34 - PHYSICAL ACTIVITIES PERFORMED BY CHILDREN OF THE KAINGANG TRIBE OF THE INDIGENOUS LAND RIVER OF THE SNAKES

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INTRODUCTION

Reflecting on physical activities, with a focus on indigenous issues, it becomes important to think about the diversity, understanding the specific characteristics of each ethnic group. In addition, understand that these characteristics are related to the historical and current conditions of each ethnic group, experienced within them, with other indigenous groups and non-indigenous groups. When thinking about the bodily indigenous practices in the school environment, we must understand that they can be a huge opportunity to recognize the specificity of each culture, their senses and meanings (TAGLIARI, 2010).

The chapter on Traditional Indigenous Games, in the Sport´s Atlas in Brazil (ROCHA FERREIRA; TAGLIARI; VINHA, 2005), indicates the Program National Sport of Creation, privileging the traditional games and its re-signification in the context of the indigenous nation, stimulating the integration between the various indigenous topics. In this context, the records of the memory of indigenous peoples prevail. Rocha Ferreira, Figueira and Alvares (2006) organized a collection of the bodily practices performed in villages of different ethnic groups.

In addition to registering the memories, the research can serve as the basis for the implementation of interventionist activities in Indigenous Lands, as well as those carried out by researchers from different areas, among them, involving the Physical Education, Nutrition, Environmental Sciences and Agronomy (TAGLIARI, 2010), in view of the results of the doctoral thesis (TAGLIARI, 2006), using science for the development of the population.

Considering the importance of physical activities on the indigenous context, this study´s objective is to identify the physical activities performed by children of the Kaingang tribe of the Indigenous Land River of the Snakes.

METHODOLOGY

This study was characterized by being descriptive and cross-sectional. 63 Kaingang children were studied, which were located in schools they attended, in the Indigenous Land River of the Snakes. In these schools all students between 8 and 9 years old were invited and only those with proper parent's authorization and that attended to the data collection were evaluated. From the 79 students, 16 did not participate in the study.

The instrument of measures used was the interview (TAGLIARI, 2006). The interviews were carried out with the children accompanied by their guardians, residents of the Indigenous Land River of the Snakes, located in the municipality of Nova Laranjeiras, Pr. All interviews were conducted by a single researcher, in a specific classroom in the school where the child attended. A prior presentation of the research was made, in order to show the importance of the collaboration of the respondent, as well as obtaining the trust and goodwill of the respondent, with emphasis in the confidentiality of the information and the benefits that the child, son of respondent (if necessary) and the community in general would have with the results.

During the interviews, good will and full understanding of the issues presented was perceived. The respondents showed great interest in the content of the interview, often asking the interviewer for clarification regarding different subjects. There was no demonstration of bad will, of indifference or carelessness in the responses. It seems that this research portrays the reality, faithfully, according to the measurements made by the instrument used. Based on these factors, it is assumed that acceptable degrees of reliability were achieved. A professional translator was hired to ensure the understanding of the issues.

Measurements of frequency and percentage were used for the descriptive analysis of the types of physical activities performed.

The present work was approved by the Research Ethics Committee and by the National Council for Ethics in Research - CONEP, under the case number 25000.096846 /2004-08 and by the National Indian Foundation - FUNAI.

RESULTS

The values of frequency for each of the games and activities mentioned during the interviews and their respective percentages are presented in table 1. For the boys stand out the following activities: playing with toy cars, run and catch, swimming, playing with marbles and playing soccer; for the girls: playing with doll, role games (little house, school), run and catch, swimming and playing soccer and volleyball. The values of frequency for each one of the labor activities mentioned during the interviews and their respective percentages are presented in table 2. For the boys stand out the following activities: collecting firewood, harvesting corn and mourning; for the girls: washing the dishes, cleaning the house and doing the laundry.

Figure 1- Types of games and activities carried out by male and female child of the Kaingang tribe of the Indigenous Land River of the Snakes.

