172 - THE PERCEPTION OF YOUNG PUPILS ABOUT SANTA MONICA´S CULTURAL SPORTS PROJECT

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1. Introduction.

Santa Monica High Scholl (CSM) is an institution established since 1937, that it is situated today, in the zone north and west of the city of Rio de Janeiro, possesses four units of education, in regimen of day-school and half-boarding school, of mixing frequency, offering education from Infantile Education to High-School. In the middle of the 1990´s, CSM suffered a reorganization and the General Coordination of Physical Education structuralized a new Pedagogical Project, based in the Corporal Culture of the Human Movement, that has started to be the guidance of the process of education of the Physical Education for the school and of the sports physical and cultural activities and offered by the different programs in the school.

With this new Project, the objectives of Physical Education (P.E) at CSM had started to have a character of inclusion and sportive social and cultural appropriation and valorization of reflexive critical capacities. The pupils had started to know and to live deeply different manifestations and expressions of the intentional practical culture of the human movement through involving dynamic of multiple possibilities; reflexive in relation to conflicts and difficulties, autonomous, healthful and ethically guided.

This project is called Cultural Sports Project (PEC) and has as purpose to develop in the interior of the school the sports physical activities on Physical Education lessons, but also objective to give continuity to other offers of corporal activities in the school so that its pupils can carry through them away from the schedule of the lessons remaining more time at the school environment. These activities are extended to the family of these pupils as well as the community. It is interesting to observe that the school community that frequents one of these extra classroom programs represents 51.5% of the total of pupils. This is one of the indicative of significant adhesion and valuation of the PEC by the pupils. The other pillars of the PEC are the sports teams of CSM, known for its conquests in the city of Rio De Janeiro.

In accordance with Daolio (1994), all corporal activity is inserted in the field of cultural production. The corporal movements are fruit of specific learning of one determined society in one determined historical moment, which characterizes them as cultural production.

Kofes (1985) affirms that the body is an expression of the culture, therefore each culture goes to express itself differently by means of different bodies, because it express itself differently as culture. The primordial question that takes place, in this study, is to know the importance of the PEC in the interior of the field of school culture. Perez Gómez (1995) apud Cachorro (2003) defines the school culture as being one:

(...) set of meanings and behaviors that produce the school as social institution. The traditions, customs, routines, rituals and inertia that the school stimulates and works hard on conserving and reproducing, clearly creates the type of life that it is developed in it and strengthens the validity of values, on beliefs, expectations linked to the social life of the groups that constitute the school institution (P. 223).

The PEC, a tradition in the sports social cultural education and of Santa MonicaHigh School, implanted 16 years ago at the school, is part of the school culture, it is contained on it and in charge of working on the body, then to investigate the nets of relations that configure incrusted social processes in the bodies of the pupils, with felt and meanings produced socially is one of our intentions in this study.

Vago points with respect to an increasing magnifying of the influence of the school to beyond its proper walls, what he calls as movement of social school learning.

"[...] to project its reaches for the set of the society is the construction of an important reference for the definition of personal and collective identities, public and private, politics and professionals, among others" (2003, P. 193).

It is believed that the PEC has influenced positively the lifestyle of the young ones that are being beneficiated with it in the CSM. However this study, in an initial effort, will try to identify to the perception of young pupils of the school on the 6º and 7º year of the CSM about the PEC, that throughout its formation have participated of the obliged lessons of Physical Education and of the activities of the elective extra classrooms programs , offered gratuitously for the pupils of Basic School, and eventually, participated of sports teams of the school.

