132 - THE STRUGGLE IN SCHOOL PHYSICAL EDUCATION: A PRACTICAL POSSIBLE

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1st Round (Introduction)

Physical education is certainly a discipline that enables a multitude of experiences and reflections on the varied cultures of the movement. However, the contents of physical education in school, in general, are limited in sports, making the process of education of students in respect of bodily practices, should be limited. Thus, other content such as rhythmic and expressive activities, the gymnastics and struggles, for example, they are not part of school physical education and consequently the range of students' knowledge.

It is noteworthy that the contents mentioned above are part of the National Curriculum Parameters (PCN's), but which nevertheless do not tend, in general, be addressed by schools or by teachers of Physical Education.

From this perspective, it is understood that the fights are set up as an important content in physical education classes, not only because of their relationship physical activity, but also and mainly by demystifying some of the relationships which is often made when the term is mentioned struggles such as violence and gender distinctions. Moreover, the struggles and experience allow for debate on other issues in the classroom, the respect with colleagues, cooperation, the use of strategies, agility and strength.

Thus, it was thought how to apply lessons of struggles in school physical education, taking into account the understanding and knowledge that students have in such content.

Teachers who encouraged this practice have very different relationships with regard to experiences with the struggles, which may have been a facilitating factor for a multitude of ideas. One of the teachers never had formal experience with struggles, and their relation to this content only in the discipline of fights at graduation. Another teacher already has experiences in their struggle by other means not having discussed such content in undergraduate, but having experienced formal fighting, like boxing and capoeira. And finally, the third teacher who was part of this study is the practice of Karate as an athlete, besides teaching the discipline of fights in the undergraduate program in Physical Education.

2nd Roud (Methodology)

The contents struggles is being developed in two schools in the municipal schools in the city of Rio Grande / RS. In the School Hall Elementary School France Pinto activities are being conducted with three groups of sixth grade, including 79 students. In the School Hall Elementary School Sant'ana the lessons of struggle are being proposed in three classes of 5 th grade, a total of 76 students.

Even before making any detailed statement about what it meant fighting in Physical Education, students had to write what they meant by fighting, only after the teachers mentioned that develop this content. In a second time the teachers had implemented a text and made a presentation about what would be the fights and what struggles to be practiced. Soon he characterized as a struggle of opposition activity between two or more people using offensive and defensive actions and as being something other than fighting and violence, as it emerged and written statements linking the struggles of those actions.

Thus, it was explained that at first the classes would be proposed through playful fights, such as tug of war, arm wrestling, cock fighting, sumo adapted activities using materials such as balloons and strips of newspaper in that the withdrawal of newspapers or the bursting of balloons characterize a coup, among others. In a second step the students were divided into groups that each was responsible for a fighting / martial art, having to prepare a presentation to the class, with both theoretical and practical. Among the fights / martial arts karate were chosen, taekondo, Muai Tai, Judo, Jiu Jitsu, Boxing, Kung Fu and Capoeira.

The forms of presentation of research professors have proposed various possibilities, ranging from traditional billboards, the search for Internet videos, the production of a video showing a practice session or an interview with a teacher or fighting groups can also invite teachers struggles to go to school and propose activities on its modality.


Struggles playful: cockfighting


Fights with balloons


Paper presentation


Sumo adapted

Round 3 (Gender and struggles: positive aspects)

It is conventional in school and physical education classes have a division of the activities undertaken by boys and girls. These divisions begin early when the girls during recess occupy the peripheries of the courtyard, while the boys take up more space and power, as the sports arena, for example. Würdig (2007) demonstrates in her thesis that boys occupied the largest space and girls occupied a smaller space.

