97 - ADAPTED PHYSICAL EDUCATION: BUILDING THE LEARNING, A CITIZEN OF EXPERIENCE AND TRAINING SCHOOL

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1. INTRODUCTION

The Adapted Sports for the world emerged from the early twentieth century very shy with only a few activities to young people with hearing impairment, and some years later for visually impaired with swimming and athletics as major sports. With the end of World War II comes to sports adapted for people with physical disabilities due to injuries in the fighting. Governments invest in such sports as a way to try and rehabilitation for ex-combatants and the first disciplines originated in the United States and England at the initiative of the physician Ludwig Guttmann. Thereafter, the adapted sport is gaining more fans around the world and gaining notoriety and respect for society in general, and since 1960, the Paralympic Games take place, always a few days and in the same Olympic Games conventional. In Brazil, the adapted sport came in 1958 with the founding of two sports clubs (the other one in Rio and Sao Paulo).

From the perspective of social inclusion that is gaining more strength every day, physical education can and must help students become aware of the difficulties encountered by disabled people and helping to integrate them in the school context. The development for inclusive education is a political, cultural, social and educational, which was launched in defense of the right of all students being together, learning, sharing and building learning without discrimination of any kind it is as an educational paradigm based on the conception of human rights and advancing against the idea of formal equality to contextualize the historical circumstances of the production of exclusion within and outside the school. Several legal instruments have been created by the federal government to ensure the right of all people regardless of physical limitations, motor, sensory or cognitive, have unrestricted access to education, sport and leisure in all public establishments.

Here it is worth remembering that inclusive education can not be full if it is imposed by legislation, because actions are necessary to enable a gradual and continuous inclusion of people with disabilities to education systems. This process creates challenges to be faced and requires the development of new skills and competencies of all professionals involved. Inclusion is a term that has gained notoriety and fell on common sense, here to stay and each day becomes more prevalent within the school: a proof is the number of students with a disability enrolled in school. With the presence increasingly marked, the person with disabilities in all sectors and social environments, we found that their social role has changed over time, much because of companies now are required by law to set aside part of their jobs for the disabled. Upon this, several changes in thoughts and attitudes towards them have been going on and some factors such as the new scientific paradigms, cultural and sports related to humans and their interaction with the world, have contributed to it. The presence of students with disabilities in the classroom the teacher has required new behaviors towards the identification of special needs and the resulting decisions and guidelines that are necessary for the occurrence of genuine inclusion of such students, with due respect for the individuality of each one. In this sense, the professional who works with school physical education also needs to support its operations. The conditions of life to which man is exposed today, cause you many questions and uncertainties regarding current attitudes towards their fellows, in a dialectic triggered by technological development and the ways of life presented by the company, which is reflected directly in human affairs in various environments.

For JJ Jr, Silva, Almeida and Araujo (2004) Physical Education has an important role in the school environment especially with regard to students who are physically handicapped or motor. However, the authors highlight the high number of students who are present in class but not participate in them. And the main motivation for this factor using the same methodology can be adopted by their teachers. The pure and simple inclusion of special students within the school environment does not meet the perspective of inclusive education, as she calls me the collective, the school and the common class where all students with or without special needs, need to learn, have access to knowledge, culture and progress in social and personal aspect. However in order that inclusive education is necessary that several points are assessed, in order to support a planned inclusion, where there is effective support in all areas.

Parameter National Curriculum Physical Education suggests teachers of physical education content that will be addressed in regular schools as sports, wrestling, games, gymnastics, rhythmic and expressive activities. With regard to students with special needs, the NCP Physical Education emphasizes that teachers should ensure safe conditions for students and this may make adjustments in the classroom for all to attend the activities, but it also when it comes to regular school . It is unacceptable that today, with the advent of research on physical activity and health, a person is excluded from regular exercise by presenting a disability (GORGATTI; COSTA, 2005). Given this context of inclusion of students with various types of disability, workshops, lectures and other educational activities for students is indispensable and this study aims to analyze and discuss literature based on the process of inclusion of people with disabilities in physical education classes in regular education and present a project that can show how to look for an alternative form citizens increasingly fit for life in society and as agents of change that new society. Entering through the interdisciplinary Physical Education / Technology content adapted sports in the school context.

