



Science, Movement and Health, Vol. XIV, ISSUE 2 Supplement, 2014
September 2014, 14 (2, Supplement): 500-504
Original article

SPORT COLLABORATION AS A TOOL IN CULTURAL DIVERSITY

NAPOLITANO SALVATORE¹

Abstract

Purpose: Text Our society is presented with propaganda of aesthetic standards nearing perfection, exalting models of efficiency based on the excellence of the results of their competitive capacity, on the maniacal and narcissistic exhibition of winning models, especially in the world of sports where clearly the disabled are excluded.

From this collective knowledge comes the idea to create activities within the school system that foresee the reality of disabilities.

The experiment was carried out in an institute in Naples and involved two fourth grade classes, twenty students per class. Controlled recreational activities were introduced, where body movement and motor skills were limited.

The goal of the project was to create a spontaneous relationship between children with normal abilities and those with handicaps.

Methods Adequate athletic activities were carried out, under form of recreation, guided by a teacher, necessary to carry out the tasks: children without disabilities were put in a position where they were able to live the disability of another child.

Results. The results of the data collected through the systematic observation and that of a survey show the predisposition of the child without physical impairments with regards to the disability, eliminating through a natural process the concepts of "acceptance" and "tolerance" and the internal existence of two worlds.

Conclusions. This experience can surely be a starting point to create and elaborate the culture of diversity already at a young age.

Keyword: collaboration, primary school, motor limited activities.

Introduction

Our society is presented with propaganda of aesthetic standards nearing perfection, exalting models of efficiency based on the excellence of the results of their competitive capacity, on the maniacal and narcissistic exhibition of winning models, especially in the world of sports where clearly the disabled are excluded. (Raiola, 2012)

From this collective knowledge comes the idea to create activities within the school system that foresee the reality of disabilities.

The experiment was carried out in an institute in Naples and involved two fourth grade classes, twenty students per class. Controlled recreational activities were introduced, where body movement and motor skills were limited. (Giugno., et al. – 2013)

The goal of the project was to create a spontaneous relationship between children with normal abilities and those with handicaps.

Adequate athletic activities were carried out, under form of recreation, guided by a teacher, necessary to carry out the tasks: children without disabilities were put in a position where they were

able to live the disability of another child. (Raiola., et al. 2013)

The results of the data collected through the systematic observation and that of a survey show the predisposition of the child without physical impairments with regards to the disability, eliminating through a natural process the concepts of "acceptance" and "tolerance" and the internal existence of two worlds.

This experience can surely be a starting point to create and elaborate the culture of diversity already at a young age.

The role of the mediator of the group is fundamental for the equilibrium of the sense of competition that might occur.

"Instructive mediation becomes active instructive thought among peers when generated from the need to produce new knowledge even in children with minor physical and cognitive resources." (Vigotskij 1999)

When it is necessary to create a collaboration among peers adding the difficulty of including a disabled subject, the instructor's ability to create alternate recreational situations is

¹ University of Naples "Parthenope", Department Physical Education and Wellness, ITALY
Email address: salvatorenapolitano1@alice.it
Received 04.03.2014 / Accepted 26.05.2014



fundamental. These allow the normal subject to develop and offer the best results capable (Tursi D. and al. – 2012)

Methods

Taking this into consideration, it was decided to suggest our work be carried out in an elementary/middle school in Naples, attended by students coming from the same social economic and cultural environment, and having as participants two fourth grade classes (8-9 years), twenty students in each class.

This school holds standard, full hour classes, forty hours per week, that children attend from 8:45-16:15, Saturdays excluded.

Following the systematic observation, the team of teachers had seen an inadequate atmosphere among students and those with deficiencies.

Students with deficiencies present in the two sections are affected by motory deficiencies, one with Perthes disease, restricted to the use of a tutor for his legs, and the other is hemiplegic.

In both sections this program began as motory instruction from October to May during the two hours of physical activity as in the instructional ministry plan.

