

83 - A PEDAGOGICAL PLANNING PURPOSE FOR PHYSICAL EDUCATION AT SCHOOL.

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1. Introduction

Santa Monica High School (CSM) is an institution that attends north and west zone of the city of Rio de Janeiro, through four units of education, keeping regimes of day-school and half-boarding school, mixing frequency, and in two turns, offering education for the Infantile Education, Basic Education and Average Education Seriado with general formation. Since its foundation in 1937, it works, in the noble task of transforming lives, directed toward an education of quality and a significant learning. It has bigger intentions than only transferring concepts, is intended to construct knowledge through ethics, respect to the next one and the basic principles of education.

In the middle of 90's, the school suffered a reorganization where the General Coordination of Physical Education (P.E), obliged itself to establish a new general planning to be the orienting document of the process that would take place in the units. Understanding multiple inherent possibilities to this area of knowledge, the General Coordination of P.E was worried in centering its work in the inherent questions to corporal culture providing stimulation to the manifestations of the pupils, familiar, employee and guests.

With this, the objectives of the P.E in the CSM had started to have a character of cultural-sports-partner inclusion, cultural appropriation and to foment reflexive-critical capacities. The pupils had started to know and to live deeply different manifestations and expressions of the culture of the human movement through practical: **intentional** involving dynamic of multiple possibilities; **reflexive** in relation to conflicts and difficulties, **autonomous**, **healthful** and **ethically** guided.

2. Objectives of the Study

This study is interested on presenting to the scientific community the Cultural-Sports Project of Santa Mônica high-school in function of its notoriety and detached reached in the scene of Rio de Janeiro, therefore it develops, currently, differentiated practical in Rio's private education, being supported for the literature that approaches the subject. As unfolding, this research carries through a revision of the theoretical landmarks that involve the practical of physical activities and the sport in the pertaining of school environment and the institutions of education.

3. Methodology of the Study

The present study was developed according to a descriptive format. Cervo and Bervian (2002, p. 67) understand that "it is about a study of the description of the characteristics, existing properties or relations in the community, groups or searched reality".

In the first moment it was used a bibliographical revision concerning the historical conceptions of the P.E and its multiple methodological proposals. In a second moment it has been presented a pedagogical political project carried through by an education institution that adds its methodological proposals to the project pedagogical political of the school.

4. Theoretical foundations**4.1. Trends and Conceptions of Physical Education**

Recently, Oliveira (1997) carried through a survey concerning the conceptions and historical trends that had guided the pedagogical practice in Brazil, with intention to rescue the memory and to understand new emergent methodological proposals. The author detached the work of Libaneo (1983) that he organized education: in **traditional** period, characterized for the trends Liberal Conservative, Renewed Progressive and Renewed Not-Progressive; e **progressive** period, where the Progressive trends had appeared Libertarian, Progressive Liberator and Progressive of the Contents.

In the specific context of P.E, the author approached Ghiraldelli Jr (1989), that in its works registered five trends of the Brazilian P.E: P.E Hygienist (1930), the Military P.E (1930-1945), the P.E Pedagogicista (1945-1964), the Competicionist P.E (1964 in ahead) and the Popular P.E.

Nowadays, previously presented approaches still have influence on us. In studies more contemporaries that deal with the pedagogical practice of the professionals and, mainly, of its speeches are possible to verify the high-school P.E following a continuous repetitive sportive (Oliveira, 1992).

Perhaps to search and to evidence new pedagogical proposals are the great challenge of the new intellectuals and professors of P.E. To think high-school P.E as a public politics is a solution, at first, interesting, specially to verify that the LDB - Law 9,394/96 guarantees the P.E as a curricular component and the physical activity as right of all and as obligation of the state through **Art. 217 of Federal Constitution of 1998**. Today, in P.E several methodological proposals assume prominence: opened education, surpassing critical, constructivist, emancipative critic, among others. All of them allow us to detach positive aspects. However, the intention is to reflect on in which pedagogical politics these methodologies are inserted? In which school context?

4.2. The Physical Education and the Educational Context

In the search of understanding the P.E, we can understand it under different prisms: curricular component; profession characterized for pedagogical practice in the interior of the schools or outside of them or area where scientific studies are carried through (Darido, 2005 p.25). As this study intends to approach the high-school P.E we will fix on the second context (prism) focused.

The school in its social dimension reflects expectations and contradictions of a global world that explores the advances of technology and communications, and tries the disintegration and the conflicts between social groups. (Boaventura Souza Santos, 2001). Thus, the school, must rethink and review its educative practice, its pedagogical doing, through class actions that favor the reflection, the dialogue, the plurality of ideas, the shared and democratic decisions, the coexistence of values, making possible a critical making education, inventive citizens, finders, constituting them in citizens of transformation of

the society.