2. Methodology

The present study of qualitative nature it is characterized for being descriptive in accordance to Thomas and Nelson (2005), therefore it will identify and analyze the perception of the pupils about the PEC, looking to know the diverse relations that this project has been establishing in the school culture and its possible reverberations in the life habits of the younglings. With a sample of 142 pupils of 6º and 7º year, it was developed an activity in the classroom, during the lesson of Physical Education, where is was requested to the pupils that they would answer a question, in a descriptive form, on its perceptions in relation to study in a school with ample possibilities of practical experiences and sports physical activities. The motivational situation for the positive interaction of the pupils front to this request was a presentation in slides with photos that should set an example of the three spheres of the PEC: the lessons of Physical Education, the activities of the extra classroom programs and sports teams, loking to rescue in such a way the memory of the activities tried for them in the school environment. By having the answers, they were divided in categories, so it would be possible to analyze the perception of the pupils. This study was carried through with classes 1261, 2262, 1272 and 2271, of the morning and afternoon periods of Cachambi Unit, situated in the zone north of the city of Rio De Janeiro. The sample understood 56.39% of the total of the 305 pupils registered at 6º and 7º years, with the average age standing between 11 and 12 years, being a total of 51 pupils of 6º year (12 boys and 39 girls) and 91 pupils of 7º. year(53 girls and 38 boys). For the treatment of the data proceeding from writings of the pupils it was used the Analysis of the Content as developed by (FRANK, 2003), which presents itself as source of analysis of meanings. For the author "a thematic question incorporates, with greater or minor intensity, the personal aspect attributed by the respondent concerning the meaning of a word and/or on the attributed connotations to a concept" (P. 36 and 37).

3. The Cultural Sportive Project of Santa Monica High School.

The school in its social dimension reflects expectations and contradictions of a world that explores the advances of technology and communications, and tries the disintegration and the conflicts between social groups. (Saints, 2001) Thus, the school, must rethink and review educative practical, its pedagogical doings, through class actions that favor the reflection, the dialogue, the plurality of ideas, the shared and democratic decisions, the coexistence of values, making possible a critical shaping education, inventive citizens, finders, constituting themselves in citizens of transformation of the society. This conception is assumed by the PEC of Santa Monica High School and the Physical Education articulates itself as one of the areas of responsible knowledge for the development of a based project of corporal education in a perspective that values diversified corporal experiences.

Ahead of the new dynamics of life in the great metropolises, the time of permanence of the pupils in the school, or between the cultural and physical sportive activities and has been increasing. The families, in a general way come looking school and not school institutions that offer activities that supplies its yearnings for a more including and diversified education. It also fits to the Physical Education not only to contribute for this project promoting the global formation of the pupils, but as well as to promote a more healthful lifestyle; promoting bigger corporal conscience; in the transmission of knowledge and experiences of sports, gymnastics, fights and dance.

The objectives of the PEC are: I) To stimulate the interpersonal relation through the social conviviality towards the people who surrounds us in its day by day; II) To promote through sports actions reflections on the citizenship principles, ethical, moral and social values, contributing to the formation of operating citizens in the society. III) To introduce and to integrate the pupils in the corporal culture of movement, being formed citizens who will usufruct, share, produce, reproduce and transform the manifestations that characterize this area, as: the Game, the Sport, Dance, Gymnastics and Fight; IV) To offer to the pupil possibilities of experimenting innumerable motor stimulations so that he comes to acquire a corporal conscience in relation to its motor repertoire; and V) To create conditions to the pupil to perceive which sport that pleases him more , with intention to create a habit of regular practical. The PEC of the CSM was divided in three programs with narrow relation between themselves , however its execution and dynamics are carried through a sufficiently independent form. The programs had been identified as: Curricular P.E, Extra classroom and Efficiency teams , as it will be explained next.

The Curricular Physical Education is carried through once a week in two hours classes, and attends the Infantile Education and Average School. This discipline participates in all the events of the school (dates and commemorative parties, projects, festivals, competitions) and its planning is carried through in joint with the Pedagogical Project of the School. The interpersonal relations are stimulated through sportive actions and reflections concerning principles as: totality, co-education, emancipation, participation, cooperation, citizenship among others ethical values, moral and the social ones. In this disciplines the pupil gets in contact with preliminary slight knowledge of some physical sportive activities, in accordance with a concern of creating healthful habits and the continuity of sportive practical learning, being able according to the pupils development and adequacy to extend his steps in order to participate of the School teams or Club Teams. The intention is that the lessons of school Physical Education are pleasant, stimulating to the adoption of active lifestyle.

