89 - BOCCIA'S TEACHING FOR TEENAGERS WITH CEREBRAL PARALYSIS

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INTRODUCTION

The objective of this article is to present how it is possible to create opportunities for the cerebral paralyzed through boccia teaching. Enabling to these students the pleasure by its practice.

And the Physical Education is a fundamental tool so that there is not only the modality knowledge itself, but so that also there is a life improvement option for these people. Because since the Physical Education this always connected to the cognitive, affective aspects and motors.

And in the classes the students learn the rules and the implements of the game (cognitive), learn to right way to perform boccia ball new release (motor) and they learn to work with their emotions when, for example, the game is lost (affective).

KNOWING BETTER BOCCIA

The boccia is a sporty modality that was adapted for people with cerebral paralysis.

Since it was introduced in Brazil, in 1998 there is a great growth of this modality that just benefits the practitioner as shown by the immense social reach. The boccia offers to the practitioner an opportunity to take more severe brain that paralyzed from home promoting conditions to show that he is capable, both mentally as physically (Fernandes, 2004).

According to Center of Sport Formation, the modality consists in a white ball target, six blue balls and six red balls.

The game can be performed by a player, dual or teams. The dimensions of the area will belong to 12,5m x 6m. The area of game this limited by the field lines, this includes the houses of the players it divided into six houses of launch.

The side that plays with the red balls begins the game. During the new launch the ball will be able to go outside of the field and this will invalidate its, being thus it is called "ball dead", the line in "V" of the field mark the area where the ball target is invalid and the central cross mark the ball target reposition.

After all the balls were launched it verifies which equips approached more of the ball target and this will be the winner.

When the player is a cerebral severe paralyzed, do not have one gripper sustained, can have arm action, but with functional amplitude of insufficient action for consistently impel a boccia ball into of the field, being thus he can use an assistive device.

PLAYERS OF THE BOCCIA

As the boccia is play by cerebral paralyzed is important to know better that public.

According to Winnick (2004) the cerebral paralysis is resultant of damage in the brain that is responsible for the control motor, that it can be acquired before, during or after the birth. It also is defined as permanent no progressive condition leading to an action and posture disorder (CALCAGNO, 2006).

According to Mancini, Fiuza & Rebelo (2002) the cerebral paralysis is a dysfunction predominantly sensory motor, involving disturbances in tone muscular, posture and voluntary movement, these disturbances characterize by the control lack on the movements.

For Galluhue (2003) the development motor is to continue alteration in the behavior along life, performed by the interaction among needs to task, individual biology and the environment terms. However the cerebral paralyzed present delayed motor because they have less opportunities, sit down difficulties or do not get if move (WINNICK, 2004).

The amount of delay depends on the nature of the etiologic factors of their severity and the time of its occurrence in the life cycle of children (KNOBLOCH & PASSAMANICK apud Castro, 2005).

Depending on the cerebral damage the symptoms of this paralysis can vary too much, since the severe "(total inability of control the corporeal actions)" and even the lightest "(only a small deficiency in the speech)" (WINNICK (2004).

A cerebral paralyzed can come to have an implication just motor or to have an implication motor and mental retardation.

BENEFITS OF THE SPORTY PRACTICE

The Physical Education is very connected in the population life and welfare quality knowing that everybody has the right to its practice and with the disabled student that is not different.

According to Duarte & Werner apud City & Freitas (2005) the Adapted Physical Education "it is an area of the Physical Education that has as object of study the human motricity for people with special educational needs, adapting teach methodologies for the assistance to characteristics of each deficiency bearer, respecting their individual differences".

The Physical Education Adapted for disability presents no differences of the Physical Education in their contents, but it embraces techniques, organization methods and forms that can be applied to the deficient individual during the classes (Bueno & RESA apud CITY & Freitas, 2005).

It enables to the disabled student a comprehension of his limitations and mostly of his trainings, assisting in a better adaptation. (CITY & Freitas apud CITY & Freitas, 2005).

For Pink (1991), the Physical Education for Disabled person is directly connected in the student's reintegration in the society and in the family, in the improvement of his motive condition and in his development partner-cultural.

METHODOLOGY

At Federal University of Amazons exists the Program of Motor Activities for Disabled Person (PROAMDE) that is an extension project developed by the Faculty of Physical Education. And it has as purpose provided people with deficiency the development of their motor potentialities through the practice of physical activities and sports. Activities these that are developed all Tuesday and Thursday, with one hour and a half of duration.

In the program there were the group of Neurological Syndrome that owned 12 students that received that name for having cerebral paralyzed students and students with degenerative disease espino cerebellar. And in the year of 2007 were passed to these students the locomotion contents, manipulation, chair handling, space and corporeal orientation, and during that

programmatic content also went worked the sport initiation that in its this Boccia.

For this work we observed only 06 students with cerebral paralysis, with age between 12 to 18 years, and 05 belonged to the masculine sex and 01 of the feminine sex, verifying for a month their performances during boccia practice.

These students need did not use an assistive device, and all of them just had implication motor.

Initially these students knew boccia implements, for then it applies them.

A pedagogical process with the students was done, performing new launch activities having them to set a target, then performing the same new launch just that having to throw down an object, this work the how much of force they should apply to be able to arrive to the activity goal, also working the new release precision. It also was worked the new release of long balls, short balls and aim.