The use of the P.E as educational tool is only proven if considered all its extension of performance with both practical formal and not formal deeds of division the interior of the school. It does not match to want to make possible the autonomy and critical conscience of the pupils supply P.E as a curricular component only; this starts to be insufficient. It becomes necessary that this is legitimated and culturally incorporated to the pedagogical politics of the school. Thus, it passes to be an activity inside of the process of formation with real conditions of intervention and influence in the global formation of the pupils.

Ahead of the new dynamics of life in the great metropolises, the time of permanence of the pupils in the school increased. Thus, the families look in the school nucleus, for a space that offers activities that come to supply its yearnings for a complete education. The P.E fits to promote, through its movements, principles and values, to contribute for the totalitarian formation of integrant and operating beings in the society. From this, it can be possible: to fight problems as the precocious marginality; to prevent the involvement with drugs; to contribute for a more healthful lifestyle; to promote greater corporal conscience; beyond transmitting knowledge and sports experiences.

4.3. The Physical Education carried through in the Santa Monica High-school (CSM)

The CSM has as mission to provide to the pupils education of quality based on principles. For this, it looks to unite a solid traditional academic formation to the experience of activities parallel bars stimulants for the pupil and extensive to all family. In this philosophy to place the relation pupil-school-family in first plan, the CSM understands that these partnerships are of vital importance for the **bio-psycho-social** welfare of the pupil. The Cultural Sportive Project (PEC) of the CSM inside of a cultural and social conception establishes as objective:

To stimulate the interpersonal relation through the social conviviality before the people who surround him in its daily life;

To promote through sports actions reflections on the citizenship principles, ethical, moral and social values, contributing for the totalitarian formation of integrant and operating beings in the society.

To introduce and to integrate the pupils in the corporal culture of movement, being formed citizens who will go to usufruct, to share, to produce, to reproduce and to transform the manifestations that characterize this area, as: the Game, the Sport, dance, the Gymnastics and the Fight;

To offer to the pupil possibilities of absorbing innumerable motor stimulations so that it comes to acquire a corporal conscience in relation to its motor repertoire;

To create conditions to the pupil to perceive which sport he feels like practicing, with intention to create a habit of regular practice.

With intention to value the autonomy and ability of the professional, the education methodology to be used is under the responsibility of the teacher in function of: the dynamics of possibilities; conflicts; difficulties of teach-learning and social conviviality. All of factors emergent by elapsing of its lessons.

The evaluation process was subject of ample debate and was opted to focus this action in the cultural appropriation and the critical-reflexive capacity concerning the constituent beddings of the culture of the human movement. In accordance with the characteristics of the pupil, the group and the sector of the project, the technique of used evaluation was modified.

The PEC of the CSM was divided in three sectors with narrow relation between themselves however its total independent executions and dynamic are carried through with independence. The sectors had been identified as: **Curricular PE**, **Extraclasses** and **Performance Teams** and will be characterized below:

A. CURRICULAR EP (EXPERIENCE)

Characteristics: Disciplines of the curricular grating carried through in the schedule of lesson, extensive to all the pupils whom the infantile education takes care of, basic education and average education. It assumes participation accomplishes in all the events of the school (commemorative dates and parties, projects, festivals, competitions), its planning of course is carried through in agreement with the Pedagogical Project of the school. It can be considered as foundation of the planning, where the pupil lives deeply innumerable motor stimulations with the intention that he can acquire a corporal conscience. The interpersonal relations are stimulated through sports actions and reflections concerning principles as: totality, co-education, emancipation, participation, cooperation, citizenship among others ethical, moral and social values. In this space, the pupil receives the first contact and elementary slight knowledge on some sports modalities so that he can create the regular habit of this healthful practice, being able in accordance with its development to extend its steps in search of the school teams or clubs and selections. The intention is that the lessons in this sector of the PEC are pleasant, creating a positive image of the P.E and the sport. The operating professionals in this sector deliver its semester planning.

Plan of Action: Organization of contents in accordance with scientific references and educational segments.

Infantile education - Boarding of subjects as the corporal body and its parts, actions, sensorial experiences, space structuring, secular organization, rules of social conviviality, interaction with the environment. Four great units: Corporal project (Sensation, Movement and Laterality); Space (Corporal Project, Environment - Domain, Distance, Height); Time (Duration, Speed, Rhythm); Graph-motor activities (Tonus, Joint). Each unit is carried through in a bimonthly period. Aquatic experiences are carried through in all the bimonthly periods.

