68 - THE LOOK OF THE PHYSICAL EDUCATION IN THE PROJECT CRIANÇAS DE CANUDOS: THE EXPERIENCE OF UNIVERSITY CENTER FEEVALE

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INTRODUCTION

Always tuned in to the local and global questions, Feevale, assimilating and contributing in different areas of the technician-scientific knowledge, caught up with the intense economic and social changes occured in Brazil and in the world in the last decades. However, Feevale was not indifferent to the existent social, technological and economic disarrangement that sponsored the spread of poverty, violence, illiteracy and regional deficiencies, intensifying the psychological dispossession of an increasing number of citizens segregated to another disqualified and almost defunct city.

In this way, in March 2000, Feevale initiated - through collaboration with the Department of Physical Education - social-recreative-educative actions in Canudos (a district in the city of Novo Hamburgo, RS).Trespassing the academic walls, Feevale took risks in search of new forms of learning, regarding diversity among education, research and extension service.

The Project “Crianças de Canudos" has been created by Physical Education faculty. It has for objective to provide a conscientious exercise of citizenship and social inclusion, ensuring the access and permanence in school of those youth. It offers unique opportunity to express the human movement, in search of child development and communitarian values as well as improvements in quality of life. In addition, this project proposes actions to encourage the development of individuals as a whole, promoting personal autonomy and social inclusion. Thus, it ends up contemplating educative, social, cultural, scientific, and technological dimensions.

The district of Canudos is situated in the east part of Novo Hamburgo and has the largest physical area of the city, being also the most populous one. The municipal administration's biggest challenge is to fight the social problems brought to the inhabitants by the rapid and disorganized urban growth. Most of the time, these people have irregular and precarious bonds with the world of work. This culminates in an uncertain economic condition, provoking a familiar dissociation. In this context, education ends up not being seen as a priority, in such way that school dropout rates have increased as well as the problem of grade repetition. Thus, many children get in the world of crime and drugs or start working precociously. Moreover, the Canudos area is also known as the most violent in the city.

Many children and adolescents who live near Feevale are put in a context of extreme social exclusion, in which the rights ensured by the “Statute of the Child and the Adolescent” (ECA, 1990) are not respected. These citizens are at the mercy of daily barbarities, beginning to make part of a social group considered to be economically unnecessary, politically awkward and socially dangerous. For those children and teenagers, school space - and sometimes the familiar one - ends up not being a territory of identification and positivity, where they can build their lives and beliefs. According to Rizzini (2000, p.11), "*poverty, inequalities and the lack of opportunities for the full development is a reality for millions of Brazilian children*". The street becomes, therefore, a privileged space for manifestations and interactions.

The community of Canudos has already accepted the project. We count on the effective participation of the community in how to define and face the problems. We held meetings in June and July 2006 at IES with public school principals and communitarian leaders of the three villages where the project acts; we collectively built the main actions from data collected and organized by members of the community itself, for instance: school dropout, school failure, local needs, etc.

Currently monthly meetings are held, opened to the community, with volunteers, principals and teachers as well as SMED (Municipal Secretary of Education) and Rede Canudos representatives. All these people clearly foresee the possibility of changing the current scenario. Both the involved in the actions of planning and execution and the ones direct or indirectly benefited by the project are the main protagonists of all the process.

METHODS

Keeping the characteristics and the aim of the project idealized in 2000, we extended, in May 2007, the challenge of potentializing changes in the current scenario from a complex and interdisciplinary task, integrated with these social spaces, building up a dialog-based communication, organizing/coordinating noninvasive actions and proposing a democratic environment in the communitarian space.

In this way, in 2007 the fields of Psychopedagogy/Pedagogy, Art therapy, Psychology and Phonoaudiology got involved in it. The halls of academe enlarged not only in numbers, but in quality. The Extension became an effective service for academic formation, a privileged *locus* of knowledge production, whose social relevance is intimately related to Feevale's institutional identity.