The program was proposed in different ways in the two sections. In fact, one saw adapted sports activities as its protagonists, while the other implemented the physical education program proposed by the ministry for primary schools. Section A saw traditional programs involving individual and group sports and games was .

Section B saw recreational activities conditioned throughout weekly programs that involved activities carried out in a slow manner, where movements were closely monitored through systematic observation.

This allowed the students to inhibit the full expression of movement, having them become the actors of motor study, working towards the creation of new knowledge and the couple's and group's abilities limiting the use of one or more limbs, and moving solely and exclusively by crawling on the floor.

Exercises suggested were:

-Orienteering: create a course that will be realized with the use of gym equipment.

Such a course could be carried out in couples, but one of the subjects in the couple must

be blindfolded. The time it takes to carry out the activity is not important, but its completion.

-Throwing the ball in couples and catching with one hand.

-Throwing the ball and catching it with the help of an upside down cone.

-Throwing the ball in couples, limiting children's movements to a circle.

-Throwing the ball in a group of 5-6 remaining seated inside a circle.

-Circuit training: a circuit composed of 4 work positions in which the students will rotate and perform the activities.

Subjects must crawl from position to position.

The rules of the game indicate the correct execution of the exercises in the different positions, penalty points for errors, and the subject with the least errors is the winner.

There was no need to have the child with the disability rotate because all the students were forced to move with limited movements.

The purpose was to create problems and disabilities where there were none, limiting students' movements, aiming towards a better collaboration with disabled students and new initiatives regarding physical and sports activities.

The possibility to impose limitations in each phase of the game in section B allowed the participants to respond at their best, and meeting all requests.

The motivation towards the study in finding new motory answers has given these students the possibility to create new motory stimulus, even in their disabled team mate, allowing him to participate not only in the idealization of the game, but also in its execution.

Contrarily, in section A, the disabled student did not find vast creative space due to classmates who were not trained in adapted sports activities and thus showing closure towards the disabled student, and preferring an individual game.

Results

During the implementation of the two work programs systematic observation was carried out, as well as circle-time and guided discussions that offered new ideas for teachers.

Descriptors with evaluation tables were handed out upon entry and upon conclusion of the trial to compare the work in both classes.

TABLE N. 1	INITIAL OBSERVATION			FINAL OBSERVATION		
	Yes	no	Partly	si	no	Partly
Class IV A						
Show difficulty in relating to the disabled?	8	10	5	14	3	3
Interacts spontaneously with a disability?	10	4	6	15	2	3
Spontaneous collaboration offers the disabled?	8	6	6	14	2	4
If called on by the teacher, working with the disabled?	5	3	12	16	2	2
During the early stages of the game is concerned to include the disabled?	5	3	12	15	3	2

