85 - SELF-EXCLUSION IN MIXED CLASSES OF SCHOOL PHYSICAL EDUCATION: REPRESENTATIONS OF HIGH SCHOOL'S FEMALE STUDENTS UNDER A GENDER VIEW

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INTRODUCTION

The female representation in classes of School Physical Education (SPE) has been marked by signs of protests showed up by the indifference and the absence of the participation of the female students in the activities proposed (Altmann, 2002). After interaction *in loco* with the female students of High School that tend to exclude herselves from the activities proposed in classes of Physical Education (PE), we identify some arguments related to the dimension of pleasure and to the biological and cultural differences built between male students and female ones that prefer self-exclusion than participate of the activities proposed.

In this study, the social practice of the girls' self-exclusion, common in classes of SPE, was investigated from the theoretical reference of the Co-Education (Saraiva, 1999, 2002) at the interface with the Gender Category (Devide, 2005).

METHODOLOGY

This study has as a problem: which are the reasons that contribute to the self-exclusion of the female students in High School's PE classes. As a *General Objective*, we look for identify the reasons the lead the female students to behave with indifference going away from the classes. As *Specifics* Objectives, we intend to: i) identify and enumerate the reasons that cause the self-exclusion itself; ii) stand out the female students' suggestions about the changes that have to be made in order to stir her interest up to participate in the PE classes' of the High School.

After meditating about our object of study "the representations of the female students about her self-exclusion in the High school's Physical Education classes" , we built these *following questions to be investigated*: i) Which reasons lead female students self-exlclude herselves of the PE classes in High School?, and ii) Which are the didactics strategies that can be used to stir up the female students' interest at the classes?

The study was realized in a public school "Colégio Estadual Stella Matutina" localized at the quarter of Jacarepaguá, Rio de Janeiro, Brazil. To the data collect, we've adopted the system of free and unsystematic participant observation (Mazzotti, Gewandsznajder, 1998) and the use of a *questionnaire semi-structured* (Gil, 1995). Trough casual conversations with the female students and the following of the classes, the observation permited us to have a better comprehension of the reasons these girls miss the PE classes, searching the phenomenon *in loco,* by the register of the social practices adopted in PE classes.

To the data analysis, we applied the Content Analysis (Bardin, 1995) and used Co-Education theory (Saraiva, 1999, 2002), besides Gender category (Devide, 2005). The research justifies itself by the approach of a practice not much investigated in the PE classes: the self-exclusion. Louro (1997), understands "self-exclusion" and its connection with the gender as something that happens in different places of the school, experiencing situations of teaching and learning, emphasizing: "If in some school areas the constitution of the identity of the gender seams to be made by implicit speeches, at the PE classes this process is, generally, more explicit and evident" (Louro, 1997, p. 72).

When identify and enumerate the reasons that contribute to the attitude of the self-exclusion of the female students, as their concern about classes of PE, the study suggests didactics-pedagogic transformations towards the adoption of a Co-Educational practice able to stir them interest up to participate in classes, including them in the activities in an active way, making them express their ideas and rebuild the gender stereotypes.

LITERATURE REVIEW

SCHOOL PHYSICAL EDUCATION AND GENDER

From the 20th century on, the thoughts about the inequality between men e women shows that the differences between both sexes are not natural, based on biology, but a result of the social and cultural transformations that associate men to the public space of his job and women to the private space of home (Costa e Silva, 2002). In this context, school had fulfilled its role of States' Ideological Apparatus (Saviani, 1995), dedicating much time to train her female students in housekeeping and manual abilities to generate, then, "talented" women for the practice of women's role in the society: mother, wife and housewife (Louro, 1997).

In last 40 years, the feminist movement contributed for women conquer her place in society; but the differences are present in the social daily routine and tend to be explained from the natural origin not historical and cultural , focused at the gender category, understood by "relational" way, based on the differences noticed and neutralized between both sexes, standing out representations for men and women in society, permeated by questions of symbolic capacity (Scott, 1995; Sousa e Altmann, 1999; Devide, 2005).

