61 - SENSATIONS AND EMOTIONS PROVIDED BY ADVENTURE ACTIVITIES EXPERIENCES

PATRÍCIA CARDOSO TRAUER
FEDERAL UNIVERSITY OF SANTA MARIA, RS
paty_ef@hotmail.com

INTRODUCTION

The outdoor adventure activities have already been included into many universities' curricula for Physical Education. According to Schubert (2006) those practices stand out in the Academic environment and are consolidated under diverses prospects: as object of study, scientific investigations, labour market, social practice, among others.

How to make it possible to investigate the established relations between these activities and the sensations and emotions experienced by the scholars by inserting activities that are not part of the traditional sports into the Physical Education curriculum?

Based on this question, this work has as main objective to investigate the established relations between the outdoor adventure activities experiences and the sensations and emotions offered to the scholars of the Physical Education License course at the Federal University of Santa Maria. Later, to identify the sensations and emotions experienced after finishing the activities; characterizing sensations and emotions according to the categories, pleasure, displeasure, pleasant, unpleasant; to identify which emotions mentioned above are most experienced by the students to incentive the inclusion of outdoor adventure activities into the Physical education classes plans.

The Physical Education as a planned activity by men's action according to objectives and criteria defined by a socio-cultural order depends on a meaning system adopted by a social order. As consequence of a new epoch Higher education curricula change, among them the outdoor adventure activities arises. Such activities aim to interact and break some typical characteristics of a globalized world, individualised, absorbing a logical behaviour of social, political, economical and cultural uncertainty.

The outdoor adventure activities are becoming well known and they have been spread into different contexts, mainly at the Physical Education and leisure scope. They stand out for their playful nature and the involved interdisciplinary; Provide new possibilities of movement, different body culture patterns, natural expressions in their achievement, development of various individual practitioner capabilities, in addition to the inclusion of human being as a constituent of nature and not a external being to it. Another feature involved not requires training prior to their implementation, and the practices by the students have many feelings and awaken our senses, often unspeakable.

The changes occurred in the nineteenth century, called as "era of speed" (MENDES, 2004) bring important features for studies on human behaviour. According to the author, the body at this era, to avoid agglomerations, searched for individual freedom of coming and going, which allowed the prosecution of disorders. The individual bodies then have emerged, and by moving loosened from places and from people with who lived. Little by little, with the contempt of other bodies, the share was losing the ideal.

At this point Physical Educations “sucks the air of capitalism” and ultimately answer to the epoch, treating the body as object of industrial production, capable of forming robust and energetic workers to the service, technicians and rapid movement in the production: legitimately trained.

Gradually, with the changes in society, technology and science, the body has undergone changes and becomes our main informer. The contemporary surges featuring even better athletes in search of records, time and performance. As the pharmaceutical industry advancement provides use of resources, the best marks are hits and the human body from there is no longer able to move forward because reached its limit and reached all we could.

For physical education not be increasingly trapped by stopwatch, trade marks, the records, the isolation, the individuality of the bodies, the training ..., researchers in various areas, including the Physical Education should look for opportunities for interaction, playful activities with the character of movements that be the focus of educational practices that enable the sociability among people and the environment. With these characteristics recognized by professionals in physical education, there is an attempt to overcome individualism above-mentioned in the nineteenth century and bring new (or even old but forgotten) synonyms for physical education, perhaps as a suggestion, start with the word “collective movement”?!

Involving more than a search for a performance, aesthetic types, outdoor activities propose a search for sensations and emotions.

METHODOLOGY

This study it is a descriptive research as it is based on the premise that problems can be solved and practices improved through observation, analysis and objective and complete descriptions; In addition to exploring the relationships between the variables, what characterizes as descriptive correlation search (reports the relationship between things).

The population involves scholars of both sexes, with group aged 17 to 36 years old. For the sample, 46 students, 29 males and 17 females; All registered in the Laboratory of Contemporary Sports Activities - CEF1007 discipline on the 1st semester of the course of academic degree in Physical Education of the Federal University of Santa Maria in the state the Rio Grande do Sul.

This sample selection is non-probabilistic intentional type because we had to involve students that soon or later would have to perform some procedures for the adventure activities and this experience would happens in the same place and in the same way. The data collections include various instruments, such as: questionnaire, analysis of photographs, interviews and observations. The choice of instruments is random; it varies according to the experienced activity.

For each experienced activity there is a concern in varied ways of collecting the data, so the search is more dynamic and wouldn't become monotonous for researchers and searched in relation to sensations and emotions discovering. The remarks, according to the medium used, are structured (systematic); regarding to the participation of the observer, were used both ways: participant observation and not participating. All of them, however, performed in the real environment in which occurred. Some comments were as a team, others, however, individual.