	Male		Female	
	n=27		n=36	
Activities	f	%	f	%
Playing with dolls	-	-	35	97
Toy cars	25	93	-	-
Marbles	26	96	4	11
Ball/soccer	26	96	27	75
Ball/volleyball	12	44	21	58
Hide-and-seek	21	78	23	67
Bike	-	0	1	3
Run and catch/mother	23	85	31	86
Hunting bird/slingshot	19	70	-	-
Climb trees	19	70	15	42
Playground (swings/slides),	7	26	8	22
Swimming	25	93	24	67
Basketball	-	-	1	3
Fight/karate	6	40	-	-
Spoken games	-	-	1	3
Dancing	-	-	2	6
Pulling cart with a friend driving	8	30	-	-
others	4	15	2	6

Figure 2 - Types of labor activities performed by the male and female children of of the Kaingang tribe of the Indigenous Land River of the Snakes.

	Male		Female	
	n=27		n=36	
Activities	f	%	f	%
Roça				
Clearing the land/hoeing	7	26	5	14
Planting	6	22	2	6
Harvesting/breaking corn	9	33	6	17
Casa				
Washing the dishes	2	7	23	67
Cleaning the house	5	19	26	72
Sweeping the yard	3	11	3	8
Washing clothes	-	-	15	42
Cooking	-	-	4	11
Outras				
Collecting firewood	22	81	-	-
Making handcrafts	-	-	6	17
others	-	-	3	8

DISCUSSION

The activities cited are those that involve a very active participation of the children, except playing with toy cars for the boys and playing with dolls and role games (little house) for the girls. It became apparent during the interviews the lack of physical activities programmed in Physical Education classes, which occurred once a week, as well as outside the school environment. As in the study by TAGLIARI; KREBS (2000) that, when investigating the family and school environments in the urban area (center and periphery) and in the rural area, verified that the motor development seems to be more recurrent in the environments where physical activities are practiced informally in the children´s everyday life than those where they are practiced formally.

In addition, it was observed in the present study the absence of typical games the Kaingang culture, which could be developed both in Physical Education classes and in after school activities, always adapting them to the children´s ages. In the chapter on the Traditional Indigenous Games, in Sport´s Atlas in Brazil (ROCHA FERREIRA; TAGLIARI; VINHA, 2005), they reported that in 1908, Telemaco Borba published a book about the Caingire and Pingire games of the Kaingang tribe, in which a battlefield is simulated.

A collection about the corporal practices carried out in villages of different ethnic groups was organized by Rocha Ferreira, Figueira and Alvares (2006), among them we have:

> In the village we transmit games with 8 years for the boys in bow and arrow and Javelin (with spears) and there is log race of the older ones (2 types - one runs in triangle and another in zigzag) (Xerente); we practice canoeing, rope pulling and bow and arrow. They practice (Terena) since they are child (6 years). They play soccer, volleyball, throwing spears, bow and arrow. At the age of 5, the traditional games start (Kaiwa); at the feasts we play soccer and we have blowpipe competitions at the age of 10. Woman makes only handcrafts (Matis); in the village we also practice bow and arrow. We play soccer and woman watches everything. When we make rice harvest and grab the hunt and we make race with hunt for all to see that we did it (Kayapó); Bow and arrow (Rikbaktsa); the tradition of games in the village is bow-and-arrow with wax on the tip to enter more easily in hunt. From the age of 4, the boys start practicing and the girls make ceramics dolls. Who teaches the dolls is the mother. Soccer is the most practiced and the Aruana dance, which is dance to return the adolescents to the big house after 7 days without contact (Karajá); With 10 years old already starts bow and arrow and man and woman makes together. In the village play ball and have plenty participation of men (Javaé).

