

# Open Doors to Inclusion

INCLUSIVE PHYSICAL EDUCATION



Compilation  
of practices  
**2016**

# DATASHEET

## EXECUTION

Rodrigo Mendes Institute

## SUPPORT

FC Barcelona Foundation

## PARTNER

United Nations Children's Fund (UNICEF)

## UNICEF

UNICEF Representative in Brazil

Gary Stahl

UNICEF Assistant Representative in Brazil

Esperanza Vives

Sport for Development Program Specialist

Rodrigo Fonseca

Sport for Development Program Consultant

Augusto Souza

Head of Education

Ítalo Dutra

Education Officer

Júlia Ribeiro

Programs Assistant

Zélia Teles

Communication Officer

Immaculada Prieto

## RODRIGO MENDES INSTITUTE

CEO

Rodrigo Hübner Mendes

Institutional Development Coordination

Maria de Fátima Almeida e Albuquerque

Administrative and Financial Coordination

Jóice de Avila Gitahy

Communication Coordination

Rúbia Guimarães Piancastelli

Training Program Coordination

Luiz Henrique de Paula Conceição

Diversa Coordination

Aline Cristina Pereira dos Santos

## COMPILATION OF PRACTICES

### Text and editing

Beatriz Levischi

Alexandre Moreira

Laila Micas

Luiz Henrique de Paula Conceição

Rodrigo Hübner Mendes

Rúbia Guimarães Piancastelli

### Revision

Raciolina Moreira

### Translation

Marília Kodic

### Graphic design and layout

Flavia Ocaranza

Gisele Fujiura

Gustavo Inafuku

Naná de Freitas

### Photos

Pat Albuquerque

Leonne Fortes



# SUMMARY



## 4 Invitation to reading



## 6 Introduction

10 Timeline  
13 About the project  
14 Impacts

## 16 Methodology

20 Principles of inclusive education  
21 Analysis by dimension of inclusive education



## 24 Inclusive activities

26 Mini-tennis – Belém  
32 Family games – Cuiabá  
36 Paralympic modalities – Curitiba  
40 Inclusive musical – Fortaleza  
44 Movement and playfulness – Manaus  
48 Activities in the park – Natal  
52 Games circuit – Porto Alegre  
58 Capoeira – Recife  
62 Human foosball and sitting handball – Rio de Janeiro  
66 Athletics circuit – Salvador  
70 Rhythmic gymnastics – São Luís  
74 Volleyball for the elderly – São Paulo

## 78 Acknowledgements



# INVITATION TO READING

In the third edition of the “Open doors to inclusion - Inclusive physical education” project, we bring a new Compilation of Inclusive Practices, a publication that is part of the set of materials developed to disseminate the knowledge generated throughout 2016.

Initially, we present the methodology of Rodrigo Mendes Institute that bases this project, elaborated from the principles and analysis dimensions of inclusive education, that allow working the practices of day to day school life in a transformative way. We also lay the foundations of the concept of inclusive physical education, a modality that dialogues with human rights issues and takes the focus away from competitive sport.

In addition to the theory, we highlight as the core of this material the strategies and activities created and implemented by “Open doors” course participants in 12 experiences, selected for their characteristics in innovation, replicability, attendance to the principles of inclusive education and participation of the special education target audience. We systematized the information generated by the projects elaborated in 119 institutions spread across 15 Brazilian states and we try to present them in a pleasantly readable text, accompanied by a synthesis of the practice that brings important stages of the described activities.





**We hope the material inspire reflections and actions that go beyond the rigid standards still existent in school structures.**

BELFORD ROXO



We stress that what is presented is not a compilation of ready recipes or a step by step guide to be copied. What we have here are elements considered fundamental for reflection and that become a source of research and guidance for the development of similar or innovative practices. The character of replicability must always respect the particularities of each educational context.

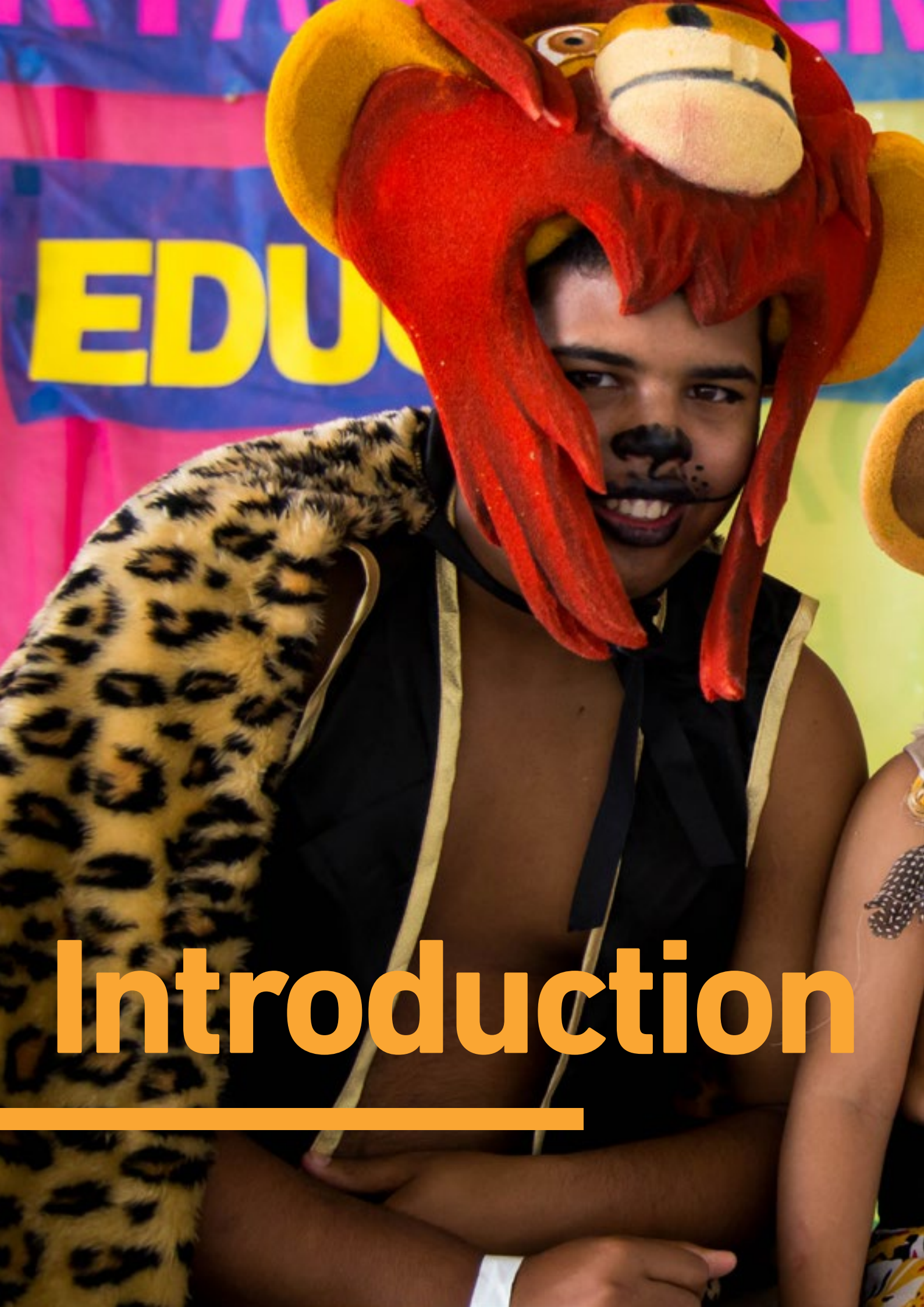
All the knowledge generated by projects such as the “Open doors”, in addition to research carried out in Brazil and abroad by IRM, is organized and made available on the DIVERSA website [diversa.org.br](http://diversa.org.br), allowing the discussions to be the object of reflection and reference to those interested in building an inclusive education in practice.

A partner in this project since 2012, UNICEF develops with governments and society innovative and impactful actions in areas in which the challenges to the realization of the rights to child and teenage education are more critical and persistent, as in popular communities of large urban centers, the Amazon and the Brazilian semi-arid region.

We hope that the material will inspire reflections and actions that go beyond the rigid standards still existent in school structures, aiming to establish new repertoires that take education to a new level of quality, where speaking of inclusive schools will be a pleonasm.

**Rodrigo Hübner Mendes,**  
RODRIGO MENDES INSTITUTE CEO

**Gary Stahl,**  
UNICEF REPRESENTATIVE IN BRAZIL



EDUC

# Introduction

---







The “Open doors to inclusion – Inclusive physical education” project arose from a partnership established between the United Nations Children’s Fund (UNICEF), the FC Barcelona Foundation and the Rodrigo Mendes Institute, and was created in 2012 with the intention of forming educators from diverse regions of Brazil to support inclusive education of girls and boys with disabilities through safe and inclusive sports practices. In this sense, the project dialogues with the human rights guarantees of this public expressed in the Brazilian Constitution and the Convention on the Rights of Persons with Disabilities <[bit.ly/convencao-onu](http://bit.ly/convencao-onu)>, approved by the UN in 2006 and ratified by Brazil in 2008.

“By contributing to the guarantee of the rights of children with disabilities, the Open doors also contributes to Brazil’s effective implementation of the Convention on the Rights of the Child, of which it is a signatory. According to the convention, it is the country’s duty to ensure that each of these children can enjoy a full and decent life in conditions that guarantee their dignity, promote their autonomy and facilitate their active participation in the community”, defends Gary Stahl, UNICEF’s representative in Brazil .

**“Physical education, when inclusive, acts as a strong bridge to what we want from school: challenge, interaction and learning with joy.”**

RODRIGO HÜBNER MENDES, RODRIGO MENDES INSTITUTE CEO



SÃO LUÍS



Mega-events based in the country in recent years – such as the 2014 FIFA World Cup and the Rio 2016 Olympic and Paralympic Games – have boosted the creation and expansion of the “Open doors” project, respectively. “The project, however, goes beyond this sports scene, to the extent that its creators believe that sport and physical activities can be tools for the inclusion of students who are usually left out of everyday school life”, says Ítalo Dutra, Head of Education at UNICEF. Such tools have the potential to increase students’ interest in the school and improve their overall performance.

The report given by Rosemary Sousa, a course participant from Belo Horizonte (Minas Gerais), illustrates this point in a clear way: “In socialization, the happiness in the children’s faces during the participation already said everything. When we feel that we are part of something, that we can be actors too, we feel we can do everything!”. In addition, testimonials point to the improvement in students’ cognitive development. Dalvani Câmara, a course participant from Natal (Rio Grande do Norte), said: “The students with disabilities had a very significant learning, since they began to participate more actively not only in physical education classes, but in all disciplines.”

### IMPACTS 2012-2016

15

participating  
states

916

certified  
course  
participants

91,954

impacted students

The purpose of the “Open doors” is ultimately to support public school networks to guarantee access, retention, learning and completion of education of students with disabilities<sup>1</sup> (children and teenagers with disabilities, global developmental disorders and high skills/giftedness) in infant and primary education, through the resignification of physical education.

Thus, in 2016, more than 43 thousand students, teachers, administrators and family members, among others involved, were directly benefited by the local intervention projects, created and implemented in 16 cities by the “Open doors” course participants.

<sup>1</sup> In this report, the generic term “students with disabilities” will be used to refer to target students from special education.

**The purpose of the “Open doors” is ultimately to support public school networks to guarantee access, retention, learning and completion of education of students with disabilities**

### “Open doors” materials 2016

This *Compilation of Practices* is part of the set of materials developed for the purpose of sharing knowledge at national and international levels. They comprise an *Impact Report*, also available in PDF and HTML formats, and videos that detail 12 experiences described here and their most important points, presenting the activities developed in some of the cities visited. All the publications of the “Open doors” are available on the websites: [<rm.org.br/portas-abertas>](http://<rm.org.br/portas-abertas>) and [<unicef.org.br>](http://<unicef.org.br>).

