105 - SECOND TIME PROJECT: GAME AS A TOOL TO MINIMIZE AGGRESSION OF A GROUP OF PUBLIC SCHOOL STUDENTS OF FORTALEZA.

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INTRODUCTION

With each passing day greatly increases aggression in the society in which we live. This is no different in schools, often because there has been an extremely aggressive behaviour by students, which often results in concrete acts of violence.

Physical Education, through play, is a pedagogical tool that can help minimize aggressive behaviour of students in the school environment. For the action of playing can become an ideal place for a driving, affective and cognitive learning occurs through play by providing better living group, as it is from the game that the child learns to relate to their peers medium (Orlick , 1990).

For Ortiz (2005), the game is an anthropological phenomenon that must be considered in the study of human beings. In this sense, we perceive the game as a link between people, becoming a facilitator of the inter-relationships between human beings. So the game is a factor in development of the human being, a means of integration and mutuality, in which children express their feelings, attitudes, behaviours and values. Therefore, to participate and be accepted in the group, the child should adopt the behaviour, attitudes and norms that are established around the game, it favours the development of socialization.

There are different types of games, but this article will focus on cooperative games, in which the child plays with other highly organized manner by dividing tasks in terms of goals to achieve (SAMANIEGO PEREZ, 1999). Thus, cooperative games facilitate cooperation, participation, integration among students. For these games have an overriding characteristic propose cooperation as a form of interaction among participants (SANCHEZ GOMEZ, 2000).

From this perspective, this study aims to analyse the importance of play as a tool that can minimize the aggressiveness of a group of students, the Second Half Project, which feature an aggressive behaviour.

METHODOLOGY

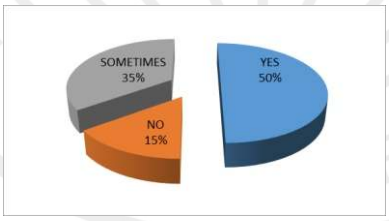
This descriptive study has the primary description of the characteristics of a given population, phenomenon or goal and then the establishment of relationships between the variables (GIL, 1987, Pg. 42). In this sense, the study is stage a municipal school located in Demócrito Rocha neighbourhood in the city of Fortaleza-CE. As participants in this study, students enrolled in the Second Half Project, aged 10-11 years participating in the classes of cooperative games, in the morning. These students had an aggressive behaviour, forming a quantity of 20 students, 10 males and 10 females.

The intervention took place over five and a half months, the classes were held once a week, lasting 50 minutes. The classes were divided into three stages, the first one happened contextualization on the topic of the lesson, students were experiencing the second cooperative games and the last, were held debates and reflections on Cooperative Games, their importance and purpose. During the classes, students were encouraged to restructure and transform Competitive Games into Cooperative Games.

At the end of five and a half months, a questionnaire of ten questions was administered to the students involved in the study.

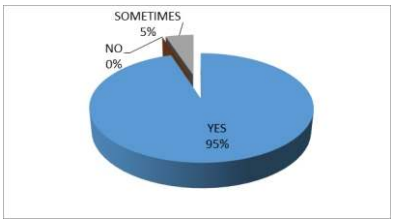
RESULTS AND DISCUSSION

Distribution of data regarding the best relationship with peers during school activities.



50% of students responded that their relationship has improved with the experience of Cooperative Games.
35% of students responded that they had colleagues who refuse to relate.
15% of students responded that there still happen
Graph 1: Interpersonal relationships Source: Data Collection

Distribution of data for cooperative games stimulates group work.

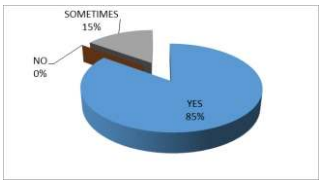


95% of students responded that their experiences in cooperative games encouraged teamwork.

5% of students responded that they had difficulties working in groups because some colleagues refused to participate.

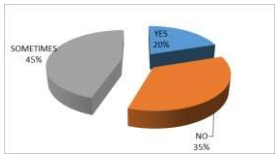
Figure 2: Cooperative Games / group work Source: Data Collection

Distribution of data regarding the importance of cooperating with colleagues.