Pablo makes clear the division of space and quips that the square is "property of the girls." The boys, to continue the discussion about space, explaining that the court of the boys "is much bigger and ..." (Pablo), "big" (Sergio), "off" (Pablo). "Girls have toy [...] have a smaller space" (Leonel). They argued that because they are more numerous - "are more guys, sor" - and "because they are males, machuuus" (Pablo), need more room and the girls lost in space, but they earn on toys, appliances Playing as a seesaw, slide and swing. (WÜRDIG, 2007, p. 82-83) Italics by the author

And adds: “In summary, we characterize the space of the boys as higher and open, without toys, without trees and controlled by several adults, girls and space as smaller and closed, with toys, trees and controlled only by an adult.” (P. 82)

This division occurs at a school is a reproduction of society and refers to the vision and the social environment that exists for each sex. Daolio (2003) refers to this organization by pointing out that, about a boy, even before birth falls across an expectation of security and pride that will make the male following the lineage. In the maternity room door, parents chuteirinha hang a shirt and a soccer team for which they twist. Soon, the boy won a ball and is encouraged to first kicks. A little later, it starts playing on the street. That's because, according to the mother, if you stay at home hurt. Since the girls are born, hangs a mist of tenderness and care. In place of the ball, win dolls and miniature household items. Are encouraged at all times to act with tact and good manners, not to get dirty and do not sweat. Therefore, should stay home in order to be preserved from "jokes the boys, helping with homework, practicing for when they become wives and mothers.

Often these social practices are reproduced within the school who also is an institution firmly rooted in society. However, it is necessary to break some stigmas that "women can not do certain activities and physical education class is a good place to break some stereotypes.

Within every possible content of this course, the content of these matches is promising work in gender issues by providing enough physical contact and also provide direct confrontations between the opposite sexes.

During the classes we observed that the girls initially preferred to do the jokes with girls. But insofar as the activity proceeded, asking themselves to face the boys. Activities such as arm wrestling gave students the opportunity to realize that not being a girl they do not have power or can not beat the boys. In the tug of war, also held a similar fact, however, the competition took place in a collective way - all the girls faced all boys - in this activity the students made a point of confrontation between masculine and feminine. Attitudes such as these rarely occur in classes whose content is sport.

Another interesting activity that works and the physical contact between the sexes is an activity that you should remove the paper that is stuck behind the person in the pants. At first, some students lost by not wanting to touch the colleague. Then they realized that there was no malice in the contact and the attitude that they would remain forever lost. Activities such as these provide a reflection of the student data on some topics as natural and interesting is the teacher to intervene to be demonstrated that these facts as being socially constructed.

Another interesting aspect to highlight is that often the girls would choose a mate because they found it easy to defeat and ended up becoming activity without challenges. Then the girls began to pick some boys to fight. First, chose the smaller, apparently weaker, then gained confidence when choosing the boys were stronger.

Possibilities such as these should be valued for providing and encouraging the confidence of students, especially girls. And should be used to make reflections on the framework that society imposes on women. For according to Laurel (1997, p. 21), "in order to understand the place and the relations of men and women in a society not exactly noted their sex, but everything is socially constructed on the sexes."

3rd Round (Final Thoughts)

Because it is a practice that, in general, not exactly part of our everyday experiences, such as ball games, for example, there are some restrictions on the content and its applicability in physical education classes at school. How talks Birth & Almeida (2007), lack of experience in fighting for teachers, both in the personal and the academic and concern for the violence factor that teachers think they are intrinsic to the practice of struggle, ultimately derail the approach this content in school.

However, even with some restrictions, we believe it is possible even without mastering the techniques of martial arts or other struggles, to develop this content in school, since the fights possible to confirm the thesis that there is no need to be specialists in a mode of struggle, "since our goal is not founded on the training of athletes / fighters, but the production of knowledge in physical education classes (BIRTH & ALMEIDA, 2007, p.100).

We believe that the proposed fights at school took very positively, because in addition to differentiated experiences, the parallel themes that are intrinsic to that content (violence, sex, respect, among others) were included, as was noted such attitudes during practices.

During the activity there was no violence, aggression, only rare cases happening so that we should draw attention, but much more by the excitement of activity than for disloyalty. The gender issue was another very positive point, since, after talks during practice, was no more distinctions between girls and boys, all of whom fought without regard for gender. And finally, the respect with colleagues, already have established, activities that required strength, a pact that even when a colleague was stronger than the other, the first would make the experience the second fight, before being beaten by fellow stronger.