# TIMELINE



2012

The project started with research on inclusive educational experiences in Brazil to understand mainly the inclusive physical education scenario. From this research, a case study and a thematic documentary were developed, available in the DIVERSA website: [bit.ly/educacao-fisica-inclusiva](http://bit.ly/educacao-fisica-inclusiva).



2013

In that year, the questions the researchers had at the beginning of their studies in 2012 were transformed into actions. The Rodrigo Mendes Institute held the first course with the objective of training educators to offer physical activities that included all students. The course was attended by 324 teachers, school administrators and technicians from the education departments of the 12 cities that hosted the 2014 FIFA World Cup games. More than 22,000 students were impacted.



The “Open doors” team visited three schools that developed good projects in the previous year and expanded their activities to the entire school unit. The result of the visits in São Paulo (São Paulo), Salvador (Bahia) and Natal (Rio Grande do Norte) was a video that can be seen at [bit.ly/esporte-para-todos](http://bit.ly/esporte-para-todos).

With a very consistent methodology, improved from careful listening of the course participants during the project’s four years, in 2016 a new Virtual Learning Environment was implemented, making the usability and navigability of the platform much simpler. Due to the partnership with the Ministry of Sport, the city of Belford Roxo was included among the participants of the edition. In addition, the Rio 2016 Games inspired the creation of projects that explored olympic and paralympic sports from an inclusive perspective, and took them into dozens of public schools.

2014



2015



2016



Belém (Pará), São Luís (Maranhão) and Maceió (Alagoas) were included in the list of cities that received the “Open doors” course. Thus, the Rodrigo Mendes Institute, the FC Barcelona Foundation and UNICEF [bit.ly/plataforma-centros-urbanos](http://bit.ly/plataforma-centros-urbanos) were able to take the course to all cities participating in the UNICEF Urban Centers Platform. In that year, the project impacted 458 course participants and more than 50,000 people directly, of which 37,000 were public school students.



### The “Open doors” legacy

The “Open doors” did not end its operations with the end of the mega-events hosted in Brazil in recent years. On the contrary, it sets itself up as a true social legacy, gaining new possibilities for action and fortifying itself as a project that has already impacted 91.954 students since its first edition.

In 2016, the “Open doors” unfolded in a photographic exhibition that illustrates, through the lenses of Pat Albuquerque, scenes of some of the projects developed by the course participants throughout the project. The itinerancy began during the Rio 2016 Paralympic Games, in the event organized by UNICEF Brazil and the British Consulate in Rio de Janeiro, with the seminar “When everyone plays together, everyone wins”, held at the British House. With the participation of British Ambassador Alex Ellis and UNICEF Representative in Brazil, Gary Stahl, the event brought together 150 teachers, paralympic athletes and government and civil society partners on inclusion, sport and games.

On the occasion, Rodrigo Hübner Mendes presented the results and stories of the “Open doors”, inviting to the stage two former course participants and teachers in Rio de Janeiro – Antônio Carlos de Souza and Luiz Gus-

tavo Firmino. Both talked about their inclusion projects through physical education in the Floriano Peixoto Municipal School and Padre Paulo Corrêa Integrated Center of Public Education, respectively. At the end of the seminar, participants were invited to visit the exhibition at the British House terrace.

From the Rio 2016 Games venue, the exhibition traveled to the Football Museum in São Paulo (SP). There, around 60 thousand visitors interacted with the project, which provided a special audio-guide and a multimedia totem with 12 videos in regular format, with English subtitles, and their versions with accessibility features: Brazilian sign language and audio-description.

Transposing borders to spread the possibilities of transformation that sport has, in October 2016, the IRM CEO participated in the World Forum on Sport and Culture, held by the World Economic Forum in Tokyo, Japan. In his presentation on the panel “The transformative impact of sport” [bit.ly/impacto-esporte](http://bit.ly/impacto-esporte), he made references to the project “Open doors” and to the experiences of the Paralympic Games in Brazil 2016, proposing advances for the conceiving of the Tokyo 2020 Games.



# ABOUT THE PROJECT

---

The training of the “Open doors” was done based on a semi-presential model: the weekly classes were broadcast live on the internet to the course participants, who met in person at the poles. However, the main points cited in the testimonials of those who participated in the course show that the “Open doors” went far beyond the classroom in which the meetings took place. Throughout the formative process, participants were invited to create a work group to build a significant change in their school reality.

“We not only have to get out of the comfort zone but get others out of it. To think about inclusion is to think about our practices and our own disabilities at this moment.”

GILBERTO JUNIOR, COURSE PARTICIPANT FROM MACEIÓ (AL)

“The project has impacted and pointed towards success factors for the better development of the teaching-learning process, helped the school to establish dialogues with the community.”

LAUREN CRISTINE MARRA, COURSE PARTICIPANT FROM BELO HORIZONTE (MG)

Throughout the course, the teachers and tutors responsible for the classes and follow-up of the participants reinforce how important it is to make the most of the collective meetings to seek joint work and projects that impact the whole school unit. Elizabeth Parente, a course participant from Brasilia (Federal District), said: “It is not enough for the teacher to have a knowledge base if he does not act in the reality of the school”.

To reach this result, groups of course participants are invited to make a diagnosis about the reality of their school. Based on this picture, they plan and implement teaching actions that explore physical education as a language that can favor inclusion in the ordinary school. The debate does not refer to high-performance sports or to the sports-oriented approach: it promotes discussion about how to resignify existing modalities and, where possible, encourages the creation of unprecedented physical activities. The actions of the professionals impacted, in 2016, 32,325 students of the public school networks.

# IMPACTS

The “Open doors to inclusion – Inclusive physical education” training course, developed in the period from March to November 2016, had 509 participants<sup>2</sup> in the 15 Brazilian capitals and in Belford Roxo (RJ). The composition of the class teams prioritized heterogeneity, involving teachers, school administrators, technicians of the education departments and other professionals, as shown in the table below.

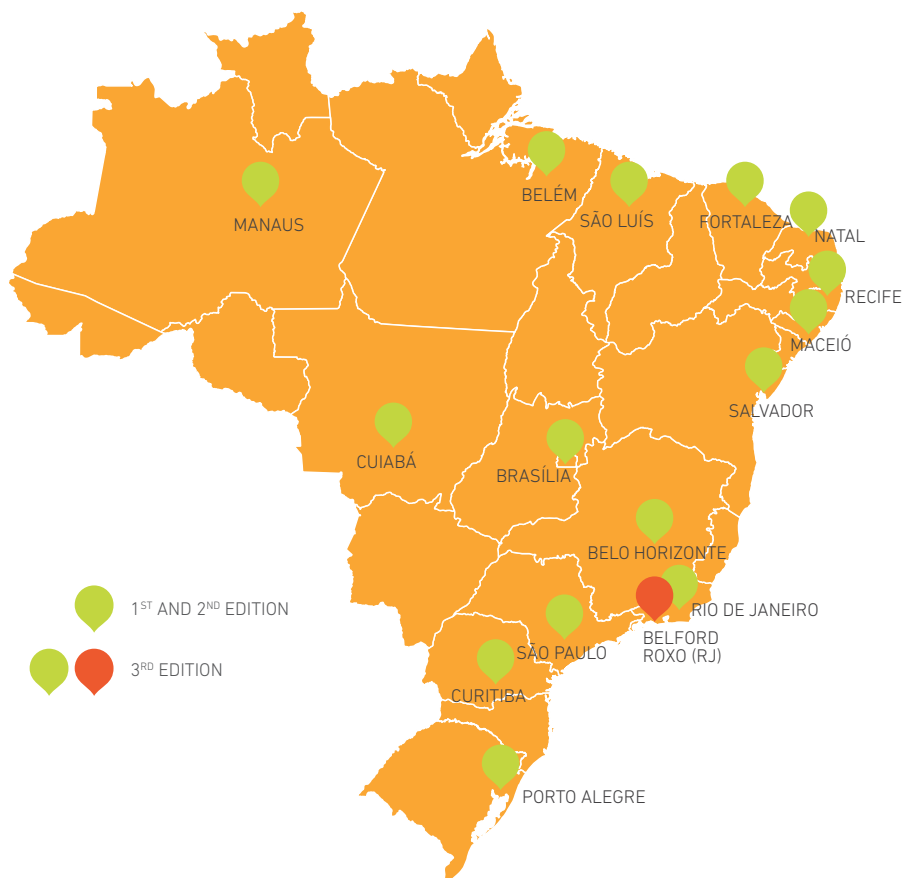
The direct impact of the “Open doors”, resulting from 119 local projects, was made on 43,528 people. Among these, 32,325 (74.2%) were students from the public school network, of whom 2,163 were target students from special education (students with disabilities).



## Course participants by profile

Coordinator	30
Principal	27
Specialized educational services	76
Physical education teacher	143
Teacher from another discipline	2
Regent teacher	29
Support professional	5
Technician from the municipal department	24
University student	3
Others	8
<b>Total</b>	<b>347</b>

## PARTICIPATING CITIES

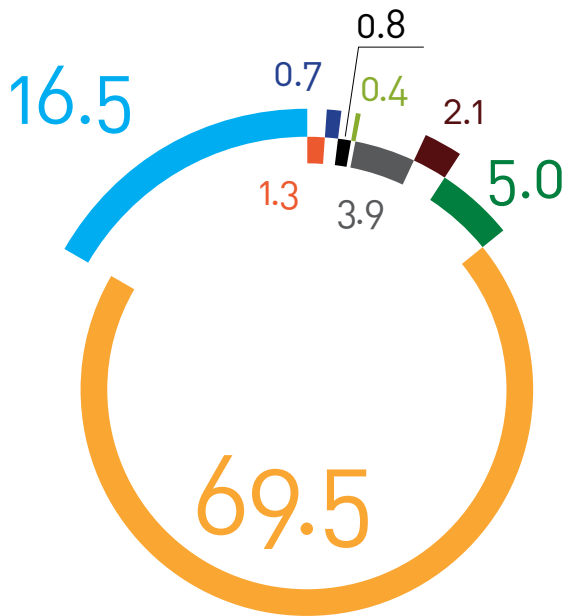


<sup>2</sup> Of the 509 participants, 347 developed local projects and were certified in accordance with the course methodology.



CURITIBA

% PEOPLE IMPACTED



PRINCIPAL	562	1.3%
COORDINATORS	293	0.7%
PHYSICAL EDUCATION TEACHERS	333	0.8%
SPECIALIZED EDUCATIONAL SERVICES	170	0.4%
TEACHER FROM ANOTHER DISCIPLINE	1,691	3.9%
PROFESSIONAL NON-TEACHING STAFF	900	2.1%
STUDENTS WITH DISABILITIES	2,163	5.0%
OTHER STUDENTS	30,162	69.5%
FAMILY MEMBERS	7,154	16.5%
<b>Total</b>	<b>43,528</b>	<b>100%</b>

IMPACTS 2016

119

local projects

347

certified course participants

43,528

people directly impacted, including 32,325 children and teenagers









# Methodology

---



The Rodrigo Mendes Institute has a conceptual model that guides its actions towards inclusive education involving principles and dimensions of inclusive education. It began to be developed as of 2010 when the IRM study center started to gain more evidence and has since been in constant improvement. The model was elaborated from the analysis of documents considered international references for guaranteeing the rights of people with disabilities, such as:

- » *World Declaration on Education for All* — United Nations Educational, Scientific and Cultural Organization (UNESCO), 1990.
- » *Salamanca Statement* — United Nations Educational, Scientific and Cultural Organization (UNESCO), 1994.
- » *Convention on the Rights of Persons with Disabilities* — United Nations (UN), 2006.
- » *Incheon Declaration* — United Nations (UN), 2015.