1.1 MATERIALS AND METHODS

From the context presented, we seek to develop a project that assists in the formation of citizens using the full Physical Education as a tool for generating interest and awareness of students against the inclusion theme. After the rationale / theoretical elaboration of the project to be executed at the school, built in conjunction with the technical team the schedule of activities to be developed during the course of this project. We carry out the activities for 6 weeks with 8 classes of 5th grade of elementary education at a municipal school in Campo Grande - Mato Grosso do Sul totaling 120 students. The schedule followed the order:

Week 1 - informal approach in the classroom to present the project and its stages, defining the issue in accordance with reality and the interests of students. This step is also intended to modify or improve the approach to the subject listening to the experiences and giving voice and weight to what the student experienced this prior knowledge and use in our classes.

Week 2 - Lectures held in the classroom in which we present the history of sports adapted its social relevance and also

the main modes. The theoretical approach is also of fundamental importance in the process, as we show the assumptions, the theoretical basis for the student showing that this issue is much broader and more significant than their initial vision.

Week 3 - We now step in this room for technology to enrich teaching practice resources that they hold more attention and wake up more sharply student interest in the subject. We conducted a slide presentation with Power Point software using the data projector in which a more casual approach to the history of adapted physical education enriching it with pictures and videos with various sports adapted to promote the issue and discuss it.

Week 4 - Also using the Educational Technologies, excite students to research in the technology room on other adapted sports that were not mentioned in previous lessons for a new class discussion. This discussion tends to be richer and more useful, since they have formed an opinion based, even surface on the subject. After this class, they must make and deliver a written work on adapted sports that most caught his attention.

Week 5 - Conduct a workshop with practical activities on the theme chosen by most students: Visual Impairment. Experiencing the difficulties encountered by a visually impaired in everyday school life and have the opportunity to practice a sport adapted Goalball that was previously presented in class in the technology room. It is believed to be a disabled body into a new paradigm is to be seen, admired and applauded accepted by their means and not by their absence or disability. (Gaius and cited MARCO PORTO, 2006).

Week 6 - Prepare a simple production of text about the practice and experience in relation to the theoretical aspects discussed. Select a few sentences that will be used in the final work: banner. I believe that the resources used here are available in most school units: Classroom, chalk, room technology (computers with internet access and data show), cardboard and / or sulfites sheets (purchased by students), sales for the eyes (made with materials donated by the school). Within the Curriculum Reference of the Municipal Education, Physical Education curriculum component have the design theme linked to adaptedSPORTS Main Topic knowledge about the body and that also addresses the educational technologies as well as a crosscutting theme ethics and citizenship. According to the National Curriculum of Physical Education, should develop the emotional aspects, social and motor, seeking to improve their quality of life from a holistic view of human being.

1.2 DISCUSSION AND ANALYSIS

According to Bueno and RESA (1995), Adapted Physical Education is no different in their physical education content, but includes techniques, methods and organizational forms that can be applied to the disabled individual. It is a process of action planning with teachers, to meet the needs of their students. But what we see in the literature are specific teaching methods and techniques of sports for people with disabilities. There are few initiatives to promote and encourage the children without disabilities to experience situations of sensory deprivation so that they understand how students feel handicapped in certain situations. As SA (2007) the information tactile, auditory, kinesthetic and olfactory are more developed for blind people because they rely on these senses more frequently and to decode the information stored in memory.

As mentioned previously adapted the sport provides an excellent means of socialization, corroborate this Levandoski & Cardoso (2007), who claim that the individual to practice a physical activity with the aim of social inclusion, and alleviate some of the health problems is also a attempt to overcome the physical barriers that have occurred by accident. But we believe we offer the experience of situations that deprive the students of some of their senses, make them more able to accept and assist in the inclusion of disabled classmates. Equality of opportunity and valuing diversity in the educational process are part of the construction of an inclusive school and that is happening in various countries around the world. The goal of inclusive education is education for everyone, including people with disabilities included in regular school system at all stages and types, according to PADILHA (2002).

For more notoriety that the term adapted Sports has won the last decade due to several factors, including the issue is particularly complex and even more delicate when it comes in the school where the disabled child find a space and a community school for the most prepared for the so-called normal and not built for diversity. While I am Professor of Physical Education within the school curriculum sought significant instruments for the inclusion becomes effective, it can use techniques that improve the quality of life and access to student diversity, so that children know how to deal with differences, enabling people with disabilities living in a society. When the project was initiated above, I even came to doubt its success, so much for the reasons discussed throughout the work, such as prejudice, discrimination and lack of discouragement followed by the students. When the students' first contact with the subject by the explanation made in the classroom to present the project and its stages, together with the students the topic delimited according to the interests of students. As the speech of Rodrigues (2003) Physical Education can contribute to inclusive education, using the proposed methodology, with creativity, using the body, movement, play, expression and sport to celebrate the differences and provide students with experiences that enhance cooperation and solidarity, and that's what we sought. We must overcome the assumption that physical education classes are a source of pleasure and enjoyment only, but it can contribute to the process of inclusion of children with special needs in regular school.

