

84 - PILLARS OF EDUCATION: A WAY TO PREVENT BULLYING IN PHYSICAL EDUCATION'S CLASSES

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PRESENTATION

The Pillars of education have been proposed by UNESCO, organized by JACQUES DELORS (1996). They had as main objective to affirm the belief in education and are based on the education of children and adolescents. The report was constructed from the perspective of human development, which is understood in a conceptual expansion, which includes the production and distribution of goods and services focused on the use of human potential.

The four Pillars of education proposed by the report are: "learning to know, that is acquiring the tools of understanding, learning to do, in order to act on their environment, learning to live together, to participate and cooperate with others in all human activities, and finally learning to be, the essential way that integrates the first three Pillars" (DELORS, 2001, p. 90).

Each pillar with its specificity has an intrinsic relationship to the formation of the human person. Each pillar portrays, in its characterization, means and possibilities are at the same time dependent and interdependent.

In this context the provision of opportunities is linked to educability and the belief that human potential must be developed, regardless of physical, social, emotional, cognitive and productive differences.

In spite of the essential elements of education, the crisis that affects society makes the roles to be reversed and values to become relative. In this context, urban violence goes beyond school walls. The direct and indiscriminate coexistence of children and adolescents with physical and moral violence, manifested in schools, is known worldwide under the name of Bullying.

Bullying is characterized by harassment, intimidation, violent attitudes and gestures, and especially the process of convincing, i.e., the victim comes to believe that he or she is really guilty and carries all the characteristics attributed to him or her.

According to authors such as COUTO et al (2008) and FANTE (2005), Bullying can be defined as a set of aggressive attitudes, a behavior that occurs without apparent motivation, adopted by one or more students against another, causing pain, distress and suffering. Bullying is revealed by a repetitive behavior that causes low self-esteem and insecurity to the student who has been intimidated.

Psychological consequences for the victims may be linked to depression and in extreme cases suicide. It can be classified as direct – nicknames, physical aggression, threats, theft, or verbal expressions and gestures that bother the victims –, or indirect – indifference, isolation, defamation, refusing to socialize with the victim, bullying other person who wish to socialize with the victim, criticizing the victim's dressing manner and any other social significant student identification – including ethnicity, religion and disability.

The phenomenon occurs in various environments: schools, condominiums, clubs, gyms and virtual environments. It involves play roles described as follows: Victim / Target, people suffering aggression; Witnesses / Bystanders, who witness the abuse, but are afraid to interfere; and Author / Aggressor, who is directly responsible for the humiliation and assault. There are also Victim / Aggressors, who will suffer or practice bullying in different environments.

Victims and witnesses sometimes have problems telling educators about what is happening, since many do not care about what the students say, regarding the attitudes of authors as child's play. This is one of the main reasons that lead to impunity for the perpetrators of Bullying. They can act without any worry about the possibility of being punished for their actions.

This process has in physical education classes an important ally, since PE contents are associated to important human education characteristics, such as values promotion and social development, productive, cognitive and personal skills. The PE intersection of culture and movement, allow the students, by body experience, to know and recognize themselves as a human person. As said PATRICIO (1997), the human person is a cultural relation between autonomy and participation. It is the recognition of the self, the "we", and the interface between the self and the "we", for this reason, it is an individual and collective consciousness.

So, nothing is better than combining the body experiences and the Pillars of Education in preventing a phenomenon that has strained the infrastructure of education institutions. This strategic alliance is important to PE because the Pillars of Education encompass the fullness of the human person, concerning personal, cognitive, social and productive aspects. On the other hand, it is fundamental at this contemporary history moment when projects of life are no longer made and human values is no longer important to students, especially the value of being alive.

To the Physical Education professional, a productivity warning should be express, concerning paradigm shifts and the Physical Education content potential for human development: they should make great athletes and great people, but it is essential to all of them to recognize his own extra "twist", as they will be ethical and autonomous human beings.

Given the presented context, this study's purpose was to make a general diagnosis of Bullying in Physical Education classes to understand the relation between the contents of Physical Education and the Pillars of Education. Specific objectives: to understand the role of Physical Education professionals in this phenomenon, and, therefore, to propose a protocol of action to establish measures to prevent Bullying at school environment.

METHODOLOGY**CHARACTERIZATION STUDY**

The research's participants were graduate Physical Education teachers, who are employed by the city of Belo Horizonte to teach at Pampulha city region. They teach six to fifteen years old children.

The project was approved by UFMG Ethical Board.

A time and a place for the interviews were previously scheduled with each teacher. All of them received clarification about the research objectives and the participants doubts were answered before they sign the Ethical Approval Term.

The interviews were recorded and later transcribed.

