

GENERAL GYMNASTICS/GYMNASTICS FOR EVERYONE: POSSIBILITIES OF EXPERIENCE OF INCLUSION AND RESPECT TO DIFFERENCES THROUGH THE PRACTICE OF PHYSICAL ACTIVITY FROM THE LEISURE PERSPECTIVE

GINÁSTICA GERAL/GINÁSTICA PARA TODOS: POSSIBILIDADES DE VIVÊNCIA DA INCLUSÃO E DO RESPEITO ÀS DIFERENÇAS PELA VIA DA PRÁTICA DE ATIVIDADE FÍSICA NA PERSPECTIVA DO LAZER

GIMNASIA GENERAL/GIMNASIA PARA TODOS: POSIBILIDADES DE EXPERIENCIA DE INCLUSIÓN Y RESPETO A LAS DIFERENCIAS A TRAVÉS DE LA PRÁCTICA DE LA ACTIVIDAD FÍSICA DESDE LA PERSPECTIVA DEL OCIO



Neil FRANCO

Federal University of Juiz de Fora
e-mail: neilfranco010@hotmail.com



Fernando Araujo CRESCENCIO

Federal University of Juiz de Fora
e-mail: fernando-a.-crescencio@hotmail.com



Bianca Damasceno de OLIVEIRA

Federal University of Juiz de Fora
e-mail: bianca.damasceno.bd@gmail.com



Gustavo Bernardes Padovan BRANQUINHO

Federal University of Juiz de Fora
e-mail: g_branquinho@yahoo.com.br



How to refer to this article

FRANCO, N.; CRESCENCIO, F. A.; OLIVEIRA, B. D.; BRANQUINHO, G. B. P. General gymnastics/gymnastics for everyone: Possibilities of experience of inclusion and respect to differences through the practice of physical activity from the leisure perspective. **Revista Educação e Fronteiras**, Dourados, v. 11, n. esp. 2, e021031, 2021. e-ISSN: 2237-258X. DOI: <https://doi.org/10.30612/eduf.v11iesp.2.16489>

Submitted: 10/04/2021

Revisions required: 13/06/2021

Approved: 22/09/2021

Published: 30/11/2021

ABSTRACT: The goal was to identify the meanings attributed by participants linked to the Community Group of the “[nome/instituição]” extension project - UFJF about the experience of activities in the field of Gymnastics for Everyone. It is a study of qualitative approach structured in the correlation of bibliographic and empirical sources. Thirty-three participants in this research went through some questionnaires and interviews. For those, the project provides a wide variety of bodily activities that benefit physical and emotional scale, triggering socialization and experiences of pleasure and joy. Based on the results, it was concluded that the perspective of inclusion and respect for differences was evidenced.

KEYWORDS: General gymnastics. Gymnastics For Everyone. Extension. Seniors.

RESUMO: *Objetivou-se identificar os significados atribuídos por participantes vinculados ao Grupo Comunidade do projeto de extensão “De Pernas Pro Ar – FAEFID/UFJF” sobre a vivência de atividades no campo da Ginástica Para Todos. É um estudo de abordagem qualitativa estruturado na correlação de fontes bibliográficas e empíricas. Trinta e três sujeitos participaram da pesquisa através da aplicação de questionários e realização de entrevistas. Para os sujeitos, o projeto oportuniza uma vasta variedade de atividades corporais que beneficiam as dimensões físicas e emocionais, desencadeando a socialização e as experiências de prazer e alegria. Partindo dos resultados, concluiu-se que a perspectiva da inclusão e do respeito às diferenças foi evidenciada.*

PALAVRAS-CHAVE: *Ginástica geral. Ginástica Para Todos. Extensão. Idosos.*

| 2

RESUMEN: *El objetivo fue identificar los significados atribuidos por los participantes vinculados al Grupo Comunidade do projeto de extensão “De Pernas Pro Ar – FAEFID/UFJF” sobre la experiencia de actividades en el campo de la Gimnasia Para Todos. Es un estudio de enfoque cualitativo estructurado en la correlación de fuentes bibliográficas y empíricas. Treinta y tres sujetos participaron en la investigación mediante la aplicación de cuestionarios y entrevistas. Para los sujetos, el proyecto ofrece una amplia variedad de actividades corporales que benefician las dimensiones físicas y emocionales, desencadenando la socialización y las experiencias de placer y alegría. Con base en los resultados, se concluyó que se evidenció la perspectiva de inclusión y respeto por las diferencias.*

PALABRAS CLAVE: *Gimnasia general. Gimnasia Para Todos. Extensión. Ancianos.*

Introduction

The name General Gymnastics (GG) was proposed by the International Gymnastics Federation (FIG) in the late 1970s and early 1980s to differentiate competitive and non-competitive gymnastics; being, in relation to non-competitive modalities, the best expression found that could represent gymnastics in general or gymnastics in its bases, as well as allowed a better way of understanding these expressions in several languages (AYOUB, 2003). Also in this perspective, in 2007 the FIG changed the nomenclature of this modality to "Gymnastics for All" (GPT) (MAROUN; CORREA, 2014).

According to the FIG, the GG/GPT comprises the sphere of leisure-oriented gymnastics encompassing activities in the field of gymnastics (with and without equipment), dance and games, according to the national and cultural preferences of each federation; also focusing on four essential points: fascination, gymnastics for all, fig's worldwide propaganda campaign and a mission for all federations – "participate all" (AYOUB, 2003).

