97 - GAMES IN THE (RE) CONSTRUCTION OF THE COLLABORATIVE EXPERIENCES FOR PEACE IN SCHOOL IN THE LIGHT OF ACTION RESEARCH

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INTRODUCTION

The school characterized as a cultural and political-pedagogic environment that “construct” and (re) construct values, should enable to its actors a tranquil and safe environment for search of knowledge. However, the occurrence of violence, on its most varied aspects, has been increasing and making society worried about.

Violence imposes pressure on those involved in various expressions and languages. We cannot disregard it, but rather to understand it from the point of conflict for the society from which have been built over time. In dialogues about the types of violence in schools, we understand how violence is difficult to grasp, nevertheless it leads us to a social reality that needs a support in the construction of citizenship.

> Violence is termed as all violent acts or violent actions, aggressive and anti-social behaviors, including interpersonal conflicts, patrimonial damages, criminal acts, marginalisation, discrimination, among others acts carried out by and within the school community (students, teachers, staff, parents and outsiders to school) (PRIOTTO e BONETI, p.162, 2009).

The Interdisciplinary Center of Studies on Violence and Health (Núcleo Interdisciplinar de Estudos sobre Violência e Saúde (NIEVS) of the Universidade Estadual de Feira de Santana (UEFS), conducted a research entitled "Diagnostic Strategies of Violence and Peacebuilding in Municipal Schools of Feira de Santana," the second largest city in the state of Bahia, known as the "Princess of the Wilderness" in 36 municipal schools in the period from 2011 to 2012. The data collected through 820 questionnaires applied the action research methodology that provides relevant engagement with the subject of research in a collaborative learning.

The complexity of violence phenomenon requires a multidisciplinary approach and Physical Education has been an area of vital knowledge in building preventive behavior for conflicts in the school setting.

The situation presented by most municipal schools was that they had no physical education classes, and the few ones that had them, they were held precariously in the face of inadequate physical infrastructure. It was noted a denial of knowledge, of physical education classes, where in a contradictory way to this reality, teachers and students of the school highlighted the relevance of this knowledge area for socializing, retention of students, motivation and learning about the body culture. Some students inquired: "Why don't we have physical education classes?

Botelho and Souza (2007) assert that once identified cases of Bullying, a good resource to fight against it, is by applying concepts of ethics and values studies in physical education classes, as well as create relevant strategies for preventing violence in the preparation and use in lessons of printed materials, such as children's books and other literature that critically discuss the issue.

Araújo et al (2013) found an increase in student participation in practical classes, through teaching strategy in physical education classes, providing problem solving, in making decisions about the games in an entertaining and recreational perspective, and developing new forms of practical constructions with reference to the original form.

The objective of this paper is to present some of the practical experiences with the interventions achieved through the physical education area in multidisciplinary actions occurring in one of the schools surveyed by NIEVS, with the participation of students, parents, teachers, staff, managers and representatives of the school surroundings. The Physical Education content selected for the interventions was the Game, which was chosen by the study group and taught in the school involving the community.

METHODOLOGY

NIEVS research group refers to action research which involves an approximation with those involved in research, and this interaction enables diagnostic needs in situations of social conflict, the ability to "identify problems and find solutions and implement possible collectively deliberate actions" (THIOLLENT, 2001 p.32). According to Santana et al. (2014) the action-investigation presuppose an interaction between those involved in the conflicting situation, by using specific techniques and tools to suit the particularities of the reality of the study, and the method is divided into four phases: the exploratory stage, presentation and discussion, building the conceptual framework study and research stage and diagnosis and intervention.

Each process of actions construction in this methodology is interconnected, and while there are expectations about outcomes, educational and social policy actions can be addressed. In a paper presented in Buenos Aires in Argentina, members of NIEVS, Santana et al group. (2014) commented on the importance of prioritizing tasks of short, medium and long term, and concurrently to initiate actions with government agencies and the community involved, in relation to making solutions to the most advised problems that cannot wait for the research completion.

A multidisciplinary team (nursing, dentistry, psychology, physical education, pedagogy, theology, military police) participated in the seminars, which represented an important investigative tool, training and intervention process, with the valuable participation of school managers, teachers, students, family and the government, a discussion forum, with expanded vision and knowledge area. From these seminars, we diagnosed through the collective of ideas presented, emerging needs and the approach to the identified conflicts. The actions were held by knowledge area and in an interdisciplinary manner, following a pre-structured schedule.

