204 - PHYSICAL EDUCATION AND ORGANIZATION OF SERIOUS ENTERTAINMENT CENTERS IN SCHOOL. STUDY FOR IMPROVEMENT OF PROCUREMENT OF CIVIL POWERS AND SOCIAL INCLUSION

[1]MARCOS TEODORICO PINHEIRO DE ALMEIDA
[2]MIGUEL ÁNGEL TORRALBA JORDÁN
[1]Instituto de Educação Física e Esporte da Universidade Federal do Ceará
[2]Universidade de Barcelona – UB
[1]Fortaleza-Ceará-Brasil
[2]Barcelona-Espanha

1. INTRODUCTION

The research project Physical Education and organization of play situations in schools. Study to improve the acquisition of civic skills and social inclusion, this research is part of the research that the Research Group of Physical Education and Sport - EDUFISES University of Barcelona - UB develops with the help of the Generalitat of Catalunha and studying social inclusion through the practice of physical activity and sports. The school population is becoming more diverse as a result of immigration. The cultural and social enrichment, it can be assumed, can be threatened by lack of preparation and support, theoretical and practical teaching teams. This work was to study the reality of school standards and inclusion of newly arrived immigrant students from the perspective of the spontaneous performance of the students themselves, seeking learning indicators of civic skills and social impacts inside and outside of class time. The starting point is the educational experiences found in the previously developed projects, and initiatives of the European Union countries.

The project studied the relationship between the organization of an activity in public spaces free school, and the acquisition of social skills and drive to facilitate the inclusion of students of diverse cultural origin

.

2. WORK PLAN AND METHODOLOGY

The work that followed was the: Selection of participating centers, validating the observation protocols and the design of observation to collect information within the centers and after-school activities, meeting with students and training teachers in schools involved, non-participant observation. Construction and processing of data and return to school.

The observation that we do is focused on three studies of spaces and different physical activities. First choose the settings, then selected the informants and instruments to collect data, where subsequently analyzed, with the objective to describe the situation observed by an existing narrative, later to develop a system of categories.

Type of observation and recording

The observation came in the following conditions: The involvement of the observer was minimal, and its function was to carry out a direct recording of the play situation. The record of these play situations held by a few field notes, through the development of situations and activities offered to students in educational centers chosen. The registry was used text, based on the narration and written description of the behavior expressed. Therefore, the observations noted by recording narrative and anecdote. Players observed were mainly students newly arrived immigrants. We also observed the group-class, and it was convenient to teachers. At least, in each context were observed two sessions of activities.

We created an observation form or worksheet common to the three different spaces. The basis of this document were the notes of observation, within the existing narrative. From these notes can be inferred inclusive behaviors depending on different situations. (See Table 1).

Table 1

Guide for Observing Categories

UNIT NOTE	INDICATORS
1. Background: provides information and basic data about the conditions of observation, the environment and the situation observed.	Date of observation
	Name observer
	Level observed: stage and travel to who is the educational proposal, subject to which it relates.
	Space: description of where the activity takes place.
	Location and order of observation: For example: recreational -observation 1. Activity Room-2, etc.
2. Description of activity: The observer describes the main features of the play situation or activity that is proposed to students.	**Activity:** refers to the name and the type of work to be done (spontaneous activity semi-directed, directed activity), the purpose of the action and make what is needed to accomplish it successfully.
	Space: conditions of space or environment where you develop activities, degree of organization of space.
	Time: refers to the duration of the activity. It is an activity that is carried throughout the session; the development controls the students or the teacher.
3. Participation: actions taken by the student in relation to different aspects.	**In connection with the activity:** describes the degree of involvement of the student, active or passive and alone.
	In relation to the environment: adaptation to environmental conditions, transforming them or creating new ones.
	In relation to others: Describes actions to achieve a common goal, to help others to achieve the same purpose "in parallel" (sharing the same space, but pursuing different purposes) or integration into groups.
4. Limits: barriers or ethical personnel that affect the participation of students in the activity.	**Foreign:** respect the rules, space, equipment or others and their physical integrity and that of others.
	Internal: fears, inhibitions, sensitivit y, and other emotions that can influence the behavior of matter.
5. Anecdotes	Observations of informal type, linked to the context where it carries out the activity, both in individual and group. In fact this procedure is to record or describe events in the life of a child, with brief descriptions and objective.

