


The Cooperative Games with children: Communitarianism and citizenship

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ABSTRACT

The communication is based on an investigation (of doctorate realized by Christine Vargas Lima - 2019) on the cooperative games. The central problem was the cooperative games and the construction of citizenship. This problem originated in the observation of children plagued by floods in southern Brazil in 2014 and in the verification that the game (s) (cooperative) was decisive in mitigating pain and at the same time was decisive in the relationship, affective, collaborative relationships between children and between children and adults. Faced with this empirical evidence, a cut in the investigation was established, in which a school of the neighbourhood reached by the floods was analysed. Thus, through participant observation, field diary and interviews, it was attempted to know the characteristics, representations, languages about games (cooperative) of thirty five children. One of the results (conclusions - we will present the ones related to children) of this study showed that cooperative games constitute a first manifestation of "living together" and therefore one of the first forms of human organization – communitarianism. **Keywords:** Games; Cooperation; Childhood; Citizenship; Education; Praxis.

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INTRODUCTION

This research aims to deepen the studies related to cooperative games and the construction of citizenship (Garaigordobil, 2009; Camilo Cunha, 2014; Solerm 2002; Brown, 1994; Brotto, 2001; Brougère, 2002; Lima, 2018). It originated the observation of children plagued by the floods in southern Brazil in 2014, where it was possible to observe that the Cooperative Games were decisive in alleviating pain and, at the same time, creating affective and collaborative bonds between children and they and the adults. To contribute to this challenge, with a view to better education, we propose to carry out an investigation with cooperative games with school children. Learning focused on dialogue, on relationships between people, on creation and on meaning, are constitutive forms of being a citizen. In this context, we take Cooperative Games as an investigative undertaking, because it is our conviction (based on experience and literature) that cooperative games contribute to the communication, with the citizen relations of children and adults, for the attribution of meanings, not only in school contexts, but also in the social fabric. We believe that through cooperative play, we can glimpse learning, with pleasurable and committed experiences - foundations for a committed and citizen's adult life.

MATERIAL AND METHODS

To obtain the data, interviews with parents, students and teachers of the Municipal School of Guarapuava, Paraná, Brazil, were carried out. In addition to the interviews, participant observation was used, and this contributed to a better understanding of the field of study. The instruments selected for the collection of research data are: participant observations, field diary and interviews. (Lakatos, 2010; Ludke & André, 2013; Bardin, 2011; Yin, 2010; Stake, 2011; Graue, 2003).

Participants

The sample consisted of thirty five children, eight parents, nine teachers and one employee of the Municipal School of Guarapuava, in the state of Paraná, Brazil. The children investigated are students of the third year of elementary school, aged between seven and eleven, are middle class low and reside in Vila Bela, Vila Jardim das Américas, Aeroporto, Batel and Vila São Vicente, the latter with greater number of children in school.

Measures

Since this is a case study with a qualitative approach, the research interviews were elaborated according to the practical intervention in which one of the methodological stages of the research was studied, as well as validated by two female doctoral professors from the State University of the Central West - UNICENTRO, Parana Brazil.

Procedures

The instruments selected for the collection of research data are: participant observations, field diary and interviews. They are procedures compatible with the research and are consistent with the qualitative approach, Stake (2011), whose characteristics are of the human understanding and interpretation, representing the personal experiences of the participants in specific situations.

Analysis

By means of interviews and practical intervention, these prayers are decoded into categories (according to Bardin) and subsequently into subcategories. We also carried out a trilogy of the interviews (parents, students and teachers) based on a theoretical framework where the importance of the connections that must be made

by these groups was perceived, so that the school can propose an interdisciplinary project that fills the voids and fragilities existing in the school routine.

RESULTS

Before the data analysis, a practical pedagogical proposal involving the research actors was elaborated.

DISCUSSION

Children play regardless of the state they are in. But they need to be presented and presented to the world around them. There is a need for an interaction between family, school and society. Public policies must meet the needs of the school so that these children can assume the role of citizenship.

CONCLUSIONS

After the investigative walk, we arrive at the main conclusions of this study that are presented in sequence through a synthesis of the representations and practices of children, teachers, parents.

- The praxis of cooperative games was constituted as a form of construction of the citizenship of the children. The games allowed the dialogue, the interest, the very close relationship between them. As the group decided and with the autonomy they were given to play, they were building new relationships and moving with sovereignty and wisdom to a desired citizenship. It has been confirmed that children's patterns of behaviour result from the model to which they are exposed. When they are "plastered", static / instrumentalized, for a long time, in the classroom portfolios, they demonstrated this behaviour in the games through more rigid attitudes. Conversely, when children play freely they are creative and spontaneous in their relationships and attitudes.
- We also find that when they are exposed to certain rules decided by the groups, some of them feel threatened to "like" the rules of adults and express aggressive attitudes, because they do not know another way to position themselves on what is new and strange to them. That is why we believe that it is important to foster dialogue among children so that they demonstrate and develop positive values in the group and feel confident in the autonomy they are offered to continue their natural evolution. At the beginning of the pedagogical intervention with games, the children brought from their daily feelings contradictions, sometimes sadness, fear, sometimes joy, laughter, contentment. With the cooperative games, there was the possibility of dialogue and played equally. This communication is perceived in the language and practice of games / bodies, which allowed for the overcoming and communion raising in them the idea of individual (s) and citizens.
- The children liked to play in the community, because they played with their brothers, cousins and classmates at school. Their statements were very significant, highlighting the ideas / practices of cooperation, solidarity and participation. Most kids enjoyed playing collective games, this is another essential feature of cooperative games. Games like pick-up, futpar, stars, little feet and little hands were some games more cited by the children. In them, the children felt more freedom and autonomy in playing, expressing the idea of being respected in their needs and opinions.

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