65 - SPORT HAS NO GENDER

Jadson dos Santos Lima
Liziane Tenório dos Santos
Newton César de Lima Mendes
Taciano Fenandes dos Santos Costa
Taminez de Azevedo Farias
jadsondlima@hotmail.com

doi:10.16887/87.a1.65

ABSTRACT

We are experiencing major transformations today and among them are strongly inserted the respect for diversity and the right to equal choices and living conditions. The present article was produced from the data obtained in an intervention report applied in a private school in Maceió, Alagoas, with students from the 9th grade of Elementary School II, whose purpose was to promote a reflection about respect for diversity using as a facilitator Of relations to sports practice. Sports activities were carried out in the Futsal and Queimada modalities to encourage boys and girls to carry out activities together. With the accomplishment of the proposed activities it was possible to perceive a beginning of reflection in the students and the acceptance of the differences and the choices made independently of the regimes followed by the conservative society.

Keywords: Diversity. Sport. Education.

1. INTRODUCTION

Gender issues still need a close eye on us all because the social reality is still far from the personal reality of each individual, men and women are managing to define their patterns of behavior and dress, their choice of loving relationship In a clear way, but a social minority, but still strong in their opinions is preventing the quiet and natural fulfillment of the will of each and every one.

Especially the family nucleus, the one that shapes us and makes us distinguish right and wrong. In some cases the family is really concerned with teaching important moral values as character and respect, but there is still an overwhelming majority who are only concerned with teaching their sons and daughters to follow the pattern of the social pattern.

We as educators can assist in this process of change, we can not label our children, we can not interfere in their personal development. As a parent, uncle or aunt, we need to teach dignity, respect each other's personal choices, the importance of character, or we will continue to have frustrated people making wrong decisions for fear of repression they might suffer by doing other than rule.

Our proposal is to perform a different dynamic in Physical Education classes in order to observe the reaction of the students in performing activities that do not fit the gender to which they feel they belong. The intention is to show that everyone can do the activity they like and the way they feel good.

We decided to use two sports modalities, much practiced in the Physical Education classes Futebol and Queimada that present a very strong gender separation. The boys have a preference, based on the national passion to play soccer, this is a sport preferably male, although there are female teams that compete for championships equal to men's appreciation and dissemination is very small. Most girls do not like football and those who want to play are not adepts enough to form a team and are still seen as different by their classmates.

The project was developed in a private school in the district of Tabuleiro dos Martins in the city of Maceió - Alagoas with students from the 9th grade of Fundamental II during Physical Education classes. With the focus on freedom of choice, regardless of the gender options of each, seeking to show that abilities and abilities depend on physical and emotional skills that are not related to the gender but to the personality of the individual. Initially there was a conversation with the group during the theoretical lesson to explain the project proposal, explain the steps and discuss the importance of free choice and respect people's options.

In developing the activities of the project, it was sought to promote the practice of physical activity without respecting the division of teams by gender, orient activities coordinated by the physical abilities of the students and analyze the reactions of acceptance and rejection of the students to the proposed activities.

Initially there was a conversation with the group during the theoretical lesson to explain the project proposal, explain the steps and discuss the importance of free choice and respect people's options.

The second stage was held during two practical classes of Physical Education, the students were presented the activities to be performed. Futsal and Burned games, being games of 20 min each.

First there was a Futsal game where the girls 'team played against the boys' team, trying to develop in both groups respect for each one's abilities.

Then the same teams played Queimada, the boys 'team and the girls' team participated in the 20 min game and were able to know the rules and the fun proposed by each sporting modality. The reactions of the teams in the two physical activities were observed and the positive and negative reactions were recorded for further discussion.

In the following practice class mixed teams were formed, first in the Futsal teams formed by boys and girls formed two teams A and B that played a game of 20 minutes. Then the same teams A and B played a match of Queimada also with 20 minutes. In both moments the reactions of the students participating in the activities were observed for further discussion.

During the theoretical class a discussion group was held with the students involved in the project to express their perceptions about the activity and to expose the lessons they learned from games performed in a way different from what they are accustomed to in school everyday, A space to ask questions that had remained.

2 GENDER AND DIVERSITY AT SCHOOL

Gender is a social construction, since birth boys and girls learn how to behave and dress to participate in the society in which they are inserted.