SAMPLE

Before achieving the three contexts of the work we wanted, we made a list of centers with specific programs to promote participation in physical practice of the newly arrived immigrant students. Finally we decided on three contexts were suitable to our goals: We chose three areas or activities to be fulfilled:

1.The "Look what I do" which is the step child: They are journeys that are made each year in a Polideportivo Municipal, with colleges of Barcelona, a very large number of immigrant students. In each session took 75 students who had an age that ranged from 2 to 5 years, belonging to different schools, and agree upon the completion of the activity jointly. Each observer studying a boy, and all that surrounds you. When is the activity, the observer also records the anecdote of the activity in general, they have to do with social inclusion and civic attitude.

2.The second context is the observed activities of circus that corresponds to the classes of Physical Education in a secondary center. The observation is of a class of about 20 students. This college consists of 90% of immigrant students.

3.The third context is the observed break time of a primary school education.

3. RESULTS

The analysis of recorded data was performed from the content analysis of the observations taken from field notes. The analysis was written by the computer program Nvivo (v2). The collection of texts and their reduction by means of an inductive process of categorization, are one of the many tasks that allows us to perform this specific software. In this sense, it makes no remark that the observations obtained were grouped into only three documents: one for early childhood education centers, and other centers for primary and secondary education. The next step was to make the categorization or inductive in-vivo by members of the investigating team.

The results of the analysis of the observations identified three broad categories or units of information related to the elements that define the activities performed in each context, the degree of participation of newly arrived immigrant students and the factors that influence this participation. Take in Table 2 the most significant results:

Table 2

Most significant results of the study

MOST SIGNIFICANT RESULTS OF RESEARCH	
The Categories of Information Units	
ACTIVITIES	The analysis of the documents allowed us to see the types of activities that were the centers. Activities were designed taking into account a number of factors factors that make the student is doing a kind of action, operation or specific task. Activities can be broken down as follows: • Different types of activity and organization; • Activities of different durations; • Characteristics of space; • Standards and tasks; • Material abundance of the type of activity; • Development activities;
PARTICIPATION	The observations also allowed us to establish different degrees of participation in the newly arrived immigrant students. We participate in driving activities unde rtaken during the proposed activities in the centers observed. By general rule, these actions relate to the use of the material, the occupation of space and relationship with others. • Handling of the material and finding new possibilities for use; • Interaction alone or pollution; • Search and exploitation; • Strategic location; • Permanence and walk through the game space; • Self-sufficiency and need for recognition; • Grouping and communication between equals; • Integration possible, but difficult.
CONTRIBUTING FACTORS	The participation of newly arrived immigrant students, almost always been conditioned by several factors related to their personality and their level of driving skill and physical ability. • Shyness and discretion to participate in the activity; • Outgoing and communicative; • Area of motor skills; • Creativity driving; • Preference for an activity in which highlights; • Desire to participate and do it well; • sporadic participation in the game; • Lack of interest if the activity does not motivate.

4. CONCLUSIONS

A clear conclusion that can be drawn from the results concerning the potential of driving cooperative activities. The observations they suggest that the inclusion of newly arrived immigrant students are more likely when the student has to achieve a common goal. This fact was observed in driving situations proposed in child centers, and also in some activities performed by the student's school. Also became evident in situations where the newly arrived immigrant students did not correlate with the rest of the group-class. These events were reflected in informal and spontaneous taking place in the recess, and also in activities directed much motivation, or rather away from their previous knowledge and level of current competence. At the heart of primary education, football was the activity that monopolized the recess and also the most space available. Was observed as the newly arrived immigrant students participated in the game. But a student could be the whole game without communicating verbally with peers, as was the case of a Romanian boy, which, in the same way that other fellows, it cost to integrate and participate. The activity carried out was a game of indoor football (futsal) in which played even 20 against 20 students, and not all students came to participate actively, especially those newly arrived immigrant students who had problems of communication and integration. The fact that matches are conducted "in crowd" because there is only a soccer hall and all play futsal, makes some students newly arrived immigrants cannot integrate them within the activity, but also is a fellow . And while they are participating in a group activity, end up "playing alone," or trying to play. Moreover, the Institute of Secondary Education, it appears that there was a small group of students who are not too interested in the activities, or even spend much time sitting and at random. That would not bother the teacher or the rest of the class.