DIAGNOSIS, DISCUSSIONS AND INTERVENTIONS

During the school visiting we noticed the effects of urban violence, the comments on the existence of problems, and this was noticeable the concern about the presence of security personnel at school, barred rooms, high walls and the students

avoided walking alone on the streets. The schools staffs pointed out that the protagonists of violence were neighborhood residents who attended that institution on weekends.

The city's neighborhoods are deprived of public facilities for sport, culture and leisure. There is a need to approach the school to the community, and those schools, which have a good infrastructure, eventually arousing interest of the residents for recreational activities. There should be programs aiming to approximate schools and community during the weekends from organized and joint articulated actions.

For a better understanding we divided the situational diagnosis of a municipal elementary school named School A into three tables which is part of the body of research. These data were collected in a seminar held at UEFS in 2012, with everyone involved in action research in a very salutary encounter on discoveries and constructions of goals for peace in school. After the presentation of school representatives and members of NIEVS, we divided the participants into areas of knowledge that were represented by teachers, accompanied by graduate students from various areas involved as volunteers or interns of the research and the students' parents. In the area of Physical Education, besides the participation of scholar interns there also was the participation of students of the Curricular Practical IV subject university, the regular physical education course, which aim to develop and implement intervention projects in different instances of action of physical education. School representatives such as: students, teachers, managers, staff and parents, circulated in each group (knowledge area), with a pre-determined time, exposing their difficulties in dealing with school violence. This division had prevented interference in each position group.

The work in this school primarily focused on the elementary school, given the particular characteristics of its target audience, more precisely, the vulnerability of this age group constituted by adolescents.

> The Elementary School has been the center of most professors and researchers concern, both from the point of view of education, or physical education. This occurs to the extent that we understand the elementary teaching as a gateway to any broader proposal to democratize access to education, and that many problems and issues are embedded in this level of education, although it is widely reported, it is far from being solved. (DARIDO et al., 1999)

Table1. Situational Diagnosis of School A from the students reports on violence at school

Identified situations	**General Actions**	**Detailed Actions**	**Timetable of Activities**
- Student Aggression; - Students threatened; - Consider violence as a natural thing; - Short space for playing. - Reviling; - Difficulties in dealing with feeling; - No Physical Education classes at school.	- "Construir Juntos" (Construct Together) Project; - Gymnastics in groups (macro-gym); - Corporal Cards Game.	- Fill the schedules with extracurricular activities suggested by the students; - Make the school environment more attractive.	11/05 Meeting with the principal of the school; 16/05 Meeting at UEFS, research-action with all participants involved; 18/05 Visit to school, dialogues with the students; 25/05 At school: intervention with all groups; 31/05 Intervention on a collaborative activity for Peace in schools – school community.

It is known that playing is a great way to socialize, making affective ties and initiation of cooperation and interaction between individuals. Within the school game can be an important tool to be used by the teacher to better unfolding of these characteristics, even assuming various educational expressions.

According to Oliveira, Cocate and Cruz (2014), for many years, teachers restricting their classes on purely sporting practices, causing a great lack of interest of students, so the result was a high dropout of students in physical education classes. Investing on the possibility of those involved exercising their ability to create and reinvent, to release his affection, explore their own limits on the construction of knowledge, we have purposed the methodical "Corporal Cards." that makes use of plastic cards or similar material. On each card can be found: drawings, numbers, words, pictures, different colors, etc. The activity consists of a dynamic differentiated group formation through every command of the teacher. And for each command, there is an assignment such as: dramatizing, singing, expressing, dancing, etc. And to the topic at hand, this game presents a design for cooperation in their practice, promoting the opportunity to (re) construct in a creative and shared way an arousing for socialization, for peace theme at school, with great challenges and much expectation.

Defining levels of application (Corporal Cards):
Level 1- Making Material and theme;
Level 2- Options for dramatization;
Level 3- Challenges in photographs;
Level 4- Handling;
Level 5- Challenges in sequence;
Level 6- Assessment

Table 2. Situational Diagnosis of School A from the teachers and staff reports on violence at school

Identified situations	**General Actions**	**Detailed Actions**	**Timetable of Activities**
- Students do not respect teachers; - Violence is increasing and teachers feel powerless; - Teachers do not have time to rest; - Students do not respect the school staff; - Use of drugs in the vicinity of the school; - Teachers improve teaching through Motivating classes; - Motivating classes.	- "Construir Juntos" (Construct Together) Project; -Create a booklet for parents, students, teachers and staff on peace at school; -Solidarity Community actions.	-Discussion on what violence is; - Partnership between family, school and community; - Reflections on the role of family and school; - Gym with teachers and staff; - Play in the class room.	11/05 Meeting with the principal of the school; 16/05 Meeting at UEFS, research-action with all participants involved; 18/05 Visit to school, dialogues with the students; 25/05 At school: intervention with all groups; 31/05 Intervention on a collaborative activity for Peace in schools – school community.