The questionnaire is made up of two open questions (free or non-restricted) being conducted by all students who experienced the activity in question.

The analysis of photos in the meeting was held immediately after the practice of living experience and photographic records of the students themselves. The photos were displayed for all students present at the meeting; the students (including

those not on the practice) should choose a picture and describe the sensations and emotions expressed by the colleague chosen in the picture.

The interview is the standard type (structured) recorded and performed with a portion of the sample according to the frequency and the number of students that experienced activity.

To achieve classify the sensations and emotions without separate them, ultimately one is directly linked to the other, were defined two categories of analysis as key, which are: pleasure and displeasure. The first is defined as "sensation of pleasant feeling" and the second as "unpleasant feelings of excitement." Both are expressed by emotions.

From categories and Displeasure, we determine for each of them some expressions of feelings that we believe are more experienced by the participants of the contemporary activities lessons. In the Delight category is included the feelings of joy, solidarity, confidence, security, and overcoming self-esteem; on the other hand, for the category displeasure we have: fear, pain, frustration, shame, insecurity, indifference, uncertainty and discomfort.

After Defining each of these expressions of feeling regarding to gestures expressions, verbal and social, there is a concept of subs, or synonymous words representing what each one means either / say.

Category ENTERTAIN - Groups of analysis of attitudes

	GESTURES	SPEECH	SOCIAL
JOY	Smile, body relaxed, running, jumping	Good, I liked it, beautiful, cool!	Playing with friends, hugging
SOLIDARITY	hugging, helping his colleague, the teacher	Motivate the members, bringing people to the group	Playing with the colleagues, bring them to the group
SECURITY	alert, firm movements, looking calm	I liked it, let's do it, it's easy	Being the leader, searching first, taking initiative
EXPECTATION	Sigh smiling, lifting the arms with closed fists	yeeh!, I got it, I won	Want to do it again, encourage
CONFIDENCE	Head held high, look firm	No problems, no reasons for worries	Encourage colleagues, help
SELF-ESTEEM	Smiling, keeping the body lighter, relaxed	Good thing, it makes me feel good, I feel better	Tell the colleagues what he did, keep relaxed

DISPLEASURE category - analyses groups

	GESTURES	SPEECH	SOCIAL
FEAR	Eyes opened, retracted body	shouting, say that feels afraid, don't like, don't want	Hide behind the colleagues, isn't easy, keeps away
PAIN	Retracted body, to frown, touching the body injured parts, limping, crying, attacking what injured them	This hurts, I was injured, shouting	Showing the injure, seeking comfort, isolation
SHAME	flushing, observe if there are other people looking at you, Disguising to not be perceived , looking down	I don't like, I don't want, I don't know, I can't	Leave the group, hiding, waiting for the others to take initiative
INSECURITY	Doubtful movements, trembling, searching for help	Find it difficult, you go first, I will do it later	Asking the colleagues or the teacher for help
FRUSTRATION	Shoulders low, negative gestures, complaining, regretting	I can't, I hate it	Don't do it, stays apart
INDIFFERENCE	Indifferent look, crossing arms, Lower and raise the shoulders	whatever, I don't know, not for me indifferent	Do not participate, keeping sitting, ignores

RESULTS AND DISCUSSION

For the guidance activity the open questionnaire was used. The modal practice occurred in a very unstable day, the season of the year and the weather were less favourable, such unexpected can happens, and we could not postpone further the practice to not jeopardize the development of the discipline. On the day, 39 students were present and all responded to the instrument. After the completion of the direction course the practitioners answered the questionnaire and it was in evidence the pleasure category, with 114 notes, which succeeded joy gather 51 points; the displeasure category with a total of 54 points was not much evidence, though the material frequently reports two sensations: discomfort and insecurity. The discomfort was generated by the weather humidity, which finally left the grass wet causing cold feet. The data collection from the climbing activity was carried out by the observation of photos from the own students. During the realization of practical activity in an artificial wall, the students were photographed in a few moments, in the following week classes of , the photos were showed in a big screen and all the presents should choose a picture and try to describe what the practitioner of the picture chosen was representing or feeling at that moment. It took more than 20 pictures, and 38 responses were analyzed, in which there were 84 descriptions of the pleasure category, 86 of the displeasure category and answers appeared in 19 groups that were not in any of the category.

Within the pleasure category, the most presented feeling scores were overrun and in the displeasure category, insecurity was the most stood out. The canoeing was held in the University's Lake just behind the stadium. The students practice were observed by researcher and by the teacher involved in the activity. In remarks with no doubt the most pointed category was pleasure with emphasis on the sense of joy and solidarity. In the displeasure category was found that the students felt insecurity, shame and pain when navigating in rosettes at the side of the lake or when row for a long time against the north wind, which appeared at the end of class. On Rappelling, held by a large part of the class, the instrument used was the interview. Once students have experienced activity at the moment of withdrawing the safety equipment, the interview was already being recorded. In this modality, the overrun in the pleasure category was the most felt sensation, followed by the joy and self-esteem. The fear in the category displeasure was the main feeling experienced by students.

