

165 - THE SWIMMING OF (D)EFFICIENT BODIES: A PROPOSAL FOR SCHOLASTIC PHYSICAL EDUCATION

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INTRODUCTION

This qualitative study presents a proposal to include (d)efficient [or (dis)abled] persons in physical education classes. We initially need to characterize how we perceive them. Deficient persons are persons with potentialities, possibilities and limitations that make them special. They can exhibit deficiencies that are mental, with below-average mental functioning; motor or physical, involving a broad variety of organic conditions that alter normal motor-skill development and cause limitations in the adaptive abilities areas; and/or sensory, risking the main sense organs (sight, hearing, communication).

Thinking historically helps us to understand the genesis and movement of the processes under study, making it easier to understand the present moment. The same thinking is valid in order for us to answer questions concerning the most appropriate terminology for people cared for by Inclusive Education: Individuals with Disabilities, Persons that Bear Disabilities and Persons with Special Educational Needs. Since the marks of society's images are defined by the various relationships established, each period has used these terms according to the prevailing socio-cultural values. In this way, today, the terms "Person with Deficiency" (PD) and "Persons with Special Educational Needs" (PSEN) are accepted by most scholars and mainly by these people themselves, who are uncomfortable with and do not like to be labeled as "disabled."

Article 205 of the Brazilian Constitution of 1988 glorifies education as a right of all people and a duty of the government and the family. In Article 208, access to mandatory free schooling is assured as a public right, as well as specialized educational care for people with disabilities, preferably in ordinary school districts. In Article 227, we read that the government shall be responsible for promoting assistance programs essential to the health of children and teens, involving the participation of government agencies and obeying the following precepts: the creation of preventive programs and specialized care for people with physical, mental or sensory deficiencies and of programs aimed at the social integration of disabled adolescents, by way of job and life training, and facilitating access to collective goods and services, with the elimination of architectural obstacles. The Declaration of Salamanca concerning Principles, Policies and Practices in Special Education – the result of a World Conference on Special Educational Needs – was held in Spain between June 7 and 10, 1994. At this encounter, every person's right to an education was reaffirmed, according to the Universal Declaration of Human Rights (1948) and the demands resulting from the World Conference on Education for All (1990). This document emphasizes that special educational needs incorporate the previously approved principles of a balanced form of pedagogy that benefits all children. It is based on the principle that all human differences are normal and that learning should thus be adapted to individual needs, instead of each person adapting him/herself to accepted principles concerning the pace and nature of the educational process. These are the foundations for constructing a society centered on people, respecting both the dignity and the differences of all human beings, since there is an imperious need to change society's perspective. For a long time, the problems of people with disabilities were aggravated by a mutilating society that focused more on their incapacity than on their potential. Legislative Decree No. 198, of June 13, 2001, emphasizes the impossibility of differentiating individuals based on a deficiency. Article 1 defines discrimination as all differentiation, exclusion or restriction based on disability, a background of disability, the consequences of a prior disability or the perception of past or present disability that impedes or annuls handicapped people's recognition, enjoyment or exercise, of their human rights and fundamental liberties. (CUNHA, 2004).

Supported by this prevailing legislation, the study seeks to propose small adaptations for including these (d)eficient bodies in physical education classes, identifying the various meanings for activities that comprise the imaginary world of people with conditions peculiar to these practices – paralyzed and/or mutilated bodies; sensory and/or mental deficits – that intrinsically melt together in the (re)encounter of bodies in movement, evidencing relationships (identified by the individuals) between images that are elaborated and present in society.

Our challenge was to explain – through the magic of the adapted physical activities, the solidarity of the partners/guides and the complicity of the teachers and other students – how they metamorphose their apparent (d)efficiency, cloaking it with expressions, symbols coded and established in various languages and styles. We (re)considered these practices in (re)readings of the esthetic, symbolic, challenging and social aspects, giving them a personal, individual, efficient hue.

