

09 - RECREATION SCHOOL IN ELEMENTARY EDUCATION I: CHALLENGES FOR INCLUSION OF 6 YEARS OLD CHILD

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doi:10.16887/86.a1.9

INTRODUCTION

With the expansion of education for nine years a major challenge for the school will be the reception of children with six years in elementary schools. For Beauchamp et al (2007, p.5)

Law 9.394 / 1996 signaled a compulsory education of nine years duration, to start at six years of age, which, in turn, became a target of national education by Law 10.172 / 2001, which approved National Education Plan (PNE). Finally, on February 6, 2006, Law 11.274, establishing the basic education of nine years duration with the inclusion of children six years of age.

Certainly when it comes to school becomes of paramount importance to consider the student as a whole considering their cognitive development stage, affective, and so motor organize time, space for development activities is critical to contemplate the educational intentions. According to Beauchamp et al (2007, p.6)

The expansion of primary education demand, further measures to meet the needs of human resources - teachers, administrators and other education professionals - to ensure them, among other conditions, a continuing training policy in service, the right to time for planning of pedagogical practice, as well as improvements in their careers. In addition, the educational spaces, teaching materials, furniture and equipment need to be rethought to fit children with this new age in elementary school, as well as the childhood that was already in this stage of education to eight years duration.

Educational spaces must provide harmonious interaction between students, teachers and other people involved directly and indirectly with the daily life of a school.

The playground is a defining moment for those who live or have lived the daily school. It is a space that you can express your feelings, share ideas, fears, joys and sorrows, it can be still regarded as one of the educational spaces in school. According to the opinion of the CNE / CEB 02/2003 and CEE 09/97 establishing the National Curriculum Guidelines for the elementary school, recess and class intervals are effective hours of schoolwork.

Culturally despised recess has also been a place for enemies, violence, aggression and misunderstandings. Concern about the playground led Neuenfeld (2003) and Prodócimo & Recco (2008) to investigate the routine and the involvement of children in activities in these areas, raising important issues about the games, the fights discussions on account of income and forms of intervention educators.

Taking into account these situations disagreements and aggression generated by the game and the playing, the toy and play, it was important to understand and conceptually understand these cultural events not to use them in the wrong way playground.

In order to simplify the distinction, we adopted the most recurrent differentiation in the literature. So for Edwards (1973) sociologist, the main and fundamental difference between them is that there is no way to win a game.

As we understand the games competitive activities in which there will always be a winner, it is expected end, whether by periods, time, number of repetitions or completed tasks. To understand a little more about this phenomenon we seek the support from the classic anthropological study Huizinga (1999), *Homo Ludens*.

From an emotional point of view, the game brings the commitment to play, stimulating confidence in yourself; highlights the winning and losing, making room for discussion about the frustration and negative component related to the defeat. As for the social aspects, it is worth mentioning that the game is an activity that can make both an individual to be recognized and accepted by the group, as to do so may cause segregation by gender or exclusion of the less skilled and capable.

With the expansion of education for nine years the great challenge that the management team has is to welcome children 6 years and make the playground a space for the construction of knowledge and civility.

Aware of its attributes and finding a harmonious and conducive place for learning quality education, the management team EMEF Antonio de Alcantara Machado in the figure of pedagogical coordinators (CPs) Walkiria Duarte Palhas and Siglia Pavanello Palmieri in 2013, began to systematically observe the playground of the elementary school I performed in the evening; The following issues were found: (1) the occurrence and recurrence of verbal discussion among students, creating misunderstandings culminating most often in physical assaults, as well as, (2) cases of accidents involving falls and "shocks" were considerably worrying because of the games that were involved. It was clear and evident challenge to face and the need for recreational intervention in our school.

The scope of this paper is to report the intervening experience in interpersonal relationships of human society in time and school recreation room to improve the interaction and integration among students of elementary school, with the use of diversified activities mediated by teachers in day of completion (CJ).

METHODOLOGY

The CPs in pedagogical activity time showed me the problem and the challenges related to recreational our school unit. The first step in intervention and implementation of a proposal was intervening in support of the legal documents available texts and articles using as keywords: playground, elementary school, school, play and play. Another very important aspect to be considered for assistance from our pleasure was to know (the) students (as) as a whole - taking into account the cognitive, affective and motor. (GALLAHUE & OZMUN, 2013)

The relationship with the physical and social environment was certainly one more factor to be considered that would

allow the organization of activities in the spaces and make feasible the interaction and integration of (the) students (as) the playground; Cultural events (games and activities) chosen sought to minimize the competitive aspects, it could result in situations would not always interesting especially when the result is not expected and that eventually distort the objective of our proposal. The activities were chosen to feature a developmental approach considering the handling skills, movement and stabilization. (TANI, G. et al. 1988).

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Then we performed the survey: (1) the number of (as) teachers (as) in CJ: Ricardo Yoshio Silveira Ribeiro; Nicole Alcebiades de Oliveira; Janicleide K. S. Nascimento; Vivian Meneses de Lima Santos Garcez; Lucimeire Ribeiro dos Santos Delgado and ATE's Hania Bandeira Lopes, Maria das Dores da Silva; (2) of the elementary school students number: 267 children; (3) material: board games; dominoes; toys: dolls, kitchen, pieces together to assemble and fit (Lego); small size foam balls; long individual strings; crayons; recycled paper; spaces available: 1 outdoor patio; 2 runners; blackboard chalk.

INTERVENTION IN RECREATION

First talk to all students, with the proposal of the playground with activities to raise awareness and guides them on: (1) the importance of good relationship between them; (2) the care and respect with younger peers and adults; (3) the correct and appropriate use of materials available; (4) help collect materials to improve conservation.

