

## 166 - PHYSICAL EDUCATION AND ITS INFLUENCE ON SCHOOL RECREATIONAL ACTIVITIES: A COMPARATIVE STUDY BETWEEN PUBLIC AND PRIVATE SCHOOL CHILDREN

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### 1 INTRODUCTION

It is through physical activities, in or out of school, that the children develop their psychomotor, affective and cognitive traits, along with their specific skills. When a Physical Education class is appropriately structured and well directed, it turns into a driving force for the students, acting as incentive for them to go for out-of-school physical activities (RODRIGUES et al., 2004).

Physical Education's main instrument is movement, as it is the common denominator for several sensorial fields. The development of the human being starts at the integration of motricity, emotion and thinking (BONAMIGO, 1982). This makes us perceive that the school, and in this specific case, Physical Education, performs a fundamental role in the learning process and consequently in the development of the individuals themselves, provided it sets challenging situations to the students (REGO, 1995)

With regard to games, Piaget (1998) believes they are an integral part in children's lives. At the beginning, it is an exercise game, at which a child repeats a certain situation for the fun of it, after having enjoyed its effects. In Vygotsky's (1998) socio-historical vision, games are specific childhood activities, in which the child recreates the reality by means of symbolic systems. This is a social activity within the cultural context. It is a creative human activity, in which imagination, fantasy and reality interact in the production of new possibilities for interpretation, expression and action by the children, as well as new manners to arrange social relations with other individuals, children and adults. Furthermore, Vygotsky (1998) states that a game creates for the children a zone for proximal development, characterized by the distance between the present level of knowledge, determined by the capacity to solve a problem in independent manner, and the level of potential development, determined through the resolution of a problem, under the guidance of an adult, or a more qualified companion.

According to Gallardo (2003), childhood is characterized by concentrating the fundamental acquisitions for the remainder of human development, once it is at this stage of life that the individuals develop the motor basis for the accomplishment of more complex movements later in life; therefore, it is important for the child to have a follow up support in its physical, cognitive and psychosocial development. Within the development context, it is relevant to look at the school institution as a place for cultural learning, including learning how to play games, particularly during physical education classes. Therefore, the objective of this study is to survey two childhood education schools (a public school, without a qualified professional for Physical Education classes and a private school, with a qualified professional for Physical Education classes), for possible influences of Physical Education on the school games during school recreation time, in random games.

### 2 METHODOLOGICAL GAMES

In all, 41 students were surveyed, 20 females and 21 males, aged 4 to 6, and they all go childhood schools; 21 attend a private school (Escola de Educação Infantil - EEI) and 20 attend a public school (Escola Municipal de Educação Infantil - EMEI). The methodology and pedagogical approach is descriptive exploratory, and the contact of the subjects of the survey was through a questionnaire, validated by three Physical Education professionals. The data were analyzed through the descriptive analysis process.

### 3 RESULTS

Table 1 features school recreation activities in the private school, where the following games are of note: rope skipping, 57.1% of the students said they had learned it from the Physical Education instructor, during Physical Education lessons, in their present school. With regard to the catch game, the students replied that they had learned from their parents/brothers (38.1%), at home (47.6%). When they played the hide and seek, 38.1% replied they had learned it from their parents/brothers, while another 38.1% learned from the schoolmaster during the Physical Education classes, at school (42.9%). The walk on benches game, which boosts the development of several skills, such as equilibrium and coordination, was reported to have been learned at school, during the Physical Education classes, from the instructor, with 71.4%. Games involving materials, like bows, ropes and balls, were also mentioned within the physical education context, and the percentage reached 81%. Checking the replies to the imagine activity, we observed that 47.6% of the private school children replied they had learned the game with their parents/brothers, at home (66.6%). By analyzing table 1, as a whole, it becomes clear that the physical education classes exert a great influence on the children, once during their free game recreation time many children play the games they learned in class. Some of the most mentioned games in the Physical Education classes were rope skipping, hide and seek, walk on benches and play with things.

