81 - SPORTS CULTURAL MEETING PLAYFUL (ELEC)

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INTRODUCTION

The Internal Games, is undoubtedly the most awaited moment for students of any grade level, is the moment where they will confront their sports skills, to overcome their opponents, and thus be worthy of his long awaited medal thus confirming its superiority over other.

The above paragraph shows us an erroneous view of the internal games, but this view is that most people involved in this type of activity, and even though not agreeing, just unconsciously, to reinforce such attitudes, indoor games is competition, the very term Games already takes us there is something in which there will be a winner and a loser when it comes to indoor games at school, which is characterized only sports activities should be worked out and maybe there is the big problem of this kind of activity, because with the formation of the teams surge the selection of the most "skilled" in each sport in which the main actors are few and all others who do not have the "skills" required will be mere spectators supporting their teams, know and believe that sport teaches, but activities as this reinforce the accommodation and not questioning.

Airton Negrine (1997) cites the following:

... the word "game" has different meanings since it can be seen from the movements that the child realizes early in life shaking objects that are at your fingertips, until the activities more or less complex ... (p.44). Therefore, indoor games can get another reading on sports activities based on promoting diversity in learning without overvalue competition among students.

We believe that sports and indoor games can be worked in a more targeted help in the education of students, but we must expand the activities of the "games", not only holding the sport, but the most varied forms of activities where all can be integrated, not as spectators, but as agents of the event, and everyone would be protagonists, not better nor worse, neither strong nor weak, but people will share experiences, knowledge, joys, victories and defeats, but aiming main emancipation, thus contributing to an education of the student. An activity such as this, it could not be more games called internal because the sport would be just one element of this training activity, we believe that such activity would be more for a great meeting, a meeting of all areas of knowledge where we would have the theater, dance, film, photography, painting, curricular components, sport and more than we imagined for this activity. It would be a great meeting Playground - Sports - Cultural.

We know the difficulty of making games educational units, mainly in transportation of children to the venues, since most live in remote locations need to drive to get to the pedagogical units, transport provided by boat and tram, and another obstacle that classes were not interrupted, getting students who use the boats unable to participate in the activities and the tram that transports students also end up having their schedule changed implying the late arrival of students in their homes which would eventually cause discomfort among responsible and coordination of educational units.

DEVELOPMENT

Thinking of a way to alleviate these situations is that we propose this new conception of activities to replace the Internal Games, the playful MEET - SPORTS - CULTURAL, which were held during the year in four meetings, the first being for all classes GARDEN I and II, the second for all classes Cycle Training I, the third for all classes of the Training Cycle II and room for all classes of Training Cycles III and IV.



Foto: 1
Fonte: UP Faveira 2012



Foto: 2
Fonte: UP. Faveira 2012

We had the trail of sensations, in which students were challenged to follow a path blindfolded, through various obstacles as stepping on a small lake with ice water, then go into a creek with leaves and roots in the region go through a corridor with scents of herbs Pará, undergo a smooth running having to rely on ropes, climb a seesaw made of tree trunks and finally feel the drip of rain, which relieves the hot days of Pará region.



Foto:03
Fonte: UP Faveira 2012



Foto: 04
Fonte: UP Faveira 2012

When we move to the beach, we race with bags, swimming, volleyball, track tires, burned, finally such pedagogical actions promoted the socialization of students from different classes, without the need of having winners and losers, but students ensured its development through sports, how says Brougère "the games and toys are means which help the child to penetrate his own life as both in nature and in the universe."(1998, pg.17) In the meetings that took place in the months of April, June, September and November, several proposals were to work as: cine club, puppets, toy manufacturing, karaoke, chest reading, storytelling, sports activities like volleyball and soccer exhibition science, sex education, painting, musically, sung toys, room senses, mathematical games, computers, trolley rides, games and play on the beach, poetry, face painting, tours, observation of the environment.

Activities that lead students to experience the most varied forms of learning in various languages bodily learning, auditory, visual, gustatory, tactile, but mainly for participation without the obligation to be the best, but only contribute to the process of appropriation and construction of knowledge using their curiosity and their experience of life, even serving for faculty and staff a new way of appropriating knowledge and share with others.



