50 - THE MULTIDISCIPLINARY VIEW OF PHYSICAL EDUCATION AND NUTRITION IN THE SOCIAL PROJECT "CHILDREN OF CANUDOS"

LISIANE DE ABREU PEREIRA; MARINA TONIN; MARIA TERESA CAUDURO
Centro Universitário Feevale NH/RS Brasil
maite@feevale.br

Studied Context

The Canudos neighborhood not only has the largest area of Novo Hamburgo municipality, but also is the most populous. Its area is 14,1 Km^2, representing 19,78% of the city's total area. Its greatest issue is fighting the social problems that disorderly growth has brought; even more aggravated by the invasion of public areas and clandestine land divisions a great number of sub-habitations, mainly near of little streams. The population, in its greatest majority, consists citizens coming from rural areas and other cities of Rio Grande do Sul State, drew in by dynamism, by the footwear area's industrial and commercial growth. One zone is rich, and the other one poor.

The neighborhood has severe infrastructure problems: there is constant flooding in many of the neighborhood's sub-habitations areas, what generates discomfort for some and desperation for others, since there are shanty towns at the brook's edge. Besides that, there is lack of water and sewage system supply, a bad smell, for the sewage is in the open air, and lack of streets for access to sub-habitations areas.

The neighborhood is also known for being the city's most violent and in addition it has three ASEMA headquarters (Municipal City Hall). They are places for protection and prevention, which serve children and youth, either schools evaded and/or coming from families that are in a social-economic situation of poverty or specified by community, Tutelary Council and Childhood and Adolescence Court, and they participate of the activities on the opposite shift from school.

Methodology

The used methodology in this investigation was the qualitative descriptive interpretative. Is centralized in study of the meaning of social life and human actions, substituting explain notions, from quantitative method, by understanding notions, of meanings and actions ending the initial proposal of this study (ARNAL et al, 19992).

In this study the focus was the Capoeira course that has been developed in Children of Canudos Project since 6 years ago. The collaborators were 10 children that have been participating in the project since year 2000. The used instruments in this investigation were: observation, field diary and half-structuralized interview. The observations were carried out in April, May and June of 2006. The names were changed to keep the anonymity and each one received a pseudonym. The data analysis and the interpretation were carried out through the triangulation of the data based on the authors Cauduro (2004), Molina Neto (1999), Ludke and André (1986), Taylor and Bogdan (1987), Triviños (1987), Arnal et al (1992), among others.

Data analysis and interpretation.

The objective intended in this study was: To carry through a multidisciplinary view in Capoeira course.
After the data triangulation, we arrived in 2 great categories and 6 subcategories, as listed below:

Physical Activity	Body Movement Capoeira (Sport x Leisure and Game)
Nutrition	Feed (healthful x empty x affection x control) Obesity Weight loss

Interpreting the Findings:
Physical Activity

Any movement emitted by body muscular structure, in a voluntary way and that results in energy expense is understood as a physical activity. They are classified as physical activity: activities of the daily life (to work, to eat, to sweep, among others), activities of leisure (physical exercises, sports, etc) (NAHAS, 2003).

According to the study in question, the practice of physical exercise regularly in childhood can be considered of extremely importance for the growth and motor development. It helps to prevent diseases as obesity, diabetes among others comorbidities. It also is important to consider that provides leisure and social interaction, making with that the child learns to have limits with the victories and defeats (JUZWIAK, 2001).

Body

The conception of body is plain and complicated; therefore it is necessary to understand in its totality. In such a way, it is possible to treat the body as a cultural construction, since each society expresses itself through different bodies (CAUDURO, 2001).

Cauduro (2001) says that before everything, the body is a center of information for us and for the language of the corporal expression through gestures, positions that are a form of not-verbal communication. The body can be considered a communication vehicle and the pleasure is the basic goal.

Great part of the population does not possess a scientific conception of their own body, however presents an idea of the body that is elaborated not from knowledge learned in the school, but through of the way to live it (CAUDURO, 2001).

From the autoperception, of how our body is projected for us, it's understood for corporal image. In this way the person uncovers it (CAUDRURO, 2001; 2002). The statements validate the conception of body.

