184 - THE SCHOOL APPROPRIATING THE CULTURE OF TENNIS

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INTRODUCTION

Spain is a country in which tennis became one of the sports of larger tradition and diffusion, situation that was consequence of the work of the clubs that fomented tennis from the base to the competition. Cataluña counts about 300 tennis clubs, 32.000 federated tennis players and approximately 300.000 practitioners. These levels of prominence of the sporting practice were not accompanied by the inclusion in the teaching institutions. (Federació Catalana de Tennis, 2000a)

With the objective of enlarging this base, the Spanish government found necessary that tennis was present in the teaching centers. Based on that aim, the Catalan Federation of Tennis began the campaign "And now, tennis!!!", that proposes the introduction of this sport in the school ambit.

To unchain the campaign and to obtain success, the Physical Education teachers count with a didactic material composed by: a volume that contains a unit of programming for the fundamental teaching, a volume with the optional discipline for the high school, other with the compilation of exercises and a video to complement all this material.

Even so, they count with the professionals' of the teaching of tennis support to prepare and to develop the sessions. The bag of sporting material contains 25 rackets, 40 balls and the net which allows the students' distribution throughout the whole space.

This campaign has, therefore, as principal objective that tennis remains present in the teaching institutions, because it is the Physical Education teacher who delineates tennis in the program.

Inside the state of Santa Catarina, the Nucleus of Studies in Tennis (NETEC) of the Center of Sports (CDS) of the Federal University of Santa Catarina (UFSC) obtained the consent of the responsible for the area of teaching of the Catalan Federation of Tennis, to translate the didactic material and to use it in the project developed by NETEC/CDS/UFSC, aiming at an action of popularization of the sport.

TENNIS IN THE SCHOOL CENTERS: JUSTIFICATION OF THE IMPLANTATION OF THIS MODALITY AS CONTENT IN THE PHYSICAL EDUCATION AREA

Pedagogical justification (Rivas, 2004)

For the Physical Education to reach its maximum expression inside of the school's curriculum, it should provide to the individual the largest number of gratifying educational experiences around the idea of making possible a self-awareness and corporal acceptance, with the development of the appreciation for the Physical Education classes.

For the materialization of this idea, the first step inside of the classroom will be the creation of a great atmosphere of learning, in which the students participate in the educational project.

We can justify the inclusion of tennis in the school's context with the following aspects:

•The opposition relationships are very frequent among the students of any context, space or pedagogical times. Therefore, this is constituted in a good possibility of approximating your daily life, trying to make the children contemplate on these practices.

•Due to the own interrelation of the content, we can establish a preventive organization, in which it is believed in routines and settle down norms concerning to the appropriate behaviors in the class.

•In the same way, these routines that make reference facilitate the development of habits related with the health (change of clothes before and after the activity, to be aware of the importance of the warm-up, of the return to calm, etc.).

•It is possible to improve the students' socialization, as a community's active member, since to participate he/she needs a respect for established norms, of a respect to the fellow creature and of a care with the material.

•Tennis represents a cultural knowledge to transmit to the students through the curriculum of Physical Education. This cultural content, of easy identification in the daily life of the students (Davis Cup, Fed Cup, Roland Garros, Wimbledon) corresponds to a significant and important knowledge in the classrooms.

•Lastly, it allows the teachers to observe the fittings of the students' behaviors in function of the actions and of the relationships among opponents, or that they learn how to apply the individual tactical-technical principles of the net sports such as tennis. In the same way, it makes possible to know the own possibilities better, but also the limits of each one.

THE PROPOSAL OF THE CATALAN FEDERATION (Federació Catalana de Tennis, 2000b)

"And now, tennis!!!" is a proposal that intends to be an introduction to the sport of tennis. It is composed of 15 sessions divided into four didactic units correlated to each other.

The focus and the philosophy of this proposal facilitate the implantation of this sport in the school context independently of the characteristics of the sporting facilities of the center.

Further on the pedagogic justification will be exposed for the choice of tennis to introduce it in the school, however, in summary, the adaptation of the material, of the facilities and, in general, in the way of beginning the children in this sport makes possible that from the first sessions all the students are taken for tennis players and they can accomplish a "free play" in a free way without larger problems.

It is abandoned the idea of the tennis court, the rackets and official balls with standardized measures that could limit the practice and learning of this sport in the school. Everything is possible with the adaptation of the material and with a different conception of space and the students' organization.