Essentially, the distinction between sex and gender is made to emphasize that everything men and women do, everything that is expected of them - with the exception of sexually distinct functions (gestation, childbirth, breastfeeding, fertilization) - can change, and Changes, over time and according to the transformation and variation of socio-cultural factors (WILLIAMS, 1999).

FIGURE 1



Source: Prof. Dr. Nádia Regina Lima. Unit I. Module 2. Specialization in Gender and Diversity in School.

The diversity of gender, religious, cultural and ethnicity that exist in the school environment can promote a tremendous learning for our country's future adults, because in promoting activities that do not favor segregation we will be encouraging the breakdown of the prejudices that feed the violence.

In Physical Education classes there are the separation of boy games and girl games, and when there are students or students in the class who like games that do not match their gender tend to be discriminated against by their classmates, leading to a withdrawal of will And an acceptance of the game that was not chosen, or even the option of not participating in physical activity.

«In Brazil we do not have this formal ban. But of course there is still that prejudice that girls should not practice one type or another of sport and this is changing as the heads change. Choice (for a sporting modality) is often encouraged by what society considers male or female. So breaking those barriers is very important. " (UN RADIO, 2015).

We can see that the struggle of women to participate in various sports, regardless of being "girlish" or not is gaining a voice. Men are also fighting for the right to practice "girl sports" if they so desire.

The school can collaborate with this breach of prejudice and promote the healthy practice of sport, regardless of what the social model stipulates by promoting moments in classes in which students can learn new concepts about life and the possibilities of paths to follow, Breach of prejudices that fuel violence and disrespect.

Gender is a social construction, since birth boys and girls learn how to behave and dress to participate in the society in which they are inserted.

Essentially, the distinction between sex and gender is made to emphasize that everything men and women do, everything that is expected of them - with the exception of sexually distinct functions (gestation, childbirth, breastfeeding, fertilization) - can change, and Changes, over time and according to the transformation and variation of socio-cultural factors (WILLIAMS, 1999).

The construction of the gender is promoted by mothers and fathers, by the family as a whole, and at various times the options of the human being involved in the process are not taken into account. This distinction of gender occurs not in a quiet and optional way, obeying the criteria adopted by the social individual, it is directly influenced by the social environment where this/it is inserted.

The diversity of gender, religious, cultural and ethnicity that exist in the school environment can promote a tremendous learning for our country's future adults, because in promoting activities that do not favor segregation we are encouraging the breakdown of the prejudices that feed the violence.

In this process of reorganization of the individual the teacher has a great role, "they establish a mediation between the individual and the customs, norms and ethics of other major integrations" (Weiler, 1991), since he will be responsible for a part Significant in the elaboration of new ideas that extirpate from the daily life of students values deeply rooted as intolerance, disrespect and violence.

Each gender has the social role that has been described for several years and is only being remodeled with the evolution of society, however consider the woman as the mistress of the home, the mother, wife and submissive while the man works and can still dominate the home Remains independent of the evolution of society (AYALES, 1993).

The activities proposed in this intervention project aim at a modification in social paradigms still so strongly in force that women have domestic skills and work and sports are for male aptitudes. We intend to introduce content in our classes that begins to lead our students to reflect that skills are capabilities of each human being and they are not in any way linked to gender or biological sex.

3 DEVELOPMENT AND INCOME STATEMENT

We know that the discussion about gender issues is still complex in schools, due to misinformation and prejudice in some cases there is neither room for talking about the subject, considered taboo by many/many.

At school, especially in Physical Education classes, one of the factors that strengthens the differences between boys and girls is the content of the classes. According to Altmann (1998), there is great evidence that sport is a predominantly masculine activity and of fundamental importance in the construction of gender identity, that is, it is very important that educators provide activities that offer conditions to The students to overcome gender relations and not the other way around, as is usually the case with sport.

«... separating boys and girls in class ... is to make the boundaries of gender divisions more rigid than they really are and to deny girls and boys the possibility of crossing them; Is to steal from them beforehand the possibility of choosing between being together and separated "(ALTMANN, 1998).

Due to the still very strong sexist vision in carrying out this pedagogical activity, we did not have the school's permission to perform an event with the opening and culmination of the project, we did the activities as part of the class, without permission to take photos or make more open Would be discussed through the playfulness of the activities.