The representations on the role of the gender can be perceived in school, in PE education classes, where the physical practices focus the male and female bodies classifying them in biological bases, according to custom, marks as agility, velocity and force are appreciated and associated to male abilities (Sayão, 2002, Devide, 2005). Mixed School and PE classes are *a locus* of crossed experiences by questions of gender, in which its easy to perceive the existence of social practices of exclusion and self-exclusion between male and female students; this place is ideal for the origin of conflict and the consequent debate that will lead to the thought of the questions of gender and co-educational attitudes

To draw as an objective, an educational policy of social equality between men and women can be one of the points to be concerned in the school environment (Sayão 2001). in the experience of its practice, PE evokes cultural processes that lead male and female students to the representation of different roles, idealized for each gender. The identity of the gender becomes evident through these practices loaded of stereotypes imposed by the interaction in PE classes, which determine the motor activity that have to be developed by men and women: "(...) in our society, "corporeidade" and movement are extremely impregnated by a standard that is guided in rules of conduct and social representation (Saraiva, 2002, p.80). These cultural processes stereotyped as gender difficult the interaction of male and female students to solve problems, manifest acts of solidarity and in the active participation of all in practice classes of SPE.

SCHOOL PHYSICAL EDUCATION AND CO-EDUCATION

Altmann (1999) says: "there are a lot of conflicts and difficulties by educators in the way they face de questions of the gender present at the school culture, mainly at Physical Education classes " (p.64). Under biological matter, traditional PE has been building by different roles for each sex, sometimes, choosing for separate them. This behavior becomes weaker with the arising of the mixed school that brings together students of both sexes in the activities.

However, this attitude adopted by some teachers, haven't transformed the representations on the sexual role

constructed over biological bases, present in society. To Costa e Silva (2002), in mixed school "the aim was to educate girls after the male model" (p. 45), neglecting the diversity, promoting girls' exclusion, and facilitating male's necessities. In school mixed PE classes, the way generally adopted by teachers has been: show different activities for each sex, and create specific rules that make possible female participation in the activities. This intervention, according to Altmann (2002), would be "a way to adjust the game to female debility, once more consecrating the idea that the female is a deflection built from the male" (p.15).

Co-Education breaks with privileges of the male model considering equality of opportunities between genders and differentiating itself from the mixed school (Costa & Silva, 2002, p 48). This practice may contribute in male and female students' thoughts about the process that "victimize" some "different" students, causing in the schools scenery the freezing of the bodies, making possible experiences of movements that extend the cultural repertory of the character (Sayão, 2002), integrate students of both sexes and give them opportunities to change experiences and respect differences of all kind, deconstructing stereotypes and paying attention to the new concepts. According to co-education, activities planned by teachers (male or females) must be developed by a previous dialog with the students, making them understand that the body movements are asexual and the fact of perform them will not make boys effeminate nor girls to render masculine.

RESULTS

After an analysis of the data, we have built chart 1 concerning prime reasons that contribute for female students' self-exclusion in school PE classes.

Chart 1: PRIME REASONS THAT CONTRIBUTE FOR FEMALE STUDENTS' SELF-EXCLUSION IN SCHOOL PHYSICAL EDUCATION CLASSES

CATEGORY	N	%	GIVEN REASONS TO SELF-EXCLUSION (N)
Inadequate environment (court/locker room)	44	27,8	Small court (17); no infrastructure (6); too sunny (2); no shower (5); no locker room (6); there's just a place to change clothes (8)
Classes' characteristics	31	19,6	Repetitive (08); unorganized (08); too boring (4); mixed classes (8); timetable (2); no heating (1)
No skill and no pleasure with sports	24	15,2	Dislike sports offered (17); don't know how to play (4); Obligatory exercises (2); don't want to practice (1)
Nature effects	19	12,0	Getting sweat (10); intense heat (6); sun (3)
Uniform	12	7,7	Tight (11); always forget uniform (1)
Fear	10	6,3	Hurt (6); of the ball (2); male's brutality (2)
Physical education teacher	07	4,4	Doesn't participate in class (5); not interested (2)
Disparity (skill and gender)	04	2,6	Exclusion due to not be expertise (2); boys always keep the ball with them (2)
Other	07	4,4	Pathology (2); no material (2); laziness (1); shame (1); bad division time in classes (1)
Total	**158**	**100**	

We identify that the *"physical envir*onment" was a satellite category. Observing the classes, we noticed the difficulties of the female students were shamed in changing their clothes inside of the classroom or in the courtyard, where the only bathroom available wa*s ina*dequate. Generally, the female students wear the PE uniform under their pair of jeans. After overcome this first barrier, some of them enjoy the activities playing in a small court under the sunlight. Obviously, they want to take shower after class, but bathrooms when available have no shower. We also noticed that, even when PE class is the first of the day, boys "tolerate" being sweat after class and girls, don't.

