

**98 - COMICS IN THE CLASSES OF PHYSICAL EDUCATION: A CRITICAL-SURPASSING APPROACH.**

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**INTRODUCTION:**

This article aims to make explicit some of the possible contributions of the use of comics to the teaching of Physical Education in schools. To achieve that goal, first we will address the issue of the importance, in general, of reading comic books at school. corporal culture. Last, we will provide a possible example of a Physical Education class that includes the use of comic books.

The theoretical and methodological framework adopted here was the critical-surpassing approach of Physical Education, which has as reference the historical-critical pedagogy, named as such by Dermeval Saviani and, in turn, is based on dialectical and historical materialism, elaborated, initially, by Karl Marx and Friedrich Engels.

The present analysis is needed to think about how to include in Physical Education classes, in addition to the experiences, readings that can contribute to the study of the relationship between corporal culture and social practice, which the comics provide in a pleasant and stimulating way.

**THE COMICS IN SCHOOL:**

Before addressing the importance of using comics in Physical Education classes, it is necessary to address its importance of reading at school, in general.

Several authors, such as those included in ICA (Institute for Cultural Action), founded by Paulo Freire, those who also wrote the work *Watch Out, school! Inequality, domestication and some ways out*, state that there is a high number of children, mainly from the lower classes, dropping out of school without finishing even middle school.

According to these authors, "most children who drop out of school before completing 8 years of required education are from poor families, from either rural areas or densely populated neighborhoods on the suburbs of large cities" (Harper et al, 1984, p. 35).

One of the factors identified by the ICA as responsible for higher rates of school failure among these social classes is the difficulty that the parents of these children have in creating access to learned language. In regard to this, it is necessary to emphasize that the greatest inequalities among students take place before schooling starts, and are caused by the unequal upbringing that different social classes can make available to children.

The members of lower economic levels face living conditions that make it difficult to gain access to scholarly language, which undermines their ability to teach it to their children. As a result, unequal acquisition of knowledge of the great cultural productions is attained among children of different social classes, so that the ones from upper classes are favored e the ones from the proletariat are harmed.

In the analysis of ICA:

The school "culture" is a culture of the environment where the privileged classes live. The children of upper class are used to the language the school requires from early childhood. Written texts, in books and newspapers, are part of their family environment and are perceived as a source of pleasure and information. These children feel naturally at ease at school [...] (Harper et al, 1984, p.75).

Therefore, it is possible to say that the school environment is, in general, close to the family environment of the upper classes, and far from the family environment of the lower classes.

Bourdieu and Passeron, who wrote the work *Reproduction: elements for a theory of the education system*, one of the landmarks of ICA, state that language, besides being a communication tool, provides a relatively rich vocabulary, a categories system that either facilitates or hinders the assimilation of elaborated knowledge. Thus, the authors conclude that "school mortality can only grow as it reaches to classes the farthest away from the school language" (BOURDIEU, PASSERON, 1975, p.83).

It is exactly by considering the difficulty that children of lower classes have to assimilate scholarly language that we propose the use of comic books in school.

Comics can provide an introduction to learned language to students who do little or no reading outside school. This is because, as Vergueiro states (2007, p.23), the contact with comic book "allows many students to open up to the benefits of reading, finding it less difficult to focus on readings with the purpose of studying."

Besides helping to develop the habit of reading, comics also contribute to the enrichment of students' vocabulary. According to Vergueiro (2007, p.23):

[...] comic books are written in a language that is easily understood, with many expressions that are part of readers' everyday language; at the same time, as they deal with different subjects, always introduce new words to students, whose vocabulary will be expanded without them even noticing it.

In summary, the use of comic books in school is important because it represents a pleasant and stimulating way for students - especially those from the lower classes - to engage with scholarly language, acquiring the habit of reading and enriching their vocabulary.

The comics in Physical Education classes:

After elucidating the importance of using comic books in school, it is necessary to clarify how the comics can be an important teaching tool for teaching Physical Education.

The first factor to be considered refers to the content that comics must show to be justified its use in this course.

According to Soares et al (1992, p.18), the knowledge present in the contents of the discipline in question are the "themes of corporal culture, ie, games, gymnastics, struggles, acrobatics, mime, sports and others." This knowledge can be

regarded as classics of corporal culture, which justifies its presence as the school content. This is because, as tells us Saviani (1995, p. 18), "the classic is what has established itself as essential. It can, therefore, constitute a useful criterion for selecting the contents of the pedagogical work."

Thus, not every comic is justified as a teaching tool in Physical Education classes, but only those where the classics of corporal culture are present.