» *International Charter of Physical Education, Physical Activity and Sport* — United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015. The document is the updated version of the 1978 publication, with the aim of introducing universal principles of equality, including the inclusion of people with disabilities.



## KNOW THE DIFFERENCE

# Integration

Special schools and classes, where students with disabilities study with colleagues considered their equal = diversity subtracted and search for homogenization.

Learn more details about IRM's methodology and the inclusion paradigm in the Impact report available at: [rm.org.br/portas-abertas](http://rm.org.br/portas-abertas).

# X

# Inclusion

The institution adapts and modifies itself, changes the environment so that all transit with autonomy and the pedagogical team varies its didactic resources = participation of all.



### Concept of inclusive physical education

Sport for people with disabilities began after the First World War as a form of medical treatment of soldiers who had acquired permanent impairments. Starting with the annual games developed at “Stoke Mandeville Hospital”, in England, at the end of World War II, the movement gained strength, culminating in the creation of the first Special Olympics in 1960 in Rome.

In Brazil adapted sport was introduced in the late 1950s. Brazil’s participation in international sports events for people with disabilities has become more expressive since then.

This evolution of the sport also ended up influencing the school environment. Initially, students with disabilities did not participate in physical education classes. They were often exempted from this discipline. In order to practice physical activities, these students had to seek alternatives in institutions that offered activities in the field of adapted sports, which sought the development of high-performance athletes. Activities tailored for students with disabilities at schools means a practice separate from colleagues.

In **inclusive physical education**, everyone participates in the same activities. For this, it is left up to the teacher to plan lessons according to the specific characteristics of students in each class. The goal is the affective, cognitive and psychomotor development not only of students with disabilities, but for all students. In addition, it shares the contemporary vision of physical education, which takes the focus away from competitive sports. Social interaction is a key factor for this objective to be achieved.

Another important point is the great potential that physical education has for **interdisciplinarity**. This is a fundamental concept when it comes to inclusive physical education insofar as it can be a way to make teaching more enjoyable and at the same time to deepen important issues to student learning.

An interdisciplinary project is one in which educators seek points of contact and construct pedagogical strategies integrated to other disciplines. In addition to the exercise of leaving the area itself, it is imperative that the physical education professional actively participate in the pedagogical planning discussions of the school.

Another aspect to highlight is the **flexibility** of some practical elements of physical education, such as resources and rules.

Resources are the structures and supports necessary for the development of activities that make up physical education, such as equipment, infrastructure, support staff and interpreters. Rules can be defined as a set of guidelines, standards and procedures that define the objectives, the permissions and the restrictions of an activity.

A physical education teacher, when assessing students with whom he will work, may need flexibility of both the rules and the resources. Thus, we can think of a continuum ranging from little or no change to an intense transformation of rules and unique resources.

To read more about the concept of inclusive physical education, access the case study available at DIVERSA: [bit.ly/educacao-fisica-inclusiva](http://bit.ly/educacao-fisica-inclusiva).



# PRINCIPLES OF INCLUSIVE EDUCATION

The principles of inclusive education are both drivers and evidence of an international historical maturity on basic rights and policies so that people with disabilities do indeed have guaranteed autonomy. The official documents outline the parameters that serve as guides to the global movement based on the mobilizations and achievements of civil society. Rodrigo Hübner Mendes, IRM CEO, reinforces: "These are principles that guide a historical maturation, and that is the great role of these agreements: to provide coherent conditions of this maturation."

The access to quality education is linked to the understanding of the rights of this part of the population. The principles and dimensions that were being fortified through the documents serve as a guide for the development of inclusive educational experiences and were used as a conceptual basis for the didactic conception of the "Open doors" training course. They are:

**Everyone has the right of access to quality education** in regular schools and to supplementary specialized care, according to their specific needs.

**Everyone learns:** whatever the intellectual, sensory and physical peculiarities of the student, everyone has the potential to learn and teach; It is part of the school community's role to develop teaching strategies that favor the creation of emotional bonds, exchange relationships and the acquisition of knowledge.

**Each person's learning process is unique:** the educational needs of each student are unique and should be met through teaching strategies and diverse evaluation processes.

**Social interaction in the common school environment benefits all:** interaction with human differences is critical to the development of anyone, in that it increases the perception of students on plurality, stimulates their empathy and favors their intellectual skills.

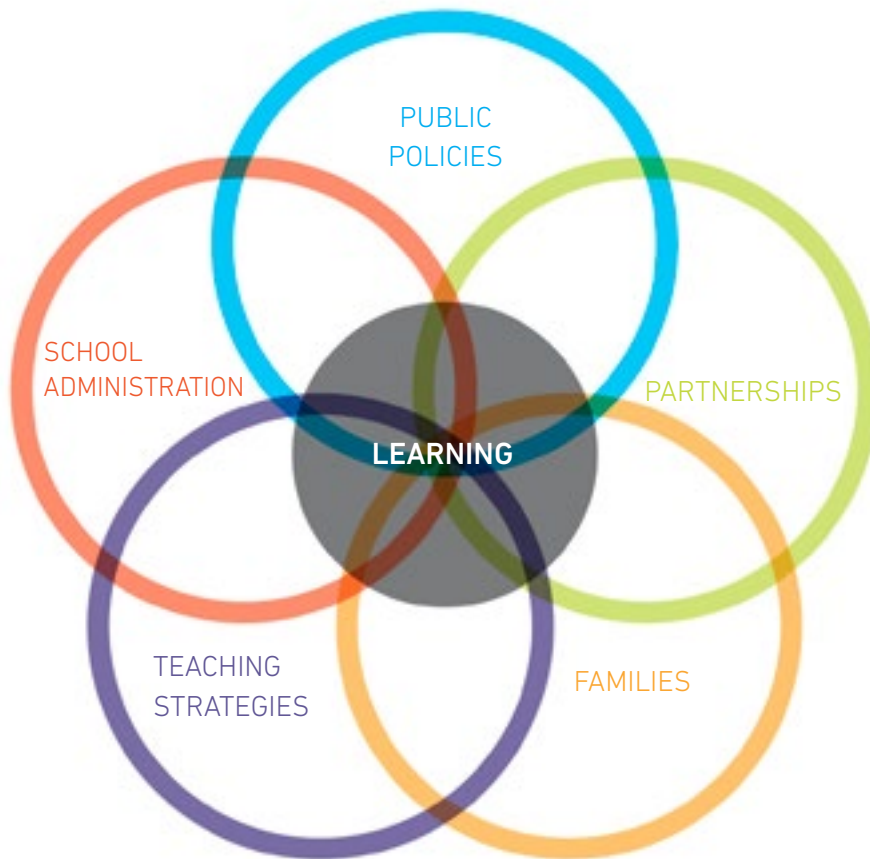
**Inclusive education is everyone's concern:** inclusive education, guided by the right to equality and respect for differences, must consider not only those traditionally excluded, but all students, educators, families, school administrators, public administrators, partners etc.

In addition to establishing principles, the Rodrigo Mendes Institute has developed a series of case studies on publicly recognized schools for quality care of students with disabilities in common classrooms. The collection of these case studies on successful inclusive education experiences is available on the DIVERSA website: [diversa.org.br](http://diversa.org.br).

**The access to quality education is linked to the understanding of the rights of this part of the population [people with disabilities].**



# ANALYSIS BY DIMENSION OF INCLUSIVE EDUCATION



Based on a methodology inspired by the Harvard University case studies, analysis dimensions of educational phenomena were constructed, most notably regarding schools, since they are social institutions legitimized for the construction of knowledge socially built by our society. It is important to emphasize that historical and territorial aspects were considered in the construction of these dimensions. These are: Public policies, School administration, Teaching strategies, Families and Partnerships.

This conceptual model is a tool that dialogues with the complexity of the theme of inclusive education and seeks to contemplate its many actors. It is important to emphasize that each dimension has its particularity and, at the same time, is interdependent of the others. Finally, in the articulation of these dimensions with the concrete actors of the school, it is sought to understand how learning happens to present to all not a universal formulation or a standard recipe, but rather a possibility of acting based on an empirical experience that should be resignified by every educator who is inspired by it.





## Public policies

Refers to all aspects of creation and management of public policies relating to inclusive education in a particular country or territory. They cover the legislative, executive and judicial bodies, impacting the set of laws, policies and judicial decisions that seek to assert the right to inclusive education.

According to the **National Special Education Policy** Perspective on Inclusive Education in Brazil, public bodies should guarantee the provision of education for students with disabilities, Pervasive Developmental Disorders (PDD) and high ability/giftedness in regular schools. Furthermore, they must meet the demand for Specialized Educational Services (SES) for this public. In order to do this it is necessary to provide accessibility at all levels (from architectural to communicational), as well as training teachers and staff, enabling the learning of didactic and teaching strategies to deal with such students. **The Index for Inclusion** adds that it is the role of public policies to disseminate and put into action inclusive values, by way of legislation, government plans, awareness campaigns, etc.



“The students with disabilities had a very significant learning because they started to participate more actively not only in physical education classes, but in all disciplines”.

PÂMMELA SILVA, COURSE PARTICIPANT FROM NATAL (RN)

### 1 National Special Education Policy

The National Special Education Policy of 2008 brought new conceptions to the performance of special education in our education systems. In it, a very significant gain was made in favor of school inclusion by eliminating the differentiation of student care, including these students in common school settings, and no longer in special classes and schools. Learn more at DIVERSA: [bit.ly/artigo-diferenciar-para-incluir](http://bit.ly/artigo-diferenciar-para-incluir).

### 2 Index for Inclusion Policy

Created in England by researchers Booth and Ainscow, it is a set of materials to support the review inside the school of aspects such as patio activities, teacher's rooms and classrooms, as well as others related to inclusion in communities and around the school unit. The goal is to encourage all staff, parents, guardians and children to contribute to an inclusive development plan and implement it.



**It is necessary to provide accessibility at all levels, as well as training of educators and staff, enabling the learning of didactic and pedagogical strategies.**

### **School administration**

Refers to the various stages of planning and development of administrative activities of an educational institution. It covers the elaboration of Political-Pedagogical Projects (PPPs), the preparation of action plans, teacher training, the management of internal processes of the institution and its relations with the community.

For National Policy, the school administration is responsible for organizing spaces and resources for inclusion (including specialized care), in addition to favoring a culture of promoting learning and the uniqueness and appreciation of differences. The Index for Inclusion emphasizes the role of school administration and teaching staff in introducing values that are essential to enabling inclusion amongst educators and other staff. The administration should aim for democratic, community education, promoting health and citizenship, and combating prejudices.

### **Pedagogical strategies**

A pedagogical proposal that meets and reaches all is necessary. Therefore, attention must be paid to the various stages of planning and development of teaching and learning practices. They cover regular teaching activities, actions destined to Specialized Educational Services, and the evaluation process of all students.

### **Families**

It is the dimension that focuses on the relations established between the school and the families of the students. It includes family involvement with the planning and development of school activities and contemplates both the relationships that promote inclusive education as well as situations of conflict and resistance.

The Index suggests that family involvement has as characteristics the involvement and the acceptance of everyone, collaboration and “being together”, through active engagement both in learning and in decision-making, favoring dialogue and partnership between educators and family members.

### **Partnerships**

Refers to relations established between a school and agents external to the institution where they work in order to support the processes of inclusive education. Such agents may be individuals or legal entities and cover the areas of special education, health, non-formal education, social assistance and others.

For National Policy, partnerships between schools and specialized institutions are a priority means of providing Specialized Educational Services, whether from public organizations or from accredited private initiatives. These institutions must act to support the school, in a complementary or supplementary manner, but never in a substitutive way.









