122 - OLYMPIC EDUCATION THROUGH FRISBEE ULTIMATE SPORT.

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INTRODUCTION

Currently, Physical Education assumes a very broad and important role in the formation of future citizens, this fact is visible in the text on the general objectives of physical education in elementary school, contained in the National Curriculum Physical Education - PCN, which aims to train citizens.

This work was based on the idea of developing a sense of morals and ethics of the students of the Colégio Municipal Paulo Freire, including sports still feeling the Olympic spirit and behavior based on the ethics of sport and Olympic Education. Were worked on content, conceptual and attitudinal, through debates about morality and ethics, complicated and controversial topics, especially for young people accustomed to seeing so many cases of acting ethically reprehensible, but unpunished.

The sport Ultimate Frisbee has several features that helped in the development of the themes mentioned, because this sport to be based entirely on the concept of fair play, known worldwide as Fair Play.

According to the eloquent statement of Paulo Freire (2010, p. 33),"Can not think humans away, even, of ethics, the more out of it. Being away or worse, out of ethics, among us, women and men, is a trespass."

OLYMPIC EDUCATION

The Olympic Education is given as a way to convey and discuss the concepts and principles embodied in the idea of sport as a field of experience and human development designed by Baron Pierre de Coubertin and also known as Olympism.

According to the book"Be a Champion in Life !"the Foundation of Olympic and Sport Education (FOSE) (2000 apud Constantine, 2013), Olympic Education is constituted by the following themes : body, mind and spirit, fair play, pursuit of excellence, multiculturalism and the Olympic Games: Past and Present.

In this sense, these themes are closely linked to the teaching of physical education and sport in a pedagogical perspective. By observing the PCN (BRAZIL, 2000) Physical Education is the assertion that this discipline is understood as physical culture, which comprises an organic physiological interaction of the system with the body in the sociocultural context. According to the PCN (BRAZIL, 2000, p. 28),"the conception of body culture magnifies the contribution of Physical Education for full citizenship, to the extent that, taking their content and capabilities that aims to develop as sociocultural products, as the right of all states access to them."

Education linked to Olympism,like Olympic Education as Miragaya (REPPOLD FILHO et al, 2009), involves two directions : research on Olympism, in academic world and education through Olympism aiming to reach children, adolescents and athletes through academic programs and for youth.

According to Tavares et al. (2005, p.752 apud MORAGAS et al, 2007), the Olympic Education"this is not exactly a definite content, but adjusting to calling for the Law of Guidelines and Bases of National Education (Lei 9394/96), a set of educational activities, multidisciplinary and cross with its central integrator Olympic sport."

The Olympic Education makes use of Olympic sport and through it, to generate your practitioner development of the human being according to the principles of Olympism, allowing the sport is an instrument for the dissemination of values intended not only for the duration of the games, more continuously within the social relations (RUBIO, 2007).

Rubio (2007, p. 156) relates"from the British cultural values with which Pierre de Coubertin had contact, fair play was no doubt who exerted the most influence on his conception of Olympism."

Fair play, known as"Olympic spirit"or"fair game", or"unsporting behavior"are after Rubio (2007), a set of ethical principles that guide the practice of sport is the athlete, but also by all involved in the development of this practice.

> Fair play assumes a ethical and moral practice and one that relates to the other athletes in competition, and that this athlete will not make use of other means than own ability to overcome opponents. Under these conditions there is no room for illegal forms that aim to win, bribery or use of substances that increase the performance (RUBIO, 2007, p.156).

Thus, the Olympic Education may significantly aid in the development of teaching and learning and the formation of critical citizens and autonomous, with social behavior consistent with social models referred to in official documents of national education.

ETHICS AND CROSS-CUTTING ISSUES

The set of documents known as the Parametros Curriculares Nacionais - PCN aims to assist the work of the teacher of Primary Education in the effort to perform actions that allow children to master the skills they need to"grow as citizens recognized and fully aware of their role in our society"(BRAZIL, 2000, p. 5).

Herein ethics is treated as reflections on human conduct, where the basic question can be translated as :"how to act towards others ?"(BRAZIL, 2000, p. 31).

> [...] A reflection on the many facets of human behavior should be part of the larger goals of the school committed to training for citizenship. From this perspective, the theme Ethics brings the proposal to the school to perform a job in enabling the development of moral autonomy, condition for ethical reflection (BRAZIL, 2000, p. 32).

