43 - CORPOS EM DEBATE: POSSIBILITIES AND CONVERSATION WITH THE RACIAL ETHNIC DIVERSITY IN SCHOOL

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INTRODUCTION

The research aims to present the proposal and the activities that have been developed by Extension Project Corpos em Debate since 2007, in public schools in the State of Rio de Janeiro. Our goal is to promote spaces in schools, enabling a process of discussion, reflection and critical understanding of the body and bodily practices written in their inextricable relationship with the spheres of media, gender, sexuality, fashion, consumption, labor, race, health, diversity and more. This perspective is part of a dynamic interdisciplinary, it transcends traditional disciplinary boundaries of the school curriculum, incorporating and bringing into play cultural practices and discourses that scream and trigger in the bodies of children and adolescents, to be discussed and ressignficados as a fundamental piece of content , most often muted in school and disregarded.

The project was born from the research group Body, culture and social imaginary, a course of studies coordinator on the relationship between body and culture; and the experience and professional experience in schools, watching so many tensions, conflicts and discourses around the body as a territory of identity. Novelty is not pinpoint the body as a symbolic capital, but in contemporary society this value is exaggeratedly focused on bodily appearance, around an imperative body founded on a Eurocentric hegemonic model, circulating through the different means of dissemination. Notice how this model has been naturalized and taken early by children and adolescents, resulting in the adoption of practices often harmful to health and segregating exclusionary and stigmatizing behaviors in social groups, plus the depreciation of the self-image of those who do not see themselves in this pattern. All these issues have been inspiring and motivating the work we do. The project began at the Federal Rural University of Rio de Janeiro with graduate pedagogy course, and since 2009 at the School of Physical and Sports, Federal University of Rio de Janeiro Education, always seeking dialogue and interdisciplinary team. We understand how the body axis of the relationship between the subject and the world in their various perspectives: historical, social, political, anthropological, economic, cultural and others. We consider the fundamental resilience and expansion of a predominantly biomedical representation, dichotomized at the split between body and mind, characteristic of modern science and traditionally played in school. One purpose of the project is to problematize this representation, pointing out the uniqueness of the body as subject, as stated by Le Breton (2006, p.7), "shaped by social and cultural context in which the actor falls, the body is the vector semantic whereby evidence of relationship with the world is built (...), "says the author that this axis is related to the world that existence is shaped by the uniqueness of each individual. Thus, the project Corpos em Debate seeks to bring the scene and broaden perspectives on these bodies subject, marked by the uniqueness, diversity and contradictions inherent to various social groups.

MATERIAL AND METHODOLOGIES

The Corpos em Debate Project was developed from practical workshops that seek to problematize the issues that emerge over the body written in that group. Body and Body Media and the racial and ethnic diversity: educational intervention in this 16 weekly meetings organized in two thematic axes occurred. Various materials for the production of the workshops as movies, magazines, music, books among others, with the intention of providing a fun and supportive environment to students' creativity based on the theories of Freire (2010, p.22) that were used in "teach is not to transfer knowledge but to create the possibilities for the production or construction."

The theoretical perspective that underpins the Corpos em Debate project, supported by a sociology / anthropology of the body, plus the necessary connections with many other fields of knowledge dealing with this subject as an object of research, presents a discussion on levels of complexity which some point, it becomes a challenge, both for the training of facilitators extension project, and for those students for whom it is targeted. And it has been just one of its purposes to enter this field of interdisciplinary studies in the curriculum of training and take this discussion to the children of the first stage of basic education, where representations around a body model and a moral body already looks imposing desires and produce behaviors and practices around this ideal.

In this sense, the project has been aimed at children of the fourth and fifth years of primary education through a series of workshops, although on numerous occasions, we have shared those experiences in different.

The first discussion was methodological, from studies of the social imaginary realize how much power the inculcation of a regulatory body pattern depends on the means by which this image is disseminated and inculcated as well as the adherence to these posts is made by the bias emotional and not rational. This explains, for example, some absurd behaviors from the reason perspective, undertaken by several people in order to achieve the desired body shape. Incorporating this principle, the workshops seek to develop their themes running a streamlined moral discourse by bringing the symbolic apparatus of imagistic discourse circulating in various media production and dissemination of information and entertainment.