Due to the complexity of the subject under study, in this qualitative study, which according to Alves (1991) obtains data from a small number of cases concerning a great number of variables, as a methodological strategy we will adopt the routine Selection and Analysis of Adapted Physical Education Content and Observations with (d)eficient bodies during physical education classes conducted in public and private schools in the state of Rio de Janeiro. We believe that special students can and should practice physical education together with their classmates, since they also have movement, life, feelings and thoughts.

According to Winnick (2004), adapted sports were created to meet the special needs of people with disabilities, capable of being practiced in diverse environments with a range of organizational standards and various purposes. Thus, scholastic physical education is justified as a facilitating tool due to subsidizing a bodily practice of movement that is expressed in games, dance, fights, sports and gymnastics. In terms of practical application, as an activity aimed at educating the individual, physical education is a subject like any other, differing in accordance with the instructor's philosophy.

As an area of knowledge, physical education includes disciplines and fundamentals centered on the phenomenon of the body in movement and its biological, psychological and social bases. Adapted physical activity is a body of interdisciplinary knowledge aimed at identifying and solving psychomotor problems throughout a lifetime. These problems can originate within the individual her/himself or in the environment. Nonetheless, they only become visible insofar as task demands are not satisfied due to limitations or delays in adaptive functions. It is composed of an array of areas of knowledge with theories, models and specific teaching and rehabilitation tools. It seeks to integrate and apply the theoretical and practical fundamentals of the various disciplines of human motor skills and of related health and education areas in varying educational and rehabilitation programs for individuals of all ages that are not completely or partially adapted to the demands of social institutions.

We need to rethink how the body interprets, acquires and produces meanings in a socio-historical-cultural

relationship, going beyond discourses concerning the body considered in activity and the body considered of activity. To these students, practicing physical activity is an adventure; it is life in movement and bodies making their adaptations, creating instruments for choreographic arts and transporting lives in movement. Adapted physical education involves making modifications or adjustments to traditional physical activities, permitting the disabled person to enjoy efficient, safe participation according to his/her functional capacities and individual differences. These activities should be offered as an alternative, an option that is play-oriented and pleasurable, that is experienced as part of the process of rehabilitation, inclusion and self-esteem. Thus, we suggest that instructors in physical education classes seek to make the necessary adaptations, permitting all students to participate actively in this instrument of social inclusion.

Political Pedagogical Project and Instruction in Inclusive Schools

Societies have always created a series of representations, an imaginary world of social practices by which they distribute identities, roles, needs, norms and values that guide individual behavior, integrating common objectives. This deals with fixations that are symbolic and imaginary and that are structured in the form of a network of feelings that go beyond gestures, persons and moments.

Durand (1998, p. 117) defines this imaginary dimension as an "unavoidable re-presentation, a capacity for symbolization from which all fears, hopes and their cultural fruits have gushed continually for one and a half million years ever since homo erectus began standing on two feet on the face of the earth." It makes it possible for the subject to create fantasies concerning the representations, walking in a world of beliefs.

We can imagine various views of the body. Each culture emphasizes a body image that is understood as a way for individuals to perceive and feel themselves in relation to their own (d)efficient bodies. A body image generally is founded upon the marks of society's body images, constructed by the various relationships established. It emerges by way of the emotional proximity or distance it provides, provoking the subject's identification with the group, instituting the body images for each one of its members. These images – beauty and ugliness, normality and abnormality, desire and rejection – become instituting factors of subjectivity.

In order for us to consider a Political Pedagogical Project for an inclusive school, we initially need to analyze the direct transitive verb "to include," which comes from the Latin word *includere*, with its many meanings: to insert, to be inserted among other things or persons, to encompass; to contain in oneself, to involve, to implicate; to understand, to introduce, to be a part of, to intermingle, to figure among others, to pertain together with others. Based on this conceptual analysis, we will be able to contemplate a truly inclusive society, where All People can coexist, contribute and construct, fortifying the acceptance of people that are equal or similar to the others with whom they are grouped.