With regard to the characteristics that structure and constitute the GG/GPT as a singular gímnica modality, it is worth mentioning, subsidized in the considerations made by FIG (1994), the three main objectives of the GG/GPT, which are: to favor health, physical condition and social integration and, consequently, to arouse personal interest in the practice of physical activity; offer aesthetic experiences of movements to participants and spectators; and finally, "offer a vast field of activities to a large number of people, providing variety, fun, and the opportunity to be creative" (AYOUB, 2003, p. 47, our translation).

These principles guide the extension action Projeto De Pernas Pro Ar (PDPPA) carried out since 2016 at the Faculty of Physical Education and Sports (FAEFID) of the Federal University of Juiz de Fora (UFJF) that gave rise to this research that aimed to identify the meanings attributed by participants linked to the Community Group (CG) of the PDPPA, about the experience of activities in the field of GG/GPT.

The research data were presented in the module taught by us in the Body Extension, Human Training and Society Course promoted by the Research Groups Laboratory of Body Studies - LEC/Unespar and Study and Research Group on Body Language and Diversity - GEPL/UFJF, in the second half of 2020. The course focused on promoting interinstitutional dialogues and reflections about the different conceptions of the body and their consequences in contemporary body practices.

Thus, the PDPPA team was responsible for the module entitled "Gymnastics for All: teacher training in Physical Education to work in the school and non-school context", presenting

the actions developed by the project focusing on the interrelationship between teaching, research and extension.

Launching our view here specifically on the relationship between research/extension, our objective is to contextualize the process of membership and permanence of adults and the elderly in the activities offered by the project in order to understand whether the perspective of inclusion and respect for differences became evident, as described in the production of knowledge about this area of gymnastics.

To do so, the text is divided into 06 sections. In the first, we highlight the theoretical outlines on the theme, the locus and the justification for the research. Next, the methodology developed, the analyses and discussions and, finally, final considerations and references are presented.

Initial design

The year 1980 represents the spread of GG/GPT and, in 1984, the Technical Committee of GG/GPT was created by FIG, despite its genesis being possibly in the 1950s or, as indicated by historical facts, since the structuring of the FIG. In Brazil, GG/GPT becomes part of the national panorama in 1980 with the creation of the department of GG/GPT of the Brazilian Gymnastics Confederation (CBG).

Ayoub (2003, p. 73) believes that GG/GPT is constituted from the elements of the primordial core of gymnastics, scientific gymnastics and the various manifestations of gymnastics today, in a transformative perspective, because it is inserted in the historical-cultural dynamics. That:

General gymnastics, unlike scientific gymnastics and its more direct descendants – the competitive modalities of gymnastics – does not want to abandon pleasure, the artistic, the "playful inteireza of gestuality", laughter, fun, the party; on the contrary, it opens an opportunity for the reconstruction of the playful and its possibilities of rupture with the rigidity proclaimed by scientific gymnastics.

The demonstrative character of GG/GPT becomes evident as one of the forms of presentation of the product developed from its work in the pedagogical practices and training of the human, highlighting great proximity to the field of artistic creation, intertwining elements of the visual arts, theater, music and dances. With this, as a collective proposal, the choreographic creation involving the history and personal interest of each member guide the structural aesthetic guidelines of the GG/GPT works (SANTOS, 2001; AYOUB, 2003;

GALLARDO, 2008).

Thus, being "open to participation and all" and "oriented to leisure" are essential traits that define gg/GPT, since it values the predominance of pleasure, creativity and freedom of expression; constituting "a viable and privileged space for the experience of the playful component of body culture through gymnastics" (AYOUB, 2003, p. 75, our translation).

As described, leisure, creativity, collectivity, sociability and the possibility of inspiration in the field of art, consist of basic guidelines for the development of GG/GPT. Thus, this slang modality stands out as a possibility of reconstruction and transformation of values and concepts that, throughout history, crystallize and cast the notion of being human, making it impossible for play and creativity to become essential factors and constituents of the individual and collective relations of man/woman in society, becoming a representative factor in the pedagogical practice of Physical Education in the community and school dimensions.

In this perspective, the Unicamp Gymnastics Group (GGU) is considered an innovative movement in the field of GG/GPT in Brazil. It was created in 1989 by Vilma L. Nista-Piccolo and Elizabeth Souza, including developing a research group by CNPq since 1994 (AYOUB, 2003; PAOLIELLO, 2008; GRANER; PAOLIELLO, BORTOLETO, 2017). Since then, the GGU, and its founders, in addition to the dissemination of this modality in the form of an extension project, inserts this area of knowledge within the Bachelor's and Bachelor's degrees in EF at UNICAMP as an instrument of initial and continuous teacher training.

Inspired by this aspect, higher education institutions have inserted the GG/GPT in academic curricula, with greater emphasis on the training of graduates. The FAEFID of UFJF, in addition to addressing this area of knowledge in the form of compulsory discipline in bachelor's and bachelor's degrees, disseminates this area of knowledge also in the form of extension action, entitled Projeto De Pernas Pro Ar (PDPPA), providing activities focused on gymnastics with a focus on leisure and inclusion since 2016, serving the internal and external community to the (FEDERAL UNIVERSITY OF JUIZ DE FORA, 2016, 2017, 2018).