All activities include oportunização expansion of interpersonal relationships through recreation and games, transforming the physical education classes in a privileged space for group work in a joint process mediated by the teacher are meeting to talk about RODRIGUES (2003). With each new stage of the project, saw the growing interest and curiosity of the students was encouraged and directed, looking for the most stimulating students' autonomy, even when conducted lectures held in the classroom to give a theoretical basis on the subject at all the time they were encouraged to participate and find the theme according to your preferences. When we started the stage in the technology room I was surprised at their willingness to want to learn everything in a short time and we had to calm them down in order to better enjoy the short time available for the use of it. We use many videos about sports and also adapted to other forms of media so they could get a better idea on the subject. The Data Show invaluable way of enriching the pedagogical power of the class making it more attractive and learning more meaningful for the student, used the Internet as a tool to search on other adapted sports that were not mentioned in class and produce a written work on which he drew more attention.

Even tied to curriculum components, we have physical education as a curricular subject with content that can be made less rigid than other disciplines, for this second RODRIGUES (2003) Professor of Physical Education has more freedom to organize your content, and this is very positive for the inclusion process and this was evident when we held the workshop with practical activities. We seek to highlight the difficulties encountered by a visually impaired in school life as spatial location, walking difficulties as corners and steps. Besides having the opportunity to practice a sport adapted Goalball that was previously presented to the students. At this stage of practical experience of deprivation of vision, students were arranged in pairs, with only one of them wore a blindfold and the other did the conduct of his colleague, made a journey throughout the school through different surfaces, stairs and certain times it was essential to the aid of a guide. At one point I wondered if they would know to tell me which way the sunlight came to work coordination and timeline at the end of the walk the roles were reversed so that everyone had equal opportunity to participate. After the gym has improvised a corridor with two strings to a solitary walk and before the

game itself, divided into two rows facing each other, rolling the ball to another colleague in order to train the hearing. And finally make a game of goalball adapted to a certain time giving all students a chance to play sports until then you had only seen videos and pictures enriching, its collection engine. After performing all the steps described above, we apply a simple questionnaire, consisting of one question and four alternatives: How important is the project adapted sports for you. The alternatives were: Very important, Important, Regular, and Nothing Important Not Important and the responses of 120 students were analyzed and classified proportionally with the help of Excel software. We obtained the following result:

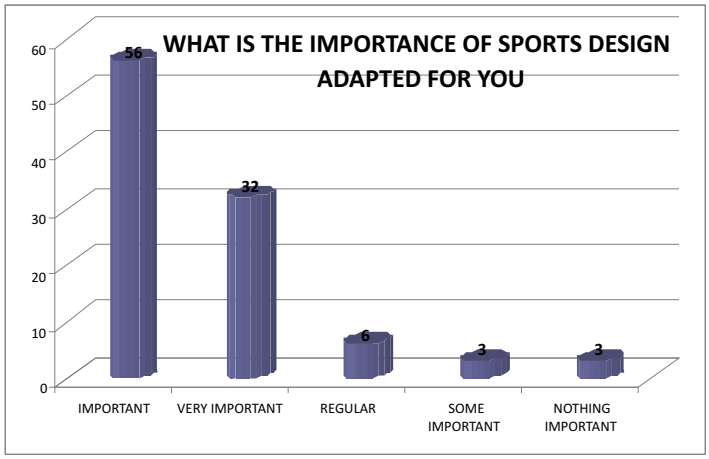


Chart 1 - Relevance of the Project for students

The graph we can see that for 88% of pupils achieving Adaptdos Sports Project was important and / or very important to us that even if we have students with disabilities in a class, we can instead work to include in the curriculum School Physical Education. Here we quote the words of Carvalho (1998) mentions that when the school is the conceptual space in which all can and must participate in academic activities in regular education classes. With the activities we seek to raise awareness of the students through the experience reflected and supported by historical and social foundations.

1.3 FINAL CONSIDERATIONS

In this new world where the prospect of inclusion is widely distributed and collected by the society in general, Physical Education has a role in his side named Adapted Physical Education School, which includes a well diversified program of developmental activities, games, sports and rhythms adapted to the interests, the needs of the disabled (or not) that can not successfully participate in rigorous activities and safety of the general program of Physical Education (Winnick, 2004). What is clear is that regular physical activity performed and directed contributed to the overall development of each student involved, as well as the awareness that we must be prepared and know even superficially temporary or permanent disability so that we can deal with respect and citizenship who is in this condition.

