

Orientación sexual en la formación deportiva de la Escuela de Iniciación Deportiva de Santiago de Cuba

Sexual orientation in the sports training of the School of Sports Initiation of Santiago de Cuba

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RESUMEN

El estudio aborda el reconocimiento, importancia y actualidad del manejo de las diferencias individuales y la diversidad educativas en atletas del softbol femenino de la Escuela de Iniciación Deportiva Escolar "Orestes Acosta" de Santiago de Cuba. Con el diagnóstico aplicado a la muestra de 27 atletas, y la observación científica, se conocieron dificultades de aceptación de la diversidad sexual en entrenamientos, competencias y otras actividades deportivas. Para este estudio se aplicaron métodos, técnicas e instrumentos en el diagnóstico del abordaje de la diversidad sexual como: encuesta, entrevista, test de valoración de grupo. Algunos de los resultados obtenidos y la propuesta para su solución quedan expresados aquí.

Palabras claves: Educación sexual; Diversidad sexual; Softbol femenino; Acciones educativas

ABSTRACT

The study addresses the recognition, importance and current management of individual differences and educational diversity in female softball athletes of the Sports Initiation School "Orestes Acosta" in Santiago de Cuba. With the diagnosis applied to the sample of 27 athletes, and the scientific observation, difficulties of acceptance of sexual diversity in training, competitions and other sports activities

were known. For this study, methods, techniques and instruments were applied in the diagnosis of the approach to sexual diversity such as: survey, interview, group assessment test. Some of the results obtained and the proposal for their solution are expressed here.

Key words: Sexual education; Sexual diversity; Female softball; Educational actions

INTRODUCTION

Sexual and gender diversity (DSG), or simply sexual diversity, is a term used to refer to all gender diversity, sexual orientations and gender identities in an inclusive manner, without the need to specify each of the identities, behaviors and characteristics that make up this plurality. Socially, sexual diversity is claimed as a way of accepting any form of being, with equal rights, freedoms and opportunities within the Human Rights framework.

For many years, sport has been characterized as a space reserved for male heterosexuality and female homosexuality. However, this circulated, more than in books or academic documents, in the social imaginary. This belief puts the first turning point on the theme of sexual diversity in sport, in gender issues that reserve sport as a space for development and socialization of the heterosexual male, leaving aside all those people outside this heterosexist masculinity, and as a consequence of this premise, excluding all those who depart from this norm.

When covering the issue of sexuality in sport, an attempt is made to open a space for reflection on this subject, not only for those interested in gender and sexual diversity issues, but also, and mainly, for people linked to sports and physical activity, since it is considered essential to demystify some socially constructed notions, and at the same time it is sought to open the game so that debates, exchanges and modifications in the behaviors of exclusion and discrimination in the sports field take place.

In spite of the advances and social changes achieved, a considerable number of authors have been found in the literature review, which have confirmed and continue to indicate the existence of a hostile climate in their societies to the diversity of sexual orientation in sport (Barbero, J.I. 2003; Davis-Delano, L.R. 2014;

Griffin, P. 1998; Krane, V. 1997; O'Brien, K.S.; Shovelton, H. & Latner, JD 2013; Pronger, B. 2000).

Among the different guidelines and actions that generate marginalization in sport are described: negative stereotypes, verbal harassment, discrimination in team selection, social isolation, loss of support, negative media attention (Barber, H. & Krane, V. 2007; Griffin, P. 2002). All these cause, that the people of this group are forced to remain invisible, hidden (Devís, J.; Fuentes, J. & Sparkes, A.C. 2005), silenced by heteronormativity (Krane, V. & Barber, H. 2003; Sykes, H. 1998; Sykes, H. 2001).

This study focuses specifically on the need to address sexual diversity in the women's softball team of the Sports Initiation School "Orestes Acosta" in Santiago de Cuba, and aims to develop educational actions guided at improving performance sports of the mentioned female sports team.

With all this, the studies highlight that discrimination in sport towards minorities, according to sexual orientation, forces these people to remain hidden, thus avoiding marginalization and rejection. The study of Griffin, P. (2012), on lesbian women, emphasizes that sports culture separates heterosexual and homosexual women, in order to maintain the hegemony of the homophobic mentality. Among the patterns of discrimination suffered by people in women's sports groups, particularly with lesbian women are: rejection, sexual harassment and are forced to remain invisible, hidden, silenced by heteronormativity.

In the field of physical education, there are studies such as those of Piedra, J.; Rodríguez-Sánchez, A.R.; Ries, F. & Ramírez-Macías, G. (2013), who confirm the physical education teachers as poorly aware of homophobia in their classes, taking, in general, few measures to overcome the discriminations that in this regard may arise in class. The lack of attitudes inclusion towards other gender identities and minority sexual orientations, such as transgenders, only increases the negative feelings and attitudes towards these sports groups (Griffin, P. (2012). The discriminations of these groups are highlighted, mainly due to ignorance and prejudice at both institutional and individual levels.

In Cuba, in relation to other countries of the region, minimum figures are presented regarding violence according to discrimination based on sexual orientation. However, various Non-Governmental Organizations point out that the common citizen does not accept sexual diversity. The reasons can range from religious to ideological, if it is not that religion is ideology in itself, violence can be physical, verbal and psychological. The country has been pronounced in recent years for a positive policy towards sexual diversity in all spheres of citizen's life.

DEVELOPMENT

These bibliographical antecedents have served as a basis for this investigation for the analysis of this phenomenon in the modality of women's softball in athletes of the Sports Initiation School of Santiago de Cuba, where difficulties with the acceptance of sexual diversity could be observed, in training, competitions and other activities.

