

11 - ADVENTURE ACTIVITIES AS A CONTENT IN PHYSICAL EDUCATION: A NEW PROPOSAL TO SCHOOLS.

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INTRODUCTION

Physical school education, based on the body culture of movement, contributes with its different contents to the formation of critical citizens and who have the autonomy to fully experience new sports practices, expanding concepts, procedures and attitudes through the diversity that society presents (DARIDO & RANGEL, 2015). In this case, adventure activities may be more a possibility of teaching and learning that have a relationship with modernity and a new conception of human movement in connection with nature.

As an adventure sport, activities defined as activities that are part of a set of practices that interact with nature or not, however, encompass and use greater emotional control, seeking self-improvement, challenges, overcoming limits with body and mind, these are proposed by the chosen activity itself and by the equipment used by them, or even by the contact with the different places to be practiced (COSTA et. al., 2007).

It should also be noted that these adventure activities reach students more comprehensively, with greater possibilities of corporal practices, being more attractive and, being of a competitive nature or not, establish and influence in a greater motor and cognitive development, that emotional skills such as cooperation, human relations and sensitization and with nature, through the various existing practices.

METHODOLOGY

For the study, a bibliographic review was carried out by subject. Bibliographical projects published between 1997 and 2015 were consulted in the Library of the Academic Center of Vitória of the Federal University of Pernambuco (UFPE - CAV) and in the databases BIREME (LILACS) and SCIELO. descriptors by subject used for the research were: education; adventure activities; body culture of movement; school physical education.

THE SCHOOLS AND THE BODY CULTURE OF MOVEMENTS IN THE LESSONS OF PHYSICAL EDUCATION

Among the various changes that take place in today's society, these require a renewed, innovative and investigative educational system, with qualified people, with more knowledge, mastery of new technologies, autonomy and skills to solve issues that are present in everyday life (ENRICONE, 2001).

From this perspective, the school should enable an open, innovative and investigative organization, valuing creativity and discovery, making teaching and learning interactive. The teacher must be in line with this concept, providing the opportunity for both educators and students to learn and be able to problematize, coexist with uncertainties and differences of ideas, that is, together find and construct solutions for humanization, cooperation and personal autonomy.

The "National Curricular Parameters" (PCNs) play a fundamental role in the education and development of people and societies, expanding on the awakening of the new millennium notes on the need to build a school aimed at the formation of citizens, with the intention of expanding and to deepen an educational debate that involves schools, parents, governments and society and to give rise to a positive transformation in the Brazilian educational system (BRAZIL, 1998).

In this way, the work of the degree in Physical Education becomes paramount in that it allows its students an amplification of the vision on the body culture of movement, and, thus, it is possible the autonomy for the development of a practice personal capacity and the capacity to interfere in the community, or in the maintenance or construction of spaces for participation in cultural activities, such as games, sports, fights, gymnastics and dances, for leisure purposes, expression of feelings, affections and emotions or re-signifying these elements culture and to construct them collectively as a proposal for constant and responsible participation in society (BRASIL, 1998).

A NEW WAY TO AT SCHOOLS THROUGH ADVENTURE ACTIVITIES

To teach, one must master the knowledges to teach and whom to teach. Teachers must master these skills to teach in their native state at the highest level, integrating them with the latest acquisitions of knowledge, teaching, research and extension (PERRENOUD, 2001).

The true sense of education is through responsible human relationships and the feelings of security, emotional stability that will build pillars of the personality of the subject. It is necessary to focus on the need for teachers training with a spontaneous and humanistic sense, based on experiences and concrete individual, collective experiences, with objects and with oneself, which makes possible the analysis and self-knowledge of corporeality (Falkenbach, 1999).

In the face of this, adventure activities arise spontaneously in the 60's and, from the 70's, arise with new social values, bringing new techniques to the new sports practices within the contents of physical education. It should be noted that the word "adventure" has its origin in latin (adventura), which carries with it a meaning that breaks the routine of the day, provoking surprises and human actions that transform the impossible into the possible, that is, challenges are sought, pleasure, having a special and singular meaning (COSTA, 2000).

According to Pimentel & Saito (2010), adventure activities can be described as those that carry the risks (real or imagined), the uncertainties found in different environments, being an interpretive trail, a slope, a climbing, and finally, always associated with the sensation of pleasure, and this experimentation occurs in a direct way, distancing planned yields, as observed in traditional sports (MARINHO & BRUNHS, 2003).

Finally, it can be said that the adventure activities in relation to the student's body culture become fundamental for him to have contact with nature and its symbolism, experiencing activities that bring about recreational, stimulus, fun and autonomy. When planning the development of adventure activities in physical education classes, these not only should be based on didactic and pedagogical activities, containing in their context the theoretical and practical part. The experience in these activities provides practical practice, but also cultural, sports, psychomotor, social, environmental, strengthening leisure, but also nature

and the environment.

