

82 - BREAKING THE SOCIAL EXCLUSION IN PHYSICAL EDUCATION THROUGH THE GAME: REPORT OF SUPERVISED

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INTRODUCTION

The school is a place where young people are learning to behave within a society, contributing in the process of evolution and renewal. Beyond this vision of social control, is also the school where young people are aware of our history and the environmental space which we live. Discover the wonders of science, will improve the language and writing, know and relate to other people, create your identity, your "I" thus building up each in his way beside your critical thinking and seeing the world.

In social life of the school, the youth will learn to plan, direct and evaluate their action. Throughout this process, he makes some mistakes, reflect on them and face the possibility of correcting them. Experienced happiness, sadness, anxiety and periods of calm. Will try to seek comfort in their peers. Not seeing so life in isolation (DAVIS; OLIVEIRA, 1994).

In this school we have physical education classes, where the body is seen fully becoming the focus of the class, forcing this body to interact with other bodies in an environment outside the linear pattern and a cast of classrooms, allowing motor actions as running, jumping, spinning, among other safely. By holding that freedom of expression and bodily interaction with others, we see the Physical Education classes as an important moment in the development of critical social values, including issues such as respect, cooperation, inclusion and citizenship.

Whereas students of Basic Education already has the capacity to act and think autonomously creates conditions to exercise their role as critical citizens and committed to our social reality, is expected to provide experience of this magnitude in physical education classes, thus favoring its formation (SCARPATO et al., 2007).

And it is also in physical education classes that are seeing tremendous social problem that has always existed and is still present which is social exclusion. Part of this problem may be a capitalist system that is constantly portrayed in athletic settings within the school, leading children to be dueled against each other in a dimension so extreme that anyone who is not strong and skillful enough is labeled a weak and humiliated by other students. Which can generate violent behavior is characterized as bullying. So, "falling to the ground" all the question of socialization that physical education can enhance the classroom as content.

From this perspective we use the Games to work teaching social issues in the sixth grade students attending public school in the city of Itajaí - SC. Our focus was to bring the theme Social Exclusion in games that favor the different pedagogical reflection on this theme. The social exclusion today is very active not only in sports as a whole in our society. Prejudice and discrimination living in our midst and bring home this negative heritage, or "innocently" contribute to social exclusion.

With the game we have the situation that the student is to perform his actions with meaning, what makes you develop your will and at the same time become aware of their choices and decisions. Therefore, the game presents itself as a key element to changing needs and awareness (SOARES et al., 1992, p.45).

RESEARCH METHODOLOGY

This study is a qualitative approach, where we recorded our previously planned actions through reports that analyzed relevant data brought us to build our analysis on the theme worked. In this analysis we could see the mistakes and successes, which served so that we could improve our actions, ie positive and negative aspects of the research, reflecting on the development of our educational practice.

Initially, we planned our whole intervention and build an educational plan to guide us throughout the process. From this teaching plan, build six lesson plans respecting the period of one hour. These plans were constantly modified based on our analysis, for a better use of time providing moments of reflection during class.

After applying all the classes we created a general review of our educational intervention based on our theme of "social exclusion". And finally we created our final considerations.

TARGET AUDIENCE

We operate in a public school of the municipality of Itajaí. We did our intervention during the morning. During this period, have four different class schedules, lasting one hour each. Among these four spaces of time, operate in the first time, going from seven hours and thirty minutes to eight o'clock in the morning, and the last in which begins at ten o'clock and forty-five minutes, ending an hour later. At this time our first room was the six hundred and one "601" and the last six hundred and two "602", both sixth grade of primary school. The age of students was between ten and thirteen years.

In relation to physical space, the school has a spacious, with classrooms that hold thirty students, library, cafeteria and canteen. In most area of the school is located in the space devoted to physical education classes. There has a concrete basketball court, a soccer field and other concrete sand, a volleyball court / tennis concrete. Around the courts have an athletics track, also has a playground for children, an outdoor patio surrounded the entire school and a covered patio in the center of the room, where a small stage.

They are offered for the practice of physical education the following materials: racquetball rackets, plinth, mats, rope, volleyball, basketball, football and rubber cones, table games, pads, stick, pin bowling, leg of nerve net, volleyball and tennis, and various wood materials without specific identification that can be used to do various activities.