The population and the sample are coincident, a total of 27 female athletes. In the selection of the sample, its particularities were taken into account according to the research needs. The following inclusion criteria were established for the selection of the sample:

- That they are female athletes of the selected team.
- Present and / or share diverse criteria about sexual diversity.
- Voluntariness.

Qualitative and quantitative methods were used to process this information. The following variables were also considered for the scientific observation of the sample:

1. Independent variables:

- Age: 11-17 years.
- Sex: female (f).
- Level of schooling: secondary-pre-university.

From the characterization made to the team, it was known that it includes school-youth ages, the social origin is worker-peasant-self-employed, also that 16 students come from divorced parents, 6 belong to the city of Santiago de Cuba and 11 to

surrounding municipalities, and their school performance is satisfactory and regular in sports.

2. Dependent variable:

- Sexual diversity.

After conducting interviews and tabulating surveys of teachers, coaches and students of the team, the information needed for this study could be collected. It was known that the age diversity of the team, the origin of dysfunctional homes, the time they spend away from the family, and the remoteness of their communities of origin are important sociocultural factors in the motivation and sports performance of these athletes.

In the surveys carried out, it was shown that these adolescents and young people have very poor information about sexual educational issues, in a general sense. This supports the need for sexual education of coaches and players, in terms of the acceptance of sexual diversity in Cuban women's sports teams. The analysis of various situations in situ emerged difficulties such as: lack of group cohesion, difficulties in decision-making during matches, negligence in training, poor collaboration among athletes, misinformation, and indifference to individual needs, among others.

For this reason, a set of educational actions aimed at solving this problem were prepared, among which we can mention:

- 1) Technical-professional activity: it is a cognitive process through which the essential elements of the assimilation of sexual diversity in sport are determined: physical-mental symptoms, presented diseases, interpersonal relationships, sports performance, competitive results, demotivation by the sports staff. Its main objective is to lay the foundations for a proper diagnosis in the sports teaching process.

A total of 10 workshops were developed with the following themes:

- Sexuality. Its characteristics.
- Sexually transmitted diseases, HIV. How to avoid them.
- Early pregnancy in adolescence. How to prevent it.
- Femininity and masculinity, their features.

- Sports and sexuality. Physical risks for women.
 - Gender equity.
 - The Constitution of the Republic of Cuba regarding gender equity and rights to sexual diversity.
 - The family, the community and the sports group before the sexual diversity of the athletes.
 - Proper sexual orientation in the sports group: a way for greater sports performance.
 - Interpersonal relationships in the sports group.
- 2) Social-psychological activity: its emotional-affective character guarantees that a conducive environment to achieve a total understanding of cognitive information is conditioned. Its objective is to establish a perfect dialogic communication between the educator and the athlete, in getting a favorable climate in the process of teaching sports learning, and achieving better individual and collective sports performance.

Example of some extra teaching recreational activities that can be done to improve group cohesion in the team:

Objective: to show good interpersonal and communication relationships through activities.

Activities:

- Take excursions where the unity of the group and the love of nature are revealed.
- Make collective birthdays.
- Make exchanges of gifts.
- Perform educational galas aimed at the development of communication.
- Camping where the group integration is manifest in activities of:
 - Dramatization.
 - Dancing competition.
 - Singing competition.
 - Campfires.

Description of the activity.

- Selection of the day and place of the activity.
- Prepare the activity in advance.
- Evaluate the results.

Cooperative games.

Name: don't drop it.

Materials: balloons, strings and whistle.

Objective: to develop teamwork and time-space perception.

Organization: the students are scattered on the ground, each of them will have a balloon in their hand which they must inflate and tie to their mouths so that the air does not escape.

Development: at the signal of the teacher, students throw the balloons up as hard as possible. All the students must hit the balloons consecutively, preventing them from reaching the ground, even if it is not their own balloon.

Rule: the game ends when one of the balloons reaches the ground.

- 3) Conative: it follows from the previous two. Its objective is that the athlete adopts an attitude consistent with the reality of assimilation of sexual diversity in their sports environment, both in the order of research and the treatment to be followed in their subsequent training.

These actions must be systematically followed by the coach and the team members, especially in their impact on the sporting results of the competitions.

Communication is an effective instrument for the understanding of the athlete who lives with others of diverse orientation, which will allow him to increase his sports performance and improve his competitive results.

Didactic aspects to take into account when communicating with athletes with sexual diversity:

- a) Personality traits of athletes.
- b) Levels of information established.
- c) Depth in the analysis of the situation of their sexual diversity.

Athlete response to the treatment provided.

When covering the issue of sexuality in sport, an attempt is made to open a space for reflection on this subject, not only for those interested in gender and sexual

diversity issues, but also, and mainly, for people linked to sports and physical activity, since it is considered essential to demystify some socially constructed notions, and at the same time it is sought to open the game so that debates, exchanges and modifications in the behaviors of exclusion and discrimination in the sports field take place.

Even when the benefits that sport reports among its practitioners are recognized and accepted, both physiologically, psychologically, sociologically or educationally, in certain contexts and situations, sport can be a source of discrimination, harassment and aggression for certain people. Therefore, it is necessary to strip the sport of stereotyped visions of masculinities and feminities, and stereotypes linked to sexuality.

CONCLUSIONS

Regardless of the fact that in each country, work is done to eliminate discrimination in society, in relation to sexuality, specifically in the diversity of sexual orientation, the issue remains clearly pointed out and repudiated in some sectors or contexts of our society, like sports.

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