The present study was based on theoretical assumptions about the process of inclusion of disabled people in school. This is an undeniable premise but the main focus of our study was to show the inclusion starting from a different perspective: Working with Physical Education students who do not have any kind of disability, just to prepare them more effectively so that they can intervene in society and make a broader reading of the world through the experiences of sensory deprivation.

I believe that through investigative initiatives like this, we can consider that inclusive practices directly affect the people and training, cultural processes to which we are exposed from birth assist in the construction / deconstruction of stereotypes about the disabled, and non-carriers visually impaired and it is up to Professor mediate this process of awareness and building citizenship through Adapted Physical Education school. The contributions of physical education for inclusive education are numerous, however, structural changes are necessary, sociological and philosophical allowing the recognition of the aspects involved in the process of educational inclusion. It is inferred that these activities have contributed in the improvement of general skills related to coordination, agility and balance of the students involved and also in relation to sociability among students and between students and teachers who worked in the activities.

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ADAPTED PHYSICAL EDUCATION: BUILDING THE LEARNING, A CITIZEN OF EXPERIENCE AND TRAINING SCHOOL

SUMMARY:
With the end of World War II, governments of several countries have invested in adapted sports as a way to try and rehabilitation for ex-combatants of the Second World War. It was common at that time mothers of children with any disability want to hide them at home believing that they were protected from the outside world, their deprivation and discrimination. This concept fell by the wayside in contemporary society through numerous initiatives (some by force of law), opened doors for these people to feel truly useful and productive for society. The present study was based on theoretical assumptions have on the process of inclusion of disabled people, the greatest difficulties encountered by the Sports and perspective as a means of rehabilitation and social mobility to a group of 120 students of 5th year of elementary school for a Municipal School of Campo Grande - Mato Grosso do Sul After this stage of studies, carried out practical activities in which students were deprived of primary human sense: vision. From this, the students arranged in pairs, one as the guide, walk through the school conducted to address the problems of spatial location and accessibility, walking alone in a corridor made of string, rolling a ball Goalball adapted to train the hearing and then experimentation with a game of goalball. The main focus of our study was to show the inclusion starting from a different perspective: Working with Physical Education students who do not have any kind of disability, just to prepare them more effectively so that they can intervene in society and make a reading wider world through the experiences of sensory deprivation. The importance and interest were evident when they answered a questionnaire, which found that 88% for the project was very important and / or important.
KEY WORDS: Adapted Physical Education, Inclusion, Adapted Sports.

D'ÉDUCATION PHYSIQUE ADAPTÉE: RENFORCEMENT DE LA FORMATION, UN CITOYEN DE L'EXPERIENCE ET FORMATION SCOLAIRE

RÉSUMÉ:
Avec la fin de la Seconde Guerre mondiale, les gouvernements de plusieurs pays ont investi dans le sport adapté comme un moyen d'essayer et de réhabilitation pour les ex-combattants de la Seconde Guerre mondiale. Il était courant à cette époque les mères d'enfants ayant un handicap veulent les cacher à la maison croyant qu'ils étaient protégés du monde extérieur, leurs privations et de discrimination. Ce concept a été abandonnée dans la société contemporaine à travers de nombreuses initiatives (certains par force de loi), a ouvert les portes à ces personnes de se sentir vraiment utile et productif pour la société. La présente étude a été basée sur des hypothèses théoriques sur le processus d'intégration des personnes handicapées, les plus grandes difficultés rencontrées par le sport et la perspective comme un moyen de réhabilitation et de la mobilité sociale d'un groupe de 120 élèves de 5e année de l'école élémentaire pour un École municipale de Campo Grande - Mato Grosso do Sul Après cette étape des études, réalisées des activités pratiques dans lesquelles les élèves ont été privés de sens humain primaires: la vision. De cela, les étudiants disposés par paires, l'une en tant que guide, promenade à travers l'école a mené à aborder les problèmes de localisation spatiale et de l'accessibilité, marchant seule dans un couloir fait de ficelle, faire rouler une balle de goalball adaptés pour former de l'audience et ensuite l'expérimentation d'un jeu de goalball. L'objectif principal de notre étude était de montrer l'inclusion à partir d'une perspective différente: Travailler avec des étudiants en éducation physique qui n'ont pas de n'importe quel type de handicap, juste pour les préparer plus efficacement afin qu'ils puissent intervenir dans la société et de faire une lecture reste du monde par les expériences de privation sensorielle. L'importance et l'intérêt évident quand ils ont répondu à un questionnaire, qui a constaté que 88% du projet a été très importante et / ou importantes.
MOTS CLÉS: Adapté d'éducation physique, l'inclusion, le sport adapté.

