

96 - MANIFESTATIONS BODY OF THE BLACK CULTURE IN THE EDUCATION PHYSICS SCHOOL.

CRISTIANE PEREIRA DE SOUZA.

Professora efetiva de Educação Física
Escola Estadual Antonio de Oliveira Bueno Filho
Diretoria de Ensino de Araraquara-Estado de São Paulo- Brasil.
Graduada em Licenciatura em Educação Física--UNESP - Rio Claro-SP.
Pós-graduada em Educação Física Escolar-CEUCLAR- Batatais-SP
kriskathi@hotmail.com

INTRODUCTION.

The Brazilian society is composed by a cultural miscegenation where we joined vary cultures for us to build ours. We won lines of the European culture, oriental, African and indigenous. However, in the school atmosphere an exacerbated valorization exists of some in detriment the other ones. In a society where more 45% belong to blacks and brown, the black culture is not integrated and valued in the school atmosphere.

With the law no. 10.639, it turned obligatory the teaching not only of the history, but also of the Afro-Brazilian culture in the basic and medium teaching. Looking for to present that culture through games, games, it dances, sport, fights, history and stories of black origin are born this experience.

She is born of the thematic classes of the previous year 2008 during the month of the black conscience, where with the use of a brief one I diagnose and only four African games and four stories, we can notice that the students didn't have knowledge of the body culture of movement that has influences of the black culture in the which they are also inserted. Because in 2008 it was possible to identify that 69% of the students were framed in the requirement color among blacks and brown and 88% of them possessed relatives direct, black or brown. Besides, we noticed the knowledge lack or restriction of the same ones when the subject healthy body manifestations of the culture black, a lot of taken to the side pejorative and stereotyped. Then looking for to work the valorization of the black culture since the students' great part has a direct connection with the same, through their relatives and, going besides the commemorative dates and thematic (May and November) months, deepening the knowledge in these body manifestations, taking the student to know, to live and to appreciate what is different and not to the myth built-in negative stereotypes in the black culture this work was developed. Another factor that favored this project was the own students' interest, that you/they wanted to learn more on the African and black culture, going besides the games that the same ones learned in the year of 2008 when they were in the third series. Therefore, that continuity in the year of 2009 felt in a such rich way regarding the teaching and the learning.

However, what was already mentioned previously this work has also with base, the plan of administration of the school if including the projects Student for the difference and for equality and Present Community, besides corresponding to the traverse theme of the Parameters Study program National Cultural Plurality.

The experience told in this project rotates around four key points that can be resolved in several others that complement and they strengthen that experience, they are them: Black, Body Culture, School Physical education and Interdisciplinary.

For the teachers that teach there are three years or more in the same school, it is possible that observe the students and verify that the same ones when they enter in this adapts, he/she has him as his/her first experience in many aspects. In the aspect I specify of the class of Physical education, it is in this adapts that they take provided with the most varied corporal possibilities, however many do for doing and they don't get to know the limits and capacities of his/her body, for incentive lack.

It was in this adapts that found a form of exploring the students' curiosity to enlarge the motor repertoire of the same ones, without the fight against the four sports pillars of the Physical education (soccer, volleyball, handball and basketball). Since these students are having his/her first contact with the class of Physical education and they don't suffer so much influences of these sports for his/her corporal practice (observation: the students of Araraquara don't have Physical education in the Infantile Education) we can work like this the three beginnings of the Physical education: concept, procedure and attitude.

The Law no. 10.639 of 2003 and his/her reinvent, the Law no. 11.645 of 2008, it turned obligatory the teaching not only of the history, but also of the Afro-Brazilian culture in the fundamental and medium teaching. As well as the Guidelines National Study program for Education of the Ethnic-racial Relationships and for the teaching of History and Afro-Brazilian and African Culture in the Basic Education of 2003. Both only came to assure the right already established in the Federal Constitution of 1988 and of LDB 1996, but a lot of left times of side. To guarantee the equality of life conditions and citizenship, as well as right equal to the histories and cultures that compose the Brazilian nation tends access to the different sources of the national culture, unhappily, it is not so easy the all the Brazilians as it would owe and it establishes those laws.

With base in this difficulty result from of years of established pre-concepts due to the period captivity and colonial in the Brazilian society, that excludes and it discriminates what doesn't know, instead of trying to know or at least to respect different cultures (MUNANGA, 2009), this project of experience appears. To look for the study of the daily school and valorization of that society multicultural and pluriétnica that he/she is the Brazilian, establishing a reflection about the ethnic relationships - racial, social and pedagogic that involves the black, the corporal culture and the school physical education and what is intended.