The project serves two groups: Ginástico Group (GG) and Comunidade Group (GC), involving students and internal and external community to UFJF, with a proposal to unite gymnastics, leisure activities and art in a playful and inclusive aspect, regardless of race, ethnicity, social class, motor or intellectual condition, religion, etc. being the second group most directed to an audience of adults and the elderly. In both groups, the demonstrative aspect is evidenced in the sense of construction of choreographic works according to each population involved. The requirement to insert into these groups is the willingness to move around and have fun. In the broader sense, the PDPPA is also part of an initial and continued teaching

training space (FEDERAL UNIVERSITY OF JUIZ DE FORA, 2016, 2017, 2018).

Thus, the relevance of this research is based on the possibility of scientifically disseminating part of the aspects evidenced in this extension project that has been taking shape in the UFJF panorama. We will highlight the meanings attributed by participants linked to the PDPPA: CG about the experience of activities in the field of GG/GPT. Thus, it should be emphasized that there are a limited number of scientific productions on GG/GPT within higher education institutions, of which the Southeast region, especially in the state of São Paulo, is the main highlight, being followed by the South region and few other studies from the regions Center-West, North and Northeast.

These data come from research in the finalization phase carried out in 06 national journals, which are: Revista Brasileira de Ciência do Esporte, Revista Brasileira de Ciência e Movimento, Motrivivência, Movimento, Conexões e Pensar a Prática. The time frame established was between 1980 and 2016, in which 26 publications on GG/GPT were evidenced, most of them found in the Journal Conexões. In the broader sense, 18 of these publications refer to the non-school context, 06 to the school context and 02 to both contexts. Investigations on extension projects, especially linked to higher education institutions, were found 04, which are: Souza Júnior *et al.* (2012) who evaluated the reasons for membership, body composition and physical abilities of the members of the General Gymnastics Group of Mackenzie Presbyterian University, in the city of Barueri - SP. L; Bortoleto and Paoliello (2012) describe fragments of the historical trajectory of the GGU highlighting the various generations of members, the main trips and achievements of the project; Murbach *et al.* (2016) evidenced the contributions to the professional training process of the members of the UNESP/Rio Claro Gymnasticgroup; and, finally, Leles *et al.* (2016) present a study on initial teacher education in the GPT extension project that serves children at the State University of Goiás.

Not unlike the studies presented above on extension projects, the data from the bibliographic research in the journals showed the lack of representation of GG/GPT as an area of knowledge and object of investigation in institutions in the state of Minas Gerais. Thus, the PDPPA becomes a representative field of dissemination of knowledge on the subject, and can later stimulate similar actions in other state institutions.

Through these contextualizations, the problem of this investigation was structured as follows: what are the meanings attributed by the participants linked to the Community Group (CG) of the PDPPA in relation to the experience of body activities in the field of GG/GPT.

Thus, we hypothesize that the activities offered by the PDPPA manage to trigger in these subjects a perception of gymnastics practice that goes beyond the propositions of physical

fitness and high performance that hegemonically defined the historical, social and cultural dimensions of this manifestation of body culture, as well as problematized by several references in the area of Physical Education (COLLECTIVE OF AUTHORS, 1992, BRACHT, 1999; AYOUB, 2003). Therefore, it is bet that, for these subjects, the action can enable a notion of GG/GPT that is based on the perspective of inclusion and respect for differences.

Next, we will stick to the description of the methodology used in the research.

Methodology

The research is a qualitative approach structured in the correlation of bibliographic and empirical sources. GG/GPT field-specific references define bibliographic sources. The extension proposals registered in the Pro-Rectorry of Extension (PROEX)/UFJF are located as documentary sources that supported the descriptions related to the proposed extension in question.

Qualitative research is understood by us as a situated activity, integrated by theoretical, material and interpretive practices. These practices place the observer in the world while enabling this world to be visible. Thus, there is a constant production of knowledge in which social life is investigated in order to understand and interpret the processes of meaning attributed by the subjects to social phenomena (GOLDEMBERG, 1998, GONZÁLEZ REY; 2002; DENZIN; LINCOLN, 2007).

For this study, the social phenomenon to be investigated is GG/GPT as a proposal of extension activity offered to people of different genders, ages, social class, physical, social and psychic conditions. The meaning of these experiences attributed by this group is the investigative focus. For this, three steps defined the search.

In the first stage, held in the first half of 2018, we detain ourselves in the writing of the project, as well as in the preparation of the appropriate documents (Questionnaire Model, Interview Model, Free and Informed Consent Form) necessary for its submission to the Ethics Committee on Human Research (CEPH) of UFJF. In June 2018, the project was accepted by CEPH under opinion number 2,692,156 and then submitted to the Call for project notice for the institutional programs of scientific initiation scholarships of UFJF. The proposal was approved and received financial support from the Scientific Initiation Scholarship Program (BIC) linked to the Pro-Rectorry of Graduate Studies and Research of UFJF, in force from August 2018 to July 2019.

In the second stage, the second half of 2018, we focused on the review and expansion

of bibliographic research on the theme that supported the analysis of the material, as well as we resumed the suggested methodology in order to make final adjustments to the instruments of data construction. At the beginning of the fourth quarter of 2018 (October), we scheduled a meeting with the project participants in which we presented the research and formalized the invitation to become collaborators of the research. All of them agreed to participate in the study. Thus, we applied the almost-open questionnaire to the 33 participants who were linked to the project between November and December 2018. The questionnaire was applied individually to each participant by the researchers in a classroom within the gym where the classes took place. The appointment was made in advance in which the employees arrived at the gym one hour before the start of the activities.