METHODOLOGY USED

In both groups we serve, was taken into account the age range of students, such as pre-teens should be a matter of great attention in social relationships and acceptance, as they are entering adolescence and leaving childhood. Competitiveness is inherent in them, as it permeated much of his experiences so far. What legitimizes this provided them reflect on these themes, for purposes of change in their attitudes. So the basis of our practice was focused on the reflection of competitive and cooperative games.

In this understanding, Brotto (1995) suggests the use of cooperative games as a transformative force, offering an alternative cooperative games that are fun for everyone and everyone has a sense of victory, creating a high level of mutual

acceptance, while the games are competitive just for some fun, most have feelings of defeat and are excluded by lack of skills.

This situation of exclusion that occurs in competitive games demonstrates a capitalist vision and selective in a moment the child is not ready yet. What somehow going to create people with low self-esteem and insecure opposed to what really should be. Not that we should not work competitiveness, we must, but in a way that does not exclude students. It is worth mentioning that idea as an example: A game of two teams, such as "burning", involves the imaginary situation of a war where a team "kills" the other with shots of the ball. The imaginary "war" is being hidden by the rules, increasingly complex, to which players must pay the utmost attention. Therefore it is appropriate to promote discussion among students about the situations of violence that creates the game and the resulting rules for its control. Thus, students might realize, for example, that a game like the "burning" is discriminatory, since the weak are eliminated (fired) as quickly, losing the chance to play. That does not mean do not play "burned" but to change its rules to prevent competition on the *sobrepujança* playful (SOARES et al., 1992, p.45).

In all these aspects of student social life is getting stronger from the moment he will have to help and be helped by others in group work. Since our evaluation was based on observation, was cornered in a group of participants to prevail individualism, forcing to be a united group riding strategies to achieve a common goal. It offered to work on issues such times as prejudice, discrimination, segregation, xenophobia, among others related to social life and the exclusion itself (QUEIROZ, 1995).

With the competitive games we rescued and observe traces of social exclusion in practice, allowing students to reflect on, and suggest alternatives exclusion favoring the union of the class and the effective participation of all.

One strategy was the cooperative game, which was successfully applied in the classroom as a comprehensive solution, which generated reflections when classes end. Were also carried out several variations of games. Among these include: ball games such as "burning" and football games without the ball as "catch-up" relay and group dynamics. This diversity of strategies favored the dynamics of a class that has become interesting for the students, leading them to learn more significantly (LIBÁNEO, 1990).

As evaluative tools of classes, we use mostly observing, but also use a theoretical test.

RESULTS

In our practical interventions that stage, were perceived commonalities and highlights points. Addressing both these issues related to our theme of the stage (social exclusion) as pedagogical practices that apply to control practical situations of everyday school life.

A situation of teaching practice, which was associated with our theme and that was common in our activities, we had to make modifications in our activities, we manage to complete all items listed in our lesson plan within the time available. There were numerous obstacles that have happened to hamper the development and organization of activities we can mention as an example: the behavior of students who wanted to do other activities, modify the rules, paid no attention to the explanations and most importantly, some did not cooperate with others at all, showing much individualism, thus occurring exclusion for some.

Among these activities the main changes were the decrease in the area of the block and adding more balls. That these strategies are not appealing to everyone, especially for students who behaved well, but it favors the final reflection of our classes.

Purposely we let the students themselves who choose partners of their teams in the activities. In one of our first lessons in making these choices, it was remarkable in the face of the misery that some students were left out of the activity or who were the last to be chosen.

"Since we were born, it seems that we only offer one option. Compete, win or earn anyone anything. Ours is the world's first, the illusion of victory, where those who benefit from the smiles, the applause, the looks satisfied, approval of the faces, the screams of elation and praise is only one person" (DEUTSCH apud AMARAL, 2009, p.35).

Had a lesson that we work together with a group of 4th grade in a scavenger hunt, however the time for organizing the teams that was five minutes was extended to fifteen minutes, because the fear of getting involved with students of different ages and unknown.