Research results can be deduced that if not careful to adapt the content of the driving activities to be undertaken, not only hinder the inclusion of newly arrived immigrant students, but can also demotivate it and do not attend classes. In addition, we may add that if the activities are complex, and therefore require a certain level of understanding and communication by the student is more likely that student with greater power and ease of understanding to form stable groups. If the outcome is critical or you have to expose himself or be represented before the rest of the group or class, then it is possible for groups to do so interested: according to the level of competence and ease to put himself under the time to produce a concrete solution to the

problem formulated driving. Furthermore, activities are more open, enabling and allows the student to organize and manage their participation, may facilitate the diversity of groups, and even enhance the cooperative behavior with different companions to normal. However, to make this possible, is needed to take into account some aspects of previous regulatory and organizational type. These are needed if the aim is to promote spontaneous groups of equals. Therefore, it is necessary to design spaces for practice with diverse and varied possibilities for action, with the possibility of creating new solutions to the problems posed driving, and strategies to start the practice groups are diverse and mixed throughout the class. These were some of the possibilities to consider. But we should point out that it is necessary that teachers take into account these factors when planning the curriculum activities. This fact is reinforced if we pay attention to events that have taken place spontaneously in the playground. Observed situations that highlight those activities where the user has full freedom to organize and manage the group, the tendency is to keep the groups ever, and thus reduce the relations with the newly arrived immigrant students. Taking into account the factors (the environment) most relevant observed that boost or limit the inclusion of real students newly arrived immigrant, the indicators or variables that characterize their competitions in the fields of social relations, communication and interaction motive is to be established improvement proposals from the educational, taking into account the context, and the results obtained in the three spaces.

5. BIBLIOGRAPHY

1.ALMEIDA, M.T.P. **O brincar e a cultura lúdica: um desafio na escola**. Revista Vida e Educação, n° 9 - Ano 3. Fortaleza, CE: Tropical. 2006, pp. 36 – 39. ISSN 1806-0145

2.ALMEIDA, M.T.P. **Los juegos cooperativos en la educación física: una propuesta lúdica para la paz.** In: Juegos Cooperativos. Tándem. Didáctica de la Educación Física, nº 14 Ano 4. Barcelona-ES: GRAÓ, 2004, pp. 21-31.

3.ALMEIDA, M.T.P. **Jogos cooperativos na Educação Física: uma proposta lúdica para a paz.** Actas del III CONGRESO ESTATAL Y I IBEROAMERICANO DE ACTIVIDADES FÍSICAS COOPERATIVAS – Ampliando horizontes a la cooperación. Comunicaciones, 1ª edición. Gijón (asturias) – Espanha: La Peonza Publicaciones, 2003.

4.LLEIXÀ, T. (2003). **Educación Física hoy. Realidad y cambio curricular**. Barcelona: Ed. Horsori. ICE-UB.

5.LLEIXÀ, T. (2007). **Educación Física y competencias básicas. Contribución del área a la adquisición de las competencias básicas del currículum,** en Revista Tandem , nº 23, enero-febrero.

6.TORRALBA, M.A. (2002). Experiencias de Educación Física en la escuela multicultural, en Lleixà, T. (coord). **Multiculturalismo y educación física**, pp 113-149. Barcelona: Paidotribo.

7.RÍOS, M. (1987). **La práctica físico-deportiva de la mujer en los sectores marginados de la sociedad: establecimientos preventivos y penitenciarios**. En González Fernández, J.L. (Ed). Sociología del Deporte. (pp. 107-128) Bilbao: Servicio Editorial de la Universidad del País Vasco.

