

Playing at School: The school environment as creation and development

Brasilda Rocha

Nucleus of Neo-Reichian Studies

bsrocha@terra.com.br

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 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-esteem.

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.

Case



Figure 37
Appraisal of
Human Figure

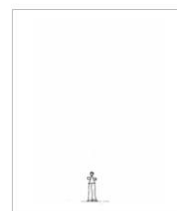


Figure 39
Reappraisal of
Human Figure



Figure 38
Appraisal of
House Figure



Figure 40
Reappraisal of
House Figure

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.