In the final reflection of the lessons were seen many points of emphasis in favor. This happened after our explanation of the objectives of the lesson so understandable to students. Many students understand the importance of the issue spoke including examples of past situations, such as exclusion of other moments in and outside school. In one of these reflections one student mentioned that he knew no one place he could find no exclusion. And at that time other students were quiet, we assume that also served him that opinion. Another said he hated physical education, because it was always discriminated by not playing good football. "The fact is that some children do not like to participate in certain activities, especially those involving the competition by being the target of some criticism for the others" (DARIDO et al., 2001, p.20).

Others did not understand the importance of the issue, because they were more concerned with finding a winner in activities that were not winners, or the fact that only want to play football and compete. How to make a goal was more important than getting a critical learning.

A fact that was characterized as a point of emphasis was in a situation where we lost a little control over the classroom, where some students did not behave, we lose that time ten minutes for it to start the activity was a reflection. This happens sometimes seriously this time, but overall there were always times when we had to intervene with whistle or yelling to keep track of class. This is due partly age and partly by pre-conception that students have about the physical education classes. They believe it is a moment of pure fun without any commitment.

We created a theoretical evaluation on the topics of "social exclusion" and "cooperation" at the end of the fourth class. There were five open questions of conceptual understanding. We obtained many good responses from both groups.

The first question was about "what is social exclusion?" We got several responses that we have summarized that: There are people who are excluded or exclude, they are constantly discriminated against and suffer harassment. This answer was literally the "tip of the tongue" of them, because since the first class work upon this concept and help with practical examples for the appropriation of this was significant. We must recognize the action of teachers as someone who can show the student the need for certain concepts and their applicability to practical issues, its relationship with earlier concepts, so you can infer the self-regulated learning of the subject, making sense the contents and thus make a more conscious learning (MACHADO; HOHMANN, 2008, p.127).

The second question asked "At what point in our activities was perceived Exclusion?" They replied it was in the teams, the gender fights between boys and girls, did not participate in activities when there was physical contact at all times and some said it was necessary to exclude those who responded that they were students in general were very individualistic. Those who replied that it was in the teams, was due to our strategy in our classes that we created teams constantly and intentionally we left the choice of the cast were chosen for themselves. This generated when deleting the last to be chosen. We realized that these were treated as "remainder".

The third question that was "beyond school, say other places where you realize exclusion", we got the following responses: On the street, at home, in group work, in sports schools, on television and in the church. There were many respondents

citing the "Street" because the capitalist society we live in thrives on competition and it becomes very apparent to all, including our students in sixth grade. Another answer is that stood out enough in "House," which shows that the Brazilian family suffers today much to maintain and ends up living hostile moments that are perceived by students. Students those who are increasingly relate the concepts of school with everyday life, creating bridges between thought and reality. Coinciding with the terms of the collective authors: The second cycle runs from 4th to 6th grades. It is the cycle of initiation to the systematization of knowledge. In it the student will become aware of his mental activity, your chances of abstraction, are confronted with the reality data representations of their thinking about them. Begins to establish connections, complex relationships and dependencies, represented in concept and apparently real, ie the social appear. He gives a quantum leap when it begins to establish generalizations (SOARES et al. 1992, p.23).

The fourth question was about "What is Cooperation?" The response was less one that is helping others, cooperate. That was evident that they know the concept, but is different from knowing how, since in practice there was always cooperation. Motivated by the individual competitiveness they preferred not to cooperate, despite knowing the many benefits we have with cooperation. This shows itself in the next issue!

Our last question was "what benefits we have to cooperate?", In that many responses were obtained, they are: friendship, marriage, support, wins, comfort, love, respect, learning, lesson a good inclusion. These words that are gratifying for the teachers because proven that students know the many benefits of working in groups. Yet still it was evident that it is difficult to play a game without being competitive. Competition is inherent in everyone and is a means of survival in a capitalist society, but we can grow even more if we work together cooperatively. This teaches us to live in a society more peaceful, more equitable and inclusive. What to offer everyone a better future more optimistic.

In the fifth lesson we worked with four questions to be answered that we deliver as a group, they contained all inclusive situations, we got good feedback and point to highlight a student who put in the name of his group found a way to help a blind student in a classroom video. She said she would sit next to detail the scenes during the movie and the end would clear the doubts of those students. Such an attitude learned in university, so it was gratifying to hear from a student in sixth grade. Factors such legitimize the importance of working in social topics Physical Education classes.

