91 - PRACTICE WITH THE SOFTWARE ON ADOLESCENTS CONFLICT WITH LAW: OPENING FOR OTHER SENSE / MEANINGS OF PHYSICAL EDUCATION EDUCATIONAL

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Introduction

"Education is always a bet on the other. Unlike the skepticism of those who want to 'see to believe', often say that the teacher is one who always seek 'believe to see "(COSTA, 2001, p.23).

We agree that the educator should always believe to see, which should focus on the other, which should always seek to go beyond the visible and of themselves. It is our understanding that guided us throughout this work that relate here. That's because working with adolescents in conflict with the law, young people who committed crimes and that, accordingly, are internment at an institution of detention is, of course, a job that requires much in a bet on the other and in ourselves.

According to Costa (2001, p.26) "without any exaggeration, we can say that social work and education aimed at children and young people in special situation of difficulty (mainly the adolescent offenders) is between us a stadium pre - teaching, "but very few discussions about work done between these subjects. It is common, especially in the area of Physical Education, terms of prevention work, where physical educators are made of sports, dance, etc.. To keep young people and children out of the streets and in healthy activities.

However, it seems that among young people who are already in a state of infringement, are not studied, excluding, again this population. In this sense, our interventions with adolescents to internal accommodation of the Center for Internment, has been a great learning which we would like to share.

Look, over the interventions examine how the practice of sports/activity physical contributes to the construction of senses/meanings about interpersonal relationships within the Center for accommodation. To this aim identify sense/meanings young people admitted attributed practices body during lessons for Physical Education, which examine the senses/meanings are built during the practice of body and activities; Identify the contributions of practices for the body relations interpersonal established within this institution.

Education and the processes of inclusion / exclusion: the Physical Education and possibility of social reintegration

Including the exceptional nature of this work, we believe to be essential, first, discuss the concepts of education, its implications, processes inclusionary/exclusionary and relations with the Physical Education.

Thus, it is our understanding that important say on education beyond the school walls and the Systematic Education, or believe that the educational processes occur throughout the life of the subject, promoting learning/development constant.

In that perspective is that UNESCO in partnership with the Ministry of Education and Culture Brazilian (MEC) proposed four pillars for Education (deemed greater than the processes of systematic education), namely: learning to know (or learn to learn, enabling subject to benefit from the opportunities offered by education throughout his entire life), learning to do (not only the activities of the technical work, but also work in groups, social experiences, etc.). , learn to live with other (understanding of alterity, management of conflicts and interdependence), and learn to be (accountability, ethics, autonomy) (Delors, 2000).

We believe Freire (1994, p.25) contributes to this debate consider that “although different, who form is form and re-form to form and who is trained as themselves and how to be formed", pointing as education is always a dialectical process and mutual transformation. Thus, it is possible that education serves the purposes of social inclusion, in order to ensure the fairness of access to cultural production of society, the best conditions of life and existence, the possibility of transformation of self, the other and society.

It is in this perspective that we believe in the possibility of Physical Education include themselves inside and outside the school, such as space to find themselves, transform themselves and seek other conditions, sense / meanings other for you, for the world and for people with which we relate.

According to Kunz (2004a) physical education should enable subject to the development of three powers: objective, social and communicative; Aiming the constitution, through education, subject to critical and emancipated.

Thus, an understanding of the critical-emancipatory teaching of Physical Education school, "no movement can be studied / regarded as something in itself. Nobody can isolate the movement of objects or be that moves "(KUNZ, 2004a, p.78), so we must revise the pedagogical practice of the teaching of Physical Education in the school environment.

The author (KUNZ, 2004a and KUNZ, 2004b) suggests the need to break this paradigm and understand the position of the political ideological discipline and the teaching of Physical Education, bringing with it the design and criticism of Freire (1971, apud Kunz, 2004b), education bank, “where the seller and responded know the needs of the dominant classes. Thus, in a critical-emancipatory relations of power between teachers and students should be restructured towards Action of [...]" (KUNZ, 2004b, p.157).

