Playing at School: 
The school environment as creation and development
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Introduction
In this work, we present facilitation techniques for the
learning process, through play activities, in children in their
first year of primary school, seeking to favour their psychic
evolution and development.
Our main concern has been that of introducing into their
educational reality the use of toys with pedagogical and
prophylactic purposes, so that the vital energy of schools,
teachers and pupils may be recovered through play activities.

Method
The path that we have followed to reach this goal has passed
through specific procedures for each stage of the work.
We seek to approach different forms of intervention, and also
practices that could favour learning and also, more
importantly, recover the pleasure within the school environment.

Results
The results were assessed and then compared with the
reassessment made after the intervention by the teachers, in
the first term of class activities, after the proposed activities
had been carried out.

Abstract
This work is a study aimed at intervention upon children, seeking to strengthen their “psychic health”. This work has
theoretical and practical aims, who use play activities as a way of prevention, in mental health. Our aim in this research was
that of introducing, into the reality of education, the use of toys with pedagogical and prophylactic purposes, so as to promote
the development of the child.

Discussion
The results obtained with the tests used to evaluate the work
proposal, using body and play techniques as facilitators of
the child development process, present two different kinds
of data.
The dependent children became more relaxed, more
independent and also more sure of themselves, when
seeking a partner for the play activities. Those who were
most restless were able to calm down, and there were also
children who presented a significant improvement in self-
esteeem.
We consider that this assumption is relevant for the choice
of the toys used in play activities, following the natural
course of psychic development, which facilitates the
process of vegetative discharge and also promotes the
conscience of the body scheme.
Our main aim was that of being aware of the seriousness of a
child when playing. This play is a recovery of the child’s
pleasure, as well as being a way of discharging guilt, fears,
anxieties and emotions.

Conclusion
The results allow the reaffirmation of play as a type of
grounding, due to the fact that each toy has its own charge of
energy and also qualifies the child to mobilize healthy
content within its process of psychic development. As the
act of playing favours the climax of this energy, this
discharging enables general well-being, bringing feelings of
enjoyment and happiness. Play is a general feeling of joy.
Play is an agent that facilitates the process of achieving
energetic balance.
This process can be experienced at school if the role of the
educator within the psychopedagogical relationship
favours the expression of affects and/or the emotions of the
educand, providing the release of the respiratory capacity
and, consequently, of the learning ability. In this regard, it is
essential that the teacher goes through this process and
recognises in himself or herself their own blocked and
repressed child, within a world devoid of meaning,
preventing him or her from carrying out the role as an
educator, promoting love and happiness.