# Inclusive activities

---

SECRETARIA MUNICIPAL DE  
EDUCAÇÃO





**BELÉM**



## MINI-TENNIS: A GAME WITH RECYCLABLE MATERIAL

**Using chalk, tires, canvas and PVC pipes, the kids can exercise collaboration instead of competition.**

When Itair Medeiros, Lena Selma Nascimento and Claudia Upton, from the Terezinha Souza Municipal School of Early Childhood and Elementary Education, in Belém (Pará), raised barriers and facilitators towards inclusion in the institution, they realized that it was essential to improve the partnership between teachers of regular classes and Specialized Educational Services (SES). Together, the multidisciplinary trio structured the group project and chose mini-tennis to be worked with an inclusive approach.

Using recycled and reused materials to make the sport viable, which in principle has a high cost, mini-tennis can be played by any child or adolescent. In addition, the size of the courts can vary according to the number of people, so as to guarantee the participation of all at the same time. The idea was to stimulate the classes from the first to the final years of elementary school to participate according to their potential. "The man moves, not the technique. The technique comes with the improvement of the

**"We allowed ourselves to accept the idea of the other, to lose here, to win there. Inclusion goes through tolerance."**

LENA NASCIMENTO, COURSE PARTICIPANT FROM BELÉM (PA)



**Using recycled and reused materials to make the sport viable, which in principle has a high cost, mini-tennis can be played by any child or adolescent.**

movement”, justifies Itair Medeiros, physical education teacher.

At first, the **sensitization of the children** took place with conversation and display of videos in the library about traditional tennis and wheelchair tennis. Then the students built cardboard rackets and crumpled paper balls to experience the sport. In the end, they simulated a limitation of movement by placing their hand inside the plastic bag and attaching it with tape to think of other ways to play.

The **visit to the Oikos Project**, developed at the Pará Federal Institute and focused on recycling, marked the second meeting. There, the group watched the production of rackets from plastic bottles and styrofoam, increasing their knowledge about sustainability and environmental education. There was also a second visit

to the site to hold a workshop on reusing, as well as theatre and playful games.

The making of mini courts, eight in total, was a kind of “organized disorder”, jokes Itair. The activity, which took place in the third meeting, used tires from the nearby mechanic shop, facade screens, PVC pipes and chalk for marking. The numbers signalized in quadrants on the floor were intended to serve as a future interdisciplinary project with the maths teacher. Nazaré Valente, from artistic education, guided the students in the making of the rackets and taught them painting techniques to color them. Educator Lena Nascimento came in with the specialized look of the SES: “We allowed ourselves to accept the idea of the other, to lose here, to win there. Inclusion goes through tolerance.”



The **rules of the game** came closer to playing, instead of practicing a rigid sport. The teachers mediated the construction, but the students experienced things in their own way. The correct serve or the rebound in the ideal time were not the objective, the fun was prioritized. The little ones also did not bother to earn points and stand out, and no one was caught complaining with their colleague about movements without precision. Before the first serve, the opponents were greeted as a way of valuing each other. "Not all will be athletes or sports icons, but all will be citizens", recalls Itair.

In addition to the actions carried out for the students' experience of mini-tennis, a **civic walk** with

the students was also organized, which had an important role in raising awareness of local residents about the importance of inclusion. Also, **the school's political-pedagogical project, which was outdated, was revised.**

The benefits of the project are numerous. Boys and girls with disabilities are no longer isolated. "I saw more cooperative, kinder, friendlier children helping each other", recalls Lena. Educators from other disciplines recognized that physical activities are extremely important for student growth. The group also involved families, who realized how physical education is part of the learning process of their children.



## Inclusive activities

In 2017, teachers will continue to challenge students to go beyond, starting with the movement that can already perform. There is also the motion to create a new racket made of miriti, a fiber typical of the region that can increase the durability of the object. And the school intends to implement moments of knowledge exchange and socialization of actions among teachers. "Inclusion begins within us, it is an inner change, a professional attitude, that learns to welcome people as they are, regardless of whether or not they have disabilities", Lena concludes.

---

### Summary of experience

**Objective** – To enable children and adolescents to experience the practice of tennis in an inclusive perspective, encouraging collaboration rather than competition.

#### Who participated

- 1 PHYSICAL EDUCATION TEACHER
- 1 SES TEACHER
- 1 ARTISTIC EDUCATION TEACHER
- 1 SCHOOL ADMINISTRATOR
- 59 ELEMENTARY SCHOOL STUDENTS



“Not all will be athletes or sports icons, but all will be citizens”

ITAIR MEDEIROS, COURSE PARTICIPANT FROM BELÉM (PA)



**BELÉM • Mini-tennis**

**Synthesis of the practice**

Terezinha Souza School

In order to make the activity viable for all, the sports items were adapted from reused and recyclable materials. To be able to mount the base of the net, tires from one of the neighborhood's mechanical workshop served as structure. The nets were made with a facade screen, the one used against insects, attached to PVC pipes. **(PHOTO 1)**. A student's mother sewed the edges to make them neater.

In the preparation of the mini courts, each group of students was responsible for a task, assisting in assembling or painting the pieces under the supervision of the art teacher. Itair punctured the tires with a hot knife, slotted the 70 cm long PVC pipes, and tied the nets with sisal twine and nylon threads.

The school's court gained eight mini courts of 3m x 5m, delimited with chalk by the students themselves. **(PHOTO 2)**. Each side of the mini court was further divided into three horizontal lines and two vertical lines, forming nine squares, numbered with the purpose of enabling an interdisciplinary work with mathematics.

The balls bought over the internet, but were very cheap. As for the assembly of rackets, made from pet bottles and styrofoam, the educators had the Oikos Project as partners **(PHOTO 3)**.

The rules welcomed all: with a pair of them on each side, the students were meant to make the ball cross the net by hitting it with the racket **(PHOTO 4)**. Low serves were allowed from anywhere on the court, as well as letting the ball bounce several times on the ground before hitting it. A constant relay guaranteed that the other student also had their turn - the first would serve and go backwards, the second would give the rebound and also move back to the far end of the court, and so on.

Before starting the match, there was a moment to thank the opposing pair, because without them there would be no game **(PHOTO 5)**. And when the ball invaded a neighbor mini court, the children would let it roll to the bottom so as not to pass in the middle. And the game began again with a new serve.











## CUIABÁ



## FAMILY GAMES: INTERACTION THAT ENHANCES RELATIONSHIPS

**Playful games, such as tug war and hula hoop passing, bring family members closer to the school, improving the development of the children.**

After noticing a decrease in the presence of the childrens' families in the Juarez Sodré Farias Municipal School of Basic Education in Cuiabá, Tânia Pereira, pedagogical coordinator, and the teachers Elisa Azevedo, of physical education, Katiúscia Marques, of Specialized Educational Services (SES), and Silmara Godin, from the regular classroom, decided to carry out a project focused on the participation of this target group through physical activities and discussions about inclusion.

The absence of families and guardians often occurs because of lack of opportunity, not interest. Therefore, the first strategy adopted by the educators to include the families in the development process of the 310 children of the institution was to perform a **sarau event with prose** for the community – an activity that ended up having two editions.

## Inclusive activities

In the first edition of the event, the clip “Normal is to be different”  [<bit.ly/normal-ser-diferente>](https://bit.ly/normal-ser-diferente), by Jair Oliveira, and the Spanish animation “Cuerdas”  [<bit.ly/cuerdas-filme>](https://bit.ly/cuerdas-filme), about the relationship between the orphan Maria and Nicolás, a boy with cerebral palsy, were exhibited. In addition, in both editions, the participants exchanged experiences about the students and the inclusion work done at the school itself.

The second strategy of the project included **physical activities** that considered cooperative and sensorial aspects, carried out in the Family Party, a substitution to the commemorations of Father’s Day and Mother’s Day. Taking advantage of the privileged quorum, the teachers commanded activities in which students and their families should identify themselves only by touching, guess images only by gestures, and blow up a colleague’s balloon while dancing together.

The third strategy was the family games, divided in two editions, both during usual school hours and with playful practices already known by the children.

The first edition, for students aged 5, included the creation of a slogan, gesticulated music, pineapple (a variation of my Simon says), a race with tied feet, a lemon race (balancing the fruit on a spoon), hula hoop race (dragging the hoop), each thing in its place (putting objects in boxes of the same colors) and, also, hula hoop passing, orange dance and tug war. (Read more about the last three in the summary of the experience).

In the second edition, for the students aged 4, the hula hoop race, the tug war, and everything in its place gave way to the seated race, in which the little ones had to cross the space without bouncing

off ground. In both events, which started with stretching and music, educators and coaches replaced absent family members so that everyone could play together.

The testimony of the family members present in the event spread, resulting in requests for repetition. In addition, everyone seemed to have had fun in the games. And, little by little, families are getting closer to the school. “The activities provide for us the opportunity not only to interact with our daughter but with the other children, teachers and faculty. The activity includes everyone and this is very good for Alice, because it gives her the opportunity to play and meet other friends”, says Amanda Vieira, mother of student Alice Sofia.

Other important points noted by educators: students are more friendly, and the strategy of using physical education has proved to be quite effective. “When the teacher believes and begins to insert activities that bring the child to the physical education classes, the students realize that she is another member of the group to be a part of the game”, explains Márcia Cristina Albieri, project facilitator at the Municipal Education Secretariat.

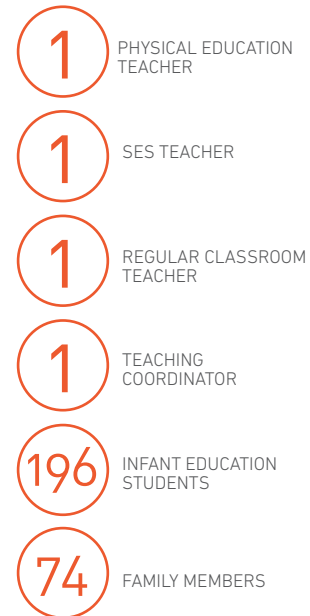
The project will remain firm and strong, with the goal of creating more moments of dialogue with families and involving other educators. And the discipline of teacher Elisa will continue to be the focus of the endeavor, because it has turned out to be a passion for the little ones, where they interact the most, where all let themselves go. “Physical education classes are magical”, says Katiuscia (SES).

---

## Summary of experience

**Objective** – To create opportunities for the active participation of families in the school life of their children.

### Who participated



“The activities provide for us the opportunity not only to interact with our daughter but with the other children, teachers and faculty.”

AMANDA VIEIRA, MOTHER OF STUDENT ALICE SOFIA



**CUIABÁ • Family games**

**Synthesis of the practice**

Juarez Sodré Farias School

The activities of the family games were inspired by the physical education classes developed throughout the year so that the parents could experience one day at Juarez Sodré Farias School with their children. And they gained an even more inclusive look in both editions of the event.

**Stretching**, which lasted between five and ten minutes, followed the children's moods: agitation called for slower music, apathy indicated more lively rhythms – the important thing was to offer new cultural references to the little ones. And the movements respected the limits of each one. **(PHOTO 1)**.

For the **tug war**, some space and a piece of rope were enough. Each team, composed of the same number of players, children and adults, should pull the rope to their side, but it did not really matter who won, what mattered was that everyone participated **(PHOTO 2 e 3)**.

In the **hula hoop** passing, the idea was to make the hoop reach the other end of the line. The students stood next to each other holding hands and, if they let go, the hula hoop would return to the beginning. To fulfill the goal and enable everyone to perform the task, students with more difficulty were given a second chance, as a flexibility of the rules. What was really fun was to squirm in order to pass the hoop until the end **(PHOTO 4 e 5)**.

The strategy was repeated in the **orange dance**, which can also be done with a lemon or any small ball. The goal was to dance with the fruit attached to the pair's foreheads without letting it drop. The flexibility lay in keeping on with the game even when someone held the fruit with their hand **(PHOTO 6)**.