For Freire (1996, p.18) as the teaching is not depleting “in the 'treatment' of the object or the contents superficially done, but if extends the production of the conditions under which it is possible to learn critically. And these conditions involve or require the presence of educators and students breeders, instigators, worried, strictly curious, humble and persistent "(FREIRE, 1996, p.26).

On this understanding, Kunz (2004b) appoints human movement in a design dialog, or the movement as a dialogue between human beings and the world, expanding the concept of “[…]it-move while phenomenological relational event, or rather, as regards intentional actions of significant”, and this conception that should serve as a basis for the interpretation of the teaching human movement.

We thus that the critical-emancipate approach, proposed by Kunz (2004a and 2004b), gives us the opportunity to work with school physical education not only within the institution's school, but in many other institutions, widening the understanding itself education as the relations established with the subject, with the world and with others. It also enables the understanding that the promotion and construction of senses/meanings other to the human movement can transcend the subject itself, as is the construction of a culture of the movement, transforming the relationship that this subject remains, restructuring them and (re)meaning - the, opening space for the subject (re)mean its relations giving possibility to students and educators products and producers of this relationship, in another life, another existence of an effective social participation so critical and not sold.

Used as a source of information for completion of this work conversations conducted informally with the monitors and technical staff of the center and with the internal adolescents, and daily lesson plan for the field (with the report of the experiences of the intervention). Here, then, fragments of moments/shared learning and constructed in the CIP.

Interventions: possible analyzes

"Nobody educates nobody, nobody educates itself, the men were educate one another, mediatizate the world" (FREIRE, 1987, p.68)

Based on this understanding proposed by Freire (1987) is presenting the interventions that we do with young people's internal CIP, to understand that there is no teaching, without student and reverse, and that both are transformed in that regard. Those selected interventions we consider most important, is the conquest of space (real and symbolic) or by the loss of this.

In our first visit to the Center for Internment Provisional (CIP) noticed that the space was small and insecure. By monitoring the psychologist and an agent/monitor, visit what they called "rooms", which is characterized by a small area of cement, with fine mattress to the ground, a bag with some clothes and pet bottles with names of teenagers. In most of the "rooms" found a bible and walls paint with graffito who spoke on the reality experienced by the artist".

In this first contact we were a little frightened both with the way in which young people are accommodated with the designs as they did on the walls. So understand how, in a first moment, let us affect the bias of the stereotype that people, forgetting what Costa (2001, p.23) states as the basic stance and attitude towards these young educator, namely "no permit never that the vision of the thief, the murderer, the trafficker, the prostitute or the addict, existing in the records and reports, preventing us from seeing the child or young before us", that is, we should, first, remember - in that those young people who are there are human subjects. It warned us in the output that paint with graffito of "rooms" would be prohibited, but we believe the designs, although they are violent, if constituted in a way to expose young people understand the internal society and how they feel before that.

The observation that the space for the realization of activity was small led us to, first, believing that this would actually undermine our work with this group. Meanwhile, believing the assurances of Costa (2001) that educate is to create spaces where the teacher is

[...] a creator of conditions for that education happen. Create space, in that sense, is not just the role of educator in the choice and structure of the place where the educational process will develop. Creating spaces is to create events, is articulate space, time, things and people to lead moments enabling educating the go, increasingly, assuming as a subject, or as a source of initiative, responsibility and commitment (ibid, p. 31).

we got out of the CIP with the challenge of (re) create and (re)mean that space targeting the construction of other senses/meanings, practices body constructed from the classes of Physical Education educational. Another important intervention was held on Friday, Easter, because despite being holiday, a fact that we dispensation the stage, we take some activities for young people of the CIP and that they should also have the opportunity to celebrate the Easter even though in prison for not comply with the legal rules of society.

