113 - KNOWLEDGE CONSTRUCTED IN THE PROJECT OF INCLUSION IN ACADEMIC EXTENSION AT FEEVALE/RS

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1 Introduction

Historically, we live in our society different exclusion processes which deny the possibility of everyone to exercise their citizenship in a wide and unrestricted way, this situation, particularly, has affected those people who are outside what we consider as normal, people who present some kind of special need. Regarding sports and leisure activities practice this reality is not different, thus, through Centro Universitário Feevale's Physical Education Course we started planning the extension project Aquatic Activities, Sports and Wrestling for PNEs (National Extension Plans), "Physical Activities and Inclusive Sport", aiming to serve the community of Vale dos Sinos/RS region.

Academic Extension, in our view, searches this relation and implications which might have results both inside the academic institution and in society. So it has a relational and a learning nature. It's a mutual relation that is established between both fields. It is characterized, therefore, as an educational process that next to, but walking together with education and research, in a reciprocal relationship and of great articulatory strength promotes extremely rich results.

"The basic principle of academic extension the need of the professional-citizen formation, aiming their effective interaction with society, either to situate themselves historically, or to identify themselves culturally, or to reference their formation with the problems they will have to face one day." (National Extension Plan, 2001,p.39)

We also understand that extension is not centered only in projects, but in the classroom relationship that is going to be established from that dynamics. The teacher is an essential element and must understand the extension as formation, besides transmitting this value to his or her students. The teacher has to displace, get out of the cocoons and drawers where the relations of knowledge transference are prioritized, which was very much discussed by Paulo Freire. According to the author: "To know that teaching isn't transferring knowledge, but creating the possibilities for its own production or construction" (FREIRE, 1998, p.52).

It's important as well to understand that the University is not only constructed with physical structures, but also with social ones. The undergraduate has to understand that they're not going to be professionals only with classroom education, being necessary for them to complement their relation, by perceiving this society in loco, confronting themselves with fundamental questions, reflecting in action and about action (SCHÖN, 1992), a situation they'll only manage, if they tear down the University walls, working with extension programs and projects in the training perspective, after all, to every knowledge it must be recognized their portion of importance. As Morin (2002) tells us, both symbolical/mythological/magical knowledge (popular culture) and rational/logical/empirical knowledge (scientific knowledge) comprise a dialogue which is part of that construction.

The interest in offering these activities for people with needs (PNEs) arises, chiefly, for two reasons: first, because in the last decades it has been invested more and more in initiatives linked to valorization, recognition and inclusion of people with special needs in the most diverse social areas, from initiatives linked to accessibility and adequacy of social spaces, initiatives in the work, education, also leisure, sport, physical activities and health fields, thus, we understand the importance of expanding the offering of these activities; second, because Centro Universitário Feevale is a communitarian institution which aims high level professionals' formation, the Physical Education Course, through this project could offer the academic community an initiative in the sports practice and leisure fields for the PNEs, creating a space for experience and study for the undergraduates, training professional formation.

In spite of the different initiatives already developed in this field, still we realized the lack of proposals as the one from the project in our community, which makes sports practices, leisure activities and improvement in quality of life for people with special needs possible. Besides that, we notice that more and more Elementary Schools and High Schools receive students with special needs that must be included in regular education and, therefore, their educators need a higher professional training in order to assist this population better, performing thus, an effective inclusion of these students.

The project searches the inclusion of PNEs in practices that not long ago were even considered as inappropriate for them, bringing thus a gain in these people's quality of life, increasing their physical capacities and abilities and helping to increase self-esteem.

Throughout the path of the project implementation the participation of Physical Education Course undergraduates in the planning and development of activities started to happen. We searched the students' involvement, for one of the objectives of the project itself is to provide the real experience of the education and learning processes, training the academic formation process and consequently the academic extension one.

2 Theoretical considerations

Initially, our concern with offering physical activities for people with special needs, as we already described, attempts to serve a historical requirement of our society, because according to Diehl (2005),

in Brazil, the attempts for implanting appropriate spaces for motor activity adapted for children and youths with disability are recent. Thus, the regular physical activity as a means of reaching satisfactory conditions of physical aptitude related to health, in this population, is something rare. (p 17)

This way we realize that the initiative of carrying through a project that offers this kind of activity can contribute both towards new professionals formation with knowledge about the possibilities of inclusion, and to amplify the visibility about this theme for the whole society investigating new initiatives in this field, from public policies formulation to providing services and products.

Diehl (2005), attracts one attention so that the offering of this activities makes possible, first of all, the education/learning of recreation, sport and dance, so that he or she [disabled person] can participate of any other leisure space. The development of motor abilities will provide means for the acquisition of active life culture, essential factors so that one can perform physical activities in different environments, not restricting the individual to specific groups. (Diehl, 2005, p. 17)

Our objectives are not only to offer the activities, but also to make possible for all these people to be like citizens and experience their rights in a complete way in different places and situations. We search, in an initial way, within our possibilities, to propose the overcoming of an extremely cruel picture to which many of these people are subjected.