As Bandura (1975, apud FEIJÓ, 2008, p.28),

> [...] The violence in humans is not an individual phenomenon, but a social phenomenon, and suggests that the behavior occurs as a result of the exchange exercised by cognitive and environmental factors, a concept

known as reciprocal determinism. If the chosen model reflects the norms and values healthy, the person develops, self - efficacy, the ability to adapt.

As Edgar Morin (2005), ethics unfolds before us as a moral rule generated by the request. This social duty comes from within the individual feels internally the imposition of a duty and while its source is also foreign to be, and is linked to culture, beliefs, and norms of a society.

The ethical discuss on the topic is increasingly necessary as life has shown far more examples of unethical and very little ethics in this way the children are growing and learning from these bad examples, even in sports where winning at any price is a standard that trivialized, including the media, to encourage and protect athletes who break laws and social rules and sports.

Using sport as a generating motivation factor and examples that support the teaching and practice of ethics by Olympic Education can be an effective way of generating citizens aware of their rights and duties.

SPORT ULTIMATE FRISBEE

The Ultimate Frisbee sport has a didactic proposal odd, because its rules were drawn up as a guide suggestive, teaching practitioners who can adapt his game conditions and interests of the moment, since it is in agreement between the teams, encouraging debate healthy community and social interaction. Another important feature is the complete link of the sport with the Olympic Education, through the concept of fair play, also known as fair play, where the rule is the absence of the figure of the referee and sets are all the judges of the game, thus reinvigorating the ethical and moral behavior.

As Almeida et al (2008, p. 32) :

> Ultimate Frisbee is a sport differential, because besides it contain all the features of modern sports and be inserted within the sport - performance or high - yield, it contains all the features of the shape resignified sport. Being relatively new sport that already incorporates in its bureaucratic structure and practice other feelings of the civilizing process, as the integration of genres and fair play (fair play).

The game creates the necessary ethical tendency, in which the players themselves must assume that they have committed an infraction. Due to the imminent need to determine and resolve conflict situations in the game, through the immediate debate infractions or questions concerning the application of rules predefined by the students themselves, this game helps its civic education. There is no solution in this debate, the captains come into action and take responsibility and leadership in determining the resulting debate, among them, the solution of the impasse, and thus other players eventually accept and obey the decisions produced by the team hierarchy.

METHODOLOGY

This study conducted a qualitative research through a case study, which according to Andrés (1980 apud SERRANO, 1994, p. 79),"the case study method is essentially active, therefore, applicable in many fields where it's efficiently combine theory and practice."

According to Thomas and Nelson (2002, p. 296) "the basic considerations in observational research include behavior that will be observed, who can be observed, where the observations are conducted and how many observations will be made." Thus, this work focused on his observation pedagogical performance of the methodology in question and the students of the first year of high school. The methodological point noted was the development of a competition without the performance of referees and fair result.

In order to obtain a statement addressed the goals of the research; were created instruments and objects of observation. Based on the observed main objective of the methodology, which is the practice of a competition based on the ethics of sport, the game clean (fair play), the Olympic Education and without the presence of a referee, in this way it was possible to formalize exercises and evaluations, and theoretical practices that resulted in making data necessary for solving the problematic central : it is possible to generate actions related to the concept of fair play through Olympic education and sport in Physical Education ?

PRESENTATION AND DISCUSSION OF RESULTS

In February 2012 an educational project was begun called Torneio Paulo Freire of Ultimate Frisbee, with the participation of teams from the first year of high school. The aim of this project was to develop new sporting experiences using the physical space and materials available in the school environment, combining these experiences to the concepts of Olympic Education, fair play, morality and ethics, as well as choreographic work and plastic pep rally and development organizational capacity and consensus decision of the group.

To enable it to carry out this work several actions were undertaken during the six months of implementation of the project. It began with the recognition of the rules of this new sport and its debate to formulate a set of rules that guided the competition between the classes of this college, then was held to practice and experience of the sport and its grounds. In parallel to the conduct of the initial actions of the project was to conduct the approach to the concepts of Olympic Education as fair game (fair play), passing by the concepts of morality, ethics and sports ethics.

Due to logistical complications of an event with many teams and consequently several matches, and with the time constraints for the execution of the event, since it could only be done on a Saturday school, the project established three forms of participation in the event : team players, with a mandatory and a mixed male per class, team organizing the event and team pep rally.

Although not all students in the class effectively participate in the competition of the sport Ultimate Frisbee, whole class was involved in the process of practice and knowledge of this sport and debate topics related to his practice during the previous actions to the event.

With the proposal to develop the sports competitions and also the cheerleaders, based on the same concepts of fair and orderly operation, it was necessary to perform actions of organization and training of the cheerleaders, and monitoring of the team organizing the event and preparation needs of each class.