CONCLUSION

Understanding our feelings is to understand our reaction to the world around us. All the learning in our lives is full of emotions and you can see that the attached to this intense luggage and search for sensations and primarily by emotions, other factors are present. Through playful body experimentation, in its genuine form, we experiment new emotions, giving different connotation to the possibilities of risk and danger (in our non experiences) and to the sensations of pleasure and fear. Back to Bruhns (2003) which states that the search for emotions offered by adventures in nature in addition to the attempted reunion with the subjectivity devalued in the historical process of building science, can be a possibility of rapprochement with states of surprise, fear and disgust, formed in a natural environment (by contact with the flora, fauna, amplitudes, heights, water and others) to which access was limited, almost inaccessible.

When we speak about our emotions and feelings, we are talking of what we really are, we are experiencing, we understand. The emotions are a phenomenon itself of the animal kingdom and easily realize changes were in accordance with our deeds, not only with the actions, but also with reason. The reason is based on assumptions accepted as valid. Disagreements on these assumptions are situations that threaten the lives and generate conflicts, and then any argument without logical error is clearly rational for one that accepts the fundamental premises on which it is based.

From there, as everything indicates, we are being formed and covered by the rational and emotional. And what we hold in the search were the emotions. Talking again about actions, there is no human action without a human emotion and turns it possible as an act. What leads us to believe and agree with the Chilean author: it is not the reason which leads us to action, but the emotion.

The discovery of feelings and emotions through the experience of the activities of adventure on a course of graduates in Physical Education confirms that implementation of these activities allows a integrated living with ourselves, with people, with nature and always seeks a balance in the coexistence relationship; because the nature is part of our body and environment, turning and allowing the body and spiritual culture being, at the same time, personal and collective, giving space to a new human condition. All this makes it the new role of educators and teachers of Physical Education.

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R: 7 Estação Colônia nº20 Bairro Camobi
Cep: 97110-000 Santa Maria RS
(55) 91479779 - paty_ef@hotmail.com

SENSATIONS AND EMOTIONS PROVIDED BY EXPERIENCE OF ACTIVITIES

ABSTRACT

By adding into the curriculum of the course of Physical Education activities that fleeing the traditional sports, this work has as its main objective investigate the relations established between the experience of the activities of adventure and the excitement and emotions proportionate to the course of academic degree in Physical Education at the University Federal de Santa Maria. Based on the premise that problems can be solved and practices improved through observation, analysis and objective and complete descriptions, the collection of data is performed through analysis of photographs, interviews, questionnaires and observations. 46 scholars of both genders were involved in the UFSM Physical Education, aged from 17 to 36 years. The activities of outdoor adventure are increasingly known and widely used in various contexts, especially in the context of Physical Education and leisure. From categories Delight and Displeasure and after the completion of some procedures, canoeing, Rappelling and guidance had more pleasant answers, while the climbing had 86 notes of displeasure category and 84 descriptions of the category pleasure. The discovery of feelings and emotions through the experience of the activities of adventure on a graduates course in Physical Education confirms that implementation of these activities allows a life of self integration, with people, with nature and always seeks a balance in the relationship of coexistence; because the nature is part of our body and environment, transforming and allowing the body and spiritual culture being at the same time, personal and collective, giving space to a new human condition. All this makes it the new role of educators and teachers of Physical Education.

KEYWORDS: sensations, emotions, adventure activities.

SENSATIONS Et ÉMOTIONS PROPORTIONNÉES PAR LES EXPÉRIENCES D'ACTIVITÉS D'AVENTURE
RÉSUMÉ

À à insertion dans le curriculum vitae du cours d'Éducation Physique des activités qui fuient des sports traditionnels, ce travail ont comme objectif principal enquêter les relations établies entre l'expérience des activités d'aventure et les sensations et les émotions proportionnées aux académiciens du cours de licence dans Éducation Physique de l'Université Fédérale de Saint Maria. Basé sur la prémisse dont les problèmes peuvent être décidés et les pratiques améliorées au moyen du commentaire, de l'analyse et de la description objectives et complètes, rassemble de données est réalisé à travers des analyses de photographies, d'entrevues, de questionnaire et de commentaires. Ont été impliqués 46 académiciens d'Éducation Physique de UFSM des tous les deux les sexes, avec bande étaire de 17 à 36 ans d'âge. Les activités d'aventure dans la nature de plus en plus sont connues et diffusées à l'intérieur de divers contextes, principalement dans le contexte de l'Éducation Physique et du loisir. À partir des catégories Plaisir et Mécontentement et après la réalisation de quelques modalités, canoagem, rapel et ils orientation ont eu plus réponses agréables, tandis qu'à escalade a fourni à 86 notes de la catégorie du mécontentement et 84 descriptions de la catégorie plaisir. À découverte des sensations et des émotions à travers l'expérience des activités d'aventure en un cours de licenciés dans Éducation Physique et confirme que mise en oeuvre de ces activités permet un vivre d'intégration réussis, avec les personnes, avec la nature et cherche toujours l'équilibre dans la relation de convivência ; donc la nature est et fait partie de notre corps et moyen, transformant et en permettant que la culture corporelle et le chant religieux c'est, en même temps, le personnel et collectif, donnant de l'espace à une nouvelle condition humaine. Cela tout fait avec que c'est celui-ci le nouveau rôle des éducateurs et des enseignants d'Éducation Physique.

