137 - REINVENTING ADVENTURE SPORTS IN P.E. CLASSES, IN KINDERGARTEN

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INTRODUCTION

The current study is aimed at demonstrating that the adventure sports were reinvented in kindergarten segment P.E. classes of Colégio Sion.

Therefore, we present the reality of the mentioned school, understanding about educational sport, adventure sport and how physical education can contribute for work developed in kindergarten segment.

As a start, we feel the need to search for other ways for the development of P.E. classes of such institution, with the intention to make them more appealing and a little different from what the students are used to.

In the attempt to reformulate the classes, we chose for Adventure Activities for development of the content and performance of our intervention, where we considered the potentials of outdoor work, as well as its capacity to offer to children a new form of education. We observed that such activities overcome the need to attribute new ideas and approaches for classes, because the study and development of these practices can be a strong pedagogic instrument used by teachers in the motivation of responsibility, participation, cooperation, overcoming, courage senses, as well as supplying new experiences and knowledge.

Therefore, we aimed to incorporate adventure activities in the educational plans, and motivated by the effort to take different contents to students of this institution, once it has the infrastructure for performance of such practices, the theme choice has great success, we verified that the activities offered to students higher motivation during classes, and development of certain capacities, skills and values, overcoming, fear control, respect to their limits.

THE STUDY

Colégio Sion, with more than one hundred years in Brazil, is a traditional educational institution that renders services in the city of Rio de Janeiro and other Brazilian cities. Education, as example of what the founder of the Congregation taught, Priest Théodore Ratisbonne, is still instrument for youth to acquire the necessary knowledge for true human and Christian values, especially accepting "others", without prejudice. At its location, it the neighborhood of Cosme Velho, in the city of Rio de Janeiro, the school facilities, in addition to having two sport courts, also bears a wide wooded patio and a mountain covered by exuberant Atlantic forest. The kindergarten P.E. classes take place in this space, held by the P.E. teacher, who is assisted by trainees in final periods of P.E. college.

The Adventure Activities, socially also known and referred by some authors as adventure sports, extreme sports, risk sports, among other terms, conquered much projection in the mass media. These practices, yet seen as different from traditional sports, has been fitting to the market as product of the cultural industry and in line with the mass media being absorbed in consuming way by a large part of this population.

Birthday parties are celebrated at large party houses, which inserted tree climbing, wall climbing, as well as recreational activities for the kid's free time, in their program.

School physical education enables reinventing these adventure practices so as to simplify them, and fit them to school and social reality.

We believe that the emotional factors are always present in any educational act and, therefore, these need to be identified, worked, studied and analyzed in order to identify, among these activities, the ones that offer feelings of pleasure, interest, joy and imagination, because these are the factors that have also been collaborating to form the child and these are the feelings that will be able to decide the influence of themes in physical education classes.

The sensations can be classified in some categories that are expressed by emotions, in attitudes appearing in every task to be performed. From these categories, we identify pleasure and fear, we determine for each one of them some expressions of feeling. In the pleasure category, we observe joy, solidarity, reliability, safety, overcoming and self esteem sensations and in the other category we observe fear, pain, frustration, shame, insecurity.

Therefore, when working with Adventure Activities these can be a valuable tool to approach these sensations in order to generate positive effects for the development of children. Sports developed within the school context, also called educational sport, will contribute for the educational process to develop children and youth, to prepare to exercise citizenship and has its formation character based on educational principles, which according to Tubino (*dicionário do Esporte, 2007, p.41*): encompasses Inclusion, participation; which are principles that students where students cannot be marginalized from practicing, cooperation, where the community spirit is developed among those practicing, co-education, where democratic practices are present, through games between genders, races, social groups and co-responsibility, where children are co-responsible for making decisions.

Adventure sports are characterized by control of great challenges, related to dangers, which are imposed to the participants due, mainly, to uncertainties inherent to their performance (Tubino, p.44.2007) and, also, are conceived as various corporal practices performed in natural environments, which represent alternative and creative ways of human expression. In this sense, such sports may become a privileged way to work children's motricity and contribute with values and attitude changes regarding leisure and natural environments.

