


Peace education and Physical Education: Inclusive practices associated with values in Elementary School I

 <https://doi.org/10.56238/sevened2024.009-003>

João Paulo Kaiut¹, Juliane Rocio Quirino Dias², Nei Alberto Salles Filho³ and Carolina Paioli Tavares⁴

ABSTRACT

Physical Education has a primary function in school inclusion, promoting cultural diversity and interaction between students through varied body practices, capable of developing physical skills, the discipline can address in a practical way human values, Olympic and Paralympic values, going beyond the physical aspect and contributing to an inclusive and holistic education. Reviewing practice, seeking new pedagogical strategies is essential for the teaching-learning process in search of an inclusive environment. The present report aimed to apply inclusive pedagogical activities in Physical Education classes that aim at human values from the perspective of Education for Peace. For Callado (2004), peace education is a continuous process of education of values, which are manifested through the behavior of people or social groups. The pedagogical practice is characterized, in terms of purposes, as exploratory and qualitative, for which the following study themes were used as a bibliographic reference: Paralympic Modalities; Paralympic Values; Human Values; Cooperative Games. This work was developed in Physical Education classes in two different schools. The first being the Prof^a. Zahira Catta Preta Mello and had practice in an inclusive way, based on collaborative teaching, applying the contents of the curricular components focused in a transversal way to human values from the perspective of education for peace and activities. For the 1st cycle students, the practices were: Paralympic athletics, adapted bocce. On the other hand, the students of the 2nd cycle experienced the thematic unit sports through wheelchair basketball, goalball, wheelchair handball, sitting volleyball and poster making. In the second school, Dona Dilma Mafra School, it was applied to four classes of the 5th grade of elementary school, activities of games and games with a focus on the cooperative aspect, common good of the team, friendship, respect and excellence. In addition to sports activities adapted with rules that would allow emphasizing educational values, such as joy of effort, fair play, pursuit of excellence, and respect for others. The present research brought through the practice in Physical Education the vision of the student's development beyond intellectual capacities, expanding the discussion about human and educational values, in the bias of Education for Peace, in terms of seeing the student as an evolving being and valuing feelings and emotions, taking into account that education is carried out in different instances. However, it is concluded that the students in this period experienced the sports modalities and understood the importance of collaboration, cooperation and human values for a more inclusive society promoting education for peace.

Keywords: Inclusive Education, Peace Education, Inclusive Physical Education, Paralympic Modalities, Human Values.

¹ Prof. Esp.

Master's student of the Professional Master's Program in Inclusive Education – PROFE / UEPG. Study Group on Culture of Peace, Education for Peace and Social Processes (UEPG).

E-mail: jpkaiut@gmail.com

² Prof^a. Esp.

Master's student in the Professional Master's Program in Inclusive Education – PROFE / UEPG. Study Group on Culture of Peace, Education for Peace and Social Processes (UEPG).

E-mail: julianesdc@hotmail.com

³ Prof. Dr.

Advisor. State University of Ponta Grossa (UEPG). Center for Education for Peace (UEPG). Study Group on Culture of Peace, Education for Peace and Social Processes (UEPG).

E-mail: neiuepg@gmail.com

⁴ Prof^a. Dr.

Guidance counselor. State University of Ponta Grossa (UEPG).

E-mail: cpaioli@uepg.br



INTRODUCTION

The discipline of physical education is crucial for the integral formation of students, addressing not only their motor and physical capacities, but also the holistic, cultural and emotional aspects. Socialization during classes promotes an inclusive and less violent environment, contributing to education for peacebuilding at school. Thus, the object of the research is the inclusive pedagogical insertions in physical education classes, of the initial grades of elementary school of two public schools in different municipalities. The selection of the schools was due to the fact that they are the workplaces of the researchers, who are also participating in the professional master's degree in inclusive education network (PROFEI) at the State University of Ponta Grossa. The research was carried out during the execution of the disciplines of the master's program.

The general objective of this work is to apply inclusive pedagogical activities in Physical Education classes in the early grades of elementary school, which aim at human values from the perspective of Education for Peace. As a complement, there are the specific objectives of promoting an inclusive environment in Physical Education classes through Paralympic modalities; establish practices that encourage human values in Physical Education classes and foster a culture of peace through inclusive educational practices.

Physical Education plays a key role in school inclusion, promoting cultural diversity and interaction among students through varied body practices, according to the National Common Curriculum Base (2018). In addition to developing physical skills, the discipline can address in a practical way human values, Olympic and Paralympic values, going beyond the physical aspect and contributing to an inclusive and holistic education.