The pedagogy of the game propitiates many resources and possibilities in those ages with that sport. The proposal of the tennis game allows introducing collective games fomenting the collaboration, the recreational aspects, the competition, etc.

If we focus in the school's model that in general we can encounter, it is seen it is used to be the following:

•Groups from 20 to 40 students;

•A multi sports court or school lounge;

•Physical Education material in which it is neither found nor net, nor rackets, nor tennis balls.

With any court of the school that has a plane and uniform surface there can be placed wide plastic ribbons (of approximately 10 cm) dividing the space into tennis mini-courts and organizing the students in these.

The necessary material to be able to develop the Program Unit during the period of time of 15 sessions is composed by 25 rackets, 40 balls and wide plastic ribbon, besides all the didactic material that is contained in the present Program Unit.

ACTIVITIES OF TEACHING-LEARNING (Federació Catalana de Tennis, 2000c)

Activities of teaching-learning of different types are proposed, and most of the sessions have as most important components the contents of execution procedures or of practice.

There are adaptation activities to the atmosphere through having denominated familiarization exercises. Also, there are initiation activities, to analyze the knowledge and the students' level. These initiation activities correspond to the denominated exercises of global practice of the game and practice exercises of free play.

The game as a tool is treated in an important way in the unit as a means to work the aspects of social relationship among the different students of the group, at the same time in that the elements that characterize the sport Tennis are used, as it can be the ball, the racket, the net and the game space. Therefore there are proposals of different game types along the different sessions, and to each one of the most important phases that integrate them. It is mentioned that the game allows many competition forms and interaction among the students without giving importance or relevance to the result of the competition.

Initially with games of very simple rules, the student is turned quickly into a tennis player due to the adaptation to the material and to the possibility to be able to accomplish changes of balls with the companions since the first sessions of the unit.

The organization and participation of a tennis competition, among the different students, is an activity type which integrates the three types of contents to work along the entire unit.

There are also activities of conceptual character in which are reached the objectives of this type as the projections of videos of tennis matches, of players training, sessions or parts of the sessions in which the importance of the warm-up will be exposed before beginning a match, other people's participation (specialists in tennis or players), etc.

Inside this kind of activity there is also a possible visit of a tennis club, of a training center or to attend a tennis tournament.

To have in mind the preparation of some sessions for days of rain or for days of lack of facilities. These sessions can be part of the conceptual contents.

Besides, the construction of the material can be worked on the part of the students and of the teacher by interrelating the different areas: mathematics and technology. The different proposed activities allow a lot of experimentation on the part of the student and the same can participate in the creation of his own activities to accomplish. (Fuertes and Garcia, 1996)

It is possible that there is a work of determination of tasks in which it can be worked simultaneously and there is no place for the upset nor for monotony and this allows different learning rhythms in a sport in which traditionally the individual work is prevailing over the collective.

THE PROJECT IN BRAZIL: SANTA CATARINA

It is a partnership among the Nucleus of Studies in Tennis (NETEC) of the Center of Sports (CDS) of the Federal University of Santa Catarina (UFSC) and the company Guarani Industry and Trade, with the objective of socializing the culture of tennis in the schools, through a simplified methodology, using cooperation and opposition games. Parallel to that the Physical Education teachers' capacitating is accomplished through a course of 16 hours, and the school stays with the kit for the practice of tennis, besides a specific book of initiation to tennis from the Catalan Federation of Tennis of Spain, translated to Portuguese.

A great project of popularization of tennis, through the introduction of tennis in the schools; with that the children have opportunities to appropriate of one more sporting culture, that until then in our country was considered a sport of the economical elites, but that in social reality, politics and ethical, it should be democratized to all, and the school and the Physical Education teacher has a very important role in this process.

Besides that reality inside the state of Santa Catarina, the project moves forward to other states such as Rio Grande do Sul, Paraná, São Paulo, Rio de Janeiro, and it heads for the implantation inside of another project called "Second Time", in the Ministry of Sport of the Brazilian government, inside most of the states of Brazil.

Methodology

The teaching-learning process was developed for students from 7 to 15 years, whose content is based on cooperation and opposition games, where the technical elements of the tennis game are introduced progressively (Mediero, 1998; García, 1999).

In the initial course, the following topics are approached in a theoretical-practical way: tactical principles of the tennis game; principles of the teaching-learning process; phases of the teaching-learning process; motor coordination in tennis; domain of the ball and of the racket; the player's displacements in the court; sequence of the learning of the blows.