The activities take place in the Canudos area, in Loteamento dos Eucaliptos and in the Kipling and Iguaçu villages. There are four different leisure centers near the public schools that take part in the project. Physical activities happen in the morning and in the afternoon in open places and empty lots.

Since it is about a science that handles with questions of values, culture, ethics, respect, sympathy and affectivity - and that deals with aspects of psychic, social and physical development - capable of conceiving the body as something which is in constant transformation and culturally influenced, and aware of the fact that each human being has their limitations, Physical Education is committed to the basic rights of all the people (Physical Education World Manifesto, 2000). From this perspective the actions taken by Physical Education are developed, which results in an important resource for child development, searching, at the same time, the rescue of communitarian values and improvements in quality of life.

Our team is composed of two Physical Education extension students and a professor. The tasks are performed twice a week in each selected place and, considering the absence of a real structure, the children play soccer and volleyball and practice martial arts. These activities are done in order to prioritize integration, team work and motivation. For that, communication is a priority in the actions' development, both for the interns and their coordinator as for the other scholars and professors direct or indirectly involved in the project. From this point on, we undertake the search for a multi-inter-transdisciplinary project.

To participate in the project, all the children and adolescents must be attending elementary school. If not, they are taken to the nearest school in order to be registered at the institution.

At first, schools choose the children whose parents have already filled in the parent authorization form. Consequently, the ones who have their parent's or guardian's consent are allowed to take part in the activities, which take place once a week. The semester planning is elaborated by the extension student under the supervision of the responsible professor. If necessary, some alterations in the plans are made.

Basically the classes are divided into four moments: a) conversation about the daily activities and rules, in order to let the kids know what the objectives to be achieved are; b) stretching and low-impact exercises to promote warm-up and body consciousness; c) sports practice drills, in order to give them temporal and spatial awareness; d) verbalization of all the process, during which the participants express, with the aid of a tutor, their impressions and findings.

The extension students have to combine the contents and the techniques of their fields in an interdisciplinary perspective. They hold weekly meetings in which they report their experiences, discuss ideas, write reports and articles and plan interdisciplinary

activities along with their professors, aiming at a theoretical deepening. On the other days of the week, the extension students interact with those children and teenagers.

RESULTS

The Project “Crianças de Canudos", through its activities, has been offering a proposal for social inclusion, considered an extended form of integration that not only estimates the improvement in the access conditions to integration paths but also the promotion of greater possibilities for individuals' self-determination. Its activities are opposed to the advancement of the anomic process present in our society nowadays, which causes an increasing and pernicious individualization and offers a social condition in which rules and regulations lose their legitimacy.

A venture like this requires the notion of social ethics that, in turn, makes emerge another essential dimension of the social cohesion. “*From it, we highlight the community of values, the consensus around normative minimums and social minimums, sympathy as an ethical value and as a practical one, and an assumed principle of reciprocity in the treatment.*” (Cepal, 2007). It contributes to originate the sense of belonging - a subjective component made out of perceptions of those who make up the society.

In this perspective we try to reach results that should promote the achievement of equality and social inclusion. We show the ones considered relevant: a) since it was established, the Project “Crianças de Canudos" has been organizing 6,400 meetings annually. Until August 2007, it reached the impressive number of 50,527 meetings - out of these, 3,738 were held between February and August 2007; b) currently the project counts up 400 children and adolescents aged between 6 and 16 years old; c) 200 are involved in the activities, totaling 1,283 meetings; d) for seven years it has been the research field for 37 scientific papers, of which 35 are already available in our library; e) the papers point to a big improvement in physical and school performance, besides improvements in the social-affective relations.

We notice that the involved kids and teenagers have been accepting the proposed activities very well. At the beginning, some children think that the project only consists in games, mainly soccer. That is why we emphasize that several other activities are done, such as volleyball, basketball, handball, games and recreational pastime, etc. With this, we make them interested in other sports, so that they can learn their rules and principles, as well as finding out new abilities.