Therefore, the search for a new way to look at the physical education classes in the schools with the adventure activities should be passed through a playful context, this being a tool to help the diverse experiences, practices and challenging situations of the student, collaborating for the formation of this individual who will know how to cooperate, value nature, identify and recognize the physical and social sustainability of environments, and reflect education in a holistic way, recognized by PCNs (BRASIL, 2002).

ADVENTURE ACTIVITIES AT SCHOOL: SOME POSSIBILITIES

The possibility of experiences and situations of socialization that enjoy playful activities, without a utilitarian character are essential for health and contribute to collective well-being. Leisure and the availability of spaces for recreational and sports activities are basic necessities and, therefore, citizens' rights (BRASIL, 1997).

Some modalities can be presented as: skateboarding, slackline, le parkour and climbing sports. The skate is related to the means of locomotion linked to the games, jokes and is characterized by a kind of board fixed to four small wheels, similar to a rollerblades, but with its proportional size so that both feet are fixed on him and develop different maneuvers (UVINHA, 2001).

The slackline is similar to a "tightrope", a tape that attaches between two distal ends in the horizontal position and proposes to the practitioners to perform acrobatic movements, of balance and concentration on the same (CARDOZO & NETO, 2010)

Le Parkour is an activity that transposes an efficient obstacle course in a particular course predicted by the student, moving quickly, jumping efficiently and landing accurately to continue the course (PEREIRA, 2010).

Climbing sports consists of climbing rocky walls or mountains and artificial climbing walls created for this purpose. It is a challenge to climb a wall, using motor skills and natural supports (FARIA, 2006).

These adventure sports have different characteristics, diversity of information, both conceptual, procedural and attitudinal, developed through their theories, different practices and motor, corporal, tactile, kinesthetic, as well as moral and social adaptations important for life in society (DARIDO & RANGEL, 2015; BRASIL, 2002).

So, one can emphasize within the adventure activities their divisions according to the environment in which they are practiced. The activities cited above include environments over a stable environment and may still include the urban environment. That is, the school can contemplate these modalities and also, through school physical education, recommend those modalities that lead to the development of new motor patterns, in contact with nature, or simply in a school environment due to the practice performed with the intention to produce motor uncertainties and also the relationship with environmental education that induces the student the motor and cognitive awareness for the need of preservation and care with their quality of life.

In these modalities described above, the student performs maneuvers or passes through obstacles that involve skills without mistake, realizing a confrontation of the natural challenges, just as they present.

Marinho and Brunhs (2003), emphasize that activities surrounded by risks and dangers favor a "audacity" in which practice leads to the encounter with the body culture of movement.

FINAL CONSIDERATIONS

It is understood that the schools in which they can offer these activities are those that are located either in the rural or urban area of the cities; What matters is that these are planned, marked, elaborated and related to situations that are not common to students, from the movement to an environment of nature and experimentation by experiencing emotional, psychological, physical and even different cognitive situations which are experienced in the school environment as traditional activities, which may arise in the course of other proposals and that identify aspects differentiated from those usually performed.

These adventure activities also awaken and promote people to interact with each other, live with different groups, and can influence different situations and even ideas, concepts, values (FIGUEIREDO, 2014), and new social constructions, can occur through the knowledge of individuals and their experiences with the environment.

Thus, it can be understood that the fluidity of the knowledge of a community as Figueiredo (2014), tells us, it not only found within the school, but also blends with people's lives in moments of fun, affectivity, conflict, among others. The author also stresses that the educational and social dimension of the subjects is confused throughout the history of humanity, and that these are cultural goods that are being built in each individual, in contact with experiences that give him identity characteristics.

The adventure activities, when developed in the school or by the school, are of fundamental importance for the psychomotor, affective, emotional and social development of each practitioner. In addition, it can be said that these activities provide discussion, debate, exchange of ideas and positively influence the development, growth and behavior of the students who experience these experiences.

Therefore, adventure activities as content of school physical education classes appear as possibilities for new modalities, techniques, experiences, behaviors, based on a teaching and learning perspective, facilitating their access and interaction with different manifestations and contexts that they can give students who practice it.

CONCLUSION

It is concluded that the insertion of adventure activities in school is justified by its modalities and its guiding axis of teachers' practices in schools, PCNs, which favor and point to the need to enrich and expand the experiences provided by the various contents of the body culture of movement, contemplated in this document.

The different modalities that make up the adventure activities consider the body culture and the affective, cognitive, psychomotor and socio-cultural dimensions of the students, besides providing leisure, tourism, joy and satisfaction to try something different, innovative and with characteristics of self overcoming, self control and autonomy.