What is to be black in Brazil today? This is it title of Kabengele Munanga's book and Nilma Lino Gomes (2006), but also a question that won relevance in the current studies. The Brazilian blacks are descendants of Africans result from of several areas of Africa in traffic slave trader's ships. These ships were part of what called triple trade: Brazil-Europe-Africa, that yielded profits to the Europeans and the some responsible African people for the slavery inside of the African continent and quality labor and low cost for you established in Brazil (MUNANGA, 2009; MUNANGA, GOMES 2006) and the one what is to be black inside of the school atmosphere? Nilma Lino Gomes portrays this subject in their texts (2002 and 2003) and it verifies the existence of stereotypes that you/they generate a discrimination against the blacks in this adapts. That discrimination is also the base for researchers like Aquino (1998) that understands that the paper of the school is to do that all are treated without discrimination, exactly for they possess differences that should be respect and Eliane Cavaleiro (2001) that discusses prejudice situations, discrimination and racism in the Infantile Education. They try to explain and to combat such situations being used of the teachers, since these are the ones that, probably, they will explain to the children and the adolescents on several subjects, among them the discrimination and the prejudice, through the teaching of the black culture and their different manifestations.

Body culture according to Gonçalves Júnior (2003) it is the development of the human relationship with the world, considering the motricidade (I move human) wants playful, agonística, espectacular, higienic or aesthetic, that is part of the

collection of human experiences. Already Jocimar Daolio when it describes the process of corporal culture, it shows that that aids in the assimilation and internalização of social values that are present in the society in the which you/they belong... of the values, norms and social habits, in an incorporation process... (1995, p. 39). Corporal culture is also a lot of times interlaced with corporal culture of movement, that he/she lifts a critic approached by Galvão, Rodrigues and Sanches Neto (2005, p. 33) ... Cannot some human culture be corporal, can she be produced or done understand without the human body or without any movement is accomplished?... Then the teaching of the black culture in the school corresponds directly to the teaching of that culture in his/her body manifestation.

We know that the classes of Physical education in the school atmosphere escape from the routine of the classroom, being a very singular class, where it is difficult to manage such a complex atmosphere, where we have: the students, noise, other people that you/they move through the space. But according to Ramalho (2000) it is in this complex atmosphere in that the students express their feelings, faiths and manners of thinking. The Physical education possesses foundations as all the other components curricular, being very important for the students' formation and aiding in the development of the body culture of each one of them. PCN s approach the contents of the Physical education as expression of cultural productions, as knowledge historically accumulated and socially transmitted. Therefore he/she understands each other the Physical education as an area of knowledge of the corporal culture of movement and the School Physical education as a component curricular that introduces and it integrates the student in the corporal culture of movement, forming the citizen that will produce her, to reproduce her and to transform her, use the to enjoy the games, rhythmic and expressive activities, sports, fights, gymnastics, knowledge on the body in I benefit of the critical exercise of the citizenship and of the improvement of the life quality. If the School Physical education has that foundation because to transform her/it in one of the bases of this study, can we wonder? To think as and which contents are supplied the students during those classes and that contribute to the subject of the racial relationships especially of the black culture, it demonstrates the paper atitudinal of this component curricular, different yes, but of great importance for the student's integral formation.

Interdisciplinary according to Terezinha Azevedo Rios (2001) it corresponds to the articulation need of the you know and capacities, in other words, a work built through all of the knowledge areas, where the transmission of the knowledge is made by the teacher of form average., considering the student's previous knowledge and looking for to articulate this with new know and practices in a critical way before instituted him/it, transforming him/it when necessary.

The form as the teaching went acquiring when passing of the years transformed the same in a fragmented teaching, where many separate the motor (physical education) development of the cognitive (Portuguese language, mathematics, sciences, it recounts and geography) development. However in agreement with specialists like Gallahue & Ozmun (2003) that work that theme and they mention Piaget in their studies cannot separate them since it happens an interaction process among the two, that aids in the individual's complete development.

The physical education has a formation paper in the process of the students' teaching learning, could contribute of form playful in the acquisition of knowledge of the mathematics areas, Portuguese language, recounts, geography and sciences, when approached in the following ways: Conceptual - to know the transformations of the society and yours influences in the need of the current physical activities, to have the historical and current knowledge on the content that is being approached in the class. Procedure - to live and to acquire some basic foundations of the blocks of contents of the Physical education. Atitudinal - to value the context of the activity, to respect the opponents, to cooperate, to interact, to recognize and to value attitudes no discriminatory, excluding and prejudice (DARIDO 2005).