The Law of Guidelines and Bases of Brazilian Education (LDB – no. 9394/96) highlights the fact that Special Education is education that begins during the age of zero to six years (i.e., during elementary schooling), being offered preferentially in ordinary public schools to students with special needs, that is, with disabilities, superior abilities, syndrome-typical conduct or other conditions that could differentiate them from their classmates. If necessary, specialized support services can be offered at the ordinary school itself, seeking to tend to the peculiarities of this special group. In cases in which it would not be possible to integrate them into ordinary school classes, it is suggested that this should be done via specialized classes, schools or services. The professionals that are responsible for such services must have adequate specialized training of an average or superior level, while those teaching at ordinary schools need to be trained so that integration actually occurs in normal classes.

For teachers that are not familiarized with this universe of disabilities, incapacities, limitations and special needs, yet want to plan their classes according to an inclusive approach, institutions of Special Education or of related areas offer training, updating and specialization courses.

In order to achieve the objectives set forth by the inclusion process, schools need to guarantee educational curriculums, methods, techniques and resources and a specific form of organization to deal with the needs of these students, as well as to pursue a specific objective for those who were unable to finish elementary school due to the gravity of their disability. Another option is accelerated school programs of early graduation for the highly gifted. Inclusive schools also concern themselves with special job training and equal access to the benefits of supplementary school programs available for regular scholastic levels.

As a subsidy to the professionals of inclusive schools and in compliance with the LDB (BRASIL, 1996), the Department of Elementary Education and the Department of Special Education organized National Curricular Parameters: curricular adaptations – strategies for the education of students with special educational needs (BRASIL, 2002). In this document, we find reports on schooling experiences related to defining objectives, content, evaluation processes and teaching approaches that facilitate and assure quality education for students.

Due to being a standard for defining school practices, a school's Pedagogical Project must orient the putting into operation of open curriculums and diversified programs. From the constructivist perspective of knowledge, the students (with their possibilities and potential) are the center of this action, it being left to the teacher to motivate and involve them in school activities. Curricular content and activities are based on the principle of discovering/learning the interests, meanings and significance specified by special students. For the success of the Pedagogical Project, it is necessary to cooperate and share with specialized persons, therapists or services, while the school adapts itself to receive students with varying possibilities and backgrounds.

Special education teachers have to mediate and articulate all of the changes of the inclusive movement, with a teaching system preplanned for development by all, allowing difficulties to be diminished and overcome via cooperation experienced with other classmates. Teachers will need to choose significant activities related to the differences and lack of adaptation, adapting objectives, content and evaluation methods, thus making group participation opportune. Due to the differences observed in these students, the teaching goal must be diversified, with a thorough evaluation of each student. There is also a need for practical, objective guidance by the specialized team, which will also be observing and registering the behavior, difficulties and limitations in order to together determine methodological strategies for overcoming eventual difficulties.

Various body games are suggested for the classes, aiming at developing the corporal scheme, games, storytelling, theater, music, dance, drawing and activities that reinforce notions of time, space, causality, construction and reconstruction, always of a playful, enjoyable type. Classes must have a beginning, middle and end, being adapted to the possibilities of communication, comprehension and action appropriate to their stage of development. However, for All People actually to participate, the instructor must be available for dialog and mediation, facilitating communication, helping in the performance of tasks specific to each degree of impediment existing for each limitation/impossibility, and adapting the tasks or recreating them, as we shall see in other classes.

The item "Persons with physical disabilities" of Brazil's National Curricular Parameters for physical education

(BRASIL, 2000, p. 41) states that physical education classes must "favor the establishment of an attitude of dignity and self-respect on the part of the disabled person. Coexistence with him/her could make it possible to construct attitudes of solidarity, respect and acceptance, without biases." It is up to us to reflect on the role of Scholastic Physical Education, as well as how to turn our attention to the preparation of professionals in this field, who should be transformative agents, since the educational environment and daily practice can provide means for valuing and diversifying inclusive teaching practices experienced in relation to a body culture in movement.

Inclusive Swimming: a proposal for specialized care in ordinary schools and special classes.