Tree climbing was one of the activities reinvented for our classes. This adventure sport started in Costa Rica, in the 80's, by biologists, who had a hard time studying the fauna and flora living on treetops. It started off like that, real tree climbing using advanced techniques invented by climbers.

Climbing, another adventure sport, which consists in climbing a rock wall using only natural rock supports (catchers), with specific equipment to the activity used for protection in the event of falls.

Orienteering was reinvented and we opted for the treasure hunt, because our children were learning reading,

therefore working letters and symbols.

In the human development process, the movement aspect is mainly revealed through motor behavior changes. Several cognitive, emotional and motor factors influence and are influenced by the development of motor skills.

The child's characteristic mark is movement intensity and fantasy. Knowledge of the world in early childhood depends on the relationships that the child will establish with other surrounding people and objects. Thus, the suggestion is that physical education class bear, as purpose, to integrate body, space and movement, because through certain activities children has the possibility to move around and get to know space, using this knowledge in the future, in real life situations.

So, physical education in kindergarten will contribute with situations that take children to act and relate with the environment, because it is through these experiences that they will be built as subjects.

DESCRIPTION OF ACTIVITIES:

During 2008, Physical education at Colégio Sion carried out reinvention of the Adventure Activities in kindergarten classes. The wire fence around the sports court was used to assemble several tree climbing stations with ropes so that kids have the chance to cross the double rope, a tensed rope station of approximately fifty meters over the ground and another rope over the kids head. Safety is carried out by the teacher and trainees who follow-up on every kid and floor mattresses have been used t increase the feeling of safety.

We perceived that since this involves balancing over the ground at a certain height, some kids would be afraid to cross the station, but to our surprise they overcame our expectations. This happened due to the proper experience of such activities in overcoming insecurity and being successful in the activity, this way highlighting the educational effect of the inherent adventure of such activities.

This adventure is discussed by Le Breton (1996), who attributes to it a magical character in human imagination, presenting itself full of risk and perception of uncertainty. The fear overcoming matter experience of such activities is understood as an implicit self-knowledge possibility in these physical activities, (COSTA, 2000). Sensations created by the new and by satisfaction cause emotions that can hardly be explained, but that can be checked by anxiety of the participant in trying once again that sensation, this attitude would be that one when a person, instead of avoiding or escaping risk situations, runs towards it. It refers to a refined manner to fight against agony, jumping towards it.

With this understanding, we start to elaborate new stations, as: handrail balance, crossing with ropes and crossing logs.

As this work was built from children's experience, the stations appeared according to the creativity, acceptance and interest of the children themselves, and of the teachers. Therefore, tires crossing and bridge crossing with a ladder were also offered.

In the handrail balance, we used a tensed rope of approximately 50 cm from the ground fixed in the two extremities of the wire fence and on the top we placed two ropes, one each side, to work as a handrail, where the children develop the balance for the crossing.

In the crossing logs we built a ladder with woods of approximately 40 x 5cm or we even used gymnastic sticks, tied by ropes and on the top of the stations, two ropes working as handrails.

In the ropes crossing, one rope is tensed on the bottom and another one on the top, with ropes hanging for the balance to be done grabbing rope by rope.

The bridge crossing with a ladder, this station is identical to the crossing logs but the ladder is made of wood and is already built.

For the children to beat their fears and overcome the obstacles, the climbing was worked in a way they had to climb up a tire ladder, fixed on the basketball rod, built with wooden steps. The children climbed up using the climbing techniques with vertical angle variation for negative, caused by the climbing movement. Another climbing stations was the tire climbing, a rope was fixed on the gymnastics beam and with it a tire ladder was assembled, so the children could perform the same climbing techniques.

Therefore, the de courage and audacity fantasy relationship that enables transposing obstacles, any of them takes to overcoming difficulties and getting in touch with the natural elements, helping to use and take care of the environment.

Caillois(1990) explains that the games transit between two poles: *paidia* and *ludus*, where *paidia* tends for fun, turbulence, improvising, courage and *ludus* is the complement and training of the *paidia*.

In these classes, *ludus* manifested in attention and will during the performance of the movements and safety carried out by the children. *Paidia* was observed in joy and satisfaction for performing the proposed activity or for overcoming some difficulty arisen during the performance of such activity.