Then our group chose two videos so that young people opted for one to be passed. The films were "60 Seconds" and "The Rock". They chose the movie "The Rock" to assist. Even during the presentation of the movie, we, trainees and tutors, organized a collection of money to buy chocolate for the internal. We did a survey of the names of teenagers and personalizamos a "Happy Easter" to be delivered along with the chocolates.

At the end of the film was held delivery of chocolates as follows: boys sought in a plastic bag, where were the names of all the boys, a ticket containing a name of one of the teenagers which should deliver the chocolate and wish a happy Easter.

When eventually the delivery of chocolates speak a few words with them wishing a good Easter and when returning to the social interaction outside the CIP, try not conflict with the law again and that only depends on the choices they make. Ending the talks, to the surprise of all, we were applauded and soon after they took a queue spontaneously and adolescents in each wanted a good Easter.

This day was very interesting, because the weather seemed more enjoyable. We can not say the specific cause, but believe that the union of two factors: the absence of the leaders of the CIP and the presence of a monitor to realize that has a good relationship with the internal getting a great respect. The delivery of chocolates was a moment of great emotion and integration of the group. When eventually the delivery of chocolates and we talked a few words about Easter the unexpected happened. All within applauded creating a magical moment in that environment of repression. Thus, we believe that the intervention held today responds to what Costa (2001, p.25) proposes to assert that "work with children and young people in situations of personal and social difficulties, it educates whom do so in a non-caring only personnel, but also and mainly with the social-educating ", which brings us to reflect on our practice as educators and social responsibility that we in our profession.

Also relevant was the intervention conducted with the students with the material to work a shuttle trader. Initially it was proposed activity with shuttlecock, there was some agitation on the part of internal, as the name "shuttle" also refers to pack done with a lot of cocaine. After clarification on the artifact of this class, has proposed an activity in trios. The completion of the activity was interesting, because we were surprised with the grip and the participation of 100% of adolescents internal and the involvement of monitors helping in arbitration and marking of points, an event that had not occurred in any other intervention.

During this activity, we propose to adolescents some rules alternatives. These adjustments were accepted by the students without complaint, even by the fact that they also helped the adequacy of the rules and construction of the same. We decided, in the speeches of internship, for this method of working singled out by Kunz (2004b) and design of education directed by problematical, a methodology understood so that

the design of education directed by problematical or solution of problems means, for the Physical Education, which in the process of 'action-reflection - action' act of teaching the structuring of the problems and the search for solutions must meet the same criteria that allow establish directions and interests common to all participants; namely: that their relationship-the participants - with movement and games must be based on their political and social significance that may pose possible solutions for each social context "(KUNZ, 2004 b, p.192)

making essential that the subjects involved in the construction and adaptation of the rules of each practice to the reality experienced, breaking thus with the schedule and routine reproductive system of socially constructed sports, transferred, often without reflection, for the lessons of Physical Education.

Meanwhile, speaking of achievements is just omit relevant facts that occurred during the speeches and that are also extremely important for our learning and reflection as educators in constant training. One of the last interventions, we trainees, we arrive at the CIP and has found the internal adolescents on the court playing football. In an attempt to draw them into the classroom to begin by heating body where the proposed activity would be adapted handball, young people who were in court did not listen and continued practicing the activity.

After several attempts to get the proposed activity, calling them to the practice, decided to go looking for at the end of the class, holding the feedback on the attitude of internal. After 50 minutes of observation of the activities occurring on their own, where young people to understand that not being served in the events of game such as faults, pushes, aggressive entries, and so on (in consideration of not answering the same to our request to give class) they increased the aggressiveness of each bid, perhaps in an attempt to be in communicating through their movements (KUNZ, 2004a and 2004b), which despite not having agreed with the proposed activity need of our attention/monitoring/intervention with them. We, at the end of 50 minutes, the ball and invite all young people to come to us "to chat" on the lesson of this day.