TABLE 1: School recreation activities- Private School

Questions	Private School					
	Games					
	Rope Skipping	Catch Game	Hide-and-Seek	Walk on banks	Bow, ball, rope	Imagine
<b>Who taught you?</b>	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Prof <sup>o</sup> E.F.	12 (57,1)	6 (28,6)	8 (38,1)	15 (71,4)	17 (81)	1 (4,8)
Parents/brothers	7 (33,3)	8 (38,1)	8 (38,1)	4 (19,1)	4 (19)	10 (47,6)
<b>Uncles/Cousins</b>	1 (4,8)	1 (4,8)	3 (14,3)	0 (0)	0 (0)	1 (4,8)
Friends	1 (4,8)	4 (19)	2 (9,5)	2 (9,5)	0 (0)	8 (38,1)
Do not remember/ do not know	0 (0)	2 (9,5)	0 (0)	0 (0)	0 (0)	1 (4,8)
<b>Total:</b>	21 (100)	21 (100)	21 (100)	21 (100)	21 (100)	21 (100)
<b>In which situation?</b>	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
<b>Ph. Ed. class</b>	12 (57,1)	6 (28,6)	8 (38,1)	15 (71,4)	17(81)	0 (0)
Found/bought	7 (33,3)	0 (0)	0 (0)	0 (0)	1 (4,8)	1 (4,8)
Events	2 (9,5)	1 (4,8)	2 (9,5)	0 (0)	1 (4,8)	0 (0)
<b>At home</b>	0 (0)	7 (33,3)	7 (33,3)	3 (14,3)	2 (9,5)	12 (57,1)
With friends/relatives	0 (0)	5 (23,8)	3 (14,3)	2 (9,5)	0 (0)	7 (33,3)

Do not remember/do not know	0 (0)	2 (9,5)	1 (4,8)	1 (4,8)	0 (0)	1 (4,8)
<b>Total:</b>	21 (100)	21 (100)	21 (100)	21 (100)	21 (100)	21 (100)
<b>Where did you learn?</b>	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
<b>School</b>	<b>12 (57,1)</b>	6 (28,6)	<b>9 (42,9)</b>	<b>15 (71,4)</b>	<b>17(81)</b>	5 (23,8)
My home	7 (33,3)	<b>10 (47,6)</b>	7 (33,3)	6 (28,6)	4 (19)	<b>14 (66,6)</b>
<b>At other's/street</b>	1 (4,8)	2 (9,5)	2 (9,5)	0 (0)	0 (0)	1 (4,8)
Events	1 (4,8)	1 (4,8)	1 (4,8)	0 (0)	0 (0)	0 (0)
Do not remember/Do not know	0 (0)	2(9,5)	2 (9,5)	0 (0)	0 (0)	1 (4,8)
<b>Total:</b>	21 (100)	21 (100)	21 (100)	21 (100)	21 (100)	21 (100)

In table 2, with regard to the children of the public school, it was observed that for the rope skipping game, most children said they had learned from their parents/brothers (30%), with friends and relatives (30%), at other people's homes and on the street (45%). It was also clear that 30% of other children replied they did not remember or did not know where they had learned the games. In the catch game, 50% of the interviewees said they had learned from friends, at their homes or in the street, with 45%. Regarding the hide and seek game, the children replied they had learned from their parents and brothers (40%), with relatives and friends (55%), but at their home (40%). The children that answered about walking on benches, said they had learned from relatives and friends, with 55%. In addition, 35% said they had learned at home and the same percentage, at school. In the games involving things like bows, ropes and balls, 50% of the students said they had learned from friends, at home or in the street, with 35%. For the final activity, imagining, 55% said they had learned from friends, but at their homes, with 50%. That is to say, there has only been a relevant influence in the school, in the activity of walking on benches, because the students learned alone, without any assistance, running the risk of falling down on the ground.