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ABSTRACT

Aims: School physical education, based on the body culture of movement, contributes with its different contents for the formation of critical citizens and adventure activities, can be more a possibility of teaching and learning that have a relation with modernity and a new conception of human movement. **Methodology:** Bibliographic review by subject. They were used as references, projects and periodicals published between the years of 1997 to 2015. **Objectives:** Discussing the possibility of using adventure activities as content in school physical education classes, bringing the proposal for the formation of the subject and the culture body of movement, autonomy and citizenship. **Conclusion:** The inclusion of adventure activities in school is justified by its modalities and its guiding axis is the practices of teachers in schools; The National Curricular Parameters favor and point to the need to enrich and broaden the experiences provided by the various contents of the body culture of movement that bring with it affective, cognitive, psychomotor and socio-cultural dimensions to the students, besides providing leisure, tourism, the joy and satisfaction of experiencing something different, innovative and with characteristics of self-improvement, self-control and well-being experienced in nature.

Keywords: education; adventure activities; body culture of movement; school physical education.

SOMMAIRE

Introduction: L'éducation physique, de la culture du mouvement du corps, contribue à leur contenu différent pour la formation des citoyens critiques et les activités d'aventure peut être une possibilité d'enseignement et d'apprentissage qui ont une relation avec la modernité et nouvelle conception du mouvement humain. **Méthodologie:** Revue de la littérature par sujet. Ils ont été utilisés comme références, livres et périodiques publiés entre les années 1997 à 2015. **Objectif:** discuter de la possibilité d'utiliser les activités d'aventure comme sujet dans les cours d'éducation physique de l'école qui porte la proposition de la formation du sujet et de sa culture le mouvement du corps, l'autonomie et la nationalité. **Conclusion:** L'insertion d'activités d'aventure à l'école se justifie par ses formes et avoir comme pratiques directeurs des enseignants dans les écoles; Les lignes directrices du programme national favorisent et font ressortir la nécessité d'enrichir et d'élargir les expériences fournies par les différents contenus du mouvement de la culture du corps qui apportent avec eux, les dimensions affectives, cognitives, psychomotrices et étudiants socio-culturels, ainsi que de fournir les loisirs, le tourisme, la joie et la satisfaction d'essayer quelque chose de différent, des fonctionnalités innovantes et l'amélioration de soi, la maîtrise de soi et le bien-être expérimenté dans la nature.

Mots-clés: éducation; activités d'aventure; culture corporelle du mouvement; l'éducation physique à l'école.

RESUMEN

Introducción: La educación física escolar, a partir de la cultura corporal de movimiento, contribuye con sus diferentes contenidos para la formación de ciudadanos críticos y las actividades de aventura, pueden ser más una posibilidad de enseñanza y aprendizaje que poseen una relación con la modernidad y una nueva concepción del movimiento humano. **Metodología:** Revisión bibliográfica por asunto. Se utilizaron como referencias, obras y periódicos publicados entre los años 1997 a 2015. **Objetivo:** Discutir la posibilidad de utilización de las actividades de aventura como contenido en las clases de educación física escolar trayendo la propuesta para la formación del sujeto y de su cultura el cuerpo de movimiento, la autonomía y la ciudadanía. **Conclusión:** La inserción de las actividades de aventura en la escuela se justifica por medio de sus modalidades y por tener como eje orientador las prácticas de los docentes en las escuelas; Los Parámetros Curriculares Nacionales favorecen y apuntan a la necesidad de enriquecer y ampliar las vivencias proporcionadas por los diversos contenidos de la cultura corporal de movimiento que traen consigo, dimensiones afectivas, cognitivas, psicomotoras y socioculturales a los alumnos, además de proporcionar el ocio, el turismo, la alegría y la satisfacción de experimentar algo diferente, innovador y con características de auto superación, auto control y bienestar vivenciados en la naturaleza.

Palabras clave: educación; actividades de aventura; cultura corporal de movimiento; educación física escolar.

RESUMO

Introdução: A educação física escolar, a partir da cultura corporal de movimento, contribui com seus diferentes conteúdos para a formação de cidadãos críticos e as atividades de aventura, podem ser mais uma possibilidade de ensino e aprendizagem que possuem uma relação com a modernidade e uma nova concepção do movimento humano. **Metodologia:** Revisão bibliográfica por assunto. Foram utilizadas como referências, obras e periódicos publicados dentre os anos de 1997 a 2015. **Objetivo:** Discutir a possibilidade de utilização das atividades de aventura como conteúdo nas aulas de educação física escolar trazendo-se a proposta para a formação do sujeito e da sua cultura corporal de movimento, autonomia e cidadania. **Conclusão:** A inserção das atividades de aventura na escola se justifica por meio de suas modalidades e por ter como eixo norteador as práticas dos docentes nas escolas; Os Parâmetros Curriculares Nacionais favorecem e apontam para a necessidade de enriquecer e ampliar as vivências proporcionadas pelos diversos conteúdos da cultura corporal de movimento que, trazem consigo, dimensões afetivas, cognitivas, psicomotoras e socioculturais aos alunos, além de proporcionar o lazer, o turismo, a alegria e a satisfação de experimentar algo diferente, inovador e com características de auto superação, auto controle e bem estar vivenciados na natureza.

Palavras-chaves: educação; atividades de aventura; cultura corporal de movimento; educação física escolar.