FINAL THOUGHTS

Always at the end of each meeting are evaluated primarily with the faculty and staff and for the next week to meet with students who attended the event, there was at no time in the four reviews any negative remark meetings, all faculty, staff and students embraced ELEC as a special event sponsored by the school and stressed the need for its continuation for the next school year because the game situations to occur in non-pressure atmosphere of familiarity, emotional security and absence of tension or danger provides conditions for learning social norms in situations of low risk. The management offers opportunities to experience playful behavior that, in normal situations, would never be tempted by fear of punishment or error. (Kishimoto, 1998, p. 140th). And what is perhaps the most important action of this proposal, discussed, planned and executed by all, was the total absence of violence among students during the school year of 2012 and to date, have not heard more talk on " seawall. "

We should emphasize that the efficiency of ELEC was only possible thanks to the commitment of all to this project, the determination of which teachers sometimes even without the necessary material and made it happen unfolded activities, refused to be discouraged by difficulties and performed exceptionally their activities with one goal oportunizar students with a practical emancipatory educational needs without notebooks or pens, but with the senses and feelings and mainly the desire to build knowledge.

From the foregoing we can only conclude that the Playful Sports Cultural Encounter is an innovative proposal that is here to stay and will be an educational tool to raise awareness against violence, heightened competition, selfishness and anything that might detract from our students to have a future promising success.

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MEETING PLAYFUL, CULTURAL SPORTS (ELEC)

ABSTRACT

The work presented is the result of a project called "ELEC-Cultural Encounter Playful Sports" Pedagogical Faveira developed in Unity, Isle of Cotijuba, Insular region of Belém-Pará, in the months of April, June and September of that year, which is goal oportunizar access to students aged 04 to 16 years to participate in some sporting various movements, integrating

learning with leisure, promoting education through movements so playful and pleasurable sport, a proposal of fun inside and out educational institution in which each student can educate themselves playing. We start with the assertion Assis de Oliveira, 2001, p.20 that "indoor games, represented by the sport, still, even if unconsciously, a reaffirmation of codes, values and fundamental meanings of capitalist society" thereby sports and cultural activities has an important function in the life of a student who comes to be seen as a social, historical and cultural. However, the student is not just a figment of their socio cultural context, but the author of his own story, he is a producer and be completely adjusted to their knowledge, in the act of interacting with each other in games, games and sports activities that address the characteristics of people Paraense, specifically those living in regions in which ribeinhas requires movement, coordination and balance. The methodology consisted of driving through language-body gestural, linked with the emerging languages, cultural, and plastic body-gestural-visual. The learning situations strengthened several languages requiring socialization and interaction among students and contributed to new discoveries and creations on culture and movements acquired and rebuilt by educating for healthy growth and ensuring a promising future.

KEYWORDS: education; recreation; learning.

RÉUNION LUDIQUES, SPORTIVES ET CULTURELLES (ELEC)

RÉSUMÉ

Le travail présenté est le résultat d'un projet intitulé "Sports Encounter ELEC-culturelles ludiques" pédagogique Faveira développés dans l'Unité, Ile de Cotijuba, région insulaire de Belém-Pará, dans les mois d'Avril, Juin et Septembre de cette année, qui est accès oportunizar objectif aux étudiants âgés de 04 à 16 ans à participer à des mouvements sportifs divers, intégrant l'apprentissage à loisir, promouvoir l'éducation par le sport mouvements si ludique et agréable, une proposition de l'intérieur et à l'extérieur fun établissement d'enseignement dans lequel chaque élève peut s'instruire en jouant. Nous commençons avec l'affirmation de Oliveira Assis, 2001, p.20 que «les jeux d'intérieur, représentés par le sport, encore, même si inconsciemment, une réaffirmation des codes, des valeurs et des significations fondamentales de la société capitaliste» ainsi les activités sportives et culturelles joue un rôle important dans la vie d'un étudiant qui vient d'être considéré comme un. sociale, historique et culturelle Toutefois, l'étudiant n'est pas seulement le fruit de leur contexte socioculturel, mais l'auteur de sa propre histoire, il est un producteur et être complètement adaptés à leur connaissance, dans l'acte d'interagir les uns avec les autres dans des jeux, des jeux et des activités sportives que l'adresse les caractéristiques des personnes, en particulier Paraense ceux qui vivent dans des régions où ribeinhas besoin de mouvement, la coordination et l'équilibre. La méthodologie a consisté à conduire à travers le langage du corps gestuelle, en lien avec les langues émergentes, culturelles et corps en plastique et gestuelle-visuelle. Les situations d'apprentissage renforcé plusieurs langues nécessitant la socialisation et l'interaction entre les étudiants et contribué à de nouvelles découvertes et créations sur la culture et les mouvements acquis et reconstruit par l'éducation à la croissance et à assurer un avenir prometteur.