TABLE 2: School recreation activities- Public school

Questions	Public school					
	Rope Skipping	Catch Game	Hide-and-Seek	Games Walk on banks	Bow, ball, rope	Imagine
<b>Who taught you?</b>	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Profª E.F.	4 (20)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Parents/brothers	<b>6 (30)</b>	5 (25)	<b>8 (40)</b>	5 (25)	3 (15)	5 (25)
<b>Uncles/Cousins</b>	1 (5)	4 (20)	4 (20)	0 (0)	2 (10)	2 (10)
Friends	5 (25)	<b>10(50)</b>	6 (30)	<b>11 (55)</b>	<b>10 (50)</b>	<b>11 (55)</b>
Do not remember/Do not know	4 (20)	1 (5)	2 (10)	4 (20)	5 (25)	2 (10)
<b>Total:</b>	20 (100)	21 (100)	20 (100)	20 (100)	20 (100)	20 (100)
<b>In what situation?</b>	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
<b>Os. Ed. class</b>	4 (20)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Found/Bought	2 (10)	0 (0)	0 (0)	1 (5)	3 (15)	0 (0)
<b>At home</b>	2 (10)	2 (10)	5 (25)	4 (20)	2 (10)	<b>9 (45)</b>
With friends/parents	<b>6 (30)</b>	<b>15 (75)</b>	<b>11 (55)</b>	<b>11 (55)</b>	<b>9 (45)</b>	8 (40)
Do not remember/do not know	<b>6 (30)</b>	3 (15)	4 (20)	4 (20)	6 (30)	3 (15)
<b>Total:</b>	20 (100)	20 (100)	20 (100)	20 (100)	20 (100)	20 (100)
<b>Where did you learn?</b>	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
<b>School</b>	5 (25)	5 (25)	3 (15)	<b>7 (35)</b>	3 (15)	6 (30)
At home	4 (20)	5 (25)	<b>8 (40)</b>	<b>7 (35)</b>	5 (25)	<b>10 (50)</b>
<b>At other people's home/street</b>	<b>9 (45)</b>	<b>9 (45)</b>	6 (30)	3 (15)	<b>7 (35)</b>	2 (10)
Do not remember/do not know	2 (10)	1 (5)	3 (15)	3 (15)	5 (25)	2 (10)
<b>Total:</b>	20 (100)	21 (100)	20 (100)	20 (100)	20 (100)	20 (100)

#### 4 DISCUSSION

Through this study, we observed the difference in percentage terms between a private school that has a qualified professional for the Physical Education classes and a public school that lacks this professional. Vygotsky (1994) maintains that students should take part in activities with adults, once they have more experience (corporal), in the case of our study, and it is the adults that can stimulate and perform symbolic mediations for the students to learn more. Upon being helped by schoolmasters and colleagues, the students end up discovering new models. The relationships between classmates trigger the symbolism and the need to communicate with the participants. If the acquisition of the superior mental processes takes place through the environment and the enjoyment experiences are natural promoters of new nearby zones, then Physical Education, which takes advantage of the movement as a pedagogical tool is an appropriate environment for expanding the learning process.

We observed that the percentage rates were relevant when learning came from a Physical Education professional, while in a school where this professional is absent, lagged behind in several games, which, for sure, could help these children to develop properly. As previously observed by Wenetz, Stigger and Meyer (2005), the school recreation time was chosen as the investigation venue, for the fact that in these moments, games and plays happen rather spontaneously and allow for a reflection on the meanings the children attribute to (or reproduce) their corporal practices, based on the cultural environment, into which they are inserted.

And, without any doubt, the school is an important cultural development venue, particularly the one that generates pleasure and deals with the manifestations of a moving body, which is the job of a Physical Education professional. Therefore, Neuenfeld (2003) tells us that it is possible to observe a deep similarity in children's attitudes the moment that comes immediately before they go to a Physical Education class and the moment they leave school for the recreation time. For most of the children, the bell that announces the beginning of the recreation time is as desired as the sign for the Physical Education class, if not more intensely awaited. It is a time they can run, jump and play, and these are the predominant attitudes in the behavior of children.