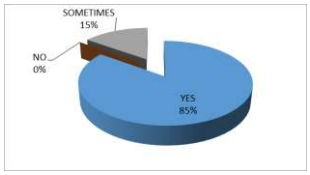
85% of students responded that it is important to cooperate because friendship develops.
15% of students responded that only at times it is important to cooperate as there is sometimes where colleagues do not deserve help.
Chart 3: Interpersonal Relationship Source: Data Collection

Distribution of data regarding the difficulties in performing activities.



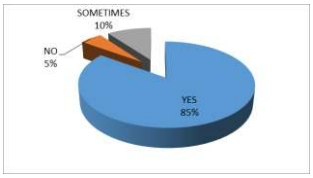
20% of students responded that they had difficulties in activities that would have to embrace colleagues.
45% of students responded that they sometimes find difficulties.
35% of students responded that they felt difficulty in performing activities.
Chart 4: Difficulties in performing activities Source: Data Collection

Distribution of data regarding the attractive activities.



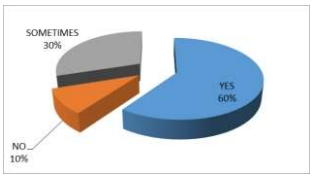
85% of students responded that the activities were nice.
15% of students responded that they had some activities that they sometimes did not like.
Chart 5: Attractive Activities Source: Data Collection

Distribution of data in relation to challenge in conducting the activities.



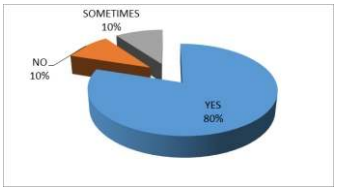
85% of students responded that they had several challenges like running whilst grabbing the hand of classmates, performing activities in a given time.
10% of students responded that they only sometimes felt challenged.
5% of students responded that found no challenge.
Chart 6: Challenge in activities Source: Data Collection

Distribution of data in relation to the respect between colleagues.



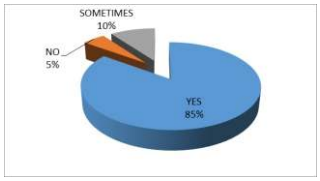
60% of students responded that yes, it is important to respect to be respected.
30% of students responded that they had moments that were irritated with some colleagues, and ended up disrespecting.
10% of students responded that they failed to respect their colleagues.
Chart 7: Respect among peers Source: Data Collection

Distribution of data regarding everyone being winners.



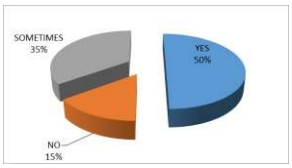
80% of students answered yes, because no one is sad.
10% of students responded that only the good times is that everyone wins.
10% of students responded that they did not like everyone being winners.
Figure 8: All the winners Source: Data Collection

Distribution of data regarding the importance of cooperative games in Second Half Project.,



85% of students responded that it is important because it reduces violence.
10% of students responded that only sometimes it is important, as there are sometimes where colleagues do not like to accomplish things together.
5% of the students answered that they don't feel it is important or prefer other activities.
Figure 9: Importance of cooperative games Source: Data Collection

Data distribution with respect to relationships with colleagues who had difficulties of coexistence.



50% of students responded that they made friends with classmates they disliked.
35% of students responded that they sometimes because some colleagues refuse to make friends.
15% of students responded that no, they are boring.
Figure 10: Difficulty of coexistence Source: Data Collection

It is noticed that after participating in cooperative game for five months, students have a more cooperative behaviour, learned to value teamwork and unity of all to achieve a common goal. It is also noticed that the students realized the importance of cooperating with each other, because through cooperation strengthens and builds friendships. Thus, we agree with SANCHEZ GOMEZ. (2000) _ educational potential of cooperation makes the members of cooperative groups are characterized by a predisposition to good integration between its members, the abilities of inter-personal relationship, and the ability to analyse the functioning of the group itself.

It was also noticed that the activities experienced by students in cooperative games caused them to experience moments of fellowship, including experience activities that break some taboos, like holding the hand of a colleague regardless if it is a boy or girl. Accordingly, BROTO (1995 Apud Maia, Maia; Marques 2007) reports that "game is a creative opportunity to find ourselves, with others and with all, and from there, the game becomes a consequence of the visions, actions and relationships. "Thus, we agree with the author because the game can be overcome barriers, incorporate playfulness and feel pleasure in is by allowing better integration and communication between people, tools that were used for the development of motor and affective student.