8.RÍOS, M. (2005). **La Educación Física como componente socializador en la inclusión del alumnado con discapacidad motriz.** Estudio de casos en la etapa de educación primaria. Tesis Doctoral. Barcelona: Universitat de Barcelona (http://www.tesisenxarxa.net/TDX-0104106-085807/)

9.RÍOS, M. (2006). **Educación Física e Inmigración en un contexto penitenciario. En Actas del VI Congreso Internacional de Educación Física e Interculturalidad.** Murcia: Univesidad de Murcia

6. ANNEXES

The first category, "Look what I do" which is the step child: They are journeys that are made each year in the Polideportivo Municipal Ignasi Iglesias, with schools in the District of San Andrés de Barcelona.

Photos of spaces and children:





The second context is the observed activities of circus that corresponds to the classes of Physical Education IES Gala Placidia. It is an activity prepared, addressed the students of Secondary.

Photos of students in school:



The third context is the observed recess CEIP The Carpa, a college of primary education.
Photos of the courtyard spaces without children:



Pictures of children at the time of the court:



Rua- Vicente Linhares, 1301 Aptº 1602 CEP: 60135-270
Fortaleza-Ceará-Brasil
Telefones: (85) 3224.35.17 ou 32682918
Celulares: (85) 8677.08.36 ou 8687.08.37
E-mail: marcosteodorico5@hotmail.com ou mtpa@ufc.br

PHYSICAL EDUCATION AND ORGANIZATION OF SERIOUS ENTERTAINMENT CENTERS IN SCHOOL. STUDY FOR IMPROVEMENT OF PROCUREMENT OF CIVIL POWERS AND SOCIAL INCLUSION

ABSTRACT

This research is in line with the work that the Department of Music and Corporal Expression, University of Barcelona has been carrying out studies and social inclusion through the practice of physical and sports activities. The school population is becoming more diverse as a result of immigration. The cultural and social enrichment, one can see threatened by the lack of preparation and support, theoretical and practice of teaching teams. This work was to study the reality of school standards and inclusion of newly arrived immigrant students from the perspective of the spontaneous performance of the students themselves, seeking learning indicators of civic skills and social impacts inside and outside of class time. The starting point is the educational experiences found in the previously developed projects, and initiatives of the European Union countries. In the present study

observed that physical activity results in a valuable way to leverage the inclusion and social cohesion, it is intentionally directed toward this purpose. Studied the relationship between the organization of an activity in public spaces free school and the acquisition of social skills and drive to facilitate the inclusion of students of diverse cultural origin. The research was based primarily on document analysis and observations participating. Selected three educational settings with a high percentage of immigrant pupils, were applied in three different driving proposals: the first category, develops in a large space with children's early childhood education, which carries out the spontaneous play. There is a structure created through the material, space and time, but not really a game conditioning or directed. The second context is the observed break time in a college of Primary Education (Elementary 1). The third context is the one class session of Physical Education, an Institute for Secondary Education (Elementary 2). Data analysis was assisted by NVivo computer program (v2). A clear conclusion that emerges relates to the capability of driving cooperative activities. The inclusion of newly arrived immigrant students are more likely when students have to achieve a common goal. This was observed in driving situations proposed in child centers, and also in some activities performed by the student's school. However, it also became evident in situations where the immigrant children was unrelated to the rest of the group-class. These situations reflect the informal and spontaneous behaviors that occur in the breaks, as well as activities aimed at stimulating little, or too far from their previous knowledge and skill levels present.

KEYWORDS: inclusion, play, physical education spaces, immigrants.

ÉDUCATION PHYSIQUE ET ORGANISATION DES CENTRES DE GRAVES ENTERTAINMENT À L'ÉCOLE. ETUDE DE L'AMELIORATION DE PASSATION DES MARCHÉS DE POUVOIR CIVIL ET INCLUSION SOCIALE