School needs new possibilities for teaching practices, proposing activities that arouse the interest and motivation of students through a variety of playful shapes, among them, the games, with the purpose of mediating significantly to the construction of knowledge.

The game encourages cooperation contacts between staff and teachers, teachers and student, student and student and family and managers, etc. These fun activities help to strengthen affective bonds, and values such as friendship and solidarity.

Table 3. Situational Diagnosis of School A from the parents reports on violence at school

Identified situations	General Actions	Detailed Actions	Timetable of Activities
- Parents say that the school is responsible; - Low participation in school meetings; - Lack of greater involvement with the community; - Difficulties in dialogues with their children.	- "Construir Juntos" (Construct Together) Project; - Invitations to meetings at school; - Participation in extracurricular activities; - Create a booklet for parents, students, teachers and staff on peace at school.	- Approaching parents of extracurricular school activities; - Awareness of the responsibilities of school and family.	11/05 Meeting with the principal of the school; 16/05 Meeting at UEFS, research-action with all participants involved; 18/05 Visit to school, dialogues with the students; 25/05 At school: intervention with all groups; 31/05 Intervention on a collaborative activity for Peace in schools – school community.

CONCLUSION

The experiences of teaching practices through the game, developed in this study, made the subjects to experience relationships of collective constructions that favor the creation of ideas that can be transferred to a shared understanding. This discovery will appreciate the reflections on educational practices, encouraging those involved in the ways of new encounters, for peacebuilding at school.

The opportunity of the meetings between the students from various university courses to integrate these discussions, supervised by teachers, about the reality in that school contributed to the construction/reflection of the identity of teacher training promoting other encounters between the research, the extension and teaching.

The school reflects and interprets its experiences, the representation of its community. The dialogues within and outside school, between school and the outside community, especially the experiences of action research may elucidate new avenues in search of peace.

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GAMES IN THE (RE) CONSTRUCTION OF THE COLLABORATIVE EXPERIENCES FOR PEACE IN SCHOOL IN THE LIGHT OF ACTION RESEARCH

ABSTRACT

This study aimed to report on some experiences of interventions-actions, in the area of Physical Education through the game (corporal cards) suggested by the group of study and taught in the school involving the community. The Interdisciplinary Center for Studies on Violence and Health (NIEVS) of the Universidade Estadual de Feira de Santana (UEFS), conducted an action research titled "Diagnostic Strategies of Violence and Peacebuilding in Municipal Schools of Feira de Santana," the second largest city in the state of Bahia, known as the "Princess of the Wilderness" in 36 municipal schools in the period from 2011 to 2012. In the experiences of teaching practices through the game, developed in this study, subjects experienced relationships that favored collective constructions creation of ideas that can be transferred to a shared understanding. The school needs new possibilities for teaching practices, proposing activities that arouse the interest and motivation of students through a variety of playful shapes, among them, the games, with the purpose of mediating significantly to the construction of knowledge. This discovery will appreciate the reflections on educational practices, encouraging those involved in the ways of new encounters, for peacebuilding in school.

KEYWORDS: Game, Collaborative Experiences, Peace in School.

LE JEU EN (RE) CONSTRUCTION DES EXPÉRIENCES COLLABORATIVE POUR LA PAIX À L'ÉCOLEÀ LA LUMIÈRE DE LA RECHERCHE-ACTION

RÉSUMÉ

Cette étude vise à rapport sur quelques expériences d'interventions-actions, la surface de l'Éducation Physique, à travers du contenu du jeu (baralho corporal) proposé par le collectif et enseigné à l'école avec la communauté impliquée. Le Noyau Interdisciplinaires des Études sur la Violence et la Santé (NIEVS) de l'Université de l'État de Feira de Santana (UEFS), a effectué une recherche-action intitulée « diagnostic de la violence des stratégies de consolidation de la paix et dans les écoles publiques à Feira de Santana », deuxième plus grande ville dans l'état de Bahia, connue comme la « princesa do sertão», dans les 36 écoles municipales durant la période de 2011 à 2012,et ont utilisé la méthodologie de recherche-action visant la participation des sujets de l'étude et le principe de l'interdisciplinarité pour l'assistance à la construction de la paix à l'école.Les expériences des pratiques pédagogiques à travers le jeu, développé dans ce travail, les individus expérimenté relationsconstruit collectivequi se sont déclarés favorables à la création d'idées, qui peuvent être transférées pour une compréhension partagée. L'école a besoin de nouvelles possibilités pratiques d'enseignement, proposer des activités qui éveillent l'intérêt et la motivation des élèves, à travers les plus variéesformes ludiques, parmi eux, les jeux, visant à la médiation d'une manière significative à la construction des connaissances. Cette découverte valorisera les réflexions sur les pratiques éducatives, encourageant les personnes impliquées, les nouvelles rendez-vous, pour la construction de la paix à l'école.

