Compilation of practices 2015

Open Doors to Inclusion

INCLUSIVE PHYSICAL EDUCATION

INSTITUTO RODRIGO MENDES

FUNDACIÓ FCBARCELONA

unicef

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Support

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Partner

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Compilation of practices

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Invitation to the reader

The Compilation of inclusive practices of the "Open Doors to Inclusion" project is intended to approximate the reader to methodologies and practices in the field of inclusive physical education, in order to contribute to the establishment of inspiring reflection. Therefore, we consider it essential that the experiences presented should not be understood as ready prescriptions, subject to mere replication, but as a possible source of research for other educational projects committed to education for all and for each one.

We therefore suggest that the educator feel free to change, to be flexible with, and to even recreate the teaching strategies presented in this publication, using as a starting point the peculiarities of the context in which they operate. This suggestion speaks of the importance we give to the idea of the "questioner educator", capable of transforming the uncertainties that arise in the classroom in motivators for authorial creation. As a questioner, the educator authorizes himself to establish new relationships, develop interested listening, and learn from the questioning of their own practices.

Although many of the reflections came from the field of physical education, we believe that they address universal themes inherent to education considered from an inclusive perspective. The recognition of differences, the challenges of interaction between them, the value of subjectivity in the process of teaching and learning and continuous questioning of entrenched patterns in school structures are some examples of these themes. Therefore, we would also like to propose that the reading is guided by the search for relationships between different areas of knowledge.

Our desire does not end here. We know that many other organizations and people develop very relevant projects in the field of inclusive education (formal and informal). This recognition strengthens the belief that the impacts of our actions are magnified when we work in partnership. Therefore, we invite all those that want to share their experiences with us to send us reports, reflections, personal and professional stories involving the theme of inclusive education. By using the DIVERSA portal[1] (www.diversa.org.br), we can become closer and establish a network of collaboration in order to build a quality education for students with disabilities, autism spectrum disorders and special ability / giftedness in regular schools. We will receive your contributions with open arms.

Rodrigo Hübner Mendes,
CEO Rodrigo Mendes Institute

Gary Stahl,
representative UNICEF Brazil

[1] Web platform developed by the Rodrigo Mendes Institute, in partnership with other organizations committed to the issue of equality. Their objective is to give visibility to inclusive education practices that are already being developed and turn them into a source of reference through case studies, videos, experience reports and other content.

Summary

Photo: Manaus

Introduction

Photo: Rio de Janeiro

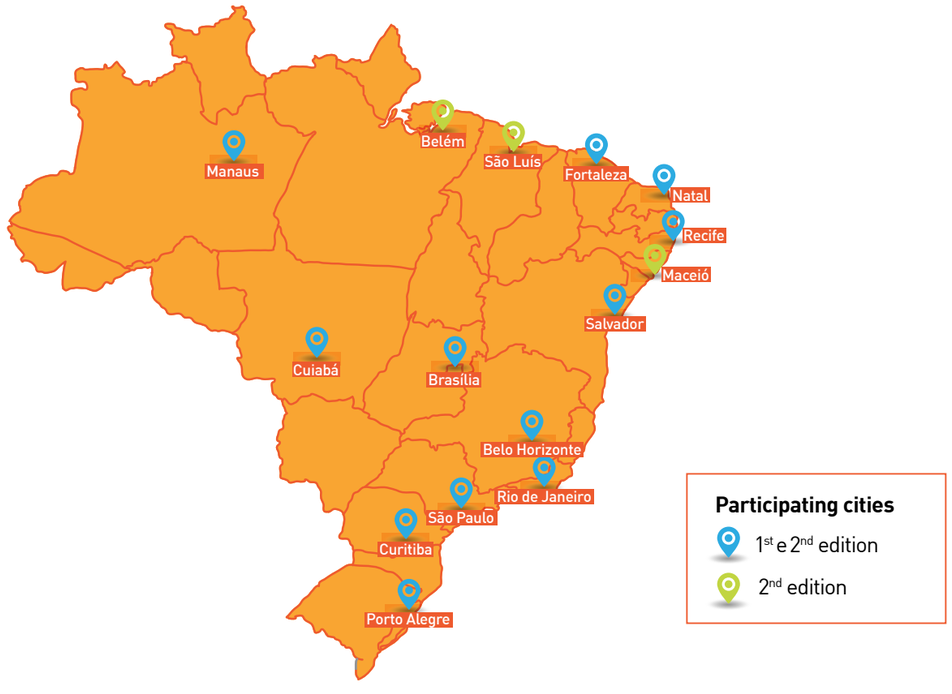
About the project

The project "Open Doors to Inclusion - inclusive physical education" arose from a partnership established between the United Nations Children's Fund (UNICEF), the FC Barcelona Foundation and the Rodrigo Mendes Institute. The initiative was created in 2012 with the intention of forming educators from diverse regions of Brazil to further inclusive education of girls and boys with disabilities through safe and inclusive sports practices. In this sense, the project addresses the ideal of ensuring "full and equal enjoyment of all human rights and freedoms."[2]

The context of the holding of mega sports events in the country - the 2014 FIFA World Cup and the Rio 2016 Olympic and Paralympic Games - served as inspiration for this project, to the extent that its creators believe that sports can be a complementary tool for education, with the potential to increase students' interest in school and improve their performance. Thus, the project aimed to:

Support Brazilian public schools in order to guarantee access, retention, learning and completion of education of children and adolescents with disabilities, pervasive development disorders (PDD) and high abilities / giftedness in primary and infant education through the practice of safe and inclusive sports.

In its first edition the project included conducting a case study on inclusive educational experiences in Brazil and a training course on the subject. 324 educators participated in this course, amongst school administrators and technicians of the education departments of cities that hosted the games of the 2014 FIFA World Cup, such as: Belo Horizonte, Brasília, Cuiabá, Curitiba, Fortaleza, Manaus, Natal, Porto Alegre, Recife, Rio de Janeiro, Salvador and São Paulo.



Throughout the training process each participant was asked to conduct a diagnosis of the reality of their school and, based on this picture, plan and implement educational activities that explore physical education as a language that can favor inclusion in regular schools. The debate went far beyond high performance sport and stimulated discussion on the redefinition of sporting genres. The potential impact of the project, through actions carried out by these professionals, was 22,524 students from the public school network.

In 2015 the "Open Doors" project began its second edition, now including the participation of three new municipalities, part of the UNICEF Urban Centers Platform[3] (Belém, Maceió and São Luís), totaling 15 cities. □

The activities of this 2nd edition were structured in three macro-stages:

Stage 1

Structuring and mobilization: based on the experience gained during the first edition of the course, the curriculum and the body of experts who guided the execution of the formative course were defined. At this stage, a physical meeting was held with representatives of education departments from each of the participating municipalities. These professionals, called partners and facilitators, received general guidance on the "Open Doors" project and on the role of such professionals during the stages to follow.

Stage 2

Training and monitoring: during this stage, there was a continuous training course on inclusive physical education, involving educators, local school administrators and technicians from the education departments of the 15 state capitals previously mentioned. The initiative offered content and tools that supported the elaboration and implementation of local projects in the impacted schools developed by the participants of the course themselves. Parallel to the course the team from the Rodrigo Mendes Institute supplied monitoring of the referred projects and provided technical support to course participants.

Stage 3

Local meetings: After completion of the continued training and the implementation of local projects meetings were held in all participating cities, during which the course participants presented the results obtained from the said projects. This stage aimed to promote the exchange of experiences and create knowledge-building networks regarding inclusive physical education.

[2] International Convention on the Rights of Persons with Disabilities, ONU 2006, article 1st.

[3] The Platform for Urban Centers is a UNICEF contribution in the search for an inclusive development model for large cities that reduces inequalities, which affect the lives of children and adolescents, ensuring greater and better access to quality education, health, protection and opportunities for participation.

Objectives of the compilation

This report forms part of the set of publications developed with the intention of sharing the knowledge generated by the "Open Doors to Inclusion" project and, consequently, increase its impact. Below is a brief description of each material.

1. Compilation of inclusive practices - physical education for all

Textual document aimed at professionals working in the fields of physical education, specialized education and other areas related to educational inclusion, the objective of which is to inspire them to instigate teaching strategies that favor the nurture of students with disabilities in public schools. The compilation presents practices developed by the participants of the "Open Doors" training course, resulting from local projects designed and implemented by them.

2. Videos on inclusive practices - physical education for all:

A series of videos that aims to complement the collection of inclusive practices, having the same purpose and target audience as the referred document. The videos include accessibility features (sign language windows, audio description and subtitles in Portuguese, English and Spanish).

3. Impact report

Textual document whose objective is to influence public agency administrators and organizations committed to the issue of inclusion for the creation of inclusive policies in the field of education, physical education and sport. The report presents quantitative and qualitative data illustrating the impact observed throughout the implementation of the "Open Doors" project. For this, analyses were carried out on the experiences developed with the 15 participating cities, based on the principles and dimensions that underpin the subject of inclusive education.

All materials are available on the websites http://rm.org.br/portas-abertas (in PDF and HTML formats) and http://www.unicef.org.br.

It is important to note that the practices presented in this compilation have been prepared on the premise that all students have the right to participate in physical education activities. In this sense, the authors did not adopt the types of disability as a guide to planning, but the set of singularities inherent to groups of students involved in each local project.

We hope that the disclosure of the above materials can contribute to the advancement of educational inclusion throughout the educational system in Brazil and other countries. □

"Open Doors to Inclusion" - Impacts 2015

122
local projects

458
professional participants[4]

51.052
directly impacted, among which, 37,105 children and adolescents

[4] Of the 458 participants, 369 developed local projects in accordance with course methodology.

Photo: Natal

Principles and dimensions of inclusive education

The Rodrigo Mendes Institute, an organization that has worked to promote inclusive education since 1994, has been developing a theoretical and technical model to guide their actions. This model involves principles and dimensions that substantiate inclusive education. Its contents were drawn up from the analysis of documents considered to be international references in the guaranteeing of rights of people with disabilities, such as the Salamanca Statement[5], the Convention on the Rights of Persons with Disabilities[6], the Incheon Declaration[7], and the International Charter of Physical Education, Physical Activity and Sport[8]. These principles and dimensions serve as a guide for the development of inclusive educational experiences and were used as the conceptual basis for the didactic design of the training course.

Below we will briefly present these bases, starting with the principles.

Principles of inclusive education

Everyone has the right of access to quality education in regular schools and to supplementary special education services, 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.

[5] The United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1994.

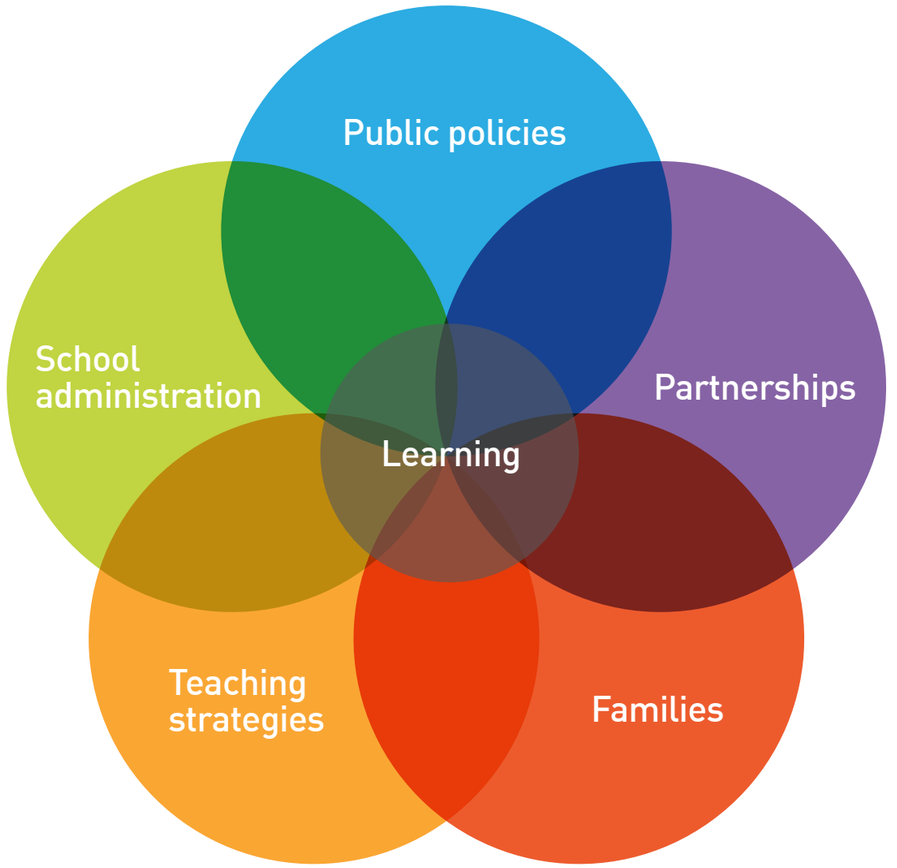
[6] United Nations (UN), 2006.

