60 - SOCIAL ASPECTS OF BULLYING IN PHYSICAL EDUCATION IN ELEMENTARY EDUCATION 1

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INTRODUCTION

This paper aims to emphasize as the Physical Education teacher in their classes can work for mutual respect, dialogue, solidarity and justice, informing and conditioning even parents about this real phenomenon that goes beyond school, breaking up even the online media and social networks. As parents and teachers together can reduce the incidences of bullying.

As secondary identification of precursors such an act of moral and psychological violence, physical goals, highlighting cases of bullying and the division between the aggressors, victims and bystanders, as if each of these door even showing real cases of bullying.

"Giving up relevant importance and highlight the first research on this aspect of violence not previously nominated. Dan Olweus was the forerunner of the first survey on the phenomenon, with the encouragement suicide of three children in a school in Norway "(FANTE, 2005).

Besides the various definitions of the word bullying is highlighted laws that protect and defend children within the school environment, ensuring such rights by decree as the Federal Constitution that stands the right of children and adolescents to education, leisure, culture and sport.

Morin (2008) presents as an aid to teachers and parents, a framework that highlights aspects that may result in future perpetrators and victims through personal characteristics, family and economic. Being of great help to a clear identification

A BRIEF HISTORY OF BULLYING

In 1978-1993, when there was the first survey on bullying, this research was conducted in Bergan Norway by Professor Dan Olweus. But the Norwegian government has not paid attention to research immediately, only when the suicides of three children aged 14 years was 10, and under the pressure of population was ruled that joined the anti-bullying campaign. (FRANCISCO, Liborio, 2013)

Fante (2005) emphasizes the importance of the researcher as a precursor of such great importance for the study and identification of the phenomenon. Still developing a questionnaire to identify the phenomenon and what were the types of bullying, where the attacks occurred, what were his attackers and frequency. This questionnaire was answered by the children themselves.

According to Botelho and Souza (2007), bullying means, in its meaning of the verb "to treat with abuse, use intimidating language or behavior '." Such acts of aggressive behavior by the victim and persistent manner so that harm disastrously, either physically or psychologically.

DEFINITIONS OF BULLYING

The bullying phenomenon is universally meaning, as one or more people demonstrating continuous and intentional aggression, without apparent motivation toward another individual causing distress, pain or suffering (QUINTANILHA, 2011).

Fante (2005) cites different denominations adopted by other countries "mobbing" in Norway and Denmark, "mobbining" in Sweden and Finland, "harcèlementQuotidien" in France, "prepotenza or bullismo" in Italy, "yjime" in Japan, "agressionemuntershülern "in Germany," acoso y amebaza "between school in Spain and" peer abuse "in Portugal. Noting that to be characterized as bullying the act has to be repetitive.

BULLYING BEFORE THE SCHOOL PHYSICAL EDUCATION AND ITS CONSEQUENCES

In the Federal Constitution of Brazil (BRAZIL, 1988) is guaranteed to the child and the adolescent, the right to a healthy life, education with respect and dignity, the State according to the Federal Constitution, to ensure that young people safe. Aspects of an offender-victim relationship directly infringe these rights discriminating and oppressing negligently.

In view of Lopes Neto (2005), usually students who are bullied, are silent for fear, so the attackers interpret as a sense of power, which makes them more intimidating without committing that adults can perceive acts.

Witnesses often feel sympathy for the perpetrators, but condemn the act. These witnesses also has a behavioral classification: "aids (Actively participate in the assault), observers (only observe or away) or defenders (protect the target and call an adult to interrupt)" (LOPES NETO, 2005, p.168).