Second category is about "classes' ch*aracteristics", as "borin*g", "repetitive" and "disorganized". Observation permitted us identify disorganization in classes, in which male students from other classrooms were making pejorative commentaries about girls' participation, what contribute to let them compelled and without wish to realize the body movements required in front of the boys, as says Louro (1997) "(...) traditionally, girls learn how to protect their bodies, and this attitude develops a kind of body timidity" (p. 76).

Third category enumerated was "miss of sk*ill and displeasure with sports"*. Girls translate their dissatisfaction with a speech that demonstrates a kind of revolt in participating at school PE classes, showing their dislike with the sports offered as activities addressed to boy, as Souza e Altmann (1998) affirm in their previous study: "there is a narrow and continuous overlapping between the social and the biological, a way of being female, with attitudes and movements socially understood as natural of each sex" (p.54).

Some female students argue that don't know how to play. The miss of interests was directly related to the significance they attribute to the PE as being an activity directed for male or female ones, as Louro (1997) says: "Its indispensable question not only what we teach, but the way we do it and the importance our students of both sex give to what they are learning" (p.64). The displeasure generated by the imposition lead girls to search ways to protect themselves from confronts and possible mistakes when playing with adults that "know how to play" (Altmann, 2002).

In some classrooms observed, girls' participation was greater due to the severe imposition adopted by the teacher: girls whose offered resistance could play games like domino, chess, etc. We noticed that, not anytime the teacher used to talk to the students or stimulate them to participate of the classes, inducing what Sayão (2002) identified in his previous study "(...) indignation and discomfort of many girls, because they feel themselves obliged to do exercise to please teachers' will" (p. 92). In these classes, low grades were very common due to their absence in class. This scene also contributed for their participation in classes, even though the face expression of fear and the rigid posture aside the courts, keeping away of the reach of the ball.

Although the scene above, we haven't identified any way to regain these female students from self-exclusion of the PE classes, what reflects the incapacity of the teachers to have a point of view about the problems and think about the conflicts of gender in class.

Identifying the brutality as an neutral attitude of the male students during the classes, one of the teachers agree with the idea of separate both sexes and of a restructure of the PE classes in High School by groups of interests, letting the student choose what kind of sports he wants to practice, what eliminates the characteristics of this discipline as a curriculum component and makes impossible the development of a co-educational practice.

Other teacher understands that the resistance occurs by function of the previous years, when female students of High School should have acquired knowledge of the sports offered in the school, but it doesn't interpret that the scene of the self-exclusion also appears in Elementary School.

The fact that attracts attention was the group of female students reading magazines during one of the classes observed. They said they are doing just like the teacher does. Girls also said that every time there is a trainee in class, this teacher becomes more active; when trainee is not present, theses girls self-exclude themselves in due to keep away from the others that make fun of them or due to their little degree of motor skills, just like what Altmann (2002) found in teachers' behavior: "The constant situation of vigilance in theses classes leads the teacher perceive every mistake occurred in the

exercise; these sounds like laughs, comments or insults" (p. 14).

Suggestions presented by female students to improve their interest in PE classes are shown in chart 2, and are related with the physical structure, diversity activities, changing's in classes itself and in teachers' attitudes.