This principle aims to engage with different media and the wide circulation of images present and produced by various media, seeking the construction of seductive practices that allow us to problematize, deconstruct and expand critical eye for reading the daily and "truths" produced there. Besides arsenal of images, the diversification of languages and material resources used is another principle that has been key in order to enable self-expression of students in dynamic painting, drama, drawing, music, games, discussion groups, among others. The process of listening is valued and foundational dialogue and understanding of the representations that the group has about yourself, the world and the emerging themes in the workshops.

Another guiding principle of intervention is playfulness as a major element of interest and adherence to the proposals, especially when directed at children. Finally, the whole process develops from the questioning that promotes reading and critical reflection of actions taken in the workshops, both those planned intentionally, as the emerging context / action regarding the subject.

Seeking to give voice to the subjects and expanding listening through a playful, creative, problem-solving and reflective process, we will share the work of one hundred and six students of the fourth and fifth years of elementary school,

enrolled in a school of municipal education located in the north of Rio de Janeiro - Brazil. Sixteen workshops with 90 minutes per week were developed.

The project was initiated with the broad topic Body and Media aiming to discuss the influence of the media in building a moral appearance, in establishing a standard of beauty and production of meanings attached to bodily aesthetics; beyond the symbolic and ideological apparatus used to stimulate consumption. The first intervention was diagnosed character through different magazines was asked the children to meet images that resembled them or how they would like to be. From the projection of children was the questioning and the initiative of a process of deconstruction of values linked to a moral appearance commonly associated with the abundance of various consumer items such as body beautiful, slim, young, white, strong hair smooth etc. After this stage, the group identified that the choices had very similar characteristics around a single body model, identifying a mute images of black people, since this diversity characterized the class. From this listening process was created and developed a new shaft on the valuation of the black features: Body and racial diversity.

The second thematic area aims to promote discussion about the spaces and the meanings constructed in relation to black people in the media and in society, the recognition of cultural diversity and racial respect. This theme emerged from the frequency and ease with which many students, including black, reinforced a series of prejudices and stereotypes in this identity.

First set: Body, Media and Consumption

Nine dynamics were carried out in this set of workshops, including the diagnostic, as pictured, who presented projective character. Most of the images was cropped the children would like to be, silently denying the closeness between their self-image and clippings found in magazines. This dynamic may be evidence of a standardization body ideal way of silencing cultural diversity.

The second and third date was performed Music workshop with a lyrics previously chosen points were discussed as racial issues, standards of beauty, age, socio-economic inequalities, cultural diversities and body transformations. It was proposed that the group might hear the songs and read the lyrics from there did a skit with the theme worked in music. The songs used were: “Que bloco é esse?”, “Burguesinha”, “Rock Star”, “Late que eu tô passando” and “O teu cabelo não nega”. The group had difficulty developing momentum and some students felt ashamed to present. Thus it was proposed to the group conversation about the songs. The Burguesinha music was represented by a "periguete" (slang referred to the class as a person who likes to go dancing) and the body beautiful woman millionaire. The second song “O teu cabelo não nega” students identified a character in music and characterized it as ugly, poor, with the "hard" and slum hair. In the third song “Late que eu tô passando”, students portrayed a similar character with the singer of the song according to the students changed some parts of the body and turned into a blonde woman with a good body shape and who was snubbed before and after changes began to snub people. The fourth song “Que bloco é esse?” caused a commotion in the group. They identified phrases as prejudiced advocated equality for white and black people and the last song Rock Star was brought by the group and they reproduced the characters from a soap opera in which the music was known.

At the fourth meeting, due to the difficulty of students in the composition of mixed gender groups, a workshop of cooperative games was introduced to issues such as community work and respect for diversity. Several games with a focus on cooperation between the people of the group have been proposed. After completion of the workshop was perceived greater acceptance from students in the create mixed groups.

The fifth to ninth meeting, it was proposed that students would create a product using different materials and build to the final layout, and an advertisement for even considering the subject (product) created by them, the audience to whom it was directed, the product cost, the benefits, needs for its creation, among other things that support a publicity. At the end of the dynamics there was a group reflection guided by problematizing issues leading to the understanding of the means used to "build and sell" desires. The group collectively produced some advertisements and reflected on the media's intention when creating the products.

Second block: Racial Diversity - Valuing black people

On the tenth meeting, it was proposed that students cut from magazine pictures of a blonde person, one brunette, one black and one different from the other three. In addition to identifying how students understand each of these categories, we sought to clarify the spaces for these bodies subject in the media. Students have noted great difficulty in finding blacks in magazines and found that this smaller volume of images was due to prejudice and the belief that this "product" would not be well accepted.