The second consideration refers to the direction that should be given to the readings in the discipline in question, from a critical perspective-surpassing. Starting from the assumption that "the pedagogical relationship has its point of departure and point of arrival in social practice" (SAVIANI, 1989, p.86), the goal is that students go beyond the syncretic vision they had to achieve a synoptic view of the same social practice. Accordingly, it is necessary to consider how to feed students with intellectual tools that allow them to overcome the knowledge initially spontaneous and confused, and develop more reflected and systematized knowledge about corporal culture.

Only the experiences of the corporal culture elements are not sufficient to think deeper on the relation of such elements with the wider social practice; it is necessary as well, readings and productions of texts involving the classics of the area.

In this sense, the comics are important in Physical Education classes, as long as they provide characters experiencing the classic elements of corporal culture, for the teacher to systematize the relationship between these elements with social practice.

In the comics, corporal practices appear as well as in their social practice, permeated by ideas and values that should be debated by the teacher, to be made explicit its most deep social issues.

Furthermore, Soares et al (1992, p.39) argue that the pedagogical practice of Physical Education should develop in students the notion of "historicity of corporal culture." They must understand that the man was not born jumping or playing, and that all corporal activities "were built in certain historical periods, as responses to certain stimulations, challenges or human needs (Soares et al, 1992, p.39).

In the next section will be provided a possible example of how to work with comics work in Physical Education classes, in order to develop the historicity of the corporal culture - which means understanding, by students, that certain ideas and values that permeate the corporal practices change with the social context.

For example: the Olympic Games through comics

The example chosen for a better view of how comics can be used in Physical Education classes was a story of Turma da Mônica, appearing on the site [www.monica.com.br / comics / esportes / welcome.htm](http://www.monica.com.br/comics/esportes/welcome.htm). At the beginning of that story, titled Mônica in: Olympic Sports, the character Mônica is imagined as an athlete who is responsible for carrying the Olympic torch.

This part of history already allows the Physical Education teacher to show students how the ceremony of the Olympic torch has changed since its inception to the present. For this, the teacher may have as reference the description Lauret Godoy gives us of how the ritual of the Olympic torch occurred in Ancient Greek:

Built in the woods Altis an altar dedicated to Zeus, the priests of Elida there used to deposit the offerings and prepare the wood, with one holding a lighted torch. Selected among the pilgrims the more agile and strong ones, they were lined up about 200 meters from the altar and took part in a foot race, which ended before the priest. The winner would receive the torch. He should have the honor of lighting the fire of sacrifice and the glory of being proclaimed the Olympic champion. This athlete would now on be considered a favorite of Zeus (Godoy, 1996, p.57).

Through this example, students can understand that the corporal culture is in relation to broader social practice, by noticing that the ceremony of the Olympic torch was permeated by the beliefs of the time when it started. The teacher can make students realize that in actuality, with the changes in society, the ceremony of the torch no longer has a religious significance, although it has not disappeared at all.

Also in this comic, the characters Mônica, Cebolinha and Cascão experience various Olympic sports, imagining being in the games. The Physical Education teacher can take this opportunity to deepen the knowledge students may already have of these sports, both with regard to the history and rules of each.

Thus, through the example described it is possible for the Physical Education teacher, using the teaching resource of comic books, to provide discussions with the students about the relationship between corporal practices and wider social practice, in a way that is more enjoyable and stimulating for them.

#### FINAL CONSIDERATIONS:

After the statements made throughout this work, it becomes possible to glimpse some of the contributions of the use of comics to the teaching of Physical Education in school.

It is not expected, of course, that the reading of comic books solve all the problems of students, especially those from lower social classes, because, as addressed in the first section, the major difficulties in acquiring scholarly language start before school. It is also important to remember that comics are only an introductory teaching tool, and its employment aims for future assimilation of complex texts, and to encourage the practice of reading.

However, even without disregarding these limitations, work with comics can provide a possible way to fight, within the scope of action that the school allows, for the interests of those students most in need, that are most distant from the classical language. This means, ultimately, a political-educational engagement with the working classes, which, unfortunately, still finds little resonance in the academic field of Physical Education.