Grafh n.1

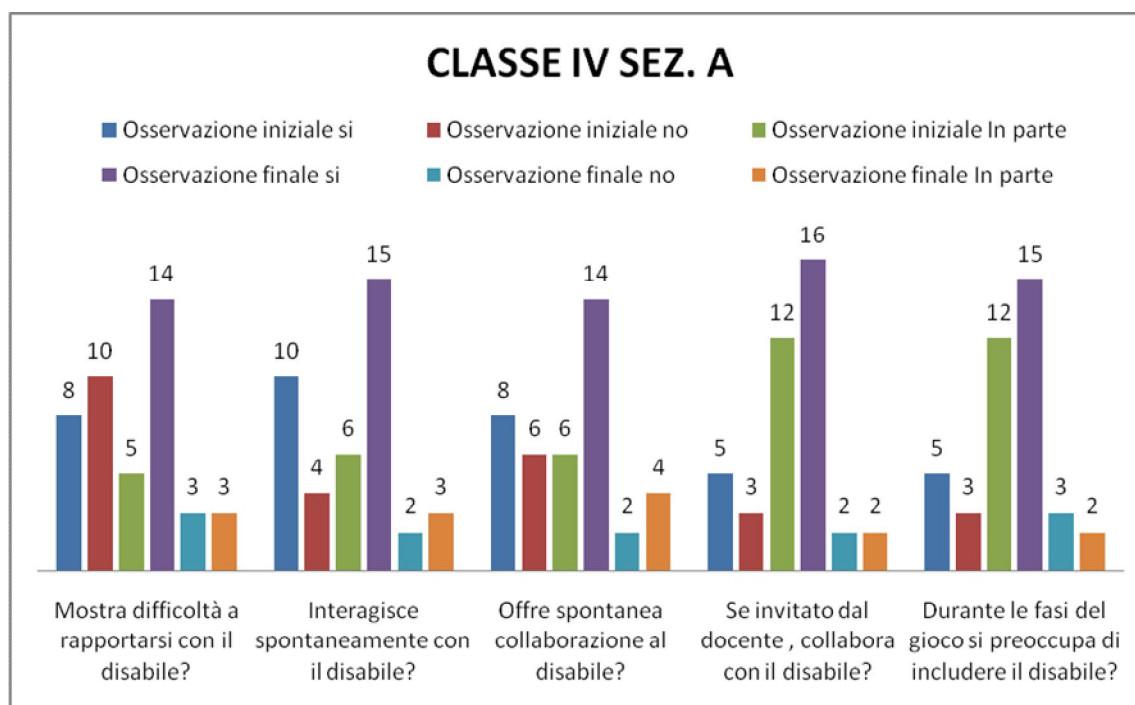
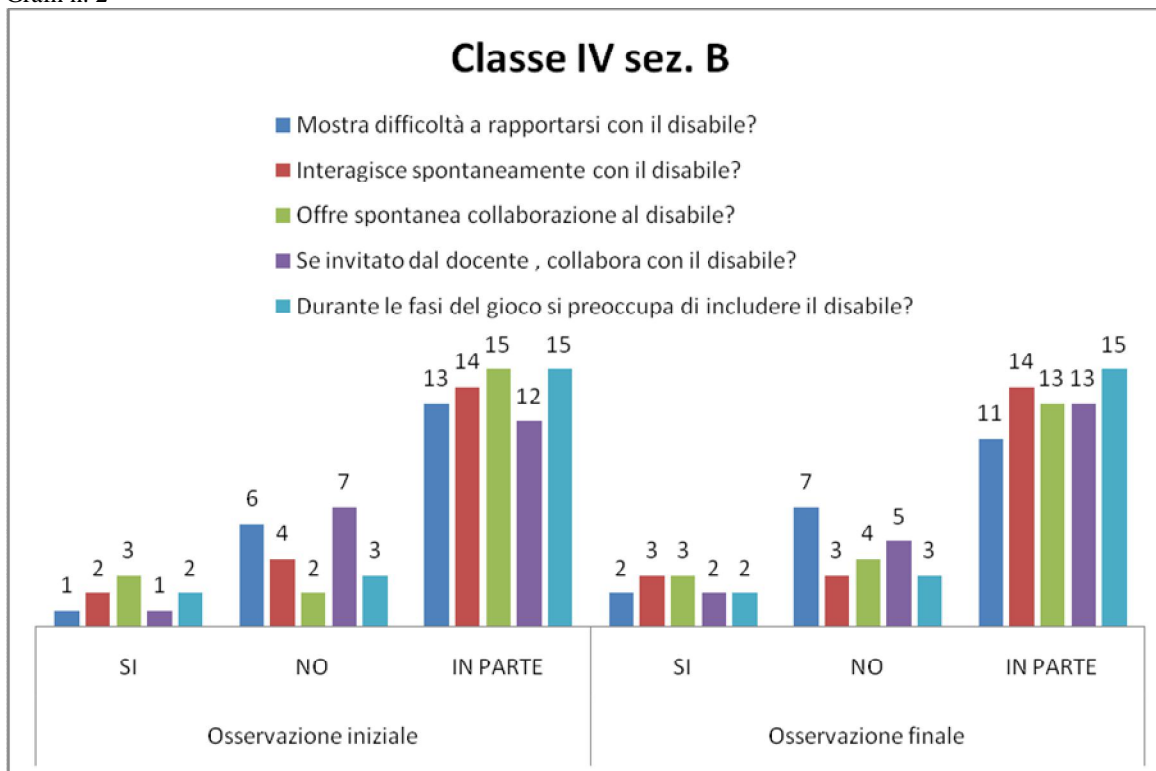


