118 - FACILITIES AND RECREATIONAL PHYSICAL ACTIVITIES IN CHILDREN´S EDUCATION

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Introduction/Justification

According to the declaration of children´s rights, approved in 1959 by ONU, it is a children´s right to enjoy leasure activities fully, provided by all the public institutions.

In Brazil it is no different and they have support given by the Child and Adolescent Statute (1990) in which some articles such as 15 and 16 say that every child and adolescent will have the right to freedom, respect and dignity. What is more, they should be provided moments of entertainment and leasure activities. Although child´s play has been recognized by many laws as a child´s right, in the last few years some factors are being acting against their effectiveness.

According to Marcellino (2002), the great amount of people who left the rural areas towards the big cities brought about a rapid urban increasing and in some ways without an architectural planning. Due to it, little or hardly space was left to do leasure activities.

The size of this displacement can be observed in data from IBGE (1996), which gives a populational distribution just about smooth in the seventies. It is said that 52 millions of people used to live in the rural areas and 41 millions used to live in the urban areas.

With the increasing urban economic development, launched mainly by industrialization, a huge part of rural dwellers moved towards the big cities looking for financial rise , bringing about an increasing populational backlog, getting the urban population extant in 1996 - 123 millions of people - were four times more than the rural population - 33 millions of people - IBGE (1996).

When urban space and leasure activities are related, we can notice a series of drawbacks due to this populational increasing, because it was not followed by the development of the infra - structure, generating differences in land occupation such as for the central areas which concentrate the benefits and on the other hand the outskirts which is denominated as a deposit of habitations (MARCELLINO, 2002).

Another change that brought significant drawbacks to children´s motricity was the occupation the streets by vehicles, because according to Marcondes et al. (2002) until the seventh century streets were only dominated for adults and children, where they used to play and have fun, streets played a very important part in their lives. It is true to say that with the invention of the vehicles, streets turned to be basically dominated by cars losing their basic characterists of being' the convivial element to assume the character of' the corridor of passing machines.

Therefore, the great migration from rural population towards the big cities and the occupation of the streets by cars - where children used to have as a vital place for entertainment and growth - linked to the mercantilization of the urban area - that reached extraordinary levels raising the value of each inche of land - led in a short period of time children´s world into serious consequences and what was vital for a good childhood - backyards, streets, gardens, squares, cultivated plain, blank spaces - were taken from them little by little (PERROTI, 1982).

To make things worse, city dwellers have become prisoners in their own houses because of the urban violence (SANTOS et al., 2002). It is pointed out that the barriers in a child´s play have decreased the possibilities of the child´s mobility dramatically in the last decades, bringing about many problems related to the lifestyle, mainly when it has to do with the opportunities in practicing a physical activity (CARLOS NETO, 2003).

As far as this issue is concerned, Carlos Neto (2003) concludes that: *"The lack of green spaces, adequate facilities, narrow streets, narrow pavements, the ball that crosses the street and breaks a window, forbidden areas for playing, forbidden areas for riding bikes, do not step on the grass' signs, everything is barred in an uniform and repetitive way (p. 106)".*

In the presence of limited spaces provided for recreational physical activities in an informal context, the aim of this study was to analyse the spaces and time given to this recreational physical activities in everyday life at the Children´s Education Centre in Campo Grande - MS.

Methodology

The task was characterized as a case of a study according to Ludke and Andre (1986). It was composed of a CEINF of Campo Grande - MS, where an everyday life of 24 six year - old children, enrolled in level IV, was analysed .

The data collected was made by the systematized observation technician during one week (REY, 1987) and further information of the study (places, activities and duration) were registered in the field diary (LAKATOS and MARCONI, 1986).

To survey the measurements of the facilities a Kala Favourite 10m/10' trena was used.

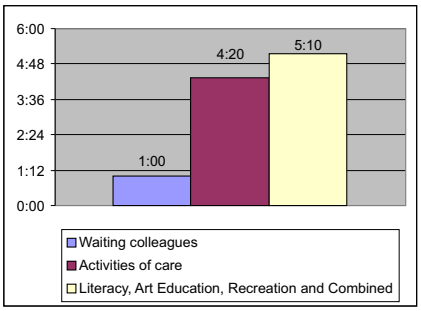
Results

The institution facilities consist of nine rooms, such as a kitchen, a laundry, secretary's office, nursery room and children's rooms (I, II, III, IV), measuring 6 X 5 = 30m^2 each room. There is also a refectory (12 X 5 = 60m^2).