In the eleventh meeting was the proposed creation of super-heroes and heroines, princes and princesses. From the images produced in the form of drawings, problem-solving issues related to stereotypes and standards of beauty were promoted. The drawings were made with a lot of motivation and whimsy, the group identified that most of the white characters were drawn on that account, it was proposed the twelfth meeting, where students would create black heroes.

From there emerged the thirteenth dynamics: Understanding diversity, where open space for discussion of the cultural diversity in the world. With students divided into groups, each received a photo of children from different companies for each group. From these photos, students imagined and wrote how those people live, play, what they eat, wear, how they relate etc. Were very creative. Only one group showed resistance to dynamic, this group became the image of African girls and made biased comments which fostered a discussion about racism and cultural diversity.

The intervention was the fourteenth movie Kiriku and the Witch, there was great enthusiasm on the part of the group to watch the adventures of the hero and characteristics were evident in silenced before group. Students realized that Kiriku was a black hero, little , with a very different hair, fast, brave and smart

The fourteenth intervention was the story of the book Pretty girl ribbon lace. Most students already knew the story and was easy to understand the narrative. Since then questions have emerged which resumed earlier discussions about the number of black and white characters in the media and why these divisions. The group concluded that the differences in volumes of books and images of black people compared to white racism and occur due to the pejorative image linked to black people . To transform this reality the class proposed that we make books with black characters for this gap.

A final workshop was created to produce stories with black characters in order to reduce the injustice reflected by students. Group in several books among them were created "The black people boy", "Student Life" and "School". All had black characters, however we realize that some students represented Indians as black people. One of the books was Phoenx and Indians in war. The book cover had a black people character drawn with indigenous characteristics as clothing and hair. This workshop presented a reflective nature in reaction to the project.

The institution of a moral appearance in contemporary societies has been a main driving force in the development of Bodies Debate project. According to Le Breton (2009, p.78) "the physical presentation of self seems to assert the moral

presentation", we can materialize this quote in the productions of the workshops of this project. In the diagnostic dynamic became clear the projective nature of the images, this projection was directly linked to a body aesthetic standard. Children denied personal characteristics such as skin color, eyes, hair type and biotype to choose images inside a body aesthetic standard accepted by the group as ideal. This way of qualifying body characteristics creates a "moral code of appearances" (Le Breton, 2009, p.78) and excludes a range of physical characteristics, making them stigmatizing stereotypes that unleash a series of prejudices just look through the other.

This code is established through social media who seek enhancement of appearance through seduction. Means of communication through new technologies facilitate access to the media and the images that they are like a body ideal. Thus establishing himself a moral appearance through images published and viewed daily. These images become natural in the eyes of those who see. For example, the dynamics of the heroes a student refused to draw a black superhero claiming that there is no hero with this skin color. This prejudice in the student's speech is explained in plenty of images in movies, magazines, media advertisements, among others, which mostly exclude people with different aesthetic standard of the white person, lean, high features, athletic profile, and smooth hair professionally successful. Body pattern found in first dynamic of this project and reaffirmed during all the workshops of the first thematic block.

FINAL CONSIDERATIONS

After the intervention of the project this school one understands how they are enriching the discussions around the body in the school environment. Were the objectives achieved in this short time since it was revealed during the workshops a maturing understanding of the group about the issues raised during the project.

The understanding of the media's influence in inducing the consumer through the media was noted during the presentation of the advertisements in the workshop Creating ads when a group creates an anti-aging pill and systematizes propaganda around this theme. Thus we can conclude the value assigned to youthful appearance involving different social groups. In this particular workshop we note two ways to identify a moral appearance of coated small changes around a body pattern. The first way appears when students star in a lady who takes the pill and stays young. To represent the lady students made a bent person who could barely walk and her hair after taking the pill becomes a girl, her hair loose and swing them as a symbol of freedom. The second form of identification is a bit more abstract refers to the concern of students demonstrate in this type of dissatisfaction with the appearance of other characters and not even by them.

The dynamics of the second body axis and racial diversity have fostered a number of issues around the characteristics of the group that caused discussions among themselves and could better understand the diversity and conviviality respecting them. An example of this understanding by the group was seeking a solution to the lack of images of black people in the media building new books that could increase this low volume images. Students had to identify the criticality of the low volume of images of blacks served in books and magazines and a capacity for social intervention and proposed the creation of new books. Thus the Bodies Debate reaffirms its playful intervention methodology as an effective form of social everyday reflection.