MOTS-CLÉS : Jeu, Expériences Collaborative, Paix à l'école.

EI JUEGO EN LA (RE) CONSTRUCCIÓN DE EXPERIENCIAS DE COLABORACIÓN PARA LA PAZ EN LA ESCUELA A LA LUZ DE INVESTIGACIÓN Y ACCIÓN

RESUMEN

Este estudio tuvo como objetivo reportar sobre algunas experiencias de intervenciones y acciones, en el área de Educación Física a través del contenido del juego (cartas corporales) sugerido por el colectivo y que se enseña en las instalaciones de la escuela con la comunidad participante. El "Centro Interdisciplinario de Estudios sobre la Violencia y la Salud" (NIEVS) Universidad Estatal de Feira de Santana (UEFS), lleva a cabo una investigación de acción titulado "Estrategias de Diagnóstico de la Violencia y Construcción de Paz en las Escuelas Municipales de Feira de Santana," segunda ciudad mas importante del estado de Bahia, conocida como la Princesa del "Sertão" en 36 escuelas municipales en el período de 2011 a 2012, se utilizo la metodología de investigación con implicaciones para los sujetos de estudio y el principio de la interdisciplinariedad de las intervenciones para construir la paz en la escuela. En las experiencias de las prácticas de enseñanza a través del juego, desarrollado en este estudio, los sujetos experimentaron relaciones de construcción colectivas que favorecen la creación de ideas que se pueden transferir a un entendimiento compartido. La escuela necesita nuevas posibilidades de practicas de enseñanza, actividades que despierten el interés y la motivación de los estudiantes a través de una variedad de formas lúdicas, entre ellos, los juegos, con el propósito de mediar de manera significativa a la construcción del conocimiento. Esta descobierta podrá valorar las reflexiones sobre las prácticas educativas, fomentando los implicados en los caminos de nuevos encuentros, para la construcción de la paz en la escuela.

PALABRAS CLAVE: Juego, experiencia de colaboración, la Escuela de la Paz.

O JOGO NA (RE) CONSTRUÇÃO DE EXPERIÊNCIAS COLABORATIVAS PELA PAZ NA ESCOLA À LUZ DA PESQUISA-AÇÃO

RESUMO

Este estudo teve como objetivo relatar sobre algumas experiências das intervenções-ações, da área de Educação Física, através do conteúdo jogo (baralho corporal) sugeridas pelo coletivo e ministradas nas instalações da escola com a comunidade envolvida. O Núcleo Interdisciplinar de Estudos sobre Violência e Saúde (NIEVS) da Universidade Estadual de Feira de Santana (UEFS), realizou uma pesquisa-ação intitulada “Diagnóstico da Violência e estratégias de Construção da Paz nas Escolas Municipais de Feira de Santana”, segunda maior cidade do estado da Bahia, conhecida como a “Princesa do Sertão”, em 36 escolas municipais, no período de 2011 a 2012, e utilizou a metodologia da pesquisa-ação para envolvimentos dos sujeitos do estudo e o princípio da interdisciplinaridade para as intervenções para construção da paz na escola. Nas vivências das práticas pedagógicas através do jogo, desenvolvidas neste trabalho, os indivíduos experimentaram relações de construções coletivas que favoreceram a criação de ideias, que podem ser transferidas para um entendimento partilhado. A escola necessita de novas possibilidades de práticas docentes, propondo atividades que despertem o interesse e a motivação dos alunos, através das mais variadas formas lúdicas, dentre elas, os jogos, com a finalidade de mediar de forma significativa à construção do conhecimento. Esta descoberta valorizará as reflexões sobre as práticas educativas, encorajando os envolvidos nos caminhos, dos novos encontros, pela construção da paz na escola.

PALAVRAS-CHAVE: Jogo, Experiências Colaborativas, Paz na Escola.