

30 - COOPERATIVE GAMES, BODY AND SCHOOL PHYSICAL EDUCATION

FÁBIO NARDUCHI DE PAULA
ALEXANDRE DE JESUS PEREIRA
UNIVERSIDADE DO GRANDE RIO – UNIGRANRIO; DUQUE DE CAXIAS; RJ; BRASIL
fabionarduchi@uol.com.br

doi:10.16887/88.a1.30

INTRODUCTION

Talking about body implies understanding it as a corollary of an intrinsic interrelationship between nature and culture, that is, as a result of a cultural construction, a construction that will give it different "marks" in different spaces, times, economic conjunctures, social groups, ethnic, etc. (GOELLNER, 2010), so that it, appropriated by culture, becomes a support of social signs (MEDINA, 2009). And so, as a biological system, the body is affected by the family group, religion, class, occupation and other social and cultural actors (RODRIGUES, 2006).

In this way, understanding the body as a result of a cultural construction that gives it different "marks" in different spaces (GOELLNER, 2010), it is urgent to question in what practical and evaluative direction has the education of the bodies in the Physical Education classes gone. Is there any other possibility (s) to educate him / her that is not valid, that is, other than that based on competition / sportsmanship through competitive ideals? We will see, later, that yes, having the Cooperative Games as participants in this.

According to Soler (2003), Professor Terry Orlick of the University of Ottawa in Canada points out that "when we participate in a certain game, we are part of a mini-society that can form us in different directions" (p.38). Thus, according to Correia (2006), "By interacting with others, with rules, with rewards and with punishments, we establish a process of formation of values and principles" (p.155) and such formation can affirm both collectivism, cooperation and solidarity as well as individuality, competitiveness and selfishness. However, according to the same author, "most Physical Education programs offer little or nothing as an alternative to competitive games" (p.155).

Therefore, this article aims to reflect on the relationship between body, Cooperative Games and School Physical Education, more specifically, it seeks to clarify how traditional sports, such as soccer, volleyball, basketball, handball, among others, can be altered to assert the cooperation between peers, presenting and discussing, for this, the division of cooperative games in different categories, as realized by Terry Orlick (1989 apud SOLER, 2003), in order that "to practice games cooperative is, above all, to exercise cooperation in one's own life" (SOLER, 2003, p. 18). Moreover, "cooperation is learned by cooperating" (CALLADO, 2001 apud CORREIA, 2006, p.156).

THE DIVISION OF COOPERATIVE GAMES ACCORDING TO TERRY ORLICK

According to Rodrigues (2003), the competitive and competitive culture, dominant in the curricular proposals of the School Physical Education area, creates obstacles to the inclusion of students who are supposedly seen as less able to perform well for various reasons in a competition, since "Physical Education develops in a school whose culture makes possible the exclusion of all those who do not fit the expected standards" (p.71). In this way, the bodies are being culturally educated following a logic of inclusion and appreciation of a few students to the detriment of a large majority who find themselves left out of these classes.

Many authors have even shown concern about reproducing the logic of income sports in school, noting that many individuals, being unable to meet the demands imposed on them, would be excluded or even self-exclude (STIGGER, 2005, pp. 106-107).

In view of this panorama of sportivization presented, De Paula, Pereira and Triani (2017, p.58) advocate "for the use of Cooperative Games in school Physical Education classes, believing in their educational potential", that is "as a means of change and, consequently, contribution to the achievement of both a paradigm shift of these classes and a new society, based on other values."

We find in the literature of the area a series of cooperative games that, according to Terry Orlick (1989, Apud SOLER, 2003), would fall within certain categories. Such a student made the division of the cooperative games in different categories, since, according to him, always it is necessary to adapt the games to the group with which he proposes to play. Thus, the games were divided into:

a) Cooperative games without losers: All participants form a single great team. They are fully cooperative games.

b) Collective outcome games: They allow the existence of two or more teams, there being a strong trace of cooperation within each team and between teams, too. The main goal is to achieve common goals. (ORLICK, 1989 apud SOLER, 2003, p.27)

As an example, we have the Volençol proposed by BROTTTO (1997), in which "We put doubles with 'sheets' on each side of the volleyball court and developed the game proposing the accomplishment of common goals and respecting the degree of the ability that the participants go, gradually, reaching." (p.109, emphasis added). As a common goal, the author quotes: "Let's try the largest number of releases followed by the whole group?" (P.109). Another example given by the author regarding the common goals in this game consists of: "The pair that throw the ball to the other side also changes sides, passing under the net."