RÉSUMÉ

Cet travail est en ligne avec les travaux que le Département de Musique et de l´Expression Corporel, Université de Barcelone, a été la réalisation d'études et d'insertion sociale à travers la pratique des activités physiques et sportives. La population scolaire est de plus en plus diversifiée en raison de l'immigration. L'enrichissement culturel et social, on peut voir menacée par le manque de préparation et de soutien, théorique et pratique des équipes pédagogiques. Ce travail était d'étudier la réalité des normes de l'école et l'intégration des élèves immigrants nouvellement arrivés dans la perspective de l'exécution spontanée des étudiants eux-mêmes, à la recherche d'indicateurs d'apprentissage des compétences civiques et les impacts sociaux à l'intérieur et en dehors des heures de classe. Le point de départ est l'expérience d'enseignement qui figure dans les projets déjà développés, et les initiatives des pays de l'Union européenne. Dans la présente étude a observé que les résultats de l'activité physique dans un excellent moyen de ontenir l'inclusion et la cohésion sociale, il est volontairement orientée vers ce but. On est étudié la relation entre l'organisation d'une activité dans les espaces publics gratuits à l'école et l'acquisition de compétences sociales et d'entraînement pour faciliter l'intégration des élèves d'origines culturelles diverses. La recherche a été basée principalement sur l'analyse de documents et des observations participantes. A sélectionné trois établissements d'enseignement avec un pourcentage élevé d'étudiants immigrants, ont été appliquées alors trois propositions de conduire différents: la première catégorie, se développe dans un grand milieu avec l'éducation de la petite enfance pour les enfants, qui effectue les jeux spontanés. Il existe une structure créée pour la matière, l'espace et du temps, mais pas vraiment un jeu de conditionnement est dirigés. Le deuxième contexte est la rupture de temps observée dans un école de l'enseignement primaire (élémentaire 1). Le troisième contexte est la session d'une classe d'éducation physique, d'un Institut d'Enseignement Secondaire (élémentaire 2). L'analyse des données a été assistée par ordinateur NVivo programme (v2). Une conclusion claire qui se dégage a traité à la capacité de conduire des activités de coopération. L'inclusion des élèves immigrants nouvellement arrivés sont plus probables lorsque les étudiants doivent réaliser un objectif commun. Ceci a été observé dans les situations de conduite proposée dans les centres d'enfant, et aussi dans certaines activités réalisées par l'école de l'étudiant. Toutefois, il est également apparu dans des situations où les enfants d'immigrants n'étaient pas reliées au reste du groupe-classe. Ces situations reflètent les comportements informels et spontanés qui se produisent dans les pauses, ainsi que des activités visant à stimuler peu, ou trop loin de leurs connaissances antérieures et les niveaux de compétences actuelles.

MOTS-CLÉS: inclusion, le jeu, des espaces d'éducation physique, les immigrants.

LA EDUCACIÓN FÍSICA Y LA ORGANIZACIÓN DE SITUACIONES LÚDICAS EN CENTROS ESCOLARES. ESTUDIO PARA LA MEJORA DE LA AQUISICIÓN DE COMPETENCIAS CÍVICAS Y DE INCLUSIÓN SOCIAL

RESUMEN

La presente investigación se enmarca en la línea de trabajo que el Departamento de Expresión Musical y Corporal de la Universidad de Barcelona lleva a cabo, y que estudia la inclusión social a través de la práctica de la actividad física y deportiva. La población escolar es cada vez más plural, como consecuencia de la inmigración. El enriquecimiento cultural y social, se puede ver amenazado por la falta de preparación y de ayuda, teórica y práctica, de los equipos docentes. Este trabajo ha pretendido estudiar la realidad escolar sobre normalización e inclusión del alumnado inmigrante recién llegado, desde la perspectiva de la actuación espontánea del propio alumnado, buscando indicadores de aprendizaje de competencias cívicas y sociales dentro y fuera del horario lectivo. El punto de partida son las experiencias educativas detectadas en los proyectos anteriormente desarrollados, e iniciativas de países de la Unión Europea. En la presente investigación se observa que la actividad física resulta un valioso medio de potenciación de la inclusión y la cohesión social, si está intencionadamente dirigida a esta finalidad. Se ha estudiado la relación entre la organización de una actividad libre en los espacios comunes escolares y las adquisiciones de competencias sociales y motrices que faciliten la inclusión del alumnado de procedencia cultural diversa. La investigación, fundamentalmente se ha basado en el análisis documental y las observaciones no participantes. Se han seleccionado tres contextos educativos, con un alto porcentaje de alumnos inmigrantes, en los cuales se han aplicado tres propuestas motrices diferentes: el primer contexto se desarrolla en un gran espacio con niños de Educación Infantil, donde se lleva a cabo el juego espontáneo. Hay una estructura creada a través del material, el espacio y el tiempo, pero no llega a ser un juego condicionado. El segundo contexto observado es la hora del recreo en un colegio de Educación Primaria. El tercer contexto corresponde a una sesión de la clase de Educación Física, en un Instituto de Secundaria. El análisis de los datos ha estado asistido por el programa informático NVivo (v2). Una conclusión evidente que se puede extraer se refiere a la potencialidad de las actividades motrices cooperativas. La inclusión del alumnado inmigrante recién llegado es más probable cuando los alumnos han de alcanzar un objetivo común. Esto se ha observado en las situaciones motrices propuestas en los centros de infantil, y también en algunas actividades realizadas por el alumnado de secundaria. No obstante, también se han hecho evidentes situaciones en las que el alumnado inmigrante no se ha relacionado con el resto del grupo-clase. Estas situaciones se han reflejado en situaciones informales y espontáneas que se producen en la hora del recreo, pero también en actividades dirigidas poco motivantes, o muy alejadas de sus conocimientos previos y nivel de competencia presente.