In the first month the challenge was made to the classes, which contained the tasks to know and practice the Ultimate Frisbee; prepare teams mixed and male players, pep rally, with mascot and team organizing the event, meet and discuss Olympic Education, game clean, ethics, morals and ethics of sport; class to organize the event and run the event with the help of the teacher.

At the end of the first month, then knowledge about the sport and how it works, the researcher conducted an interview

with the students, where the first question referred to the ease of handling of the disc, where the majority claimed to be easy to use. In the second question the students were asked to give opinion about the difficulty or not the rules of sport and thus the majority assessed that the rules are confusing understanding regarding its implementation.

The third question referred to the fact that the rules are released for discussion and combination of teams and asked the opinion of the students said that most find hard to imagine the possibility of amending the rules before the game through discussion and consensus on such changes, because they believed that there would always be a team wanting to change something to benefit your team.

The fourth question asked the opinion about the fact that if any offense, the players according to the concept of fair play, must acknowledge, stopping the game for the other team can charge the offense. This situation was unanimously refused to opinion, inflamed that it is impossible to place such a situation and someone has to be watching the game to resolve situations, because there is the view that a player can be accused, and that the heat game this action becomes unfeasible.

In issue five students were then asked to in connection the possibility of a game and a competition without the figure of the referee and in which players must reach a consensus about the infractions and doubts that may arise in the matches and if there is an agreement between the players directly involved in the play, the fact would be debated and defined by the captains, the players getting set thus should abide by that decision. Again this situation was so unanimously rejected by the students, who in many cases opined, vehemently, stating conditions there occur any game, let alone a competition without the existence of an arbitrator. Many also said they did not believe that the captains or players have to solve it myself and it could cause cases of disagreement with possible violence.

In the months that followed the event that occurred above were used several times for discussion of fair play, Olympism, moral, ethical and sporting ethics, in parallel to the progress of the training grounds and sport games and pep rally, beyond actions required for execution of the event.

We developed various sporting moments and debates, using historical examples and current moments of the Olympics sports performance and everyday cases as a bridge to another fact, showing how there is a list of actions and their consequences on citizens' lives. After all sporting moments, debates and organization of the event was held Torneio Paulo Freire of Ultimate Frisbee.

There were 18 games between the divisions of the Colégio Municipal Paulo Freire, in the categories: male, female and mixed 7 and choreographic performances of cheerleaders and mascots.

The Torneio Paulo Freire of Ultimate Frisbee was achieved through the dedication and commitment of the students of the College who received this challenge in February 2012 and during all 6 months dedicated themselves in learning how to organize a group and perform the group's proposals and needs of their participation in the tournament. Students had to develop knowledge of social and sporting ethics to make it possible to hold the event and the sport occurs without any serious misconduct on and off the field of play, despite fierce disputes sports.

After all sports disputes and choreographic performances, it was observed that the fans have been met and enjoyed together without exacerbated rivalries occur, although teams representing different classes, which usually occurs rivalry within the school unit.

All matches of the competition and contest of twisted occurred without the influence of an arbitrator and with no violence or inciting acts of disrespect to the next. Of the 18 matches of the sport Ultimate Frisbee occurred, teachers were invited to assist in the solution of the discussions in the field, only three occasions where players and captains failed to resolve because of doubts as to the application of the rule in certain game situations.

Was not registered any lack of respect or serious conduct throughout the event which lasted six hours, either by the participants but also by guests and spectators. The event received approximately 450 people occurred without major problems or incidents that required the use of the authority of teachers or principals of the college.

At the end of the event all classes gathered their materials and their waste, and even helped in the collection of garbage left by visitors who have not had the same conduct as students.

At the end of the project the teacher researcher made new interview with students who participated in the project, with the same content of the interview made a little less than six months before.

Asked about what students thought about the handling of the disc and participation in the game, resulting in the opinion that there is no complication in relation to the handling of the disc, but most said that the game requires a lot of physical ability. In the second question the students were asked to opine on relationship they had with the rules of the sport and its application during the match to the majority stated that the rules are easy to understand, but had doubts about the application in some events in the matches.

When asked about the fact that the possibility of adjusting the rules of the game needs, or league and fair application of this resource, students said, mostly, they might perceive to be possible to develop hits without necessary discord or favoritism, since there thinking well in the game and no team.