In no activity of the games awards were given. Winning meant everyone having fun together.











## PARALYMPIC MODALITIES: EXPLORATION OF THE SENSES

**Goalball, guided running, adapted boules and sitting volleyball stimulate the children to put themselves in the other person's shoes, taking advantage of the simultaneity with the world championship.**

The Professor Ulisses Falcão Vieira Center for Early Childhood Education, in Curitiba, has the largest number of students with disabilities in the region. Thinking of activities that include them, therefore, is part of the routine of physical education teachers Viviane Caron and Gisele Fabiano. They are supported by Elaine Cristina Martins, representative of the Coordination of Special Needs Assistance of the Regional Education Center. And, in 2016, they gained the reinforcement of the "Open doors".

The idea was to take advantage of the simultaneity with the Paralympic Games, hosted by Brazil, to develop an adapted sports modalities project, covering all classes from years 1 to 5. The first strategy consisted of an **academic research** on the subject, made by the students of the 4th year, followed by a **round of conversation** to think about the flexibilization possibilities together.

## Inclusive activities

### Traditional games and activities

marked the second strategy, providing a rich experience of the senses. To increase the range of options, a poll with the parents about their favorite childhood hobbies was also held. At the end of all classes, the boys and girls shared what they felt whilst doing the activity and suggested changes in the rules.

The venture ended with **Paralympic Week**, the third strategy, in which students began to see the potential of their colleagues, not just the limitations. The opening was on account of the Italian folk dance group of Curitiba's Association of Parents and Friends of the Exceptional and the classic solemnity of the torch was not left out. Several paralympic activities were carried out, such as boules, seated volleyball, blindfolded running and goalball.

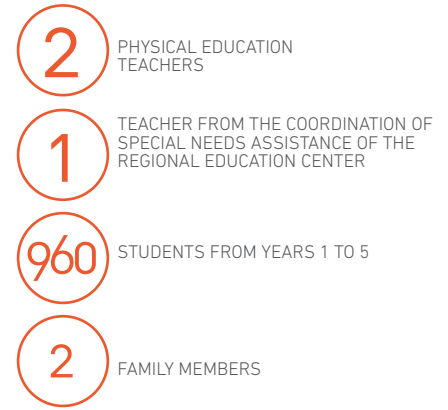
These practices made it possible for students who had difficulties with physical education to participate enthusiastically, improving their relationships with other disciplines and school routines, and finally creating a culture in which students with disabilities are considered in the construction of physical activities.

The project should continue in 2017, also embracing the morning classes. "We are learning day after day. Some things we get right, others we miss, and so it grows. The important thing is to keep going. No one has the obligation to always get it right", encourages Elaine Cristina.

### Summary of experience

**Objective** – To provide the experience of Paralympic sports by stimulating cooperation and empathy.

### Who participated



**Practices that create a culture in which students with disabilities are considered in the construction of physical activities.**



**CURITIBA • Paralympic modalities**

**Synthesis of the practice**

Ulisses Falcão Vieira School

To promote the school paralympics, the educators worked on a different sport each week. The students, who also participated in the process of flexibilizing the rules, conducted research on adapted sports to build the proposal in a collaborative way.

In **goalball**, thought for 5th year students, the teams played blindfolded. The ball was produced in the school itself, with styrofoam and rattles to help in orientation, suggestion of the science teacher. The decor was made with colorful adhesive tapes (**PHOTO 1**).

While one had the objective of hitting the ball in the goal without leaving the spot, the opposing team should defend it (**PHOTO 2**). Cones delimited the space of the court and the goal had a rope marking the maximum height of the throw (**PHOTO 3**).

The **blindfolded race** happened in pairs, with 3rd year students. While one followed the route blindfolded, the other performed the guiding function; next, the roles were reversed. After a few rounds, as a way of exercising confidence, the teachers asked them to exchange their pairs for someone with whom they had less contact (**PHOTO 4**).

The activity began with a simple stroll holding hands. Then the athletic barriers were added, and the guide should advise his colleague when to jump. The race began with small distances, which gradually increased (**PHOTO 5**).

**Sitting volleyball** maintained the six-player groups of the traditional modality and the mission of passing the ball to the other side of the net. The added rule was not to get up from the floor to make the moves. In addition to the game, another appeal was the objective of holding the net: each round, a pair was responsible for keeping the division of the court at a suitable height for the seated players. Even if they stood still in this role, the children enjoyed the responsibility. (**PHOTOS 6 and 7**).





Inclusive activities







FORTALEZA



## INCLUSIVE MUSICAL: DANCE, BODY EXPRESSION AND DIVERSITY

**The subject of body culture, which can also be worked on in physical education in schools, dance uses sound, visual and tactile stimuli to favor the development and learning of students. After all, physical education is not made up of just running around and playing with a ball.**

A jazz teacher for more than 20 years, Márcia Gurgel suggested to her class and work colleagues at the Haroldo Jorge Braun Vieira Municipal School, in Fortaleza, the production of a musical. To change the planning hours of the institution's teachers to fit the rehearsals in was a challenge in the beginning. But when the educators saw the children's first steps, they were moved and decided to participate.

According to Márcia, dance has the power to infect both who are inside and outside it. Along with Maria Alice dos Santos, pedagogical coordinator, and Valdícia Falcão, from the Specialized Educational Services (SES), they chose to adapt the story of "The Lion King", for its relation with the theme of diversity. Expelled from the pack, Simba grows alone in the forest, needing to deal with all kinds of animals, and to survive

## Inclusive activities

without the support of his family, he seeks shelter in other groups.

The first strategy of the project was to hold a meeting with the school community to explain the importance of the initiative, since “the work of inclusion must be collective”, explains Valdícia. At the end of the meeting, there was the exhibition of an excerpt from the musical, which served as inspiration for the Ceara version. For the children to understand the script, the Disney movie was shown.

**Interdisciplinary activities** according to the level of each class were the second strategy, promoting the integration of teachers from different disciplines and ensuring that all students participated in the endeavor. The 1st grade participated in a debate about the characters; the 2nd grade recreated the story with miniature animals; the 3rd made cross-words; the 4th produced texts; and the 5th year designed comics. The lyrics of the song “Circle of life” were worked on in Portuguese classes. And in the SES, thematic communication boards facilitated the learning of students with intellectual disabilities.

The last strategy was based on choreography rehearsals for all students interested and with available schedules. Márcia confesses that in the beginning it was difficult to contain the agitation. Then, she realized that all it took to get the children’s effective attention was to play the music.

Along the way, the families realized the benefits of the project for their children, and the absences ceased. Maria Liliane Martins, mother of Emerson Davi, who has autism spectrum disorder (ASD) and interpreted Simba, became more interested in his performance in other subjects and started attending school more often. The change in the behavior

of the little one, in the eyes of the teachers, was great.

The **presentation of the musical** served to strengthen the students’ self-esteem and autonomy, as well as showing their families the potentiality and resourcefulness of their children. Emerson, an extremely shy boy, became loose imitating the lion for his friends and is more focused in class.

Guilherme, who also has autism and presents difficulty in getting along with other children, sang the songs at home visibly excited about the musical, and his grandma says he wants to continue the production of drawings. Raissa and Mariane, from the afternoon shift, would arrive at school earlier in order to rehearse. Everyone asked about the musical, showing a willingness to be present and make a difference. “We danced, sang, and loved the rehearsal. I wanted to go back to dancing, I wanted it so much. I was very happy!” Says Guilherme.

Maria Alice, the pedagogical coordinator, realized that the socialization provided by physical education helps students improve in other disciplines and is as essential as learning mathematics or Portuguese. The project will continue in 2017, with more students and songs, to be able to tell the whole story of the king of the jungle, without cuts. Almost 25 years of teaching later, Márcia understood that for a school to be truly inclusive, each person matters. “The diversity of the musical served as a gain for inclusion, to show that we are all different, but at the same time, we are equal. Everyone is capable of doing such a dance and of participating. And that’s what we wanted to prove to them!”, concludes Marcia.

“The diversity of the musical served as a gain for inclusion, to show that we are all different, but at the same time, we are equal. Everyone is capable of doing such a dance and of participating.”

MÁRCIA GURGEL, COURSE PARTICIPANT FROM FORTALEZA (CE)

---

## Summary of experience

**Objective** – To favor the development of corporal abilities by means of sonorous, visual and tactile stimuli

## Who participated

- 1 PHYSICAL EDUCATION TEACHER
  - 1 SES TEACHER
  - 1 TEACHING COORDINATOR
  - 261 ELEMENTARY SCHOOL STUDENTS
  - 20 FAMILY MEMBERS
-



**FORTALEZA • Inclusive musical**

**Synthesis of the practice**

Haroldo Jorge Braun Vieira School

First, the students watched the **movie** “The Lion King” to understand the story. Then, they studied the lyrics of the song “Circle of life” in Portuguese class. Only then did the rehearsals for the musical begin, twice a week.

The characters were chosen by the students themselves, and each one could be whoever they wanted in the choreography. The costumes were made from donations, rescued from the teacher’s own collection and adapted by students using low technology materials (TNT and EVA) **(PHOTO 1)**.

Many also brought props from home. During the confection, the educators got together in the production of the scenery and the origami birds **(PHOTO 2)**.

On the day of the **presentation**, held in the school’s sports court, those who knew how to made their own makeup, and those who didn’t know had the help of colleagues and the physical education teacher. **(PHOTO 3)**.

The whole production was flawless for the show. Diversity, the main theme of the play, was reflected in various forms on the court, both in the plurality of children of different ages and in the colors and multiple choreography movements. **(PHOTOS 4 e 5)**.

As a result of interdisciplinary activities, a mural was also elaborated in the school, where 4th year students produced, in pairs, texts recreating the story of the Lion King, thus constructing a more meaningful learning. Also exhibited were the works of the 3rd grade, which studied the symbology of the film and made crosswords with the names of the main characters. **(PHOTO 6)**. The importance of values such as unity, friendship and cooperation were messages that permeated all of the activity.











MANAUS



## MOVEMENT AND PLAYFULNESS: “INCY WINCY SPIDER” SONG INSPIRES FROM THEATER TO PSYCHOMOTOR CIRCUIT

**Playful activities help children to develop physical, motor, emotional and social-emotional skills, starting from the concrete towards the abstract.**

The Argentina Barros Municipal Center for Early Childhood Education, located in Manaus, serves children from 4 to 5 years old, an age group that demands special attention from teachers. In eight rooms in the morning and afternoon shifts, there are two students with autism spectrum disorder (ASD) and one with low vision.

To meet the challenge proposed by the “Open doors” course, educators had the support of the Physical Education Caravan, an initiative of the Municipal Education Secretariat. In each visit (biweekly or monthly), the caravan professionals acted with a different class, working on movements in the classroom and encouraging the development of children who do not have the physical education discipline in the curriculum.

## Inclusive activities

The goal of the project was to provide training on inclusion for the school community, raise awareness among families to accept differences, and improve student socialization and interaction, benefiting girls and boys. Carla Ferreira, school administrator, Rosalina Araújo and Ely Lima, regent teachers, and Adilai Cunha and Alexandre Romano, from the caravan, invited Dr. Portos, from the André Vidal Municipal Complex of Special Education, to complete the group.

To hold a **meeting with the family members and teachers** of Argentina Barros was the first strategy of the project. By questionnaire, they cited the difficulties faced in the classroom, the methodologies used and what they sought in regards to knowledge. The **visit to the André Vidal special education complex** marked the second strategy, to get to know different possibilities in working with children with disabilities.

The third strategy united several activities under the theme of "Incy Wincy Spider", a song loved by the little ones, so that nobody was left out. First, they learned to "sing it" in Libras, the Brazilian Sign Language used by the deaf, training their fine motor skills, as well as getting in contact with other forms of communication.