"Sometimes...they call me tampinha. Because I am a little girl". (IC.1)
"I thought I had to change, our lady, knows....but nowadays I think different". (IC.2)
"It's...'cause...(laugh)....because there are girls when I date them they say that I have a nice body. (IC.3)
"Being a thin boy". (IC.5)

The body shows the individual and social history of each person, because in it they are registered the customs and the habits established for the culture (CAUDRURO, 2001; 2002).

Movement

About movement, we use Cauduro (2002) that defines it as the reply that activate the muscular mass as a chain reaction from a point to another. These are considered results of receptive muscular attitudes with a good muscular strength.

There is no body without movement, movement without body and neither a body and a movement without the energy contained in it (CAURURO, 2001).

Based on the statements below and relating with the comments made in field, the children had answered about the body agreement that they have, about movements, physical activities and also the Capoeira.

"I don't know...ãnh.. it seems that we are faster, agile". (IC.5)

"To run, play capoeira". (IC.9)

"Ãnh...Because...ãn....I mean ....I...can walk ..I can do many things." (IC.10)

Capoeira

The inclusion of capoeira in schools and social projects in German communities is very recent yet, in most of times this popular culture only has the doors opened through activities related with special dates (folklore month, day of the black conscience, Junes parties, among others). Restricting itself to a little deepened approach, not being considered of a lot value by the school culture (ABIB, 2004).

Beyond the cultural points that should be observed in the education of capoeira, the flexibility, the equilibrium and the dexterity are physical components that are optimized in the Capoeira. Its purpose is the domain of the body, that is translated in speed and in movement coordination (CAUDURO, 2002).

In the Project "Children of Canudos", the capoeira, had the purpose of attract children and youth, through his magic, for the permanence in the school and in the Project and like this, it remains to six years in the Canudo's community.

The Project that had started in the year of 2000, by the Centro Universitário Feevale, trough Physical Education Course, opened spaces and possibilities for the Children and youths practice physical activities, among them Capoeira. It is the sport that remained asset by longer and with a significant number of children and Teenagers.

The children statements confirm the benefits that this Project provides for the community:

"Because of capoeira course I'm going to do activities at Feevale on Weds and Fridays". (IC.6)

"Because it is a culture, we learn too many things". (IC.7)

The people who were involved in the Project on this modality have pointed some meanings about the practical one regarding to health and to the physical activity. The speeches are described next:

"It helped my legs like this... I had a lot of pain, it doesn't hurt anymore, because it develops the muscles". (IC.1)

"...working out all your muscles, doing a natural exercise and it's something healthy". (IC.3)

"It's good for my health, it helps me make some friends". (IC.4)

"Especially in breathing...it has improved my strength in my legs and arms". (IC.5)

"It's part of life quality". (IC.6)

"I was fat and I started to loose weight". (IC.7)

Capoeira is based on exercises of flexibility, equilibrium and dexterity. It has like objective fortify and conserve the health, guaranteeing the arrangement of spirit, soften the resulting tensions of the activities in general, as also adjust wrong postures (FALCÃO, 1998).

Also it was pointed, in the interviews, that capoeira is a sport.

"A discipline, a sport, a education, art, personal defense..." (IC.3)

"...that capoeira is a sport". (EC.4)

"It's a game, a fight, a sport..." (IC.5)

"It's a sport, a culture..." (IC.6)

"...in defense of capoeira. In personal defense". (IC.7)

Another meaning that was evidenced in the speeches of those interviewed was that capoeira might be understood as leisure and game.

"It's a dance, it's a game". (IC.3)

"...a game, a leisure, it's something ludic, it's music and much rhythm". (IP.4)

"I like doing the ginga, I like the circle, for we start to play, and we played a lot". (IC.4)

"...a game and a leisure". (IC.6)

"It's a culture, a game, a sport, a good thing". (IC.7)

The ludic, beyond to be part of capoeira game history, it built a class that can serve as a pedagogical form in the education-learning method (FALCÃO, 1998).