We also have, according to the division of Terry Orlick (1989 apud SOLER, 2003), the Inversion Games, which, according to him, reinforce the notion of interdependence, by approaching and exchanging players, starting in different teams and are divided, in turn, into four types, as we observe:

c) Inversion games: Emphasize the notion of interdependence, through the approach and exchange of players, which start at different times. The inversion games fall into four types:

. Caster: Players change sides according to pre-established situations, for example: after taking out (volleyball); after the corner kick (soccer, handball); so throw a free throw (basketball).

. Reversal of the scorer: The player who scores the point passes to the other team;

. Reversal of the scoreboard: The obtained point is scored for the other team.

. Total Reversal: Both the player who made the point and the point achieved pass to the other team. (pp. 27-28)

Brotto (1997) proposes Futpar, which, according to him, consists of a normal football game, but with each team being

formed by doubles or by trios that must remain hand in hand, being played without goalkeepers and maximizing the dimensions the field or the court. Moreover, according to the author, depending on the number of participants, we use more than one ball simultaneously and, at each goal, we stimulate new partnerships, which in turn provides a constant challenge of "good coexistence". In addition,

d) Semi-cooperative games: Indicated for a beginning of work with cooperative games, especially with adolescents, in a context of sports learning.

They offer the opportunity for participants to play in different positions:

. Everyone plays: Everyone who wants to play gets the same playing time.

. All touch / all pass: The ball must be passed between all the players of the team for the point to be validated.

. Todos marcam ponto: Para que um time vença é preciso que todos os jogadores tenham feito pelo menos 01 ponto durante o jogo. (Podem-se utilizar também outros critérios, tais como bola na trave, no aro ou na tabela, um saque correto, etc.)

. All positions: All pass through the different positions in the game (goalkeeper, coach, supporter, manager, etc.).

. Mixed Pass: The ball must be passed alternately between boys and girls.

. Resultado misto: Os pontos são convertidos, ora por uma menina, ora por um menino. (p. 28)

In order to strengthen intra-group cooperation, that is, within the team itself, we adopt some alternatives, such as: everyone plays (everyone who wants to play receives the same playing time; small teams make it easier for everyone to participate); all tokens / all pass (the ball must be passed through all team players before it can be thrown into the basket); Everyone has a basket (for a team to win, it is necessary that all players have made at least one basket during the game and, depending on the skill level of the group, it is possible to consider, instead of making the throws that touch the rim or even the table); all positions (all players go through the different positions of the game, such as: owner, pivot, etc.); pass mixed (the ball must be passed between men and women in turn); mixed result (baskets are now converted by a girl, now by a boy).

The author also tells us that the structures contained in the Amigão Basketball were inserted in other modalities, such as: in volleyball, handball, soccer, athletics, among others, and that the process and results were always positive, demonstrating that the principles and values of cooperative games can be applied in the most diverse sports activities. In addition, he presents and emphasizes in his work the possibility of using different ways of composing the teams, during the initial phase of formation of these, such as: those who were born in the day to form the odd team and, in return, who was born on an odd day forms the team even; born in the first and second semester; by the number of letters of the name; by the sum of the dates of birth (even and odd); by the color of clothes (light and dark); by the number of footwear or clothing (odd and even); by preferences (country holidays and beach holidays); by the signs, stimulating, then, new groupings, breaking inhibitions and "cliques", reducing the discomfort of being always the last to be chosen and also, promoting the knowledge of personal aspects that strengthen the intimacy and unrestricted creation of bonds between the participants. (p. 113)

As we can see, traditional sports, such as basketball, volleyball, football, handball, among others, can be altered to make use of peer cooperation and, in this way, promote values such as respect between participants, mutual help, acceptance of differences, mutual commitment to the achievement of goals common to all, within a context in which everyone can, according to the ideas of Brotto (2001), VenSer, that is, "to be important and valuable for Being who 'Is' and not for the points that mark or records that break" (p. 99).

FINAL CONSIDERATIONS

According to Brotto (2001), David and Roger Johnson (1989) conducted a number of research on Competition and Cooperation, particularly in the educational context and "Most of their conclusions indicate that the teaching-learning process is enriched when students are placed in situations of cooperative learning." (p.33), so that

These studies are an important reference for Pedagogy, and should be a set of information that, due to their scientific nature, should guide educational actions and relationships in a new perspective of teaching and learning with each other. (BROTTO, 2001, p.33).

Finally, the author ends by saying that "for education in general, as well as for other social relations and production, we should be guided by the evidences demonstrated by these and by so many other studies" (p.33). we agree and wish, as well as Brotto (2002 apud CORREIA, 2006, 157), "to make Cooperative Games a pedagogy for sport and for life."