The LDB (BRASIL, 1996) reserves an exclusive chapter on special education, determining the importance of including special students in ordinary classes. Furthermore, in case they are unable to participate in this scholastic mode, it becomes necessary to create classes offering special care. The legislation itself also sets forth the requirement that all teachers (of ordinary or special classes) must receive adequate specialization for dealing with differences, seeking as much integration into ordinary classes as is possible. According to Brah (2006), differences can be conceptualized as an experience established between the subject and the social medium; a social relationship that produces imaginary meanings and representations, that is, each group's identity; the subjectivity experienced constantly by the individual with the social environment in which he/she lives; and the identity constructed upon social relationships, as a result of her/his cultural experience. For the above reasons, one of our concerns is the training of professionals that will deal with differences.

Lima & Duarte (2004, p. 62) point out that inclusion can be "a motive that will lead to the improvement of the professional training of instructors, constituting a tool for modernizing schools in benefit of a society without room for social prejudice, discrimination or barriers." For this proposal to be truly successful, schools need to create inclusive spaces, maintaining the quality of the students' education, creating participative situations for All and thus making development and learning opportune.

We believe that four components are important to defining the promotion of health and life quality for people with limitations: a healthy lifestyle and natural environment; prevention of health complications (secondary medical conditions) and other specifics; comprehension and monitoring of one's own health and special care; and opportunities to participate in daily activities, overcoming social and environmental barriers.

The physical education field should not obstruct the coexistence of a child with others that are different, but rather it should be an educational tool, preparing them to become people that are more conscious in life and developing their possibilities. According to Gaya (SILVA, 1997, p. 354), "in general, the body goes to school, but does not normally participate in scholastic activities; or, when participating, she/he does it in a very timid manner." This different body's lack of experience and knowledge is one of the factors that need to be worked on.

Many special students are not acquainted with all of the parts and functions of their bodies. It is the school and the teachers' responsibility to create alternatives and educational experiences that are more effective. Our inclusive proposal focuses on the connection body/experience, limit/possibility, condition/life. The activities are contemplated taking into consideration the potential and limitations of each person. We believe that adapted swimming, as one of the many activities developed with the body immersed in the water, can and should be offered at inclusive schools that already have a pool. It is improbable that it will already have been adapted for this purpose for special students. Therefore, it will be necessary to pay attention to several safety measures, such as special attention to the basic condition, the support team and the facilities.

Basic condition: declaration of the physician caring for the special student, specifying the clinical situation and possible limitations. This information will be made available in the anamnesis;

Support team: the instructor needs an assistant to aid him/her in the transport, placing and removal of the student in the water. The instructor also needs a qualified lifeguard with first-aid supplies that is always available in eventual emergencies. However, during the entire period in which the special students are being cared for, the assistant and the qualified lifeguard will pay attention to all of the details, principally in cases of epilepsy, which are so common in these groups;

Facilities: use of platforms to reduce the pool's depth, keeping it less than 1.5 meters. The ideal depth is approximately 1.3 m, since it gives the instructor greater stability to support those that need support. The ladder must have steps with little space between them that go all the way to the bottom. The installation of side barriers is needed to give support to those who have movement difficulties. The pool's edge must have a non-slip surface. The teaching materials to be used in the classes must be far from the edge and must be arranged to avoid accidents. Inflatable mattresses can be used for helping the most dependent students slide into the pool, being supported by the professional, and for removing them, avoiding contusions, until the safest way of caring for them can be identified. The dressing room, a complementary part of the pool, also must have a non-slip floor, safety bars and supports in the shower boxes. One must not neglect the presence of one of the members of the support team, who with complicity and relaxation must always be alert, and there must be towels or even blankets always within the reach of those that need them, especially the PC, who has more difficulty keeping warm, reacting to the water's temperature.