[7] United Nations (UN), 2015.

[8] United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015. This document is the updated version of the 1978 publication with the objective of introducing universal principles of equality, among them the inclusion of people with disabilities.

When developing case studies[9] on regular schools publicly recognized for their quality treatment of students with disabilities in ordinary classrooms, the Rodrigo Mendes Institute realized that at least five dimensions are essential for inclusive education projects to be consistent and long lasting. They are: public policy, school management, teaching strategies, families and partnerships. The figure below illustrates the dimensions and their inter-dependency.

Dimensions



[9] The collection of these case studies on successful experiences of inclusive education is available at www.diversa.org.br.

Public policy: refers to all aspects of creation and management of public policies relating to inclusive education in a particular country or territory. It covers the legislative, executive and judicial bodies, that is, 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[10], 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 special education 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[11] 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.

School administration: refers to the various stages of planning and development of administrative activities of an educational institution. It covers the construction of political-pedagogical projects (PPPs), the elaboration of action plans, the management of internal processes of the institution and its relations with the community.

For National Policy, the school adminitration is responsible for organizing spaces and resources for inclusion (including special education), 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.

Teaching strategies: refers to the different stages of planning and development of practices geared towards teaching and learning. Covers the activities of regular education, the actions aimed at special education, and the evaluation process of all students.

To facilitate the inclusive process of teaching and learning, the Index for Inclusion suggests the following strategies:

- The adoption of critical teaching that encourages reflection and is dialogic and responsive;
- Learning based on experience;
- The fostering of the subject of health within the curriculum and as an interdisciplinary strategy;
- Education that aims at citizenship, sustainability and combats violence;
- Learning without labeling by skill.

»

Ultimately, a pedagogical approach is required that serves and reaches everyone.

Families: refers to the relations established between the school and the families of its 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 special education, 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.

It is important to emphasize that inclusive education aims to ensure the right to education in the perspective of providing learning. For this greater goal to be achieved, two considerations merit special attention. Firstly we have observed that inclusive education projects become consistent and sustainable only due to the existence of continuous actions related to each of the five dimensions discussed above. Secondly, we believe that learning should be pursued in an extensive manner, involving students, teachers and the other agents within the school community.

The following topics present a detailed analysis of the impacts generated by the "Open Doors" project, which adopts the five dimensions of inclusive education as a framework for the organization of the text. At the end, one of the topics is dedicated to the subject of learning. □

[10] See MEC / SEESP. National Special Education Policy on the Perspective of Inclusive Education. Brasilia, 2008.

[11] See Booth, Tony and Ainscow, Mel. Index for Inclusion. Developing learning and participation in schools. br.s .: CSIE 2011.

Concept of inclusive physical education

History

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. The Paralympics is an event held shortly after the Olympics, in which only athletes with disabilities participate.

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, with the country having reached seventh place in the 2012 Paralympics in London.

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.

Adapted sports projects are important for the development of high performance athletes with disabilities. However, school physical education is evolving towards an inclusive vision that assumes the interaction and participation of all students in the same activities. This view is related to the current international conventions in the area of human rights. The Convention on the Rights of Persons with Disabilities, a document issued by the UN in 2016 and has constitutional amendment value[12] in Brazil, says:

For people with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, participating States shall take appropriate measures to:[13]
[...]

d) To ensure that children with disabilities have equal access with other children to participate in play and recreational activities, sports and leisure, including within the school system;

Another document, recently updated, which reinforces this perspective is the International Charter of Physical Education, Physical Activity and Sport (UNESCO, 2015). As explained in the article highlighted below, the Charter states that the right to participate in physical education should not be denied to anyone. It is an activity that contributes to everyone's well-being, including people with disabilities. Another important point is its inclusive perspective, according to which all must participate together.

Article 1 - The practice of physical education, physical activity and sport is a fundamental right of all.

1.1 Every human being has the fundamental right of access to physical education, physical activity and sport, without any kind of discrimination based on ethnicity, gender, sexual orientation, language, religion, political conviction or opinion, national or social origins, economic status or any other. [...]

1.3 Inclusive, assistive and safe opportunities for participation in physical education, physical activity and sport should be made available to all human beings, especially children of preschool age, elderly, people with disabilities and indigenous peoples. (Our emphasis added.)

Categories of physical education

To understand the context of physical education geared to students with disabilities, we must start with an area of knowledge called adapted physical education. Within this area, the praxis is divided into two categories: adapted physical education itself, and inclusive physical education.

In the adapted physical education category, students with disabilities perform physical activities separately from their colleagues. In other words, they do not participate in the same activities as other students. The goal is the affective, cognitive and psychomotor development of students with disabilities.

At first, this category was based on the practice of adapted sports, whose origin is in conventional sports. As a result, adjustments were made based on each type of disability. For blind people, for example, one of the sports created was "five-a-side football". As another example, we can mention wheelchair basketball, played by people with some physical and motor disability. Currently there are also other activities exclusively designed for students with disabilities that integrate the area of adapted physical education.

In inclusive physical education, everyone participates in the same proposed 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. Social interaction is a key factor for this objective to be achieved.

This category dialogues with human rights issues, being guided by equality of opportunities and respect for differences. In addition, it shares the contemporary view of physical education, which breaks with the focus on competitive sports. The horizon of inclusive physical education is, therefore, physical education for all.

Interdisciplinarity

Physical education has great potential for interdisciplinarity. This is a fundamental concept when dealing with inclusive physical education, in that it can be a way to make educating more pleasurable and, at the same time, to develop issues important to student learning.

To speak of an interdisciplinary project, it is necessary that educators have the boldness to go beyond their own area, looking for points of contact and building teaching strategies integrated with other disciplines. Moreover, it is imperative that physical education professionals actively participate in discussions regarding the pedagogical planning of the school.

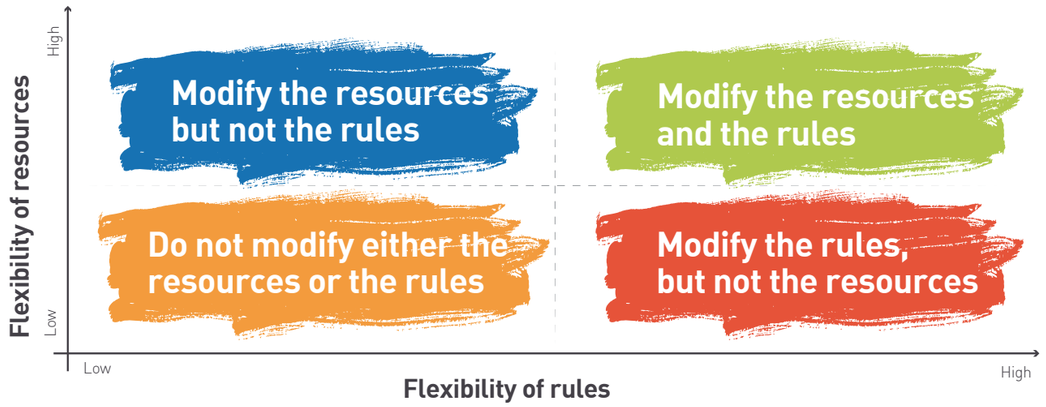
Flexibility of resources and rules

Another important aspect to highlight is that the practice of inclusive physical education requires the relaxation of some elements, such as resources and rules. Resources are

[12] Decree no. 6,949/2009.
[13] Paragraph 5, article 30.

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, as shown in the matrix below.



In certain cases it is possible that the group of students do not need any additional resource or modification to the rules (as shown in the lower left quadrant of the matrix). In others, the teacher can keep the rules of the activity, but needs to diversify resources (upper left quadrant of the matrix).

It is also possible that the teacher considerably modifies the rules of the game, without substantially altering the resources (lower right quadrant) or, depending on the specifics of the class, redefines both the rules and the resources (upper right quadrant). In an extreme case, he can invent a new game or activity[14].

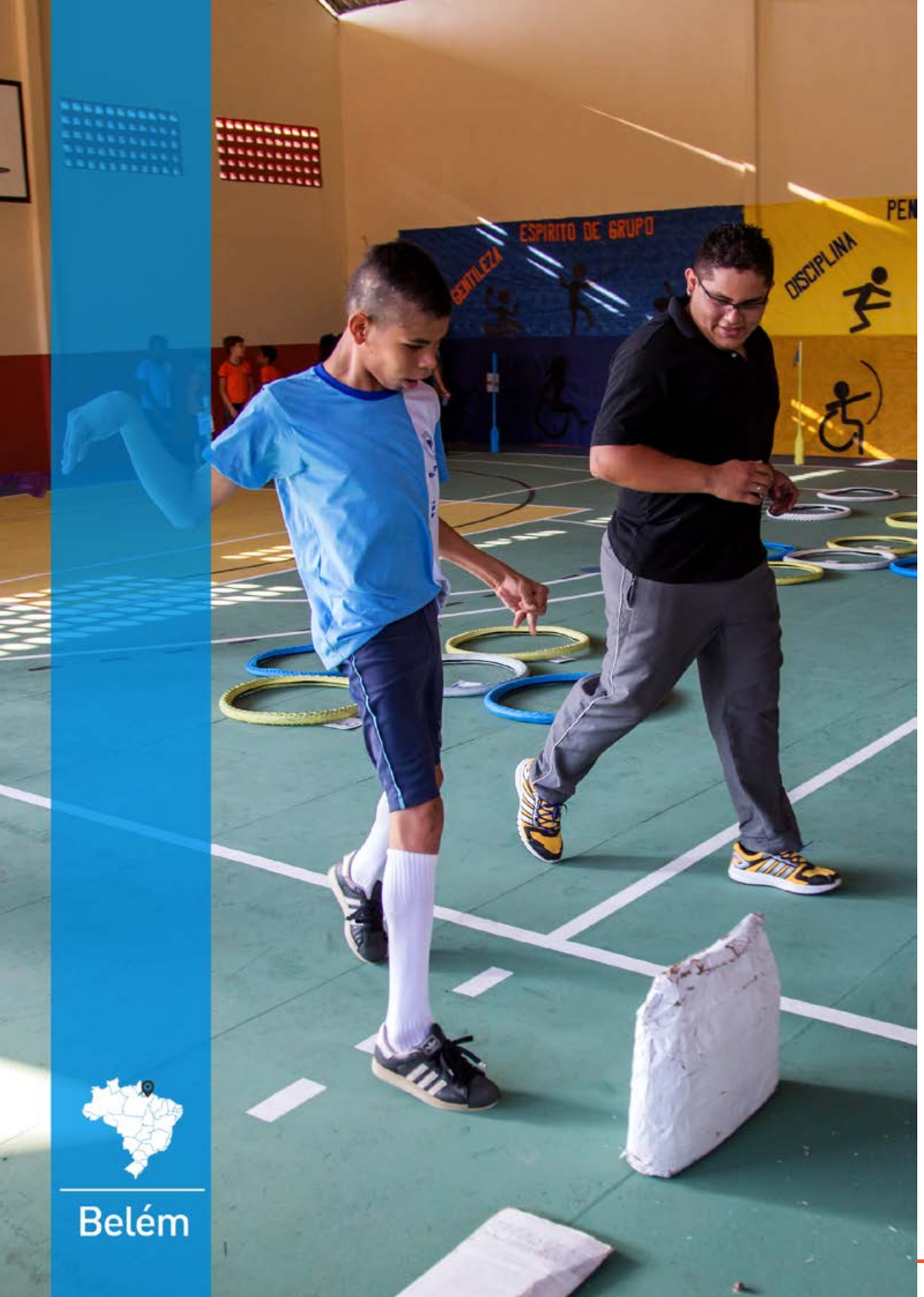
The next chapter in the Compilation of inclusive practices features a set of educational activities in the field of inclusive physical education developed by course participants of the "Open Doors" project. Such practices were developed from the premise that all students have the right to quality education. This right includes the discipline of physical education. We hope that the reading of the texts inspires other professionals working in education to break segregated approaches and invest in actions that promote the inclusion of people with disabilities in regular schools. □

[14] This text is an abridged and updated version of the case study "The Case of Inclusive Physical Education - Brazil" of the DIVERSA project. To read the full, original text and watch the full version of the documentary, visit http://diversa.org.br/.