We emphasize that the proposal presented is seen as transformative, since it aims at a transformation in the classes of Physical Education school and in our society, but that needs to be more studied and more contextualized to assume the challenges and the possibilities to break with the dominance of the paradigm of competition and to bring cooperation beyond the walls of the school (CORREIA, 2006).

We agree with Amaral (2004) when he tells us that, through play, man builds communication bridges and that, from that, we must be vigilant for the messages we transmit through him, so that we do not reproduce the individualistic values and aggressive in the society in which we live.

Thus, in view of the fact that the body constitutes a corollary of an intrinsic interrelationship between nature and culture, that is to say, as a result of a cultural construction, which will give it different "marks" in different spaces, times, social groups, ethnic groups, etc. (GOELNER, 2010), we must, as physical educators (LOVISOLO, 1995), be attentive to the formation we are providing in terms of values and experiences, in search of a cooperative ethic.

REFERENCES

- AMARAL, Jader Denicol. Jogos Cooperativos. São Paulo: Phorte, 2004.
- BROTTO, Fábio Otuzi. Jogos cooperativos: o jogo e o esporte como um exercício de convivência. São Paulo: Projeto Cooperação, 2001.
- _____. Jogos cooperativos: se o importante é competir, o fundamental é cooperar! São Paulo: Projeto Cooperação, 1997..
- CORREIA, M. M. Jogos cooperativos: perspectivas, possibilidades e desafios na educação física escolar. Revista Brasileira de Ciências do Esporte. Campinas, v. 27, n. 2, p. 149-164. 2006.
- DE PAULA, Fábio Narduchi; PEREIRA, Alexandre de Jesus; TRIANI, Felipe da Silva. The competition cooperation: the work with cooperative games in physical education. The FIEP Bulletin, Paraná, v.87, n.1, p.56-58, 2017.
- GOELLNER, S. V. A educação dos corpos, dos gêneros e das sexualidades e o reconhecimento da diversidade. Cadernos de Formação RBCE, Porto Alegre, v. 1, p. 71-83, 2010.
- LOVISOLO, H. Educação física: a arte da mediação. Rio de Janeiro: Sprint, 1995.
- MEDINA, J.P.S. O brasileiro e o seu corpo. 12 ed. Campinas: Papyrus, 2009.
- RODRIGUES, D. A Educação física perante a educação inclusiva: reflexões conceituais e metodológicas. Revista

da Educação Física da UEM, Maringá, v.14, n.1, p.67-73, 2003.

RODRIGUES, José Carlos. Tabu do corpo. 7. ed. Rio de Janeiro: Editora FIOCRUZ, 2006.

SOLER, Reinaldo. Jogos cooperativos. 2. ed. Rio de Janeiro: Sprint, 2003.

STIGGER, Marco Paulo. Educação Física, Esporte e Diversidade. Campinas: Autores Associados, 2005.

COOPERATIVE GAMES, BODY AND SCHOOL PHYSICAL EDUCATION

Abstract: To speak about body implies understanding it as a corollary of an intrinsic interrelationship between nature and culture, that is, as a result of a cultural construction, which will give it different "marks". Thus, it is urgent to question in what practical and evaluative direction the education of the bodies in the Physical Education classes has gone. When we participate in a particular game, we are part of a mini-society, which can form us in varied directions. Thus, by interacting with others, with rules, with rewards and with punishments, we establish a process of formation of values and principles, and such formation can affirm both collectivism, cooperation and solidarity as well as individuality, competitiveness and selfishness. However, most Physical Education programs do little or almost nothing as an alternative to competitive games. Therefore, this article aims to reflect on the relationship between Cooperative Games, body and Physical School Education, more specifically, to clarify how traditional sports can be altered in order to assert cooperation between peers, presenting and discussing, for the division of cooperative games into different categories, as performed by Terry Orlick. Therefore, as physical educators, we need to be for the formation that we are providing to this body in terms of values and experiences, in search of a cooperative ethic.