Chart 2: FEMALE STUDENTS' SUGGESTIONS TO IMPROVE THEIR INTEREST IN PHYSICAL EDUCATION CLASSES

CATEGORY	SUBCATEGORY (N)	N	%
ACTIVITIES DIVERSIFIED	Diversified activities (55); gymnastics (26); limbering and stretching (12); dance activities (less aggressive); (9) track and field (4); theoretical classes with responsibility and action (4); swimming (3); games (3); running and abdominal exercises (2); dynamic activities (1)	119	40.6
PHYSICAL STRUCTURE	Environment's improvements (41); locker room (28); adequate materials (4); cold water drinking fountain (3)	76	25.9
ATTITUDE IN CLASSES	Optional uniform use (15); cool and organized classes (11); Separate boys from girls (8); personnel to help me to play (6); brutality (reduce of) (5); change timetable (4); interesting classes (3); remove inconvenient people (3); do not permit groups formed by the same people (1); no obligation (1); more space for female participation (1)	58	19.7
TEACHER	Teacher's participation and interest to teach (34)	34	11.8
OTHER	Nothing awakes my interest (6)	06	2.0
Total		**293**	**100**

To develop the interest in school PE classes, diversified activities is a central category in girls' demand, and must be crossed by some thematic related to their reality, making possible to tackle typical problems of the age group, with constructive discussions that integrate students' unit via teacher intervention. Costa & Silva (2002) suggest that "(...) discipline pedagogical actions, neutrals, based on the biological aspect and restrict to the exclusion of movements must be transformed by the study of the difference sex/gender at PE, as co-educational pattern" (p. 51).

Structural improvements as court's enlargement, bathroom's reconstruction to create a locker room that satisfy needs like shower and clothes changing's, drinking fountain and proper educational material, all this, also create aspects that have been disregarded in the daily routine of the classes and contribute for self-exclusion of these girls.

According to what female students said, some needs as having someone to teach them how to play, to reduce brutality in games and remove inconvenient people from the place of the classes must lead teachers think about their pedagogical practice. Teachers' attitude related to the classes pattern must be reviewed in favor of a democratic planning that gives to the students opportunity of co-administrate activities more related to his reality, interests; this attitude demands a greater professional compromise. On the other hand, female students questioned said that teachers, generally, are uninterested and don't participate very much on the activities, when teaching at school PE classes.

FINAL CONSIDERATIONS

Teachers haven't been thinking about how gender category influences the process of girls' self-exclusion in school PE classes. Costa & Silva (2002) says that "in school environment must exist significant learning opportunities, respect for the others and possibility to realize shared works. On the contrary, schools will keep on segregating, dividing, humiliating children and incapacitating them to grow as a person" (p.51). The results of this study show that school PE class when renounce the discussion about gender category as capable of influence girls' participation in classes has been unavailable to the development of a Co-Educative proposal able to transform this actual state of neutralization of the differences. In this way, male and female students will acquire a critical posture in face of the social construction of the inequality of gender in corporal practices, contributing for a rescue of the groups that have been self-excluding in PE classes, as researched.

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SELF-EXCLUSION IN MIXED CLASSES OF SCHOOL PHYSICAL EDUCATION: REPRESENTATIONS OF HIGH SCHOOL´S FEMALE STUDENTS UNDER A GENDER VIEW

The study's problem was to research: which are female students' representations of High School about their self-exclusion of the school Physical Education classes? Its objective was to identify the reasons that induce female students to self-exclude from the Physical Education classes. We applied a semi-structured questionnaire to High Schools' female students of the public school "Colégio Estadual Stella Matutina", localized at the neighborhood of Jacarepaguá, Rio de Janeiro, Brazil, plus a free and unsystematic participant observation of the Physical Education classes. The Content Analysis of the data permit to declare that female students' self-exclusion is related to four main factors crossed by category of the gender: inappropriate environment (court and locker room), classes' characteristics (unorganized, repetitive, bored), lack of motor skill and displeasure on the sports learned. In order to a greater participation at the classes, female students suggested: diversify activities; improve physics structure and changes in teacher attitudes. We concluded, then, that Co-Education - discussing the questions of gender among teachers - could be a way of discussion about some of the factors that contribute to the female students self-exclusion.