We begin our questioning making a speech about the importance of the presence of a teacher of physical education in the classroom, showing everything that was not done properly (eg rotation of teenagers played without hindering the active participation of all, without rules to inhibit violence and no problems). Then relate to internal that we, as teachers, came prepared with an activity, that would be different, playful and that generates pleasure but by displeasure them unable to apply. Critical analysis also that the monitors could certainly rebuking the classroom and "force them" to carry out the proposed activity for us, but our goal has never been a requirement in order to the placement of Costa (2001, p.78) that

The interventions disciplinary malconduzidas constitute another problem of the utmost gravity. There are errors and there are errors involving not involving a penalty. [...] The penalties arising from the goal to dominate the rebel or to serve as an example for others are particularly reprehensible. The educator should be demanding. There should never, however, put the demand before understanding.

We the students also, that the lessons of physical education not summarize act in sports, but using the sport as a tool for learning, because, according to Kunz (2004a) the meaning of the sport, in a transformation didactic - pedagogic, can stay the same, but the individual and collective sense of the same changes requiring a reflection on the part of educators and students, "the sport does not have [therefore] no reason magic. He is not in itself nor socialization nor anti-socialization. It is as: it is what we make of it "(PARLEBÁS apud BETTI, 1991, p.55). We also believe that the form of learning by doing sports, is not only linked to active participation, but also in view of the activities proposed, that is not only learn playing, but watching the game from outside.

The teenagers, first, observed frightened and agreed with our talks, demonstrating in their expressions and comments are conscious that praticaram an activity that was not in accordance with our proposal, disregarding us.

At the end of this "assembly", the students are asked excuse us by acts of the day, setting part of the activities so assiduously collective, cooperative and integrative. But we know that even young people reported having been rectified and their attitudes before us, these interventions will be necessary periodically, thus avoiding the dispersion of teenagers and the breakdown of contract teaching that done. Students also expressed their wishes to continue taking lessons with us. This intervention has shown us what Costa (2001, p.24) points, that

Sometimes the anxiety, tension, anger by 'loss' make the educator suffers wear and whether the results of such attempts. That, however, is part of the letter. They are perceptions and feelings that never abandon us at all, for more than gain in ability and experience,

but we must never give up, because that is precisely what worries us that the move.

End Considerations

"What is important is not what others have done to us, but what we will do to ourselves what we have done for us" (SARTRE, 1972).

This search-action has been of great value to us in that it allowed us an extension of the look of their Physical Education as a discipline, because we understand that this is not limited to space school, on the contrary, must be understood in its educational aspect, or Physical Education educational, aiming always the education process, understood in its scale, while process of formation of subject, in the construction of senses/meanings other than those already socially constructed practice sports with the ultimate goal of income and surmount colleagues.

Thus, along with interventions to adolescents of CIP, we understand how the practice of physical activities has allowed these subjects reflect and (re)means its relations established that institution and its possibilities for change in the life out of the CIP.

Of course, with the little time for training, and the contingencies of the institution itself and the setting out and from the educational process, we can not say that there was an effective transformation of space and physical and symbolic relationships established there. But on the other hand, we say that plant a "seed" as regards the construction of critical subject, able to (re)mean the environment in which they are entered and (re) creating opportunities for other experiences in that environment.

And, for us, trainees, it was the learning to deal with the differences in our anguish, incredulity and prejudices, to put us how those students adolescents, including their stories of life and even building new meanings about our experiences and on the trade of teaching.

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PRACTICE WITH THE SOFTWARE ON ADOLESCENTS CONFLICT WITH LAW: OPENING FOR OTHER SENSE / MEANINGS OF PHYSICAL EDUCATION EDUCATIONAL