Extra classroom program, also called “family academy”, attends to pupils, family and community in general, it has optional character installed in the school units, and practiced out of the curricular grating and offers several modalities of sportive physical activities. The pupils registered at the school from the Infantile Education to 5º year of Basic School have the chance to gratuitously practice a sports modality. The annual planning of the activities of this sector is elaborated in agreement with the thematic project of the school. In the lessons it is looked to promote the integration, the leisure, the improvement in the quality of life, through balance between playful and the technician, evaluated in a semester by a development report(*). The offered modalities are: Basketball; Handball; Swimming; Futsal; Rhythms; Jazz; Artistic gymnastics; Capoeira; Judo; Jiu-jitsu; Chess; Theater; Water Gymnastics and Table Tennis. The Efficiency teams represent the school at school competitions. It involves pupils with high sportive aptitude whom participates of the main competitions in the city of Rio De Janeiro.

[1]**Development Report:** Informative bulletin of informative character that portraits the evaluation made with the pupils through tests and specific protocols of each modality. Specific criteria are adopted(technique part) and affective(cultural social part).

The objective is the exploitation of the potentialities and desires of the pupils in participating of the sport of high efficiency, even so the intention is not the extreme search of sports talents, the PEC gives the chance to the pupils to become involved with the sport in the competitive dimension and of high efficiency. The teams appear as incentive and promotion of the school sport. In this sector the school efficiency and discipline is evaluated bimonthly(*). The lessons are characterized by sessions of trainings where the necessity of commitment of the pupil with the school sports emerges. The modalities where the CSM has teams are: Swimming, Water Polo, Track e Field, Handball, Basketball, Table Tennis, Futsal, Soccer, Judo, Chess.

4. Quarrels and Results

We observe that the PEC of the CSM has in the lessons of Physical Education its strongest reference on the perception of the pupils. Therefore the pupils, when asked about their experiences in the project, they had for the most part of it, related to these lessons. The Physical Education was perceived by the pupils of 6º year, as a relaxing moment, as it shows one of the stories: “we move ourselves, we run and play”. But another group of pupils attributes to the Physical Education the responsibility of promoting health and pleasure and social integration of the pupils “… making possible the practical of activities that we like, together with friends…”. But one of the pupils evaluated the lesson as ““uninteresting” boat” and for his life. It is important to detach that the majority of the opinions represents the positive direction of the lessons of Physical Education, what makes us consider that the influence of this disciplines can come to have importance for the adoption of an active lifestyle by the pupil.

Extra classroom activities are represented by the pupils as: space of health promotion “the activities are important for health”; it articulates sport and education, “it is important because you can study and practice sports simultaneously”; it associates with the social conviviality measured as it “gives the opportunity to make new friendships” and is excellent as the pupil tells “has several activities, it is very good”. In this direction Vago ideas (2003), in relation to the influence of the school beyond its proper walls, it can be present in the joint between the experience of the lesson of Physical Education and the insertion in the activity extra classroom of the CSM. In relation to the sports teams between the pupils of 6° year only two perceive how important it is the practical of activities in teams. It is important to emphasize that in 6º Year, it is still difficult to find pupils related to sports teams, in such a way, only a few have expressed their thoughts on this program of the PEC.

The Pupils of 7° year had perceived that the teams could provide more chances to them, in view of also have the chance to become a high level athlete , “with sports practical we can become athletes”, a small group reveals indifference to such questions. We observe that the pupils of 7º. year perceive the Physical Education as diversion and promotion health, as well as

the ones of 6º. year. Another group demonstrated the importance of the lessons for the social integration and only one small group indicated that through the Physical Education they can acquire more knowledge.