This denial of openness to the frank discussion about gender and diversity in school shows us how much still needs to be done to bring such important issues to our teenagers in classrooms.

We had explained previously in the theoretical class that it was an experiment, a proposal of activity for later discussion about the gender in the sport, everyone did the proposed activities, even when these were unpleasant to the tastes.

The activities carried out were accepted by the students in different ways. The first proposal that was the game of Futsal, was accepted by the boys with great joy, after all is their favorite sport. The girls are divided in this choice, a few like others reject and do not want to participate because as in some cases the masculine physical condition makes them stronger, girls prefer not to play for fear of hurting themselves.

In forming the mixed team the boys have already felt the campmen of the game, because they think that girls do not

know how to play soccer. However the match was not as easy as they thought and the score was tight.

The second proposal that would be to form a mixed team was more complicated to organize, although it is better accepted by both participants, due to what they call "balance of force", since the boys (the strong ones) will be in the same team Than the girls (the weak ones). This conception is notorious as much in them as in them, a concept already rooted in the education received at home and at school.

The difficulty in setting up the teams was in the choice, because each group of boys wanted the best girls in their teams, after intense negotiation we managed to convince that everyone deserved the opportunity to show the skills before a previous trial and we emphasized that the activity was Pedagogical, so winning or losing would only be a consequence of the development of the strategies of the game.

In burned games girls feel more at ease, however when playing boys against girls they feel disadvantaged due to physical strength that they think is greater in them, except for some participants who were not intimidated by this fact and stood out in the hour To play the ball.

Mixed teams showed greater balance in both sports, opening up to both sides the idea that boys and girls can perform the same activities without having a mark of what should be practiced by boys and girls and even more that mixed teams are Possible and can even be taken for professional sports, and there is no impediment due to the physical capacities of each gender.

In subsequent classroom discussions, to understand the perceptions of each group and to understand what effects the practice of the activities took place in their intimate and of them the answers were surprising.

Boys who generally feel stronger and feel more capable of performing the sports that the girls have come to the conclusion, with the few exceptions that both they and them can play the sporting modality that appeals to them, without having to worry about the The most suitable gender option, according to the social rules for each one.

The students themselves suggested that the practical class games always have the mixed character, that the girls who wish could play football with them, without being disrespectful or beaten for being practiced as a boy.

Among the girls who like to play sports like football and burned, the expressions were that they lost the fear of the judgment of the other colleagues and began to feel able to carry out the sport that they want, independently of the pre-established concepts.

As a teacher, we have learned that we need to innovate in our pedagogical proposal. At times we judge our students by what family, society and rules are so inharmonious in most cases, we need to take in all disciplines gender discussions, even if for the time being there is no openness in the schools for open and frank dialogue, It is always possible to include activities that break taboos and change the way we see the world and the people of our students so they and themselves will make the changes that society claims.

4 FINAL CONSIDERATIONS

Initially the lessons of the course led us to reflect on our pedagogical practice when it brought us themes so common and common but at the same time not discussed and suffocated. Addressing gender issues at school goes beyond the wishes of teachers, teachers, guidance, parenting, and needs to obey the demands of the students.

We often find ourselves in conflict in the classroom when issues of disrespect and physical or verbal violence arise simply because people do not accept themselves as developing human beings and need to label and put everyone in a single form as if we were the result of Production line.

By performing an activity showing that gender does not determine the choices of staff, everyone can do what they feel like, regardless of being "normal" to social standards.

The course showed us that it is in the classrooms that we are going to modify thoughts that have not allowed men to attack the women of their intimate social life, either physically or verbally, and will not allow women to be quiet in the face of aggression because they feel fragile or deserving of such a situation Lived.

The punishment after the act practiced will not change consciences, it will not make home education change. We know that the challenge is great and as teachers, we will not be able to promote all the transformations necessary for the new society that needs to be born. However, we can do our part and help in the change of our students. The future actors of the new society.

With this practiced activity we come to the conclusion that it is possible to transform our thoughts through dialogues, coordinated practical activities and demonstration of examples that lead to the construction of a respectful and cordial coexistence between them and them, after all it is impossible for anyone To live alone.

5 REFERENCES

ALTMANN, H. Rompendo fronteiras de gênero: Marias [e] homens na educação física. Dissertação (Mestrado em Educação) – Faculdade de educação, Universidade Federal de Minas Gerais, Belo Horizonte, 1998.