Photo: Cuiabá

Inclusive activities

Photo: Belém



Belém

Terezinha Souza School

School mini-athletics: freedom to create

The inclusive version of Cuban sport takes the focus away from competition to embrace - the important thing is to move oneself, each one doing his best.

Itair Medeiros dreamed of being an athlete. Son of a stoneworker and educator, he spent his days playing on the treadmill at the school where his mother taught, because there was no money for a babysitter - there he had lunch, snacked and sometimes had dinner. He became a physical education teacher. In 2012, he participated in the training of mini-athletics, a Cuban experience designed for small spaces. And he made sure to take the dynamic, diverse and challenging activity to the Municipal School Professora Terezinha Souza.

With the collaboration and singular view of Edselma Nascimento, teacher from the Specialized Educational Service during the "Open Doors" training course, technique and stopwatch gave way to the freedom of movement based on the potential of each student. The goal was to expand possibilities by stimulating the overcoming of individual limits, while respecting the physical, sensorial, behavioral and communicational conditions of the children. So that the knowledge gained could stay within the institution, Itair invited his colleagues - teachers and staff - to collaborate in the organized disorder of the games court, which holds 190 girls and boys.

Edselma's first strategy was to meet with Rosicleide Santos da Silva, guidance counselor. The conversation unfolded into others, informal, until all employees were aware of the project. Many were unaware of the concept of inclusion and doubted that bringing together students with and without disabilities would work – they were afraid to dare and cause frustration.

The second strategy focused on the production of the circuit with the children, starting from the collection of recyclable material around the neighborhood and ending in its assembly. The third strategy was the execution of the circuit in the Cooperative Games, a big party, where everyone (from 1st to 5th year) would participate, watching and helping, since the important thing was the involvement and participation of all in the different mini-athletics circuit stations. The cheering would be for completion, not for who came first.

In each class, the educator worked one or two stations - the regular teachers stated that students were anxiously waiting. With specialized educational services, the multi-functional resource room was transformed into a replica of the physical education class. Edselma made markings on the floor and used folders as barriers to work on movements, showing girls and boys with disabilities that they could also perform the activities. Seeing their children playing, the families realized that they were able to have fun with their friends, without being labelled. And, often, they played together.

The eight stations comprised of high jump, triple jump, over tires, distance, obstacle course, javelin and hammer, pole vault (only for students of 3rd and 4th year) and relay race with baton. All were designed within the foundations of athletics, run, jump and throw, but with flexibility in the concepts. "Throwing yourself form one place to another" became "passing". Instead of "throwing balls hard" became "drop at a determined point." And the time/speed of the ››

race was evaluated individually.
During the circuit, there was no hurrying or correction from colleagues. Everyone could enjoy it their own way. Some parents even asked leave from work to be there. And children who had never stepped on the court were there. Luiz Douglas Baracho, with Autistic Spectrum Disorder (ASD), had never been interested in participating in the Cooperative games. And he didn't miss any of the three days. His father, Jorge Luiz de Souza Baracho says his concentration improved a lot and he is learning much more, because now he stays in the classroom; instead of running around the courtyard, he interacts and has friends; at home, Douglas speaks of his teachers and colleagues fondly.

Because of a heart problem and muscle atrophy in the lower limbs, Marcelo Castro Filho could not compete in most of the stations. But, with conversation and patience, educators were able to stimulate him to risk the javelin and shot put. On the morning of the circuit, he reminded his mother that he could not miss it. Jhonni Lucas Nascimento was ashamed to even play and spent most of his time alone. School was essential to his social development and learning.

The teachers' efforts to seek information and resources outside of the institution were worth it. They themselves have also changed. Edselma confesses that he feels more daring in proposing strategies that motivate students with disabilities, including in physical education classes. If it was up to her, they will never again be left out. For next year, she wants to work on cognitive and body issues, so students can interact in the games that colleagues invent.

This change was contagious even to educators who did not participate directly in the project. Now they share around the school halls the intent to think about more inclusive initiatives. Some have already established the first partnerships with specialized educational services teacher. Everyone understood that children with disabilities display a number of qualities. And they are eager to be accepted and included.

Summary of experience

Objective

Seek new possibilities for application of athletic movements to stimulate overcoming individual limits, respecting the physical, sensory, behavioral and communication conditions of the students.

Who participated in the project

1	1	1	1	32	
Physical education teacher	Specialized educational services teacher	Teaching coordinator and guidance counselor	Educational principal of the Belém Municipal Secretariat	Students from the 1st and 5th year	Family members of students

Synthesis of the practice

The children went onto the court in a line and participated in the stations individually, except in the relay race, in the following order: high jump, triple, over tires, distance, obstacle course, javelin and shot put, pole vault and relay with baton. Students were free to do the traditional movements of the mini-athletics in their own way.

School mini-athletics








Station 1
High Jump: girls and boys jumped over the elastic rope, first with one leg, then the other.

Station 2 (Photo 2)
Triple Jump: they should hop into the first two tires with the right foot, then into the third with the left and then land with both.

Station 3 (Photo 3)
Jump over tires: positioning themselves in the center, they jumped forward and returned to the center, jumped to one side and returned to the center, jumped to the other side and returned to the center, jumped backwards and returned to the center - the choice of sides was free.

Station 4 (Photo 4)
Long jump with legs together: students chose the distances of the three tires, always progressive. They jumped from the mark into the first tire, walked up to the second mark to achieve the second tire and repeated the process with the third.

Station 5 (Photo 5)
Obstacle race: the idea was to run and jump freely.

Station 6 (Photo 6)
Javelin: sitting down, students should hold a broomstick, which would be thrown with one hand, as far as possible.

Station 7 (Photo 7)
Shot Put: balls stuffed with sand were trapped under the chin until the signal to throw.

Station 8 (Photo 8)
Pole Vault: as the strength to hold a bamboo pole almost two meters tall was necessary, this was used only with the students from the 3rd and 4th years. It was enough to use the bamboo to propel the body to the tires, without specifying which one.

Station 9 (Photo 9)
Relay Race with baton: the first child ran off holding the baton, the second was only released when the former ran around a pole with a flag, to avoid accidents. Upon returning to the starting point, the baton was handed to the next participant.

Belo Horizonte

Dom Orione School

Inclusive boules: easy to make and play

With relatively cheap materials and few adjustments to the rules, inclusive boules can be played by the whole class.

Pedro Daher was a shy child, who cried about anything, everything was strange. The school helped him to blossom, as happens with many girls and boys. Since then, on his way between his house and the gates of Municipal School Don Orione, in Belo Horizonte, he started to distribute smiles to the bus driver. Peter has cerebral palsy and, at age 12, had never participated in a physical education lesson. He would watch, sitting in his wheelchair, the leaps, races and kicks of colleagues or would busy himself in the library with the monitor - until the discovery of adapted boules, created precisely for people with severe physical impairment.

Over the duration of the "Open Doors" project, teachers Keyla Murched, Ingrid Lobo and Jane Silva had the challenge to make it inclusive, allowing students with and without disabilities to play together, as well as helping them with motor, cognitive, emotional and social development. In order to do this they developed the sports implementation strategy for Don Orione, divided into three stages.

The first concerned communication with Pedro. Unable to speak and only able to move his head (and, in part, his hands), his interaction with peers and educators was compromised, although he showed an understanding of the reality that surrounded him. Jane, responsible for Specialized Educational Support, used alternative augmentative communication boards. On them figures of the daily school routine were shown, such as eating lunch or going to the bathroom, in order to sound out desires and interests, and Peter should choose them by pointing.

In parallel, meetings were held with the family to present the idea of communication boards, the potential benefits of their use and ask for the cooperation of the family in the execution of the project. The communication strategy did not work fully, because Peter had to work hard to move his arm. Within two months, however, it was possible to clearly identify the signs that he made for the words "yes" and "no."

The second strategy comprised two visits to Superar, the Municipal Sport and Recreation initiative for the promotion of inclusive physical activities. On the first visit, the teachers along with program professionals thought through actions for the students. On Monday, the 30 children of the 7th year could experiment with adapted boules and get to know the specific materials to play it. And they saw that Pedro was able to play with them, provided there was the necessary adjustments.

The third strategy was the implementation of inclusive boules in physical education classes at Don Orione. The purpose of the original game remains: throw colored balls as close as possible to the jack, the white ball, but people with physical difficulties need tools that vary according to the disability. In the first theoretical lecture, the students learned the history, characteristics, key terms and general rules. In the second, they watched the videos of the Parapan American Games, where Brazil won several medals. And in the third, carried out a conducted evaluation study.

There was also the production of the balls and a chute for bowling, made from donated materials. The labor was provided by the students, who cut, sanded, painted and covered the objects. Finding a ball that did not bounce oddly or weigh too much, get crushed or slip down Pedro's neck was hard work: it involved plastic balls from a children's "swimming pool", a filling made from sand and birdseed and a balloon cover. The PVC pipe chute only needed an adjustment with sandpaper on the edges so as not to hurt the player.

The children played in pairs and took turns in being the "chuter", directing the chute for releasing of the ball as instructed by Pedro, who indicated right or left by lifting the corresponding hand.

Since neither of Pedro's hands had the same motor control as his head, he should use his chin to hold the ball on his neck for at least two seconds - a gesture that was known as "grip" and trained for a month.

The class had fun together and, in general, were excited by inclusion. But Pedro's joy during physical education classes was the highlight. In other disciplines he also began to receive more attention from colleagues. And some educators are already rethinking their practices. The history teacher, for example, asked Jane for help in devising an activity about the discovery of Brazil in which Peter could answer with "yes" and "no."

Even at home things have changed. His parents borrow the chute, and his seven year old brother was finally able to play a sport with him. Pedro stopped being the boy who watches. In physical education, in history class, at the weekend with his family.

Educators Keyla, Ingrid and Jane continue with the challenge of planning new actions that contribute to the development of Pedro's communication. Although they know that there is a long road to full inclusion at school, they have no more doubts that every single student is able to shine. □

Summary of experience

Objective

Improve motor, cognitive, emotional and social development.

Who participated in the project

2	1	30	
Physical education teachers	Specialized educational services teacher	Students from the 7th year	Pedro's family members

Synthesis of the practice

Students practiced in pairs, varying the manner of throwing - standing up, sitting down and even with Pedro's chute – in order to play in the same conditions. The carpet laid out on the court avoided that the balls roll too much. Ingrid set the jack (white ball), and the participants stood at one end of the carpet.

Inclusive boules


1


2


3


4


5


6

Photo 1
The throws were alternated, with three for each team, who should always use the same color ball. The winner was whoever had more balls closest to the jack - in counting the points, Ingrid ignored the farthest.