MATERIALS AND METHODS

Data collection was conducted through semi-structured interview (QUIVY AND CAMPENHOUDT, 1998), which was composed by a guide with three open questions.

To analyze the interviews with greater reliability, we choose to use the technique of content analysis, as this technique is

more suitable to be used in the analytical procedure of interviews. It allows to overcoming the subjectivity of interpretation to some extent. The categories and the recording units were defined a priori.

INTERPRETATION

All respondents said they knew what Bullying was. Seven teachers said that there is Bullying in their classrooms every day and two teachers reported weekly or monthly Bullying episodes. They said it was difficult to quantify the occurrences:

"This frequency is not quantified exactly. It is the result of personal observation and analysis."
(Int. – 07 issue – 01 a)

All teachers reported Verbal Bullying; four teachers observed Physical Bullying and five teachers Exclusion. When asked if they could identify predetermined characteristics of the authors, the results were: "extrovert" to three teachers; "ironic" to seven teachers; "shy" to two teachers and "others characteristics" were mentioned by three teachers.

"They are generally outgoing guys and instigators, who use force to be accepted in the group. And when they are not accepted, they use physical force as well." (Ent. 02 - question 01 - c).

The psychic structure of the students is also quoted and appears to be of great importance. They care about the students who have some emotional imbalance factor:

"Mismatch psychic. I observe a significant social maladjustment, a lack of perspective and disharmony in the student's family." (Ent.04 - question 01-c)

Conditions as, insecurity, the need to belong to the school group and the necessity to proclaim oneself as a leader, are also associated to Bullying and school environment.

"The bully is normally a student who wants to establish himself or herself as a leader or he or she is part of a group." (Ent.05 - question 01-c). "Teasers: students who normally create situations of verbal abuse or exclusion by acts or speech that cause laughter and tend to appear as 'jokes'.

Bastards: students who create situations of verbal or physical abuse or exclusion in a "veiled" way and / or with small gestures that can sometimes be confused with accidental situations or also with jokes." (Int. 07-question 01-c)

Students who already have a history of behavior problems in schools also stand out as authors.

"They are usually students with behavior and discipline problems and like to draw the attention of colleagues through mischievous tricks." (Ent.09 - question 01-c).

When asked about the features found in victims, three teachers reported "outgoing"; four teachers "mocking"; four teachers "shy" and four teachers mentioned other features. Students with homosexual tendencies form a large part of the victims of Bullying. They are mentioned as "extroverts" as one of the interviewees said:

"Students with homosexual tendencies are a frequent target and are generally extroverts."
(Ent.02 - issue 01-d)

"Students with homosexual tendencies." (Ent.06-issue 01-d)

People who are "different" in some way appear as odd in the eyes of the school community. Therefore a student who does not follow social standards also becomes a victim.

"It's usually students who do not behave according to the rules, but do well in school, so it is a way to put them down and humiliate them." (Ent.03 – question 01-d).

"Students who are short, obese, beginners or belong to social classes which are different from the majority group (in this case, students who are not from nearby villages)." (Ent.07 - issue 01-d)

The most interesting thing is that there is no pattern for the victims, that is, various features can lead the student to become a victim. Therefore, anyone can become a victim, it is only necessary to have some opinion disagreements, look's differences and some physical characteristics.

"There are various kinds of victims, such as the shy person (the most frequent victim), the chubby person, the awkward person (as to motor skills) and those who allow themselves to suffer Bullying in order to become a part of groups (they claim they don't care". Int. 05 - issue 01-d)

Another concern is the fact that students internalize the characteristics attributed to them and regard them as problems.

"The student who is the victim usually internalizes the characteristics pointed out that those owning and feels very offended." (Ent.09 - issue 01-d)

Regarding the attitudes taken to combat Bullying by teachers responded that prevent seven, eight have some type of punishment, three try to fight through three projects, and through lectures. You can see that the teachers take care to prevent and combat Bullying in their classes, some have formulated their own protocol to act on this phenomenon. As shown below:

"1 ° prevention, 2nd punishment; projects:" always ". (Ent.05 - question 02)

Conversations, dialogue, attempts to improve the situation. (Ent.06 - question 02)

"Talk with the students during classes." (Ent.09 - question 02)

Others did not realize how important it is to prevent and combat this practice in school and simply record the fact.

"Record of the facts." (Ent.07 - question 02)

How the school deals with Bullying, nine teachers responded they talk to the students, five use some kind of punishment; three reprimand the students and talk to the parents. The dialogue seems to exist in all schools visited, but other solutions are also used:

"It depends on the case of Bullying, the conversation can result, but here the parents of those who commit and suffer the Bullying, are usually advised if the conversation with the teacher and supervisor will not work. Measures are always taken to prevent Bullying, and only in extreme cases (after all attempts within the school) is that you take more serious measures (a long time this does not happen)." (Int. 05 - question 03)

The search for new ways to solve the problems caused by Bullying can be interesting if you use a multidisciplinary approach, where students should be the focus of action.

