possible its use in a constructive form.

The error, within the popular classes represented the failure, and it was seen as of small account. People were trained to work in factories and the ideology served the different classes, whose interests also had distinctions. PERRENOUD (2001: 16) proves: "There have always existed failures, but they were partially covered by the importance of the abandonment or the total absence of education". Currently these characteristics had given place to an inclusive education, where inclusion rhymes with diversity. Including diversity of previously planned contents. What one perceives is that the pupils receive a practical amount of activities that adds little quality to the information and experience, capable to bring the formal knowledge to debate, doubt and disagreement. These are important elements to motivate the inquiry and the pertaining to school research with the purpose of the search for the information and, the consequent magnifying of the knowledge.

Another perception is the trend is to "de-sport" sports in Brazilian schools. BRAZIL (1998: 62) ratifies this reflection: "it breaches with the traditional treatment of the contents that the pupils favor who already have attitudes" It is very relevant the development of the so called school sports: football, volleyball, basketball and handball. But we need to extend this content. Therefore, if exactly these, will not be linked to a partner-educational context, it runs the risk to be minimum.

This work is being developed by three teachers and the pedagogical coordinator in the Public/State College Professor Murilo Braga - City of João de Meriti. The content was planned in a context of an informal research on inclusion and adapted sports, under the perspective of disabilities, with pupils from diverse groups.

The history, cited by BETTI (in GONZÁLEZ & FENSTERSEIFER - 2005:150) says that physical education "is based basically on medical knowledge, hence, the influence of the "higienism", SILVA, SEABRA JÚNIOR and ARAUJO (2008: 13) show that the "advances in science and education appear, from the end of century XV", but it's necessary to extend this comment and to understand, for example, that in another field of debate, it's important in terms of inclusion and disability, which is not only the doctor's.

Areas of knowledge as physical education can assist in the treatment of someone with disability and it's well-known that certain activities are not very recommended, but SABA (2008: 299) presents an adversity: "but there always is a possibility to keep the body active within individual possibilities".

When submitted to basic and average education groups, the contents of suitable sports had a different movement between the pupils, therefore, the newness caused curiosity. The new forms to play and collect information from the environment, exploring different or little used sensitive canals was enough to unify people. The sports used had been chosen in accordance with the possibilities to practice them, so the pupils had tried the football and races for blind people, athletics, table tennis and volleyball for wheelchairs users.

JUSTIFICATION:

The little attractive education created a lack of pupil's interest in relation to the contents;

The contents moved away from the social context and did not make its functions clear;

From times there is the argument for inclusive education for pupils with disability and little mobility;

Suitable sports have brought a different alternative of activities for the pupils;

The debate on people with disability sensibilised the pupils with regards to differences and accessibility.

OBJECTIVES:

The pupils must feel that they are integrant part of society to be able to transform it without stop perceiving the elements around them to become related with them and to contribute actively for community improvement.

SPECIFIC OBJECTIVES:

To argue the importance of the term inclusion, through debates and comments on daily examples.

To exercise the adapted games, as forms to simulate the feelings of a disabled person.

To search the universe of the adapted sports, taking as base many diverse medias.

To study, shortly, the diverse conditions of disability and/or little mobility.
To recognize the available strategies of access in society.

METHODOLOGY OF THE RESEARCH:

The Public/State College Professor Murilo Braga is a fertile place for pedagogical essays. There are diverse educational projects that have been carried throughout its history. The project to develop the content through the games adapted in the school Physical Education was developed from the dissatisfaction of the pupils and of three professors of physical education, who had supported in the advise of the pedagogical coordinator to rethink the content for that discipline.

The project, therefore was carried through an applied, quantitative, descriptive and qualitative research. There is bibliographical data and field collected data. Open questions had been made in order to know what the pupils would like to have as content in the lessons of physical education. The research was conducted during different lessons in March and April of 2009. After the workshop of consultation with the young people, it was created a questionnaire with quantitative questions, submitted to the character of the direction and the pedagogical coordination of the school.

Before the practical lessons, however there was a sensitization of the pupils from basic and average education, in what it refers to the questions that pass through inclusion, accessibility and disabilities. Obviously, it had some resistance in diverse groups because the newness shocked them. Over all, for the fact to live in a world that values little the differences, then, was clear that the segregation of a person with disability generates isolation and the non-participation in society; they had understood that disability is not an illness. Disabilities are conditions generated by illness, therefore a person who has a disability not entirely deficient.