We also notice that class after class there is a bigger interaction among the pupils. During the activities, socialization is stimulated, through tasks that need a collective organization. Most of the time, leaders are chosen to command and direct his or her group.

For the extension students, it has been rewarding to be part of the project. The experience and learning acquired from the reality of these children add not only professional, but personal values. They have assimilated the importance of the integrated development, which results in the formation of conscious and critical citizens. Taking sympathy as an ethical and practical value, they realize that they can decrease exclusion rates and social vulnerability.

Thus, we contemplate the basic principle of university extension and the necessity of the formation of a “professional-citizen”, aiming at their effective interaction with society, either to situate themselves historically or to identify themselves culturally (PLANO NACIONAL DE EXTENSÃO UNIVERSITÁRIA, 2001).

One of the difficulties found by PE tutors is related to the lack of a specific place for doing the physical exercises and activities on rainy days. This contributes to non-attendance and, consequently, the number of meetings gets lower than forecast.

FINAL CONSIDERATIONS

In order to contribute to the effective human development, to school attendance and to good relations in society, Feevale, through the Project “Crianças de Canudos", for over seven years has been investing in social actions that enable these children and teenagers to overcome social exclusion. Moreover, the university has been allying itself with social and educational public politics in the Vale dos Sinos region.

This project is in accordance with public politics and has been gradually making partnerships with public institutions such as Secretaria Municipal de Educação e Desporto, Conselho Tutelar, Conselho Municipal dos Direitos da Criança e do Adolescente and Secretaria Municipal da Saúde, through the Centro de Atenção Psicosocial-Infantil - Canudos.

The transformations projected in 2006 and consolidated in 2007 were the result of a difficult but necessary action: the autocriticism. Aware of the things that went well, but conscious of the necessity of new proposals, our project has been constantly updated. Crianças de Canudos Project started collective actions in order to create a project based on human resources (professors and extension students), structural resources (equipment and places) and ideological resources. Therefore, it is safeguarding the individuals' personal autonomy and enhancing their protagonism, assured that the project actions occur in an ethical space of collective construction of "new social and professional practices, through different strategies of socialization of knowledge in order to bring the academic and the outside communities closer" (PROACOM, 2005, p.16). Everything happens from a sense of belonging as an expression of social cohesion and sympathy. The project, throughout its existence, has been a space for pedagogical practices, putting professors/teachers and students/pupils in direct contact with different people in their social relations. We observe that there has been an impressive improvement in the partner-affective relations and in the school performance of the children involved in the project.

The project has become a space for education, research and extension service, what can be seen in final papers and scientific conferences, such as Salão de Extensão. All of this provides the students with practical field knowledge, in such way that it is possible to create an articulation between theoretical, technical and scientific aspects that lead to a more humanitarian education.

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THE LOOK OF THE PHYSICAL EDUCATION IN THE PROJECT CRIANÇAS DE CANUDOS: THE EXPERIENCE OF UNIVERSITY CENTER FEEVALE

ABSTRACT

The Project “Crianças de Canudos" started its activities in 2000, having for objective to provide a conscientious exercise of citizenship and social inclusion, in order to ensure the access and permanence in school of the children and adolescents from Canudos.