Because of the sensitivity and adaptation of the students, some with ASD initially avoided collective activities where there were claps and other loud noises. The teacher temporarily replaced the stereo by an a capella corner, whose volume increased discreetly with each class, to gradually integrate the students to the rehearsals.

At the same time, they **studied the life of arachnids**, where they live and what they eat. They then went on to painting, drawing, assembling and gluing exercises. In



the sequence, hoping to instigate the imagination, came the **puppet theater**. Finally, the **psychomotor circuits**, one simple and one more complicated, simulated spider webs with strings attached to safety cones.

The idea behind the playful adventure was to work on notions of direction and space, laterality and global motor coordination. Simple flexibilizations were made to include the children, such as dodging the cones to ensure the correct execution of the route. "Sometimes we think we need to change the activity, but an adjustment is enough to make things flow", explains Adilai.

The teacher felt that the students would quickly get bored of the repetitions, but the more they participated, the more they became interested. Caio Renan de Sousa is less aggressive and Roberto Vinicius de Moraes is no longer alone. Family members of other students also changed their look upon disabled children, who were once "guilty" of taking time off from their children.

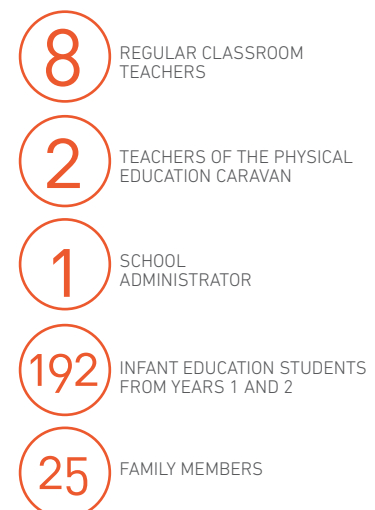
The project will continue in 2017, since educators have truly embraced the initiative. They plan, for example, a workshop to produce teaching materials to improve pedagogical support in the activities. "The child achieves development. Us teachers should just strengthen this work, within their space and time, not ours", learned Rosalina.

---

### Summary of experience

**Objective** – Desenvolver habilidades físicas, motoras e emocionais, por meio da ludicidade.

#### Who participated





**MANAUS • Movement and playfulness**

**Synthesis of the practice**

Argentina Barros School

The educators developed a variety of activities so that no child was left without participation. The project started with warming up to prepare the body (PHOTO 1).

Then, the song “Incy Wincy Spider”, sung in Brazilian sign language, allowed the children to learn other forms of communication at the same time that it trained their fine motor skills. (PHOTO 2).

The puppet theater instigated the imagination of the little ones and, mainly, promoted a reflection on the differences from the story of the ladybug without spots (PHOTO 3).

In the next stage, they reached the psychomotor circuits for a true eight-legged adventure. The playful web was made by teachers with safety cones and string, materials available at the school. The idea of the string, which swayed with the wind, was to make the mission difficult – no rubber bands or thick ribbons.

There were two circuit options where the children passed through the threads of the string without breaking them or knocking down the cones, looking for the best way to reach the end of the web (PHOTOS 4 e 5).











## ACTIVITIES IN THE PARK: INVOLVEMENT WITH THE COMMUNITY

**Body exercises, games and activities carried out in public space tighten ties with the community, enhancing the work of the school.**

The Amadeu Araújo Municipal School, located in Natal, already had a concern regarding the inclusion of all its students in the classroom. But “Open doors” course participants Arlindo José de Souza, a physical education teacher, and colleagues from the Special Education Services, Ana Cleide Souza and Késia do Nascimento, realized that in order to bring about significant and lasting changes, they would need to include the entire school community in the process – especially the families.

The first strategy was to conduct an **ongoing community training** on the topic of inclusion. The encounters helped with the institution’s planning, previously put together in only four meetings, and dissected legislation related to people with disabilities, since most families are unaware of their children’s rights. There was also the writing of a letter to the Municipal Education Secretariat, claiming the guarantees protected by law.



The second strategy consisted in the exhibition and discussion of films to sensitize professionals and students, impacting 30 classes. The early grades watched the Spanish animation “Cuerdas”  [<bit.ly/cuerdas-filme>](http://bit.ly/cuerdas-filme), about the friendship between the orphan Maria and Nicolás, a boy with cerebral palsy. Students in grades 6-9 and in Youth and Adult Education watched “Like stars on Earth”, story of the Indian Ishaan Awasthi, who reverses school failure with the discovery of dyslexia, and “My Left Foot”, in which the tetraplegic Christy Brown overcomes physical limitations to become a painter.

The third and final strategy was the **activities in Dunas Park**, with the participation of students and alumni, family members, other schools

– the Maria Abigail Municipal Infant Education Center and the Elizabeth de Fátima Araújo Guilhermino State School of Architecture –, people from the surrounding community and even passersby.

Among the cultural-artistic presentations were the CoraLibras and the Assalto Literário (“Literary Assault”) group. In the sensorial dynamics, Blind Photography put the participants blindfolded to click with the guidance of a friend, working the other senses and the trust in other people – the images rendered an exhibition. Within the list of activities was the classic circuit with barriers and the race on wheels, taking advantage of the children’s taste for speed and competition, with all of them in wheelchairs.

Marbles boules and towel volleyball marked the cooperative games. A mixture of boules and marbles, the first encourages the participation of all, since one part of the group discusses the strategies while the other throws the balls. Adapted volleyball uses the towel to connect the competitors, who need to play in pairs within the team itself. This on-court behavior extrapolates to life by turning “one against the other” into “everyone together.”

The activities took place at the same time, and each teacher coordinated one of them. The idea was to join the most varied forms of human expression. At the end of the project, the students began to interact more, and the parents could see the potential of the children and the inclusive activity. “The impact on the school community has caused us to create a wave of transformation”, says Arlindo.

On the part of the educators, the conformism was replaced by a more critical and demanding action. Alisson Silva, arts and music teacher, realized the power that the united school community has

to “make things happen.” Aldenise Regina da Silva, history teacher, took advantage of the empathy aroused to put herself more in the students’ shoes.

The experience will be included in the institution’s political-pedagogical project, the training in 2017 will extend to the professionals who were left out of this edition and the open-air event will become annual. Arlindo suggests that such an initiative may never come to an end: “You will, in fact, only improve it year by year, if you push to do something better, something more.”

### Summary of experience

**Objective** – To allow the equal participation of girls and boys in physical activities, providing spaces of action and reflection of the inclusive educational practice.

### Who participated

- 1 PHYSICAL EDUCATION TEACHER
- 2 SES TEACHERS
- 3 REGULAR CLASSROOM TEACHERS (HISTORY, MATHS AND ARTS)
- 1 MUSIC TEACHER
- 1 PERSON RESPONSIBLE FOR THE LIBRARY
- 1 TEACHING COORDINATOR
- 802 STUDENTS
- 30 FAMILY MEMBERS AND PARK GOERS



**NATAL • Activities in the park**

**Synthesis of the practice**

Amadeu Araújo School

The activities carried out in Dunas Park and in the school were diverse, but two stood out for their originality: the **marbles boules** and the **towel volleyball**.

To play **marble boules**, a mixture of boules and marbles, the students are divided into two groups and must create strategies to bring their ball closer to the target-ball and away from the opponent (**PHOTO 1**).

There are no specific rules, and the team that gets closer wins. The teacher used basketballs and volleyballs, available at the school, but it is possible to have fun even with paper balls. (**PHOTO 2**).

**Towel volleyball** is derived from the traditional sport, but without rigid rules. Each pair holds a towel and must use it to toss the ball over the net in the opposing team's field. They, in turn, must return it, also using the towel, without letting it touch the floor. Each bounce counts as a point for the opponent, and whoever has the highest score wins. (**PHOTOS 3 and 4**).



1



3



Inclusive activities







PORTO ALEGRE



## GAMES CIRCUIT: FREEDOM TO CHOOSE

**Starting from personal interests, the participants move through space, interact with each other and express themselves in whatever way they feel like.**

Laura Nobre, Ana Cristina Oliveira and Elenice Zaltron, “Open doors” course participants, do not work in school units, but are, respectively, teacher at the Municipal Sports Secretariat, teacher at Porto Alegre Recreation and Leisure and employee of the Popular Institute of Art Education (IPDAE). The sites they have chosen to develop the “Embracing the World” project also lack blackboards and queued desks, proving that non-formal education can (and should) also be inclusive.

The Ramiro Souto Park and the Lupi Martins gymnasium are part of the secretariat, and the non-governmental organization IPDAE houses a music school and the community library Leverdógil de Freitas. The atypical configuration made it possible to think together of activities that would change the view of dozens of students and educators towards people with disabilities, extending the acceptance of all biotypes, genres, races, nationalities and social classes. This example of public power articulation directly with the spaces

in which they operate shows that it is possible to make a difference.

The three partner institutions had the same lack of information and awareness for the cause. As understanding others often proves to be a challenge, they based the initiative on the principles of Daniel Goleman and Peter Senge's book "The Triple Focus": self-awareness, empathy and relationship with the world.

The first strategy, called "getting to know in order to involve", was to hold **meetings to present the principles** to the teams of the three institutions and to **raise the activities** with the potential to generate reflection. Some were linked to one specific principle, others went through several. To work on self-awareness, they identified the need to create moments of self-observation. Empathy demanded establishing links to really see others. And the relationship with the world emerged as an unfolding.

"Myself, the other and us", the second strategy, consisted in **experiencing the principles** with students, employees and the community of the three spaces, through games, musical workshops and physical activities. Children accepted differences more easily than adults. But it was the latter who commented at the end of the project about the importance of acknowledging colleagues and knowing their stories.

"Playing to include", the third strategy, took 155 students, educators and family to the Lupi Martins gymnasium to participate in an **arts and sports circuit**. In addition to addressing the three principles cited, the stations blended the course participants' experiences, transiting through yoga, music and circus art. The idea was to give freedom to each individual to choose how to express themselves and interact.

To break the initial ice, there were games such as playing statue, mir-

**The public power articulation directly with the spaces in which they operate shows that it is possible to make a difference.**







**Empathy demanded establishing links to really see others. And the relationship with the world emerged as an unfolding.**

ror (imitation) and walks around the court. The local classic “never three” turned into “now two, three, four”, enabling the experience of being alone, in pairs or with more people, according to the teacher’s instructions. At the plastic arts station, coordinated by the artist Humberto Dutra, paintbrush, paint and magazine clippings stimulated letting go of the imagination, individually or in group. The older children started helping the kids and were soon involved in the mess.

The music station offered vocalization and breathing exercises to sharpen the senses, in addition to the classic and popular repertoire performed by IPDAE students during the snack break. The appetizers, in fact, were prepared by the children’s families, with ingredients provided by the organization of the event and fruits brought from home by the participants as an engagement strategy.

Strings, hula hoops, large yo-yos, wooden legs, a trampoline and a



## Inclusive activities



ball pit completed the scenery to suit all tastes. And sports could not be left out, in original and flexible versions: judo, sitting volleyball and blind volleyball, blindfolded football in pairs and even knee basketball. In the outer area of the gymnasium, the more adventurous could ride a tandem bike, with two seats, without seeing where the driver would take them.

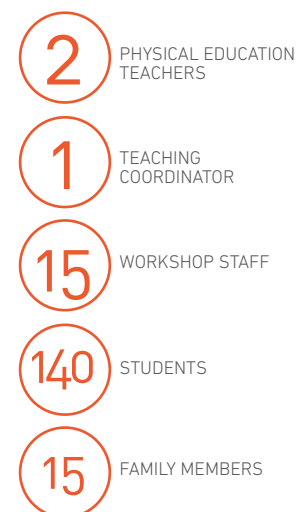
The day ended in parachutes, an immense round tissue that was moved collectively, as a metaphor of the planet. And questions about the second edition of "Playing to include" popped up. For 2017, the mission is to expand the discussion in the three institutions, infecting more teachers. "All of us, even though we are alike, are different. But these differences that overlap with what we see as conventional challenge us", summarizes Ana Cristina.