Photo 2
Pedro had with the aid of a chute for the release of the ball and of a "chuter" to manipulate it. The "chuter" sat with his back to the game, directing the chute according to his colleague's instructions, indicating right or left by lifting the corresponding hand.

Photos 3 and 4
One end of the chute end was laid on Pedro's chest, and the other on a stool to reduce the slope. He should hold the ball with his chin for at least two seconds and drop it in the chute.

Possible flexibilities
Following the same rules for inclusive boules, students could play in another two other ways:

Photo 5
Sitting on the floor at one end of the carpet, the students rolled the balls until they slowly approached the white ball.

Photo 6
Standing up on the court, the balls were kicked towards the jack.

Suggestions for materials
Chute: students adapted a PVC pipe, painted both sides and sanded the ends so as not to hurt Pedro's neck.

Plastic Pool Balls: filled with sand and millet so as not to be too heavy. To work around the slippery texture, a balloon was used to cover it, with different colors for each team.

Carpet: optional simulation of boules court.

Stool: for chute height adjustment.

Cuiabá

Jesus Criança School

Circus gymnastics: challenge for teens

Open to the creation of movements and juggling by the students themselves, circus gymnastics encourages collaboration.

Narelly Rita Alves had already planned to work with gymnastics in physical education classes in the Municipal School Jesus Criança. The idea of taking gymnastics to the circus, however, came from the 35 students of the 6th year morning class. On the "Open Doors" training course, the teacher learned how to let students be heard and made sure to choose a project that demanded little resources so as not to encounter barriers in their execution.

The objective was to provide more autonomy and confidence in the students' social life, stimulating inclusion not only of girls and boys with disabilities, but also the shy, those above or below weight, those that had growm too much or too little. The idea was that all movements were to be performed with ease. "If the teacher does not take care, physical education turns into an exclusion class," explains Narelly.

To present the project to the families and to listen to their opinions, she and Benedict Lucio da Conceição, articulator of the More Education program at school, undertook a **round of conversation**. From this first strategy came the second: **interview parents and adolescents** of the specialized educational services. Through a questionnaire, prepared by Mirany Pereira dos Santos, teacher of specialized educational services, they shared their concerns and suggestions for improvements.

The third strategy involved the **practice of basic circus movements**. Gambols bridge and star only depended on the body. But juggling also involved **production workshops** using recyclable material. The idea was to use what was at hand and that could be made available to students in need of ready toys. If they had wanted to play with a gymnastics ribbon , for example, a sheet of newspaper and some plastic bags was enough to create it.

In the first workshop gymnastics ribbons and balls that would be thrown high between changes of hand were constructed. To make them correctly, students had to exercise fine motor coordination. Meanwhile, other students wanted to make the most of the time to also make clown clothes for the presentation to the community.

In the second class, the teens learned the basic movement of juggling, first with two balls and then three. They trained in small groups on the court, and they swapped when the teacher blew a whistle. Once the difficulties had been identified, they helped each other so that the objective of inclusion was effectively met. Motor coordination, spatial orientation and sense of time were also worked on. This class was divided into two, because the students decided to create new movements and asked to train during the week.

The activity began with free walking and, to increase the level of difficulty, obstacles were used. Narelly was careful to provide new experiences whenever possible and to open up the lesson to the inventiveness of the students, to avoid boredom - which, at this age, happens often.

In the world of acrobatics, as well as gambols, hoops and star, these games were included: opening the bank, somersault through three hula hoops of different sizes and even a human ››

pyramid with an extra floor, at the insistence of the adolescents themselves. The work at the school lasted two hours, but they researched everything on the internet, by mobile phone, watched the videos and came back full of ideas.

It was like this that "can foot" appeared, made with chocolate drink or milk powder packaging and clothesline wire, so as not to burst. The instruction to walk freely through the space was soon replaced by zigzagging between cones and arch crossings. Narelly took the opportunity to address the gender issue: there is no girl and boy exercises. Everyone needs to know their body. Strength and agility should not be the privilege of boys, as flexibility and balance doesn't only help the girls.

When rehearsals for the show began, the educator faced a new challenge: the students had forgotten the question of inclusion and began to suggest, though delicately, that colleagues with difficult change groups. Narelly soon brought dictionaries from the library for students to look up the meanings of inclusion and integration, showed the video "ropes"[15] and promoted a conversation to remember that the presentation was part of the project, not its objective.

Students have been building an increasingly inclusive consciousness. During the work of other disciplines, no one was left alone anymore. They even wrote essays about this change in behavior and vision of the potential of people. William da Silva Machado, a deaf student who always waited for the teacher to put him in a group, now calls the interpreter to communicate with his colleagues. That if not invited beforehand. His mother, Alice Fernanda da Silva excitedly confirms that Narelly managed to join him with the group.

Several teachers made comments about the sometimes hostile behavior of Nayane dos Santos Gomes, a student with Autism Spectrum Disorder (ASD). Previously isolated from contact with colleagues, today she is part of the group. Whenever she is in doubt of collective acceptance, still recent, friends try to pull her closer. Bento says that the student felt so important participating in the project that she began to dress up more and excitedly participate in lessons.

The circus spectacle impressed the community. The choreography sequence was decided on by the adolescents themselves, who also had the freedom to choose the activities in which they felt more comfortable. Over the next bi-monthly periods, the subject of physical education classes will change, but the mission of inclusion will be maintained and extended to the rest of the school. Aware, students now insist that everyone has a chance to develop their potential.□

[15] Spanish cartoon about the relationship between the orphans Maria and Nicolás, a boy with cerebral palsy.

Summary of experience

Objective

Encourage autonomy, self-confidence, interaction and motor coordination.

Who participated in the project

1	1	1	35	
Physical education teacher	Specialized educational services teacher	Articulator teacher from the program Mais Educação	Students of the 6th year	Family members of students

Synthesis of the practice

During the classes everyone went through the circus gymnastics stations, and the experiences happened simultaneously. In the presentation the students were able to choose the activities that they most liked and waited for their group's turn sitting down, as the space was used one at a time. The sequence was down to them, under the supervision of the educator.

Circus gymnastics


1


2


3


4


5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7


8

Photos 1 and 2

Juggling and ribbons: to make each one of the juggling balls, students used a single sheet of newspaper. They should be well crushed, facilitating handling and held together with adhesive tape. The ribbons also started as crumpled balls of newspaper, but before sealing with tape, it was necessary to glue the plastic bag strips. It was also necessary to attach the string, cut to an average size of one metre. To do this, they pulled a newspaper tip, twisted it, tied a knot with the string and again poked the tip into the ball again.

Photo 3

For the practice of juggling and ribbons, two circles were made, one inside the other. The juggling group, in the center, threw two or three balls into the air, alternating hands - the boldest spun and played with them under their legs. The people with ribbons, the outside circle, performing movements in a circle over their heads and around their bodies.

Photo 4

Tin Foot: aluminum cans reused and collected by the students became the basis for balance and a support strap was made out of a piece of clothesline rope. The challenge was to balance on top of the can and cross the court.

Photos 5 and 6

Acrobatics: no tatame emborrachado, os estudantes faziam acrobacias, como estrela, ponte, reversão e parada de mão. Além disso, os adolescentes também exercitavam o rolamento atravessando o arco que outro aluno segurava de pé. Eles começavam com o bambolê maior, passavam para o médio e, caso quisessem, poderiam terminar no pequeno. Para isso, eles usavam um bambolê em tamanho tradicional ou reduzido. A peça pode ser desmontada para ampliar ou diminuir o tamanho e, consequentemente, o grau de dificuldade do obstáculo.

Photo 7

Balancing act: a wooden bench was also used as a stage for executing opening legs and the star, with the intention of increasing the difficulty of the acrobatics.

Photo 8

Human Pyramid: kneeling, girls and boys who were at the base placed their hands on the floor, while those positioned in the middle and on top should balance on the backs of their colleagues. Altogether, the pyramid was formed by six students in the base, five in the middle and two on top.

Curitiba

Vinhedos School

Motor circuit and race: bodily activities

Given the specifics of each student with a disability, it is possible to create exercises that improve the most diverse possibilities of movement.

Pedro Mendes Tuda has the classic behaviors of autism spectrum disorder: he does not respect rules, he prefers to play alone, he watches his favorite videos on the internet repeatedly. Studying for three years with the same class at the Municipal School Vinhedos, in Curitiba, he taught colleagues how to live with their differences early on. But it took him a long time to learn how to have fun in physical education classes – he would flee from the court, and when he was around, did not get involved in the activities.

The people that broke down this barrier were teachers Eliane de Figueiredo, from the discipline in question, and Andrea Elias, of the specialized educational service. The "Open Doors" training course encouraged them to insert into the planning of the institution exercises that favored Pedro's participation, also benefiting the other 29 children in his 4th year class.

Following the curriculum axes defined by the Municipality of Curitiba (games, dance, gymnastics and wrestling), the teachers thought about flexible activities that would allow the experience of various bodily possibilities and stimulate cognitive (memory, attention, concentration) and motor (coordination, laterality , spatial structure) development of the students.

This was the first strategy for the project, everything being made from materials available in the school - ropes tied to cones became barriers and hoops became hopscotch. Each exercise was accompanied by a poster with the sequence shown in drawings of the movement (or stations) and textual clues, such as "jump," "run" and "knock over" to facilitate understanding of children who learn more easily with visual stimuli. In addition, any student could help his colleague.

The secondary objective was to encourage interaction, highlighting relay races, in groups and in pairs, and the motor circuit, composed of hopscotch, barriers, goal kick (reduced size), throwing in the basket, ball placing on top of the cone, ball in the bucket and bowling.

The second project strategy was to draw up a collaborative handout with information on the autism spectrum disorder, action plans divided by curricular axis and indications of websites, magazines and articles to help broaden knowledge. The action plans were based on the experience developed in school, following this structure: content to be worked during class, objectives, description of activity, flexibilities, reflection, new action (possible changes) and evaluation.

To write the theoretical part, Andrea used the material available on the Ministry of Education's website and books from her personal library. The administration of the institution let her use ink for the printer and purchased the folders. And, through the Santa Felicidade Regional Education Center, each neighborhood municipal school received two booklets, one for the morning class, one for the afternoon class.

The third strategy included a round of conversations with students and the registering of favorite activities, through drawings. »

Pedror participated in all the circuit stations, handed over the baton to colleagues in the relay races, waited his turn, and respected many of the rules – from queue organization to personal hygiene. The teachers identified a significant improvement in attention, memory and fine coordination. And colleagues got a more present friend.

At home, his mother Rosi Mendes says he now insists with his parents to play basketball and has shown interest in group games. What most makes her happy is the newly established contact with other children. The pedagogical issue has also evolved: his writing repertoire has increased and Pedro now recognizes several words. He does Google searches on his own, focusing on videos that show what he has experienced at school.

The institution intends to update their political-pedagogical project, currently in an outdated version, from the time when there weren't so many students with disabilities enrolled - the new PPP needs a more inclusive vision. Eliane learned that creating rapport with the student is essential for him to feel able to face the challenges posed. And Andrea can confirm that every child has potential, allowing us to overthrow our prejudices. □

Summary of experience

Objective

Enhance the various possibilities of body movement for the student with autistic spectrum disorder, considering his specifics.

Who participated in the project

1
Physical education teacher

1
Specialized educational services teacher

30
Students of the 4th year

Synthesis of the practice

The activities worked on throughout the year respected the axes defined by the Municipality of Curitiba (games, dances, wrestling and gymnastics), always through flexible versions. Three of are detailed in the boxes below.

Motor circuit and race


1


2

3


4


5


6

Photos 1,2,3 and 4

Motor circuit: students began jumping hopscotch with hoops, jumped two sequential barriers made with ropes, kicked the football towards the goal (reduced in size by using two cones), threw the basketball in the basket using both hands and put it back on top of the cone, threw a rubber ball into a bucket and knocked down the bowling pins.