Physical inclusion, only, does not take off the citizen of the isolation, it is necessary to change the attitude. The sampling was defined in function of the availability of one of the professors and counted on the support of the others two for the application of the questionnaires and preparation of the didactic material. In the universe of 204 pupils divided in five groups, we apply the questionnaire in 166, of which they were not obliged to answer and, in some questions they could answer more than an option. The questionnaire contained 11 (eleven) questions that had been answered individually in classroom, in the end of the period of lesson, referring to the first semester. Of all the answered questions the data had been organized and quantified.

The question that has the purpose to check the sports that are practiced by the pupils during the lessons of physical education proved that football (34%) is explored by the professors while proposal pedagogical since the sixth year, passing for all basic education until reaching the third year of average education. In the sequence follows: volleyball (25%), basketball (20%), handball (19%), chess (0.16%) and dance (0.08%). In relation to the preferences of young pupils, it is perceived that the football (35%) continues being the biggest option. MURAD (2009: 77) justifies that soccer "for being the most popular of the modalities" and ratify this reality on the basis of Marxist sociology, therefore it analyzes areas of physical education, over all the sports. Some studies show that as the mass sport maneuvers the behavior of the population, still in MURAD (2009: 77), the author points that with "bigger frequency the questions related to 'political use' of the soccer for the ruling classes, with the purpose of 'alienating the masses'". The ascension through the soccer shows some players who had turned idols and made fortunes in the profession. This motivation nourished in the culture of the necessity, RIBEIRO (2005: 36) shows imaginary the collective one of the familiar ones: "that boy will be a football player, and with this ability added to the general incentive our hero searches in this sport half to ascend socially".

In the analysis of the answers he has a difference of ten percent between football and volleyball. However, handball, with 21%, makes more success than basketball, which registered only 13% of the preference of the pupils. However, dance had a considerable recovery (0.24%) against 0,04% against the ones who had opted for chess. When dealing with disabilities, in general, the questionnaire mentioned intellectual, physical, visual, auditory, mental and motor.

This was a questionnaire that showed that the school had much content to add to the pupils, as there was a balance of 456 answers, since each one could answer more than an option. The difference between the most known and most unknown is of eight percentile points. The visual deficiency, that generates the blindness or low the vision, presented 28% of manifestations of knowledge and the motor physics/was told by 20% of the pupils. The auditory deficiency (26%) receives the denomination current from "deafness", simply, even so has variation in the hearing level. Mental is related as the people with difficulty of pertaining to school learning, includes the autism and the Down syndrome, received 25%. To think about the physical environment is important for the development of strategies within society, to leave spaces and passages free of obstacles. In this there was a good chance to discuss with the pupils, the multi-agency work. The strategies for a better environment passes through the knowledge of the architecture and of the environment, then, the observations passes by a trained look and with fulcrum in the multi-disciplinary work so that it becomes to complement. FAZENDA (2002: 17) illustrate: "to think a multi-disciplinary part of the beginning of that no form of knowledge is in itself same rational". With this introduction it was clearly that the answers on the strategies for accessibility had been suggested of multilateral form. In the universe of 150 answers, 54% had suggested slopes to facilitate the access to the public and private places. The sum of 22% opted to the elevator. Other answers (24%) had been considered, still: adapted buses and cars, sonorous traffic lights, rolling, surrounding railing in the corridors and stairs, stairs free and public phones unevenness in the soil.

Suitable sports have presented a good representation in function of the results gotten for disables athletes in the last competitions of world-wide scope, as: Pequim and Rio De Janeiro. From the questionnaire, one got 128 answers, this number represents 77% of pupils who had voted, therefore the others had abstained for diverse reasons. Of that they had designated 69% they had said that they knew the games suitable or already they had heard about it, whereas the others 31% did not know this modality of sport. The unfolding of the question gave the chance for each one to mention, randomly, the sports that they knew, therefore 43% had pointed the soccer with respect to blind people; 31%, basketball in wheelchairs; 11%, volleyball; 0.5%, soccer for amputated; 0.4%, swimming; 0.3%, races and 0.1%, table tennis. In the fight for a physical education capable to bring more and better information for the formation of a pupil as citizen, who presents discernment to understand as the manifest society is and as it is situated in diverse social stratus. Currently, it is said in technology for the education, but we run the risk of lessening the contents and customs if this automation to follow an enterprising line, whose proper contents are dictated by the politics of the demand of the market.