Basic education - Boarding organized in cycles:

First Cycle (1st to 5th year)

1st and 2nd years - basic Movements to exert control over the body; Combination of basic movements in time relations, space, laterality, balance and corporal project to identify to its limits and capacities;

3rd year - Combination of basic and daily pay-orting movements for identification of internal and external rhythms. Movements for the accomplishment of daily pay-orting games; Fancy and daily experiences of the pupil to improve his interaction with the environment; Cooperation and respect for the opinions of the colleagues for the accomplishment of the activities in group.

4th and 5th years - culturally produced formal and not formal Games by the community, familiar and the group; Daily pay-orting movements in games not-deeds of division considered for the professor or created by the pupils; Basic rules of games and activities in order to solve the emergent conflicts during the lessons; Corporal expression through music chosen by the professor or the group; Existing dance in the popular culture.

Second Cycle (6th and 7th years)

6th year - Accomplishment and elaboration of formal and not formal games; Analysis and comparison of rules proposals with the reality of the group; Search for solving social problems, conflicts and existing difficulties during the

organization and execution of the games; Stimulations for development of motor abilities. Daily pay-porting movements: to hurl, to dribble, to kick and to strike.

7th year - Experience the most popular collective sports modalities; In each bimonthly period a modality is boarded; Verbal presentation of work concerning each modality approaching main rules, description of the modality and news-reel. Basketball, Handball, Volleyball and Futsal.

Third Cycle (8th and 9th year) and Average education

Development of sports modalities in accordance with the choice of the pupils; Pupils of different groups and age participate at the same class; The modalities are chosen by the pupils for each space offered in the unit of the CSM; After that, in function of the chosen modalities, the pupils choose the lessons they want to attend to; To the end of the first semester, new choices are carried through.

B. EXTRACLASSES (SPORTS PRACTICES)

Characteristics: Affectionately called "familiar academy", therefore it attends to the pupils, families and community in general, it has installed optional character inside the school units, however, outside the curricular grating, where it offers diverse modalities in alternative schedules. The pupils registered at the school from the Infantile Education to 5^o year of Basic School receive the chance to gratuitously practice a sports modality. The annual planning of the activities of this sector is elaborated in agreement with the project of the school (festivals, examinations of band, baptisms, matches, colony of vacation). In the lessons it is looked to promote the integration, the leisure, the improvement in the quality of life, through balance between playful and the technician evaluated semester through a report of development. This sector is part of the mechanism of making the customer loyal being an important tool of collection. The operating professionals in this sector deliver its semester planning.

Offered modalities: Basketball; Handball; Swimming; Futsal; Rhythms; Jazz; Artistic gymnastics; Capoeira; Judô; Jiu-jitsu; Chess; Theater; Hydro-Gymnastics; Table Tennis.

C. PERFORMANCE TEAMS (TRAININGS)

Characteristics: Representation of the school in schools competitions. It involves pupils with sports aptitude through the participation accomplishes in the main competitions of Rio de Janeiro. The objective is the integral formation of the pupil. We do expect to form citizens, not only athletes. The teams appear as incentive and promotion of the school sport. In this sector the efficiency and discipline of the school is evaluated bimonthly. The lessons are characterized as sessions of trainings where the necessity of commitment of the pupil with the planning of the sector emerges, therefore the performance does not represent only headings or medals, but also a mechanism of establishment of partnerships between the institution and companies (spreading and propaganda) and of projection of the pupil, the professional, the project and the institution.

Modalities: Swimming; Water Polo; Track e Field; Handball; Basketball; Table Tennis; Futsal; Soccer ; Judô; Chess; Dance; Theater.

5. Conclusions and Confirmations

Ahead of the role of the school to form critical citizens for a society more worthy and joust, they do not fit more in the current context anymore, lessons of physical education and sports practice with ends in themselves. The practical one cannot have as essence one technique or a movement. The physical education as an area of knowledge of the necessary educational process needs to be inserted in the pedagogical politics of the education institution.

Processes of insertion and immersion have become necessary not only in the school calendar, but also, through practical not formal deeds of division and using the P.E as educational tool of learning, transmission, development and fomentation of values. The P.E must be legitimated and culturally incorporated to the day-to-day of the pupils, responsible and the community. Thus, it assumes real conditions of intervention and influence in the lives of these people.

In such a way, the CSM understanding its mission and inside of this noble task to transform lives looks for through a planned P.E, in accord with literature and science, with ethical and humanitarian character, in set with other areas of knowledge, receive anxious children and young ones eager for information and direct them into the university in the condition of transforming citizens in search of this society more joust. With the time, they finish returning as adult (responsible and community) in the search of better quality of life.