EDUCAÇÃO FÍSICA ADAPTADA: CONSTRUCCIÓN DE LA EDUCACIÓN, UN CIUDADANO DE LA EXPERIENCIA Y LA ESCUELA DE FORMACIÓN

RESUMEN:
Con el fin de la Segunda Guerra Mundial, los gobiernos de varios países han invertido en deporte adaptado como una manera de tratar y de rehabilitación para ex-combatientes de la Segunda Guerra Mundial. Era común en esa época las madres de los estudiantes con alguna discapacidad quieren ocultar en su casa, creyendo que esto sería protegida del mundo exterior, sus privaciones y la discriminación. Este concepto quedó en el camino en la sociedad contemporánea a través de numerosas iniciativas (algunas por la fuerza de la ley), abrió las puertas para que estas personas se sienten realmente útil y productivo para la sociedad. El presente estudio se basa en supuestos teóricos sobre el proceso de inclusión de las personas con discapacidad, las mayores dificultades encontradas por el deporte y la perspectiva como medio de rehabilitación y la movilidad social a un grupo de 120 estudiantes de 5 º año de la escuela primaria para un Escuela Municipal de Campo Grande - Mato Grosso do Sul Después de esta etapa de los estudios, llevado a cabo actividades prácticas en las que los estudiantes se les privó de sentido primario humanos: la visión. A partir de ahí, los estudiantes agrupados en pares, uno como guía, nos hizo caminar por la escuela para abordar los problemas de ubicación espacial y la accesibilidad, camina solo en un pasillo hecho de cuerda, hacer rodar una pelota de Goalball de formación adaptados a la audiencia y después de la experimentación con un juego de goalball. El enfoque principal de nuestro estudio era demostrar la inclusión a partir de una perspectiva diferente: trabajar con estudiantes de educación física que no tienen ningún tipo de discapacidad, sólo para prepararse más eficazmente para que puedan intervenir de la sociedad y hacer una lectura el resto del mundo a través de las experiencias de privación sensorial. La importancia e interés fueron evidentes cuando respondieron a un cuestionario, el cual encontró que el 88% para el proyecto era muy importante y / o importantes.
PALABRAS CLAVE: Educación Física Adaptada, Inclusión, deporte adaptado.

EDUCAÇÃO FÍSICA ADAPTADA: CONSTRUINDO O APRENDIZADO, A VIVÊNCIA E A FORMAÇÃO DO CIDADÃO NA ESCOLA

RESUMO:

Com o Fim da Segunda Guerra Mundial, governos de diversos países investiram nos esportes adaptados como forma de tentar uma ressocialização para ex-combatentes da Segunda Guerra Mundial. Era muito comum nessa época mães de alunos com qualquer deficiência querer escondê-los em casa acreditando que assim estariam protegidos do mundo exterior, suas privações e discriminações. Essa concepção caiu por terra na sociedade contemporânea que através de inúmeras iniciativas (algumas por força de lei), abriram portas para que essas pessoas se sintam verdadeiramente úteis e produtivas para a sociedade. O presente estudo baseou-se em apresentar os pressupostos teóricos sobre o processo de inclusão de deficientes, as maiores dificuldades encontradas por e a perspectiva do Esporte como meio de ressocialização e ascensão social a um grupo de 120 alunos do 5°Ano do Ensino Fundamental de uma Escola Municipal de Campo Grande – Mato Grosso do Sul. Após essa etapa de estudos, realizamos atividades práticas em que os alunos foram privados do principal sentido humano: a visão. A partir disso, os alunos dispostos em duplas, um como o guia, realizamos caminhada pela escola para enfrentar os problemas de localização espacial e acessibilidade, caminhada sozinho em um corredor feito com barbante, rolar uma bola de GoalBall adaptada para treinar a audição e depois a experimentação de um jogo de GoalBall. O principal foco de nosso estudo foi mostrar a inclusão partindo de uma outra perspectiva: Trabalhar a Educação Física com alunos que não possuem nenhum tipo de deficiência; justamente para prepará-los de forma mais efetiva para que possam intervir na sociedade e fazer uma leitura de mundo mais ampla através das experiências de privação dos sentidos. A importância e o interesse ficaram evidentes quando responderam a um questionário, que apontou que para 88% o Projeto foi muito importante e/ou importante.

PALAVRAS CHAVE: Educação Física Adaptada, inclusão, esportes adaptados