108 - EDUCATIONAL SPORTS : THOUGHTS ON METHODOLOGICAL PERSPECTIVE AND ANALYSIS ON CONTENT DIMENSION FOR SEGUNDO TEMPO PROGRAM, IN SERRANA/SP

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INTRODUCTION

When considering possible ways for children and adolescents to practice sports the young athletes training centers, such as swimming, soccer, volleyball and basketball schools are the most common option. Most of such schools are methodologically similar to sports training regarding competitiveness, media image and, especially, efficiency.

It is possible to notice that this model is commercially deeply ingrained in our society, however this study presents as main focus another possible perspective for an interaction and a learning process in sports based upon a broad view on concepts concerning sports named “educational sports”.

The terminology “education sports” or “educational sports” possibly rose from The International Physical Education Letter, elaborated by Unesco (1978), in an attempt of changing concepts on sports that were based upon their own use in political relationships during Cold War (UNESCO, 1993). Conversely to the sports model used during cold war based upon competition and sports nationalism the purpose of educational sports is grounded in values and principles applicable to practices and modalities which were somehow forgotten in a culture of high performance.

With this new sports perspective and concept the main purpose to elaborate this study is justified by the lack of studies and results published concerning the implement of educational sports methodology in concrete training for youngsters. It is important to highlight that results and discussions derived from data collected will possibly contribute to a greater production and elaboration of researches on such context.

Therefore, this study aims to research on how youngsters appropriate themselves from parameters in reference to three content dimensions – conceptual, procedural and attitudinal – in a year of activities using educational sports methodology.

EDUCATIONAL SPORTS

In order to understand the phenomena of “educational sports”, this study uses six conceptions and principles which lent them some theory, presented by UNESCO itself (1993):

·Totality Principle: practicing educational sports must strenghten the unity of human beings with themselves, with others and with the world, and must have as essential elements emotions and sensations, thoughts and intuition. This principle leads educational sports practitioners to strenghten their knowledge, their selfsteem and their self-transcendence in an environment of respect and preservation of individualities.

·Coeducation Principle: educational sports integrate situations for both genders, age, social and economic levels, physical conditions and others.

·Emancipation Principle: also introduced in educational sports leading practitioners to encouraging situations to develop independence, autonomy and freedom.

·Paticipation Principle: all actions that lead practitioners of educational sports to interfere in reality through participation. This principle compromises practitioners in sports social environments through experiences offered.

·Cooperation Principle: when recording individualism situations promote team actions in order to develop goals in common during the educational sports practice.

·Regionalism Principle: leads practitioners to situations concerning respect, protection and valuation of cultural background and heritage.

The ideas presented are close to Freire (2006) discussions when the author states that teachers in their sports pedagogical attitudes during classes should be guided by the necessity of going beyond learning a new game. Reflecting upon soccer modality the author points out fundamental concepts that must be present in contents approached, such as: teach soccer to everyone; teach soccer well to everyone; teach how to enjoy soccer; teach more than soccer to everyone. This later concept “teach more than soccer to everyone” is attached to a huge amount of concepts that can be applied during pedagogical interventions in the teaching/learning process.

According to Brasil (1998), paraphrazing Freire's thoughts (2003), upon the perspective of a broader learning process for sports we can highlight social sharing, rules establishment and the conduction of modalities attached to students' reality (social cultural and economic environments).

Such principles provide the classes with: a concrete worry about including most of participants; a meaningful teaching/learning practice for youngsters; the insertion of new knowledge attached to sports; the evidence of cooperation instead of competition; collectiveness instead of individualism and integration instead of segregation. Grounded on more humanized approaches those principles for educational sports called scholars' attention and found a methodological preference for applicability mainly in social programs. In this sense it is important to emphasize that this expressiveness enabled educational sports to have a space even in Brazilian Constitution in the form of a decree:

VIII – education guided to full development of human beings as autonomous and participative provided by public resources priority for educational sports. (Decree 981/1993).

EDUCATIONAL SPORTS IN “SEGUNDO TEMPO” PROGRAM (PST)

As an example of sports democratization, the access to several sports modalities and the methodology grounded upon educational sports there is Segundo Tempo program (PST), created by Federal Government in 2003. The program established by different partner entities (Cities, NGOs, Universities) and the Sports Ministry serves all Brazilian states and aims to:

Democratize the access to sports culture and practice in order to promote full development of children, adolescents and youngsters, as a factor to form citizens and improve quality of life mainly in areas of social vulnerability (OLIVEIRA; PERIM, 2009).