A small group reveals themselves as not satisfied, classifying the lesson as bad. In the extra curricular activities a group of eleven pupils was found attributing the activity extra classroom to the health promotion. Another parcel of pupils told that the extra curricular "gives the opportunity of variety of sports and exercises".

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[2]**Athlete Accompaniment File:** filled bimonthly by the coach and SOE. It verifies school efficiency , pedagogical and discipline of each athlete. Its goals are to make sure that the athlete is able to conciliate his academics and sports practice. Another group demonstrated the importance of the lessons for the social integration and only one small group indicated that through the Physical Education they can acquire more knowledge. A small group reveals themselves as not satisfied, classifying the lesson as bad. In the extra curricular activities a group of eleven pupils was found attributing the activity extra classroom to the health promotion. Another parcel of pupils told that the extra curricular "gives the opportunity of variety of sports and exercises".

5. Final Consideration

Ahead of the paper of the school to form critical citizens for a society more worthy and joust, it does not fit anymore in the current context, lessons of physical education and sports practical with ends in themselves. The joined results had pointed that the pupils of the PEC of the CSM have in the lessons of Physical Education the strongest reference on sportive physical activities practical in the school, capable to direct their perceptions.

They had attributed to the Physical Education the responsibility to promote health and social integration, as for the extra curricular program it was perceived as an excellent chance for the pupils and valued by the variety of activities that it offers and by the possibility for them to remain active at school. The Efficiency teams had not been remembered, as these pupils did not take part on them. However when they mentioned the efficiency teams in their writings, they emphasized the prestigious paper and the recognition that the athletes deserved for representing the school there.

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PERCEPTION OF YOUNG STUDENTS ABOUT THE CULTURAL SPORTING PROJECT OF SANTA MONICA COLLEGE

Santa Monica College, founded in 1937, located in North and West zones of the City of Rio de Janeiro, has four teaching units, in external and semi-internal systems, to boys and girls; it offers Education to levels up to high school. The cultural Sporting project, offered by this school, is to develop physical-sporting activities in the school and create Sporting teams, thus giving value to Physical Education.

The goal of this study is to identify and analyze the perception of students of 6th and 7th years about the Project, to identify relations established by this Project in school culture and their possible influence in the way of life of students. The sample, of 142 students, represents 56,39% of the students of Cachambi unit. These students have been invited to write on their perceptions about Physical Education. Results show that it is in Physical Education classes that students acquire reference about the practice of physical-sporting activities in the school, thus directing their perceptions about the relevance of this practice. Following them, Physical Education has the responsibility of promoting health and social integration. They conceive extra-school program as a relevant opportunity for students, given the variety of activities offered, and the possibility offered for keeping active, by practicing physical activity.

Key-words: sporting cultural project, physical-sporting activities, and young students.

PERCEPTION DES JEUNES ÉDUTIANTS SUR LE PROJECT SPORTIVE CULTUREL DU COLÈGE SAINTE MONIQUE

Le Colège Sainte Monique, fondé en 1937, placé dans les regions nord e ouest de la ville de Rio de Janeiro, possède quatre unités d´enseignement, en regime interne et externe, pour les deux sexes, avec enseignement aux niveaux infantil et moyen. Le but du Project sportive culturel, offert par l´école, est de developer les activitées phisique-sportives dans la même et former les equipes sportives, en donnant valeur aux classes d´éducation physique. Le but de cet étude est d´identifier et analiser la perception des eleves des années six et sept sur le Project, essaiant d´découvrir les relations établies par le même dans la cultura écoliere et leurs possibles influences dans la vie des jeunes. Le *corpus* a 142 éleves, 56,39 de tous ceux qui étudient dans

l´unité de Cachambi. Pendant la classe d´éducation phisique, les éleves ont été invités à produire un texte sur leurs perceptions sur le Project. Les resultats montrent que dans les classes d´éducation phisique les éleves ont la plus forte reference sur la practique des activités phisique-sportives dans l´école, capable de direccioner les perceptions sur la relevance de cette practique. Selon eux, l´éducation phisique a la responsabilité pour la promotion de la santé et l´intégration sociale; ils voient le programe extraclasse comme une oportunité speciale pour les éleves, a cause de la varieté des activités qu´il offre et par la possibilite de se conserver actives dans l´école, en faisant exercice.