Table 2	INITIAL OBSERVATION			FINAL OBSERVATION		
	Yes	no	Partly	Yes	No	Partly
Class IV B						
Show difficulty in relating to the disabled?	1	6	13	2	7	11
Interacts spontaneously with a disability?	2	4	14	3	3	14
Spontaneous collaboration offers the disabled?	3	2	15	3	4	13
If called on by the teacher, working with the disabled?	1	7	12	2	5	13
During the early stages of the game is concerned to include the disabled?	2	3	15	2	3	15

Grafh n. 2



Discussion

A clearly positive result has emerged from the data collected.

We can see from the descriptors seen above how section B saw an increase in final positive results regarding all questions, almost twice the initial levels.

In section A it is clear that the level of negativity exists at the beginning of the study and persists until the end. In section A there were no changes in composure and attitude towards disabled students, who in some cases was also excluded from games for his inabilities.

Section B saw greater openness and acceptance of the students towards the disabled,

References

Esposito A, Napolitano S, Cerrotta M, Gomez Paloma F. and Raiola G, 2013, Sport Collaboration as a Tool in Cultural Diversity: The Experience of a Neapolitan Primary School, International Conference on Education and New Developments 2013 ISBN: 978-989-97866-5-3 © 2013, pag. 107, Published in Lisbon, Portugal, by W.I.A.R.S.
 Giugno Y, Napolitano S, Izzo R, Raiola G, 2013, Assessment of Aerobic Gymnastics By

creating a new kind of empathetic communication that enriched the class into one single group, without exclusions.

Conclusions

This experience can surely be a starting point to create and elaborate the culture of diversity already at a young age.

The concepts of “acceptance” and “tolerance” were abolished in a natural way, being open to different worlds.

Such an experience can surely be a starting point for the birth and growth of culture in diversity at a young age. (Esposito A.M., and al. 2013)

Video Analysis/ Ovidius University Annals, Series Physical Education and Sport /Science, Movement And Health Vol. XIII, ISSUE 2 Supplement, 2013, Romania The journal is indexed in: Ebsco, SPORTDiscus, Index Copernicus Journal Master List, Doaj Directory of Open Acces Journals, Caby, Gale Cengage Learning, Cabell's Directories, ISSN: 2285-777X, ISSN-L: 2285-777X p. 205



- Raiola G, 2012, Motor learning and didactics into physical education and sport documents in middle school- first cycle of education in Italy, (2012) Journal of Physical Education and Sport 12 (2) PP. 157 - 163
- Raiola G, Napolitano S, 2013, Periodization study on Soccer University Team, Ovidius University Annals, Series Physical Education and Sport /Science, Movement and Health Vol. XIII, ISSUE 2 Supplement, 2013, Romania The journal is indexed in: Ebsco, SPORTDiscus, Index Copernicus Journal Master List, Doaj Directory of Open Acces Journals, Caby, Gale Cengage Learning, Cabell's Directories, ISSN: 2285-777X, ISNN-L: 2285-777X / p. 307
- Tursi D, Napolitano S, Polidoro L, Raiola, G, Video analysis as an instrument in juvenile soccer training (2013) Journal of Human Sport and Exercise 8 (3 PROC) PP. S688 - S693 doi: 10.4100/jhse.2013.8.Proc3.15
- Tursi, D, Napolitano S, Di Tore PA, Raiola, G, 2013, Arm stroke: A comparative analysis between competitive swimming and water polo athletes (2013) Journal of Human Sport and Exercise 8 (2 SUPPL) PP. 314 - 322 doi: 10.4100/jhse.2012.8.Proc2.34
- Vygotskij L, 1999, Pensiero e Linguaggio – Bari (Ed. Laterza)