

63 - EMÍLIAS PROJECT: THE POSSIBILITIES OF INTERDISCIPLINARY WORK IN PHYSICAL EDUCATION

CRISTINA DE JESUS MONTEIRO
 PROF. DE EDUCAÇÃO FÍSICA
 SME Prefeitura de Monteiro Lobato

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INTRODUCTION

This article intends to share the actions carried out with the Emília Project, developed with the purpose of enabling children to recreate the stories of the Yellow Woodpecker Site through theater and dance, involving literature and local history.

In 2006, when joining the municipal network of Monteiro Lobato, Professor Cristina de Jesus Monteiro, Physical Education, realized that the children showed little knowledge about the characters of Lobato, which caused strangeness by the fact that Monteiro Lobato is the patron of the city .

It is worth mentioning that Emília, the talking doll, is the most beloved character of the author José Bento Monteiro Lobato and, undoubtedly, the most controversial as well. Created in 1920 in the first version of the book "The girl with the snub nose", the doll is born mute and follows the protagonist in his adventures for the kingdom of the Clear Waters. It was done affectionately by Aunt Nastácia, with little eyes of retrós, pieces sewn and stuffed with macela. A certain Doctor Caramujo gave him a talking pill, and from then on, the doll never gave up. His speech is critical, intelligent and bold. A child with will and own thoughts supported by many arguments. Some scholars of the children's works of lobato, affirm that the creature is nothing more than the voice of the own servants, thus disguised, in a doll that lives round of children who live in a place with the loving grandmother Dona Benta and other beings that enchant to all that enter the wonderful stories of the city.

In the midst of all this knowledge, how could the children living in the municipality whose name pay homage to this emblematic writer go through the schools and not go deep into this universe? Always questioned about the Yellow Woodpecker Site or its author, the children showed superficial knowledge and little interest in deepening them. This is how the teacher found in this precariousness of information a point to develop this project that today is part of the municipal patrimony: the Emília Project.

This project has the following specific objectives:

To value the relation of the children's stories of Monteiro Lobato with the name of the municipality, homage to this illustrious Brazilian writer

To enable children to recreate the stories of the Yellow-billed Woodpecker through theater and dance

Articulation of plastic, audiovisual, musical (using rhythmic gymnastics) and linguistic (text) aspects in a specific aesthetic coordinating sensory-motor, symbolic, affective and cognitive dimensions of the student.

To develop artistic expression capacities that allow the student to act actively in their social space, expressing opinions, criticizing and suggesting ideas, thoughts and desires.

Motor coordination, balance, laterality, rhythm, language and corporal expression

Rescue of the political history of the municipality, its emancipation and homage to the writer

To promote the involvement of families and the school community in presentations and their preparation

For the realization of this project there was mobilization of other teachers, namely those in the regular classroom from 1st to 5th years, encouraging the reading of Lobato's works, researching local history and composing, together with the Physical Education teacher, the plots that gave the this project the possibility of success that has become.

METHODOLOGY

The research conducted by teachers of Basic Education is still far from becoming a consistent teaching practice, even considering that this possibility "is something that has been provoking significant debate in the university environment, even more than in the context of this teacher's performance." LÜDKE, CRUZ, BOING, 2009, p 456). The Basic Education teacher who is willing to research usually part of the real needs of the classroom context and / or difficulties encountered in the teaching and learning process, without a clear specification of procedures, following a methodology that in many aspects coincide with the techniques and procedures adopted by academic researchers: identify the problem, raise hypotheses, seek theories and information about the subject, perform experiments, interviews or fieldwork to validate or reject their first ideas about the subject being researched. Up to this point, the surveys coincide, however, the disclosure is perhaps the Achilles heel. The publication of works by teachers of basic education are still rare, with the most rigorous scientific work prevailing.

Still on the teacher - researcher in Basic Education, it is worth mentioning that this transforms his practice consciously, considering his teaching work as a process of constant teaching and learning. It is perceptible a departure from this concept of teacher-researcher in Basic Education of the academic environment, of the Universities. Zeichner and Nofke (2001) discuss this topic by discussing a number of positive aspects, especially from the concepts of reflexivity in the teacher's work, but they do not fail to point out factors that hinder the development of this practice, despite the recognition of its importance. Among these factors, the authors highlight:

the lack of adequate preparation of the teachers for the good performance in research, which competes so that their results are considered less rigorous than those obtained by the academic research; the questionable value of this type of research, made by the teacher, by the difficulty of generalization from the analysis of restricted situations; and the lack of time available for the teacher to engage in this practice. In spite of these negative factors, the authors insist on the importance and irreversibility of this new type of research, the one practiced by the teacher, bringing in his support the contributions of several authors known for their positions in their favor, such as Lather (1993, 1986) , Roman (1989) and Stevenson (1996), among others

Thus, like many researches carried out in Basic Education, this article demonstrates the possibility of doing so through partnerships and in an interdisciplinary way. It is worth mentioning that, although there is bibliographical research and action research, we do not intend to indicate a specific research methodology, by the very action-reflection-action bias (SHÖN, 1992) and extremely pedagogical that this work provokes. This situation is in accordance with Schön's (1992, 2000) propositions, based on the ideas of "knowing in action", "reflection in action" and "reflection on reflection in action". Pimenta (2002) points out that such situations open perspectives for the valorization of research in the action of professionals, laying the foundations for

what was conventionally termed the research professor of his practice.