With this project the students could not just live body the activities, but also in an interdisciplinary way what contributed to form his/her knowledge.

OBJECTIVE

Objective all out:

To know, to live and to appreciate body manifestations of the black culture, understanding like this the different body manifestations without discrimination and nor prejudice.

Specific Objectives:

1- All to work the blocks of contents of the physical education with the theme: Body manifestations of the black culture: knowledge on the body, games, games, rhythmic and expressive activities, it struggles, gymnastics and sport.

2- To work the interdisciplinary leaving of the physical education classes for other areas:

* Portuguese language- interpretation of texts, writing of texts of instruction for the accomplished activities, debates on themes of the class with formation criticize of opinions, knowledge of African stories.

* Mathematics- vertex knowledge for board (maze) creation for game accomplishment; he/she adds, multiplication and division to form strategies for game (coach, my God and mancala).

* Geography - space location: continents, countries, cities. Climate of the African countries.

* History- history of the capoeira, of the African continent, of the black.

METHODOLOGY

Nature of the research:

This work based on the research - intervention to be accomplished, however it was not used of the general intervention in the school atmosphere, but just in a discipline it specifies that was the physical education. Their characteristics are of a qualitative research since the observations and the participants' actions were logged in field notebook (ANDRÉ, 1995), however same tends many studios that condemn that counterpoint also a quantitative research was made through a questionnaire of open and closed questions. Such questionnaire had in his/her structure subjects that correspond to the objectives of the research (THIOLLENT, 1987), these supplied important subsidies for the interventions.

Participant:

They participated in this research 103 students of the state school, located in the outlying area of the city of Araraquara. These students met in the 4th series or 5th year of the fundamental teaching, his/her age group varied between 9 and 10 years.

Analyze:

An interpretative analysis of the results was accomplished, that took into account the theoretical referential used at the beginning of the work.

Results.

Through an I diagnose initial was possible to draw the roads and the contents to they be developed, therefore 65% of

the students involved in this work in 2009 were framed in the requirement color among blacks and brown, 43% of them didn't know any manifestation of the body culture of black origin, the remaining 57% were distributed in capoeira, hip hop, dances the samba, pagoda, rap and the four games given in 2008: he/she steps, tax denial, maze and race of the hyena. 45% of them didn't identify Africa as a continent (they said to be city or country) and they associate her, just to the that is valued by the media: poverty, that only has black, the forests and the wild animals, the diseases and the hunger. We owed those results to two factors:

*70% of those students had already had a previous knowledge on games of African origin in the class of Physical education in the year of 2008 when they were in the third series.

*30% of those students came from other schools or of the period of the morning where the teacher of Physical education didn't develop the project in the year of 2008.

Evaluation final (equal to the initial, but given at the end of the work) diagnostic, where I could obtain important data for corrections of this work and also to verify him/it as he was significant for the students, through this I obtained the following information: 80% of them knew some manifestation of the body culture of black origin, and these were distributed among capoeira explaining his/her origin and meaning, dances mentioning the several types, games and games where explained as he/she plays her. Besides, 65% of them identified Africa as a continent and they associated in the with what is valued by the media: poverty, that only has black, the forests and the wild animals, the diseases and the hunger, but also with other factors: games, games, cheerful dances, that the blacks from Brazil came of there enslaved, different habits, a continent with natural wealth's and geographical differences, where it is spoken several languages, they exist vary tribes, that the history is passed in an oral way, that many countries suffer with constant wars, that there exist white as well as in our country, among several other factors.

Regarding the class teachers' devolution, and analysis of the production of the texts of instruction the students progressed plenty, looking at the need of writing in a clear way so that others understood, always respecting the norms of the Portuguese language: paragraph, segmentation, punctuation, context, and coherence during their registrations.

In the geography there was an increase of 20% in the number of students that you/they identified Africa at the end of the project as a continent. However that number showed the need of a larger concern on the part of all of the teachers in the geography teaching, same knowing that the initial series are gone back to the literacy.

History was a knowledge worked enclosure the all of the activities, where something was always introduced to the students that asked and they contributed with their researches. Many students didn't know nor as it seeks something in an encyclopedia and later they were discussing with their friends on the themes. The location in the line of the time, was also a construction that initially seemed impossible, because many students didn't get to abstract and they didn't get to look for the past as past.