According to the Association of Swimming Therapy (2000), the very first moment of entry into the water medium is of the greatest importance, and the instructor needs to provide maximum support, with safety, relaxation, patience and amicability, to avoid embarrassments with his/her student. Talk with the student, relaxing him, making him feel comfortable, tending to his limitations and stimulating him gradually to perceive each of the parts of his body. Even if he still cannot identify them or communicate with you, help him discover them by way of a communication code created by both of you. With your palms up, place your student supported and leaning back, always keeping him balanced via the head and arms, thus keeping his chest from moving forward. Insofar as you perceive that he has already developed ability and control over his movements, gradually reduce your help, substituting it with other forms of balancing or special support materials. Following this phase of intimacy with the water and with the instructor, swimming lessons may begin, providing they are authorized by a medical prescription. For all of this adaptation to work, a support team's attentive monitoring is fundamental.

Breathing, an essential part of the initiation into the water medium, needs to be stimulated so that the student learns to blow, until this act becomes as natural as possible. To Damasceno (1992), one way to stimulate blowing is by making small colored balls (such as those used for table tennis) move, keeping the face very close to the water. For those who do not have trouble making them move, a kind of competition can be suggested, awarding those who move the farthest and those who can keep blowing the balls for the longest time. The use of straws of various sizes and thicknesses also offers a variety of activities the instructor can make use of: blowing the straws produces bubbles; depending on the blowing force exerted, one can produce small, medium and large bubbles. With sounds, music, touching and a lot of creativity, the instructor develops this ability in the students and prepares them for water contact that is more intimate, until finally achieving underwater blowing. As of overcoming this further obstacle, new challenges are suggested, keeping the mouth closed, emphasizing breathing through the nose and abandoning the idea of holding one's breath, as many students still do when entering the water.

Swimming is one of the most appropriate sports for the complete development of students with some type of

deficiency, aiding aerobic conditioning, reducing spasticity, resulting in less fatigue than in other activities, contributing to greater coordination and rehabilitation, and reducing the weakness level and other complications. Therefore, it has the most promising therapeutic, recreational and socio-emotional value. Yet, not all people with disabilities can begin this practice without the necessary precautionary measures. As to Down's syndrome, hypotonia of the ligaments can lead to a condition of instability between the first two vertebrae (IAA). In the case that X-rays detected increases in the inter-vertebral space, suggesting a possible sub-dislocation due to greater efforts in the neck region, brusque activities with the neck, such as somersaults or diving, are not recommended. Only a specialist can make a safe decision in relation to Atlanto-Axial Instability, authorizing or prohibiting it.

After having adapted to the water medium, students with visual deficiencies must use completely opaque goggles. When they attend class together with other people with other limitations, it becomes necessary to have the presence of a technical assistant, known as a tapper, who uses a baton to tap the swimmer, warning him that the pool's edge is near. Thus, the students improve their performance while feeling safe since they do not have to worry about hurting themselves during finishes and turns.

According to Araújo Júnior (1993), "educating by way of the water medium can and must be a prerogative of physical education instructors when seeking to fulfill their mission as educators," since adapted swimming serves Everyone, and the main alterations necessary relate to starts, turns and finishes. The start-off can be done from the water or from the block, depending on the degree and type of the student's limitation. As for turns and finishes, it is up to the support team to make an agreement with the student as to which form of warning is the best.

FINAL CONSIDERATIONS

Since adapted physical education is a diversified program of developmental activities, games, sports, and rhythmic and expressive activities whose organization is based on the interests, capacities and limitations of each individual with a deficiency, who generally cannot participate in the program's activities, as a teaching proposal we offer adapted swimming for physical education classes in elementary, middle and high schools. This inclusive program was offered and applied during supervised physical education training courses in the state of Rio de Janeiro. In schools that had few or no students with deficiencies, we simulated these limitations so that All of the students could participate equally.

Based on the National Curricular Parameters [NCPs] (BRASIL, 2000), we observe that the inclusion of transversal themes in physical education classes stimulates reflection and permits the education of citizens that participate in bodily activities, without discrimination of sex, age or race. Many public schools still are not prepared for inclusion. This occurs due to school environments that are not adapted to the minimal needs of the student and due to educators that are not trained to work with special students. In the "inclusion" process, there is a great challenge and, at the same time, an emotional exchange, which occurs precisely for all of society, in which there is a need for an awareness campaign, an essential task for the construction of a society that offers greater fairness and solidarity, in which equality prevails and differences are considered and respected.