Another perceived characteristic was that students learned to respect more their colleagues, but also realized that when everyone is a winner no one is sad. Thus it can be seen that mutual respect and avoids conflict but makes the relationship harmonious and peaceful.

FINAL CONSIDERATIONS

It was found through the survey that cooperative games caused a considerable reduction of the aggressiveness of the students of the Project Second Time. It was found that the use of cooperative games have stimulated the kids a more cooperative attitude, solidarity and respect.

The use of cooperative games can be a great tool to be used in various social, schools and communities that have problems related to a significant increase in aggression in children and adolescents projects by presenting the many benefits such as: improved capacity for cooperation, mutuality, respect, unity and solidarity.

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ABSTRACT

This study aims to determine the importance of play as a tool to minimize the aggressiveness of a group of public school students who participate in the Project Second Time in school. For this research field, we used a quantitative approach, being a descriptive study and interventionist type, the data were summarized and analysed from a survey and systematic observations during the implementation of project activities. This study found a beneficial contribution of cooperative games in decreased aggressiveness of students enrolled in the Second Half Project.

KEYWORDS: cooperative games, design second half, aggressiveness.

PROJETO TEMPO DEUXIÈME: O JOGO UN OUTIL POUR RÉDUIRE AGRESSIVIDADE GROUPE UM DE DA ALUNOS ÉCOLE PUBLIQUE FORCE.

RÉSUMÉ

Cette étude vise à déterminer l'importance du jeu comme un outil pour réduire l'agressivité d'un groupe d'élèves des écoles publiques qui participent au projet Deuxième temps à l'école. Pour ce domaine de recherche, nous avons utilisé une approche quantitative, étant une étude descriptive et le type interventionniste, les données ont été résumées et analysées à partir d'une enquête et des observations systématiques au cours de la mise en œuvre des activités du projet. Cette étude a révélé un apport bénéfique des jeux coopératifs en baisse de l'agressivité des élèves inscrits dans la deuxième moitié du projet.

MOTS-CLÉS: jeux coopératifs, la conception second semestre, l'agressivité

PROJETO TEMPO DEUXIÈME: O JOGO UN OUTIL POUR RÉDUIRE AGRESSIVIDADE GROUPE UM DE DA ALUNOS ÉCOLE PUBLIQUE FORCE.

RESUMEN

Este estudio tiene como objetivo determinar la importancia del juego como herramienta para minimizar la agresividad de un grupo de estudiantes de las escuelas públicas que participan en el Proyecto segunda vez en la escuela. Para este campo de investigación, se utilizó un enfoque cuantitativo, siendo un estudio descriptivo y de tipo intervencionista, los datos fueron resumidos y analizados de una encuesta y observaciones sistemáticas durante la ejecución de las actividades del proyecto. Este estudio encontró una contribución beneficiosa de juegos cooperativos en la disminución de la agresividad de los estudiantes inscritos en la segunda parte del proyecto.

PALABRAS CLAVE: Juegos cooperativos, diseño segunda mitad, la agresividad

PROJETO SEGUNDO TEMPO: O JOGO COMO INSTRUMENTO PARA MINIMIZAR A AGRESSIVIDADE DE UM GRUPO DE ALUNOS DA ESCOLA PÚBLICA DE FORTALEZA.

RESUMO

O presente estudo tem como objetivo verificar a importância do jogo como instrumento para minimizar a agressividade de um grupo de alunos da escola pública municipal que participam do Projeto Segundo Tempo na escola. Para a realização desta pesquisa de campo, utilizou-se a abordagem quantitativa, sendo um estudo do tipo descritivo e intervencionista, os dados foram sistematizados e analisados a partir de um questionário e observações sistemáticas durante a realização das atividades do projeto. Nesta pesquisa observou-se uma contribuição benéfica dos jogos cooperativos na diminuição da agressividade de alunos inscritos no Projeto Segundo Tempo.

PALAVRAS-CHAVE: jogos Cooperativos, projeto segundo tempo, agressividade.