Regarding sciences the students needed to know that is genetic to understand the lifted up controversy on the sporting practices of the blacks, that you/they stand out in some sports as: athletics, soccer, basketball and boxing.

The strategies and the need of geometric knowledge for some games did with that the students understood that the mathematics is in everything, since the hour of dividing groups for an activity, in the verification of how many years passed, in the it analyzes of the records in the sport, in the sum of the points of the activities and in the counting of the rhythm for a choreographic sequence. They could review things that learned in the previous series and to verify the need of bills that a lot of times seem absurd, but that are of extreme importance when it is wanted to know who won or it lost during a game (addition), or how many steps lack to close the choreography in agreement with the music (multiplication).

Being like this, we verified that those classes not just contributed for it lives her corporal of the students, but for their general experience, having obtained knowledge on the blocks of contents of the Physical education and geography contents, Portuguese language, recounts, mathematics and sciences.

CONCLUSION.

The construction of this work did with that returned our eyes again for the books, looking for the origin of the activities that a lot of times were left aside in the previous classes, we had to seek books, sites and to study a lot on the subjects, since the students also made the same and they brought always some doubts for the class. All this, contributed a lot not only for that work, but we discovered several interesting things to develop hereafter with the students. We cannot say that was easy because it was not, it demanded a lot of work and dedication to extract knowledge and information taking these to the students in a clear way and of easy understanding. This work did with that we research courses on the black culture, not just regarding practical existences, but also theoretical knowledge.

KEY WORDS: body culture, School Physical education and black culture.

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Contato: Rua Cícero Pinto Ferraz, 43, Jardim Pinheiros, Araraquara-SP- Brasil, CEP: 14811-424.

Telefone: 16-33379932

E-mail: kriskathi@hotmail.com

MANIFESTATIONS BODY OF THE BLACK CULTURE IN THE EDUCATION PHYSICS SCHOOL.

Being used of the body manifestations of the black culture that were divided in agreement with the blocks of contents of the School Physical education: games, rhythmic and expressive activities, sports, fights, gymnastics, knowledge on the body, supplied following the dimensions of the contents: conceptual, proceeding and expression that experience was if structuring. The main objective was that the students could know, to live and to appreciate body manifestations of the black culture, understanding like this the different body manifestations without discrimination and nor prejudice. The objectives so that that happened became separated in two: all to work the blocks of contents of the physical education with that theme and to work the interdisciplinary leaving of the physical education classes for other areas. Therefore we can say that the four key points that orientated this project were: Black, Body Culture, School Physical education and interdisciplinary. They announced in that project of experience 103 students of the fourth series of the evening period of the State School Antonio of Oliveira Bueno Filho in an outlying neighborhood of the city of Araraquara-SP of the year of 2009, that demonstrated interest in developing this project since in the previous year they had one month where classes went themes to subject of the black conscience. Where could live some games of African origin. The Project to the whole was developed along five months. The students lived in a practical and theoretical way all of the contents mentioned already. Being like this, we verified that those classes not just contributed for it lives her corporal of the students, but for their general experience, having obtained knowledge on the blocks of contents of the Physical education and geography, Portuguese language, recounts, mathematics and sciences.

KEY WORDS: body culture, School Physical education and black culture.

PREUVE PHYSIQUES NOIR LA CULTURE À L'ÉCOLE L'ÉDUCATION PHYSIQUE.

RÉSUMÉ.

Utilisé noire, qui n'ont pas la culture physique, -pas l'accord conclu avec l'école sont Table des matières l'éducation physique : les Jeux, et, à l'activité reflète l'esprit sportif, à savoir corps, et ont fourni suivi après Table des matières : concepts, sa position, mesures à prendre et que l'expérience avait été construite. L'objectif principal d'étudiants, dont on sait que le droit de vivre, et estime qu'afin de témoigner physiques noire, qui comprennent la culture physique différents. sans discrimination, ni DU. Objectifs systémique : c'est ainsi qu'à l'éducation physique sont Table des matières en question et d'action, bien que cela laisser deux plénier deux systèmes parmi les L'éducation physique pour d'autres régions. On peut donc dire que souligner quatre points importants, qui a été : noir, physiques culture, l'école l'éducation physique et Plénier deux systèmes. Annoncé 103 étudiants de l'expérience de ce projet chaînes quatrième mandat après-midi l'État à l'école, Antonio Oliveira Bueno Filho ville Araraquara-SP année 2009, met l'accent sur une attention mis au point à l'année précédente qui avaient pris depuis un mois, parmi les thèmes- Monténégro à la prise de conscience. où l'on pouvait avoir vécu des jeux africaine initialement. a été souligné que tout a été perfectionné le long de la cinq mois. Vive les étudiants à tous les Table des matières indiqué pratique et théorique. démontré, telles que les donateurs pour les classes des étudiants a vécu mais générale avaient obtenu leur expérience et de connaître l'éducation physique sont Table des matières et du contenu du portugais géographique, leur langue, un résumé des débats, mathématiques, sciences.