Photo 5

Group relay race: in groups of five children positioned one next to the other, they should run up to hoops, at the opposite end of the court, raising the colored bat when they put both feet inside the circle.

Photo 6

Relay race in pairs: each student held one end of the colored bat, they then ran together to the mark set by the teacher, returned to the queue and handed the baton to the next pair, who repeated the process until all had participated.

Fortaleza

Hilberto Silva School

Fortaleza

Inclusive capoeira inclusive: betting on natural movements

To play inclusive capoeira inclusive, you do not need to have technical knowledge – It's enough to overcome your shyness, go to the center of the ring and accompany the music.

Professor Luciano Hebert Silva had already taught capoeira movements in physical education classes at the Municipal School Hilberto Silva, in Fortaleza. The idea was to promote and strengthen community culture, a heritage from the times of slavery. But, because of embarrassment or the complexity of the movements, not all children entered the circle. In the "Open Doors" training course, he was urged to rethink his practice.

He realized he would need to work in partnership with Suely Furtado Standard, teacher of specialized educational services. The first strategy was to schedule **weekly meetings** to discuss and plan activities with the students. Francisco Venê Filho, pedagogical coordinator, restructured the school calendar, allowing agendas to coincide, as well as helping to develop the project.

The second strategy took the teacher from specialized educational services to the sports court, with appropriate clothing and an excited participation in the folklore dance "maculelê" – an experience that earned her the nickname of Norma Maculelê from her colleagues. Students who were not the target audience of specialized care got to know her, everyone welcomed her with affection and the experience enabled the methodology that was being designed by six hands to be perfected.

To take the design off the paper, as a third strategy, the team decided to organize a **dynamic capoeira circle during playtime** with 20 minutes duration, where everyone could join in. The teacher started with a simple movement that children with no technical knowledge could reproduce, so that others became interested and the circle grew.

The lyrics of the songs, learned there and then, touched on the reality of the students, making memorization easier. And the instruments were passed from hand to hand, for anyone who wanted to risk a sound.

About 400 girls and boys were infected by the vibration of the berimbau, 15 of them with physical or intellectual disabilities. The maculelê, a dance of indigenous African origin, took place within the circle, but in the center, students were playing, spun and jumped beating sticks. Berimbau and tambourines gave way to conga and rattles, also passed on from hand to hand. Luciano took a wheelchaired capoeira participant to dance with the children, and the 5th year presented at a Department of Education event.

Lucas Israel Oliveira Mendes, the main highlight of the choreography, went weeks without going to school because of the distance and difficulty of mobility. With the conquest of adapted transport, his absences ended and inclusive capoeira helped to take care of his self-esteem: get into a circle and get everyone's attention is a victory – finished off by complements as he left, generating more empowerment. Being able to enjoy it with friends also left him more participatory in classes of other disciplines.

Overall socialization improved, especially at recess, which was previously characterized by aggressive play and episodes of bullying, reflecting the high levels of violence in the neighborhood. Parents tell that now their children ask to go to school. And they receive with happiness the news that the project has everything to carry on, as it is a simple initiative, with three enthusiasts: Luciano, Norma and Venê. □

Summary of experience

Objective

Promote the practice of inclusive physical education, through interaction between teachers of the discipline and specialized educational services and the practice of capoeira and maculelê.

Who participated in the project

1	1	1	400
Physical education teacher	Specialized educational services teacher	Pedagogical coordinator	Students from 1st to 5th year

Synthesis of the practice

Photo 1
To work with capoeira during playtime, the teacher formed a circle with the interested children, who didn't need to know how to play. He taught the lyrics to the music, always focused on the environment in which they live, making memorization easier.

Photo 2
And the berimbau started playing, while the students, standing up, accompanied by clapping.

Photo 3
One at a time, they should think of a simple body movement, speak a phrase of music and go to the center of the circle to perform this movement, an action that the capoeiristas call "play". The berimbau and tambourines were passed on from hand to hand to anyone who would risk a sound.

Photos 4 and 5
The maculelê was danced in the capoeira circle but, in the center, girls and boys played, spun, jumped or danced in pairs, beating wooden rods made from broomsticks (one in each hand) to the rhythm of the music. Berimbau and tambourines gave way to conga and rattles, also passed on from hand to hand.

Capoeira and maculelê

Maceió

Padre Brandão Lima School

Traditional games: creativity and interaction

Rescued from the time when children invented their own toys, songs and cooperative activities favor union, in a playful manner.

Inclusion was already the mission at the Father Brandão Lima Municipal School in Maceio, and in the life of educator Sérgio Peixoto, who cannot see a student outside of the court without bringing him into the group. In the "Open Doors" training course, he and teachers Denia de Magalhães, Jaqueline de Melo and Kelle Flavia Moises, also from physical education, as well as Maria Jose Macedo, from the Specialized Education Service, learned to do this inclusion in a didactic, targeted and systematic manner.

Placed in different institutions, they decided to develop the project with games and traditional play in Brandão Lima, precisely because of its history. To compose the mixed class, they chose 12 students from 1st to 5th year and eight others with disabilities (physical, intellectual and Autistic Spectrum Disorder). The aim was to strengthen the interaction, autonomy and self-esteem of all, favoring affective, cognitive, motor and language development.

The first strategy was to present the initiative to the other educators, coordinators and classroom helpers to sensitize them to see, instead of the difficulties, the diverse array of potential of the girls and boys. They rescued games from their childhood, with a call for reflection on the easing of rules in each of them, so that everyone could participate.

In the meeting with the students, the second strategy, there was also sharing of favorite games, and they took home the lesson to ask parents and grandparents how they spent their time when they were little. To help in the survey, the teachers also consulted books. And everyone had an opinion regarding the final selection, considering the feasibility of the work at school.

The third strategy was to build the toys. Milk powder cartons turned into tin feet; balls were born from crumpled newspaper and tape; carts made from recyclable material crossed the courtyard; shuttlecock, pick-up-sticks and cup-and-ball defied imagination. The fourth strategy comprised of workshops of games and cooperative play. Each week, the teachers took a different activity and repeated the ones preferred by the group. Those who learned taught those that didn't know. And the children themselves were suggesting flexibilities.

Games in circles, like Father Francisco, Slaves of Job and You will Pass, previously considered silly by the boys, were lasting all morning, eliminating the historical division between genres - and everyone swung their hips! For student Marcos Alcantara Viana to participate, a student with ASD, the "Father Francisco" music was changed by colleagues who put in references to dinosaurs, a subject that interested him more. And he was even excited enough to play the instruments. The competition gave way to union, social function of play, which only happens when everyone has fun together.

The circuit consisted of plane (called hopscotch in other regions of the country), skipping, spinning top, marbles, shuttlecock and elastic. In hopscotch it was enough to cross the squares drawn in chalk. The skipping rope turned into a snake for those with limited mobility. In marbles, the thrown marble just needed to touch on the others that were inside the triangle. And to save the shuttlecock from falling on the floor, they could hold the feathers and throw it to a friend. There were students who preferred to hold the elastic between the legs instead of jumping, like Ludmila Soares da Silva, and that was fine! »

Blind man's bluff and grab-the-tail were also made more flexible. In the first game, the blindfolded child got a partner who could not tell where the other person was, only direct the searches. And in the second, the tails made from ribbons emerged from the back of the contestants to their hands, facilitating the removal of the tail by the opposing team.

Regular teachers told how eager the students were to play. In the courtyard, you could see the happiness on the small chatting faces. The project increased the initiative and interaction of students with disabilities, who used to keep farther away from the group. Edilza da Silva, mother of Jose Fernando da Silva, says he is much freer and now wishes to participate in the school schedule. Learning how to sit, breathe and sometimes stretch between activities also improved his excitement in the classroom.

Jaqueline was stimulated to broaden her horizons. Kelle Flavia started confronting teachers that prohibited girls and boys with disabilities to attend physical education. And Scheila Maria is ready to work with dozens of children together. The workshops will continue next year in order to consider the other students - and perhaps multiply into the schools of the educators that idealized them. If playing is a right for all, no one can stand apart. □

Summary of experience

Objective

Strengthen, through games and traditional play, the interaction, autonomy and self-esteem of the students, encouraging their affective, cognitive, motor and linguistic development.

Who participated in the project

4
Physical education teachers

2
Specialized educational services teacher

20
Students from 1st to 5th year

Synthesis of the practice

In each class students tried out different traditional games and repeated the group favorites, explained in the boxes below.

Games and traditional play

Photo 1
Sung games: using the circle games "Slaves of Job", "You will Pass" and "Father Francisco", the team of educators arranged times when students could dance and rethink the activities at the same time.

Photo 2
Plane / Hopscotch: in the region, hopscotch is known as plane, but the goal is the same - to socialize the students and encourage them to jump over rectangles drawn with chalk on the floor, until you get to "heaven", last square on the drawing. Each student threw a pebble on the floor, trying to keep his balance, and jumped on one foot or two (when there were two squares on the ground), jumping the pebble and reaching "heaven". After the course, he made a U-turn to return to the original square, picking up the pebble on the way and completing the circuit.

Photos 3 and 4
Skipping rope: each child held one end of the rope, spinning in circles, while a third should skip it whenever it hit the ground. Whoever had difficulty jumping, jumped the snake, made with wavelike movements close to the ground.

Photo 5
Ximbra/marbles: instead of throwing the marbles against those inside of the triangle (drawn with chalk on the floor) and push as many as possible out, they had to just touch.

Shuttlecock: before playing, the shuttle was made by the students who used a plastic bag with a sand filling, cloth and string to finish. The goal of the game was to hit the bottom of the shuttle with the palm of the hand, throwing it to a colleague, who should repeat the action, without holding it or dropping it on the floor. But this exchange could be done in other ways, maintaining the objective of saving the shuttle from the ground.

Elastic: each student put one end of the elastic around their shins and a third jumped it. According to the ability of the child, the height of the elastic was raised.

Photo 6
Blind Man's Bluff: students sat in a circle and one was blindfolded and spun by the teacher, who then began their search for one of their sitting colleagues, called "wanted". Children with limited mobility had the support of a friend, who could not tell where the "wanted" was, only direct them.

Photo 7
Grab-the-tail: divided into teams the students needed to steal the tails (ribbons stuck to trousers) from their opponents. As some felt difficulty, the children themselves suggested putting the tails in their hands.

Manaus

Magdalena Arce Nursery

Circus circuit: ideal for small children

Playful and fun, the circus circuit allows for developing balance, strength, attention, self-esteem and self-confidence.

Elis Ferreira is one of the few physical education teachers who work with children of one to five years old in Manaus. Books did not give her all the answers she needed in order to reframe physical activity for this age group. Before participating in the "Open Doors" training course, she was already re-working classic activities for small children at the Municipal Nursery Magdalena Arce Daou, in Manaus. But the 18 children with disabilities had to adapt, not always successfully.

Alone in the mission of reinventing physical education classes for of 16 groups, she thought about giving up on the course - when asked colleagues for help, all she heard was excuses. Principal Luciene Coast Paula insisted. Until another teacher decided to embrace the challenge. They put the circus circuit together every day, the kids were ecstatic waiting to try it out, and other educators, who seemed to not believe in the venture, started asking for their students to be included as well.

But why a circus circuit? To improve walking, reduce falls and increase socialization of girls and boys with disabilities, as the stations allow the development and improvement of various physical and motor skills. Being able to accomplish activities that initially cause fear, the small children also have their self-esteem and self-confidence increased. And no one is forced to participate, otherwise it spoils the fun!

Elis developed the project based on five strategies. The first comprised meetings with families to explain the benefits - the parents went through the circuit with their children, seeing the progress. Luana Priscila Carvalho, mother of a student at the nursery and final year student of physical education, immediately offered to help voluntarily. Her daughter shows more independence than most two-year-old girls, thanks to the work at the nursery.