The perpetrators / offenders of bullying are educated, in part, with greatly punitive disciplinary notions, suffering corporal punishment. Apparently have difficult relationships with their siblings, parents usually perceived as powerful in an opposite relationship (love-hate) (ROLIM, 2008)

It can be seen, the three aspects of bullying, they being the victim, witness and perpetrator in cases presented below:

> Aline is a typically different from other students in his class student, it presents an excellent motor skills and is specifically great footballer. Apparently there was no problem with it. Until Aline began appearing in school hair cut, a very masculine cut, and then the girls in the room, began to call her Maria João, Aline Shoe, among other nicknames. Then the student began appearing in school plays with the head, not the cut appears. And that was more skillful the deletion process began in Physical Education. (OLIVEIRA, VOTRE, 2006 p.187)

The above case consists in the form of verbal bullying, where the victim suffers psychological harm, feeling miserable and oppressed.

> Jhony, a quiet 13 year old boy for two years was toy of his classmates. Teenagers plagued him for he gave them money, forced him to swallow the herbs and drink milk mixed with detergent, struck him in the yard and tied a rope to her neck, to wander like a puppy ... Asked the torturers of their intimidation, said they pursued their victim because it was fun (FANTE, 2005 p.37-38).

Victims / perpetrators have the worst family relationships, evaluating them as "cold" and little cozy. Parents of children in this group (victims / perpetrators) do not exert host or gestures of affection, often by being negligent. In return, they would be overprotective relationships in low affectivity, suggesting a fickle and inconsistent discipline (MORIN, 2008)

Victims present closely involved with their parents and relatives, suggesting that exercise situational super protection (MORIN, 2008)

You can identify among the victims of bullying, those children who are most seriously affected and, therefore, require special attention and urgent care. For this, four points are critical: Severity of victimization; Frequency of victimization; Extending the experience of victimization; Chronic victimization.

It is observed that bullying can act in several ways, through physical, verbal, social and / or relational bullying and a newer way is to practice cyberbulying, acting outside the school walls and gaining immense proportions to be difficult subsidiaries (FAUSTINO and Oliveira, 2008).

Cabral (2008 apud QUINTANILHA, 2011), thus defines "cyberbullying is an improved type of bullying. It is a practice carried out over the internet that seeks to humiliate and ridicule students, also teachers and strangers before the virtual society."

During 10 to 11 years is evident that children tend to develop more explicitly behavioral differentiation of bullying or being harassed by bullies (OLIVEIRA, VOTRE, 2006). Much of this occurred are given in physical education classes, resulting from students being stimulated with group interaction, and consequently discover their differences, thus initiating discrimination. Also in this age group, both boys and girls tend to form groups: "Boys are boys around and the girls have girls, because they need to know and learn the functions of each sex" (ABERASTURY, 1992, p.84 apud OLIVEIRA; VOTRE, 2006, p.180). Thus, both the boy and the girl have different skills, being common the emergence of gender conflicts.

INTERVENTION PHYSICAL EDUCATION TEACHER

Currently the school is less attentive to the issue of punishment and sanctions, because the educational system has become more sensitive to the demands of citizenship of students and went on to be watched by rights awareness, more acute in today's society, such as the Children and Adolescents, which aims in schools fully protect the full development of those involved. (OLIVEIRA, VOTRE, 2006).

This presents issues of ethical and moral values as the teacher should behave towards children and adolescents. However, highlights the interaction of teacher and student, showing the relationship of the students themselves.

You must be attentive to the different manifestations of bulying, gender differences and social roles, considering contextual variables and the subtleties involved in the process (LISBON et al., 2009).

Generally, the attackers attack their victims with bullies, and disqualifying atemorizadores looks, using a non-verbal language when faced with a teacher, one of the reasons for bullying to be hampered by the perception of the teacher (FANTE, 2005).

Being identified, a way to fight them is to apply concepts of ethics and axiology (study of values) to activities in physical education classes. (Botelho, SOUZA., 2007).

The child's personality reflects actions taken by significant others as the child absorbs these attitudes, internalizing them and making them your own. The child begins to identify himself and to acquire a subjective identity from this identification with their significant others. Comes to see the world and yourself through the eyes of another (RIBEIRO, 2011).

Physical Education at the school is responsible for training students in a mind-body framework, where it is prioritized mutual respect, justice, dialogue and solidarity (Darido et al., 2001).

