75 - REPORT OF THE TRAJECTORY AND CONTRIBUTIONS OF SOCIAL SPORTIVE PROJECTS WITH CHILDREN AT STATE OF RISK: A CASE STUDY IN THE FEEVALE UNIVERSITY CENTER

MÁRCIA BIRK; PRISCILA WACHS; MARIA TERESA CAUDURO.
Feevale University Center - Novo Hamburgo - RS - Brazil
maite@feevale.br

1. INTRODUCTION

The social sportive projects are, according to Cavalli, Araújo and Cavalli (2007), or should be recognized, as agents of social change and/or emancipation. These authors also report that the sport is not only a practice aimed at driving the competition and the high performance, but when well-aimed, it can become a tool for the development of elements related to education, socialization, health and leisure.

Thus, we believe that this conception of sports practice is also connected to the sense and meaning that the teacher gives to his/her teaching performance. Therefore, this performance should be associated to a critical reflection of the practice for a social reconstruction. According to Sacristán and Pérez Gómez (1998), in this context the teacher is seen as an intellectual transformer, who reflects critically on the daily practice, to understand both the characteristics of the processes of teaching-learning, as well as the context in which the teaching occurs. By doing so, his/her reflexive performance has the intention to provoke the interest and commitment to the collective problems in those who participate in the educational process.

The union of sportive ideas and teaching action presented above are believed to be the ideal for a sportive social project to have consistent results for children at risk. Since the implementation of the project "Children of Canudos", there have been several experiences in the social and academic spheres, which allowed for changes in the ways of thinking and acting of these sectors. For this reason, this study was aimed to report the trajectory of social sportive projects with children at risk associated to the Feevale University Center (Feevale) and to verify the contributions of these projects during the period from 2000 to 2004.

To report the trajectory and contributions of social sportive projects linked to Feevale, a descriptive narrative search was used, having as the primary source of information the experiences and the scientific production originated from the projects.

2. THE SOCIAL SPORTIVE PROJECTS

The project "Children of Canudos" is a project of extension of Feevale in Novo Hamburgo/RS, created in 2000. It is connected to the Pro-Rector of Extension and Community Affairs and to the Degree of Physical Education. The implementation of this project was justified by two ideas. The first idea was the willingness and commitment of the institution to share with the public and with the civil society the responsibility for reducing the social injustices through projects and actions (MENEZES and CAUDURO, 2004). The second idea raised from the evidence of the necessity to link vocational training with the extension, as explained in the National Action Plan for Extension (BRAZIL, 2001, p. 39) "The basic principle of university extension is the need for training of the professional-citizen towards his/her effective interaction with society, to either situate him/her historically, identify him/her culturally or to refer his/her training with the problems that one day he/she will have to face".

The identification of the Canudos' neighborhood for the realization of this project of extension became clear in that period by the own nature of the neighborhood. The district of Canudos has the biggest physical area of the municipality, as well as being the most populous district. The population growth from 1980 to 1995 was 155.42%, representing 22% of the Novo Hamburgo's population. In the vast majority, the population of Novo Hamburgo is composed by people from rural areas and from other cities of the Rio Grande do Sul State, who were attracted by the dynamism and growth of the leather-footwear industrial and commercial areas. The development of the neighborhood has been disordered, being even more aggravated by the invasion of the public areas and illegal occupation of land. There are a large number of sub-homes, especially near the streams. There are a total of 19 irregular villages and housing areas, which are also a reflection of the economic and financial crises that occur in the country. The district has serious problems of infrastructure: constant flooding; the lack of water supply; bad smell due to open sewage in the streets and; lack of access to sub-inhabited areas. Canudos is known to be the most violent neighborhood in the city.

From the understanding of this social reality, the project "Children of Canudos" was aimed at serving the community, especially the children of the neediest villages of the neighborhood, encouraging them to stay in school and bringing back the ones who have left school. The project opened spaces for children and young people to practice activities such as capoeira, recreation, athletics, Olympic gymnastics and volleyball, through a regular and focused work. The classes are given by students of the Degree of Physical Education and are supervised by professionals of the area. The activities are held in the courtyard of some municipal schools located in the neediest areas of the district, in vacant land near these schools and in some cases in the Feevale's sports center.