The questionnaire was applied in the form of an interview, i.e., the researcher read the questions of the questionnaire to the interviewee and filled in the data. At the end, she presented the Informed Consent so that the participant could sign, confirming her link with the study. The choice of this form of application was because it is a population between 25 and 80 years old, including two students with disabilities. The following aspects were focused: a) personal data such as gender, age, profession, address, color, etc.; b) aspects of the physical condition with regard to the identification of problems in the motor, psychic and affective dimensions, as well as the use of medications for chronic-degenerative diseases or emotional disorders; c) the physical condition of the participants when entering the project verifying whether they also participated in other activities; d) to highlight the objective desired by the subjects with the adhering to the project.

| 8

According to González Rey (2005), the questionnaire is a data collection tool that should be associated with other interpretative sources in order to expand the universe of information needed to build the research. Therefore, in the third stage of the research, which occurred in the first half of 2019, we conducted an interview with the subjects in order to expand the information obtained via the questionnaire. For this phase, participants who were linked to the project in a period of at least 6 months and who had integrated at least one of the GG/GPT choreographies assembled and presented until 2018 were interviewed. The reason for choosing these criteria to be interviewed is justified by the fact that these subjects participated in a considerable period of experimentation activities of various contents in the area of gymnastics, dances and games. With this, 22 subjects were part of the interviewed group.

As the questions would be punctual and objective, the proposal was the preparation of a semi-structured interview (MATTOS; ROSETTO JUNIOR; BLECHER, 2008) that allowed employees to express their impressions, meanings and convictions about the project in which

they were inserted. In this context, we were interested in knowing: a) how the subjects knew about the project; b) how they defined the activities developed, as well as their objectives; c) how they would elaborate a definition for GG/GPT based on the experiences experienced in the group; d) the allocation of value they draw up in relation to participation in the project.

In the next section, we present the profile of the collaborators of the research in order to situate the reader about which audience that between 2018 and 2019 were linked to the PDPPA.

Pro Ar Legs Project: Community Group: description of the subjects

Gender and age group

At the end of 2018, 33 people were registered as participants in the project activities, as described in Chart 1.

Table 1 – Age/Gender Ratio

Age group	25-35	36-45	46-55	56 -65	66-75	76-85	Total
Female	02	01	06	15	05	02	31
Male	-	-	-	-	02	-	02
Total	02	01	06	15	07	02	33

Source: Prepared by the authors

Of these people, 31 identified themselves as female and 02 male. Most (15) were between 56 and 65 years, followed by 07 between 66 and 75, and 06 between 46 and 55. In the age groups of 76 and 85 and 25 and 35, 02 people were identified. One member announced to be aged 36-45.

Table 2 specifies the period of compliance of the subjects to the PPPD:GC.

Table 2 – Year/semester of project support

Year/semester	2016/1	2016/2	2017/1	2017/2	2018/1	2018/2	2019/1	Total
Quantity	6	2	3	08	01	07	06	33

Source: Prepared by the authors

According to the above data, until the first half of 2019, the highest number of people in the second half of 2017 and 2018 shows, however, at the beginning of 2019, the picture changed compared to previous years. This fact may represent the visibility of the action that began to manifest greater interest of the population.

Region of residence of the subjects

Twenty-one of the participants resided in the central region of [city], coming from the neighborhoods Don Bosco (08), São Mateus (08), Cascatinha (02), Jardim Laranjeiras (02) and Santa Rita (01).

The western region was the second most prominent with 09 people living in the neighborhoods São Pedro (03), Aeroporto (02), Nossa Senhora de Fátima (01), Jardim Casablanca (01), Serra D'água (01) and Adolfo Vireque (01). Two people lived in the northeast region, in the neighborhoods Bom Clima and (01) and Centenário (01) and, finally, 01 participant of the Barbosa Lage neighborhood located in the Northern Region (01).

From these data, we infer that the project serves a large number of people who live in the vicinity of the university, especially the neighborhoods Dom Bosco, São Mateus and São Pedro, emphasizing that most of them move on foot to classes.

Profession of subjects

Retired (or housewives) was the profession informed by 20 of the participants and 01 participant declared themselves as retired. Three identified themselves as teachers and, the others, professions described below once: Administrator, General Services, Teacher, Lawyer, Hairdresser, Autonomous, Caregiver, Seamstress and Military. This profile clearly situates a population that presents availability for the participation of PDPPA activities that take place on Tuesdays and Thursdays, from 16:00 to 17:00 at FAEFID/UFJF.

| 10

Health status and physical activity

Regarding the health status of the participants, the information available in the questionnaires indicates a group that was in a favorable state of health. Among the most relevant information, 32 people reported not presenting heart problems, and mitral prolapse was indicated by 01 person. However, hypertension is a syndrome that affects 14 people in the group, being a problem circumvented by the use of medication. Seven participants described being affected by respiratory diseases, which are: sinusitis (3), asthmatic bronchitis (2) and irritability to odors (1).

About living with osteo-articular problems, 14 of the participants indicated some type of disease, which are: arthrosis (8), osteoporosis (3), osteopenia (3), herniated disc (2), arthritis (1) and valgo knee (1). These data are directly related when 08 of the participants announced

to live with non-diagnostic pain, such as: knee (2), legs (1), arms (1), back (1), lumbar (1), heels (1), and nape (1). Nineteen people did not announce that they were affected by problems of this nature. These data also result in the information that 07 people described that they have medical restrictions for physical activity that, during the project activities, are mediated by the responsible group.

Also as complementary data, the use of alcoholic beverages was reported by 06 people being a practice performed on weekends (2), sometimes (2), on special occasions (1) and also socially (1). Smoking was indicated by 03 participants, and 02 performed it daily.