It is necessary to always think about good practices to be carried out in the school environment and the discipline of Physical Education cannot be left out of this scenario. For this, it is necessary to base the actions in the school on dialogue. Actions at work, thinking about the diverse, will be successful if we always seek to build them collectively and using dialogue and a liberating vision. Freire (1987, p.46) refers to dialogue and trust as a relationship, "when it is based on love, humility, faith in men, dialogue becomes a horizontal relationship, in which the trust of one pole in the other is an obvious consequence".

The school, when thinking about the collective, should seek interdisciplinary projects to meet the demand for content for all students, examples these are reading projects, arts projects, dance and music projects, sports projects, inclusive projects thinking about the relationship between students and teachers, students and families. Another possibility is projects involving the community in the school, being carried out during class hours or on weekends.

Based on this assumption, of working with interdisciplinary projects, it is important to address cross-cutting themes such as the Culture of Peace axis, based on education projects in human values,



always thinking about working with the various and providing equity in the school. As an effective project proposal, with results in the school, Salles Filho (2019, p.261) mentions two programs aimed at education in human values, the first of which is the Living Values in Education Program (Vive) and the second is the Human Values Education Program (PEVH). Both, with methodologies and practices grounded for educational work, integrated in a dialogical way, approaching values in a pedagogical way, enabling work with the diverse.

Among the values of the Vive Program, defined by Tillman (2004) are: peace, respect, love, tolerance, honesty, humility, cooperation, happiness, responsibility, simplicity, freedom, union. While the Olympic and Paralympic values are, respectively: excellence, friendship, respect, courage, determination, inspiration and equality. These values are easily applicable in Physical Education classes, and can be implemented in a practical way, with an effective practical perception of human values.

Therefore, Peace Education, approached from an inclusive perspective in Physical Education classes, plays a fundamental role in the formation of critical citizens, based on human values as a tool in search of an egalitarian society. For Callado (2004, p.53) "Peace Education is a continuous process of education of values, which are manifested through the behavior of people or social groups."

METHODOLOGY

The present research was developed as a result of studies of the Professional Master's Degree in Inclusive Education (PROFEI) with emphasis on the discipline of fundamentals of inclusive education, and because it is a national network program, the research was carried out in two municipal schools in different states. The Escola Municipal Professora Zahira Catta Preta Mello, in the city of Ponta Grossa, Paraná, is called *school 1*, where the pedagogical interventions were carried out during Physical Education classes, in the early grades of elementary school. It had the participation of students from the age group of 6 to 10 years, in the classes from 1st to 5th grade, totaling approximately 450 students.

The second participant was Escola Básica Municipal Dona Dilma Mafra, located in the city of Bombinhas in Santa Catarina, called *school 2*, where the interventions were carried out in the 5th grade classes of elementary school, in the discipline of Physical Education, totaling the participation of approximately 110 students divided into 4 classes.

The pedagogical practice was characterized, in terms of purposes, as exploratory and qualitative. To this end, the following study themes were used as bibliographic references: Inclusive Education; Peace Education; Paralympic Sports; Olympic Values; Paralympic Values; Human Values; Cooperative games. To obtain the necessary data, the following methodological instruments were



used: participant observation, photographic records, written and practical activities carried out during Physical Education classes.

RESULTS AND DISCUSSION

The practice was carried out in an inclusive manner and based on collaborative teaching, applying the contents of the curricular components focused in a transversal way to human values from the perspective of Education for Peace. In *school 1* for the students of the 1st cycle, the practices were: the various events of Paralympic athletics, adapted bocce. While the 2nd cycle students experienced the thematic unit sports through wheelchair basketball, blind football, goalball, wheelchair handball, sitting volleyball. In addition to the practical activities, the students carried out written activities, drawings and posters contextualizing the relationship of inclusion and the Olympic, Paralympic and human values.

The contents were applied during classes in the second semester of 2023 and are in accordance with the school cycle, according to the National Common Curricular Base (2018), following the table of contents and skills of the Ponta Grossa Curricular Reference (2020). The activities were adapted, but initially presented in a conventional way, according to the curricular framework, later performing the adapted sports, based on collaborative teaching, where the students carried out the practice of tutoring, helping others in the pedagogical practice and exercising human values, promoting mutual respect, solidarity, empathy and equality as fundamental values. In this way, collaborative teaching is a concrete way of providing school inclusion, whose characteristics consist in the fact that teachers work together, share the responsibility of planning, instructing and evaluating teaching procedures to a heterogeneous group of students and share objectives, expectations and frustrations in the teaching-learning process and schooling of students (Ferreira *et al.*, 2007 apud Zabároski *et al.*, 2017, p.126).