When speaking of an egalitarian society, has in mind a context in which all have equal rights, without men or women suffer prejudice for being different, both in physical strength, dexterity, skill, flexibility and speed, or membership of certain class, race, religion or age (OLIVEIRA, VOTRE, 2006).

When you think of education, we must also think of the feelings or expression and education in managing these. Due to its propagator and multiplying power, it is expected that schools teach people to study there to deal with their emotions and their difficulties, to respect differences, learn to get along, the socia¬lizar, to divide, to share, to channel their aggression, finally, to relate in a healthy way, which does not occur in episodes of bullying. It is necessary that teachers give in place in their classes, the expression of affection, education and appreciation of the feelings of friendship (LISBON et al., 2009). It is also necessary that these professionals are more aware of what goes on in the school as a whole and not just in the classroom. To achieve success in reducing violence, specifically the process of bullying, it is necessary to develop work in esco¬las (FANTE, 2005; HORNE et al., 2004). Likewise, we emphasize the importance of a greater commitment and closer relationship of the parents to the school, so that they can become aware of the problem of violence and bullying, acting as allies in the orientation of their children.

Changes in student behavior must be observed, such as: difficulty speaking in front of others; exclusion in the classroom; occasional presentation of bruises, wounds, cuts and scrapes (FANTE, 2005).

The same procedures should occur in relation to the offender. Among them: habit of making jokes or teasing hostile and contemptuous manner; defamation nicknames malsoante way; physical injury (SILVA, OAK, GERARDI, 2014).

The moment that bullying occurs the teacher must be prepared to command respect among them and make it clear that this type of behavior is not accepted in school, look them aware of the gravity that is the attitude that they are having. Each time the teacher close your eyes and pretend that nothing is happening, situations involving bullying will become worse.

A priori it is necessary that the teacher dialogue with the child or young person, rather than blame it for their aggressive or passive attitudes toward bullying, because that is when they need more assistance than punishment, beyond the necessity of reflection of his family and school (Botelho; SOUZA, 2007).

FINAL

One can observe how the harmful phenomenon of bullying, which can be difficult to identify the cases and that children will not always commented them for fear of going through mockery or being attacked again. However due to various forms of its manifestation, including demonstrations on social networks, it becomes even more difficult to identify the attackers, why is so important the work of socialization and interaction, show students that they have the same rights and duties each with others, were cited as even some laws, teach them to put themselves in the place of his classmates lest they make them what you would not want done.

It is important to make parents aware of the school life of their children and that the work done in school to be supplemented at home, that both teachers and parents should teach the values of justice and respect for their children.

As the initial study of this phenomenon pointed out, the warning was given, but was not accepted then there victims, should not be expected to reach this point to take drastic action because the signals can be observed.

So bullying is real, and should be treated with complete seriousness, teachers and parents should unite to combat this

phenomenon and prevent children grow rebellious and have a more drastic future. Educating for Peace should be emphasized in all school and social environments.

During the article were reported cases of bullying in the educational development of children and adolescents with emphasis on age between ten and eleven. Although several studies found primarily in school and in the classroom, there was a perception of scarcity of research in the area of Physical Education.

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SOCIAL ASPECTS OF BULLYING IN PHYSICAL EDUCATION IN ELEMENTARY EDUCATION 1

ABSTRACT

The present research paper has addressed bullying aspects in scholar scope between children from ten to eleven years old . This being the literary review, seeking current articles between the years 2000-20114 .Through this work, it is aimed at the alert to the growing abuse of power that children can develop over one another, having as a main objective to discuss the role of Physical Education teacher in front of various cases. The bullying phenomenon consists in a group of aggressive acts, performed repeatedly and intentionally , exposing so , the child or teenager that can hardly defend yourself or reverse the situation. From this theme, it is suggested to the reflection , some possibilities for preventing and combating this type of erroneous behavior , considering as a first strategy the identification of these cases by the teacher .

KEYWORDS: bullying; violence; respect.