In the case of labor activities among indigenous boys to most performed is collecting firewood, followed by other activities related to the land. In the case of girls, there is greater variety of labor activities, highlighting washing the dishes and cleaning the house. Some of them involve a very active participation. The labor activities are characterized by the encouraging of an important learning that will determine the social roles in their adulthood. PEREIRA (1998) when studying the Kaingang in Indigenous Land Apucaraninha, located in the State of Paraná, found out that children over 6-7 years old, join in a more evident form the world of work as mentioned above.

CONCLUSIONS

The children perform labor activities that serve as learning for their future adult lives. The activities relating to games are learned informally, however could be enriched implementing formal activities learned in Physical Education classes or in programmed after school activities. The importance of physical activities after school is well known, but, as they are indigenous groups, these activities should be proposed with caution, in order to avoid interferences in the daily routine of the village and letting the children fulfill the daily functions of their culture, such as the labor activities that serve as learning for their future adult activities.

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PHYSICAL ACTIVITIES PERFORMED BY CHILDREN OF THE KAINGANG TRIBE OF THE INDIGENOUS LAND RIVER OF THE SNAKES

ABSTRACT

The objective was to identify the physical activities performed by children, between 8 and 9 years old, of the Kaingang tribe of the Indigenous Land River of the Snakes, located in the municipality of Nova Laranjeiras, Parana, Brazil. The study was characterized as being descriptive and cross-sectional. The instrument of measure used, was the interview, applied to 63 children, accompanied by their guardians. The results indicate that among the boys the following games stand out: playing with toy cars, run and catch, swimming, playing with marbles and playing soccer .For the girls: playing with dolls, role games (little house, school), run and catch, swimming and playing soccer and volleyball. The following labor activities stand out among the boys: collecting firewood, harvesting corn and hoeing. For the girls: washing the dishes, cleaning the house and doing the laundry. Activities relating to games and plays are learned informally, however they could be enriched through formal activities learned during Physical Education classes or in programmed after school activities, including games and plays of their own ethnic group and other indigenous ethnic groups. After school physical activities are very important, but, as they are indigenous groups, these activities should be proposed with caution, in order to avoid interferences in the daily routine of the village and letting the children fulfill the daily functions of their culture, such as the labor activities that serve as learning for their future adult activities.

KEYWORDS: labor activities; games; indigenous.

DES ACTIVITES PHYSIQUES PRATIQUEES PAR LES ENFANTS DE L'ETHNIE KAINGANG DE LA RESERVE INDIENNE RIO DAS COBRAS

RÉSUMÉ

Le but de ce travail a été celui d'identifier les activités physiques pratiquées par des enfants, âgés de 8 à 9 ans, de l'ethnie Kaingang de la réserve indienne Rio das Cobras, située dans la ville de Nova Laranjeiras, dans l'Etat du Paraná, au Brésil. Il s'agit d'une étude descriptive et transversale. En ce qui concerne l'outil de mesure, nous nous sommes servis d'une enquête par questionnaire, appliquée à 63 enfants, qui étaient accompagnés de leurs responsables. Les résultats de cet étude indiquent que, parmi les garçons, les jeux les plus remarquables sont les suivants: jouer à la voiture, jouer au loup, nager, jouer aux billes et au football, tandis que pour les filles les jeux préférés sont jouer à la poupée /ménagère/maîtresse, jouer au loup, nager, jouer au football et au volleyball. Les activités labourables les plus soulignées parmi les garçons ont été : couper du bois, arracher du maïs et faire le désherbage. Chez les filles, les activités de travail les plus citées ont été de faire la vaisselle, faire le ménage et laver les habits. Les activités qui ont un rapport avec les jeux sont apprises informellement, pourtant elles pourraient être enrichies par des activités formelles pendant les cours d'Education Physique ou dans des séquences programmées comme des activités extrascolaires en mettant en place des jeux propres aux ethnies locales et d'autres ethnies indiennes. On connait l'importance des activités physiques en tant qu'activités extrascolaires, mais, dû au fait qu'il s'agit des peuples indiens, elles devraient être proposées avec la prudence, dans le but de ne pas intervenir dans le quotidien du village et de ne pas priver les enfants d'exercer les fonctions de leur culture, telles que les activités labourables, qui sont fondamentales pour développer la connaissance des occupations pratiquées par eux lors de leur phase adulte.