ABSTRACT

This search-action was carried out in the Provisional Internment Center (CIP) of the municipality, in the period March to July 2007, seeking to understand how the practice of sports / activity physical may contribute to the construction of senses/meanings in the case respect interpersonal relationships within this institution. Thus, aimed identify sense/meanings the subject of search attached practices body during lessons for Physical Education, which examine the senses / meanings are built during the practice of physical activities and identify the contributions of the body for the practice of interpersonal relations established in the CIP (the internal / domestic; relationship internal / monitors; relationship internal / trainees). For this we open a questionnaire among the adolescents internal. Our interventions were conducted on the basis of critical-emancipatory theory proposed by Kunz (2004) allowing adolescents to participate in decision making and construction of rules adapted during lessons and discussing with them, in the initial and final assemblies, such as classroom occurred. During the speeches could understand that, first, young people are together and showed aggressive unwilling to be part of the activities proposed by us. With the passing of interventions, noticed that young people have begun to show more available for the participation of the activities and aggression between them was gradually, decreasing, and thus increasing the respect for us, we trainees. So believe in the importance of physical education to work outside the educational area school, with distinct populations such as this, because we understand that this openness allows us trainees an extension of our gaze on the practice teaching and gives the people the opportunity to socially excluded construction of other sense

for their interpersonal relations and to the area of internment.

KEY-WORKS: Physical Education Educational Center of Internment Provisional-adolescents in conflict with the law

PRATIQUES CORPORELLES PRÈS D'ADOLESCENTS DANS CONFLIT AVEC LA LOI: OUVERTURE POUR D'AUTRES SENS/SIGNIFICATIONS DE L'ÉDUCATION PHYSIQUE SCOLAIRE

RÉSUMÉ

La présente recherche-action a été réalisée dans le Centre d'Internement Provisoire - CIP de la ville d'Itajaí, le la période de mars à juillet 2007, cherchant comprendre comme la pratique de sports/activités corporelles peut contribuer à la construction sentis/significations en ce qui concerne les relations interpersonnelles établies d'à l'intérieur de cette institution. De cette manière, nous objectivons identifier à quels sens/significations les sujets de la recherche attribuer les pratiques corporelles pendant les leçons d'Éducation Physique, analyser lequel les sens/significations sont construits pendant la pratique d'activités corporelles et identifier à lequel les contributions des pratiques corporelles pour la ressignification des relations interpersonnelles établies à l'intérieur du CIP (relation interne/interne ; relation interne/monitoriale ; relation interne/de probation). Pour cela nous réalisons un questionnaire ouvert près des adolescents internes. Nos interventions ont été réalisées sur base de la théorie critique-emancipée proposée par Kunz (2004) en permettant aux adolescents participeront des décisions et de la construction de règles adaptées pendant les leçons et en discutant avec elles, dans les assembléias initiales et finales, comme la leçon s'est produite. Pendant les interventions nous avons pu percevoir que, premièrement, les adolescents se montraient agressifs entre lui et peu disposé à être en participer des activités des propositions par nous. Avec le passage des interventions, nous observons que les adolescents ont commencé à se montrer plus disponibles pour la participation des activités et l'agressivité entre les mêmes a été, progressivement, diminuant et, en conséquence, augmentant le respect à nous, à stagiaires. Ainsi, nous croyons dans l'importance de denous travailler de l'éducation physique scolaire excepté de l'espace scolaire, avec des populations distinctes comme celle-ci, donc nous comprenons que cette ouverture rend possible à nous des stagiaires un élargissement de notre regard sur la pratique enseignante et donne population exclue socialement la possibilité de construction de sentie autres pour leurs relations interpersonnelles et pour espace d'internement.

MOTS-CLES: Éducation Physique scolaire - Centre d'Internement Provisoire - adolescents dans conflit avec la loi

CABO PRÁCTICO AL LADO DE ADOLESCENTES EN CONFLICTO CON LA LEY: ABRIENDO PARA EL OTRO SENTIDOS/SIGNIFICADOS DE EDUCATIVO LA EDUCACIÓN FÍSICA

RESUMEN

La actual investigación-acción fue hecho en el Centro de Internación Provisory - CIP de la ciudad de Itajaí, en el período de marcha el julio de 2007, buscando entender como la práctica de deportes/actividades corporales puede contribuir para la construcción de sentidos/significados en lo que dice el interior del respecto las relaciones interpersonales establecidas nuestra institución.