It is important to point out that this work was carried out in the municipality of Monteiro Lobato / SP, which has a population of about 4 thousand inhabitants, whose municipal schools receive 60% of students living in rural areas with low income. This project involved 40 to 60 children each year, mobilizing their families and the entire school community. In order to demonstrate how the project was implemented in the municipal network of Monteiro Lobato, it was tried to highlight some steps, mainly at the beginning of the project:

1. Talk with students about the Lobatean works and their characters
2. To know the works of Lobato in the Portuguese Language classes, through situations of reading by chapters and collaborative reading (BRAKLING, 2012) - students of the 1st and 2nd year as listeners and 3rd to 5th with reading by the student.
3. Search the history of the municipality, to understand and justify the homage to the author Monteiro Lobato - in the classroom, 4th and 5th grade students
4. Interview the journalist and historian of the municipality, André Barreto, using procedures of a journalist (to elaborate good questions, listen attentively, to record / record the lines and record, to transcribe, to be clean)
5. Composing with the children and with the help of the teacher of the municipal network and writer Adriana Pinto Soares, the first play, which later would compose the booklet: Life of Emilia by the ways of Lobato.
6. Essays with the children who participate in the theater and the dances in the classes of Physical Education, always with the purpose of divulging the work of the author with the children's public, seeking to reach also their relatives
7. Inaugural presentation of Emilia at the 1st Festival of Children's Literature by Monteiro Lobato
8. Over the ensuing years, the project was gaining theatrical form and other adaptations were made.

Although there is no specific methodology, the project has been reforming over the years, presenting positive and relevant results for children and the whole community, as can be seen below.

RESULTS AND REFLECTIONS

Presenting the results of an interdisciplinary work carried out in Physical Education classes seems to be possible only through photos and the presentations themselves. So, following a series of photos to demonstrate the evolution of the project.

Participation of the children in the groups of Rhythmic Gymnastics: children with low socioeconomic conditions that participated in this embryonic project, only with dances, always in the classes of Physical Education:

Although pronounced like GR, such work developed besides motor skills: the children began to appreciate classical music and dances like ballet, jazz and contemporary.

The first participation of the Emilians in the First Literary Children's Festival: the first theatrical musical, in which the children read Lobato books in the classroom, participated in lectures, participated in lectures on the life and work of Monteiro Lobato

Literary Festival: a showcase for the Emilia Project: Since 2010 the Festival of Children's Literature has been held in Monteiro Lobato, in honor of the writer and patron of the city. And since the first event the Emilies have been the main attraction of opening. From these presentations, the Emilies have already been invited to present themselves in other cities São José dos Campos, Laranjal Paulista, as well as in events such as Revelando São Paulo and others.

Together with other teachers of the network, one of the stories that became the history of the Lobato Emilia was created, incorporating all the faces of Emilia: Emilia Original (in black and white illustrated by Lobato himself), Emilia Colorida, Emilia Global, Emilia de Pau (to work with Pinóquio, doing justice to Carlos Collodi, who as well as Lobato creates a wooden doll with human behavior) and, after the publication of this booklet, Emilia de Retalhos still appears, which honors in 2018 the writer Cora Coralina.



BOOK LAUNCHED AT THE LITERATURE FESTIVAL OF 2015



FIRST CLASH OF EMILIES LITERATURE FESTIVAL 2010



ELEMENTS OF RHYTHMIC GYMNASTICS



PRESENTATION INVOLVING THE MONTEIRO THEME TO ITALY - HISTORICAL RESCUE



EMILIAS OF WOOD - CONTEXTUALIZING WITH PINOCHIO THE BONECO OF WOOD



SHEET EMILIES - CONTEXTUALIZING WITH CORA CORALINA



EMILIES OF THE FUTURE - CONCERNS WITH ENVIRONMENTAL PRESERVATION



EVERY YEAR A NEW EMILE APPEARS

Thus, every year a new face of the curious, sincere and avid doll appears, always starting from a theme to be studied and contextualized. These themes always embody historical, geographical, literary, and cultural aspects that allow children to research, read and learn about other ways of life, contextualizing with the local culture. This is a project that seeks, through interdisciplinarity, to contribute to the integral development of children

FINAL CONSIDERATIONS

With the idea of awakening in children a taste for Lobato's children's literature and valuing local history, this project has developed much more than reading skills. Children and their families felt they belonged to a group that values them, regardless of their social class, ethnicity or biotype. Throughout these years, this project also allowed children with disabilities (physical, Down syndrome, autistic, among others) to be promoted, promoting the development of autonomy, contributing to the elevation of self-esteem and self-improvement.