When asked if they participated in other body practices besides those developed in the PDPPA, we obtained a positive response from the majority of the group (19). Among these practices, the following were mentioned: stretching (3), pilates (3), walking (5); water aerobics (2), running (1), ballroom dancing (2), gymnastics (1), yoga (2) and bodybuilding (1). These practices were performed on average twice a week. Fourteen people did not practice any other activity than those offered by the project.

Presented the profile of the subjects, we will contextualize in the next section about the meanings attributed to the practiced GG/GPT.

| 11

GG/GPT's experiences at PDPPA

As described in the section referring to the methodology, we used two data construction instruments (questionnaire and interview) in order to understand the meanings attributed by the participants linked to the Community Group (CG) of the PDPPA about the experience of activities in the field of GG/GPT. Thus, we will dedicate ourselves here to describe and contextualize the light of the theoretical references of the area about how the access of the subjects to the extension action happened and how they defined the activities developed and their objectives. We were also interested in knowing your understanding of the GG/GPT based on the experiences experienced in the group and, in particular, the attribution of value destined to participation in the project. Access to the PDPPA:GC was given to the majority of the participants (18) by the invitation made by another person who was already linked to the project, as stated by G. E.: "It was through a friend who already participated and called us. Then I came, participated, and also brought other friends to the project."¹

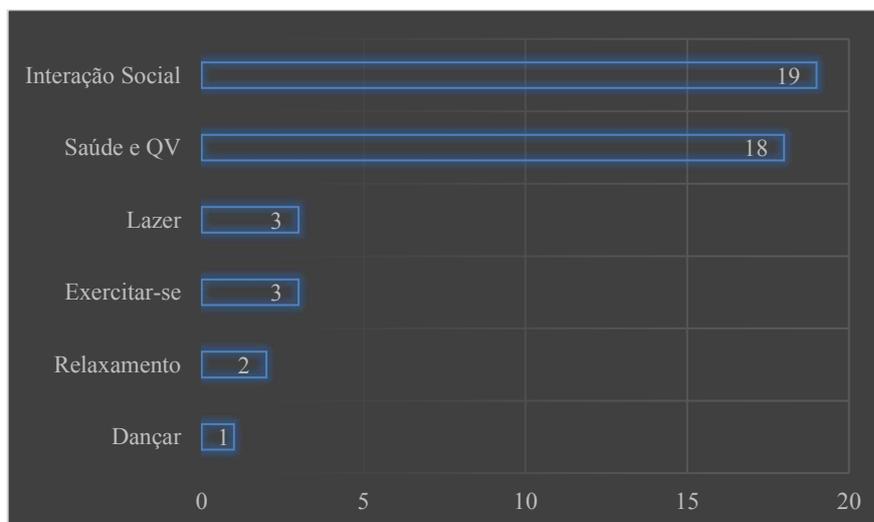
G. B. and L. M. said that, together with another friend, they expressed interest in 2016

¹ We identified the subjects in the study by acronyms referring to their names, respecting the determination of the CNS/196 Resolution that regulates research with human beings.

for another action disclosed by the project (gymnastic group) and the teacher, through this demand, created a class that met the particularities of an adult group.

When asked in the questionnaire about what their objectives were in relation to the project, what they sought with the support in the activities, the answers generated 07 categories, resulting in 56 indications, as described in Graph 1 below:

Graph 1 – Project Objectives²



Source: Prepared by the authors

According to FIG (1994 apud AYOUB, 2003), 03 objectives guide gg/GPT. The first is to benefit health, physical condition and social integration, arousing personal interest in the practice of physical activities. Elements of this objective were considerably evidenced in the data collected by the 33 questionnaires applied, highlighting 19 indications for "social integration" and 18 for "health and quality of life (Qol)", followed by other expressions associated with these principles: leisure, relaxation, aesthetics and dancing.

With little variation, the interviews with the 22 participants who also answered the questionnaire led us to confirm the data of the questionnaires, however, extolling first the possibility of body exercise (11), followed by socialization (07) and health benefit (06), aspects that merge into the report of participant G. A. N. "I always liked to join the class and chat, to meet new people. I've always liked that. Then I get there and we chat, exercise, improve the whole body ... and the person when he's old can't just stand there, can he?"

About how the participants defined the activities developed in the project, these are

² Social Interaction: 19; Health and Life Quality: 18; Recreation: 3; Exercise: 3; Relaxing: 2; Dancing: 1.

identified as diverse, inclusive and interactive that, in general, stimulate the experience different movements, which "work the body and the mind" (L. M.A.; M. T. R.). Thus, expressions such as "pleasurable, joyful, playful and objective" were highlighted, as well as acting in improving the health of its participants, since, as emphasized by G. B. and I. P. P., "it resembles a therapy" and "functional activities". Seven of the participants used the expression "they are very good!"

I. R. includes, in his account, much of what the group expressed: "They are very diverse and, as has already been mentioned, the memory works a lot, the physicist works. As I've done yoga, sometimes it has some activities that are yoga, stretching... and I find it very interesting also the coexistence of the group."