Highlight a speech from a mother who deem representative in this process, "the work was very good of you, my son now every time he sees the novel says it is unfair to have few blacks on TV and that right was to have half black and half white as it exists in real life. I found it funny that he noticed that the Green Lantern was black and white film put it. "

This testimony allowed us to conclude that the project besides extending the look on the body and social relations breaks down barriers allowing school who participates a transdisciplinary training relating to educational practice with everyday events.

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CORPOS EM DEBATE: POSSIBILITIES AND CONVERSATION WITH THE RACIAL ETHNIC DIVERSITY IN SCHOOL.

ABSTRACT

The Project Bodies Extension Debate, developed since 2007 in public schools aims to broaden the discussion on issues related to the body and its complex socio-cultural relations that are reflected in the school environment, yet rooted to a disciplinary vision of bodies. Our proposal is based on interdisciplinary and multicultural country based on socio-anthropological studies of Le Breton (2006, 2009); understand the notion of the body as a synthesis of subject and territory of individualization, are structured means by which the processes of socialization and institution representations. This analysis began with a diagnostic workshop that directed the processes of reflection in this group from the choice of images taken from magazines where children should be represented. Identified dissatisfaction with their own body characteristics and silencing of images and speeches related to black. Thus, the project was organized into two main themes: Body and media and racial diversity: the appreciation of black. 16 workshops were developed using different forms of language, movies, cartoons, skits, group discussions etc. 106 students from the 4th and 5th years of public school in Rio de Janeiro participated. The results indicate the denial of personal characteristics such as skin color, hair type and biotype rather than a body pattern accepted by the group as ideal. In conclusion, we emphasize the speech of a mother who exemplifies the increased criticality of children from experiences in Bodies Project Debate: "The work was very good of you, my son now every time he sees the novel says it is unfair to have few blacks on TV and that right was to have half black and half white, like there is in real life. I found it funny that he noticed that the Green Lantern was black and white film put it. "

KEYWORDS: body, diversity; interdisciplinarity

CORPS EN DÉBAT: LES POSSIBILITÉ ET DIALOGUES AVEC LA DIVERSITE ETHNIQUE RACIAL `A L´ÉCOLE.

RÉSUMÉ

Le projet d´ extension du Corps en Débat, développé depuis 2007 en écoles publique veut agrandir les discussions à respect du thème relatif au corps et sus complexes relation socioculturel que se réflechissent dans la vie scolaire, ainsi enracinée a une vision disciplinaire des corps. Notre proposition est basée sur un domaine interdisciplinaire et multiculturelle en se basant dans les études socio-anthropologique de Le Breton (2006, 2009); Comprenons la notion du corps comment synthèse du sujet et territoire de l´individualisation , moyen par lequels ils sont structures processus de sociabilisation et

institutions des représentants. Cette analyse a commencé par un atelier diagnostic qui a guidé les processus de refletion de ce groupe à partir d´images prises dans des magazines oú les enfants devraient etre representée. Nous identifions une insatisfation avec leurs propes caracteristique du corp et un silenciose discur d´images relacionée au noir. Ainsi , le projet a été organizée en deux parties thématique: Le Corps et midia et Diversité raciel: la valorisation du noir. Ont été developpé 16 atelier en utilisant diverses formes de langage, films, dessin , jeu de rôle, group de discution etc. On eté participé 106 étudiant du 4° e 5° année des ecoles publique du Rio de Janeiro. Les résultats indiquent la refuse de caracteristiques personeles comment a couleur de la peaux , le type de cheveux et un biotype d´un modele de corps accepté par le groupe comme l´idéal. En conclusion , nous soulignons les discours d´une mére qui ilustre la croissante criticité des enfants à partir de l´experience du projet Corps en Débat: "votre travail a eté trés bien, mon fils maintenant chaque fois que lui vois le roman il dit qu´il est injuste d´avoir peu de noir à la televison et que le correct serait d´avoir la motié noir et la motié blanc, comme dans la vrai vie. Je l´ai trouvé drôle qu ´il a remarque qui le " Lanterna Verde" qui est noir , dans le film ils ont mis blanc.