The inexistence of Physical Education classes and the precariousness of the pedagogical projects of the Childhood Schools, diagnosed by Ferraz (2000), reveal a worrying situation. According to Barros (2006) the State cannot afford to passively witness the soaring abyss between the well-off social classes, who attend private schools and clubs (where there is a professional Physical Education instructor available). In spite of this, there is a relevant number of children who play and come to know games, if not in school, at home and with relatives and friends, with material things (bow, rope, ball) and games like catch-catch and imagine, the most cited by the school children. Bearing witness to the present study, Cordazzo and Vieira (2008) also

came to the conclusion that the games preferred by the children aged 6 to 10, in Forianópolis, are catch-catch, hide and seek, in addition to making use of things like ropes and balls. With regard to the material things, we observed that the ball and toys are preferred by this age group. By analyzing the games and plays practiced by the private school children, a bigger diversification is noted, while the public school children stick to running and playing with toys.

In general, this study is also corroborated a statement made by Rodrigues (2004), that is to say, a Physical Education Class, well structured and directed, turns into an impulse and incentive for the children to practice physical activities out of the school premises, thus developing in a more integral manner.

### 5 FINAL CONSIDERATIONS

Our conclusion is that during school recreation time the children of the private school do a lot of the activities carried out during the Physical Education classes; the children from the public schools most time play only in the park or with toys in the schoolyard, failing to explore the potential that a school could provide for, and socialize with the classmates through recreational games, which would additionally be advantageous in that they would help develop their social relations. What stands out is the importance of the professional Physical Education instructor, leading the children to continue playing in their free time (recreation), with the activities developed during the classes, exploring and expanding knowledge and skills. Furthermore, these activities could be explored in leisure environments, out of school.

The presence of a qualified professional at the Physical Education classes is very important once the improvement of the different skills derives from regular and perseverant practice, and there is the need to provide intentional experiences and experiences planned on the spur of the moment, intended to stimulate the development potential of every child. In addition, the Physical Education classes are a stress relieving factor, they create companionship, self-confidence and freedom of expression, once pedagogical games even improve the spontaneous rule of the students, turning life in group easier (minimization of egocentric behavior), especially when they have to face effective rules. Therefore, the absence of Physical Education professionals generates deficits of activities and deprives the qualified schoolmaster from preventing the children from developing an immature psychomotor growth, suffering the consequences with regard to their education and social integration.

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### PHYSICAL EDUCATION AND ITS INFLUENCE ON SCHOOL RECREATIONAL ACTIVITIES: A COMPARATIVE STUDY BETWEEN PUBLIC AND PRIVATE SCHOOL CHILDREN

#### ABSTRACT

The objective of this descriptive-exploratory study is to check in two childhood schools (public and private) the possible influence of Physical Education classes on the games played during school recreation time, with free choice activities. A questionnaire was applied to 41 children, males and females, aged 4 to 6, during school recreation time. The results indicated that, during recreation time, the children of private institutions play much more with activities carried out during physical Education classes (under a qualified professional), while the students from public schools (with no Physical Education lessons), in most cases, only play in the playing park, or with toys in the schoolyard. This demonstrates the importance of the role of the professional Physical Education instructor, inducing the children to improve their game asset and continue playing during their free time (school recreation time) with activities developed in class, exploring and expanding knowledge and skills.