ASPECTS SOCIAUX DE L'INTIMIDATION EN ÉDUCATION PHYSIQUE DANS L'ENSEIGNEMENT PRIMAIRE 1

RÉSUMÉ

Cetteétude a abordélesquestions de l'intimidationdanslesécolesdes enfants de dixet onze ans. Ceci étant une revue de lalittératurepourtrouverdesarticlesaujourd'hui entre lesannées 2000-2014. L'objectif de cetteétudeétait d'alerte à l'abus croissant de puissance que les enfants peuvents'appuyersurl'autre, ayantcomme principal objectif d'examinerlerôle de professeur d'éducationphysique face auxdifférentscas. Le phénomène de l'intimidation consiste enun ensemble d'actes d'agression effectuéesrépétéeetintentionnelle, exposantainsil'enfant ou de l'adolescentquipeutdifficilementdéfendre ou de renverserla situation. Du thème, sontproposéspourlaréflexion, despossibilités de prévention et de luttecontrecetype de comportementerratique, considérercomme une stratégieinitialepouridentifiercescas par l'enseignant. Par conséquent, onpeut conclure, aveclesétudes mentionnées que lespersonne simpliqué esdansl'acte d'intimidationont desaspects particuliersquiles caractérisent, facilitantainsileuridentification par une observationducomportement et une connaissancehistorique de l'étudiant.

MOTS CLÉS:l'intimidation; la violence; le respect.

ASPECTOS SOCIALES DE BULLYING EN LA EDUCACIÓN FÍSICA EN LA EDUCACIÓN PRIMARIA 1

RESUMEN

Este estudioabordólos temas de acoso escolar entre losniños de diez y once. Al tratarse de una revisión de la literatura para encontrar artículos de actualidad, entre losaños 2000-2014. El objetivo de este estudiofue de alerta a lacreciente abuso de poder que losniñospuedan construir el uno delotro, teniendo como objetivo principal para discutir el papel de maestro de educación física frente a los diversos casos. El fenómeno bullying consiste enun conjunto de actosagresivos realizados en varias ocasiones e intencionalmente, lo que exponealniño o adolescente que apenas puedendefenderse o revertirlasituación. Desde el tema, se sugirieron para lareflexión, algunasposibilidades para prevenir y combatir este tipo de comportamiento errático, considerando como una estrategia inicial para identificar estos casos por elprofesor. Por lo tanto se puede concluir, conlosestudios mencionados que los involucrados enelacto de intimidacióntienen aspectos particulares que loscaracterizan, lo que facilita suidentificación a través de una observacióndelcomportamiento y unconocimiento histórico delestudiante.

PALABRAS CLAVE:laintimidación; violencia; elrespeto.

ASPECTOS SOCIAIS DO BULLYING NA EDUCAÇÃO FÍSICA NO ENSINO FUNDAMENTAL 1

RESUMO

O presente trabalho abordou aspectos do bullying no âmbito escolar entre crianças de dez e onze anos. Sendo este uma revisão literária, buscando artigos da atualidade entre os anos de 2000-2014. Visa-se com este estudo o alerta para o crescente abuso de poder que as crianças podem desenvolver umas sobre as outras, tendo como principal objetivo discutir o papel do professor de Educação Física frente ao diversos casos. O fenômeno bullying consiste em um conjunto de atos agressivos, realizado de forma repetitiva e intencional, expondo assim, a criança ou o adolescente que dificilmente consegue se defender ou reverter à situação. A partir do tema, sugerem-se para reflexão, algumas possibilidades de prevenção e combate desse tipo de comportamento errôneo, considerando-se como uma primeira estratégia a identificação desses casos por parte do professor. Portanto pode-se concluir, com os estudos mencionados que os envolvidos no ato do bullying apresentam aspectos particulares que os caracterizam, facilitando assim a sua identificação, através de uma observação comportamental e de um conhecimento histórico do aluno.

PALAVRAS-CHAVE: bullying; agressão; respeito.