Most interdisciplinary projects within Basic Education usually emerge in the Portuguese Language or Mathematics disciplines and involve two or more disciplines related to their area (Human or Exact). Projects that have their origin in Physical Education generally involve Mathematics (weight calculations, measure, distance) or Sciences (food, hygiene, health, sexuality, etc.). The differential of this project is that Emília was able to unite disciplines of different areas: Portuguese Language (orality, literature, textual production, reading by chapters, dramatic reading, among others); Science (body care, healthy eating); History (history of the municipality, life and work of the writer, historical contextualization); Arts (paintings, dances, music, costumes); Mathematics (spatial organization, confection of objects for presentations that involved measurements and symmetry).

In this project everyone is invited to move and accept challenges: reading, knowing, dancing, moving, enjoying, listening ... and participating in an activity that, for children, is a great joke that involves dance and staging.

The community embraced the project, which became the postcard of the municipality.

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ABSTRACT

This article intends to share the actions carried out with the Emília Project, developed with the purpose of enabling children to recreate the stories of the Yellow Woodpecker Site through theater and dance, involving literature and local history. This project has been developed every year since 2006 at the Micheletto Municipal School, in the municipality of Monteiro Lobato, by the Physical Education teacher Cristina de Jesus Monteiro, who idealized and promoted the actions. The initiative of this project stems from a need pointed out by the teacher: the Lobato children did not know or knew in depth the children's stories of Monteiro Lobato. The project counts on a partnership between the Municipal Education Secretariat and the Municipal Culture Secretariat for the presentations it makes inside and outside the municipality. As a result, we can observe the valuation of children's works in Lobato, the development of reading strategies for children still in the process of literacy and the effective participation of children and their families, valuing the play and social aspect.

KEYWORD: interdisciplinary project; sociocultural project; Emílias project

RESUMO

Cliquez ici pour afficher toutes les informations sur ce projet dans les projets, les objectifs, les objectifs, les objectifs, les possibilités, les objectifs, de créer une reconstruction de l'histoire du siècle, de visiter le site Web de Pica-pau Amarelo et de l'envoyer à travers le site internet. Nous vous proposons un projet complet, datant de 2006, appartenant au Parlement européen, qui n'est pas muni de munitions, mais qui est également enseigné dans l'Éducation religieuse, qui est une réalité. Une introduction du projet décoratif de nécessité pour apocalypse professé: en tant que critiques ou en raison de la profusion en tant qu'histoires infantiles de Monteiro Lobato. Projet de communication avec le secrétaire d'État à l'éducation municipale et au secrétaire d'État de culture pour les associations représentant la communauté de travail. Résultat, vérifiez et obtenez des informations sur les obligations, ou la réduction de la productivité, des stratégies de réduction de la perte de ressources et des processus de réforme et de participation à la vie privée et sociale, ainsi que la sécurité et la protection de la vie privée.

MOT-CLÉ: projet interdisciplinaire; projet socioculturel; projet Emílias

RESUMEN

O presente artículo se compartirá como las actividades realizadas con el Proyecto Emílias, las actividades con el objetivo de posibilitar las actividades y la reconstrucción de la historia de las historias del Estado y de los niños y las mujeres. Esse projeto é desenvolvido todos los años, desde 2006, en la Escola Municipal de Micheletto, en el municipio de Monteiro Lobato, la profesora de Educación Física Cristina de Jesus Monteiro, que idealizou e promove as ações. Una iniciativa de diseño decorativo de la mano de la mano es la profesora: como las criaturas lobatenses y la confianza con las personas en la historia de los infantes de Monteiro Lobato. O Projeto conta com parceria de Secretaria de Educação Municipal y Secretaria de Municipal de Cultura para las actividades que se realizan dentro y para el municipio. Como resultado, se observa una valoración de las obras infantiles de Lobato, o el desarrollo de estrategias estratégicas de la lectura de las palabras en el proceso de la alfabetización y la participación efectiva de las personas y los familiares, valorizando el aspecto social y social.

PALABRA CLAVE: proyecto interdisciplinario; proyecto sociocultural; Proyecto Emília

RESUMO

O presente artigo pretende compartilhar as ações realizadas com o Projeto Emílias, desenvolvidas com o objetivo de possibilitar às crianças a reconstrução lúdica das histórias do Sítio do Pica-pau Amarelo por meio do teatro e da dança, envolvendo literatura e história local. Esse projeto é desenvolvido todos os anos, desde 2006, na Escola Municipal Micheletto, no município de Monteiro Lobato, pela professora de Educação Física Cristina de Jesus Monteiro, que idealizou e promove as

ações. A iniciativa desse projeto decorre de uma necessidade apontada pela professora: as crianças lobatenses desconheciam ou conheciam com pouca profundidade as histórias infantis de Monteiro Lobato. O Projeto conta com parceria da Secretaria de Educação Municipal e da Secretaria de Municipal de Cultura para as apresentações que realiza dentro e fora do município. Como resultado, observa-se a valorização das obras infantis de Lobato, o desenvolvimento de estratégias de leitura pelas crianças ainda em processo de alfabetização e a participação efetiva das crianças e seus familiares, valorizando o aspecto lúdico e social.

PALAVRA-CHAVE: projeto interdisciplinar; projeto sociocultural; Projeto Emílias