Imagine a person with a disability, or a blind one, who since their birth was already considered by the family, many times, incapable. It isolates or surrounds them with extreme care, not allowing or avoiding their participation in activities that might make them develop an active life culture. Many times, even at school these people had the access to Physical Education classes denied. Besides that, in moments of social leisure, like, for instance, when attending places to dance, they received little stimulation from the family or the people in charge of the entertainment establishment. (Diehl, 2005, p. 18)

If we can include in a pleasurable way, even if a small portion of this population in regular physical activities and insert this experience in the initial formation of future Physical Education professionals, little by little we'll be helping to change this picture described by the author.

Besides the concern with effective inclusion through the offering of sports and leisure activities, we understand that these activities whenever possible should include a ludic component, because:

For the human being, as well for animals, the game is a vital need, a peculiar function, whose origin comes from a series of impulses that develop gradually according to each individual's environment. Thus is explained why the ludic activity is present in the most diverse ways, both in men and many other animal species. (Hernandez, s.d., p.9)

As well as Hernandez (s.d.), our focus is on motor games, for they present movement as their central element. The game provides pleasure, communication, construction of rules and strategies, vital experiences to the educational process. However, it's necessary to be careful to carry out adaptations so everyone can play according to their possibilities.

As the same author states, it's not about the predominance of a way of doing over another, but working the experience in diversity. Educating with diversity, in diversity, basis of future actions of respect in a motivational environment in which everybody plays (Hernadez s.d., p. 10).

These and other considerations have led us to research and develop a series of activities for a much diverse public in our actions, next we are going to describe a little of what we are doing through the project.

3 Activities and knowledge constructed

When starting the project activities it was necessary to delimitate some questions: first, we chose to establish associations with institutions which were already active and gathered people with special needs in Vale dos Sinos region, so the participants of the project were brought to Feevale by these institutions, helping our assistance and, at the same time, strengthening the institutions themselves. In this moment we have three associations established, with ADEVIS - Vale dos Sinos Visual Disabled Association, APAE/NH and Keli Meise Machado State Elementary School. We serve visual disabled, deaf and children with mental disability.

The second important question was searching the undergraduates' involvement, providing experiences to the professional formation of the ones involved, as well as fundamental experiences for the accomplishing of future studies and researches in the inclusion area.

Among the activities developed, we start with the experience of the visual disabled group. The swimming activities have as objectives to make a space for inclusion through adaptation to the liquid environment and learning of movement techniques possible, such as: breathing, floating, getting back to upright position, impulsion and sliding and propulsion, developing also articular mobility, stretching, relaxation, balance, posture and coordination exercises. For the pedagogical actions we used floating material resources like tubes and boards, as well as body contact, making possible for the participants to develop trust and autonomy in their movements. We had a restrict number of participants, in order to facilitate the discovery of suitable strategies to the students' reality and needs. The project had the participation of five students with age range from 35 to 60 years old. The classes take place once a week at Campus I heated swimming pool and have 45 minutes duration. From the activities developed, we could realize that the students had improvements in balance, body posture, self-confidence in water, and proprioception, considering these aspects we could verify, indubitably, that improvements have occurred in important aspects to the participants' quality of life and health.

Simultaneously to the activities with the visual disabled we started the Wrestling activities, developed with deaf children and teenagers. First we offered the practice of capoeira, performed during two semesters. In the two following semesters the students had judo classes, where the bases of falls, first technical projections, and recreational activities were taught, making the improvement of motor coordination, balance and development of corporeality possible.

Throughout the wrestling classes we have noticed a certain paradox in the matter of students' perception and body expression, for in spite of the exaggerated body movements sometimes and the need of using the body as a language instrument, many presented difficulties as for space and balance notion, besides a certain difficulty of expressing themselves bodily. An interesting characteristic of our deaf students is the excellent visual memory, although they're easily distracted by details of the environment, thus. One of the difficulties found, first, was the communication between them and the teachers or undergraduates, with time this difficulty was overcome, for the students themselves teach us their language - LIBRAS (Brazilian Sign Language). Because they have an acute visual memory, they dispersed quickly, therefore the teacher always has to scold them.

From our experiences with the deaf students, we realized that the activities provided improvements in the participants integration and, also, in some physical capacities, as well as in the students' concentration and attention.

Since the second semester of 2005, we have started to offer aquatic activities for mentally disabled children too. The main objective is to provide through ludic activities the improvement of coordination and balance motor abilities, promoting proprioception, affection and social integration. We have 04 (four) children with age range from 10 to 14 years old, one autistic and three with brain paralysis. As pedagogical components we used floating materials like balls, tubes, rings and others chosen by them, we tried to motivate and stimulate them with games encouraging them to perform breathing, floating and propulsion exercises, taking into account their individual needs and limitations.