The project has passed by five coordination groups. The first two included the period from 2000 to 2003 and maintained the main ideas of the project about sports concepts and teaching performance already highlighted in the introduction of this study. For the other coordination groups, studies are being developed to understand the changes. However, some evidence that marked the beginning of the management challenges in 2004 can already be raised (which are presented latter in this work). Between 2000 and 2003, the project reached up to around 1000 children. Currently, approximately 700 children participate in this project.

The project "Children of Canudos" was the precursor of another social sportive project conducted in partnership with Feevale, the Social Futsal. The goals of this project ensure the inclusion of children and promote citizenship through a methodology that favors the learning of sports techniques in an exciting way and close to the game's reality. It essentially encourages the obtaining of cooperative attitudes to the progress of all.

The Social Futsal is in operation since 2004, and reaches around 400 needy children from 17 public schools of Novo Hamburgo. The activities take place twice a week in four centers, one of those in the Canudos' neighborhood. This center comprises five schools in the district, helping to expand the project "Children of Canudos".

3. THE CHILDREN AT RISK WHO PARTICIPATE IN THE PROJECTS

According to Eisenstein and Souza (1993), the conditions of poverty, deprivation, inadequate housing, breakdown of the family, lack of education and violence are high-risk situations, which affect the development of children and adolescents. It is not necessary to occur all these factors together, since only one can put a person's life at risk. Certainly, this scenario becomes worse when the person spends a lot of time on the streets, where the predisposition to get in contact with the problems is greater.

The consequence of this is the marginalization, the delinquency and the infringement of laws and rights of other citizens.

The study of Pilar (2003) identified how the academics who work in the project "Children of Canudos" recognize the psychosocial reality of the participant children. One of the interviewee's report registered by Pilar (2003) is shown below:

Most of the children are really very poor... having various problems, we usually try to talk with them at the end of the class to know a little bit more of their reality. There are very poor children, both financial and affective speaking. They do not get much love, much attention at home, they usually have to take care of their siblings, make the services at home, and then they come to the project to do some activity. First they are a little frightened, but soon they learn that you are there to do activities with them, play with them, so they turn totally to your side, give you hugs, love and want to receive your care (Academic Interview 1, 09/24/2003).

According to Paz (2004), the majority of children and adolescents who attend the project has a family, however, this family does not follow a father-mother-children structure. Usually the mother has children with several fathers, without the values and conditions necessary for the model of education. The author noted that in spite of these children and adolescents be living in a group with parental ties, they are in contact with various situations of risk; there are a great number of children and adolescents in a state of complete psychological abandonment, making the streets their family and their social context. So, they remain on the streets in many moments of the day, enjoying all the risks that the street offers. The next report is from two school teachers and a comment made by Paz (2004):

The issue is the destructured family, the abandonment by the father, who is not present, does not paid pension; the mother has more children to look after. The older child has to take care of the younger siblings. We have had children here who were beaten, with mistreatment. Really, violence exists (Teacher Interview 4, 10/01/2004).

The family breakdown is a major cause of the risk situation in which children are... There are many faults (Teacher Interview 6, 10/06/2004).

One of the teenagers who attends the project reported that when he got home, the father was drunk, he had to sleep in the stable along with the horses, without eating anything at night. At the times he tried to enter the house he was beaten, and this was almost a daily situation (Note 6, 10/05/2004).

In addition to the situations of risk mentioned by the reports, a preliminary survey of Cauduro and Paz (2007) with 29 children who participate in the project, the director and four teachers of municipal schools in the community describe in interviews some of the situations of risk that these children face. The following situations were cited: assaults; aggressiveness; destructured family; depression; child prostitution and learning difficulties; adolescence pregnancy; alcohol consumption; use of illegal drugs; rape and; child labor.

The studies mentioned above confirm that children and adolescents of the project live in constant state of danger and show evidence of the importance to continue working in this context; broadening the knowledge of the situations of risk and social vulnerability of children and adolescents from poor villages of the Canudos's neighborhood and; encouraging new interventions, in addition to the ones already offered by the “Children of Canudos” and “Social Futsal” projects.

4. THE CONTRIBUTIONS OF SOCIAL SPORTIVE PROJECTS

Three types of contributions of the projects conducted in the Canudos' neighborhood were stressed. The first is linked to the scientific contribution, through the production of knowledge, from academic works produced by teachers and students of Feevale. The second contribution is the quality of vocational training, through the association of the academics to social projects of extension. And finally, there is the contribution to society, especially to the children at risk, parents and the local community.