MOTS-CLÉS: l'éducation, les loisirs, l'apprentissage.

ENCUENTRO DEPORTIVO LÚDICAS, CULTURALES (ELEC)

RESUMEN

El trabajo que se presenta es el resultado de un proyecto llamado "ELEC-Culturales Deportes Encuentro Pedagógico" Playful Faveira desarrollados en la Unidad, Isla de Cotijuba, región Insular de Belém-Pará, en los meses de abril, junio y septiembre de ese año, que es objetivo oportunizar acceso a estudiantes de entre 04 a 16 años a participar en algunos diversos movimientos deportivos, integrando el aprendizaje con el ocio, la promoción de la educación a través de movimientos para el deporte lúdico y placentero, una propuesta de diversión dentro y fuera institución educativa en la que cada alumno puede educarse a sí mismos jugando. Partimos de la afirmación de Assis de Oliveira, 2001, p.20 que "los juegos de interior, representado por el deporte, todavía, aunque sea inconscientemente, una reafirmación de los códigos, valores y significados fundamentales de la sociedad capitalista" con ello las actividades deportivas y culturales tiene una función importante en la vida de un estudiante que llega a ser visto como un archivo. social, histórico y cultural Sin embargo, el estudiante no es sólo un producto de su contexto socio-cultural, pero el autor de su propia historia, es un productor y estar completamente ajustados a su conocimiento, en el acto de interactuar unos con otros en los juegos, juegos y actividades deportivas que dirección las características de las personas Paraense, específicamente los que viven en regiones en las que ribeinhas requiere el movimiento, la coordinación y el equilibrio. La metodología consistió en conducir a través del lenguaje gestual, corporal, vinculado con los lenguajes emergentes, culturales y cuerpo de plástico-gestual-visual. Las situaciones de aprendizaje reforzado varios idiomas que requieren la socialización y la interacción entre los estudiantes y contribuyó a nuevos descubrimientos y creaciones sobre la cultura y los movimientos adquiridos y reconstruido por la educación para un crecimiento sano y asegurar un futuro prometedor.

PALABRAS CLAVE: educación, recreación, aprendizaje.

ENCONTRO LÚDICO, ESPORTIVO CULTURAL (ELEC)

RESUMO

O trabalho apresentado é resultado de um projeto denominado “ELEC- Encontro Lúdico Esportivo Cultural” desenvolvido na Unidade Pedagógica Faveira, na Ilha de Cotijuba, região Insular de Belém-Pará, nos meses de abril, junho e setembro deste referido ano, que tem como objetivo oportunizar o acesso de alunos com a faixa etária de 04 até 16 anos a alguns participar de variados movimentos esportivos, integrando o aprendizado ao lazer, promovendo a educação por meio de movimentos lúdicos de maneira prazerosa e esportiva, numa proposta de diversão dentro e fora da instituição de ensino em que cada aluno poderá instruir-se brincando. Partimos da afirmação de Assis de Oliveira, 2001, p.20 que “os jogos internos, representado pelo esporte, ainda são, mesmo que inconscientemente, uma reafirmação de códigos, valores e sentidos fundamentais da sociedade capitalista” desse modo, atividades esportivas e culturais possui uma função importante na vida de um aluno que passa a ser vista como um ser social, histórico e cultural. Todavia, o educando não é apenas fruto do seu contexto sócio cultural, mas sim autor de sua própria história, ele é um ser completamente ajustado e produtor de seus conhecimentos, no ato de interagir com o outro nos jogos, brincadeiras e atividades esportivas que abordam as características do povo Paraense, especificamente os que moram nas regiões ribeinhas no qual exige movimentos, coordenação e equilíbrio. A metodologia foi constituída por meio da linguagem Impulsionadora gestual-corporal, interligadas com as linguagens emergentes a, cultural, gestual-corporal e plástico- visual. As situações de aprendizagem fortaleceram diversas linguagens que requereram a socialização e interação dos alunos e contribuiu para novas descobertas e criações sobre a cultura e movimentos adquiridos e recriados pelos educando, para um crescimento saudável e a garantia de um futuro promissor.

PALAVRAS-CHAVE: educação; lazer; aprender.