---

### Summary of experience

**Objective** – To allow all people to participate in the activities together, regardless of individual characteristics.

#### Who participated



“All of us, even though we are alike, are different. But these differences that overlap with what we see as conventional challenge us”

ANA CRISTINA OLIVEIRA, COURSE PARTICIPANT FROM "PORTAS ABERTAS",



**PORTO ALEGRE • Games circuit**

**Synthesis of the practice**

Ramiro Souto park

Lupi Martins gymnasium

Popular Institute of Art Education

In **sitting volleyball**, the only rule is to remain most of the time with the bottom on the ground, resisting the tendency to get up to catch the ball thrown by the other team or get on your knees to return it. It follows the other rules of traditional volleyball. Teams can also vary in number of players, since what matters is the fun **(PHOTO 1)**.

In the blind version, the net rises a little more and gains a dark cloth, preventing the view of the other side **(PHOTO 2)**.

Participants must throw the ball between themselves and from side to side in the same way as the traditional version, but without knowing when or at what point it will cross the fabric. **(PHOTO 3)**.



Inclusive activities







## CAPOEIRA: RHYTHMIC SPORT

**A mixture of dance, wrestling and music, capoeira conquers all, working coordination, concentration and the notion of limits.**

Three years ago, Márcio Luiz de Matos began teaching capoeira in a psychiatric clinic. He learned so much that he decided to extend the work to the children and adolescents of the community where he lives, who also had to overcome their own limits. This is the case with Fernando de Melo, a student at the Antônio Heráclio do Rego Municipal School in Recife, who surprised his teachers and colleagues when he said that he played capoeira in his community.

The school educators participating in the "Open doors" then accepted the student's proposal to partner with capoeira master Marcio's group and bring the activity into the school. The objective was to raise awareness on inclusion for students from years 6 to 9, in addition to increasing the self-esteem of students with disabilities, reducing the number of absences.

Capoeira, besides including people with disabilities, also breaks the gender and age barriers, since both boys and girls, children, youth

## Inclusive activities

and the elderly can participate. "It is for everyone and encompasses everyone, but each one in their own way. In the form of playing instruments, singing and playing", explains Márcio.

Orlando Pacheco, a physical education teacher, Elisangela Santana, from the Special Education Services (SES), and Edilma Bezerra, from the SES of another institution, worked around the prejudice of families, who often confuse capoeira with practices of the candomblé religion or relate it to troublemakers, and **improvised a round of conversation** to test student acceptance. This was the first strategy of the project. As everyone liked the idea, they invited Márcio to be the facilitator.

The second strategy was a **lecture on the history of capoeira**, its movements, musicality and importance for physical and mental development, as well as socialization. As the space was small, there was a registration of interested parties to limit the 40 vacancies. And in the end, the students were able to enjoy the drumming and the rhythm.

The **official capoeira round** marked the third strategy, with 90 enthusiasts. Fernando impressed his friends with his resourcefulness, playing both sitting on the chair and also performing the movements directly on the floor. And those who were embarrassed or afraid to take a few steps picked up the courage – it was also possible to just sing and clap. Some tried playing the atabaque (a kind of drum) and the tambourine.

Currently, 95% of the full-time students participate in the initiative. But educators want to win over the remaining 5% in 2017. In addition, not only has Fernando's attendance in classes improved as well as his behavior. "Inclusion happens every day, it does not end with the proj-

ect. Every moment is a good time to plant the seed", explains Edilma, who also intends to insert the family in the process more effectively: "Without it, we do not grow."

Márcio, who saw his story transformed by the Afro-Brazilian combination of dance, wrestling and music, will continue in the partnership: "I went back to school, I graduated and today I have a profession. This is my retribution. To pull the boys to the good side of life, which is the side of sports".

## Summary of experience

**Objective** – To allow inclusion through cultural, rhythmic and corporal expression, using capoeira to develop movement and to talk about diversity.

## Who participated





**RECIFE • Capoeira**

**Synthesis of the practice**

Antônio Heráclio do Rego School

To play **capoeira** at Antônio Heráclio do Rego school, all it took was to enter the circle and danced in pairs (**PHOTO 1**), according to the music; beat drumsticks in the "maculelê" (**PHOTO 2**), a dance of Afro-Brazilian origin; have a go at one of the instruments, from tambourine to atabaque, or just sing and clap, according to the ease of each person (**PHOTO 3**).

The teacher flexibilized the movements, when necessary, so that all the students could participate, but never ceasing to work the elements of rhythm, possibility of movements, orientation and attention. Fernando, a wheelchair user, played on the floor, using mostly his arms (**PHOTO 4**).

Lucas, with Down syndrome, danced hand in hand with the master (**PHOTO 5**). "Each person is giving me what they can and I am taking advantage of them, learning from them and teaching", says Márcio.









RIO DE JANEIRO



## HUMAN FOOSBALL AND SITTING HANDBALL: CREATIVITY AND PARTICIPATION MAKE THE RULES

The table game adaptation can entertain dozens of students at once and no one stays on the bench.

Tasso da Silveira Municipal School in Rio de Janeiro already had an elevator, a tactile floor, adapted drinking fountains, toilets for wheelchair users and the identification of rooms in braille. And it agreed to extend the inclusion to physical education classes with the “Open doors” course. The idea was that all students could participate, without segregation by gender, ability or disability.

The first strategy of the project was to **explain the institution’s accessibility resources** to stu-

dents. The second was to **raise awareness of the laws and rights** of people with disabilities – for this, the 8th and 9th grade classes did research and set up a mural based on the results, as well as listing the barriers of the school environment. And the third, to **show films** related to the theme, such as “Colleagues”  [<bit.ly/collegas-filme>](http://bit.ly/collegas-filme), to promote the debate.

Elizabeth Klem, a physical education teacher at Tasso da Silveira for the past 31 years, considers this theoretical part as the differ-

## Inclusive activities

ential of the work, because seeking information that supports this idea and relating to reality allows students to appropriate inclusion. "Society is cruel. When we work these values with young people, we help transform thinking so that it is not exclusive", she explains. And it worked. The adolescents say they have learned from her to respect others and to see in differences a good thing.

The practical part was the **creation of games**, the fourth strategy. During one month the educator experimented with various activities with members of years 6 to 9 and two stood out: the human foosball, considered by the students "nice, cool and different", and sitting handball, "cooperative, fun and with a lot of movement."

**Human foosball** imitates the table game, only with the students linked by the hands, instead of the irons. Nobody is left out – the game can vary according to the size of the court and can include dozens of participants. The game made it possible to involve all students, regardless of their abilities, which ended up complementing each other. It was an opportunity to involve girls and boys in a single game and ended up being an alternative to football, until then a clear preference of the students.

In **sitting handball**, players pass the ball from hand to hand until it arrives in the attack area – you are allowed to move whilst sitting on the ground for short distances. Before crossing the goalposts, the ball must bounce, because the goalkeepers also play seated.

In addition, a **permanent forum** on inclusive physical education was implemented with the objective of breaking down resistance, since many teachers considered themselves unprepared and had no time to discuss the issues on a day-to-day basis. The first edition featured



the film "Cuerdas" <[bit.ly/cuerdas-filme](http://bit.ly/cuerdas-filme)>, followed by a conversation about the barriers and the facilitators in the school.

As a result of the forum, the **dossier of developed practices** for continuous assessment was born, allowing other educators to follow the experience – human foosball and sitting handball will enter the institution's official curriculum.

Elizabeth already considered students' individual development during her classes, valuing each one's potential, but the "Open doors" changed her perspective, bringing sensitivity to the work with the students, adding a new understanding regarding ability to her demanding nature. In 2017, the challenge continues: "A teacher who stays in the comfort zone tends to fade away and feel unhappy. I like to stir with my bases."

## Summary of experience

**Objective** – To ensure the participation of all students simultaneously, without segregation by gender, ability or disability.

### Who participated

- 1 PHYSICAL EDUCATION TEACHER
- 1 SES TEACHER
- 1 TEACHING COORDINATOR
- 2 SCHOOL ADMINISTRATORS
- 614 STUDENTS FROM YEARS 6 TO 9



**RIO DE JANEIRO • Human foosball and sitting handball**

**Synthesis of the practice**

Tasso da Silveira School

Inspired by the table version, **human foosball** is played hand in hand in six rows of intercalated teams, having six students in each (three to each team) (**PHOTO 1**).

The ball leaves the far end, and the students must pass it from line to line until reaching the goal. Letting go of your colleague's hands, kicking hard or high or stealing the ball from the person behind you are not allowed. Moving a little ahead is permitted, as long as someone in the same row continues with their foot on the origin line (**PHOTO 2**).

As the game unfolds, the rows change: the defense moves to the middle, the middle to the attack and attack to the defense (**PHOTO 3**). The team that scores the most goals throughout the match wins. (**PHOTO 4**).

“A teacher who stays in the comfort zone tends to fade away and feel unhappy. I like to stir with my bases.”

ELIZABETH KLEM, COURSE PARTICIPANT FROM RIO DE JANEIRO (RJ)





Inclusive activities







SALVADOR



## ATHLETICS CIRCUIT: BODY AND SOCIAL DEVELOPMENT

Running in zig-zag, dodging from hanging bottles, jumping obstacles, rolling on the mat and tossing hoops exercises the body and encourages interaction.

Physical education teacher Ana Carla Dávila had already tried to participate in the “Open doors” twice. In the third, when her registration was confirmed, she could take advantage of the support to improve the integration of 4th year B at Nossa Senhora dos Anjos Municipal School, located in Salvador. There was some resistance in including Raquel Santana, a student with low vision, in group activities.

Together with Crispina de Oliveira, Rita de Cássia do Carmo and Jerusa da Silva, all coursemates,

the educator designed a project which had as main objective to expand the exchange of experiences among students, developing respect and acknowledgement of the other. The first strategy consisted in **talking to the Specialized Educational Service**, represented by teacher Daniel de Oliveira, to map Raquel’s needs and potential.

Then, there was a **visit to Bahia’s Institute of the Blind** [institutocegosdabahia.org.br](http://institutocegosdabahia.org.br), who attends the student in extracurricular hours, marking the second

## Inclusive activities

strategy of the project and forming an important network. The institution's professionals gave suggestions on how to sensitize the class. "Inclusion is the movement of partnership, of connection", reinforces Daniel.

The fourth strategy was to **work on Olympic values**, which guided the project in the year of the Paralympics. Respect, pursuit of excellence, balance between mind and body, willpower, overcoming obstacles and cooperation should be present, therefore, in all activities carried out throughout 2016, from judo to goalball.

To plan the **athletics circuit**, Ana Carla thought of covering as many movements and routes in the same process and encouraging children to execute them accurately rather than quickly. In the beginning, each part of the circuit was done individually: running in zig-zag, dodging from hanging bottles, jumping obstacles, doing somersaults and tossing hoops. When they were all put together, students used TNT blindfolds to experience Raquel's low vision and stimulate work with the other senses.

Empathy finally surfaced. "It was something we learned, to stop bullying Raquel", comments Eliana Santos, a student from 4th grade B. "Everyone has to respect the other's difference", completes her classmate Marília Gabriela. And Raquel reciprocated and began to help the colleagues who had difficulty in carrying out the course with their vision "blurred".