In such a way, the schools will form a workmanship hand to take care of the market. The technological market, speeds up the processing of the data and improves the viability of the message, but it does not have anything more interactive of what to the production process. If the worker had its mentally ill work in the Industrial Revolution, seems that this phenomenon is if repeating, therefore the people is isolated in modernities of the technologies. In this direction it was important to submit the pupils to the questioning on the importance of the suitable games as pedagogical content for the lessons of physical education.

The result showed 90% for these games. The reasons had been diverse, 10% that they had not accepted the content valid had answered that "we do not need these activities". The text of this reply serves as a pointer, therefore that not all had

adhered to the proposal. On the other hand, after initial resistance, 33% had answered that "it learns better"; 23% had perceived "as a disabled one feels"; 18% had liked "to know the daily of a disabled one", and other answers had been similar.

The society occidental person and capitalist was not and nor is prepared to receive differently disabled people, who are sacrificed, "including the abandonment to the proper luck in environments the dangerous deserts and until the death for starvation or banishment", concludes SILVA, SEABRA JÚNIOR and ARAUJO (2008: 16). One classifies as different the people with disabilities. The term inclusion is very en vogue, but the necessary physical inclusion to be developed of more solidarity and right values. A person is acquitted by the deficiency that presents, but is very evident that its discarding is in function of its lack of productivity in the economic world, therefore a "moral inclusion", as would say GLAT (2005: 72) would admit that a person is deficient in only one part of the body, what she makes it difficult its action, but does not hinder it to participate actively in the society.

Another question concerns to this subject inquires the pupils how much the sensation to practice sports for disabled. Of all the 124 pupils who had answered, 32%, therefore the majority answered that "I felt like a disabled person and now can give more value to life"; 39% felt well; 12% had found very difficult; 11% had liked the new experience; but 0.3% felt badly.

This percentage means four young that presents problems of the sort with familiar, for this reason the content and the used didactic material had badly brought to these to be.

FINAL CONSIDERATION:

It is not intended, in this text, to arrive to closed conclusions. The education still receives credibility from the population, the young still desires and is anxious for activities. The results had shown that pupils, of both genders and varied ages, had presented the proper spontaneity of the age. The psycho/motor and cognitive if had evidenced in the activities and the affective domain showed that the lessons were not stopped by the walls of the school, therefore the pupils had taken the information for its houses and other pupils had brought answers, through depositions, showing as they had proceeded together to the people who had found with deficiency.

BIBLIOGRAFIA:

- BRASIL. Secretaria de Educação Fundamental. Parâmetros Curriculares Nacionais: terceiro e quarto ciclo do ensino fundamental. 1998.
- FAZENDA, I, C, A, (coord). Práticas interdisciplinares na escola. 9. ed. São Paulo: Cortez, 2002.
- GLAT, R. A integração social dos portadores de deficiência: uma reflexão. Ed 7 Letras, 3ª.ed, Rio de Janeiro, 2005.
- GONZÁLEZ, F, J. & FENSTERSEIFER, P, E. (org.). Dicionário crítico de educação física. Ijuí. Unijuí, 2005.
- LUCKESI, C, C. Avaliação da aprendizagem escolar. 13. ed. São Paulo: Cortez, 2002.
- MURAD, M. Sociologia e educação física: diálogos, linguagens do corpo, esportes. Rio de Janeiro: Ed FGV, 2009.
- PERRENOUD, P. A pedagogia na escola das diferenças: fragmentos de uma sociologia do fracasso. Porto Alegre. Artmed, 2001.
- RIBEIRO, C. H. V. Mais do que pendurar as chuteiras: o futebol que investe no social. Niterói: Nitpress, 2005.
- SILVA, R de. F., SEABRA JUNIOR, L. & ARAUJO, P. F. Educação Física Adaptada no Brasil: da história à inclusão educacional. São Paulo: Phorte, 2008.
- SOBRIÑO, E. Ideologia e educação: reflexões teóricas e propostas metodológicas. São Paulo. Cortez: autores associados, 1986.

SÉRGIO HENRIQUE CARDOSO DA SILVA
Rua Dr. Bernardino, 116 - Casa 10 - Jacarepaguá
Rio de Janeiro/RJ
henriquecs.sergio@gmail.com

ADAPTED GAMES IN PHYSICAL EDUCATION: EXPERIENCES IN PUBLIC SCHOOL OF RIO DE JANEIRO'S PERIPHERY.

