

Questão de Equilíbrio

Controlled Risk Activities (CRAs)

The process of Educative Intervention, Socialization, with resource to the Controlled Risk Activities (CRAs), assumes a decisive role and only, objective that it harnesses of the alterations of the socially maladjusted behaviours, estimate that the following conditions exist:

1. Any intervention with the CRAs, will have to be based on the knowledge concrete of the population-target the one that are destined, having for base a deepened diagnosis of the situation and the process and history of life of the involved individuals;
2. The CRAs will have to be articulated with other types of programs, complementary, pertaining to school or of daily pay-professionalization;
3. The intervention with resource to the CRAs estimates a joint of the existing resources, having its use secularly to be demarcated, and being respected the some used phases and processes, in the absolute fulfilment sequence of the same ones and the methodology of the developed model;
4. In simultaneous to the intervention with the CRAs, it will have to function a system of evaluation and auto-evaluation of process, being used recorder mediums, writings, and very in particular, the system of the Belts of Abilities.

In what it concerns to the first point, the initial diagnosis will have to be complete, with the contributions of areas as the health, nominated mental, the education, and eventually the justice and or the protection of minors. The knowledge acquired next to the family, of the friends, the neighbours and others technician who if has busy of the individual or its family, are basic for the “drawing” of the intervention and the specific cares that will have to be integrated in the same one.

How much to point 2, to the existence of other resources, nominated pertaining to school or daily pay-professionals has revealed highly beneficial, harnessing the transposition of the experiences lived in the CRAs for these areas. The complement of the formation areas is basic for the transposition of principles, values, rules, behaviours, boarded and lived in the ARC for the real life, the problems of the day at day, of that the formation is integrant part, even so initial, allowing still, through the resources that it uses (recorder mediums writings, photograph, writing, new technologies of information), to characterize the processes of register in the system of auto-evaluation of form the one that these if assume as valid products, credible and of quality, exactly for proper intervening the direct ones (population-target, intervening). As already proven, the results of the intervention with the CRAs are harnessed when the intervention if finds anchored in one project that it guarantees stability (in the complement of the hours and the days where the CRAs do not function), framing technician drawn out and finally if reviewed of relevancy for the young, having in account the future potentialities that the same imply.

When in point 3 we relate the necessity of a joint of the resources, referent to the existence of a model, elaborated for Ricardo the Martínez, who articulates some “physical modalities” or porting activities/with one determined felt and sequence, in a determined time, with differentiated but complementary objectives.

Thus, we use of articulated form and sequence, as basic activities, the Scaling, the Aerial Circuits of Obstacles, the Buoys, and the Canoeing or Rafting, stops beyond the Dynamic of Group, that are transversal to all the intervention.

In the case of the Scaling, this is used in 6 phases. The three first ones elapse in “natural walls”, in rock, whereas fourth it has place in the Park of Adventures, the aerial circuit of obstacles, and fifth in the Rocódromo.

The first phase functions as “shock therapy”. The participants, never in superior group the five, are directed for a crack (hole), without any information on security, technique, characteristics of the obstacle, or she wants it that she is. One intends that they react as habitually, what it passes for going down without asking, without equating the descending, without conscience of the risks and efforts to win the obstacles, of immediate form. In the sequence of such behaviour, stress resultant of the direct contact with the danger, of the visibility of the death, provides the anxiety for times uncontrolled, un controls it emotional.

One intends with this state of spirit, that the participant recognizes that, as in the life, she assumes immediate behaviours that place it in risk situation and that to have fear he is natural and human, before determined situations, as normal and desirable she is that the individuals in affliction ask for and accept specialized aid.

It is in such a way that the individual learns to control its emotions, its fear, is led to discover the direction of the life, understanding that although the quotidian problems, to live continue to be optimum of its existence. On the other hand, it starts to feel the pleasure for finishing a task, for winning a difficulty, recognizing that after all more it is grasped to the life of what suffered and of that after all has more force and courage of what thought.

The second phase elapses in the “School of Scaling”, in natural walls duly equipped. In this phase, it can all participate to the group until the number of 15 individuals. Here, each one discovers that underlying to the activities, a complex and well-taken care of system of rules exist all that to a large extent hinder or reduce the hypotheses of accidents. It discovers that solidarity exists and of that the social being is also responsible for the others and therefore gives security to the others and receives from this identical attitude and ability. It verifies that a clear difference between real risk and risk imaginary, that the risk in these activities is more imaginary than real, if fulfilled the security rules exists, whereas some social behaviours are effectively of real risk, as the consumption of drugs or the dangerous conduction of vehicles.

In the third phase, the activity comes back to elapse in the first place but now the objective is that the individual recognizes that to the first sight everything seems impossible or difficult to materialize, that to learn is painful but compensating, that evolved since the first experience.