Keywords: Body. School physical education. Cooperative Games

JEUX COOPÉRATIFS, CORPS ET ÉDUCATION PHYSIQUE SCOLAIRE

Résumé: Parler de corps implique de le comprendre comme corollaire d'une interrelation intrinsèque entre nature et culture, c'est-à-dire à la suite d'une construction culturelle qui lui donnera des «marques» différentes. De cette manière, il est urgent de s'interroger sur la direction pratique et évaluative de l'éducation des corps dans les classes d'éducation physique. Quand nous participons à un jeu particulier, nous faisons partie d'une mini-société, qui peut nous former dans des directions variées. Ainsi, en interagissant avec les autres, avec des règles, des récompenses et des punitions, nous établissons un processus de formation de valeurs et de principes, et cette formation peut affirmer à la fois le collectivisme, la coopération et la solidarité ainsi que l'individualité, la compétitivité et l'égoïsme. Cependant, la plupart des programmes d'éducation physique font peu ou presque rien comme une alternative aux jeux compétitifs. Par conséquent, cet article vise à réfléchir sur la relation entre les jeux coopératifs, l'éducation physique et l'éducation physique, plus précisément, pour clarifier comment les sports traditionnels peuvent être modifiés afin d'affirmer la coopération entre les pairs, présentant et discutant, pour la division des jeux coopératifs en différentes catégories, telle que réalisée par Terry Orlick. Par conséquent, en tant qu'éducateurs physiques, nous devons être pour la formation que nous fournissons à cet organisme en termes de valeurs et d'expériences, à la recherche d'une éthique coopérative.

Mots-clés: Corps. L'éducation physique à l'école. Jeux coopératifs.

JUEGOS COOPERATIVOS, CUERPO Y EDUCACIÓN FÍSICA ESCOLAR

Resumen: Hablar sobre el cuerpo implica entenderlo como corolario de una intrínseca interrelación entre naturaleza y cultura, es decir, como resultado de una construcción cultural, que le conferirá diferentes "marcas". De esa forma, urge cuestionar en qué dirección práctica y valorativa ha caminado la educación de los cuerpos en las clases de Educación Física escolar. Cuando participamos en un determinado juego, minissociedad, que puede formarnos en direcciones variadas. Así, al interactuar con los demás, con las reglas, con las recompensas y con las sanciones, establecemos un proceso de formación de valores y principios, y tal formación puede afirmar tanto el colectivismo, la cooperación y la solidaridad como la individualidad, la competitividad y el egoísmo. Sin embargo, gran parte de los programas de Educación Física poco, o casi nada, ofrecen como alternativa a los juegos competitivos. Por lo tanto, el presente artículo tiene por objetivo reflexionar acerca de la relación entre Juegos Cooperativos, cuerpo y Educación Física escolar, más particularmente, busca aclarar de qué forma los deportes tradicionales pueden ser alterados para hacer valer la cooperación entre pares, presentando y discutiendo, para la división de los juegos cooperativos en diferentes categorías, según lo realizado por Terry Orlick. Así pues, como educadores físicos, necesitamos estar para la formación que estamos proporcionando a ese cuerpo en términos de valores y de vivencias, en busca de una ética cooperativa.

Palabras clave: Cuerpo. Educación Física escolar. Juegos Cooperativos.

JOGOS COOPERATIVOS, CORPO E EDUCAÇÃO FÍSICA ESCOLAR

Resumo: Falar sobre corpo implica entendê-lo como corolário de um intrínseco inter-relacionamento entre natureza e cultura, isto é, como resultado de uma construção cultural, que lhe conferirá diferentes "marcas". Dessa forma, urge questionarmos em que direção prática e valorativa tem caminhado a educação dos corpos nas aulas de Educação Física escolar. Quando participamos de um determinado jogo, fazemos parte de uma minissociedade, que pode nos formar em direções variadas. Assim, ao interagirmos com os outros, com as regras, com as recompensas e com as punições, estabelecemos um processo de formação de valores e princípios, e tal formação pode afirmar tanto o coletivismo, a cooperação e a solidariedade quanto a individualidade, a competitividade e o egoísmo. No entanto, grande parte dos programas de Educação Física pouco, ou quase nada, oferecem como alternativa aos jogos competitivos. Logo, o presente artigo tem por objetivo refletir acerca da relação entre Jogos Cooperativos, corpo e Educação Física escolar, mais particularmente, busca esclarecer de que forma os esportes tradicionais podem ser alterados para se fazer valer a cooperação entre pares, apresentando e discutindo, para isso, a divisão dos jogos cooperativos em diferentes categorias, conforme realizada por Terry Orlick. Assim sendo, como educadores físicos, precisamos estar para a formação que estamos proporcionando a esse corpo em termos de valores e de vivências, em busca de uma ética cooperativa.

Palavras-chave: Corpo. Educação Física escolar. Jogos Cooperativos.

Fábio Narduchi de Paula

Rua República do Peru, 310, APT/604; Copacabana; Rio de Janeiro/RJ – Brasil.

TELEFONE: 21 21130370/ 21 32425062/ 21 982321071

fabionarduchi@uol.com.br