SUMMARY:

The present study has as objective, to investigate the pupils of average and basic education during the lessons of physical education. The applied content was adapted games, as a pedagogical alternative. The project was developed in the Public/State College Prof Murilo Braga, situated in the Baixada Fluminense, state of Rio de Janeiro during March and April of the school year of 2009. To the most common school sports developed in the school, there were added games adapted to disabled children such as soccer and races for blind people, athletics, table tennis and volleyball for wheelchairs users. Besides trying these types of sports, the pupils also felt the difficulty of the disabled ones and empathized with other people who live with these conditions. An applied, descriptive and explaining research was conducted. The sources of data had been collected from fieldwork and literature research. The collected data had been collected from quantitative research and literature review.

KEY WORDS: Adapted physical education – disability – methodology

LES JEUX ADAPTÉS EN ÉDUCATION PHYSIQUE ÉCOLAIRE: DES EXPERIENCES EN ENSEIMENT À RIO DE JANEIRO.

RESUME

La présente étude visait à étudier le comportement des élèves de l'enseignement primaire et secondaire durant les cours d'éducation physique. La mise en œuvre des jeux adaptés fut un choix pédagogique. Le projet s'est déroulé au Collège Public Professeur Murilo Braga, situé dans la Baixada Fluminense à Rio de Janeiro. Au cours du deuxième trimestre 2009, les sports scolaires les plus communément exercés ont été ajoutés à ceux qui étaient destinés aux handicapés, tels que le football, les courses pour aveugles, le lancement du disque, le tennis de table pour les personnes en fauteuil roulant ainsi que le volleyball pour les paraplégiques. Au-delà de l'expérience acquise par les élèves, ils ont pu comprendre les difficultés que pouvaient avoir les handicapés et ainsi, se sentirent plus solidaires des personnes vivant ce genre de situation. De cette façon, les élèves pouvaient mieux appréhender les problèmes de handicap et ainsi, pourraient contribuer à l'amélioration de la société.

LES MOTS-CLÉS: éducation physique adapté – déficience – méthodologie.

LOS JUEGOS ADAPTADOS A LA EDUCACIÓN FÍSICA DE LA ESCUELA: EXPERIENCIAS DE LA EDUCACIÓN EN RIO DE JANEIRO.

RESUMO:

El presente estudio tenía por objeto estudiar el comportamiento de los alumnos de la enseñanza primaria y

secundario durante los cursos d' educación física. La aplicación de los juegos adaptados fue una elección pedagógica. El proyecto se desarrolló al Escuela Pública Profesor Murilo Braga, situado en el Baixada Fluminense en Rio de Janeiro. Durante el segundo trimestre de 2009, los deportes escolares el lo más comúnmente posible ejercidos se añadieron a los que se destinaban a los minusválidos, como el fútbol, los cursos para ciegos, el lanzamiento del disco, el tenis de tabla para las personas en sillón circulando así como el balonvolea para las paraplégicas. Más allá de la experiencia adquirida por los alumnos, pudieron incluir las dificultades que podían tener los minusválidos y así, se sintieron más solidario de las personas que viven esta situación. De esta forma, los alumnos podían mejor comprender los problemas de desventaja y así, podrían contribuir a la mejora del sociedad.

PALABRAS LLAVES: educación física adaptada - deficiencia - metodología.

JOGOS ADAPTADOS NA EDUCAÇÃO FÍSICA: EXPERIÊNCIAS NA ESCOLA PÚBLICA DA PERIFERIA DO RIO DE JANEIRO.

RESUMO:

O presente estudo teve por objetivo investigar os alunos do ensino médio e fundamental durante as aulas de educação física, cujo conteúdo aplicado foi os jogos adaptados, como uma alternativa pedagógica. O projeto foi desenvolvido no Colégio Estadual Prof Murilo Braga, situado na Baixada Fluminense, Rio de Janeiro. Durante o segundo bimestre, do ano letivo de 2009. Aos esportes escolares, os mais comuns desenvolvidos na escola, foram adicionados os jogos adaptados para deficientes, como: futebol e corridas para cegos, lançamentos de disco, tênis de mesa para usuários de cadeiras de rodas e voleibol para paraplégicos. Além dos alunos experimentarem estes tipos de esportes, eles sentiram a dificuldade dos deficientes e se solidarizaram com outras pessoas que se encontraram nesta condição. Realizou-se uma pesquisa aplicada, descritiva e explicativa. As fontes de dados foram a partir da observação no campo e bibliográficas. Os dados coletados foram oriundos de uma pesquisa quantitativa e bibliográfica.

PALAVRA-CHAVE: educação física adaptada – deficiência - metodologia

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a1/191>