PILLARS OF EDUCATION AND PHYSICAL EDUCATION: A PROPOSAL FOR THE ORGANIZATION OF CONTENT

The Pillars of Education must be treated individually, students should know the mean of this theory's concepts and the skills linked to them.

The 04 Pillar of Education are mention below:

Learn Life Share Experience - social skills, dealing with social life – ex.: recognition of other, living in group as living with

the difference, victory and defeat.

Learn How to Be - personal, dealing with the training staff, strengthening of the I - ex.: self-knowledge, self-esteem, self-care, quality of life, identity and find himself, ability to make choices, confident vision of the future.

Learning How to Know - cognitive skills, dealing with the relationship of knowledge, not the know-how, but in a creative way - ex.: language, reading and writing, calculation and problem solving, access to information, analysis and interpretation of data, facts and situations.

Learn How to Do - deal with the productive skills productivity, preparing for the world of work - ex.: self-management, co and hetero-management.

The Brazilian basic educational law (LDB) defends that students should have plenty of systematic knowledge on issues related to the body. The learning condition should be based on the embodiment identify and guided by social culture, looking for human enhancement.

The PE national contents, which is establish by NCP, express the necessity to content adequacies to learner's real needs. The NCP plots PE teaching curriculum structure organization on three blocks:

a) sports, games, wrestling; b) gymnastics, rhythmic activities; c) expressive, body culture and corporeality.

The proposal then is to use the PE content and to associate them to the Pillars of Education, as example: Sport and Learn Life Share Experience to live. Each one or two weeks a specific competence should be the focused on classes. The lesson and the agenda should be clear to the student, the contents the competence to be promoted should be defined. If the lesson is promoting the observation of victory and defeat group discuss and practice should be focused and everyday actions should be related to that content priority.

The teacher intents are considered the main factor in this approach, because it can transform the PE contents into meanings to the students, it can help the student to target activity goals based on the class lesson's question. Since, sport school environment provide conditions to skills competence be shown.

CONCLUSIONS

Teachers claim to have knowledge about Bullying and observe cases in their classes. However, it was not founded specific actions to prevent and combat the Bullying at the school investigated. This may be happening because of the teachers' unpreparedness to deal with this issue or may be an the trivialization of Bullying condition at public school in Belo Horizonte city.

Respondents use the talks as the main action to combat Bullying. No teacher presented strategies for action to prevent and combat Bullying that is based on the content of Physical Education.

The research results indicated that the Pillars of Education should be associated to PE contents to define strategies to prevent the Bullying phenomenon.

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QUIVY, R.; CAMPENHOUDT, L. V. User research in social sciences. Lisbon: Gradiva, 1998. PILARES DA EDUCAÇÃO: UM CAMINHO PARA PREVENIR O BULLYING NAS AULAS DE EDUCAÇÃO FÍSICA

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ABSTRACT

The Pillars of Education have been proposed to attend the education of human development. The Bullying, a form of violence manifested in school is increasing nowadays. Physical Education were interviewed for reporting on Bullying in the classroom in EFE. It was concluded that is present and that the actions are not from the contents of the EF. It was then proposed a list of the Pillars of Education with the content in order to prevent bullying.

RESUMÉ

Les Piliers de l'éducation ont été proposées pour répondre à l'enseignement du développement humain. L'intimidation, une forme de violence qui se manifeste à l'école est en augmentation aujourd'hui. L'éducation physique ont été interrogés pour la déclaration sur l'intimidation en classe de EFE. On a conclu qu'il est présent et que les actions ne sont pas du contenu de l'EF. Il a alors été proposé une liste des piliers de l'éducation avec le contenu afin de prévenir l'intimidation.

RESUMEN

Los pilares de la educación se han propuesto para abordar la educación de desarrollo humano. La intimidación, una forma de violencia que se manifiesta en la escuela es cada vez mayor hoy en día. De la Educación Física fueron entrevistados para la presentación de informes sobre la intimidación en las aulas de la agencia EFE. Se concluyó que está presente y que las acciones no son de los contenidos de la EF. Se propuso entonces una lista de los pilares de la educación con el contenido con el fin de evitar la intimidación.

RESUMO

Os Pilares da Educação foram propostos para atender a educação da formação humana. O Bullying, forma de violência manifesta na escola é crescente nos dias atuais. Professores de Educação Física foram entrevistados para relatarm sobre o Bullying nas aulas de EFE. Concluiu-se que está presente e que as ações não são a partir dos conteúdos da EF. Propôs-se então a relação dos Pilares da Educação com os conteúdos de modo a prevenir o Bullying.

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