MOTS-CLEFS: sensations, émotions, activités d'aventure.

SENSACIONES Y EMOCIONES PROPORCIONADAS POR LAS VIVENCIAS DE ACTIVIDADES DE AVENTURA
RESUMEN

Al colocar en el currículo del curso de Educación Física actividades que difieren de los deportes tradicionales, este trabajo tiene como objetivo principal investigar las relaciones establecidas entre la vivencia de las actividades de aventura y las sensaciones y emociones proporcionadas a los universitarios del curso de licenciatura en educación Física de la Universidad Federal de Santa Maria. Basado primeramente en que los problemas pueden ser resueltos y las practicas mejoradas por medio de la observación, análisis, y de la descripción objetiva y completa, la colecta de datos es realizada a través de análisis de fotografías, entrevistas, cuestionarios y observaciones. Participaron 46 Universitarios de Educación física de la UFSM de ambos sexos, con edad entre 17 a 36 años. Las actividades de aventura en la naturaleza están cada vez más conocidas y difundidas dentro de los diversos contextos, principalmente en el ámbito de la Educación Física y la recreación. A partir de las categorías de placer y no-placer y también después de la realización de algunas modalidades, canotaje, rapel, y orientación tuvieron mas respuestas placenteras, no obstante la escalada proporcionó 86 marcas en la categoría no-placer y 84 descripciones en la categoría placer. El descubrimiento de las sensaciones y emociones a través de la vivencia de las actividades de aventura en un curso de licenciados en educación física confirma que la implementación de estas actividades permite un momento de integración consigo mismo, con las personas, con la naturaleza y la búsqueda del equilibrio con la relación a la convivencia; pues la naturaleza forma parte de nuestro cuerpo y del medio, transformando y permitiendo que la cultura corporal y espiritual sea, al mismo tiempo, personal y colectiva dando espacio a una nueva condición humana. Todo eso hace con que sea éste el nuevo papel de los educadores y profesores de Educación Física.

PALABRAS LLAVE: sensaciones, emociones, actividades de aventura.

SENSAÇÕES E EMOÇÕES PROPORCIONADAS PELAS VIVÊNCIAS DE ATIVIDADES DE AVENTURA
RESUMO

Ao inserir no currículo do curso de Educação Física atividades que fogem dos esportes tradicionais, este trabalho têm como objetivo principal investigar as relações estabelecidas entre a vivência das atividades de aventura e as sensações e emoções proporcionadas aos acadêmicos do curso de licenciatura em Educação Física da Universidade Federal de Santa Maria. Baseado na premissa de que os problemas podem ser resolvidos e as práticas melhoradas por meio da observação, análise e descrição objetivas e completas, a coleta de dados é realizada através de análises de fotografias, entrevistas, questionário e observações. Foram envolvidos 46 acadêmicos de Educação Física da UFSM de ambos os sexos, com faixa etária de 17 a 36 anos de idade. As atividades de aventura na natureza estão cada vez mais conhecidas e difundidas dentro de diversos contextos, principalmente no âmbito da Educação Física e do lazer. A partir das categorias Prazer e Desprazer e após a realização de algumas modalidades, canoagem, rapel e orientação tiveram mais respostas prazerosas, enquanto que a escalada proporcionou 86 apontamentos da categoria desprazer e 84 descrições da categoria prazer. A descoberta das sensações e emoções através da vivência das atividades de aventura num curso de licenciados em Educação Física e confirma que implementação destas atividades permite um viver de integração consigo, com as pessoas, com a natureza e procura sempre o equilíbrio na relação de convivência; pois a natureza é e faz parte do nosso corpo e meio, transformando e permitindo que a cultura corporal e espiritual seja, ao mesmo tempo, pessoal e coletiva, dando espaço a uma nova condição humana. Isso tudo faz com que seja este o novo papel dos educadores e professores de Educação Física.

PALAVRAS-CHAVES: sensações, emoções, atividades de aventura.