The second strategy focused on conversations with school staff to gather more support and material. The third strategy was to show to students the Spanish cartoon "Strings", about the relationship between the orphans Maria and Nicolas, a boy with cerebral palsy. After the chat, they did some nice drawings of characters and situations related to inclusion.

The fourth strategy included the presentation of the circus circuit to all classes, and shortly after, letting them experience it - the trampoline and the aerial silk left the children fascinated. Throughout the week the fifth strategy was implemented, with lessons on all of the circuit stations, with individual execution to ensure the safety of the little ones. And a bonus: they have learned to contain their anxiety and wait their turn sitting down, as well as understanding that falling down and getting up are part of the process.

As the City Department of Education had no specific material Elis improvised part of the equipment, managed to borrow another part and purchased what was missing. The school's broken hoops became a tunnel, together with safety cones. The seesaw was built with reused wood and the legs from a child's chair. The mats came from the church. The aerial silk and the trampoline came out of her pocket. She even managed to get a Pilates ball and an inflatable balance disc.

Each fun station contained a serious purpose. By crawling on the mats, children of one and two years strengthened their arms, legs and spine. The larger children, three, four and five years, also worked coordination, as they had to synchronize the left arm with the right leg and right arm with the left leg.

Sitting on completely inflated Pilates ball exercised supporting the torso and head. Upon lying down on their backs, the muscles relaxed, and the column stretched - this step needed an extra dose of confidence in themselves and in the teachers. The tunnel made from hoops repeated the idea of the mats to train attention to commands. While the little ones crossed them crawling, the larger ones should pass under the arches and jump between them.

When walking along the seesaw without falling off, the children improved static balance (standing) and dynamic (moving) and also concentration. Jumping on the mini trampoline allowed, as well as all this, the development of muscle strength, even if they were slow to let go of the teachers' hands. Being soft and flexible, the inflatable balance disc worked as an advanced version of the seesaw.

In turn, the aerial silk swing gave a sense of freedom and favored the breaking of boundaries – the main challenge being to get the children to let go of the teachers (again). The hoops on the floor stimulated the strengthening of the lower limbs, since students should jump from one to the other with both feet together.

The teacher is seeking to improve the stations , using the evaluation of the activities developed in 2015. Some stations need improvements, and there is no shortage of suggestions for the next circuits. Today, Elis thinks first about girls and boys with disabilities and creates truly inclusive activities. A network was created around the teacher: the nursery was sensitized by the project and took it to the parents, who spread it to their families.

The children also started to take care of each other. Little by little, they overcome barriers such as going to the bathroom alone. School is the place to develop skills, get to know their own body, its limitations and to challenge themselves: one day climb onto the trampoline, the next jump higher, in the third to do some new acrobatics using the silk swing... □

Summary of experience

Objective

Develop balance, strength, attention, self-esteem and self-confidence.

Who participated in the project

1	1	30	1
Physical education teacher	Teacher from the regular classroom	Children aged between one and five years	Volunteer mother

Circus circuit

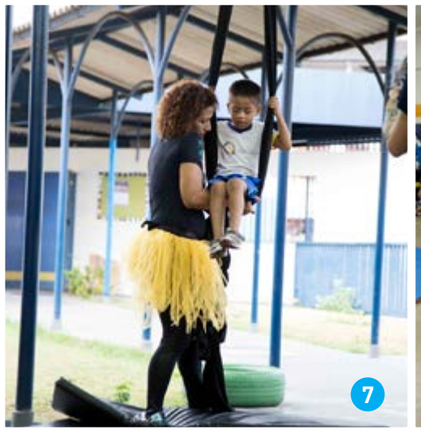

1


2


4


5


6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8

Station 1
Crossing the mat: on the rubber mat children of one and two years crawled from one end to the other; the three, four and five year olds dragged themselves, coordinating the movements of the left arm with the right leg and right arm with left leg.

Station 2 (Photos 1 and 2)
Jumping in hoops: Elis lined up five whole hoops on the floor, parallel to the four mats rubber. The idea was to go jumping from one to the other with both feet together.

Hoop tunnel: safety cones were lined up in pairs and connected with hoops cut in half. Their position left sufficient distance so that older children could go under and jump between them, while smaller children should crawl through the tunnel.

Station 3
Jumping on the trampoline: On the mini trampoline, they needed to jump holding hands with the teachers or alone.

Station 4 (Photo 4)
Stretching on the ball: with a Pilates ball, the children started the balancing exercise sitting and ended up lying on their back, stretching the spine with the help of the teachers.

Station 5 (Photo 5)
Balancing on an inflatable disc: standing up with the help of the teacher, girls and boys tested their balance on the disc developed for functional activities.

Station 6 (Photo 6)
Balancing on the catwalk: the challenge of this circuit station was to walk without falling. The walkway was built with a recycled plank of wood and legs from a child's chair.

Station 7 (Photos 7 and 8)
The silk swing: sitting on the fabric, children swung freely or with support from the teacher. The fabric was attached to a bar fixed to the patio ceiling, with mats underneath to ensure the safety of the little ones.

Adelina Fernandes School

Board games: stimulating logical thinking

Checkers, "game of life" and, especially, chess put children's brains to work and facilitate decision making.

Physical education teacher Anderson Teixeira's passion for board games is very old. He did not imagine it was possible to create strategies for children with and without disabilities to play together. The "Open Doors" training course gave him the confidence and encouraged him to risk a project with board games with the 4th and 5th year classes of the Municipal School Professora Adelina Fernandes, in Natal.

The objective was to use chess as a tool for inclusion, as well as encourage, through the complexity of the rules, logical reasoning in 15 students from the More Education Program and five students with disabilities - two gave up. Weekly meetings with Anselmo Queiroz, a teacher from the specialized educational services, and Maria do Carmo Carlos, educational coordinator, produced the strategy for progression.

As most girls and boys did not know the game, starting straight away with bishops and knights might discourage them. Educators invested, then, in games considered predecessors of chess. Adapted versions of ludo, nine men's morris, checkers, connecting points and jigsaw puzzles acted as facilitators of the learning process.

The game of naughts-and-crosses started traditionally, with paper and pencil, then to cutting figures from cardboard, and ended up in court, in a giant model, with running and pieces produced from recyclable materials. The idea of collecting PET bottles in the neighborhood came during a More Education environmental education class, taught by teacher Maria Clara, as the school celebrated Environment Week.

Beforehand, students were introduced to the history of the game that ends in checkmate, and to each piece - pawn to king - with their respective movements. The knight, more complicated, had a magnetic board, where curious eyes could find drawings, letters and numbers to be able to see, later, the "L".

Giant versions aspired getting students out of their chairs and putting more fun into the activities. After naughts-and-crosses came the game of life, in which the cardboard dice defined the amount of squares that each participant would jump, respecting the trick squares (to go forward or back a few squares), created by the educator to increase motivation. In chess, the students walked on the board to get another perspective of the movements.

The progression followed with chess only using pawns, in which the winning student was the one that reached the last line of the opponent's field. In the version of pawns and castles, the mission was to capture the pawns of the adversary; then it was time to gradually bring in the bishops, the knights, the queen ... until the game was complete. As evaluation of the project, group members found that 14 meetings are insufficient for understanding of all movements and possibilities of the game. However, each student developed skills related to chess.

Luis Mario Xavier, who has Down syndrome, showed huge progress: he did very well in pre-chess games and finished the process understanding the board and chess pieces, plus a little more about castles, medieval battles and knights of the Round Table – a seed planted for the next step. His interaction

with colleagues “improved more than 80%”, according to his father, Mario Luciano Xavier. And the child related his experiences at home with visible excitement.

Adjustments were also made so as not to demotivate those who learned faster. Children who demonstrated reasonable progress in the traditional version learned to play with four players, which also had its rules adapted. Instead of the winner being the first to checkmate, it was enough to threaten the king. Because it is a dynamic system, which creates conflict, the socialization of participants was worked on.

Everyone loved the project! When the teacher arrived at school holding the boards, they would run towards him enthusiastically. And they complained if the activity was another, forcing him to make room for chess at the end of class. The acceptance by students with disabilities also surprised. The class taught them with patience and played together, on a rotating schedule. For next year, the plan is to expand the initiative to other classes. Anderson found that much more than just pieces of wood fit on a checkered board. □

Summary of experience

Objective

Use board games, especially chess, as a tool for inclusion and encourage logical reasoning for decision making.

Who participated in the project

1	1	1	20
Physical education teacher	Specialized educational services teacher	Teaching coordinator	Students from the 4th and 5th years

Synthesis of the practice

Before getting to chess, the main objective of the project, the students went through several activities, starting with the traditional version of naughts-and-crosses.

Board games

Photo 1

Colored naughts-and-crosses: in pairs, using colored pencils, they should draw this symbol on paper: # alternately filling with crosses and zeros, to complete a row, column or diagonal.

Photo 2

Cardboard naughts-and-crosses: on the table, students cut four green strips and five yellow and orange balls. The strips formed the structure of the game, and each ball color belonged to one participant.

Photo 3

Giant naughts-and-crosses: put together using hoops as the structure, placed on the floor of the court, and ten PET bottles partially filled with water so the wind couldn't blow them over. The children experienced difficulty, and the hoops were replaced by masking tape strips. The extra challenge was to run to the PET bottles to put them in the hoop structure (or masking tape).

Photo 4

Giant game of life: the rubber sheets for Game of Life were placed so as to simulate a path, and some of them, the teacher pasted sheets of paper with printed instructions like "advance two squares", "return to start" or "miss a round without playing. " The cardboard box transformed into dice was covered with wrapping paper, rubber circles and sticky-backed paper.

The dynamics of the Game of Life were based on throwing the dice high and walking the corresponding number of squares (represented by rubber sheets), respecting the trick squares distributed along the way. As in the board version, created in the 60s and brought to Brazil in 1986, the student who completed the trajectory first, won.

Photo 5

Discovering chess: the work with chess began by explaining the movements of each piece. To learn the "L" of the knight, a more complex movement, the teacher used a magnetic board and stimulated students to find in his pictures drawings, numbers and finally letters. The first games were played using only pawns. The winner was the one who took a pawn to the last line of the opponent's field.

Photo 6

Then came the castles and the mission to capture all the opponent's pawns. Bishop, knight, queen and king were added subsequently until the board was complete, ending in checkmate (when the king is left cornered, with no possibility of escape or defense).

Photo 7

Giant chess: set up on the games court, it consisted of an artificial leather board and pieces made from recycled material, collected around the neighborhood during the environmental education class. The PET bottles were cut in half, filled with sand and closed with adhesive tape. The castle received a special cut, imitating the original piece.

Floriano Peixoto School

Fun games: moment of relaxation

Using activities different to what students are accustomed to, physical education class allows them to experience new sensations.

With more than 20 years teaching in Rio de Janeiro schools, teacher Antonio Carlos de Sousa had never taken a course on inclusion. He relied on "human experience" to contemplate the diversity of students in his classes, without having studied theory. From the "Open Doors" training course arose the challenge to write and implement a project that would benefit the 466 students (from 1st to 5th year) enrolled at the Municipal School Floriano Peixoto - 18 of them with disabilities.

In making the diagnosis, Antonio Carlos and Elda Regina de Sousa, teacher from the specialized educational services, realized that the institution collected barriers, but the facilitators also lined up, with special mention for the work to integrate the school community. All the educators embraced the initiative, participating in several stages, because they all have at least one child with disabilities in their classes.

The planned actions should transform through knowledge, practice and coexistence. The first strategy, therefore, was to hold a **meeting of teachers and family members**, and representatives of the Municipal and Regional Coordination of Education, the Helena Antipoff Institute and the Municipal Department of Persons with Disabilities. Sharing the content of "Open Doors" was interspersed with videos and sensory dynamics - a teacher was blindfolded while another guided him from the courtyard to the classroom.

The second strategy was to **trial inclusive activities** in physical education classes to make up a repertoire that could be used throughout the year. Some came from the creative mind of Antonio Carlos, others already existed or have undergone transformations. And, as Rio de Janeiro will host the Olympic and Paralympic Games this year, the teacher also showed videos of athletes with disabilities practicing sports.