The author also divided the games in categories what were called *agon*, *Alea*, *ilinx* and *mimicry*.

In our classes, we worked with *ilinx*, in other work, with the vertigo the child felt when climbing a tree station, the insecurity of not knowing if he/she will manage to cross the station. We also worked with *mimicry*, which in this case consisted in destroying for a moment the panic so the power could show in the other side of the rope, as a free and victory bird.

Final Considerations

We consider that the adventure sports when worked in physical education classes of the kindergarten segment of Colégio Sion, besides working the symbolic knowledge, the magic, an appeal that takes the children to develop the movement in different situations of the children in a daily basis, also took these same children to challenging situations that, with the their performance, led the children to overcoming moments and to raise their self-esteem, important target to help reaching the global development of the student, in the Christian, citizen and critical graduation of children at Colégio Sion.

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REINVENTING ADVENTURE SPORTS IN P.E. CLASSES, IN KINDERGARTEN

ABSTRACT

Colégio Sion is a traditional educational institution rendering services in the city of Rio de Janeiro and other Brazilian cities. Education, as example of what the founder of the Congregation taught, Priest Théodore Ratisbonne, is still an instrument for youth to acquire the necessary knowledge for the true human and Christian values.

With the need to search for other approaches to address the P.E. classes of such institution, we chose as content to perform our intervention, the Adventure Activities, where we could consider the potentials of outdoor work, as well as its capacity to offer a new education manner to the children.

Therefore, during 2008, physical education developed its classes, in the segment of kindergarten, based on adventure activities. Reinventing this activity took place in the sports court, using ropes to build several tree climbing stations, such as double rope crossing, crossing logs, crossing ropes, handrail balance, climbing with access ladder stations and tire ladder for lifting.

The performance of such proposal was possible due to the motivation of the P.E. in taking the different contents to the students of this institution, by credit of the principal for the work and the school for having the infrastructure to carry out such practices.

We deduced that the choice for content had great success, because we verified that activities supplied to the students more motivation during classes and contributed to the development of given capacities, skills and values.

Therefore, adventure sports, when worked in P.E. classes of Colégio Sion, took the students to challenging situations that, with their performance, guided them to overcoming moments and elevated their self-esteem, which certainly contributes to the Christian, citizen and critical graduation of the student at Colégio Sion .

Keys Words: Reinventing, adventure sports, kindergarten

REINVENTION DE LES SPORTS D'AVENTURE POUR LES CLASSES D'ÉDUCATION PHYSIQUE AU SEGMENT DE L'ÉDUCATION INFANTILE

RÉSUMÉ

Le Collège Sion est une institution traditionnelle d'enseignement qui rend ses services à la ville de Rio de Janeiro et à autres villes brésiliennes. L'éducation, à l'exemple de ce que prêchait le fondateur de la Congrégation, Père Théodore de Ratisbonne, continue à être un instrument pour que les jeunes acquièrent la connaissance nécessaire des vraies valeurs humaines et chrétiennes.

Avec le besoin de chercher d'autres formes de traitement pour les classes d'Éducation Physique de telle institution, nous avons fait l'option pour, comme contenu pour la réalisation de notre intervention, les Activités d'Aventure, où l'on puisse considérer les potentialités du travail à l'air libre, aussi comme sa capacité d'offrir aux enfants une nouvelle forme d'éducation.

Ainsi, pendant l'année de 2008, l'Éducation Physique a développé ses classes, au segment de l'Éducation Infantile, fondée sur les activités d'aventure. La réinvention des ces activités s'est donnée à la cour de sport, en utilisant des cordes pour la construction de plusieurs stations d'activités aux arbres, telles comme le pont népalais, passage de troncs, équilibre avec mains courantes, l'escalade avec des stations d'escalier pause-poitrine et escalier avec des pneus pour l'ascension.

La réalisation de cette proposition a été possible à cause de la motivation des professeurs d'Éducation Physique d'offrir des contenus différentiés aux élèves de cette institution, par le crédit de la direction au travail et parce que l'école possède une infrastructure pour la réalisation de telles pratiques.