We were also interested to know if in the conception of the participants there was clarity about the objectives of the activities developed in the classes. When asked about this issue, they understood that the activities acted in improving the body and emotional dimensions, expanding the improvement of health and quality of life, an aspect expressed in the report of the participant G. E. B. C.:

First I think the interaction is very good, the social, we do a very good social, we have a lot of affection with each other, whether the younger or the older. We all have the same level of interaction, communication is also very good. Second, it gives the opportunity for us to meet new people, in the comings and goings of the project, but, the people who stay here, have become friends. So that's what I think is number one on this project. I also think very well elaborate the exercises, very diverse, which enriches the soul of us.

| 13

On the body dimension, "functionality, physical fitness, balance improvement" were beneficial identified through "stimulation" triggered by "different movements", as described by E. S. B. and L. A. M. S.

Correlated with body aspects, in the emotional dimension they manifested that the classes "provided diversified and pleasurable moments" (A. H. L.) in which "socialization, communication and participation" were effective triggering strategies of "motivation" acting directly in the improvement of "self-esteem" and "well-being". Considering the majority of the age group of the population involved in the action, participant J. O.C. mentioned that the activities "help the elderly."

The perceptions of the subjects interviewed when describing the activities of the project and expressing the understanding of its objectives are in line with the proposal to attend this group described in the PDPPA document, proposing:

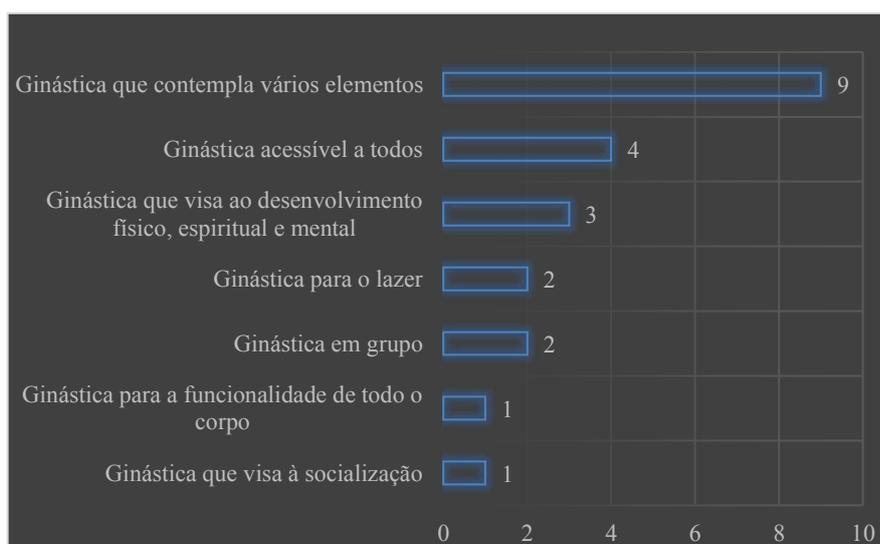
For the action "Community Group", the community internal and external to the university are mixed by proposing activities within the field of GG/GPT

that reach the longings of people of various generations, gender, social class, level of education, physical condition, etc. The criterion of adhering to the project consists in the interest of experiencing clinical experiences with a focus on leisure and mutual cooperation. The emphasis on the collective process of creation is another point of characterization of the population that intends to be involved in the action (FEDERAL UNIVERSITY OF JUIZ DE FORA, 2018, p. 2, our translation).

The proposal is oriented in several specific references of the area mentioned above and that, in the broader context, aims at favoring health, expanding physical and emotional conditions, especially by triggering social integration actions among its participants in a transformative, creative, fun and varied perspective (FIG, 1994; AYOUB, 2003).

This perception was evidenced by the investigated subjects when asked about how they defined the GG/GPT considering the activities developed by the project. Graph 2 below represents the indications indicated by the interviewees.

Graph 2 – GG/GPT Definition³



Source: Prepared by the authors

In this sense, being a "gymnastics that contemplates various elements" was the most manifested expression, complemented by the understanding of being an activity of access to "all" aiming at "physical, mental and spiritual" benefits, highlighting "leisure, collectivity and socialization". Some participants were able to synthesize their impressions in concept form:

I think it is an activity that encompasses various types of activities, using

³ Gymnastics that contemplate various elements; Accessible Gymnastics; Gymnastics whose goals is fysical, spiritual and mental development; Gymnastics for recreation; Gymnastics for group; Gymnastics for functionality; Gymnastics for socialization.

choreographies, dances, elements of General Gymnastics, stretching, in addition to those exercises ... relaxations, interaction. I define it as having a sum of it all (A. H. L.).

It's a gym that anyone can do, of any age, so... it is a general activity, but one that takes into account what anyone can do regardless of age and physical condition as well. And also on the social issue, no matter the economic issue, anyone can come in here, people from higher layers, lower layers, so... I think it is this possibility to welcome the social issue, I find this interesting too (I. R.).

Stanquevisch and Martins (2006, p. 99, our translation) highlight this perception described by the research subjects expressing the "possibility of feeling pleasure for the practice of a plastically beautiful modality, with musicality and expression, and that allows the development of creativity and socialization." With this, being "open to participation and all" and "oriented to leisure" are essential traits that define gg, since it values the predominance of pleasure, creativity and freedom of expression; constituting "a viable and privileged space for the experience of the playful component of body culture through gymnastics" (AYOUB, 2003, p. 75, our translation).

The "socialization" factor was the most evident in the arguments of the participants when justifying their stay in the PDPPA:GC in the interviews, as shown in graph 3 below.