There is not any specific place for the students to practice any kind of recreation or physical activity - court, gym or playground, however there is a cover area (13 X 10 = 130m^2) and a big earthen space uncover which is not used.

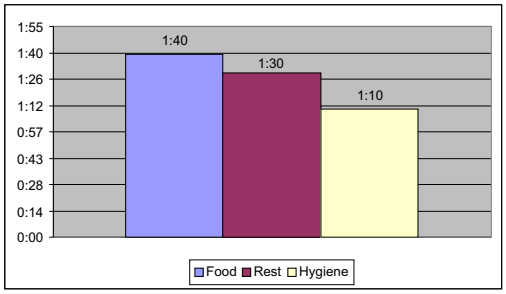
It can be noticed that the most games and physical activities are played inside the classrooms. Football for the boys and volleyball for the girls are the activities which are played outside the classrooms and the area used for these activities is the one paved next to the gym used for the Elementary school. The population is welcomed at any time during the day.The school day starts at 6.30 and finishes at 17 h. Students can come from 6.30m until 7.30m. As soon as they enter school they are led to the refectory in order to wait for the others to come. At 7.30m the teachers start serving the breakfast which finishes at 8.00, at this time children are led to the classrooms.

The activities in the institution are divided in care (food, hygiene and rest), literacy (Portuguese and Maths), art education (drawing, painting and sticking), recreation (small games and nursery rhyme) and activities students can do after doing a task asked by the teacher, as we can see in the graphic 1.



Graphic 1 - Activities in everyday children's school

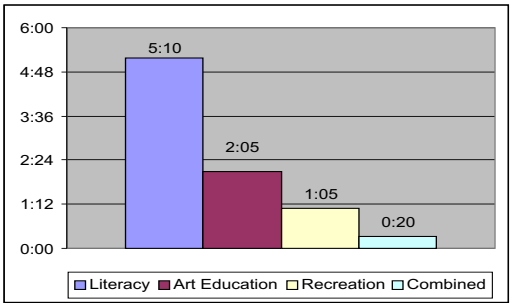
The carefulness activities are divided in food activity (breakfast, lunch, refreshments and dinner), in hygiene (teeth brushing and shower) and in rest (sleep) although the food activity is the one which lasts longer than the others. It is shown in graphic 2.



Graphic 2 - Time spent with care activities

The other activities are distributed in syllabic and numerical literacy (alphabet reading, syllables and letters building, drawings numbering, art activities (paintings, drawings and fairy tales), recreational activities (nursery rhyme and the use of toys).

Graphic number 3 shows that the art education activities are the ones that children spend more time than the others, followed by literacy activities, recreation and the activities chosen by the students when a task is accomplished.



Graphic 3 - Literacy activities, Art education, recreation and the activities chosen by students which were mentioned above.

The director of the institution was asked about the little utilization of the uncover space they have and why they were not using the cover one. She said that in the first place mentioned is quite hard to be used because of the heat caused by the sun while in the second place there are some pillars that would put children's safety at risk depending on the activity they would do, they could even crash themselves into the pillars.

Discussion

According to Brazil (1998), facilities, materials, toys, musical instruments and ones that give mobility are extremely important to a child's development.

According to Faria and Palhares (2003) the organization of the facilities inside the pedagogy of chidren's organization is one of the main attitudes to be taken in this level of education.

Although Brazil (1998) shows up the importance of facilities to the child's development, we can realize that in some children's education institutions, there is a gap between theory and practice as it was concluded in the analysed CEINF, there are not facilities provided to the youngest and then part of the proposal of the RACNEL will not come true, in this unit .

The lack of appropriate places to practise the hand - eye coordination leads this kind of activity (nursery rhyme, ciranda - cirandinha, laranja baiana, corre - cotia and others) to be done inside the classroom and it is not difficult to see that as far as we know it is almost impossible to have an activity like this in a space which measures $30m^2$ (6 X 5) and in which each of the 24 students will occupy $1,2m^2$.

Although the director says that the cover area which measures $130m^2$ (13m X 10m) put children's safety at risk, for instance, they may crash into the pillars, her decision could be reconsidered as the risks are not so big and the pillars are not too close to each other.