MOTS-CLÉS : Corps , Diversite, l'interdisciplinarité

CUERPOS EN DEBATE: POSIBILIDADES Y DIÁLOGOS CON LA DIVERSIDAD RACIAL Y ÉTNICA EN LA ESCUELA.

RESUMEN

El proyecto de extensión de Cuerpos en Debate, desarrollado desde el año 2007 en las escuelas públicas pretende ampliar los debates sobre temas relacionados con el cuerpo y sus complejas relaciones socioculturales que se reflejan en el ambiente escolar, aún con sus raíces con una visión de los cuerpos disciplinario. Nuestra propuesta se basa en un campo interdisciplinario y multicultural basado en estudios socioantropológicos de Le Breton (2006, 2009); entendemos el concepto del cuerpo como síntesis del sujeto y territorio de individualización , los medios por los cuales son procesos de socialización y la institución de las representaciones. Este análisis provienen de un taller de diagnóstico que dirige los procesos de reflexión en este grupo a partir de la selección de imágenes tomadas de revistas donde los niños deberian estar representados. Identificamos una insatisfacción con sus propias características corporales y un silenciamiento de imágenes y discursos relacionados con el negro. De esta manera, el proyecto fue organizado en dos temas principales: cuerpo y los medios de comunicación y diversidad racial: valorización del negro. 16 talleres fueron desarrollados utilizando diferentes formas de idiomas, películas, dibujos animados, dramas, grupos de discusión, etc.. 106 estudiantes de lo 4° y 5° año de escuelas públicas de Río de Janeiro participaron . Los resultados indican que la negación de las características personales como el color de piel, tipo de cabello y detrimento del biotipo de un patrón de cuerpo aceptado por el grupo como ideal. Como conclusión, podemos destacar el discurso de una madre que ejemplifica el aumento de la criticidad de los niños a partir de las experiencias en el Proyecto Cuerpos en Debate: "el trabajo fue muy bueno, mi hijo ahora cada vez que ve la novela dice que es injusto a ver pocos negros en la televisión y que el derecho es mitad negro y mitad blanco, como existe en la vida real. Me pareció divertido que el notó que el " lanterna verde" era negro y en la película le pusieron blanco.

PALABRAS CLAVE: Cuerpo; Diversidad; Interdisciplinariedad.

CORPOS EM DEBATE: POSSIBILIDADES E DIÁLOGOS COM A DIVERSIDADE ÉTNICO RACIAL NA ESCOLA.

RESUMO

O Projeto de Extensão Corpos em Debate, desenvolvido desde 2007 em escolas públicas visa ampliar as discussões sobre temas relativos ao corpo e suas complexas relações socioculturais que se refletem no ambiente escolar, ainda enraizado a uma visão disciplinadora dos corpos. Nossa proposta se fundamenta no campo interdisciplinar e multicultural baseando-se nos estudos socioantropológicos de Le Breton (2006, 2009); entendemos a noção de corpo como síntese do sujeito e território da individualização, meio pelo qual são estruturados os processos de socialização e instituição de representações. Esta análise partiu de uma oficina diagnóstica que direcionou os processos de reflexão neste grupo a partir da escolha de imagens retiradas de revistas onde as crianças deveriam se representar. Identificamos um descontentamento com suas próprias características corporais e um silenciamento de imagens e discursos relacionados ao negro. Desta forma, o projeto foi organizado em dois eixos temáticos: Corpo e mídia e Diversidade racial: a valorização do negro. Foram desenvolvidas 16 oficinas utilizando diferentes formas de linguagens, filmes, desenhos, dramatizações, grupos de discussão etc. Participaram 106 alunos do 4ª e 5ª anos da rede pública de ensino do Rio de Janeiro. Os resultados indicam a negação de características pessoais como a cor da pele, o tipo de cabelo e o biótipo em detrimento de um padrão corporal aceito pelo grupo como ideal. Como conclusão, destacamos o discurso de uma mãe que exemplifica o aumento na criticidade das crianças a partir das experiências no Projeto Corpos em Debate: “o trabalho de vocês foi muito bom, o meu filho agora toda vez que vê novela diz que é injusto ter poucos negros na TV e que o certo era ter metade negro e metade branco, como existe na vida real. Achei engraçado que ele notou que o lanterna verde era negro e no filme colocaram ele branco”.

PALAVRAS-CHAVE: Corpo; Diversidade; Interdisciplinaridade.