Nous avons conclu que le choix du contenu a obtenu un grand succès, car nous avons vérifié que les activités ont fourni aux élèves une plus grande motivation pendant les classes et ont contribué au développement de certaines capacités, habiletés et valeurs.

En ce sens, les sports d'aventure, quand ils ont été travaillés aux classes d'Éducation Physique du Collège Sion, ont mené les élèves à des situations de défi qui, avec leur performance, les conduisent aux moments de dépassement et d'élévation de l'estime de soi, ce qui certainement contribue à la formation chrétienne, citoyenne et critique de l'élève de Sion.

Reinvention, sports d'aventure, éducation infantil.

REINVENCIÓN DE LOS DEPORTES DE AVENTURA EN EL CLASES DE EDUCACIÓN FÍSICA EN EL SEGMENTO DE LA EDUCACIÓN INFANTIL

RESUMEN

El Colegio Sion es una tradicional institución educacional que presta servicios en la ciudad de Rio de Janeiro y en otras ciudades brasileñas. La educación, a ejemplo de lo que predicaba el fundador de la Congregación, Padre Théodore Ratisbonne, continua siendo instrumento para los jóvenes adquirieren el conocimiento necesario de los verdaderos valores humanos y cristianos.

Con la necesidad de buscar otras formas de trato para las clases de Educación Física de tal institución, optamos como contenido para la realización de nuestra intervención, las Actividades de Aventura, dónde pudiesen llevar en consideración las potencialidades del trabajo al aire libre, bien como su capacidad de ofrecer a los niños una nueva forma de educación.

Así, en decurso del año de 2008, la Educación Física desarrolló sus clases, en el segmento de la educación Infantil, fundamentadas en las actividades de aventura. La reinvención de estas actividades ocurrió en la cancha deportiva, utilizando

cuerdas para la construcción de varias estaciones de arborismo, tales como travesía de tocos, travesía de cuerdas, equilibrio con pasamanos, la escalada con las estaciones de escalera de quiebra pecho y escalera con neumáticos para ascensión.

La realización de esta propuesta fue posible por la motivación de los profesores de educación física en llevar distintos contenidos a los alumnos de esa institución, por el crédito de la dirección al trabajo y por el colegio poseer una infraestructura para la realización de tales prácticas.

Concluimos que la elección del contenido obtuvo gran éxito, pues verificamos que las actividades proporcionaran a los alumnos una mayor motivación durante las clases y contribuyeron con el desarrollo de determinadas capacidades, habilidades y valores.

En este sentido, los deportes de aventura trabajados en las clases de educación física del Colegio Sion, llevaron los alumnos a situaciones de desafío que, con el desempeño de los mismos, los direccionan a los momentos de superación y elevación del autoestima, lo que ciertamente viene contribuir con la formación cristiana, ciudadana y crítica del alumno Sionense.

Reinvención, deportes de aventura, educación infantil

REINVENTANDO OS ESPORTES DE AVENTURA NAS AULAS DE EDUCAÇÃO FÍSICA DA EDUCAÇÃO INFANTIL.

RESUMO

O Colégio Sion é uma tradicional instituição educacional que presta serviços na cidade do Rio de Janeiro e em outras cidades brasileiras. A educação, a exemplo do que pregava o fundador da Congregação, Padre Théodore Ratisbonne, continua sendo instrumento para os jovens adquirirem o conhecimento necessário dos verdadeiros valores humanos e cristãos. No decorrer do ano de 2008, a Educação Física está desenvolvendo suas aulas, no segmento da educação Infantil, fundamentadas nas atividades de aventura. A reinvenção destas atividades aconteceu na quadra esportiva, utilizando cordas para a construção de várias estações de arvorismo, tais como a falsa baiana, travessia de toras, travessia de cordas, equilíbrio com corrimão, a escalada com as estações de escada de quebra peito e escada com pneus para ascensão. Concluímos que os esportes de aventura ao serem trabalhados nas aulas de educação física do Colégio Sion, levaram os alunos a situações de desafio que, com o desempenho dos mesmos, os direcionam aos momentos de superação e elevação da auto-estima, o que certamente vem contribuir com a formação cristã, cidadã e crítica do aluno Sionense.

Palavras Chaves: Reinvenção, esporte de aventura, educação infantil.