**KEY-WORDS:** Infantile Physical Education, school recreation time, games, enjoyment activities.

### EDUCATION PHYSIQUE ET SA INFLUENCE DANS LES RÉCRÉATIONS DES ACTIVITÉS SCOLAIRES: UN ÉTUDE COMPARATIF ENTRE LE RESEAU PUBLIQUE ET PRIVÉ

#### RESUMÉ

Cet étude descriptif-exploratoire a comme objectif vérifier l'éducation infantile (publique et privé), la possible influence des cours d'Education Physique, dans les jeux réalisés dans la récréation écolière avec des activités de libre choix. Un questionnaire a été appliqué parmi 41 enfants, des deux sexes, âgés de 4 à 6 ans, à la récréation écolière. Les résultats ont indiqué que, pendant la récréation écolière, les enfants du réseau privé jouent plus avec des activités réalisés dans les cours d'Education Physique (avec un professionnel habilité), tandis que les élèves du réseau publique (sans cours d'Education Physique avec un professionnel habilité) jouent, dans la majorité de cas seulement dans les petites places de jeux ou avec des jouets dans le pátio. On voit alors, l'importance du rôle du professionnel d'Education Physique à l'école, donnant preuve que les enfants s'enrichissent avec une quantité d'objets ludiques et qu'ils continuent à en jouer dans les heures libres (récréation) avec des activités développés en cours, exploitant et élargissant connaissance et habilités.

**MOTS CLEFS:** Education Physique infantile, Récréation écolière, jeux, activité ludique.

**EDUCACIÓN FÍSICA Y SU INFLUENCIA EN LAS ACTIVIDADES DEL RECREO ESCOLAR: UN ESTUDIO COMPARATIVO ENTRE ALUMNOS DE LA RED PÚBLICA Y PRIVADA****RESUMEN**

Este estudio descriptivo exploratorio tiene el objetivo de verificar en dos escuelas primarias (públicas y privadas) la posible influencia de las clases de educación física, en juegos realizados en el recreo escolar, con actividades de libre elección. Se aplicó un cuestionario con 41 niños de ambos sexos, con edad entre 4 y 6 años, en el recreo escolar. Los resultados mostraron que durante el recreo escolar los niños de red privada juegan más a las actividades llevadas a cabo en clases de Educación Física (con un profesional cualificado), mientras que estudiantes de escuelas públicas (sin clases de educación física con un profesional cualificado), en la mayoría de los casos, juegan sólo en la plaza o con juguetes en el patio. Se demuestra, entonces, la importancia del profesional de Educación Física en la escuela, que hacen con que los niños enriquezcan su repertorio lúdico y sigan jugando en su tiempo libre (recreo) a las actividades desarrolladas en las aulas, explotando y ampliando conocimientos y habilidades.

**PALABRAS CLAVE:** Educación Física infantil, recreo escolar, juego, actividades lúdicas.

**EDUCAÇÃO FÍSICA E SUA INFLUÊNCIA NAS ATIVIDADES DO RECREIO ESCOLAR: UM ESTUDO COMPARATIVO ENTRE ESCOLARES DA REDE PÚBLICA E PRIVADA****RESUMO**

Este estudo descritivo-exploratório tem como objetivo verificar em duas escolas de educação infantil (pública e privada), a possível influência das aulas de Educação Física, nas brincadeiras realizadas no recreio escolar, com atividades de livre escolha. Um questionário foi aplicado junto a 41 crianças, de ambos os sexos, com idades entre 4 e 6 anos, no recreio escolar. Os resultados apontaram que, durante o recreio escolar, as crianças da rede privada brincam muito mais com atividades realizadas nas aulas de Educação Física (com profissional habilitado), enquanto que os alunos da rede pública (sem aulas de Educação Física com profissional habilitado) brincam, na maioria das vezes, somente na pracinha ou com brinquedos no pátio. Demonstra-se, então, a importância do papel do profissional de Educação Física na escola, fazendo com que as crianças enriqueçam o seu acervo lúdico e continuem brincando nas horas livres (recreio) com as atividades desenvolvidas nas aulas, explorando e ampliando conhecimentos e habilidades.

**PALAVRAS-CHAVE:** Educação Física Infantil, Recreio escolar, brincadeira, atividade lúdica.

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