Logistics to assemble, distribute, disassemble and store the materials was performed daily to ensure good conditions of security for children to play in the provided spaces. We conducted verification of internal and external spaces and materials for cleaning and good working conditions and about 14:00 we set up and distribute games and toys.

From 15:00 to 15:20 children took the snack and chose freely to engage in various activities. In the internal area of the hall was intended to toys to assemble parts and cars. (Figure 1)



(fig. 1 - internal area of the hall.)

On the outside under the tree with a beautiful shadow we have games: lady, dominoes, table football and toys: dolls and kitchen. (Fig. 2)



(Fig. 2. - outdoor area.)

We allocated some tables placed in the spaces laterally for children who like to draw and color with crayons on paper. (Figure 3).



(Fig. 3 - lateral spaces)

In the central patio area we have the space for individual jump rope, in pairs or in groups. At the other end of the outer space mark the walls on opposite sides, two rectangles that conventionally goal, where (the) students (as) were organized in line to kick the "penalty gunner" who was wrong or the keeper managed to perform defense goes to the goal line at the end when only the last kicker, everyone else should be positioned in the goal to defend. There was also the possibility of exploring skills of hitting and batting using shuttlecocks or soft volleyball balls. (Figure 4 and 5)



(Fig. 4. central patio area) (Fig. 5. central patio area)

The teachers in CJ and the arts participated in the activities observing the development of activities, stimulating and

encouraging experimentation of children and directing possible misunderstandings.

FINAL CONSIDERATIONS

The results obtained since the beginning of the playground with activities were very satisfactory. The number of accidents - shocks, falls, bruises, drastically decreased, as well as disagreements culminating in physical and verbal abuse. It was noted greater spirit of sharing of materials. We attempted to activities experienced by students in the exploration of challenging motor skills but little or no competitive motivation, surely an important fact for the success of this moment. Certainly the success of our playground was made possible primarily by the skill and great interpersonal relationship between professionals involved in believing that we are able to overcome the challenges and paradigms imposed by society in pursuit of a quality education and civility.

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RECREATION SCHOOL IN ELEMENTARY EDUCATION I: CHALLENGES FOR INCLUSION OF 6 YEARS OLD

CHILD

ABSTRACT

A major challenge to school with the expansion of education to nine years will be the host of children under six years in elementary schools. The organization of time, space and people are distinct hindering the process of adapting these students in this new stage of education. We believe that recess is a time present in everyday school life largely unexplored as an area for the construction of knowledge, civility and interpersonal relations. The scope of this study is to report the experience of motórias challenging activities propositions in the organization of school time and recreational spaces in the elementary school of EMEF Antonio de Alcantara Machado affecting the recreation of daily life and interpersonal relationships.

KEYWORDS: recreation school; elementary school; interpersonal relationships.

ÉCOLE DES LOISIRS EN ÉDUCATION PRIMAIRE I: OBSTACLES À L'INCLUSION DE 6 ANS VIEIL ENFANT

RÉSUMÉ

Un défi majeur à l'école avec l'expansion de l'éducation à neuf ans sera l'hôte d'enfants de moins de six ans dans les écoles élémentaires. L'organisation du temps, l'espace et les gens sont distinctes entraver le processus d'adaptation de ces élèves dans cette nouvelle étape de l'éducation. Nous croyons que le temps est une cavité présente dans la vie quotidienne de l'école largement inexploré comme une zone pour la construction de la connaissance, de la civilité et de relations interpersonnelles. La portée de cette étude est de rapporter l'expérience de motórias contester activités propositions dans l'organisation du temps scolaire et les espaces de loisirs à l'école élémentaire de EMEF Antonio de Alcantara Machado affectant la récréation de la vie quotidienne et les relations interpersonnelles.

MOTS-CLÉS: la récréation; l'école élémentaire; les relations interpersonnelles.

ESCUELA DE RECREACION EN EDUCACIÓN PRIMARIA I: RETOS PARA LA INCLUSIÓN DE 6 AÑOS NIÑO

VIEJO

RESUMEN

Un reto importante a la escuela con la expansión de la educación de nueve años será el anfitrión de los niños menores de seis años en las escuelas primarias. La organización del tiempo, el espacio y la gente es distinta obstaculizar el proceso de adaptación de estos estudiantes en esta nueva etapa de la educación. Creemos que el recreo es un tiempo presente en la vida cotidiana de la escuela en gran parte inexplorado como un área para la construcción del conocimiento, el civismo y las relaciones interpersonales. El alcance de este estudio es reportar la experiencia de motórias desafiando las actividades propuestas en la organización del tiempo escolar y espacios de recreo en la escuela primaria de EMEF Antonio de Alcántara Machado que afectan a la recreación de la vida diaria y las relaciones interpersonales.

PALABRAS CLAVE: receso escolar; la escuela primaria; las relaciones interpersonales.

RECREIO ESCOLAR NO ENSINO FUNDAMENTAL I: DESAFIOS PARA A INCLUSÃO DA CRIANÇA DE 6 ANOS

RESUMO

Um grande desafio para a escola com a ampliação do ensino para nove anos será o acolhimento das crianças com 6 anos nas escolas de ensino fundamental. A organização dos tempos, espaços e pessoas são distintas dificultando o processo de adaptação desses alunos nesta nova etapa do ensino. Acreditamos que o recreio é um momento presente no cotidiano escolar muito pouco explorado enquanto espaço para a construção de conhecimentos, da civilidade e das relações interpessoais. O escopo deste trabalho é relatar a experiência de proposições de atividades motórias desafiadoras na organização dos tempos e espaços do recreio escolar no ensino fundamental I da EMEF Antônio de Alcântara Machado que afetaram o cotidiano do recreio e as relações interpessoais.

PALAVRAS-CHAVE: recreio escolar; ensino fundamental I; relações interpessoais.