This project has been created by Physical Education faculty. It offers unique opportunity to express the human movement, in search of child development and communitarian values as well as improvements in quality of life. In addition, this project proposes actions to encourage the development of individuals as a whole, promoting personal autonomy and social inclusion. Thus, it ends up contemplating educative, social, cultural, scientific, and technological dimensions. In this way, in 2007 the fields of Psychopedagogy/Pedagogy, Art therapy, Psychology and Phonoaudiology got involved in it. Undoubtedly, this university extension proposal has been an effective service for academic formation, a privileged *locus* of knowledge production. The project, throughout its existence, has been a space for pedagogical practices, putting professors/teachers and students/pupils in direct contact with different people in their social relations. We observe that there has been an impressive improvement in the partner-affective relations and in the school performance of the children involved in the project. At last, it has become a space for education, research and extension service, what can be seen in final papers and scientific conferences, such as Salão de Extensão. All of this provides the students to have practical field knowledge, in such way that it is possible to create an articulation between theoretical, technical and scientific aspects that lead to a more humanitarian education. KEY-WORDS: Physical Education, University Extension, Social Vulnerability

LE REGARD DE L'ÉDUCATION PHYSIQUE SUR LE « PROJET ENFANTS DE CANUDOS » : L'EXPÉRIENCE DU CENTRE UNIVERSITAIRE FEEVALE

RÉSUMÉ

Le « Projet Enfant de Canudos » a inicié ses activités en 2002 avec l'objectif de favoriser l'exercice conscient de la citoyenneté et de l'inclusion sociale, en assurant l'accès et la permanence à l'école, d'enfants et d'adolescents du quartier de Canudos, Novo Hamburgo/RS. Ce projet est originaire du cours d'Éducation Physique du Centre Universitaire Feevale, proportionnant des espaces pour les différentes manifestations de la culture corporelle et du mouvement humain, cherchant le développement des enfants et des adolescents et la reprise des valeurs de la communauté bien que l'amélioration de la qualité de vie. Il propose des actions tournées vers le développement intégral des individus, promouvant l'autonomie et l'inclusion sociale, favorisant les dimensions éducative, sociale, culturelle, scientifique et technologique. Laissant d'être une pratique isolée de l'Éducation Physique en 2007, les sphères de Psychopédagogie / Pédagogie / Artethérapie / Psychologie et Phonoaudiologie se sont agrégées aux activités. Indubitablement, cette proposition se consolide, procurant inclusivement un espace d'excellence de formation integrale d'académiciens, un locus privilégié de production de la connaissance. Les activités ont lieu dans le quartier Canudos, au « Loteamento dos Eucaliptos » et dans les quartiers Kipling et Iguaçu, où l'Éducation Physique s'occupe de 200 enfants. Le projet, le long de son existence, c'est un espace de pratique pédagogique mettant des professeurs et des élèves en contact direct avec les différents sujets en leurs relations sociales. Dans cette pratique nous avons observé qu'une expressive amélioration des relations socioaffectives s'opère dans l'accomplissement scolaire avec des enfants et des adolescents qui participent des actions développées. Ce projet est devenu un espace d'enseignement, recherche et extension qui est évident dans les travaux de conclusion de cours et de participation aux événements d'iniciation scientifique et Salon d'Extension, ce qui a possibilité des regards différenciés sur les connaissances curriculaires et une articulation entre les aspects théoriques, techniques et scientifiques qui mènent à une éducation plus humaniste.

MOTS-CLE: Éducation Physique, Extension, Vulnérabilité Sociale

LA MIRADA DE LA EDUCACIÓN FÍSICA EN EL PROYECTO *"CRIANÇAS DE CANUDOS".* LA EXPERIENCIA DEL *"CENTRO UNIVERSITÁRIO FEEVALE"*