ACTIVIDADES FÍSICAS REALIZADAS POR NINÕS DE LA ETNIA KAINGANG DE LA TIERRA INDÍGENA RIO DAS COBRAS

RESUMEN

El objetivo fue identificar las actividades físicas realizadas por niños, entre 8 y 9 años de edad, de la etnia Kaingang de la Tierra Indígena Rio das Cobras, localizada en el Municipio de Nova Laranjeira, Paraná, Brasil. El estudio se caracterizó por ser descriptivo y transversal. Como instrumento de medidas fue utilizada una planilla de entrevista, aplicada en 63 niños, acompañadas de sus responsables. Los resultados indican que entre los niños se destacan los siguientes juegos : Jugar con cochecitos, pesca pesca, nadar, canicas y al fútbol, ya para las niñas jugar con muñecas/a la casita/escuelita, pesca pesca, nadar y jugar al fútbol y voleibol. Las siguientes actividades laborales se destacan entre los niños: buscar leña, recolectar maíz y carpir, ya para las niñas lavar la vajilla, limpiar la casa y lavar ropa. Las actividades relativas a los juegos se aprenden informalmente, sin embargo podrían ser enriquecidas por medio de actividades formales aprendidas durante las clases de Educación Física o en actividades programadas en horarios después de la escuela, incluso insertando juegos y de la propia etnia y de otras etnias indígenas. Se sabe de la importancia de actividades físicas en horarios después de la escueça, pero por tratarse de pueblos indígenas esas actividades deben ser propuestas con cautela, en el sentido de no intervenir en el cotidiano de la aldea y no privar los niños de ejercer las funciones diarias de su cultura, tales como las actividades laborales que servirán de aprendizaje para actividades a ser desarrolladas por ellas cuando adultas.

ATIVIDADES FÍSICAS REALIZADAS POR CRIANÇAS DA ETNIA KAINGANG DA TERRA INDÍGENA RIO DAS COBRAS

RESUMO

O objetivo foi identificar as atividades físicas realizadas por crianças, entre 8 e 9 anos de idade, da etnia Kaingang da Terra Indígena Rio das Cobras, localizada no Município de Nova Laranjeiras, Paraná, Brasil. O estudo caracterizou-se por ser descritivo e transversal. Como instrumento de medidas foi utilizado um formulário de entrevista, aplicado em 63 crianças, acompanhadas de seus responsáveis. Os resultados indicam que entre os meninos destacam-se os seguintes jogos e brincadeiras: o brincar de carrinho, de pega-pega, de nadar, de bola de gude e jogar futebol, já para as meninas o brincar de boneca/casinha/escolinha, de pega-pega, de nadar e jogar futebol e voleibol. As seguintes atividades laborais destacam-se entre os meninos: buscar lenha, colher milho e carpir, já para as meninas lavar louça, limpar a casa e lavar roupa. As atividades relativas aos jogos e brincadeiras são aprendidas informalmente, contudo poderiam ser enriquecidas por meio de atividades formais aprendidas durante as aulas de Educação Física ou em atividades programadas no contra-turno escolar, inclusive

inserindo jogos e brincadeiras da própria etnia e de outras etnias indígenas. Sabe-se da importância de atividades físicas no contra-turno escolar, mas por se tratar de povos indígenas essas atividades devem ser propostas com cautela, no sentido de não intervir no cotidiano da aldeia e não privar as crianças de exercerem as funções diárias de sua cultura, tais como as atividades laborais que servirão de aprendizagem para atividades a serem desenvolvidas por elas quando adultas.

PALAVRAS-CHAVE: atividades laborais; jogos; indígenas.