The fourth phase is transferred in the Park of Adventures and the objective is that the individual learns to recognize that adventures of controlled risk, of that the pleasure can be healthful, of that being exist and to work in equips, of positive, constructive, responsible form, is emotionally compensating.

In the fifth phase, all the group if dislocates to the Rocódromo and, in set with the population, it not only tries the obstacles as pleasure as well as process of perfection of the technical mode. It discovers the “souples” not the force such a way necessarily. It feels the fear but it knows and it dominates the security rules.

The sixth phase can elapse in the scaling school or in the Park of Adventures and the objective it is to allow that the population-target of project can receive, to make responsible, to fit other individuals, functioning as “ministerial - assistant”. In such a way, it is promoted and it consolidated auto-they esteem it, one strengthens the mechanisms of emotional auto-control (teaching to the others as to control its fears, as they had learned it).

The modality to use to follow to the scaling and the aerial obstacles is of the “buoys”. This activity is summarized to pull it with a boat, a buoy, making passages on the waves, trying that the individual, placed on the buoy, if grasps of form not to jump of this.

In this in case that, the objective is of that the individual discovers that as in the life, the direct, easy, routine passages are not so motivators as the resultants of the difficulties of the passage, of the life. Thus, it is looked to work the persistence, the development of the capacity of resistance, the fight against the loss of heart. This because the individual knows that it will be able to jump outside of the buoy but will go to make all the possible ones stop in it remaining during the biggest period of possible time. However, exactly that it falls, it knows that it will try of new, and of new, because as in the life it is to try that if they reach the objectives and the difficulties give to flavour ace conquests.

The activities of canoeing or rafting function very to strengthen the spirit of equip, in a clear allusion of that I eat in the society, what it happens to one reverberates in the life of all the others, because we are all “in the same boat”.

How much to the system of evaluation of the process, the model of intervention with resource to the CRAs adopts some forms. On the other hand, throughout all the process, they are used dynamic of group that makes possible a deep and simultaneously pleasant reflection, on the some situations that it intends to illustrate.

On the other hand, during the activities, nominated of scaling, the photographic registers is made that, together with the audio register, effectuate in the end of each session, helps the participants to elaborate the corresponding registers of the activities, that will originate its daily staffs. These reports best help to study and to understand the process of development and personal qualification.

Finally, the auto-evaluation system is helped at the beginning, as cited, in point 4, of the Belts of Abilities. One is about the adaptation of the used Belts of Behaviour in the Institutional

Pedagogic for the school of Neuville, France. This resource was considered the most adjusted so that the young ones pronounce on its process of evolution and recognize want the positive passage that already adopt, want what they will have to perfect, that it corresponds to the process waited for the community.

All the process it's based in the principle of attribution of belts used in the martial arts and the judo. The graduation the same obeys to the principle, having the young with bigger graduation bigger responsibilities and rights and in the inverse side, in the belts white and yellow, little obligations and correspondingly less right.

One is about hierarchy process that allows the young to perceive and to argue the rules and the rights and to take conscience of its personal process and its difficulties, knowing well the some phases of the process and what of them if it waits, that by the way he was also resulted of its work and quarrel in group.

The described methodology was implemented in distinct projects, in which the "Questão de Equilíbrio" was promotional entity, some of which created with intention to try and to adapt behind definite the methodological concepts, widening them it distinct partnerships.

School of the Forest - "adventure of Learning", is one project alternative to abandonment pertaining to school with resource strategies educative and pedagogical differentiated, where a accompaniment exists technician, pedagogical and psycho-social, of where if they detach the Risk Controlled Activities as a resource who allows to work personal and social abilities, as well as promoting the balance emotional of the young, are also objectives the promotion of a conducive reflection to the internalization of values, this project has as public - white a group of young in situation of I abandon pertaining to school associate the risk or social exclusion, with signal lings judicial or in fulfilment of measures alternatives the arrest. The young addressees have ages understood between the 15 and 19 years.

The Project "Of the Adventure to the Work", in the area of social *Reinsertion*, where the primordial objective consisted of the trainings of social personal abilities and daily pay - professional, the individuals with problematic associates in the area of the toxic dependence, former - reclusion and unemployment of long duration, had the duration of 2 years, and had been worked 48 individuals, with ages understood between the 20 to the 45 years.

To construct the future, a new chance “Of the Adventure to the Work”, one project that it previously gave to continuity the methodology of the described one, consisted of the professional formation of level 2, in the area of gardening, destined the individuals with ages understood between the 18 and 45 years in risk situation or social exclusion, problematic toxic dependence, former-reclusion and unemployment of long duration.