To include everyone that was usually left out, the opinion of the students was worth more than the proposed games. All names were suggested and chosen by the children by voting. Trainees, coordinated by the teacher from specialized educational services, proved to be essential in the process: they sat in the middle of the court, increasing the participation of students.

The idea of cloth football arose at a party, where Antonio Carlos saw the little ones having fun with a sheet. At school there was cloth, a stapler and adhesive tape. With the help of the girls and boys, a green cloth became a football pitch – with handles for those who had trouble holding the cloth. Tests were carried out using a traditional ball, a heavier version, another one smaller, and a plastic one, which best fulfilled the aim of stimulating movement.

Students first played by sitting on the floor and then in chairs, because wheelchair users felt it difficult to balance without the backrest. There were also games standing up, to meet the diversity of students with other types of disabilities. The rules were also invented by the students. The teacher raised such questions as: "What if the ball drops off the cloth?" and "consider it a goal when it enters or leaves »

the area?", and they decided together.

The slackline came from the donation of a mother, as her daughter did not play with it any more. Antonio Carlos had to find out how to use it on the Internet. And, as variations of the classic activity, the group created the "solidarity" version, with the support of friends to increase safety, an "unsupported" option with more autonomy and the help of a rope installed overhead, and a third, "blindfolded", to experience different sensations.

Challenging fear allowed for the rescue of self-esteem, because, according to the teacher, the children felt powerful. Joubert Eduardo Marques Louriçal, a student with autism, got up on his own onto the slackline tape, and shot off walking to the other end, a feat that no one had achieved - was the topic in Angela Cornettione Nardo Gonçalves's house, mother of Luis Eduardo Cornettione Gonçalves and Gabriela Cornettione Gonçalves.

This increase in self-esteem reflected in other disciplines: the boy left his "little world" to relate to colleagues, he began to ask his teacher for work and can now write the entire alphabet.
Eduardo Barbosa the Castro Nascimento, also autistic, avoided being in the limelight and signed much of the authorship of the rules of reaction ball, proposing, interfering in the rules, guiding the team in the discussions and implementation of the activity. To break the monotony of the rubber ball, Antonio Carlos imported the US version which gives its name to the game, of unpredictable direction. And Eduardo, who previously had little interest in physical education classes, was the first to ask to play.

Lucas Dias is more focused in class and active at home. His mother, Leila Cristina Dias, says he's risking getting out of his wheelchair and demonstrates more agility with the ball.

Nicole de Paula Fernandes, with epilepsy and intellectual disabilities, did not miss a class even when she caught pneumonia. After passing through various specialized institutions, it was at Floriano Peixoto that she showed the biggest improvement. Less embarrassed, she leads, makes suggestions and even fights. On the cloth football day her grandmother, Maria de Fatima de Paula says she returned home radiant.

The third strategy reckoned with family participation. Changing the way things are looked at only in school would not produce the same effect. The teacher showed a video with the most important points of the endeavor, which will be part of the political-pedagogical project in 2016. Supported by the children, the parents carried out the activities described above. Inclusion should always be two-way. □

Summary of experience

Objective

Provide moments of relaxation and fun, using activities different to those that students are accustomed to, so as to experience other sensations.

Who participated in the project

1 Physical education teacher

1 Specialized educational services teacher

466 Students from 1st to 5th year

Synthesis of the practice

The professor invented and made more flexible about ten activities to put together a repertoire that could be used in school all year round. The children's preferred ones are explained below.

Slackline, Reaction ball and Cloth football


1


2


3


4


5


6

Photo 1

Slackline: each end of the tape, appropriate for this practice, was attached to a courtyard tree, a few centimeters above the ground. Another rope was installed above the students' head height, to which was attached a hook that held a smaller piece of rope that could be used by students as additional support for balancing on the tape.

Starting from the proposition of working on balance, slackline was divided into three types: solidarity, without support, and blindfolded. In solidarity slackline, the student should go along the tape with arms open, putting one foot in front of the other and holding the hands of colleagues, positioned one on each side.

Photos 2 and 3

In the version without support, instead of the help of friends, the student held the ends of the overhead rope. And the challenge was repeated, blindfolded, for the adventurous - in this mode, the support of colleagues came back, ensuring the safety of the girls and boys.

Photos 4 and 5

Reaction ball: split into two teams, each with six students, participants should throw over the net the ball that gives its name to this game, falling into the opponent's court, who could only hold it after it bounced off the ground. The game court is split in half by a net, which can be low, as in the game of tennis, or high, as in volleyball, depending on the characteristics of the group that will participate.

The ball which gives its name to the game has a different format, so that it bounces erratically, with sudden changes of direction, contributing to the improvement of playing skills. The children took turns in throwing, and the process is repeated until whichever team gets to four points first.

Photo 6

Cloth Football: the objective was to get the plastic ball into the goal of the opponents by shaking the cloth pitch and avoid the opponents scoring in the same way. When the ball fell off the "pitch" it was put back on without penalty. In the first version, everyone played sitting on the floor, but some wheelchair users had difficulty keeping upright. The second version was played, therefore, on chairs. For classes without this type of disability, the competition took place standing up.

To make the cloth football children stapled pieces of cloth together, marked out the edges of the pitch, the center and goals with adhesive tape. Later, the students who had difficulty holding the cloth got handles, also made of cloth, and held onto the pitch cloth by staples.

Salvador

Bairro da Paz School

Recreational sports and sensory games: internalization of rules

While working on motor skills and perception of their own body, the activities enable the gradual construction of the internalization of rules.

Milton Barreto taught university students and trained physical education teachers in Salvador. When he decided to work at the Municipal School Nova do Bairro da Paz, he sought out the specialized educational services to learn how to treat girls and boys with disabilities. But the conversations took place sporadically. Throughout the "Open Doors" training course his relationship with colleagues Priscilla Dias and Dorival Lopes became close, and the sports and sensory games project was born.

The objective was to develop the motor skills of 179 students from 1st to 3rd year (12 of them with disabilities), spatial concepts and perception of their own bodies, in addition to favoring interaction and internalization of rules. Right from the start, physical education would serve as inspiration for teachers that relied on the excuse of lack of qualification to exclude these students seen as "inaccessible universes" because the classes had nothing out of the ordinary and all that was needed was small adjustments so that everyone could participate.

After creating a group on WhatsApp to swap experiences, since the teacher from specialized educational services, Wanusca Vasconcelos, taught at a different institution, the educators defined the strategies for the endeavour. The first was to interview family members and regular teachers to obtain a profile of the children with disabilities, map their needs and think of activities that would allow them to overcome their respective difficulties.

The second was the training meeting for educators from all disciplines, with a presentation of the project and a sensory workshop for awareness. Blindfolded, they should identify an object by touch and describe it so that the others, also blindfolded, could try and guess. The third strategy created the recreational sport games, which involved, in a playful way, elements related to sports.

In the relay race with a newspaper, balance, speed, motor coordination and space-time perception were all worked on. As some students disobeyed the instruction to not hold on to the written sheet, all of them sat down at the end of the lesson and talked about the reason for the "cheating" and whether the rule should be reconsidered. Despite the organization in teams, at no time did Milton stimulate competition. Each student was running to his limit and the game had no end. If the competition came from them, however, it would not have been a problem.

The newspaper bridge exercised spatial and visual motor coordination, and upper and lower limbs. Whoever pulled the newspaper with their foot to gain time, ended up tearing the sheets. And a new conversation circle took place. The internalization of rules has to be done gradually. The teacher should have the sensibility to repeat the activity in a simpler way if the majority of the children find it difficult to do.

Among the benefits of duck-goose (similar to the game of "tag") with a ball increased the level of awareness of space and body, improved movement and motor coordination. The introduction to basketball demanded that participants say the colleague's name to whom they would pass, helping with socialization. The introduction to volleyball encouraged inclusion, since everyone needed to touch ››

the plastic ball, lighter than a traditional ball.

The sensory games proposed to work the notions of order, rhythm, shape, color, size, movement, symmetry, harmony and balance, in games likes Slaves of Job and A Walk in the Darkness. In the first, the students sang as they passed the ball on to the friend at their side. And in the second, they walked about blindfolded with the help of a guide.

At the beginning of each lesson, Milton discussed with the children the proposal for the day, including their suggestions. Flexibilities along the way were welcome. He noticed that students were more involved when contributing. To attract girls and boys with disabilities, it was also worth using use bait. Rafael Oliveira Santana, who has autistic spectrum disorder, ran around randomly rather than participate in the games. Realizing he liked playing ball, they found a way to include it in the dynamics, and the student soon became motivated.

Physical education contributed to changes in other disciplines such as arts and English. Several teachers took their practical results from what they experienced on the games court with them. Some changes in the student's curriculum were implemented so they could participate in all activities. A group of teachers even got together to take a post-graduate course in special education.

The students' respect for the rules and differences (not only with students who have disabilities) also increased. Teachers say that they are helping each other more - when one falls, the other helps. The moments of reflection after the classes improved the children's concentration and impulsivity in the motor aspects as well as in cognitive processes. More introspection and planning in the behavior of the children has been noted.

The project should continue next year because the school receives more and more students with disabilities. According to principal Teresa Cristina Silva, it takes commitment to overcome barriers and accomplish all the changes that the school needs. And educators have learned that to include, they must, before anything else, engage in binding, involvement and acceptance. □

Summary of experience

Objective

Develop through Recreational and sensorial sports and games, motor skills of children, spatial notions and perception of their own body, in addition to favoring interaction and internalization of rules.

Who participated in the project

1
Physical education teacher

3
Specialized educational services teacher

179
Students from 1st to 3rd year

Synthesis of the practice

At the beginning of each class, the teacher proposed activities (in accordance with project objectives), and students suggested others, as well as contributing to any eventual flexibilities. The favorite games of the three classes follow detailed below.

Recreational and sensory sports and games

Photo 1

Relay Race with newspaper: divided into two lines, the children put a sheet of newspaper open on their chest, ran up to the mark (signaled by a ball, a piece of string or whatever the teacher had to hand) and made their way back in the same way. The challenge was to not hold the newspaper, letting friction with the air keep it in place.

As some students ignored this rule, they all sat at the end of class and talked about the reason for the cheating and discussed whether the rule would need to be rethought. Despite the organization in teams, the teacher did not stimulate competition. Each student was running at their limit and the activity did not have a finish. If the competition came from them, however, there wouldn't be a problem.

Photos 2 and 3

Newspaper Bridge: still divided in two columns, the students were given two pieces of newspaper. To cross the court they should put both on the ground, stepping on one, pulling the other forward with their hand and transfer their body to it, repeating the process until they reached a given point on the court. They came back walking because the teacher noticed that the children were quite tired.

There were those who pulled the newspaper with their foot to gain time, tearing the sheets. And a new round of talks about the rules began. The internalization of rules is a gradual process. And the teacher should be sensible enough to repeat the activity in a simpler way if most students had difficulties in carrying it out.

Photos 4 and 5

Duck-goose with ball (a type of "tag" with a ball): students sat in a circle, eyes closed, while one of them walked down the side, eyes open and holding a ball, chose someone and put the ball right behind them. The one chosen should pick up the ball and run after their colleague to hit them with it before they sat in the vacant seat. They couldn't throw from the other side of the circle.

To increase the level of difficulty, the teacher put a second ball into play. The challenge was to follow the correct child. In both games, whoever ran decided if they would sit after the first lap or risk a second. If they weren't caught, the owner of the ball chose another student to continue the fun.

São Luís

Maria Alice Coutinho Unity

Dance company: recovering local culture

In addition to teaching children to value their roots, the strategy encourages the autonomy of students with disabilities.

Famous for its bilingual classroom, the Educational Unity Dra. Maria Alice Coutinho teaches much of the deaf students of St. Luís in sign language and Portuguese (in written form) - which, in mainstream education, still rely on the help of an interpreter . They participate in the school choir and in physical education classes, but teachers had never developed a project to present to the community.