Still reflecting upon particular goals for Segundo Tempo program concepts and theoretical guidelines point to the following interventions and goals to be possibly conducted in class:

·To offer educational sports practices encouraging children and adolescentes to keep an effective interaction that may contribute to their full development;

·To offer appropriate conditions to an educational sports quality practice;

·To develop social values;

·To contribute to improve physical capacities and motor skills;

·To contribute to improve quality of life (selfsteem, sharing, social integration and health);

·To contribute to decrease the exposure to social risks such as drugs, prostitution, early pregnancy, criminality, children working and the awareness about sports practice assuring citizenship (OLIVEIRA; PERIM, 2008).

Following this conception of educational sports and inserting bases proposed by Sports Ministry, Segundo Tempo program in Serrana/SP offers activities three times a week after regular classes. The totality of classes was built not only with sports modalities but also with games, lectures, movies regarding transversal themes proposed by the program, walks, evaluations, presentations, folk events and others. The sports modalities and activities offered scenario was built by: basketball, volleyball, futsal, handball, chess, badminton, mini tennis, music, environment and food reinforcement.

PST in Serrana/SP has four units with a capacity to serve 100 children each strategically spread through the town in order to attend as many children as possible as well as poor communities where the program target is: children and adolescents in social vulnerability areas.

METHODOLOGICAL PROCEDURES

Two hundred nineteen children living in Serrana/SP took part in this study, all students from public schools with possibilities to fully participate in activities offered by PST after school. Students were chosen through inclusion criteria such as: take part in at least one of the four PST units in town; be from 6 to 12 years old; have parents' permission to attend the activities; be frequent (low absence level) and having participated in evaluations from 1st and 2nd Pedagogical Cycle (important to analyze students progression in the program). When concerning the stages to apply assessment scorecard, an instrument responsible for data collecting, the study was divided into two cycles: 1st Pedagogical Cycle – from February to June and 2nd Pedagogical Cycle – from July to November. Each pedagogical cycle was developed in five months and went through periodical evaluations at the end of each cycle.

The research instrument used to collect data was divided into three assessment scorecards with tem, seven and nine evaluation parameters respectively thus building twenty-six parameters. The three scorecards were applied twice during the year for both pedagogical cycles (1st and 2nd P.C.).

Scorecard 1 – Behavior Evaluation – Attitudinal (10 evaluation parameters)

Students Name	Is able to sit and listen		In conflict situations is able to dialogue		Accepts and respects rules		Naturally withstands failure		Faces challenges and naturally persues success		Presents self-control and respects colleagues		Can easily relate with others		Shows a responsible autonomy		Shows responsability		Helps partners and is able to work in teams	
	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P

While Reading the first scorecard we notice that the evaluation parameters are grounded on what is expected from students in different moments of the activity (attitudinal dimension) and also relationships established with professor such as behavior when facing a group and theirs actions towards themselves (such as naturally withstanding failure).

Scorecard 2 – Cognitive Evaluation – Conceptual (7 evaluation parameters)

Student`s Name	Understands what the teacher proposes		Is interested and understands the contente proposed		Aknowledges the importance of the content applied		Contributes when elaborating and reviewing contents proposed		Knows how to defend personal thoughts		Understands the reason of successnon-sucess		Contributes to other possibilities concerning problem solutions	
	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P.	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P

This scorecard presents evaluation parameters with notable link to concepts elaborated and applied in class. It is relevant to highlight that the evaluation instrument scores the value for students` participation when they know how to show ideas, knowledge, new possibilities and problem solutions.

Scorecard 3 – Evaluation for Tactic and Motor Learning Process – Procedural (9 evaluation parameters)

Student`s Name	Understands the game logic		Understands and applies the rules of the game		Identifies and shows motor skills		Shows the antecipation of motor actions		Shows demonstration capacity		Shows capacity and adaptation when transforming movements		Shows capacity of differentiation		Shows capacity to react		Shows capacity to combine	
	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P	1° C.P	2° C.P

The approach to understanding-conducting procedures was factor when considering the third. At this stage there is a special necessity in understanding what is being evaluated in different capacities presented in the scorecard, such as:

·Orientation capacity: allows students to determine their own position regarding their own movements, the opponents and partners.

·Adaptation capacity and the conversion of their own movements: allows students to transform a predicted action program or replace it by a more appropriate one. This capacity implies to antecipation capacity.

