

REVITALIZATION AND EXPANSION OF THE RECREATION AREA AT THE DARCY RIBEIRO CHILDREN AND ELEMENTARY SCHOOL

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GOAL

Design a space where children can play, interact with each other safely and accessible to all, in addition to developing their senses, considering the proposal to design a Sensory Garden. Elementary School I is the starting point for the academic career of children, so schools need to be places of educational reference, with a good structure, considering access, accessibility, inclusion, classrooms and, among others, **recreation spaces** so that everyone can enjoy a place where they will have safety, comfort, fun and learning.

“If, however, the environment is not suitable and the child is among adults, these manifestations so incessant that they develop peacefully can become anguished, enigma and caprice.” (ROHRS, Hermann, 2010, pg. 110). The children’s educational environment must be organized, considering ways in which children alone and with the accompaniment of an educator can have their senses stimulated, being protagonists of their own learning.

JUSTIFICATION

The school structure must guarantee the means for children to have freedom so that, in addition to teaching, they can have environments that stimulate their senses, interaction, conviviality and that they can spend energy that is necessary and important in this stage of people’s lives.

The sensorial garden plays a fundamental role in the development of the students’ sensorial perception since it has the purpose of enhancing the senses, sensations and emotions, awareness, balance in addition to motor coordination. Children are blindfolded, encouraged and encouraged to walk through places with different textures of materials such as sand, stone, leaves, grass, and their hearing is challenged to find the direction of sounds produced, by bells for example.

With regard to the use of the Sensory Garden

as a teaching tool, we state that it can be considered a form of non-formal teaching as it is an activity organized outside the regular teaching system with educational objectives. [...]. Through the Sensory Garden, formal contents are shown to the student in a relaxed environment, which makes them a participatory being in the learning process, by stimulating their curiosity. (BORGES, Thaís Alves; DE PAIVA, Selma Ribeiro. 2009, pg. 8).

The positive points of the area chosen for the intervention are in relation to space, as it is an extensive area that already has a multi-sports court, floor and roof. The negatives are, on the court there are no bleachers, protection against the weather around it, with that the children are at the mercy of solar radiation and rain, winds, etc.

In this academic project, these issues are addressed for the development of the project in which the school structure contributes to the education and personal and social development of people, in this case children of Elementary School I, so that they grow up with critical thoughts, able to live in society contributing positively to myself and the environment. “[...] the best result is obtained when everyone does the best for themselves and for the group, [...]” (GOBBI, Izabella Barbosa, 2020, pg. 01)

METHODOLOGY

This academic work is destined to “Escola Municipal Senador Darcy Ribeiro” of Kindergarten and Elementary Education as a proposal of intervention, reform of the space destined to the recreation of the students, where it has a covered sports court.

First, measurements and analyzes of what improvements could be made in this space were carried out. After this step, the measurements were transferred to the AutoCAD computer program where the architectural project is produced.

We relied on the guidance of the professor of the Extension II discipline, in the preparation of the project until the final result, guidelines regarding the measurements of the different spaces that make up this reform proposal, the materials, structural interventions to provide comfort with safety, reinforcement of the upper beams of the multi-sports court to remove some support pillars ensuring visibility of the court to viewers accommodated in the stands.

Analyzes of articles, theses, scientific projects, searched by Google Scholar, were carried out to obtain references on the school environment and sensory gardens, seeking theoretical basis on the positive and negative points of these themes and how they can contribute to personal, social and intellectual development of children.

RESULTS

The project reached a satisfactory final result, beyond expectations, all the initial ideas were developed and implemented in the project, having as a final result an inviting, cozy,

playful, fun, safe space that can contribute to the education and development of the senses of students, because in addition to the sports court, playground for children to play, area with chairs and tables for outdoor classes or for snacks, bleachers for accommodation, the Sensorial Garden was proposed with the structure required for the garden to provide results, together with space for planting a vegetable garden.

CONCLUSIONS

The physical structure of the school can be an ally in the education and social and intellectual development of students. Design areas that stimulate creativity, that are inviting, where children like and want to be, since considering the natural course and taking into account all the teaching stages, it will be 12 years living in schools, from elementary school I to high school, as well as it is important to design sensory gardens, kitchen gardens, study areas or outdoor dining areas.

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