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THE STRUGGLE IN SCHOOL PHYSICAL EDUCATION: A PRACTICAL POSSIBLE

ABSTRACT

Despite being one of the contents of the National Curriculum Guidelines fights are not usually covered, with very few exceptions, the school environment. Therefore, this paper aims to discuss the applicability of the contents struggles in physical education classes in two schools in the municipal schools of Rio Grande / RS, drawing a parallel with the possibilities and potential constraints that tend to be intrinsic to such content, as lack of experience by teachers, lack of proper equipment or space, issues of violence and gender distinction. With these factors permeating the teachers' classes was designed a methodology that would encompass the understanding that students have about the struggles and minimized restrictions, causing them to emerge discussions and reflections on violence and gender factors.

KEYWORDS: Wrestling, School, Physical Education.

LA LUTTE DANS ÉDUCATION PHYSIQUE SCOLAIRE: UNE PRATIQUE POSSIBLE

RÉSUMÉ

Bien qu'étant l'un des contenus des combats lignes directrices du programme national ne sont habituellement pas couverts, à quelques exceptions près, le milieu scolaire. Par conséquent, cet article vise à discuter de l'applicabilité du contenu luttes en cours d'éducation physique dans deux écoles dans les écoles municipales de Rio Grande / RS, établissant un parallèle avec les possibilités et les contraintes potentielles qui ont tendance à être intrinsèque à un tel contenu, le manque d'expérience par les enseignants, manque de matériel adéquat ou de l'espace, les problèmes de violence et de la distinction entre les sexes. Avec ces facteurs imprégnant classes des enseignants a été conçu une méthodologie qui engloberait la compréhension que les élèves ont sur les luttes et les réduire au minimum les restrictions, les faisant émerger des discussions et des réflexions sur les facteurs de la violence et le sexe.

MOTS-CLÉS: Lutte, l'école, l'éducation physique.

LA LUCHA EN LA ESCUELA DE EDUCACIÓN FÍSICA: UMA PRÁCTICA POSIBLE

RESUMEN

A pesar de ser uno de los contenidos de las Directrices Curriculares Nacionales peleas no suelen ser cubierto, con muy pocas excepciones, el ambiente escolar. Por lo tanto, este artículo se propone discutir la aplicabilidad de los contenidos de las luchas en las clases de educación física en las dos escuelas en las escuelas municipales de Rio Grande / RS, trazando un paralelo con las posibilidades y las limitaciones potenciales que tienden a ser intrínseco a dicho contenido, como la falta de experiencia de los maestros, la falta de equipo adecuado o el espacio, las cuestiones de la violencia y la distinción de género. Con estos factores que impregna las clases de los maestros se diseñó una metodología que abarque la comprensión que tienen los estudiantes acerca de las luchas y reducir al mínimo las restricciones, haciendo que surjan debates y reflexiones sobre los factores de violencia y género.

PALABRAS CLAVE: Lucha Libre, Escuela, Educación Física.

AS LUTAS NA EDUCAÇÃO FÍSICA ESCOLAR: UMA PRÁTICA POSSÍVEL

RESUMO

Mesmo sendo um dos conteúdos presentes nos Parâmetros Curriculares Nacionais as lutas não costumam ser abordadas, com raríssimas exceções, no ambiente escolar. Sendo assim, o presente trabalho visa discorrer sobre a aplicabilidade do conteúdo lutas nas aulas de Educação Física em duas escolas da rede municipal de ensino de Rio Grande/RS, fazendo um paralelo com as possibilidades e possíveis restrições que costumam estar intrínsecos a tal conteúdo, como a falta de vivência pelos professores, a inexistência de equipamentos ou espaços apropriados, questões de violência e distinção de gênero. Com esses fatores permeando as aulas dos professores foi pensada uma metodologia que abrangesse o entendimento que os estudantes possuem sobre lutas e minimizasse as restrições, fazendo com que surgissem discussões e reflexões sobre os fatores violência e gênero.

PALAVRAS-CHAVE: Lutas, Escola, Educação Física.