The next question, number four on the application of the concept of fair play resulted in the opinion that the game can occur with the application of fair play, since what is important is the continuity of the game and the fun that the practice provides. This opinion, however was not unanimous, despite agreement of the majority of the class, there were contrary opinions about this possibility, judging who have been harmed in some cases, the masters solved and the solutions taken were not consistent with the opinion of these students.

When asked about the experience of participating in a contest that there was the figure of the referee and where the students had to solve the issues of the field, was observed that most students claimed to have been a very interesting experience and environment friendliness infected everyone, providing acceptance and enthusiasm for participation in matches with the feeling of companionship and respect perpetuated by the practice of this sport. There are some negative opinions about not needing a referee, and despite these opinions have been expressed by a minority of students was apparent that the thought of these still found rooted by the excessive value given victory and absolute refusal of defeat.

CONCLUSION

After the six-month project, was identified that the thought and the usual sporting and social youth were focused on the general applications of sport, widely viewed and promoted through the media and supported by public and private for-profit and benefits some at the expense of the majority of citizens.

It was found that with the discussion of the issues outlined and the addition of sports-based community action and social, there may be a change in youth behavior and thus generate behavior consistent with social expectations and national education.

The sport performance because their vision of professionalism and business interaction and capitalism where profits

are highly valued, and because its disclosure among the citizens, which ultimately generates acceptance, often blind, these values of life, thus inducing the development an individualistic behavior, which is not the social vision of the human being, but an ideology imposed by capitalist means.

The current study revealed that students are not compelled to social actions, and these can be modified, if worked by the educational institution. The Olympic education is important so that there is a citizenship education befitting a social necessity and a social relationship management less confrontational and less occurrence of disagreements.

After the actions of the aforementioned project and its results can be stated that it is feasible to generate actions related to the concept of fair play using the Olympic education and sport education in Physical Education, and such action may contribute to the civic education of students and building a society more just and caring.

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OLYMPIC EDUCATION THROUGH SPORT ULTIMATE FRISBEE.

ABSTRACT

This study conducted a qualitative research through a case study , based on the practice of sports based on ethics, fair play (fair play) , the Olympic Education and without the presence of a referee competition, and thus was possible formalize practical and theoretical reviews that resulted in the taking of necessary data to solve the central problematic: it is possible to generate actions related to the concept of fair play through Olympic education and sport in Physical Education? The educational project named Paulo Freire Tournament of Ultimate Frisbee was attended classes in the first year of high school. The overall objective of this project was to develop new sporting experiences, combining these experiences to the concepts of Olympic Education, fair play, moral and ethical, besides the choreographic work of organized cheerleading and the development of organizational capacity and consensus decision. Various educational actions related to ethics and ethics of sport, during the six months of the project were developed. At the end of the period and of the didactic and organizational actions, a tournament was held with the participation of mixed male and female teams. All disputes of eliminatory model occurred without the presence of a referee and there was no serious incident, the intervention of the organizers being required in 3 situations that have generated questions among participants and consequent lack of understanding in the field. We conclude that students are driven by many factors, not social action, and these can be modified, if worked by the school. The Olympic education is important for there to be a befitting civic education with social needs and the management of a social relationship less confrontational and less occurrence of disagreements.

KEYWORDS: Sports Education, Physical Education, Sport Ethics, Olympic Education.

ÉDUCATION OLYMPIQUE PAR LE SPORT ULTIMATE FRISBEE.

RÉSUMÉ

Cette étude a mené une recherche qualitative à travers une étude de cas , basée sur la pratique des sports basés sur l'éthique, le fair-play (fair-play) , l' éducation olympique et sans la présence d'un concours de l'arbitre , et donc était possible formaliser avis pratiques et théoriques qui ont abouti à la prise de données nécessaires pour résoudre le problème central : il est possible de générer des actions liées à la notion de fair-play par l'éducation olympique et du sport dans l'éducation physique ? Le projet éducatif nommé Paulo Freire Tournoi de Ultimate Frisbee a assisté à des cours dans la première année de lycée . L'objectif global de ce projet est de développer de nouvelles expériences sportives , la combinaison de ces expériences pour les concepts de l'éducation olympique , le fair-play , morales et éthiques , outre le travail chorégraphique de cheerleading organisé et le développement de la capacité organisationnelle et la prise de consensus . Diverses actions éducatives liées à l'éthique et l'éthique du sport , pendant les six mois du projet ont été élaborés . A la fin de la période et des actions didactiques et organisationnels , un tournoi a été organisé avec la participation d'équipes mixtes , hommes et femmes . Tous les litiges de modèle éliminatoire eu lieu sans la présence d'un arbitre et il n'y avait aucun incident grave , l'intervention des organisateurs étant nécessaires dans trois situations qui ont généré des questions chez les participants et l'absence conséquente de compréhension dans le domaine . Nous concluons que les élèves sont entraînés par de nombreux facteurs , pas l'action sociale ,

et ceux-ci peuvent être modifiés , s'il a travaillé par l'école . L' éducation olympique est important qu'il y ait une éducation civique digne des besoins sociaux et la gestion d'une relation sociale moins conflictuelle et moins survenance de désaccords .