Graph 3 – Reasons for permanence in the project⁴



Source: Prepared by the authors

The socialization factor seems to trigger a set of factors whose results highlight the positive reception by the participants of a proposal where there is a variety of "activities performed" that arouse the "pleasure" favoring the physical and emotional "health" of its

⁴ Social Interaction; Activities; Recreation; Health and Life Quality; Set of reasons; Prevents anxiety; Academic community participation.

members, aspects these expensive, fundamental and in line with the principles of GG/GPT. In this context, two participants highlight in their reports the data discussed here:

I just have to thank you for your affection. The project is wonderful and greatly improved the motor coordination of my daughters and mine as well. I leave here even lighter (M. A. B.).

I think that... by the time I came here, I was in a moment of a very deep depression. I had lost my mother. So when my friend, M.C.A., invited me to this project, I was at rock bottom. So this for me was a light. It's a light I hope never go out. Because as I needed it, I want all people to come to know this project too and stay (V. M.B.).

As explained earlier, the demonstrative character of GG/GPT is a way for products developed from the body, pedagogical and artistic practices that involve it. In this perspective, one of the actions of the PDPPA is to promote annually the Festival De Pernas Pro Ar in accordance with the third objective of GG/GPT according to the FIG, making the GG/GPT "[...] a vast field of activities for a large number of people, providing variety, fun, and the opportunity to be creative" (AYOUB, 2003, p. 47, our translation).

The importance of public presentations of the productions performed at the PDPPA:GC was a factor evidenced by 11 of the participants when asked in the interviews: In your opinion, is there a milestone or a moment that you understand as special during your participation in the project? L. M.A.'s account highlights the group's presentation in 2018 when they represented a choreography inspired by the film "Singing in the Rain": "It was last year's performance. Because, like, I'm completely shy. I never imagined myself doing that kind of presentation with an audience. So for me it was challenging. It scored."

This information confirms the totality that involves a GG/GPT proposal for this audience that seems to identify in this extension action the possibilities of experiencing the "variety" of elements of body culture and the arts, as well as sharing a space of "fun and the opportunity to be creative" (AYOUB, 2003, p. 47). In this sense, we can infer that:

The General Gymnastics is a very comprehensive field of Gymnastics, using various types of manifestations, such as dances, folk expressions and games, presented through free and creative activities, always based on gymnastic activities. It aims to promote healthy leisure, providing physical, psychological and social well-being to practitioners, favoring collective performance, respecting individualities, in search of personal self-overcoming, without any kind of limitation to their practice, whether in terms of the possibilities of execution, sex or age, or the use of material, musical and choreographic elements, with the concern to present in this context aspects of national culture, always non-competitive (SANTOS, 2001, p. 23, our translation).

Corroborating the saying, 08 of the interviewees highlighted as striking and special "all moments" of the project that merged with other expressions said:

All moments, more active classes (A. M. L.).
I like dance when they separate groups (G. A. N.).
Rehearsals and our presentation" (I. R.). I'm surprised at all (I.P.P.).
The presentation of the civic square [of the university] (J. O.C.).
I like everyone (L. R. L.).
The first presentation [in 2016] (L. M.).
Glad to see the development of my daughters (M. A. B.)
Everything we do is special (M. G. S.).
For me all moments are special. The fact that you don't always the same thing (M. T.).
Specific classes with choreographies (N. S.).
All moments are special (Z. P. W.).

Through these reports, it is again evidenced that the GG/GPT can be understood as one:

[...] a set of exercises that anyone can practice anywhere. Everyone from children to the elderly can make these movements within their possibilities, which makes GPT the ideal exercise that allows participants to feel the joy of movement. That is why GPT is the type of exercise that draws our attention so much (ARAKI, 2017, p. 11, our translation).

| 17

As described throughout this article, leisure consists of the basic orientation for the development of GG/GPT highlighting this gonic modality as a possibility of reconstruction and transformation of values and concepts that throughout history crystallize and cast the notion of being human, making it impossible for play and creativity to become essential factors and constituents of the individual and collective relationships of man/woman in society.

Final considerations

We sought to know if the activities proposed by the PDPPA:GC could trigger in the participants a perception of gymnastics practice that goes beyond the propositions of physical fitness and high performance that hegemonically defined the historical, social and cultural dimensions of this manifestation of body culture.

For the subjects, the activities developed promote socialization, in the same way that motivate the permanence in the project due to the physical and emotional benefits they provide based on a sphere of pleasure and experience of varied bodily experiences, which are expanded with the perspective of construction and choreographic presentations.

Considering the methodological processes that involved the application of questionnaire

and interview to the subjects linked to the PDPPA in 2019, as well as the correlation with specific theoretical sources of GG/GPT, we confirm our hypothesis that the perspective of inclusion and respect for differences is evident in the daily actions of the project. This fact is confirmed by indicating as a factor of permanence in the extension action the possibility of experiencing bodily activities that trigger socialization and social interaction associated with the practice of physical activity.

REFERENCES

ARAKI, Tatsuo. Prefácio. *In*: BORTOLETO, Marcos A. C.; PAOLIELLO, Elizabeth. **Ginástica Para Todos: Um encontro com a coletividade**. Campinas, SP: Editora Unicamp, 2017. p. 11-12.

AYUB, Eliana. **Ginástica geral e educação física escolar**. São Paulo: Unicamp, 2003.

BRACHT, Valter. A constituição das teorias pedagógicas da educação física. **Cadernos Cedex**, Campinas, ano XIX, n. 48, p. 69-88, ago. 1999.