According to Gallahue and Ozmun (2003), to give opportunities to full hand - eye coordination experiences is of utmost importance to the development of the motor levels and stages. Therefore we should not only think about safety and forbide our students to go through experiences that make them aware of dangers and obstacles that are present in our daily lives, because it is important to children and adults to face jeopardy and get rid of them together without getting hurt. This procedure offers opportunities to individual activities, small and big groups, with or without monitoring by the teachers (FARIA and PALHARES, 2003).

In relation to the distribution of the time in the children's educational context observed, the time children spend in the

refectory waiting for the others to arrive was what called our attention the most. The ones who arrive at 6.30m^2 remain sitting for 1h and 30 minutes without moving, as they are always asked to be quiet at the same place in order to avoid messing around. It takes away some time of the everyday children's education which could be applied to recreational activities with movements.

Among the other activities, we easily notice that more attention is given to literacy activities and art education, showing that even after the alterations in the Law of the Directive and the Basis of Education (1996) through the Law 9394/96 which governs by the importance and necessity of the children's education to enable children's full development in the cognitive, affective, motor and social aspects, still prevails the intellectual development among the others.

However, it does not mean to deny the importance of education and intellectual stimulus, on the contrary, we cannot benefit one aspect harming another, mainly when children are between 3 and 6 years old and are in full development of their fundamental motor skills . According to Gallahue and Ozmun (2003), to give priority to only one aspect can cause dramatic consequences to the development of the motor skills. It is known that the experience is of utmost importance to the motor development.

In addition to this, the movement plays an important role in human culture, because it is through our bodies and movements that we can interact with the world. Through this interaction, we can convey our feelings, emotions and thoughts, building up more than just the movement of a body in a space provided but creating a language (BRAZIL, 1998).

Final considerations

We can conclude that the Children's Education Centre observed has some problems related to facilities when practicing physical activities is concerned and it can be due to municipal deficiency when it comes to resources not well applied to this sector or to an isolated case of problems related to facilities.

Problems related to the structure of everyday activities in children's education have also been observed, because the long time spent for the children waiting for the others to come, the majority of the activities are guided to carefulness (food, sleep and hygiene care) and the cognitive development. So there is a big distance between the propositions made by the RACNEL (1998), related to places and materials as well as the relation of the goals of children's education.

We may conclude that children's extra school context when investigated provide few opportunities for recreational physical activities.

In fact, as it is an important issue government should invest more in building specific places to give students the opportunity to have appropriate facilities to practice sports and hand - eye coordination in the school mentioned above. It is also necessary to re - structure the chronogram of this unit immediately, because it has to be considered not only the carefulness activities and the intellectual literacy but also the hand - eye coordination.

To begin with, it is necessary to reorganize the motor activities for those children who stay sitting on their chairs waiting for their classmates to arrive.

However, it is alleged that a new study involving a representative sample of Children's Education Centres in Campo Grande - MS will be carried out and then great conclusions about spaces for recreational physical activities in children's education will be taken.

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FACILITIES AND RECREATIONAL PHYSICAL ACTIVITIES IN CHILDREN´S EDUCATION

Abstract

This study was carried out aiming some purposes, such as, to analyse the facilities provided for recreational physical activities and the distribution of time in children´s education. It was characterized as a case of a study, realized in level IV at a Children´s Education Centre in Campo Grande in the state of Mato Grosso do Sul . The systematized observation was adopted

as the methodology of investigation and the information was registered in a field diary. The results showed that the institution which was analysed does not have specific facilities for practicing the hand - eye coordination activities, therefore children have to spend their school time inside the classrooms . Regarding to the distribution of time in their school daily lives ,they stay at the Children´s Education Centre for 10h30m,d istributed to one hour in the morning (they are supposed to wait for the other students), four hours and twenty minutes to care activities (food , personal hygiene , sleep) and five hours and ten minutes to literacy activities, art education, recreation and other activities chosen by the students in return for tasks asked by the teachers. All in all, it is easy to say that the institution needs more facilities to be used by the students to develop their hand - eye coordination at once, based on the importance of this skill at this age for them to achieve a good level of this coordination when they get mature enabling them to realize sporting movements. In addition to this, the distribution of time should be given special attention, because children remain sitting for too long waiting for their classmates to come.

Key words: Children´s education. Facilities. Recreational physical activities.

L'ESPACE ET LES ACTIVITÉS PHYSIQUE RECRÉTIVFS DANS L' EDUCATION INFANTILE.