The first results indicate that impossibility can be substituted by the space that the (dis)abled body occupies, in which movement flows and languages rewrite the meanings of body-other and body-world, going beyond emotion, passion, desire, transcendence of one's spirit and body. Upon re-signifying their physical activity, (dis)abled people go beyond rigid techniques, permitting their bodies to turn their wheelchairs, crutches, prostheses and canes into instruments and means of transport for movement, competitions, experiences and achievements. Thus, these bodies, transformative agents of discoveries, achieve the greatly envisioned dream of inclusion. The spirit traverses the body, (re)writing each (d)efficient movement, imprinting it with new hues, and achieving imaginary dimensions and humanization in nature.

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THE SWIMMING OF (D)EFFICIENT BODIES: A PROPOSAL FOR SCHOLASTIC PHYSICAL EDUCATION**ABSTRACT:**

Qualitative research aiming to adapt (dis)abled students in physical education classes, identifying different senses in activities that compose this imaginary. Selection, analysis of context and routine observations, tried to explain by teachers and students complicity how a apparent disability metamorphoses covering itself again in expressions, encode signals, established in different languages. We propose adaptations in swimming, moment when especial people can achieve the dreamed inclusion. Impossibility was replaced by the space occupied by the disable body, movement flew, languages updated body senses. When giving a new meaning to activities they surpass rules, strict techniques, allowing the bodies to achieve efficiency.

KEYWORDS: physical education, inclusion, (dis)abled bodies

NATATION PAR LES CORPS (D)ÉFICIENTS : SUGGESTION POUR L'ÉDUCATION PHYSIQUE SCOLAIRE**RÉSUMÉ:**

Étude qualitative qui a le but de faire de petites adaptations pour inclure les élèves (d)éficients dans des classes d'Éducation Physique et identifier les différents sens pour les activités qui composent l'imaginaire des personnes en conditions spéciales pour développer ces pratiques : des corps paralysés et/ou mutilés, déficits sensoriels et/ou intellectuels. À cause de la complexité du thème, nous avons adopté comme stratégie méthodologique la Sélection et l'Analyse de Contenu d'Éducation Physique Adaptée et Observations routinières avec des corps (d)éficients, pendant les classes d'éducation physique faites dans des écoles publiques et privées de l'État de Rio de Janeiro. Nous avons cherché d'expliquer, par la magie des activités physiques adaptées, la complicité des professeurs et des autres élèves, comment ils métamorphosent leur apparente (d)éficience, en la cacheant par des expressions, signes codifiés et établis par de différentes langages. Nous avons (re)pensé ces pratiques de (re)lectures des aspects stétiques, symboliques, sociaux, en leur donnant des couleurs efficaces. Cette éducation physique scolaire inclusive est justifiée parce qu'elle donne subside à une pratique corporelle de mouvement qui apparaît dans les jeux, danses, luttes, sports et gymnastiques. Nous proposons des adaptations dans des classes de natation. Cette étude, à partir de la phase d'observation, nous a permis de remarquer que l'inclusion des thèmes transversaux en éducation physique scolaire stimule une réflexion et permet la formation de citoyens qui participent des activités corporelles sans discriminations de sexe, âge ou race (BRASIL, 2000). Ainsi, l'impossibilité a été remplacée par l'espace que le corps (d)éficient a occupé, le mouvement a coulé, les langages ont re-actualisé les sens du corps. Quand ils re-signifient leurs activités physiques, les (d)éficients dépassent les règles et les techniques rigides, et permettent aux corps – agents de transformation des découvertes – d'atteindre l'inclusion rêvée.