DENZIN, Norman; LINCOLN, Yvonna S. A disciplina e a prática da pesquisa qualitativa. *In*: DENZIN, Norman; LINCOLN, Yvonna S. (org.). **O planejamento da pesquisa qualitativa: Teorias e abordagens**. 2. ed. Trad. Sandra Regina Netz. Porto Alegre: Artmed, 2007. p. 15-40.

| 18

GALLARDO, Jorge Sergio Perez. A educação física escolar e a ginástica geral com sentido pedagógico. *In*: PAOLIELLO, Elizabeth. (Org.). **Ginástica geral: Experiência e reflexões**. São Paulo: Phorte, 2008. p. 55-78.

GOLDEMBERG, Mirian. **A arte de pesquisar: Como fazer pesquisas qualitativas em ciências sociais**. 2. ed. Rio de Janeiro: Record, 1998.

GONZÁLEZ REY, Fernando Luis. **Pesquisa qualitativa e subjetividade: Os processos de construção da informação**. Tradução de Marcel Aristides Ferrada Silva. São Paulo: Pioneira Thomson Learning, 2005. 205 p.

GONZÁLEZ REY, Fernando Luis. **Pesquisa qualitativa em Psicologia: Caminhos e desafios**. Tradução de Manoel A. F. Silva. São Paulo: Pioneira Thomson Learning, 2002. 188 p.

GRANER, Larissa; PAOLIELLO, Elizabeth; BORTOLETO, Marco Antonio Coelho. Grupo Ginástico UNICAMP: Potencializando as interações humanas. *In*: BORTOLETO, Marco A. C.; PAOLIELLO, Elizabeth. **Ginástica Para Todos: Um encontro com a coletividade**. Campinas, SP: Editora Unicamp, 2017. p. 165-198.

LACERDA, Débora Jucá; BORTOLETO, Marco Antonio Coelho; PAOLIELLO, Elizabeth. Grupo ginástico UNICAMP: 22 anos de ginástica geral. **Conexões**, Campinas, v. 10, p. 192-208, dez. 2012. Available:

<https://periodicos.sbu.unicamp.br/ojs/index.php/conexoes/article/view/8637670>. Access: 10 Nov. 2016.

LELES, Maria T. *et al.* Ginástica para Todos na extensão universitária: o exercício da prática docente. **Conexões**, Campinas, v. 14, n. 3, p. 23-45, dez. 2016. Available: <https://periodicos.sbu.unicamp.br/ojs/index.php/conexoes/article/view/8648060>. Access: 29 Mar. 2017.

MAROUN, Kalyla; CORREA, Cláudia. **Ginástica para todos**. Juiz de Fora: CEAD/UFJF, 2014.

MATTOS, Mauro G.; ROSSETTO JÚNIOR, Adriano José; BLECHER, Shelly. **Metodologia da pesquisa em Educação Física**. 3. ed. São Paulo: Phorte, 2008.

MURBACH, Marina A. *et al.* Grupo Ginástico UNESP: contribuições da "Ginástica para Todos" na formação de seus participantes. **Conexões**, Campinas, v. 14, n. 3, p. 71-88, dez. 2016. Available: <https://periodicos.sbu.unicamp.br/ojs/index.php/conexoes/article/view/8648024>. Access: 29 Mar. 2017.

PAOLIELLO, Elizabeth. Nos bastidores da ginástica geral: o significado da prática. *In:* PAOLIELLO, Elizabeth. (org.). **Ginástica geral: Experiência e reflexões**. São Paulo: Phorte, 2008. p. 191-216.

SANTOS, José Carlos Eustáquio. **Ginástica Geral: Elaboração de coreografias, organização de festivais**. Jundiaí, SP: Fontoura, 2001.

SOUZA JÚNIOR, Olavo Dias. de *et al.* Grupo de ginástica geral da Universidade Presbiteriana Mackenzie: características físicas e motivos de adesão. **Conexões**, Campinas, v. 10, p. 179-191, dez. 2012. Available: <https://periodicos.sbu.unicamp.br/ojs/index.php/conexoes/article/view/8637669>. Access: 29 Nov. 2016.

STANQUEVISCH, Patrícia; MARTINS, Maria Teresa Bragagnolo. Ginástica geral: uma reflexão sobre a formação e capacitação profissional. *In:* GAIO, Roberta; BATISTA, Roberto. **A ginástica em questão: Corpo e movimento**. Ribeirão Preto, SP: Teccmed, 2006. p. 97-106.

FEDERAL UNIVERSITY OF JUIZ DE FORA. Pró-Reitoria de Extensão. **Projeto de Pernas Pro Ar: O universo gímnico em pauta**. Juiz de Fora, MG, 2016.

FEDERAL UNIVERSITY OF JUIZ DE FORA. Pró-Reitoria de Extensão. **Projeto de Pernas Pro Ar: O universo gímnico em pauta**. Juiz de Fora, MG, 2017.

FEDERAL UNIVERSITY OF JUIZ DE FORA. Pró-Reitoria de Extensão. **Projeto de Pernas Pro Ar: O universo gímnico em pauta**. Juiz de Fora, MG, 2018.

About the authors

Neil FRANCO

Professor at the Faculty of Physical Education and Sports of the Federal University of Juiz de Fora (UFJF).

Fernando Araujo CRESCENCIO

Master's degree in Education from UFJF.

Bianca Damasceno de OLIVEIRA

Master's degree in Education from UFJF.

Gustavo Bernardes Padovan BRANQUINHO

Bachelor of Physical Education from the Faculty of Physical Education and Sports of UFJF

Processing and editing: Editora Ibero-Americana de Educação.
Correction, formatting, normalization, and translation.