Keywords: Self-Exclusion, Gender, Co-Education

AUTO-EXCLUSION DANS LES CLASSES MISTES D´ÉDUCATION PHYSIQUE DANS L´ÉCOLE: REPRÉSENTATIONS DES ÉLÈVES DE NIVEAU MOYEN SOUS L´APROCHE DE GENÈRE

Le problème de l`étude est de chercher les représentation des etudiantes de niveau moyen sur son auto-exclusion des classes d´éducation physique dans l´école. Le but a été d´identifier les raisons par lesquelles les éleves optent pour être excluées des classes d´éducation physique. On a utilisé un questionaire demi-structuré avec les étudiantes de niveau moyen du Colégio Estadual Stella Matutina, en Jacarepaguá-RJ, bien que l´observation participative et livre des classes d´éducation physique. L´analyse de contenu des donnés nous apermi d´assurer que l´auto-exclusion des étudiantes se doit a quatre groupes de raisons, traversées par la catégorie de genère : ambiance physique inadéquate (champs et instalations d´higiène), character des classes (inorganisées, repetitive, monotones), manque d´habilitation moteur et manque de plaisir avec les sports enseignés. Pour participer activement des classes, les étudiantes ont faite la sugestion de diversifier les activités, améliorer la structure physique et changer les attitudes des professeurs. On a conclu que la co-éducation, que problematize les questions de genère entre les élèves, pourrait éter une vie de discussion sur quelques facteurs que contribuent pour l´auto-exclusion des étudiantes.

Mots-clé: auto-exclusion, genère, co-éducation.

AUTOEXCLUSIÓN EN LAS CLASES MIXTAS DE EDUCACIÓN FÍSICA DE LA ENSEÑANZA SECUNDARIA: REPRESENTACIONES DE LAS ALUMNAS DESDE EL ENFOQUE DEL GÉNERO

El problema del estudio ha sido investigar las representaciones tienen las alumnas de la enseñanza secundaria de su autoexclusión de las clases de Educación Física escolar. Su objetivo ha sido identificar los motivos que llevan a las alumnas a autoexcluirse de las clases de Educación Física. Hemos utilizado como instrumento un cuestionario semi-estructurado aplicado a las alumnas de la enseñanza secundaria del "Colégio Estadual Stella Matutina", que está ubicado en el barrio de Jacarepaguá, en Rio de Janeiro, Brasil, además de habermos empleado el método de observación participante asistemática y libre durante las clases de Educación Física. El Análisis del Contenido de los datos nos ha permitido afirmar que el autoexclusión de las alumnas está relacionado a cuatro factores centrales, cruzados por la categoría de género: ambiente físico inadecuado (cancha y baños), características de las clases (desordenas, repetitivas, aburridas), falta de habilidades motoras y desagrado con los deportes que se las enseñan. Para participar activamente de las clases, las alumnas han sugerido: diversificar las actividades, mejorar la estructura física y cambio del comportamiento de los profesores. Hemos llegado a la conclusión de que la Co-Educación, problematizando las cuestiones del género entre los discentes, podría ser una vía de discusión sobre algunos de los factores que llevan a la ocurrencia del autoexclusión de las alumnas.

Palabras clave: Autoexclusión, Género, Co-Educación

AUTO-EXCLUSÃO NAS AULAS MISTAS DE EDUCAÇÃO FÍSICA ESCOLAR: REPRESENTAÇÕES DE ALUNAS DO ENSINO MÉDIO SOB ENFOQUE DE GÊNERO

O problema do estudo foi investigar: quais as representações de alunas do Ensino Médio sobre sua auto-exclusão das aulas de Educação Física Escolar? Seu objetivo foi identificar os motivos que levam as alunas a se auto-excluírem das aulas de Educação Física. Utilizamos um questionário semi-estruturado aplicado em alunas do ensino médio do Colégio Estadual Stella Matutina, em Jacarepaguá-RJ, e a observação participante assistemática e livre nas aulas de Educação Física. A Análise de Conteúdo dos dados nos permitiu afirmar que a auto-exclusão das alunas relaciona-se a quatro fatores centrais, atravessados pela categoria de gênero: ambiente físico inadequado (quadra e banheiros), características das aulas (desorganizadas, repetitivas, chatas), a falta de habilidades motoras e desprazer com os esportes ensinados. Para participarem ativamente das aulas, as alunas sugeriram: a diversificação das atividades, a melhoria da estrutura física e mudanças nas atitudes docentes. Conclui-se que a Co-educação, problematizando as questões de gênero entre os discentes, poderia ser uma via de discussão sobre alguns dos fatores contribuintes para a auto-exclusão das alunas.

Palavras-chave Auto-Exclusão, Gênero, Co-educação.