MOTS CLES: Education Sport, éducation physique, sport éthique, l'éducation olympique.

OLÍMPICO DE EDUCACIÓN A TRAVÉS DEL DEPORTE ULTIMATE FRISBEE.

RESUMEN

En este estudio se llevó a cabo una investigación cualitativa a través de un estudio de caso, basado en la práctica de los deportes basados en la ética, el juego limpio (fair play) , la Educación Olímpica y sin la presencia de un árbitro de la competencia , y por lo tanto era posible formalizar opiniones teóricas y prácticas que dieron lugar a la obtención de los datos necesarios para resolver la problemática central : es posible generar acciones relacionadas con el concepto de juego limpio a través de la educación olímpica y el deporte en la educación física ? El proyecto educativo llamado Paulo Freire torneo de Ultimate Frisbee asistieron a clases en el primer año de la escuela secundaria. El objetivo general de este proyecto fue desarrollar nuevas experiencias deportivas , combinando estas experiencias a los conceptos de la Educación Olímpica , el juego limpio , morales y éticos , además de la obra coreográfica de porristas organizada y el desarrollo de la capacidad de organización y de decisión por consenso . Se desarrollaron diversas acciones educativas relacionadas con la ética y la ética del deporte , durante los seis meses del proyecto . Al final del período y de las acciones didácticas y de organización, un torneo se llevó a cabo con la participación de equipos masculinos y femeninos mixtos. Todas las disputas de modelo eliminatoria se produjeron sin la presencia de un árbitro y no hubo incidentes graves , la intervención de los organizadores que se requieren en 3 situaciones que han generado dudas entre los participantes y la consiguiente falta de entendimiento en el campo. Llegamos a la conclusión de que los estudiantes son impulsados por muchos factores, no la acción social , y estos pueden ser modificados, si se trabaja por la escuela. La educación olímpica es importante para que haya una educación cívica acorde con las necesidades sociales y la gestión de una relación social de menor confrontación y menos aparición de desacuerdos.

PALABRAS CLAVE: Educación Deportes, Educación Física, Ética Deporte, Educación Olímpica.

EDUCAÇÃO OLÍMPICA ATRAVÉS DO ESPORTE ULTIMATE FRISBEE.

RESUMO

O presente trabalho efetuou uma pesquisa qualitativa através de um estudo de caso, tendo como base a prática da competição baseada na ética desportiva, no jogo limpo (fair play), na Educação Olímpica e sem a presença de um arbitro, e desta forma foi possível formalizar avaliações práticas e teóricas que resultassem na tomada de dados necessária para dar solução a problematização central: é possível gerar ações relativas ao conceito de jogo limpo através da educação olímpica e do esporte na Educação Física escolar? O projeto educacional denominado Torneio Paulo Freire de Ultimate Frisbee teve a participação de turmas do primeiro ano do ensino médio. O objetivo geral deste projeto foi desenvolver novas experiências esportivas, aliando essas experiências aos conceitos de Educação Olímpica, jogo limpo, de moral e de ética, além do trabalho coreográfico da torcida organizada e o desenvolvimento da capacidade de organização e decisão consensual. Foram desenvolvidas várias ações didáticas ligadas à ética e ética desportiva, durante os seis meses do projeto. Ao final do período e das ações didáticas e organizacionais, realizou-se um torneio com a participação de equipes mistas, masculinas e femininas. Todas as disputas do modelo eliminatório ocorreram sem a presença de um arbitro e não houve nenhum incidente grave, sendo necessário a intervenção dos organizadores em 3 situações que geraram duvidas entre os participantes e consequente falta de entendimento em campo. Conclui-se que os alunos são impelidos, por diversos fatores, a ações não sociais, e estas podem ser modificadas, se forem trabalhadas pela instituição de ensino. A educação olímpica é importante para que haja uma formação cidadã condizente com a necessidade social e a gerência de uma relação social menos conflituosa e com menor ocorrência de desentendimentos.

PALAVRAS-CHAVES: Esporte educação, Educação Física, Ética desportiva, Educação Olímpica.