MOTS-CLÉS: deucatiojn physique scolaire, inclusision, corps (d)éficients

NATACIÓN DE CUERPOS (D)EFICIENTES: UMA PROPUESTA PARA EDUCACIÓN FÍSICA ESCOLAR**RESUMEN:**

Estudio cualitativo con finalidad de lograr pequeñas adaptaciones para la inclusión de alumnos (d)eficientes [(minus)válidos] en clases de educación física e identificar diferentes sentidos para actividades que componen el imaginario de personas de condiciones especiales para tales prácticas: cuerpos paralizados y/o mutilados, déficits sensoriales o intelectuales. Por la complejidad del tema adoptamos la estrategia metodológica de Selección y Análisis de contenido de Educación Física Adaptada y Observaciones rutinarias, con cuerpos (d)eficientes, durante las clases de Educación Física en escuelas públicas y privadas del Estado de Rio de Janeiro. Buscamos explicar por la magia de actividades físicas adaptadas, la complicidad de los profesores y de otros alumnos, como se metamorfosan su aparente (d)eficiencia con expresiones, signos codificados y comunes en diferentes lenguajes. (Re)pensamos las prácticas con (re)lecturas de los aspectos estéticos, simbólicos de desafío, sociales, con colores eficientes. Este género de Educación Física escolar inclusiva encuentra justificación porque subvenciona una práctica corporal de movimiento que se muestra en juegos, danzas, luchas, deportes y gimnasia. Proponemos adaptaciones en clases de natación. Nuestro estudio desde la fase de observación, nos permitió comprender que la inclusión de temas transversales en la educación física escolar estimula reflexiones y permite la formación de ciudadanos que participen de actividades corporales sin discriminación de sexo, edad o raza (BRASIL, 2000). Por eso, imposibilidad fue sustituida por espacio que el cuerpo (d)eficiente ocupó, el movimiento fluyó, las lenguajes han (re)actualizado los sentidos del cuerpo. (Re)significando sus actividades físicas técnicas rígidas, y sus cuerpos – agentes transformadores de descubiertas – llegan a la codiciada inclusión.

PALABRAS-CLAVE: educación física escolar, inclusión, cuerpos (d)eficientes.

NATAÇÃO DE CORPOS (D)EFICIENTES: UMA PROPOSTA PARA A EDUCAÇÃO FÍSICA ESCOLAR**RESUMO:**

Estudo qualitativo que objetiva pequenas adaptações para incluir alunos (d)eficientes em aulas de educação física, identificando diferentes sentidos para atividades que compõem o imaginário de pessoas com condições especiais para essas práticas: corpos paralisados e/ou mutilados, déficits sensoriais e/ou intelectuais. Devido à complexidade do tema, adotamos como estratégia metodológica a Seleção e Análise de Conteúdo da Educação Física Adaptada e Observações rotineiras, com corpos (d)eficientes, durante as aulas de educação física realizadas em escolas públicas e privadas no Estado do Rio de Janeiro. Buscamos explicar, pela magia das atividades físicas adaptadas, a cumplicidade dos professores e demais alunos, como metamorfosaram sua aparente (d)eficiência, recobrindo-a de expressões, signos codificados e estabelecidos em diferentes linguagens. (Re)pensamos essas práticas em (re)leituras dos aspectos estéticos, simbólicos, desafiadores, sociais, dando-as colorido eficiente. Essa educação física escolar inclusiva se justifica por subsidiar uma prática corporal de movimento que se expressa nos jogos, danças, lutas, esportes e ginásticas. Propomos adaptações nas aulas de natação. Este estudo, desde a fase de observação, permitiu-nos perceber que a inclusão dos temas transversais na educação física escolar, estimula uma reflexão e permite a formação de cidadãos que participem de atividades corporais, sem discriminação de sexo, idade ou raça (BRASIL, 2000). Assim, impossibilidade foi substituída pelo espaço que o corpo (d)eficiente ocupou, o movimento fluui, as linguagens re-atualizaram os sentidos de corpo. Ao re-significar suas atividades físicas, (d)eficientes ultrapassam regras e técnicas rígidas, permitindo aos corpos - agentes transformadores de descobertas - alcançarem a tão sonhada inclusão.

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