For only the first contribution it was considered the sum of the seven years of implementation of the projects in the Canudos' neighborhood, associated to Feevale. For the other contributions, the analysis was restricted to the work that characterized the project "Children of Canudos" in the period covering 2000 to 2004. In the next subsections, these contributions are highlighted.

4.1. THE PRODUCTION OF KNOWLEDGE

The production of knowledge related to the community of the Canudos' neighborhood began in 2000. This production is connected to surveys conducted by teachers and/or students through projects of extension provided by Feevale. In those seven years, 89 works were produced from this community, which can be divided in the following topics: a) Physical Education - Vocational Training - Children: 34 articles; 05 monographs; 31 works presented in scientific events; b) Neurofunctional - Physiotherapy: 02 articles; 06 monographs; 02 works presented in scientific events and; c) Collective Health: 01 article; 07 monographs; 01 work presented in scientific events.

Three research projects also contributed to this scientific production: Social Environment of the Children of Canudos, which was active during the period 2000-2004; The Physical Education and the university extension - the organization for the educational practices, which was active between 2003-2006 and; Analysis of access and social inclusion of children at risk who participate in social projects of Feevale, which began in 2006 and is still active.

This last research project makes an interface to the Masters in Accessibility and Social Inclusion (approved in 2007) and is associated with the Research Group Body, Movement and Health of the Pro-Rector of Research, Technology and Innovation of the institution. The context initially investigated is the center of the Canudos' neighborhood of the Social Futsal project, which also includes children who participate in the project "Children of Canudos”; however, the means of access between the two projects are differentiated. The research is in the process of data collection and the partial and final results will still have to be disseminated.

It is important to underline, as regarding the Feevale's trajectory, that the conquest of the university autonomy occurred in the mid-1999. This achievement reflected in the desired spatial expansion and a greater speed of projects implementation. That is, it was echoed in the impetus for creation of sportive projects as university extension and in encouraging the research.

4.2. THE CONTRIBUTIONS FOR VOCATIONAL TRAINING

When the project "Children of Canudos" began, it was found that the majority of the academics were not always prepared to deal with the social and cultural diversity presented in reality. They met students who were involved with violence, drugs, diseases due to lack of hygiene, robbery, rape, beatings, prostitution, physical and verbal assaults, adolescence pregnancy and problems in learning. Therefore, talks with professionals in psychology and physical education were provided, focusing situations of risk and relevant legislation.

In the process of construction of knowledge, the opportunity to interact directly with a student in different realities and situations contributes positively in training of the academics. This is reinforced by Krug and Canfield (1998), who believe that the

vocational training, which includes in its program a strong component of reflection from real practical situations, helps the teacher to feel able to face new and different situations, and take appropriate decisions based on a paradigm that effectively connect theory and practice.

According to the reflection of Scheffler (2003), the enrichment of knowledge of those teachers/students arises in the practice, reflection-action and the socialization of knowledge, which are not only found inside the university walls. We can see in the reports below, cited by Scheffler (2003) who surveyed academics who work in the project "Children of Canudos", the connection they make between theoretical and practical knowledge and the exchange of experiences that take place from experiences they face in the project:

A University [...] is not everything, because I believe that the theory is one thing, and of course the practice is very different [...] the University gives us this support, but we have to go to the field [...] work, I gained this vision by working in the project (Academic Interview 3, 09/15/2003).

Without the university, we do not have the scientific knowledge to come and detect a particular moment of that person's life or even of ourselves in that community (Academic Interview 2, 08/27/2003).

When [the academics] return to their workshops, there is always a comment related to the presented activity or to the unusual situation that could have occurred in this day. These comments are seen by other teachers as exchange information (Diary of Observations 10, 08/07/2003).

According to Birk and Cauduro (2007), the social interactions that occur in sportive projects, namely the exchange of experience between teacher (academic) and student, contribute to the enrichment of vocational training, because it demands from the academic an understanding of the social reality and adaptation of activities for the formation of a critical citizen and an active participant in his/her society. At the same time, the social interactions contribute to the student, because through the interaction with his/her teacher (academic), there is an expansion of his/her perception of the world, beyond his/her social reality. Therefore, the social sportive projects associated to Feevale are qualifying the academic formation, and are also allowing a social return, as we can see in the next subsection.