Feed

One knows, that the feeding habits, the preferences and the aversion are established in the first years of life and generally they are led until the adult age. The family, this is an influence of first degree in the formation of the feeding habits. They are mainly the parents, or people next to the education of the child who has major influence, therefore these are significant models for the small children in the measure where they learn and imitate the people in its environment (MAHAN, 2003).

As we can see to follow in the interviews, the question food x affection possess one strong linking:

"Becauseee..... my mom cooks very well....I like her food. I think that it's good for health". (I.C.1)

"Because the food that makes well, …that…as it is that I can say… that it is made by my mom, (laughs). (I.C.3)

"I don't know, because there is time that any.....some thing that I like, like that my mom doesn't know how to prepare, so hummm the cooker does, that is something I like so much". (I.C.5)

"That pasta ....that one whose have that flour...flour to use in that sausage barbecue. I also like the rice , but rice I like that one my mom's does...". (I.C.5)

"Because....the cookers prepare the snacks with love and ... so it's very good." (I.C.10)

Some influences, some obvious and other not much determine to the alimentary ingestion and habits of the children. Some factors that influence and determine to the alimentary ingestion of a child in the years of development can be the social environment, the media, the friends and or eventual illnesses. Because of these influences, they can be finding yourself vulnerable to "empty calories". They are part of this group: fried foods, soft drinks, chocolates, sandwich cookies, candies and bubble gums. Foods like that haven't any vital nutrients to supply the organism (SOUZA, 2002).

The interviews below demonstrate the access that the children have to foods of this class:

"I don't drink soft drinks, because of its gas, ... iih I rarely eat snack food like this. During the week ..... just one day … a time per week more or less...." (I.C.2)

"No...I'm not....is... I like to eat, but....I like to drink so much soft drink..., but I don't like to eat sandwich, I don't like things like that. (I.C.3)".

"Ah... sometimes I drink that soft drinks, snack food, I eat snack food". (I.C.5)

"I drink soft drink almost every day at home. Snack food, I rarely eat, but today I ate when I got out from school". (I.C.5)

"Because for the most part of my feeding I eat junky food. Cookies, snack food...". (I.C.9)

When rarely consumed they do not make badly, but in the measure that start to occupy the important food place they also compromise the immunologic system. Considering that some of these foods, of which they are part of the empty calories, are highly cariogenic, as for example, the chocolate, without mentioning the candies and bubble gums.

Only one of the interviewed children, mentioned the fact to have "right time" to consume the known "junky food" (CONCEIÇÃO, 1994).

"I like, but there is a right time to eat them". (I.C.1)

It is basic that the child adopts healthful feed habits, however will go future, to prevent or to brighten up illnesses and to guarantee a better life. Reproducing the acquired feed habits during childhood they exhibit a categorical attitude, not only in relation to the future of these children, but, over all, in the development of certain resulting pathologies from wrong feed habits, as the obesity, diabetes, high blood pressure, cardiovascular illnesses, among others. It is widely evaluated the influences that the nutritive riots play in the determination or aggravation of pathologies (SOUZA, 2002).

In the later cited interviews, we can observe some of the feed habits that the children keep:

"I eat, I eat salad at noon and at evening I eat fruits sometimes, but not now, it's rarely". (I.C.4)

"Beans and rice...I like too much.....also I like vegetable". (I.C.7)

"All fruits...but not vegetables.....like this...tomate, salad...". (I.C.8)

In our study, there are people who possess low income and they do not have conditions of feeding itself adequately for financial difficulties. People many times spend the little money that make use in inadequate foods, consuming soft drinks instead of juice, for example. Nowadays we can perceive a great percentage of obesity people in the population economically excluded. This occurs due to the fact of the population not to have access the knowledge on an appropriate feeding (DELLA, 2003).

When questioned on what they could make to get more adequate feeding inside its conditions, two children had answered:

"Start to drink more juice....or water.... (I.C.5)

".....getting a good feed, eating what is good for health....at lunch, at dinner salad and...Avoiding a little bit of that junky food I eat". (I.C.9)

The following one answered with a food that makes well, however does not like to eat.

"Eat salad...but I don't like to eat". (I.C.8)

Feed practices are reflected of partner-economic and cultural factors that intervene in positive or negative way, being subject or not of presence of appropriated alternatives, being able culturally to be inherited or inserted by essential educative processes. These exercises revert it in correct feed habits, which induce the adequate conditions of growth and development (CONCEIÇÃO, 1994).