In *school 2*, the activities were carried out in the second semester of 2023, in Physical Education classes, aligned with the contents guided by the National Common Curricular Base (2018), and the Municipal Curriculum Proposal of Bombinhas, contemplating the annual planning of the Physical Education discipline in the components of *games and games of popular culture*: popular games and games from Brazil and the world (Indigenous and African games and games) and *sports*: field and bat sports, net/wall sports and invasion sports.

The activities of games and games gained focus on the cooperative aspect, which were carried out with the objective of generating the common good of the team, friendship, respect and excellence. In sports activities, they were adapted with rules that allowed them to emphasize educational values, such as the joy of effort, fair play, the pursuit of excellence, and respect for others. The importance of the experience of values is emphasized in order to collaborate for the



construction of attitudes that can be multiplied in the day-to-day, in the training of students and respect for ethical and social principles.

FINAL THOUGHTS

During the pedagogical practices and activities, several reports were made during the participant observation. However, it is important to highlight some records of the written works of students in the 4th and 5th years of school 1, in which they understood the importance of values and inclusion in Physical Education classes. Among the reports, it is important to highlight some of the students' phrases, among which: "inclusion is respecting people's difficulties and differences;" "Equality is putting oneself in the other's shoes and respecting, not judging but having respect and friendship;" "I learned that values such as peace, love, respect and cooperation are important to include everyone;" "Courage, respect and honesty are important, especially for the Paralympic Games, because everyone has equal rights."

In school 2, the students were able to understand the objectives of the activities, gradually, because at first they acted instinctively with competition. Gradually, they collaborated with the teams and in the end realized the value of cooperation. In feedback through a conversation circle, the students reported on the value of the team, everyone's participation, that one does not win in individuality, that it is necessary to contribute to the other for the common good. In a written record, carried out with the students of school 2, at the end of the research, the proposal was for them to describe the feelings, or impressions and learning about the experiences they experienced during the classes. Some highlights described by the participating students were: "the important thing is not only to win but to participate", "you cannot win alone", "it is important to help your colleague so that everyone wins in the end", "in the game you also make friends".

However, the present research brought through the practice in Physical Education the vision of the student's development beyond intellectual capacities, expanding the discussion about human and educational values, in the bias of Education for Peace, in terms of seeing the student as a being in evolution and valuing feelings and emotions, taking into account that education is carried out in different instances, For example, emotional and spiritual intelligence, that is, in order to educate with a "whole body" it is important to consider the human being in an integral way. Education, then, is made as a tool to concretize the human being as a value, of oneself and of others.

Finally, it is concluded that the students in this period, when experiencing the sports modalities, understood the importance of collaboration, cooperation and human values for a more inclusive society, promoting Education for Peace.



REFERENCES

1. Brasil. (2018). Base Nacional Comum Curricular. LDB. Lei 9394/96. Brasília. Disponível em: <https://basenacionalcomum.mec.gov.br/>. Acesso em: 20 fev. 2024.
2. Callado, C. V. (2004). Educação para a Paz: promovendo valores humanos na escola através da Educação Física e dos Jogos Cooperativos. Santos: Projeto Cooperação. Tradução: Maria Rocio Bustios de Veiga.
3. Freire, P. (1987). *Pedagogia do Oprimido* (17. ed.). Rio de Janeiro: Paz e Terra.
4. Salles Filho, N. A. (2020). *Cultura de paz e Educação para a Paz: Olhares a partir da complexidade*. Campinas: Papirus.
5. Ponta Grossa. (2020). *Referenciais curriculares para os anos iniciais do ensino fundamental: Prefeitura Municipal de Ponta Grossa, Secretaria Municipal de Educação*. Ponta Grossa – PR, 1ª Ed.
6. Tilman, D. (2004). *Guia do facilitador para grupos de pais*. São Paulo: Confluência. Tradução: Sandra Costa.
7. Zaboroski, A. P., et al. (2017). O ensino colaborativo e a formação permanente dos professores para o desenvolvimento da educação inclusiva. *Revista Diálogos e Perspectivas em Educação Especial, 4*(1), 119-130.