4.3 THE CONTRIBUTIONS TO SOCIETY

According to the report of an academic who worked in the project, presented in the survey by Pilar (2003), initially the project "Children of Canudos" encountered resistance by the community, but from the moment they start to gain confidence in it, positive results began to appear. The report follows:

Early in the project we were almost chased away from the village, because we were strange people; now the receptiveness is different. I will not say that the project is everything, but if the project did not exist at this time, for sure [the neighborhood] would be much worse, because we felt resistance at the beginning of the project and today we are seeing that it is better, the people are better, even the children's families are involved... There was a very good social improvement and certainly it will create new values and positive identities to the society (Academic Interview 4, 09/30/2003).

Through the analysis of Birk and Cauduro (2007), the social interactions between academic and student, which have contributions both to the teacher and to the student (as mentioned above), including physical, socio-cultural and affective dimensions. The physical dimension refers to the body's care and hygiene, these issues being properly oriented by the academics. The same occurs on the socio-cultural scale, where it is noted the contributions of the cooperative activities offered by the teachers and the conversations between teacher-student, about the world of work and cultural issues. The affective dimension was evidenced in the caring relationship and respect that there are between student and teacher and in the activities that include affectivity among colleagues in class.

Silva Neto (2006) found that for the parents the participation of their children in Capoeira of the project "Children of Canudos" indicated an improvement of the school grades; in writing and in comradeship; helped children to be less timid and to speak more; also taught them to respect in order to be respected and; found out that children began to help more on domestic services. So for the parents, their children have become a reason for pride, helping in the self-esteem of these children and adolescents. In the same study, the schools' directors also found that the capoeira encourages the search for a sound dispute, contributing in the sense of rules and limits; it additionally provides respect with the other, with another person's body, not to fight, not to come to touch the other; the directors observed an increase in the learning process, once the body control is essential to that matter.

It is important to note that capoeira is the activity that always gathered the highest number of students per class. The academic responsible for these classes (Master of capoeira) works in the project since its creation, facilitating the affective bond and the maintenance of the sportive ideas and teaching action reported in the introduction of this article. The next reports are from the children who are involved in the capoeira, taken by Silva Neto (2006) in his study:

I am learning it. In my study, in my physical activity, I met several people, I made more friends. I improved my behavior. I like the time of the circle when everybody sings and dances, fights and claps their hands "(Child Interview 3, 05/17/2006).

The capoeira helped me improve my studies, in class and school, I made more friends, that is, it helped me to make many friends, I became more obedient to my father and it helped me improve in my behavior (Child Interview 4, 05/17/2006).

In capoeira we used to make many friends. And we learn things that we did not know. And we learn to swing in capoeira. It helped me in my studies, in my shyness; I made many friends (Child Interview 6, 05/06/2006).

Birk and Cauduro (2007) identified that the social interactions result in an increase in participation and effort of the students in the activities proposed by the project; in the success of the teaching-learning process and; in the broadening of the vision of the world beyond their own reality. As for this last point, Scheffler (2003) observed in a class that the academic (teacher) present new opportunities and possibilities, contributing to the improvement of the children's lives expectation. The transcript of his report is given below:

Today I practically did not give any lecture; I only spoke with the girls. They wanted to know about everything: the cost of studying in Feevale; they wanted to know what to do to study there; which classes (majors) there were there. At the end of the conversation some said they wanted to study to be a professor of English, Technical on Computers, Physiotherapist, professor of Physical Education (Observation 7, 05/06/2007).

Therefore, the academics (teachers) who act in the project become a reference to the students. This is evident not only when the students say they want to have the same profession, but also in regard to life experience reported by academics to the students, during the moments available to talk in class (interactions through socio-cultural dimension). This allows an expansion beyond the social reality that these children live in (BIRK and CAUDURO, 2007).

Even though social contributions are occurring, in the progress of the project changes that compromised the effectiveness of the work happened. The following is a systematization of some difficulties encountered by Paz (2004): a) it was noticed a lack of dialogue between the institutions responsible for these young people (School-Feevale), since each institution

isolated itself in its specific activities; b) the project does not present a proper monitoring of children and adolescents at risk, neither of academics/teachers; c) the project is not articulating with other majors of the institution, as it was early in 2000. It acts in isolation only with the Degree of Physical Education and; d) the exchange of academics who work in the project compromises the affective bond, which is essential in the workplace. In 2004, only one academic/teacher maintained this relationship (capoeira teacher), since he was active in the project since its inception.