AYALES, I. et al. Genero, Comicacion y Desarrollo Sostenible: Aportes Conceptuales y metodologicos. Coronado, Costa Rica: IICCA: ASDI, 1993.

LIMA, N. R. Livro Conteúdo, módulo 2. Unidade 1. Especialização em Gênero e diversidade na Escola. 2015.

RÁDIO ONU. Nações Unidas querem igualdade de gênero também nos esportes. Disponível em: http://www.onumulheres.org.br/noticias/nacoes-unidas-querem-igualdade-de-genero-tambem-nos-esportes. Acesso: Maio, 2015.

WILLIAMS, S. ET AL. MANUAL DE FORMAÇÃO EM GÊNERO DA OXFAM. RECIFE: SOS CORPO, GÊNERO E CIDADANIA/OXFAM, 1999.

WEILER, K. Freire and a feminist pedagogy of difference. Harvard Educational Review, v. 4, n. 61, p. 449-474, 1991.

ABSTRACT

We are experiencing major transformations today and among them are strongly inserted the respect for diversity and the right to equal choices and living conditions. The present article was produced from the data obtained in an intervention report applied in a private school in Maceió, Alagoas, with students from the 9th grade of Elementary School II, whose purpose was to promote a reflection about respect for diversity using as a facilitator Of relations to sports practice. Sports activities were carried out in the Futsal and Queimada modalities to encourage boys and girls to carry out activities together. With the accomplishment of the proposed activities it was possible to perceive a beginning of reflection in the students and the acceptance of the differences and the choices made independently of the regimes followed by the conservative society.

Keywords: Diversity. Sport. Education.

RÉSUMÉ

Nous vivons de grands changements aujourd'hui et parmi eux sont fortement embarqués respect de la diversité et le droit à des choix égaux et les conditions de vie. Cet article a été rédigé à partir des données obtenues dans un rapport d'intervention appliqué à une école privée à Maceió - Alagoas avec les étudiantes de la 9e année de l'école élémentaire II mâle et qui vise à promouvoir la réflexion sur le respect de la diversité en utilisant en tant que facilitateur relations aux sports. activités sportives ont été réalisées dans le Futsal de manière et Scorched pour encourager les garçons et les filles à jouer ensemble (les) activités. Avec l'achèvement des activités proposées, il était possible de réaliser une réflexion précoce de nous et les étudiants et l'acceptation des différences et des choix indépendants a pris les dispositions suivies par la société conservatrice.

Mots-clés: la diversité. Sport. Education.

RESUMEN

Son hoy en día vivir grandes cambios y entre ellos se colocan fuertemente respeto por la diversidad y el derecho a la igualdad de condiciones de vida y opciones. Este artículo fue producido a partir de datos obtenidos en un informe de la intervención aplicado en un privado Escuela de Maceió-Alagoas con alumnos de 9 º año de la escuela primaria II, que tenía como propósito promover una reflexión sobre el respeto a la diversidad como un facilitador de las relaciones a los deportes. Actividades deportivas se celebraron en Futsal y quemado a niñas y niños para realizar juntos actividades de (las). Con la implementación de las actividades propuestas fue posible realizar una reflexión temprana sobre y los estudiantes así como la aceptación de las diferencias y las opciones que lleva a cabo independientemente de los esquemas seguidos por la sociedad conservadora

Palabras clave: Diversidad. Deporte. Educación.

RESUMO

Estamos vivendo grandes transformações na atualidade e entre elas estão fortemente inseridas o respeito a diversidade e o direito a igualdade de escolhas e de condições de vida. O presente artigo foi produzido a partir dos dados obtidos em um relatório de intervenção aplicado em uma escola particular de Maceió - Alagoas com alunos e alunas do 9º ano do Ensino Fundamental II que teve como finalidade promover uma reflexão sobre o respeito à diversidade usando como facilitador das relações a prática de esportes. Foram realizadas atividades esportivas nas modalidades Futsal e Queimada para incentivar meninos e meninas a realizarem junto (as) as atividades. Com a realização das atividades propostas foi possível perceber um início de reflexão nos e nas estudantes bem como a aceitação das diferenças e das escolhas realizadas independente dos regimes seguidos pela sociedade conservadora.

Palavras-chave: Diversidade. Esporte. Educação.