The course still counts with audio-visual resources and each school also receives, besides the practical kit, a complete study aid, where the teachers will have examples of classes with defined objectives. The project presents a presencial and virtual coordination to guide and to stimulate the teachers and also to evaluate the project periodically.

Advantages of the Application of the Project

•The development of physical, psychomotor abilities and of the students' self-esteem;

•The social inclusion, through the democratization of the practice of the mini tennis in all the socioeconomic layers;

•The characteristics of the project allow the inclusion of a great number of participants, making possible the revelation of futures talents;

•The project dismisses the professionals' recruiting for its application, as well as the need for specific facilities, it can be worked in alternative floors;

•The low cost of the project for student/year, makes possible its implantation for a great number of users.

RESULTS

This project has been built since the beginning of the decade of 90, through researches, courses and exchange with several countries, but only starting from the year 2001 through the partnership NETEC/CDS/UFSC and the company Guarani, that developed the practical kit and markets the project, it was possible to turn it into a reality. The Guarani Industry and Trade is the responsible for the production of the technical materials, and it markets the project with technical and pedagogic support from NETEC/CDS/UFSC.

Now the project is being developed at schools of the municipal, state and private nets of Santa Catarina, where approximately 130 thousand students are participating of the project through the Physical Education classes, and more than 600 teachers have already participated of the formation course to work with tennis in the schools, including an amount of 200 schools. Besides that population, new contacts are in process for a close attendance of more 200 schools in the state net and 60 in the municipal net of teaching in Santa Catarina.

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THE SCHOOL APPROPRIATING THE CULTURE OF TENNIS

ABSTRACT - So that the Physical Education reaches its maxim expression inside of the school's curriculum, it should provide to the individual the largest number of gratifying educational experiences around the idea of making possible a self-awareness and corporal acceptance, with the development of the taste for the Physical Education classes. The objective of that project is addressed for the socializing of Tennis, through its inclusion in schools using the methodology of mini-tennis, and several are the countries that already introduced the modality referred with great success, standing out Spain, inside of the Catalan Federation of Tennis. In Brazil several conventional projects of implantation of tennis exist at the schools, but the high price of the materials used and the lack of the Physical Education teachers' preparation that work at the schools, have been the largest barrier to be conquered. The Project Tênis Júnior in the Schools is a partnership among the Nucleus of Studies in Tennis (NETEC) of the Federal University of Santa Catarina (UFSC), with the company Guarani Industry and Trade. The material developed by the Guarani (net, rackets and balls), of accessible cost and appropriate to the practice, possessing dimensions that respect the characteristics of the mini-tennis, conjugated with the didactic course for the physical education teachers and plus the didactic-pedagogic material of this project, besides the coordination of the project during the whole first year, are important factors for the success of the implantation of tennis in the schools in Brazil. Now the project is being developed at schools of the municipal, state and private nets of Santa Catarina, where approximately 130 thousand students are participating in the project through the Physical Education classes, and more than 600 teachers already participated of the formation course to work with tennis in the schools, including an amount of 200 schools.

KEY-WORDS: socialization-tennis-school.

L'ÉCOLE S'IMPRÉGNANT DE LA CULTURE DU TENNIS DE CHAMP

RÉSUMÉ - Afin que l'Education Physique atteigne une grande expression au sein de l'éducation scolaire, elle doit proportionner à l'individu un maximum d'expériences éducatives intéressantes concernant l'idée d'une auto-conscience et d'un certain consentement corporel, développant un fort intérêt pour les cours d'éducation physique. Ce projet a pour but de diriger une socialisation du tennis de champ à travers son implication dans les écoles, utilisant la méthodologie du mini-tennis, cette dernière existant dans plusieurs pays et fort d'un grand succès ; l'Espagne en est le meilleur exemple au sein de la Fédération de Tennis de Catalogne.

Au Brésil, il existe de nombreux projets conventionnels concernant l'implantation du tennis dans les écoles mais le coût onéreux des matériaux utilisés et le manque de préparation et d'instruction des professeurs d'éducation physique sont les principaux obstacles à être franchis.

Le projet "Tennis Junior", qui existe dans plusieurs écoles est le fruit d'un partenariat entre le NETEC (Núcleo de Estudos em Tênis de Campo *Groupe d'Etudes sur le Tennis de Champ) de l'Université Fédérale de Santa Catarina (UFSC) avec la société Guarani Indústria e Commércio.