PALABRAS-CLAVE: inclusión, juego, educación física, espacios, inmigrantes.

A EDUCAÇÃO FÍSICA E A ORGANIZAÇÃO DE SITUAÇÕES LÚDICAS EM CENTROS ESCOLARES. ESTUDO PARA A MELHORA DA AQUISIÇÃO DE COMPETÊNCIAS CÍVICAS E DE INCLUSÃO SOCIAL

RESUMO

A presente investigação se insere na linha de trabalho que o Departamento de Expressão Musical e Corporal da Universidade de Barcelona leva a cabo, e que estuda a inclusão social através da prática da atividade física e esportiva. A população escolar é cada vez mais plural como conseqüência da imigração. O enriquecimento cultural e social, se pode ver ameaçado pela falta de preparação e de ajuda, teórica e prática, das equipes docentes. Este trabalho pretendeu estudar a realidade escolar sobre normalização e inclusão do aluno imigrante recém chegado, desde a perspectiva da atuação espontânea do próprio aluno, buscando indicadores de aprendizagem de competências cívicas e sociais dentro e fora do horário letivo. O ponto de partida são as experiências educativas detectadas nos projetos anteriormente desenvolvidos, e iniciativas de países da União Européia. Na presente investigação se observa que a atividade física resulta um valioso meio de potencializar da inclusão e a coesão social, se está intencionalmente dirigida para esta finalidade. Estudou a relação entre a organização de uma atividade livre nos espaços comuns escolares e as aquisições de competências sociais e motrizes que facilitem a inclusão do aluno de procedência cultural diversa. A investigação, fundamentalmente se baseou na análise documental e as observações não participantes. Selecionaram três contextos educativos, com uma porcentagem alta de alunos imigrantes, nos quais se aplicaram três propostas motrizes diferentes: o primeiro contexto se desenvolve em um grande espaço com crianças de Educação Infantil, onde se leva a cabo o jogo espontâneo. Há uma estrutura criada através do material, o espaço e o tempo, mas não chega a ser um jogo condicionado ou dirigido. O segundo contexto observado é à hora do recreio em um colégio de Educação Primária (Ensino Fundamental 1). O terceiro contexto corresponde a uma sessão da classe de Educação Física, em um Instituto de Secundária (Ensino Fundamental 2). A análise dos dados esteve assistido pelo programa informático NVivo (v2). Uma conclusão evidente que se pode extrair refere-se à potencialidade das atividades motrizes cooperativas. A inclusão do aluno imigrante recém chegado é mais provável quando os alunos têm de alcançar um objetivo comum. Isto foi observado em situações motriz propostas nos centros de infantil, e também em algumas atividades realizadas pelo aluno de secundária. Não obstante, também se fizeram evidentes situações nas quais o alunado imigrante não se relacionou com o resto do grupo-classe. Estas situações refletem nas condutas informais e espontâneas que se produzem na hora do recreio, e também em atividades dirigidas pouco estimulantes, ou muito afastadas de seus conhecimentos prévios e nível de competências presente.

PALAVRAS CHAVES: inclusão, jogo, educação física, espaços, imigrantes.

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: http://www.fiepbulletin.net/80/a1/204