Mots-clé: project sportive culturel, activitées physique-sportives, jeunes étudiants.

PERCEPCIÓN DE LOS JÓVENES ESTUDIANTES SOBRE EL PROYECTO DEPORTIVO CULTURAL DE COLEGIO SANTA MÓNICA

El Colegio Santa Mónica, institución fundada em 1937, distribuido em las regiones norte e oeste de La ciudad de Río de Janeiro, posee cuatro unidades de enseño, em regidme de externado y seminternado, de frecuencia mixta, y ofrece enseño hasta el nivel medio. El objetivo del proyecto deportivo cultural, ofrecido por la escuela, es desarrollar actividades físico-deportivas en la escuela e formar equipes deportivos, atribuyendo valor a las clases de educación física. En este estudio, identificamos y analizamos la percepción de los alumnos de 6º e 7º ano sobre el proyecto, buscando identificar las relaciones establecidas por el mismo em la cultural escolar y sus posibles influencias en los hábitos de vida de los jóvenes. El *corpus* tiene 142 estudiantes, sea 56,30% de los estudiantes de la unidad de Cachambi. Em la clase de educación física, los Estudiantes fueron invitados a producir una redacción sobre sus percepciones acerca del proyecto. Los resultados muestran que en las clases de educación física, los Estudiantes del colegio tienen la más fuerte referencia sobre la práctica de actividades físico-deportivas en la escuela, que es capaz de direccionar sus percepciones sobre la relevancia de esa práctica. Según los estudiantes, la educación física tiene responsabilidad em promover salud e integración social; ellos perciben el programa extraclase como una oportunidad relevante para los alumnos, por la variedad de actividades que ofrece y por la posibilidad de que se mantengan activos en la escuela, practicando actividad física.

Palabras-llave: proyecto deportivo cultural, actividades fisico-deportivas, jovenes estudiantes.

A PERCEPÇÃO DE JOVENS ESCOLARES SOBRE O PROJETO ESPORTIVO CULTURAL DO COLÉGIO SANTA MÔNICA

O Colégio Santa Mônica, instituição fundada em 1937, localizada hoje na zona norte e oeste da cidade do Rio de Janeiro, possui quatro unidades de ensino, em regime de externato e semi-internato, de freqüência mista, oferecendo ensino do nível infantil ao médio. O objetivo do Projeto Esportivo Cultural, (PEC) oferecido por esta escola, é desenvolver atividades físico-esportivas na escola e formar equipes esportivas, valorizando aulas de Educação Física. O objetivo deste estudo é identificar e analisar a percepção dos alunos do 6º e 7º ano sobre o Projeto, buscando identificar as relações estabelecidas por este projeto na cultura escolar e suas possíveis influências nos hábitos de vida dos jovens. A amostra de 142 alunos representa 56,39% do total dos alunos da unidade Cachambi. Durante a aula de Educação Física, os alunos foram convidados a produzir uma redação sobre suas percepções acerca do PEC. Os resultados mostram que nas aulas de Educação Física os alunos do CSM têm a mais forte referência sobre a prática de atividades físico-esportivas na escola, capaz de direcionar suas percepções sobre a relevância dessa prática. Segundo os alunos, a Educação Física tem a responsabilidade de promover saúde e integração social; eles percebem o programa extraclasse como uma oportunidade relevante para os alunos, devido à variedade de atividades que oferece e pela possibilidade de se manterem ativos na escola, praticando atividade física.

Palavras-chave: projeto esportivo cultural, atividades físico-esportivas e jovens escolares.