These criticisms have become the challenge for the coordination of the project, where studies are still being conducted.

5. FINAL CONSIDERATIONS

The studies mentioned above confirm that the projects are bringing social sportive contributions for the production of knowledge; for the vocational formation and; for the children and adolescents, their parents and community. However, difficulties that undermine the effectiveness of the work are identified, being necessary to make considerations on the management of the project. The work must be continued in this context, encouraging scientific research and considering their results to qualify the social sportive projects for the benefit of the community studied.

REFERENCES

1. BIRK, M.; CAUDURO, M.T. Formação Profissional e as Interações Sociais a partir de uma Prática da Realidade. **Rev da Educação Física**, v. 18, p. 179-183, 2007.

2. BRASIL. Ministério da Educação e do Desporto**. Plano Nacional de Extensão Universitária**. Brasília: MEC, 2001.

3. CAUDURO, M.T.; PAZ, C.R.C. Um olhar sobre as crianças e adolescentes em situação de risco. **Lecturas: EF y Deportes**, n. 105, fev. 2007. Disponível em: <http://www.efdeportes.com/efd105/criancas-e-adolescentes-em-situacao-de-risco.htm>. Acesso em: 08 jun. 2007.

4. CAVALLI, M.O.; ARAUJO, M.L.; CAVALLI, A.S. Um passo adiante no Olimpismo: projetos esportivos de cunho social como agentes de transformação e emancipação humana. In: MORAGAS, M.; DACOSTA, L. **Universidad y estudios olímpicos**: Seminários España-Brasil 2006. Bellaterra: Universitat Autònoma de Barcelona/Centre d'Estudis Olímpics/Servei de Publicacions, 2007. p. 299-308.

5. EINSENSTEIN, E.; SOUZA, R.P. **Situações de Risco à Saúde de Crianças e Adolescentes.** Petrópolis: Cenespa, 1993.

6. KRUG, H. N.; CANFIELD, M. S. A Reflexão na prática Pedagógica do Professor de Educação Física. **Kinesis,** Santa Maria: n.20, p. 9-31,1998.

7. MENEZES, F.C.L.; CAUDURO, M.T. A Extensão Universitária na Educação Física: Reflexões e contribuição para a formação profissional. **FIEP BULLETIM**, v.74, p.364-387, 2004.

8. PAZ, C.R.C. **A criança e o adolescente em situação de risco no Projeto Criança de Canudos**. Novo Hamburgo, 2005. Trabalho de Conclusão de Curso, Licenciatura de Educação Física, Centro Universitário Feevale, 2005.

9. PILAR, F.P. **O Entendimento dos Acadêmicos de Educação Física sobre sua atuação teórico-prático no Projeto Crianças de Canudos.** Novo Hamburgo, 2003. Trabalho de Conclusão de Curso, Licenciatura de Educação Física, Centro Universitário Feevale, 2003.

10. SACRISTÁN, J. G.; PÉREZ GÓMEZ, A. I. **Compreender e transformar o ensino**. 4.ed. Porto Alegre: Artmed, 1998.

11. SCHEFFLER, A. **O significado do Lazer para o acadêmico de Educação Física que trabalha no Projeto Social Crianças de Canudos**. Novo Hamburgo, 2003. Trabalho de Conclusão de Curso, Licenciatura de Educação Física, Centro Universitário Feevale, 2006.

12. SILVA NETO, J.F. **A Capoeira no Projeto "Crianças de Canudos"**. Novo Hamburgo, 2006. Trabalho de Conclusão de Curso, Licenciatura de Educação Física, Centro Universitário Feevale, 2006.

Centro Universitário Feevale, RS-239, 2755
Novo Hamburgo, RS, CEP 93352-000, Brasil.