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#### **COMICS IN THE CLASSES OF PHYSICAL EDUCATION: A CRITICAL-SURPASSING APPROACH.**

##### **ABSTRACT:**

This paper aims to clarify possible contributions of the use of comic books to the teaching of physical education in the school. The comics can be an important tool for studying the content of that discipline by providing an enjoyable and stimulating reading, which facilitates assimilation by the students, whenever the texts involve more complex analysis of the elements of corporal culture. On a critical-surpassing approach, in addition to the experiences of the elements of corporal culture, it is necessary to study the relationships of these with the wider social practice, which can be done from reading comics as these factors are present. The example given here is a story of Turma da Mônica, from which the historical aspects of the Olympic Games can be discussed with the students. After the arguments presented here, it is possible to conclude that the comics are an important teaching tool in the introduction of more complex studies involving components of corporal culture.

**KEYWORDS:** Physical Education class; Comics in education, Education - Philosophy.

#### **LES BANDES DESSINEES DANS LES COURS D'EDUCATION PHYSIQUE: UNE APPROCHE CRITICO-TRANSCENDANTALE.**

##### **RÉSUMÉ:**

La présente étude a pour but d'étayer les possibles contributions de l'utilisation des bandes dessinées (BD) dans l'enseignement de l'éducation physique, dans un cadre scolaire. Les BD peuvent constituer un outil important dans l'étude des contenus de la discipline dont il est question, du fait qu'elles représentent une lecture agréable et stimulante, qui facilite l'assimilation par les élèves, des textes impliquant des analyses plus complexes des éléments de la culture corporelle. Dans une perspective critico-transcendantale, au-delà des vécus issus de ces éléments, il est nécessaire d'étudier les relations entre ces derniers et des pratiques sociales plus amples. Ceci pouvant être fait à partir de la lecture des BD dans lesquelles de tels éléments soient présents. L'exemple fourni dans cette étude est celui d'une histoire tirée de la BD "Turma da Mônica" (La bande de Monica), à partir de laquelle des aspects historiques liés aux jeux olympiques peuvent être discutés avec les élèves. Suite à la présente argumentation, il est possible de conclure que les BD constituent un recours didactique important dans l'introduction des études plus complexes concernant des éléments de la culture corporelle.

**MOTS-CLEFS:** Education physique scolaire ; les bandes dessinées dans l'enseignement ; Enseignement-Philosophie.

#### **COMICS EN LAS CLASES DE EDUCACIÓN FÍSICA: UM ENFOQUE CRÍTICO-SUPERADOR.**

##### **RESUMEN:**

Este documento tiene por objeto aclarar la posible contribución de la utilización de los cómics a la enseñanza de la Educación Física en la escuela. El cómic puede ser una herramienta importante para estudiar el contenido de la disciplina en cuestión, proporcionando una lectura agradable y estimulante, que facilita la asimilación por los estudiantes, de textos que incluyen análisis más complejas de los elementos de la cultura del cuerpo. En un enfoque crítico-superador, además de las experiencias de los elementos de la cultura del cuerpo, es necesario estudiar sus relaciones con la práctica social más amplia. Esto se puede hacer a partir de la lectura de cómics en que esos elementos están presentes. El ejemplo de este estudio es de una historia de la tira cómica "Turma da Mônica", en que aspectos históricos relativos a los Juegos Olímpicos pueden ser discutidos con los estudiantes. Después de los argumentos presentados aquí, se concluye que los cómics son una importante herramienta de enseñanza en la introducción a los estudios más complejos de los componentes de la cultura del cuerpo.

**PALABRAS CLAVE:** Educación Física escolar; Comics en la educación; Educación - Filosofía.

#### **GIBIS NAS AULAS DE EDUCAÇÃO FÍSICA: UMA ABORDAGEM CRÍTICO-SUPERADORA.**

##### **RESUMO:**

O presente trabalho tem o objetivo de explicitar possíveis contribuições do uso de gibis ao ensino da Educação Física, em âmbito escolar. As histórias em quadrinhos podem constituir uma ferramenta importante para o estudo dos conteúdos da referida disciplina por proporcionarem uma leitura agradável e estimulante, que facilita a assimilação, por parte dos alunos, de textos que envolvam análises mais complexas dos elementos da cultura corporal. Numa perspectiva crítico-superadora, para além das vivências dos elementos da cultura corporal, é necessário o estudo das relações dos mesmos com a prática social mais ampla, o que pode ser feito a partir da leitura de gibis em que tais elementos estejam presentes. O exemplo aqui fornecido é o de uma história da Turma da Mônica, em que podem ser discutidos com os alunos aspectos históricos dos Jogos Olímpicos. Após os argumentos aqui apresentados, é possível concluir que os gibis constituem um recurso didático importante na introdução aos estudos mais complexos envolvendo os elementos da cultura corporal.

**PALAVRAS-CHAVE:** Educação física escolar; Histórias em quadrinhos na educação; Educação – Filosofia.

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