"(laughs), she says that has to eat salt food, not only candy, because it ruins the feeding.... It ruins the health... but I obey her sometimes I eat just at school. Sometimes at home I don't chew much bubble gum". (I.C.1)

When the child answers that "she has to eat salt food and not only candy", we can perceive with this phrase, as the cultural factor, which is passed from generation to generation influences in the feeding of a person.

"Ah... by the moment I like my feeding that... the problem is that the fruits I like is difficult to find. The fruits I like are mango and kiwi. Kiwi is not so easy to find, so when I find I buy and just drink, at noon..ãn.. in the morning., I lunch and have breakfast at night just this... before I ate much more, so I am eating a little less". (I.C.4)

When I listened to this phrase, I remembered the fact, that fruits have season, and beyond get more difficult to be find, also have a higher cost in this period.

Obesity

The feed habits are formed in childhood yet. When these habits are formed in incorrect way, the possibilities of the child becomes obese in the adolescence are 75% and in the adult life are 40% (NOBREGA, 1998).

"I was kind of heavy, a little kind of heavy". (I.C.4)

The obesity is a chronic pathology, defined as excess of corporal fat. It presents multifactorial etiology, being on the most varied orders: biological, social, cultural, ambient and anthropological (ACCIOLY, 2003; SOTELO, 2004).

"I go on a diet (laughs)… sometimes… sometimes I ate nothing, but… but it does not work". So my mother was angry with me because I also have anemia, knows...so she doesn't let me do it anymore...(laugh), so I stopped and didn't do it no more". (I.C.2)

Analyzing the speech and complementing with the field comments, perceives it that this child always was overweight. In the age where it finds currently, its concern is with the physical form and not with the health, committing serious errors, what it can take the feeding upheavals and other illnesses in the future.

The following statement shows certain contradiction, therefore in the one of moments of interview, the child answers that it is kind of heavy, but that likes her body. In another instant, says that the fact to be overweight bothers her. We can assume that this is a psychosocial difficulty.

"It's... I am kind of heavy...but I like". (I.C.2)

"It bothers me". (I.C.2)

Weight Loss

For the treatment of children obesity the necessity of nutrients for the growth must be led in consideration. The success is more possible to result of a program that includes familiar involvement, modifications in the feeding plan, nutritional information and also a planning of physical activity (MAHAN, 2003).

"Yes, I lost weight because that I lost considerable measurements knows it. That I had an appointment with nutritionist and she says like this, or you eat ãn daily just a little bit, how you eat a little at 7:00 o'clock so, so you will eat a little bit more at 9 o'clock, but just eat little by little, just to go, to you don't get hungry." (I.C.4)

Final Considerations

When arriving at the end of this inquiry we believe to have reached to the specific objective of this inquiry to verify which the possible integration with other courses of the Institution aiming at to the communitarian demand.

Through the data analysis and interpretation we have reached to the following considerations.

The children in question are considered of high social vulnerability, they are in ASEMAs and in municipal schools of neighborhood. They had evidenced that Capoeira gives a special meaning in the day by day of them, therefore they make friends, they play, they learn new movements and they have leisure. They had also affirmed that it has improvement in the felt conditions of them through the "body" as well as in the quality of life.

In the perception of nutrition it was evidenced that only the I.C.4 demonstrates to be worried and conscientious, on a healthful feeding. Therefore the same tells that he already was kind of heavy, and that today controls his feeding correctly.

However I.C.2 also demonstrated to be worried about the overweight, emphasizing more the physical form instead of properly her health. In the stories of her interview, it's proved that she arrived to commit "nonsense" to lose weight. Knows it is better to eat fruits and vegetables, but says that she can't.

The other children also demonstrate to know what it is a healthful and balanced feeding. However they seems not to be concerned about. The perception that I had during the interviews and also during the field observation was that they have access to foods of all feeding groups. With regard to the macronutrients: carbohydrates, proteins, lipid and also to the micronutrients: vitamins, minerals salts, these are offered in the meals of the ASEMAS and the Municipal Schools frequented by them. It also was evident, that as all child, likes "junky food" when it has chances.