De este modo, nuestro objetivo consistia en identificar qué sentidos/significados los ciudadanos de la investigación atribuyeron a las praticas corporales durante las lecciones de la educación física, analizar que sentidos/significados se construyen durante el práctica de actividades corporales y ante el interior identifican a cuál las contribuciones de las prácticas corporales para el ressignificacion de las relaciones interpersonales establecidas en el CIP (relación interno/internos; relação interno/monitores; relação interno/estagiários). Para esto fue hecho uno cuestionario abierto junto a los adolescientes internos.

Nuestras intervenciones fue hecho en base en la teoría crítica-emancipatória propuesta por Kunz (2004) que permitía que los adolescientes participen de las decisiones y de la construcción de las reglas adaptadas durante las lecciones y que discutía con elles, en las asambleas iniciales y finales, pues ocurrió la lección. Durante las intervenciones podríamos percibir que, primer, los adolescentes si demostraban agresivos entre sí mismo y poco hizo a participar de las actividades propuesta por nosotros. Con pasar de las intervenciones, observamos que los adolescientes habían comenzado demostrarse más disponible para la participación de las actividades y la agresividad entre elles, disminuían gradualmente e, consequentemente, aumentando el respecto a nosotros, los aprendices.

Así, creemos la importancia de si trabajar la educación física educativa afuera del espacio de la escuela, con las poblaciones distintas como esto, por lo tanto entendemos que esta abertura nos hace posible los aprendices el magnificar de nuestra mirada en el profesor práctico y de una población excluyó social la posibilidad de construcción del sentidos otros para sus relaciones interpersonales y del espacio de la internación.

PALABRA-LLAVE: Educación física educativa - Centro de Internación Provisory - adolescente en conflicto con la ley

PRÁTICAS CORPORAIS JUNTO A ADOLESCENTES EM CONFLITO COM A LEI: ABERTURA PARA OUTROS SENTIDOS/SIGNIFICADOS DA EDUCAÇÃO FÍSICA EDUCACIONAL

RESUMO

A presente pesquisa-ação foi realizada no Centro de Internação Provisória - CIP do município de Itajaí, no período de março a julho de 2007, buscando compreender como a prática de esportes/atividades corporais pode contribuir para a construção de sentidos/significados no que diz respeito as relações interpessoais estabelecidas dentro desta instituição. Desse modo, objetivamos identificar quais sentidos/significados os sujeitos da pesquisa atribuiam as práticas corporais durante as aulas de Educação Física, analisar quais os sentidos/significados são construídos durante a prática de atividades corporais e identificar quais as contribuições das práticas corporais para a ressignificação das relações interpessoais estabelecidas dentro do CIP (relação interno/interno; relação interno/monitores; relação interno/estagiários). Para isso realizamos um questionário aberto junto aos adolescentes internos. As nossas intervenções foram realizadas com base na teoria crítico-emancipatória proposta por Kunz (2004) permitindo aos adolescentes participarem das decisões e construção de regras adaptadas durante as aulas e discutindo com eles, nas assembléias iniciais e finais, como a aula ocorreu. Durante as intervenções pudemos perceber que, primeiramente, os adolescentes se mostravam agressivos entre si e pouco dispostos a estarem participando das atividades propostas por nós. Com o passar das intervenções, observamos que os adolescentes começaram a se mostrar mais disponíveis para a participação das atividades e a agressividade entre os mesmos foi, paulatinamente, diminuindo e, consequentemente, aumentando o respeito a nós, estagiários. Assim, acreditamos na importância de se trabalhar a educação física educacional fora do espaço escolar, com populações distintas como esta, pois compreendemos que essa abertura possibilita a nós estagiários uma ampliação de nosso olhar sobre a prática docente e dá a população excluída socialmente a possibilidade de construção de sentidos outros para as suas relações interpessoais e para o espaço de internação.

PALAVRAS-CHAVE: Educação Física educacional - Centro de Internação Provisória - adolescentes em conflito com a lei.