A moment that has characterized as a point that was highlighted to us a great challenge that we have achieved, was the effective participation of all students in a dynamic that was all that while seated in the lap of one another in a big circle. A simple activity, but that brought us the certainty that any activity can be applied if we work together with them issues such as respect and collective cooperation.

FINAL CONSIDERATIONS

Social exclusion is very present in our capitalist society where the biggest and best triumph over others, that disadvantaged tend to succumb and become increasingly excluded. Our theme, "Social Exclusion" at this stage that at first we thought it would be complicated to work in Physical Education, showed us that we were wrong. It was simpler than we thought, because it is very present in the school.

In a physical education class to the exclusion even more acute, because they are usually favored the physically stronger, leaving less power prevailed discriminated and labeled with that for such a lesson is a tragic moment.

The stage served to show us that such issues can and should be used in classes, they promote teamwork, respect for differences, appreciation of each other and above all, everyone wins with a healthy and pleasurable activity.

It was evident in our classes that students have knowledge and live in exclusive situations. Many were already prepared for another physical education class in which only a few would stand out, but with hard work we all participate in an effective and reflective.

However realize that even with our help, some students tend to continue being very competitive and individualistic. Discussion, rule conflicts, attempts to gain illegal forms of victory, all that happened at various times. For another physical education class that would be a problem, however for our classes, when all this was going to argue for even longer served at the end of practice. This generated many reflective moments, which will be stored for many students and help in their training as critical and reflective citizen.

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BREAKING THE SOCIAL EXCLUSION IN PHYSICAL EDUCATION THROUGH THE GAME: REPORT OF SUPERVISED**ABSTRACT**

This article tells our supervised internship experience in the discipline of Physical Education. Our theme was social exclusion, which was shown and related to practical situations. We use as a competitive strategy games with its exclusive character and cooperative games as a comprehensive solution, to give a critical reflection of our students and similar practices before these and other situations in which social exclusion is present in our lives.

KEYWORDS: Physical Education, Social Exclusion, Games.

JEU**RAPPORT DE SURVEILLANCE: BRISER L'EXCLUSION SOCIALE DANS L'EDUCATION PHYSIQUE DANS LE****RÉSUMÉ**

Cet article raconte notre expérience de stage sous surveillance dans la discipline de l'éducation physique. Notre thème était l'exclusion sociale, qui a été montré et liées à des situations pratiques. Nous utilisons comme un jeux de stratégie en concurrence avec son caractère exclusif et les jeux coopératifs comme une solution globale, de donner une réflexion critique de nos élèves et les pratiques analogues avant ces situations et d'autres où l'exclusion sociale est présente dans nos vies.

MOTS-CLÉS: éducation physique, l'exclusion sociale, Jeux.

JUEGO**INFORME DE SUPERVISIÓN: ROMPER LA EXCLUSIÓN SOCIAL EN LA EDUCACIÓN FÍSICA A TRAVÉS DEL****RESUMEM**

Este artículo dice nuestra experiencia práctica supervisada en la disciplina de la Educación Física. Nuestro tema es la exclusión social, que se muestra y relacionados con situaciones prácticas. Utilizamos como los juegos de estrategia competitiva con su carácter exclusivo y juegos cooperativos como una solución integral, para dar una reflexión crítica de los estudiantes y las prácticas similares antes de estas y otras situaciones en las que la exclusión social está presente en nuestras vidas.

PALABRAS CLAVES: Educación Física, la exclusión social, Juegos.

ROMPENDO A EXCLUSÃO SOCIAL NA EDUCAÇÃO FÍSICA ATRAVÉS DO JOGO: RELATO DO ESTAGIO SUPERVISIONADO**RESUMO**

O presente artigo conta a nossa experiência na disciplina estagio supervisionado em Educação Física. Nossa temática foi a exclusão social, que foi mostrada e relacionada em situações práticas. Usamos como estratégia os jogos competitivos com seu caráter excludente e jogos cooperativos como uma solução inclusiva, a fim de propiciarmos uma reflexão crítica e análoga de nossos alunos perante essas práticas e demais situações em que a exclusão social se faz presente em nossas vidas.

PALAVRAS-CHAVES: Educação Física Escolar, Exclusão Social, Jogos.