After that pedagogical process the students practiced the game itself.

RESULTS

During the classes we verified that the students understood the main goal of the game that was to approach the blue or red balls of the ball target (white).

We notice that three of these students had much force in the arm and launched the ball strong so they managed to approach his ball of target ball. But for they do not have so much control motor sometimes they finished applying much force and the ball passed of the white ball.

Already the other three students owned difficulty launching the ball, because did not have so much force to apply in the new launch and because of this his balls stayed for many times far from the ball target. One of these students had much difficulty launching and it needs the assist of his companion (holding in the hand) to launch the ball and in the pedagogical process when we asked for he launch a ball inside arc, for example, this had to stay next for the student can get right.

But as our objective was to propitiate the pleasure by boccia practice pay attention us to blend the students in the hour of the game so that none of them felt excluded.

In the hour of the game all of them were happy, and they followed correctly the rules they just caught in the ball with teacher's authorization and when one of the colleagues infringed the rules, the students itself guided it for the right.

FINAL CONSIDERATIONS

We conclude with that work that is very important to pass boccia modality knowledge in a way playful so that the student within his motive and cognitive reality develops his abilities.

We also notice that even with his motor limitations the students made an effort to guarantee a good result in the game, respecting and showing his basic knowledge of the rules.

And that the teaching of this sporty modality c creates opportunities for leisure, recreation and socialization for students.

In this meaning, the practice of physical activities is applicable to this clientele seeking the promotion of their potentialities that can contribute for life quality improvement of the student.

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BOCCIA'S TEACHING FOR TEENAGERS WITH CEREBRAL PARALYSIS

ABSTRACT

The boccia is a sporty modality that was adapted for people with cerebral paralysis and our objective with that article is to present how it is possible to create opportunities for these cerebral paralyzed through boccia teaching, enabling to these students the pleasure by its practice. To make this work noticed for a month 6 students with cerebral paralysis verifying their performances during boccia practice, students with age between 12 to 18 years that went to the Program of Motive Activities for Deficient (PROAMDE) in year of 2007. With that work we concluded that even with his motor limitations the students made an effort to guarantee a good result in the game, respecting and showing the basic knowledge of the rules.

KEY-WORDS: Boccia, Cerebral Paralysis, Physical Education.

L'ENSEIGNEMENT DU *BOCCIA* POUR LES ADOLESCENTS AVEC PARALYSIE CÉRÉBRALE

RÉSUMÉ

Le *Boccia* est une modalité sportive qui a été adaptée pour les personnes avec la paralysie cérébrale et notre objectif avec cet article est présenter comme est possible de créer des chances pour ces cérébraux paralysés. A travers d'enseignement du *boccia*, rendant aux élèves le goût pour le pratique de cette modalité sportive. Pour exécuter ce travail que nous observons pendant un mois six (06) élèves avec la paralysie cérébrale, la vérification de ses exécutions pendant les pratiques du *boccia*, les élèves avec l'âge parmi douze (12) et dix-huit (18) ans qu'ils ont participé du Programme d'activités moteurs pour deficients (PROAMDE) pendant l'année de 2007. Avec ce travail nous concluons qu'exactement avec ses limitations de moteur les élèves faisant effort pour garantir un bon résultat dans le jeu, avec respect et connaissance fondamental des règles de cet jeu.

MOTS-CLEF: Boccia, Paralysie Cérébrale, Éducation physique.

EL ENSEÑO DE LA BOCCIA PARA ADOLESCENTES CON PARÁLISIS CEREBRAL

RESUMEN

EL boccia es un modality deportivo que fue adaptado para personas con parálisis cerebral y el nuestro objetivo con esto artículo es obsequia como es posible educar azares para de esos paralizado cerebral a través del enseño de la boccia, permitir el esos estudiantes el diente por su práctica. Para ejecutar esto trabajo observador durante un mes 06 estudiantes con parálisis cerebral verifies sus actuaciones durante el práctica de boccia, estudiantes con edad entre 12 el 18 años, qué freqüentavam el Programa de Actividades Motoras para Deficientes (PROAMDE) en el año de 2007. Con esto trabajo concluido qué pareja con de él limitaciones motora el estudiantes si ellos golpe para asegurar un bueno resultado en el juego respeitando y duchando el conocimiento básica del reglas.

PALABRAS-CLAVES: Boccia, Parálisis Cerebral,Educación Física.

O ENSINO DA BOCCIA PARA ADOLESCENTES COM PARALISIA CEREBRAL

RESUMO

A boccia é uma modalidade esportiva que foi adaptada para pessoas com paralisia cerebral e o nosso objetivo com esse artigo é apresentar como é possível criar oportunidades para esses paralisados cerebrais através do ensino da boccia, possibilitando a esses alunos o gosto pela sua prática. Para realizarmos este trabalho observamos durante um mês 06 alunos com paralisia cerebral verificando as suas atuações durante a prática da boccia, alunos com idade entre 12 a 18 anos, que frequentavam o Programa de Atividades Motoras para Deficientes (PROAMDE) no ano de 2007. Com esse trabalho concluímos que mesmo com suas limitações motoras os alunos se esforçavam para garantir um bom resultado no jogo, respeitando e mostrando o conhecimento básico das regras.

PALAVRAS-CHAVE: Boccia, Paralisia Cerebral, Educação Física.