Le matériel complet à la pratique de ce sport (raquettes, balles, filets) est offert par l'entreprise, équipement convenable et adéquat à la pratique du mini-tennis. Les cours de didactique et le matériel didactico-pédagogique enseignés aux professeurs ainsi que la coordination du projet durant la première année sont d'importants facteurs pour la réussite et le succès de l'implantation du tennis de champ dans les écoles brésiliennes. Actuellement, le projet est expérimenté dans des écoles de secteur publique et privé de l'État de Santa Catarina, sud du Brésil, où 130 000 élèves y participent à travers des cours d'éducation physique, et plus de 600 professeurs ont pu bénéficié d'une formation afin d'enseigner le tennis dans plus de 200 écoles.

MOTS-CLES : socialisation - tennis - école.

LA CULTURA DEL TENIS SE INTRODUCE EN LA ESCUELA

RESUMEN - Para que la Educación Física alcance su máxima expresión dentro del curriculo escolar, debe proporcionar al individuo el mayor número de experiencias educativas gratificantes, con el fin de posibilitar la autoconciencia y una aceptación corporal, facilitando el desarrollo de su interés por las clases de Educación Física. El objetivo de este proyecto se dirige hacia la búsqueda de la socialización a través del Tenis, mediante su inclusión en las escuelas, utilizando una metodología basada en el minitenis. En este sentido, son varios los países que ya introdujeron dicha modalidad con gran éxito, destacándose España, con la Federación Catalana de Tenis. En Brasil existen varios proyectos de introducción del tenis en las escuelas, pero el alto coste de los materiales utilizados y la falta de preparación de los profesores de Educación Física que trabajan en las escuelas han sido los mayores obstáculos a superar. El Proyecto "Tenis Júnior en las Escuelas" es una colaboración entre el Núcleo de Estudios en Tenis de Campo (NETEC) de la Universidad Federal de Santa Catarina (UFSC), con la empresa Guarani Industria y Comercio. El material aportado por Guarani (redes, raquetas y pelotas), es de precio accesible y adecuado a la práctica, poseyendo dimensiones que respetan las características del minitenis. El curso didáctico para los profesores de Educación Física, añadido al material didáctico-pedagógico de ese proyecto, son factores importantes para el éxito de la implantación del tenis en las escuelas en Brasil. Actualmente el proyecto se desarrolla en escuelas municipales, estatales y privadas de Santa Catarina, donde aproximadamente ciento treinta mil alumnos están participando en el proyecto a través de las clases de Educación Física, y más de 600 profesores ya participaron en cursos de formación para implantar el tenis en las escuelas, englobando a un total de 200 escuelas.

PALABRAS-CLAVE: socialización - tenis - escuela.

A ESCOLA SE APROPRIANDO DA CULTURA DO TÊNIS DE CAMPO

RESUMO - Para que a Educação Física alcance sua máxima expressão dentro do currículo escolar, deve proporcionar ao indivíduo o maior número de experiências educativas gratificantes em torno da idéia de possibilitar uma autoconsciência e aceitação corporal, com o desenvolvimento do gosto pelas aulas de Educação Física. O objetivo desse projeto está direcionado para a socialização do Tênis de Campo, através da sua inclusão nas escolas utilizando a metodologia do mini-tênis, sendo que vários são os países que já introduziram a modalidade referida com grande sucesso, destacando-se a Espanha, dentro da Federação Catalã de Tênis. No Brasil existem vários projetos convencionais de implantação do tênis nas escolas, mas o alto preço dos materiais utilizados e a falta de preparação dos professores de Educação Física que trabalham nas escolas, têm sido a maior barreira a ser vencida. O Projeto Tênis Júnior nas Escolas é uma parceria entre o Núcleo de Estudos em Tênis de Campo (NETEC) da Universidade Federal de Santa Catarina (UFSC), com a empresa Guarani Indústria e Comércio. O material desenvolvido pela Guarani (rede, raquetes e bolinhas), de custo acessível e adequado à prática, possuindo dimensões que respeitam as características do mini-tênis, conjugado com o curso didático para os professores de Educação Física e mais o material didático-pedagógico deste projeto, além da coordenação do projeto durante todo o primeiro ano, são fatores importantes para o sucesso da implantação do tênis nas escolas no Brasil. Atualmente o projeto está sendo desenvolvido em escolas da rede municipal, estadual e particular de Santa Catarina, onde aproximadamente 130 mil alunos estão participando do projeto através das aulas de Educação Física, e mais de 600 professores já participaram do curso de formação para trabalhar com o tênis nas escolas, englobando um montante de 200 escolas.

PALAVRAS-CHAVE: socialização - tênis - escola.