Résumé

Cet étude a eu comme but analyser les spaces destine à les activités physiques recréatifs et la distribution du temps dans le contexte de l'education infantile. A été caracterizé comme un étude de cas, realizé au niveau IV d'un Centre de L'education Infantile de Campo Grande - MS. Comme méthodologie de recherche a été adopté la remarque systématisé, ayant les information enregistré au quotidian du champ. Les résultat on a montré que l'instituition analysén n'a pas de space physique pour la pratique des activités moteur, en train de faire ainsi que les enfants passem présque tout le temps dans la classe. Par rapport à distribution du temps au quotidien scolaire, les enfants restent au Centre de L'Education Infantile pour 10h30m, distribué dans 1h en attendrent les autres copains (entrée le matin), 4h20min à les activités en soigné (alimentation, higiene, et sommeil) et 5h10m dans les activités d'alphabétization, l'éduction artistique, recréation et les autres. On a conclu que l'instituition a besoin urgentement de la création de space pour les enfants réaliser ses activités, car l'expérience moteur dans cet âge est très important pout la conquête des stages moteurs mûr, en train de possibilitér la progretion moteur et la realisation des action sportifs. Ainsi, on recommande que la distribution du temps infantile soit repensé, car le temps que les enfants restent en attendrent est très long.

Mots clé: L'Education Infantil. Space physisque. Activite Physique Recréatifs.

ESPACIOS Y ACTIVIDADES FISICAS RECREATIVAS EN LA EDUCACION INFANTIL

Resumen

Este estudio tuvo como objetivo el analizar los espacios asignados a las actividades físicas recreativas y a la distribución del tiempo en el contexto de la Educación Infantil. Ha sido caracterizado como un estudio de caso, realizado en el nivel IV de un Centro de Educación Infantil en Campo Grande, capital de Mato Grosso del Sur en Brasil. La metodología de investigación adoptada fue la observación sistemática, con las informaciones debidamente registradas en el documento denominado "diario de campo". Los resultados evidenciaron que la institución analizada no dispone de espacio físico específico asignado a la práctica de actividades motoras, conllevando a los niños permanecer todo el tiempo en el lugar donde se lleva cabo el aula. En cuanto a la distribución del tiempo cotidiano rutinario escolar, los niños quedan en el Centro de Educación Infantil durante 10h30, distribuidos, así: 1 (una) hora a la espera de los demás colegas (entrada por la mañana); 4h20m dedicados a las actividades de cuidados personales (alimentación, higiene y descanso/sueño) y 5h10m asignados a las actividades de alfabetización, educación artística, recreación y programas combinados. Se concluye que se le urge a la institución la creación de espacios donde los niños puedan realizar actividades motoras, ya que éstas son de importancia capital para la conquista de las etapas motoras maduras que, por ende, facilitan el progreso motor en la realización de movimientos deportivos.

Palabras-clave: Educación Infantil. Espacio Físico. Actividades Físicas Recreativas

ESPAÇOS E ATIVIDADES FÍSICAS RECREATIVAS NA EDUCAÇÃO INFANTIL

Resumo

Este estudo teve como objetivos analisar os espaços destinados às atividades físicas recreativas e a distribuição do tempo no contexto da Educação Infantil. Foi caracterizado como um estudo de caso, realizado no nível IV de um Centro de Educação Infantil de Campo Grande - MS. Como metodologia de investigação foi adotado a observação sistematizada, sendo as informações registradas em diário de campo. Os resultados mostraram que a instituição analisada não dispõe de espaço físico específico à pratica de atividades motoras, fazendo com que as crianças passem praticamente o tempo todo na sala de aula. Em relação a distribuição do tempo no cotidiano escolar, as crianças ficam no Centro de Educação Infantil por 10h30m, distribuídas em 1h à espera dos demais colegas (entrada pela manhã), 4h20min às atividades de cuidados (alimentação, higiene e sono) e 5h10min às atividades de alfabetização, educação artística, recreação e combinados. Conclui-se que a instituição necessita urgentemente da criação de espaços onde as crianças possam realizar atividades motoras, uma vez que as experiências motoras neste período são de suma importância para as conquistas dos estágios motores maduros, possibilitando assim, a progressão motora e realização dos movimentos esportivos. Ainda, recomenda-se que a distribuição do tempo infantil seja repensada, pois o tempo que as crianças ficam sentadas na espera dos demais colegas é muito longo.

Palavras chave: Educação Infantil. Espaço Físico. Atividades Físicas Recreativas.