·Differentiation capacity: it is expressed in the “ball direction” and allows students to coordinate in great, precise and economic ways their several body parts to conduct an exact action applying the necessary strength.

·Reaction capacity: allows students to quickly start and conduct the necessary action in response to an expected or unexpected sign.

·Combination capacity: capacity of creating simple actions with an appropriate space-time dynamics

In order to fulfill the goal of serving and transmitting values presented in educational sports perspective all unit coordinators (PST teachers) went through presence training offered by the Sports Ministry to understand the program

pedagogical basis, the goals to be considered when taking action and the evaluation tools when applying them.

RESULTS AND DISCUSSION

Figures 1, 2 and 3 show the results obtained by PST students – Serrana at the first pedagogical cycle (blue) when compared to the second pedagogical cycle (red), to do so the following classification was considered: score 1 (does not conduct), score 2 (conducts a few times), score 3 (conducts sometimes), score 4 (conducts many times) and score 5 (always conducts).

Therefore each student was expected to have 26 scores at the end of the evaluation process (in reference to the total of all evaluated parameters in the three scorecards). The values presented in graphics (figures 1, 2 and 3) are relative to the number of times that a particular score occurred in the same scorecard, i.e.: in figure 1, Reading scores from the first evaluation score 3 was particularly attributed 524 times for students in the 10 evaluated parameters in the scorecard. Below figures there is a cover note describing all evaluated parameters referent to the three evaluation scorecards.

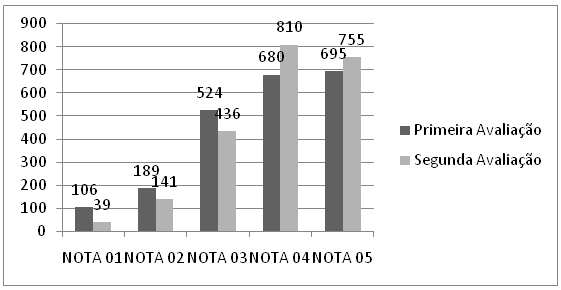

Figure 1: Score total for all units concerning the item "Behavior Evaluation – Attitudinal", in scorecard 1 (219 students)[4]

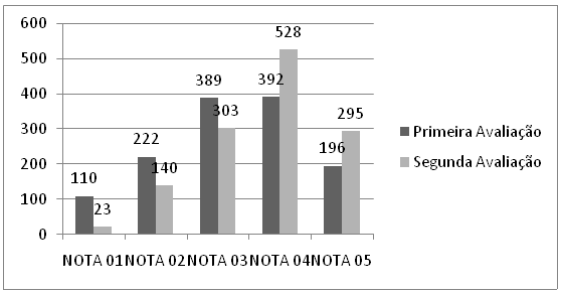

Figure 2: Score total for all units concerning the item "Cognitive Evaluation – Conceptual" in scorecard 2 (186 students)[5]

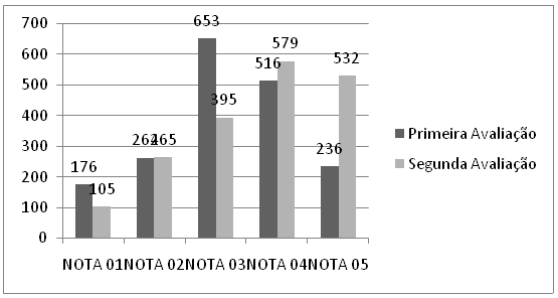

Figure 3: Score total for all units concerning the item "Tactic and Motor Learning Process Evaluation – Procedural, in scorecard 3 (208 students)[6]

The performance focus was hardly applied in the program during pedagogical interventions, however while noticing results a great increase in grades it noticeable in most of evaluation parameters, particularly in Figure 3: "Tactic and motor learning process evaluation – procedural". There was also an increase in results presented figure 2: "Cognitive Evaluation – Conceptual".

This study suggests that this improvement is related to working in different modalities (offering a greater amount of stimuli to students), fundamental motor skills training (running, jumping, climbing, casting, etc.), uncommitted practices to only one modality (sports monoculture) and the lack of preoccupation towards a perfect movement. The choice of not using a methodology able to generate an "early sportization" is another factor to be considered once according to KUNZ (1994) such phenomena may bring problems to children, such as ot taking part in activities and games which are particular to children environment and also essential to make them develop their character. Grounded on Gallahue's (2011) studies we state that the lack of stimuli and inappropriate or early stimulation are factors to damage children development.