The challenge came from the "Open Doors" training course, enthusiastically received by Cristi Pinheiro, teacher from the specialized educational services; Joseana Pinheiro, physical education; Mariluce Amorim, from the bilingual classroom and the principal, Luzinele dos Remedios. They chose dance for being a complete activity, benefiting body and mind, and for embracing differences. To bring in the State of Maranhão culture, they worked with the cacuriá, the Bumba-meu-boi and the Creole drum, all elected as Cultural Heritage of Brazil.

The first strategy was to hold sensitization meetings with families and staff, from the concierge to the kitchen. Planning took place in conjunction with the regular education teachers, who won over the initial resistance with plenty of dialogue. To form the dance company, they invited whoever showed more interest - 46 girls and boys of the 3rd and 4th years, half of them with disabilities (mostly made up of deaf students).

The second strategy focused on establishing partnerships for the financing of costumes, which were not cheap. With the project developed, the students themselves went door to door at local businesses, convincing a mall and a supermarket chain. To name the company they held a contest, the third strategy. All of the actors of the school community contributed with suggestions and, by vote, the "Rhythm of Inclusion Dance Company" came to be.

The appreciation of popular Maranhão culture was obtained through interdisciplinary activities, the fourth strategy of the endeavor, distributed between art classes, history and Portuguese language. The fifth strategy included the visit to the House of Maranhao, a museum of state history. Teachers divided the children into their cars and they were delighted. During physical education classes, research was conducted into the dances, together forming the sixth strategy.

Deaf students learn by sound vibration and observation of colleagues. Some had difficulty with the rhythm, but were soon able to follow. For these students the teacher from specialized educational services also researched corresponding signs for the dances, the seventh strategy. As sign language only arrived in Brazil recently, many things still need signs, so it was necessary to invent them. The students watched the videos, observed the movements and created.

Those with intellectual disabilities received stimuli to increase self-esteem. Children with physical disabilities took the opportunity to exercise stretching. In the bilingual classroom, separated into groups, the smaller ones studied the costumes, making lists and painting designs, while the older ones worked on the signs by way of texts.

On the day of the presentation to the school, the eighth strategy, several students suffered from the fear of failing. When they put on the costumes, however, a transformation happened: everyone remembered their positions, the music, the choreography. Girls and boys who resisted the exercise at the beginning had fun together.

The educators have faced barriers. Many parents had little information on the deficiencies of their children and did not believe in their potential. Not all of them dominated sign language, which hindered communication. Due to the religious orientation of some families, there were questions about the creole drum, a situation that was addressed by the school administration through conversations with each of them. There was even a chicken pox outbreak. But the achievements leave no doubt about the project's success!

The interaction between the children improved a lot: they now argue amongst themselves for the right to push João Vitor Martins's wheelchair, who has cerebral palsy, autism spectrum disorder and weak vision. His mother, Rosimeire Carvalho, present at all the rehearsals, says the 8-year-old boy has become more active and independent. He is even doing a sign language course so he can talk to his deaf friends, an interest shown by other students as well.

Overcoming shyness raised the self-esteem of students with intellectual disabilities. Larissa Daiane dos Santos, age 8, stopped avoiding group work for not feeling capable and has made friends with some neighbors. General discipline has improved, inside and outside the classroom, the partnership between teachers has increased, and administration has become more participatory. The initiative even appeared on TV Mirante, an affiliate of Rede Globo in Maranhão.

In order to benefit other students, with and without disabilities, the company will remain active during the coming year, with the right presentation to a in the mall food court. Cristi learned that children are complete beings, not only cognitive. And Joseana knows that she can handle a larger and more diverse group. Everyone helps and is helped. Instead of charity, it is now exchange. □

Summary of experience

Objective

Encourage autonomy and the participation of students with disabilities in school physical education practices, through dance, valuing the culture of the State of Maranhão.

Who participated in the project

3	1	1	1	46	
Physical education teachers	Specialized educational services teacher	Teacher from the bilingual classroom	Principal	Students of the 3rd and 4th year	Student Family members

Synthesis of the practice

With the creation of the "Rhythm of Inclusion Dance Company " for presentations to the community, the team of educators thought about activities that mobilize students and involve the whole school, as listed below.

- Interdisciplinary activities: through art, history and language classes, students could research the local cultural history. Different teachers were also able to collaborate with their knowledge of the cacuriá, the Bumba-meu-boi and the Creole drum.

- Possible flexibilities: the dance required specific training and rehearsal. For deaf students, there was the search for, and creation of, sign language to translate the dance, its history, specific instruments and songs. For those with intellectual disabilities, the focus was on self-esteem, because they thought they would not be able to do it. Students with physical disabilities learned the correct way to do stretching.

- Traditional costume production: : the team of educators and students involved the whole school community in order to raise funds and produce the costumes and typical instruments.

Dance company

São Paulo

CEU Quinta do Sol

Games circuit: pre-education for sport

Shuttlecock, hula hoop, skipping rope and newspaper can prepare children for the world of games and athletics, as well as help in psychomotor and affective development.

The Municipal Elementary School Rosangela Rodrigues Vieira (EMEF) is part of the Unified Educational Center Quinta do Sol (CEU)[16]. Seperated only by a concrete bridge, one was unaware of the work done by the other until they participated in the "Open Doors" training course. The course challenged the institutions to build a project so that students of the EMEF could use the CEU, and the CEU could count on the support of EMEF educators.

Olésia Patricia Giannella, teaching coordinator of the school, Marcela Sassi, a physical education teacher and Maria Idialina Silva, teacher of a regular classroom, joined Valdinei Miranda, sports coordinator for the Center, and Andréa da Gama, physical education technician from the CEU, to design a pilot for the four year 1 classes. Together, they have 120 students and the largest number of children with disabilities - including Down syndrome, cerebral palsy, intellectual disability and autism spectrum disorder (ASD).

The goal was to develop the potential of these boys and girls starting from their characteristics and different contexts, stimulating autonomy, the recovery of their self-esteem and full participation in the institution. To do this, the project was structured using five strategies. The first was to share the content of "Open Doors" in collective training meetings, with texts, films and case reports, educating other teachers about the importance of thinking about activities that addressed all students.

The second involved formalizing the partnership between EMEF and CEU, through meetings, debates, events and festivities. This articulation took almost four months and, in addition to the tight schedule of the administrators, faced the shortage of time for use of the games courts - the Center's analysts also needed to cancel some classes to collaborate in the endeavor.

The third strategy was dedicated to the games circuit, consisting of five stations, so that students could experience various types of materials and to prepare, in a playful and fun way, to practice sports. The CEU was already working in this format during the school holidays, and had collected positive experiences – the innovation of the strategy was to extend the activities to students of the EMEF. The games, both new ones and those learned from parents, increase psychomotor and affective development, expand creativity and sharpen sensitivity.

The first station, on the EMEF games court, was for activities in a circle. Hot potato, pass the ring, cordless phone, elephant and my aunt from Morocco, respect the time of others, allow closer ties for the humanization of the children and improve motor coordination, sense of rhythm and language skills. Ibrahim Mohamed Dib, with multiple disabilities, Down syndrome and suspected autism, did the movements helped by the teacher and, when he did not feel at ease any more, carried on by just watching.

[16] The Unified Educational Center (CEU) is a municipal educational, sports and cultural complex municipal characterized as a multiple public space. CEUs have a children's education center for children from zero to three years, a school of early childhood education for students of four and five years and a primary school. All units are equipped with a multi-sports court, theater, playground, swimming pools, library, Telecentre and spaces for workshops, studios and meetings open to the community.

The second station, on the CEU court, was the base for newspaper races, games where cooperation replaced competition, where inclusion was worth more than winning. If the student ran faster than his friend and tore the sheet, the teacher stopped the exercise and oriented. On this station there was also "Hit the Ball," in which students should use volleyballs to push a basketball into the opponent's area.

The third station, to the side of the CEU court, received recreation where skipping ropes, hula hoops and shuttlecocks invited to play, offering challenges that exercise strength, reflex, resistance, flexibility, agility and balance. The fourth station, on the mezzanine, had music with different rhythms and choreographed movements performed excitedly by the children. The idea was to work physical conditioning, the cardiorespiratory system and corporal expression.

The fifth station ended in the water to provide contact with the swimming pool for smaller ones, hitherto seen from afar - some didn't even have bathing suits and ended going in using their uniform anyway. Splashing their feet and throwing water around soon turned into diving, floating, swimming front and back.

All 1st year teachers helped on the stations, which also had the collaboration of the participants of the student club. Enrolled in the various grades of elementary school, they meet weekly to discuss issues of interest to the students and pass on suggestions to the school administration on a monthly basis.

The fourth project strategy was to record the process of children in physical, cognitive and kinesthetic fields so that the information could be reviewed, re-organized and re-signified, thus directing new actions. The fifth strategy culminated in cultural shows, with the work carried out by them on the subject, in the form of notes in the report book, photos and videos.

The success of the venture, which will continue next year, leaves no room for doubt: the families collaborated, analysts from the CEU ask when the next edition will begin, and the EMEF educators, resistant at first, began to ask for the initiative to be expanded to their classes.

Marcia De Sais Quelante, Ibrahim's mother, says he learned to ask for water and to interact with colleagues – previously averse to noise and bustle, today he is excited and wants to play when he sees another child. Marcela learned to listen to the students and to appreciate small achievements. Maria Idialina discovered that there is still much to learn. And the CEU teachers began to value differences. □

Summary of experience

Objective

Develop the potential of children starting with their singularities and different contexts, encouraging autonomy, awareness and full participation in school.

Who participated in the project

2	1	1	1	120
Physical education teachers	Regular classroom teacher	Teaching coordinator	Sports coordinator	Students of the 1st year

Synthesis of the practice

The activities were organized in stations, lasting 30 minutes each. On the Municipal Elementary School (EMEF) games court, games in a circle took place. On the Unified Educational Center (CEU) games court, newspaper races and hit the ball. At the side of the CEU court, recreation. On the mezzanine, dance. And in the pool, aquatic exercises - all explained below.

Games circuit



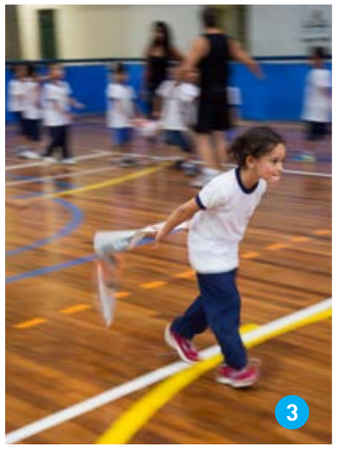


Photo 1
Circle games: sitting on the floor, the children alternated between hot potato, passthe ring, cordless phone, elephant and the "my aunt from Morocco" game.

Photo 2
Newspaper races: in pairs, students should hold the same sheet of newspaper, run together to the safety cone without tearing it and go back to the line. This race could occur in two ways: side by side or one in front of the other.

Photo 3
In the individual version, divided into three teams, students ran to the cone with the newspaper on their chest, without using their hands, and returned to deliver it to their colleague. If the sheet fell to the ground, the child returned to the starting position and repeated the exercise, which also had a hopping version on one foot.

Photo 4
Hit the ball: oarranged in two lines, one at each end of the court and positioned facing each other, girls and boys tried to hit the basketball placed in the center with volleyballs, pushing it to the opponent's court or defending it from their court.

Photo 5
Recreation: using skipping ropes, shuttlecocks and hula hoops, students had fun first freely, then in activities directed by the educator, like the sitting hula hoop race, where they could only use their feet and their bottom to move the hoops from the floor.

Photo 6
Children's Dance: For every rhythm, the students learned different steps to make up the choreographies invented by the teacher.

Swimming pool: using boards, foam spaghetti or pool floats, the educators executed breathing exercises. They could splash their feet, float and dive.

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Photo: Curitiba

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When everybody
plays together,
everyone wins!

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