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LISIANE DE ABREU PEREIRA
Rua: Arnaldo dos Reis, Nº 242
Liberdade, Novo Hamburgo, RS/Brasil
CEP. 93320-340 Tel. 51-8407-7198
lisianep@feevale.br

THE MULTIDISCIPLINARY VIEW OF PHYSICAL EDUCATION AND NUTRITION IN THE SOCIAL PROJECT "CHILDREN OF CANUDOS"

ABSTRACT

This article shows the result of a research that was performed by Centro Universitario Feevale with members of Community Action Program "Children of Canudos", proportionate by Physical Education Course. The plain objective of the institutional research is to inquire how the Extension Projects are offered to the community. Within this program we choose the Capoeira course to carry through a multidisciplinary view. The used methodology was the Qualitative, Descriptive, Interpretative using like instruments of data collect, the half-structuralized interview, not participant observation and the field diary. The Collaborators of this investigation have been 10 children who participate since of the beginning of the project Capoeira six years ago.

Key words: Physical Education, Nutrition and Community Project.

LA VISION MULTIDISCIPLINAIRE DE L'EDUCATION PHYSIQUE ET DE LA NUTRITION DANS LE PROJET SOCIAL "ENFANTS DE CANUDOS"

RÉSUMÉ

Cet article montre le résultat d'une recherche réalisée par le Centre Unniversitaire Feevale avec des participants du Programme Action Communautaire «Enfants de Canudos», proporcioné par le Cours d'Éducation Physique. Le but général de la recherche institutionelle c'est d'avérer comment les projets d'extension sont offerts à la communauté. Dans ce programme nous choîsimes la modalité *capoeira* (sorte de lutte et danse) pour y lancer um régard multidisciplinaire. La métodologie employée fut la qualitative, descriptive, interprétative, em utilisant comme des instruments de collecte de données l'interview demi-structurée, observation non participante et le journal de champ. Les colaborateurs de l'investigation furent 10 enfants qui participent il y a six ans du projet dans la *capoeira.*

Mots-clefs: Éducation Physique - Nutrition - Projet Communautaire

LA MIRADA MULTIDISCIPLINAR DE LA EDUCACION FISICA Y NUTRICION EN EL PROYECTO "CRIANÇAS DE CANUDOS"

RESUMEN

El articulo muestra el resultado de una investigacion que fue hecha por el Centro Universitário Feevale, en el Proyecto "Crianças de Canudos" realizado a través del curso de Educación Física. El objetivo general de la instituición fue verificar cómo son ofrecidos los proyectos de extension a la comunidade. Dentre ellos se eligió la Capoeira para la realización de una mirada multidisciplinar. La metodologia estudiada fue la cualitativa, descritiva, interpretativa utilizandose como instrumentos de recogida de los datos la entrevista semi estructurada, observación no participante y el diário de investigación. Los actores fueron 10 (diez) entre niños y niñas que participan hace seis anos del proyecto en Capoeira.

Palabras llaves: Educación Física- Nutrición- Proyecto Comunitário

A VISÃO MULTIDISCIPLINAR DA EDUCAÇÃO FÍSICA E DA NUTRIÇÃO NO PROJETO SOCIAL "CRIANÇAS DE CANUDOS"

Resumo

O presente artigo mostra o resultado de uma pesquisa que foi realizada pelo Centro Universitário Feevale com participantes do Programa Ação Comunitária "Crianças de Canudos", proporcionado pelo Curso de Educação Física. O objetivo geral da pesquisa institucional é averiguar como são oferecidos os Projetos de Extensão à comunidade. Dentro deste programa escolhemos a modalidade Capoeira para realizar um olhar multidisciplinar. A metodologia utilizada foi a Qualitativa, Descritiva, Interpretativa utilizando-se como instrumentos de coleta de dados, a entrevista semi-estruturada, observação não participante e o diário de campo. Os colaboradores da investigação foram 10 crianças que participam a seis anos do projeto na Capoeira.

Palavras-Chaves: Educação Física, Nutrição, Projeto Comunitário.