FINAL REMARKS

Segundo Tempo program is grounded on educational sports principles and acts in different intrinsic areas of body culture. This study results allow us to understand that the goals of such program are about to be reached.

The methodology emphasized in the program fosters an improvement of values (respect, autonomy, rights and duties etc.), concepts (rules, contents etc.) and essential motor skills (running, casting, climbing, jumping etc.), thus enabling the possibility to seek full development for students, adolescents and such methodology practitioners.

It is essential to conduct further studies on bigger groups of children and adolescents taking part in methodologies attached to educational sports other than traditional training performance/competition oriented methods.

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EDUCATIONAL SPORTS: THOUGHTS ON METHODOLOGICAL PERSPECTIVE AND ANALYSIS ON CONTENT DIMENSION FOR SEGUNDO TEMPO PROGRAM, IN SERRANA/SP

ABSTRACT

This qualitative study tried to evaluate the perspective of 219 children taking part in an educational sports program - Segundo Tempo program, Sports Ministry, regarding the acquirement of parameters concerning three content dimensions (conceptual, procedural and attitudinal) for two pedagogical cycles of five months each. The research instrument for data collection was divided into three scorecards with ten, seven and nine parameters, respectively, therefore twenty-six evaluation parameters. Five scores were considered to evaluate each parameter considering the following classification: score 1 (does not conduct), score 2 (conducts few times), score 3 (conducts sometimes), score 2 (conducts many times), score 5 (always conducts).A performance/competition oriented focus was hardly approached in the program during pedagogical interventions, however we notice great increase in scores for most of evaluated parameters. Results suggest that such improvement may be attached to participation in several modalities (more stimuli to students), essential motor skills training (running, casting, climbing, jumping etc.), casual practices in only one sport (sports monoculture) and no concern towards a perfect motor gesture. It is relevant to highlight that this study did not seek discussions on educational sports primacy as a pedagogical practice in detriment of other methodologies or teaching possibilities such as sports performance, establishing a close relationship with educational sports.

KEYWORDS: educational sports, content dimensions, social programs.

L'EDUCATION SPORTIVE: REFLEXIONS SUR VOTRE POINT DE VUE MÉTHODOLOGIQUE ET L'ANALYSE DES DIMENSIONS DE CONTENU DANS LE PROGRAMME DE SECONDE FOIS À SERRANA / SP

RÉSUMÉ

Cette étude d'abordage qualitative a pour objectif d'évaluer la perspective de 219 enfants qui participent à un programme d'activités sportives éducatives - Programme de Seconde Fois du Ministère des Sports, sur l'appropriation des paramètresliés à trois dimensions de contenu (conceptuelles, procédurales et des attitudes) dans deux cycles d'enseignement de 5 mois chacune.L'instrument de recherche utilisé pour la collecte des données a été divisée en trois fiches d'évaluation qui contenait dix, sept et neuf paramètres d'évaluation, respectivement, composant ainsi vingt-six paramètres à évaluer.5 notes ont été considérés pour évaluer chaque paramètre, à considérer la classification suivant : note 1 (pas fait), note 2 (fait rarement), note 3 (parfois fait), note 4 (fait souvent) et la note 5 (toujours fait). Le sportive focus « performative » ou de rendement, dans le Programme de Seconde Foisa été peu favorisé au cours des interventions pédagogiques, cependant, d'observer les résultats ont indiqué une amélioration marquée des notes dans la plupart des paramètres.Les résultats suggèrent également que cette amélioration peut être liée au travail de différents modalités (offrant un plus grand nombre de stimulus pour les étudiants), formation des habiletés motrices fondamentales (courir, lancer, grimper, sauter, etc.),les pratiques non engagés avec un seul sport (monoculture du sport)et l'insouciance avec le geste sportif / moteur "parfait". Est important surligner que cet article n'a pas cherché à discuter la primauté du sport educative tout en pratique pédagogiquesur d'autres méthodologies ou possibilités d'enseignement comme le sport de performance et l'écoles de formation, cependant, les résultats indiquent certaines possibilités pour le développement du sport tout en maintien d'une relation étroite entre les concepts de l'éducation sportive.

MÓTS-CLÉS: sportives éducatives, dimensions de contenu, programmes sociaux.