MOTS : culture physiques, l'école l'éducation physique et une culture noir.

DEMOSTRAR FÍSICOS CULTURA NEGRA EN LA ESCUELA EDUCACIÓN FÍSICA.

RESUMEN.

Utilizado sus física Cultura Negra no ha sido la-Acuerdo con vigas índice escuela educación física: juegos, y, en una actividad debe reflejar el deporte y el objeto, saber en el cuerpo y, que proporcionaron siguió al índice: los conceptos procedimental y atitudinal que la experiencia Beni. El objetivo principal, que, como saben los estudiantes a vivir y, que se calcula como demostración físicos Cultura Negra entienden sus física diferentes como. sin discriminación alguna y no es. Los objetivos sistémico así: el de las vigas índice educación física con ese tema y al trabajo está bien que ha ocurrido en dos ha dejado interdisciplinaridade entre educación física para otras regiones. Por consiguiente, cabe decir que los cuatro puntos importantes, que fue: negros, cultura, escuela físicos educación física y Interdisciplinaridade. Declararon 103 estudiantes en la experiencia

de un cuarto proyecto cadenas tarde un Estado que Antonio escuela Bueno Filho Oliveira la ciudad de vecindad Araraquara-SP año 2009, que destaca el interés elaboró en el año anterior que han tomado durante un mes en que los temas que habían asistido conciencia negro. Tema ¿Dónde puede vivido algunos juegos africana original. Puso de relieve a toda la marcha a lo largo cinco meses. ¡Vivan los estudiantes en la que cada índice dijeron práctico y teórico. Ha demostrado que esa clase, los contribuyentes para que antes vivían estudiantes, pero la experiencia general de educación recibieron saber vigas índice contenido geográfico, física y idioma portugués, texto, matemáticas y naturales.

PALABRAS: cultura físicos, escuela educación física y Cultura Negra.

MANIFESTAÇÕES CORPORAIS DA CULTURA NEGRA NA EDUCAÇÃO FÍSICA ESCOLAR.

RESUMO.

Utilizando-se das manifestações corporais da cultura negra que foram divididas de acordo com os blocos de conteúdos da Educação Física Escolar: jogos, atividades rítmicas e expressivas, esportes, lutas, ginásticas, conhecimento sobre o corpo e, ministradas seguindo as dimensões dos conteúdos: conceitual, procedimental e atitudinal essa experiência foi se estruturando. O objetivo principal era que os alunos pudessem conhecer, vivenciar e apreciar manifestações corporais da cultura negra, entendendo assim as diferentes manifestações corporais sem discriminação e nem preconceito. Os objetivos estruturais para que isso ocorresse dividiram-se em dois: trabalhar todos os blocos de conteúdos da educação física com essa temática e trabalhar a interdisciplinaridade partindo das aulas de educação física para outras áreas. Portanto podemos dizer que os quatro pontos chaves que nortearam este projeto foram: Negro, Cultura Corporal, Educação Física Escolar e Interdisciplinaridade. Participaram desse projeto de experiência 103 alunos das quartas séries do período vespertino da Escola Estadual Antonio de Oliveira Bueno Filho localizada em um bairro periférico da cidade de Araraquara-SP do ano de 2009, que demonstraram interesse em desenvolver este projeto já que no ano anterior tiveram um mês onde aulas foram temáticas para questão da consciência negra. Onde puderam vivenciar algumas brincadeiras de origem africana. O projeto ao todo foi desenvolvido ao longo de cinco meses. Os alunos vivenciaram de forma prática e teórica todos os conteúdos já mencionados. Sendo assim, verificamos que essas aulas contribuíram não apenas para a vivência corporal dos alunos, mas sim para a experiência geral deles, tendo obtido conhecimentos sobre os blocos de conteúdos da Educação Física e conteúdos de geografia, língua portuguesa, história, matemática e ciências.

PALAVRAS CHAVES: cultura corporal, Educação Física Escolar e cultura negra.

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