RESUMEN

El proyecto *"Crianças de Canudos"* empezó sus actividades en 2000 con el objetivo de favorecer el ejercicio consciente de la ciudadanía y de la inclusión social, asegurando el acceso y la permanencia de los niños y adolescentes del barrio *Canudos, Novo Hamburgo, Rio Grande do Sul, en la escuela.* Se originó en la facultad de Educación Física del *Centro Universitário Feevale*, proponiendo espacios de la universidad para las diversas manifestaciones de la cultura corporal y del movimiento humano, buscando el desarrollo de los niños y de los adolescentes y el rescate de los valores de la comunidad, así como la mejora de la calidad de vida. Propone, también, acciones dirigidas al desarrollo integral de los individuos, promoviendo la autonomía y la inclusión social, contemplando las dimensiones educativas, sociales, culturales, científicas y tecnológicas. Dejando de ser una práctica sólo del curso de Educación Física, en el año de 2007 las áreas de Psicopedagogía/ Pedagogía, Arteterapia, Psicología y Fonoaudiologia se agregaron a las actividades. Indubitablemente, esta oferta se viene consolidando, propiciando, también, un espacio de excelencia de la formación integral de los académicos, un espacio privilegiado de producción de conocimiento. Las actividades ocurren en el propio barrio *Canudos*, divididos en tres aldeas: la de los Eucaliptos, Kipling y Iguaçú, Allá, la Educación física atiende, actualmente, más de 200 niños. El proyecto, a través de su existencia, viene siendo un espacio práctico de profesores y alumnos y los ponen en contacto directo con diversos ciudadanos en sus relaciones socio-afectivas en el funcionamiento del aprendizaje en la escuela de los niños y de los adolescentes que participan de las acciones desarrolladas. El espacio de educación se convirtió en buscas y experiencias que son evidenciadas en los resultados de los trabajos de conclusión y en la participación en acontecimientos promovidos por la feria de iniciación científica y por el Salón de extensión, lo que posibilita otras miradas de conocimiento curriculares y una articulación entre los aspectos teóricos, técnicos y científicos que van en busca de una educación más humana.

PALABRA-LLAVE: Educación Física, Extensión, Vulnerabilidad Social

O OLHAR DA EDUCAÇÃO FÍSICA NO "PROJETO CRIANÇAS DE CANUDOS": A EXPERIÊNCIA DO CENTRO UNIVERSITÁRIO FEEVALE

RESUMO

O Projeto "Criança de Canudos" iniciou suas atividades em 2000 com o objetivo de favorecer o exercício consciente da cidadania e da inclusão social, assegurando o acesso e a permanência na escola de crianças e adolescentes do bairro de Canudos, Novo Hamburgo/RS. Originou-se no curso de Educação Física do Centro Universitário Feevale, oportunizando espaços para as diferentes manifestações da cultura corporal e do movimento humano, buscando o desenvolvimento das crianças e adolescentes e o resgate dos valores da comunidade, bem como a melhoria da qualidade de vida. Propõe ações voltadas para o desenvolvimento integral dos indivíduos, promovendo a autonomia e a inclusão social, contemplando as dimensões educativa, social, cultural, científica e tecnológica. Deixando de ser uma prática isolada da Educação Física, em 2007 as áreas de Psicopedagogia / Pedagogia, Arteterapia, Psicologia e Fonoaudiologia agregaram-se às atividades. Indubitavelmente, esta proposta vem se consolidando, propiciando, inclusive, um espaço de excelência de formação integral de acadêmicos, um *locus* privilegiado de produção de conhecimento. As atividades ocorrem no próprio bairro Canudos, no Loteamento dos Eucaliptos e nas vilas Kipling e Iguaçu, nas quais a Educação Física atende atualmente cerca de 200 crianças. O projeto, ao longo de sua existência, vem sendo espaço de prática pedagógica colocando professores e alunos em contato direto com diferentes sujeitos nas suas relações sociais. Nesta prática observou-se que ocorre uma expressiva melhoria nas relações sócio-afetivas no desempenho escolar com as crianças e adolescentes que participam das ações desenvolvidas. Tornou-se um espaço de ensino pesquisa extensão que se evidencia em trabalhos de conclusão de curso e participação em eventos de iniciação científica e Salão de Extensão, o que possibilitou olhares diferenciados nos conhecimentos curriculares e uma articulação entre os aspectos teóricos, técnicos e científicos que encaminham a uma educação mais humanizadora.

PALAVRAS-CHAVE: Educação Física, Extensão, Vulnerabilidade Social.