REPORT OF THE TRAJECTORY AND CONTRIBUTIONS OF SOCIAL SPORTIVE PROJECTS WITH CHILDREN AT STATE OF RISK: A CASE STUDY IN THE FEEVALE UNIVERSITY CENTER

ABSTRACT

The social sportive projects are a tool for social transformation. Thus, it was aimed to report the trajectory of social sportive projects with children at risk associated to the Feevale University Center; and verify their contributions during the period from 2000 to 2004. As methodology, the descriptive narrative search was used, having as the primary source of information the experiences and the scientific production originated from the projects. The social sportive projects linked to the institution are the "Children of Canudos" and the Social Futsal projects. They were created in 2000 and 2004, respectively. Both work with children at risk, being the main risk identified in the first project the destructured family, which leads the child to the context of the street and thus enjoying all the risks that it offers. Three types of contributions were identified. The first is related to the scientific production, having 89 works published; three research projects were identified as related to the projects, being the most recent one active and associated with a master dissertation. The second contribution is the quality of vocational training, where the academic, active in the projects, has to perform an accurate reading of the social reality of their students and an adaptation of activities for the formation of a critic citizen/participant in the society. Finally, there is a social contribution to the students, parents and the community. Initially they were resistant, but as the credibility of the work was conquered, it was observed that the children amplified their knowledge beyond their reality; the school directors saw improvement in the learning process and in respect to other people and; the parents have become proud of their children. However, it was also identified problems that compromise the effectiveness of the work. It is concluded that the work must be continued in this context, encouraging scientific research and considering their results to qualify the social sportive projects for the benefit of the community studied.

KEYWORDS: Physical Education. Social Sportive Projects. Children at Situation of Risk.

UN EXPOSÉ DE LA TRAJÉCTIORE ET CONTROBUTIONS DES PROJETS SOCIAUX SPORTIFS POUR LES ENFANTS EN SITUATION DE RISQUE: UNE ÉTUDE DE CAS AU CENTRE UNIVERSITAIRE FEEVALE

RÉSUMÉ

Les projets sportif de nature sociale sont un outil pour la transformation sociale. Dans ce sens, cette recherche a pour but de présenter la trajectiore des projets sociaux sportifs pour les enfants en situation de risque liés au Centre Universitaire Feevale et de vérifier leurs contributions pendant la période de 2000 à 2004. La méthodologie employée est celle de la recherche descriptive narrative ayant pour source principale d'information les expériences vécues et la production scientifique élaborée d'après les projets. Les projets sportifs sociaux liés à l'Institution sont le Projet "Crianças de Canudos" et “Futsal Social”. Ils ont été créés en 2000 et en 2004 respectivement, et sont destinés aux enfants en situation de risque. Le risque identifié dans le premier projet était la desestructuration de la famille, qui fait en sorte que l'enfant se retrouve dans le contexte de la rue en s'exposant à tous les risques que celle-ci en offre. Trois sortes de contribution en ont été identifiées: la première est liée à la production scientifique, 89 travaux ont été publiés et on vérifie trois lignes de recherches rapportées à la thématique, dont la plus récente est toujour active et est associée à un master. La deuxième contribution est liée, d'un cotê à la qualité de la formation professionnelle, où l'étudiant universitaire, tout en participant des projets se voit dans le besoin de réaliser une lecture de la réalité sociale de ses élèves; et d'un autre à l'adaptation des activités pour la formation d'un citoyen critique/participatif dans la société. Finalement, on identifie une contribution sociale pour les élèves, les parents et la communauté qui, lors de l'implantation du projet ont présentér une certaine résistance, qui a disparu dans la mesure où la crédibilité du travail a été conquise. Dans ce sens on constate que les écoliers ont élargi leur savoir au dela de leur réalité, les directrices des écoles ont obsevé une meilleure qualité d'apprentissage et de respect envers les autres; les parents ont développé un sentiment de fierté envers leurs enfants. Cepandant, on remarque aussi quelques difficultés qui compromettent l'éffectivité du travail. On peut donc conclure qu'il faut continuer le travail dans ce contexte, incentiver la recherche scientifique en tenant compte de ses resultas afin de qualifier les projets sportifs sociaux en bénéfices de la comunauté étudiée.

MOTS-CLÉS: Éducation physique. Projets sportifs sociaux. Enfants en situation de risque.