EL DEPORTE EDUCATIVO: REFLEXIONES SOBRE SU PERSPECTIVA METODOLÓGICA Y EL ANÁLISIS DE LAS DIMENSIONES DE CONTENIDO EN EL PROGRAMA SEGUNDO TIEMPO EN SERRANA/SP.

RESUMEN

Este estúdio de abordaje qualitativo buscó evaluar la perspectiva de 219 niños participantes de un programa de deporte educativo-Programa Segundo Tiempo del Ministerio del Deporte. Fueron aplicadosparámetros referentes a tres dimensiones de contenido (conceptual, de procedimento, y de actitud) en dos ciclos pedagógicos de 5 meses cada uno. El instrumento de investigación para recolectar los datos fue dividido en três planillas de evaluación que contenian diez, siete y nueve parâmetros de evaluación, respectivamente, componiendo de esta forma veinte y seis parâmetros a ser evaluados Fueron consideradas 5 notas para evaluar cada parâmetro tomando en cuenta la siguiente clasificación: nota 1 (no realiza), nota 2 (realiza pocas veces), nota 3 (realiza algunas veces), nota 4 (realiza muchas veces) y nota 5 (realiza siempre). El foco deportivo de la “performance” o del rendimento en el Programa Segundo Tiempo fue poco fomentado durante las intervenciones pedagógicas, sin embargo, al observar los resultados se notó una mejora acentuada de las notas en la mayoria de los parámetros evaluados. Los resultados sugieren que este progreso puede estar relacionado al trabajo de diferentes modalidades (ofreciendo un mayor número de estímulos a los alumnos), entrenamiento de habilidades motoras fundamentales (correr, lanzar, trepar, saltar, etc.), prácticas descontraídas con apenas una modalidad deportiva (monocultura deportiva) y la despreocupación con gesto desportivo / motor “perfecto”. Es importante resaltar que éste artículo no buscó discutir la primacía

del deporte educativo como práctica pedagógica en detrimento de otras metodologías o posibilidades de enseñanza como el deporte de rendimento y las elecciones de entrenamiento, sin embargo, los resultados apuntan hacia algunas posibilidades de desarrollo deportivo manteniendo una relación bien próxima a los conceptos de deporte educativo.

PALABRAS-CLAVE: deporte educativo, dimensiones de contenido, programas sociales

O ESPORTE EDUCACIONAL: REFLEXÕES SOBRE SUA PERSPECTIVA METODOLÓGICA E A ANÁLISE DAS DIMENSÕES DE CONTEÚDO NO PROGRAMA SEGUNDO TEMPO EM SERRANA/SP

RESUMO

Este estudo de abordagem qualitativa buscou avaliar a perspectiva de 219 crianças participantes de um programa de esporte educacional – Programa Segundo Tempo do Ministério do Esporte, quanto à apropriação de parâmetros referentes a três dimensões de conteúdo (conceitual, procedimental e atitudinal) em dois ciclos pedagógicos de 5 meses cada. O instrumento de pesquisa utilizado para coleta de dados foi dividido em três planilhas de avaliação que continham dez, sete e nove parâmetros avaliativos, respectivamente, compondo desta forma vinte e seis parâmetros a serem avaliados. Foram consideradas 5 notas para avaliar cada parâmetro considerando a seguinte classificação: nota 1 (não realiza), nota 2 (realiza poucas vezes), nota 3 (realiza algumas vezes), nota 4 (realiza muitas vezes) e nota 5 (realiza sempre).O foco esportivo "performático" ou de rendimento, no Programa Segundo Tempo foi pouco fomentado durante as intervenções pedagógicas, contudo, ao observar os resultados destacou-se uma melhora acentuada das notas, na maioria dos parâmetros avaliados. Os resultados ainda sugerem que esta melhora pode estar relacionada ao trabalho de diferentes modalidades (oferecendo um maior número de estímulos aos alunos), treino de habilidades motoras fundamentais (correr, lançar, trepar, saltar etc.), práticas descompromissadas com apenas uma modalidade esportiva (monocultura esportiva) e a despreocupação com gesto esportivo/motor "perfeito". É importante ressaltar que este artigo não buscou discutir a primazia do esporte educacional enquanto prática pedagógica em detrimento de outras metodologias ou possibilidades de ensino como o esporte de rendimento e as escolinhas de treinamento, contudo, os resultados apontam para algumas possibilidades de desenvolvimento esportivo mantendo uma relação bem próxima dos conceitos de esporte educacional,

PALAVRAS-CHAVE: esporte educacional, dimensões de conteúdos, programas sociais.