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A PEDAGOGICAL PLANNING PURPOSE FOR PHYSICAL EDUCATION AT SCHOOL

Goal: This study aims to present to the scientific community Santa Monica's High School cultural sporting project (PEC) in response to notoriety and prominence reached in Rio de Janeiro. **Foundation:** This planning was divided into three sectors with a close relation among them, but its performances and dynamics are accomplished in independent ways. To develop this research, the theoretical points which give support to the Physical Education practice at a school environment were reviewed. **Methodology:** The referred study was developed in conformity with a descriptive layout. **Conclusion:** According to Santa Monica High School, as far as the role of a school of producing thinking individuals is concerned, Physical Education as a part of Education itself must be inserted in the pedagogical policy of a teaching institution. This insertion process needs to show Physical Education as a tool for learning, transmission, development and furtherance of values. Consequently, it will be legitimated and culturally incorporated to students, parents and community's daily lives.

Key words: Physical Education at school -Pedagogical Planning -Learning.

UNE PROPOSITION DE PLANIFICATION PÉDAGOGIQUE POUR L'ÉDUCATION PHYSIQUE SCOLAIRE.

Objectifs: Cette étude s'intéresse pour présenter à communauté scientifique le "Project Sportif Culturel" (PEC) du "Colégio Santa Mônica" (CSM) en fonction de la notoriété et du relief atteint dans le scénario de Rio de Janeiro. **Fondement:** Cette planification s'été divisée dans trois secteurs avec étroite relation entre les mêmes, néanmoins avec exécutions et dynamiques réalisées de forme indépendantes. Comme dédoublement de cette recherche on a réalisée une révision des bornes théoriques que impliquent la pratique de l'Éducation Physique dans l'environnement scolaire. **Méthodologie:** Le présente étude a été développé en harmonie avec un format descriptif. **Conclusions:** Pour le CSM, devant la mission de l'école de former de citoyens critiques, l'Éducation Physique en tant que secteur de l'éducation a besoin d'être inséré dans la politique pédagogique de l'institution d'enseignement. Ce processus d'insertion a besoin de caractériser l'Éducation Physique comme une outil d'apprentissage, transmission, développement et stimulation de valeurs. Ainsi, celle-ci sera légitimée et culturellement incorporée au quotidien des élèves, de responsables et de la communauté.

Mots Clés: Éducation Physique Scolaire - Planification Pédagogique - Apprentissage.

UNA PROPUESTA DE PLANIFICACIÓN PEDAGÓGICA PARA LA EDUCACIÓN FÍSICA ESCOLAR.

Objetivos: Este estudio se interesa por presentar a la comunidad científica el Proyecto Deportivo Cultural del Colegio Santa Mônica (CSM) en función de la notoriedad y relieve logrado en el panorama de Río de Janeiro. **Fundamentación:** Esta planificación se dividió en tres sectores con estrecha relación entre los mismos, pero con ejecuciones y dinámicas realizadas de manera independiente. Como desdoblamiento de esta investigación se realizó un repaso en los marcos teóricos que abarcan la práctica de la educación física en el ambiente escolar. **Metodología:** dicho estudio se desarrolló en consonancia con un formato descriptivo. **Conclusiones:** Para el CSM, ante el papel de la escuela de formar ciudadanos críticos, la educación física en cuanto área de la educación necesita insertarse en la política pedagógica de la institución de enseñanza. Este proceso de inserción necesita caracterizar la educación física como herramienta de aprendizaje, transmisión, desarrollo y fomentación de valores. Así, ésta será legitimada y culturalmente insertada a lo diario de los alumnos, responsables y comunidad.

Palabras clave: educación física escolar planificación pedagógica aprendizaje.

UMA PROPOSTA DE PLANEJAMENTO PEDAGÓGICO PARA A EDUCAÇÃO FÍSICA ESCOLAR.

Objetivos: Este estudo se interessa por apresentar à comunidade científica o Projeto Esportivo Cultural (PEC) do Colégio Santa Mônica (CSM) em função da notoriedade e destaque alcançado no cenário do Rio de Janeiro. **Fundamentação:** Este planejamento foi dividido em três setores com estreita relação entre os mesmos, porém com execuções e dinâmicas realizadas de forma independentes. Como desdobramento desta pesquisa realizou-se uma revisão dos marcos teóricos que envolvem a prática da Educação Física no ambiente escolar. **Metodologia:** O presente estudo foi desenvolvido em consonância com um formato descritivo. **Conclusões:** Para o CSM, diante do papel da escola de formar de cidadãos críticos, a Educação Física enquanto área da educação precisa estar inserida na política pedagógica da instituição de ensino. Este processo de inserção precisa caracterizar a Educação Física como ferramenta de aprendizado, transmissão, desenvolvimento e fomentação de valores. Assim, esta será legitimada e culturalmente incorporada ao dia-a-dia dos alunos, responsáveis e comunidade.

Palavras Chaves: Educação Física Escolar Planejamento Pedagógico Aprendizagem.