**"We are gradually transforming the educators' minds, showing that we are capable, indeed, of taking care of any child that comes to our hands."**

CRISPINA DE OLIVEIRA, COURSE PARTICIPANT FROM SALVADOR (BA)

According to the teachers, after the activities the children began to be more careful with each other, and Raquel is more open to the group. The student herself identified a change in self-esteem and humor after the project, after all, inclusion also implies sensitive and welcoming listening. For 2017, they have already included in the program a visit from the Institute of the Blind to the school. "We are gradually transforming the educators' minds, showing that we are capable, indeed, of taking care of any child that comes to our hands", concludes Crispina.

## Summary of experience

**Objective** – To exercise the body following the Olympic values of respect, the pursuit of excellence, balance, overcoming difficulties and cooperation.

### Who participated

- 1 PHYSICAL EDUCATION TEACHER
- 1 SES TEACHER
- 2 TEACHING COORDINATORS
- 35 STUDENTS OF THE 4TH YEAR
- 1 FAMILY MEMBER





**SALVADOR • Athletics circuit**

**Synthesis of the practice**

Nossa Senhora dos Anjos School

The circuit was worked in stages.

First, the children trained running in zig-zag, outskirting the mini-cones lined up in five rows (PHOTO 1).

Then they had to dodge bottles hanging from the ceiling (PHOTO 2).

Next, the obstacle jump (PHOTO 3), the somersault on the EVA boards and the hula hoop throw in order to hit the cones (PHOTO 4).

In the end, the educator transformed each activity into a different station, and the students were to execute them in sequence, blindfolded with TNT to experience the low vision of their colleague Raquel (PHOTO 5).

The idea was to complete the circuit accurately and not quickly, remembering the Olympic values discussed in class.





Inclusive activities







SÃO LUÍS



## RHYTHMIC GYMNASTICS: CHOREOGRAPHED SPORT

**Jumps and acrobatic movements with bows and ribbons allow students to perceive their body as a means and mode of integration to the world.**

Before being a physical education teacher, Jocilene Nascimento participated in Maranhão's Gymnastics Team and, during almost 12 years, won five rhythmic gymnastics championships. Daughter of a maid and a marketer, she was able to practice thanks to the help of a social project, because it is an expensive sport.

It was this possibility of a change in life that made her want to extend the practice to the children of the Professor Rubem Almeida Basic Education Unit, located in

Coroadinho, one of São Luís' most violent neighborhoods. With the "Open doors" course came also the concern to include not only students who have some deficiency but also boys, who usually stay away from the modality. In order to do this, Jocilene borrowed elements of artistic gymnastics, practiced by both genders.

Developed in partnership with physical education teachers Kenya Conceição, Henrique Pereira and Pablo Felipe Rosa, the project adopted the pedagogical

principles of educational sport, respecting collective construction, participation of all and diversity, as well as encouraging autonomy, human training and the development of citizenship.

The first stage was to hold a **meeting with the management** to present the proposal. Next there was a **round of conversation with the students** about the inclusion project. Then began the **theoretical lessons on rhythmic gymnastics**, returning to the times of Ancient Greece. And, finally, **the practice itself**.

In the first practical classes, students learned the basic movements of gymnastics and thought together of adaptations regarding the various physical limitations – a challenging task, according to the educator, and at the same time pleasurable. Student Igor Matos, for example, did a handstand with his legs bent and supported by his elbows which almost no one could replicate. The practice then began to start with stretching and a warm-up, followed by flexibility, balance, laterality, jumping and skipping exercises.

By the end of the process, the class was already manipulating bow and ribbon, called “apparatuses”. The students themselves made their ribbons in an extra class, and the bows came from the street market, with a more accessible value. For the assembly and rehearsal of the choreography, everyone was at school on Saturdays. And on the day of the presentation, family members were surprised.

## Many (students) confessed to the change of perspective in relation to their colleagues with disabilities and others got excited about the sport.

Rhythmic gymnastics reduced shyness, increased proactivity, and improved the children’s self-esteem. Many confessed to the change of perspective in relation to their colleagues with disabilities and others got excited about the sport. “Physical education is one of my favorite subjects. I always wanted to be one of those women who jump. I was stuck to the TV during the Olympics, I didn’t miss a thing”, said 5th grader Gabriela Gomes.







In 2017, Jocilene intends to invite Maranhão’s Gymnastics Team to give the students a workshop using the official materials and take the girls and boys to meet the team headquarters. When she tells his story to the students, she makes a point of conveying the following lesson: “The only thing that can stop you is not the disability or the fact of being poor or living in Coroadinho, in the periphery, in a risk zone. It’s yourself”.

---

### Summary of experience

**Objective** – To enable the perception of the body as a means and mode of integration to the world, developing sports, social and cultural skills.

### Who participated

-  PHYSICAL EDUCATION TEACHERS
  -  TEACHING COORDINATOR
  -  SCHOOL ADMINISTRATOR
  -  NON-TEACHING PROFESSIONALS
  -  ELEMENTARY SCHOOL STUDENTS FROM YEARS 6 AND 8
  -  FAMILY MEMBERS
-



**SÃO LUÍS • Rhythmic gymnastics**

**Synthesis of the practice**

Rubem Almeida School

Practical rhythmic **gymnastics classes** began with stretching for body preparation, followed by a warm-up to stimulate the joints and musculature. **(PHOTO 1)**.

In pairs, students worked on flexibility and exercised trust in each other **(PHOTO 2)**. Then everyone positioned themselves at the far end of the court to practice laterality and displacement movements as well as jumping variations – each in their own way.

Skips are smaller movements, closer to the ground, considered the basis of gymnastics, because they give impetus to the jumps, which have a higher elevation. The group jump occurs with the legs closed together, flexing the knees. **(PHOTO 3)**.

The scissor heel uses the elongated legs, mimicking the movement of scissors **(PHOTO 4)**. And the front leap is made from the front, with the legs raised at the sides. **(PHOTO 5)**.

The classes resulted in a choreography, the most desired activity by the children. To adapt the bow, the educator bought the street market version **(PHOTO 6)**. The ribbons were made by the students themselves with a barbecue stick, satin (in a smaller size than the official) and line **(PHOTO 7)**.





Inclusive activities







## VOLLEYBALL FOR THE ELDERLY: A MODALITY THAT CONTEMPLATES DIVERSITY

**With an adapted net and markings on the floor, the game helps students of all ages interact, exercise the body and improve their gestures.**

The Jessica Nunes Herculano Integrated Center for Youth and Adult Education, known as Cieja Butantã, has no court or yard where physical activities can be carried out. In the students' daily journey, there was also the lack of a specific moment for physical education, which is not mandatory in the EJA curriculum. Added to this scenario, some students were still very reluctant to the idea of practicing activities with their bodies.

But none of this prevented teachers Silvana Damásio, from the Specialized Educational Services, and Jaqueline Cristina Martins, from physical education, to try out the volleyball for the elderly with some classes, a challenge born in the "Open doors" course. The goal was to encourage adolescents, adults and seniors to exercise the body, improving their gestures, and provide moments of group fun. The street in front of the institution was the place chosen to handle the mission.

The first strategy of the project was to hold a meeting with all of the educators and management to decide the format of the classes and the period in which they would take place. Cyclic classes such as human sciences, mathematics, natural sciences or languages and codes gave space to physical activities held once a week. The curriculum also changed to prevent SES care meetings coinciding with physical education classes.

## Inclusive activities

Choosing the activity with the students was the second strategy. They made a list of what they liked and from that, walking, stretching, dancing and sports came to the test. The excitement with sports soon stood out, and Jaqueline suggested volleyball for the elderly, a practice best suited to the space they had on the street and to the participation of senior students and some with disabilities who were afraid of the ball. Then the group watched videos to understand the dynamics, and the teacher scheduled an official match at Sesc Pinheiros, which would serve as a stimulus to comply with the rules along the way.

The game itself went through some flexibilization: the net was lower, the ball was made of foam to prevent people from getting hurt (later replaced by the traditional ball) and the floor gained markings indicating the area in which the participants could move, as well as arrows to facilitate the rotation at each point, a feature that allowed the students to try different positions. Instead of serve, pass and bump, the ball should be held with both hands and thrown to a teammate or thrown over the net.

Silvana emphasized the instructions for the more disperse students, who had difficulty paying attention due to the movement on the street. In the classes, students with disabilities chose the teams according to their own criteria – Felipe de Oliveira preferred the girls; Elaine Moura, the tallest people; and Larissa Ferreira, her friends.

Before the competition, there was a warm-up in circle and exercises in pairs to increase the experience with the ball. And, at the end, stretching in a sequence of movements, which was repeated weekly. Getting everyone involved in a class with 15- to 80-year-old students can

be a big challenge. The key, according to Jaqueline, is “to ensure that everyone, at some point, has their interest contemplated”.

It seems to have worked. In the improvised court, everyone found space to show their desires and express their feelings. The students with disabilities, when the class was over, asked if the activity would continue later. Non-disabled students, in turn, came to understand more about their colleagues and suggested that they be able to get closer to the net, improving the game.

Both the educators who spared part of their class time and those who helped directly in the games assessed that there was a significant gain for all students. The project also improved the relationship with the community – the school's neighbor now asks if she needs to move the car to free up space, the boy selling pastry on the street assists in assembling the court and even some people who are passing the street at the time of the class stop for an instant to stretch out.

It is in the teachers' plans to repeat the experience with other classes in 2017, perhaps in a more adequate space, such as a park, meeting requests. “Seeing everyone helping each other is incredible. We realize how much the disabled student makes a difference in the life of the person without a disability”, sums up Silvana, inducing those who think otherwise to allow themselves to have this experience.

“Seeing everyone helping each other is incredible. We realize how much the disabled student makes a difference in the life of the person without a disability.”

SILVANA DAMÁSIO, COURSE PARTICIPANT FROM SÃO PAULO (SP)

---

### Summary of experience

**Objective** – To exercise the body, improve gestures and provide moments of leisure and group fun.

### Who participated

-  PHYSICAL EDUCATION TEACHER
  -  SES TEACHER
  -  SUPPORT ASSISTANTS
  -  MODULE 3 STUDENTS
-



SÃO PAULO • Volleyball for the elderly

**Synthesis of the practice**

Jessica Nunes Herculano School

**Volleyball for the elderly** follows the rules of traditional volleyball with six players in each team. The serve, however, can be a two-handed throw, and all three passes are made by holding the ball instead of using the pass or the bump. **(PHOTO 1).**

In Cieja's version, students with disabilities served from the middle of the court **(PHOTO 2)**. Adhesive tapes delimited the space in which each person could move to catch the ball – at first, made of foam, softer; then the traditional one **(PHOTO 3)**.

After each point won, the team performed a rotation, following arrows on the ground, so that everyone could try different positions on the court **(PHOTO 4)**. In some classes, the students chose the teams, in others, the teachers decided.

The activity ended with stretching in a sequence of movements that were repeated weekly for improvement. **(PHOTO 5)**.



1



2

Inclusive activities







# ACKNOWLEDGEMENTS

---

Our thanks to the teams of the municipal secretariats of the 16 participating cities and all 119 institutions where the 2016 projects were developed. In addition to these, the following partners:

**British Consulate in São Paulo**

**FC Barcelona Foundation**

**United Nations Children's Fund (UNICEF)**

**Ministry of Education**

**Ministry of Sport**

**Museu do Futebol**

**Latam Airlines**

**Todos pela Educação**

**União Brasileiro-Israelita do Bem-Estar Social (Unibes)**

The impacts presented by this report are fruit of the effort and commitment of the secretariats that collaborated with the project, of the facilitators and interlocutors of the course, of the specialists who dedicated themselves to the realization of the classes and of the students responsible for developing the local projects in each participating city.



“Everyone’s participation in regular schools, with high learning expectations. This is the guideline that orientates the *Open doors*.”

RODRIGO HÜBNER MENDES,  
RODRIGO MENDES INSTITUTE CEO

[rm.org.br/portas-abertas](http://rm.org.br/portas-abertas)

Execution



Support



Partner