RELATO DE LA TRAYECTORIA Y LAS CONTRIBUCIONES DE LOS PROYECTOS SOCIALES DEPORTIVOS CON NINOS Y NINAS EN SITUACION DE RIESGO: UN ESTUDIO DE CASO EN EL CENTRO UNIVERSITARIO FEEVALE

RESUMEN

Los proyectos deportivos de enfoque social son una herramienta para la transformación social. Por ello, tubimos como reto relatar la trayectória de los proyectos sociales deportivos con niños, niñas y adolescentes en situación de riesgo participantes del proyecto del Centro Universitário Feevale y averiguar sus contribuciones en el período entre 2000 a 2004. Como metodologia, utilizamos la investigación descriptiva narrativa considerando las experiencias vividas y la producción científica originada de los proyectos como principal fuente de información. Los proyectos deportivos sociales integrados a la Institución son el “Proyecto Crianças de Canudos” y el Futsal Social, creados en 2000 y 2004, respectivamente. Ambos atienden a niños, niñas y adolescentes en situación de riesgo, donde el principal riesgo identificado en el primer proyecto es la falta de estructura familiar, que los lleva al escenario de la calle, donde luego, pueden disfrutar de todos los riesgos que se les ofrece. Quedaron identificados tres tipos de contribuciones. La primeira está relacionada con la producción científica, identificamos 89 trabajos publicados y tres proyectos de investigación, de las cuales la más reciente está activa y asociada a un master. La segunda contribución es en la calidad de la formación profesional, donde el academico activo en los proyectos, necesita realizar una lectura de la realidad social de sus alumnos y en la adaptación de actividades para la formación de un ciudadano crítico/participante de su sociedad. Por fin, la contribución social para los alumnos, padres, madres y la comunidad; que inicialmente se resistían, pero a medida en que conquistamos la credibilidad del trabajo, observamos que los niños, niñas y adolescentes obtuvieron una ampliación de los conocimientos para más allá de su realidad, las directoras de las escuelas perceberon mejoría en el aprendizaje y en el respeto a las personas y los padres quedaron orgullosos de sus hijos. Sin embargo, también identificamos algunas dificultades que comprometen a la efectividad del trabajo. Concluimos que es necesario continuar actuando en este escenario, incentivando la investigación científica y considerando sus resultados para calificar los própios proyectos deportivos sociales en benefício de la comunidad estudiada.

PALABRAS-CLAVE: Educacion Fisica. Proyectos deportivos sociales. Ninos e Ninas en situaciones de riesgo.

RELATO DA TRAJETÓRIA E CONTRIBUIÇÕES DOS PROJETOS SOCIAIS ESPORTIVOS COM CRIANÇAS EM SITUAÇÃO DE RISCO: UM ESTUDO DE CASO NO CENTRO UNIVERSITÁRIO FEEVALE

RESUMO

Os projetos esportivos de cunho social são uma ferramenta para transformação social. Para tanto, objetivou-se relatar a trajetória dos projetos sociais esportivos com crianças em situação de risco vinculados ao Centro Universitário Feevale e verificar suas contribuições no período entre 2000 a 2004. Como metodologia, utilizou-se da pesquisa descritiva narrativa tendo como principal fonte de informação as experiências vividas e a produção científica originada dos projetos. Os projetos esportivos sociais vinculados à Instituição são o Projeto “Crianças de Canudos” e o Futsal Social. Foram criados em 2000 e 2004, respectivamente. Ambos atendem crianças em situação de risco, sendo que o principal risco identificado no primeiro projeto é a desestruração familiar, que leva a criança ao contexto da rua e assim usufruindo todos os riscos que essa oferece. Identificou-se três tipos de contribuições. A primeira está relacionada com a produção cientifica, publicaram-se 89 trabalhos e verificou-se três projetos de pesquisa relacionadas, sendo que a mais recente está ativa e associada a um mestrado. A segunda contribuição é na qualidade da formação profissional, onde o acadêmico, atuante nos projetos, precisa realizar uma leitura da realidade social de seus alunos e na adaptação de atividades para a formação de um cidadão crítico/participante da sociedade. Por fim, há uma contribuição social para os alunos, pais e comunidade; que inicialmente estavam resistentes, mas na medida em que se conquistou a credibilidade do trabalho, observou-se que as crianças obtiveram uma ampliação dos conhecimentos para além de sua realidade, as diretoras das escolas perceberam melhoria na aprendizagem e no respeito às pessoas e os pais tornaram-se orgulhosos dos filhos. Porém, também identificou-se dificuldades que comprometem a efetividade do trabalho. Conclui-se que é preciso continuar atuando neste contexto, incentivando a pesquisa cientifica e considerando seus resultados para qualificar os próprios projetos esportivos sociais em benefício da comunidade estudada.

PALAVRAS-CHAVE: Educação Física. Projetos Esportivos Sociais. Crianças em Situação de Risco.