The trust and affection we have for them are fundamental to the accomplishment of this work, body and visual contact are the main means of communication, since the children have difficulties in speech and understanding, we used non-verbal communication most of times. According to the mothers' observations and accounts, the children are establishing relations of their aquatic experiences with their every day life. Therefore, we can consider that the activities are providing great progresses to the participants, in physical, social and affective aspects. Finally, we understand that the accomplishing of aquatic activities such as the ones that are being developed, helps in the improvement of quality of life for children with special needs', as well as, this activities consist of a privileged professional formation space for Physical Education Course undergraduates.

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KNOWLEDGE CONSTRUCTED IN THE PROJECT OF INCLUSION IN ACADEMIC EXTENSION AT FEEVALE/RS

Abstract: This article approaches the knowledge constructed and the importance of academic extension in a Physical Education Course inclusion project entitled: Aquatic Activities, Sports and Wrestling for PNEs (National Extension Plans), "Physical Activities and Inclusive Sport". The general aim of the project is to make the inclusion of PNEs in different sports and leisure activities possible and to promote an academic learning in the academic extension program. The practices are developed through weekly meetings where the participants experience their activities oriented by teachers and Physical Education trainees from Centro Universitário Feevale. As results for the project we can mention: assistance to people historically excluded from these activities; production of new knowledge about inclusion; and training of academic formation of teachers and future teachers in the inclusion field.

Key words: Inclusion; People with Special Needs; Professional Formation.

DES SAVOIRS CONSTRUITS AUX PROJETS D'INCLUSION A L'EXTENSION UNIVERSITAIRE DE LA FEEVALE / RS

Résumé :Cet article aborde les savoirs construits et l'importance de l'extension universitaire dans un projet d'inclusion du cours d'Éducation Physique intitulé : Activités Aquatiques, Sports et Luttes pour PNEs, « Activités Physiques et Sport Inclusif ». L'objectif général du projet est de possibiliter l'inclusion de PNEs en différentes activités sportives et de loisir et de promouvoir un apprentissage académique au programme d'extension universitaire. Les pratiques se développent à travers de rencontres hebdomadaires où les participants pratiquent leurs activités orientés par des professeurs et stagiaires d'Éducation Physique du Centre Universitaire Feevale. Comme résultats du projet nous pouvons citer : le soin de personnes historiquement exclues de ces activités ; la production de nouvelles connaissances sur l'inclusion ; et la qualification de la formation académique d'enseignants et de futurs enseignants au domaine de l'inclusion.

Mots-Clés : Inclusion - Personnes aux nécessités spéciales - Formation professionnelle.

CONOCIMIENTO CONSTRUIDO EN EL PROYECTO DE LA INCLUSIÓN EN LA EXTENSIÓN ACADÉMICA EN FEEVALE

Resumen: El presente escrito sintetiza las aportaciones del proyecto de extensión: Actividades Físicas y Deporte de Inclusión. La finalidad general del proyecto es ofrecer la inclusión de minusvalidos en distintas actividades deportivas y de entretenimiento, como Actividades acuáticas, deportes y luchas. Las prácticas si desarrollan a través de encuentros semanales donde los participantes disfrutan sus actividades orientadas por profesores y estudiantes de Educación Física del Centro Universitario Feevale. El proyecto presenta hasta el momento los siguientes resultados: la inclusión de personas históricamente excluidas de estas actividades, producción de nuevos conocimientos, y calificación de la formación académica de los profesores y de los estudiantes en el campo de la inclusión.

Palabras Claves**:** Inclusión; Personas con Necesidades Especiales; Formación profesional.

SABERES CONSTRUÍDOS NO PROJETOS DE INCLUSÃO NA EXTENSÃO UNIVERSITÁRIA DA FEEVALE/RS

Resumo: Este artigo aborda os saberes construídos e a importância da extensão universitária em um projeto de inclusão no curso de Educação Física intitulado: Atividades Aquáticas, Esportes e Lutas para PNEs, "Atividades Físicas e Esporte Inclusivo". O objetivo geral do projeto é possibilitar a inclusão de PNEs em diferentes atividades esportivas e de lazer e promover um aprendizado acadêmico no programa de extensão universitário. As práticas se desenvolvem através de encontros semanais onde os participantes vivenciam suas atividades orientados por professores e estagiários de Educação Física do Centro Universitário Feevale. Como resultados do projeto podemos citar: atendimento de pessoas, historicamente excluídas destas atividades; produção de novos conhecimentos sobre a inclusão; e qualificação da formação acadêmica dos docentes e futuros docentes no campo da inclusão.

Palavras-chaves: Inclusão; Pessoas com Necessidades Especiais; Formação Profissional.