

Development of an unplugged game as a learning object for teaching the history of athletics in the olympic games

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ABSTRACT

The present work aimed to insert strategic tools with the use of board games in order to assist and facilitate learning about the history of Olympic games, highlighting the importance of working the Olympic context in the disciplines of Physical Education and History. Even with the advance of technology, teachers still find it difficult to teach their students in the classroom, because distractions and lack of interest are commonplace in the school environment. Thus, a systematic review of the literature was conducted from journals and academic articles, aiming at a deeper study on the theme addressed. With this, OlympiaQuiz was created, a board game focused on teaching the Olympic Games, exploring the social and historical context of the time, to encourage learning through games.

KEYWORDS

Educational Games; Board Games; History of the Olympics; Learning through Games.

1 INTRODUCTION

According to [1], the history of sport -specifically athletics -is one of the essential contents to be taught in Physical Education classes. In addition, in the context of the discipline of History, the inclusion of issues related to sports may arouse greater interest in students in acquiring knowledge, showing that sporting events are also related to political and historical processes (ARAÚJO, 2021).

It is possible to analyze the world scenario from the Olympics, mainly in the 1936 edition, which was based in Berlin, in a chaotic scenario preliminary to the second world war in which Germany

tries to use the Olympic Games as a propaganda resource for the Nazi regime. However, the Olympics that year had a significant number of Jewish and black medalists, making it an important moment in history. This event demonstrates that the Olympics have the power to represent the general context in which the world is. Thus, it is clear that the Olympic Games are of paramount importance to the world context.

ANDRIOLLI (2017) stated that the cultural-historical work of the Olympic sports has the possibility of dialogue with Physical Education, which is a discipline that addresses the body practices of movement body culture, and its function is to educate to understand and transform the contextual reality that involves human relationships. However, even though Physical Education at School works with several contents focused on themes valued in people's daily lives, the curricular component still has great difficulty in enabling teaching-learning circumstances (KRUG,2019). Thus, SILVA(2009) states that one of the most apparent difficulties in the teaching process is the students' ability to concentrate and focus and, even though the Physical Education subject is considered quite attractive, it also goes through this adversity.

Classroom activities require full concentration and educational games are shown as efficient resources in developing this competence, as they motivate access to knowledge in a more pleasant way [5]. According to TAROUÇO et. al. (2004), games are efficient instructional tools, as they entertain while motivating, facilitate learning and increase the ability to retain what was taught, exercising the player's mental and intellectual functions. In this sense, educational games are defined as all applications that can be used for some educational purpose or that have a pedagogical basis.

Gamification, for example, aims to make its users feel attracted to doing a task that in a normal context they would not be so interested

in performing (DOMINGUES, 2018). In other words, what is intended is that its users feel motivated to perform an activity without major difficulties, something that board games usually do very well. In this way, it is possible to provide the student with a means of motivation and engagement similar to that found in players interacting with a game, by inserting pedagogical activities along with game elements. Thus, although the concept of game as a free activity is still considered, its idea is developed in the sense of considering games as a corporal practice that can be included in the Physical Education curriculum in Basic Education, as well as fights, sport, gymnastics and dances. In this sense, it is necessary to analyze the pedagogical possibilities of using board games in Physical Education classes at school. (FURTADO et. al., 2020). Furthermore, although digital games are predominant, non-digital games such as card and board games can also be used for instructional purposes, as they have an interaction mode [9].

Board games, when well oriented and performed correctly, have several benefits, but in practice they are little used. The insertion and methodological didactic referral for board games in the classroom has as its main focus the development of concentration and remembering the importance of discussing the origin of the games and their rules [5].

Thus, this work aims to present an analysis of the use of board games in order to identify the historical facts of the Olympics, exploring aspects of educational games, along with learning through games. This article is divided into sections: Methodology, which deals with the work construction process; Result, which presents the board game “OlympiaQuiz”, developed with the aim of seeking greater inclusion of Olympic athletics in the classroom and better learning for students about the history of the Olympics through an educational game; Final Considerations, which presents the perspectives obtained through the development of this work.

2 METHODOLOGY

In order to seek a basis for a deeper understanding of the importance of using educational games in learning, with an emphasis on the history of the Olympic Games, a systematic literature review was carried out with magazines dealing with the use of games in learning and the importance of the Olympics. To provide a segment for the research, the result of the mapping was used in the argumentation and foundation for the construction of a board game aimed at teaching the main concepts around athletics in the Olympics.

After completing the process of collecting references, the question construction stage began, based on historical events around the entire trajectory of the Olympic Games, from the first Olympic competition of the Modern Era in Athens, 1896. until its realization in Brazil, in 2016. Seventy-five questions were validated, twenty-seven open-ended and forty-eight of multiple choice, with the objective of expanding the student’s knowledge about the evolution of the sports modalities of the Olympics, both technically and historically. We sought to focus the content of the questions for a perspective oriented to the historical, social and political context, so that, during the game, a connection between sports and the transformations that occurred in the history of the world during the period of existence of the Olympic Games. These aspects involve not only learning about the history of the Olympics, but also the social changes that have taken place, marked by the new sports introduced and by the inclusion of athletes who previously did not have their place in the Olympic Games.

At the end, with the purpose of highlighting the importance of board

games in learning and the history of athletics in the Olympics, the data collected, and the elaborated questions were applied in the elaboration and construction of an educational game. It is a low-cost board game, easy to print and use, based on the bibliography referring to athletics and its Olympic history, so that it can be worked on in Physical Education and History classes in a quick and practical way.

RESULTS AND DISCUSSION

Aiming at greater application of the History of the Olympic Games in the classroom and an expansion of the possibilities of games worked on in the Physical Education discipline, a question-and-answer board game was created. The game was named OlympiaQuiz, referring to its objective of testing students' knowledge of athletics in the context of the Olympic Games through a Quiz model, so that participants can acquire notions of the functioning of the Olympics and relate this information with world history and the importance of studying the sport, specifically athletics.

The game is carried out by drawing data and solving the questions. With the proposal to be a quick game, each round must have a minimum of three participants and a maximum of five, with its descending order decided by the drawing of the dice. The die is responsible for deciding the game order at the beginning of the game and the number of squares that the player must walk when hitting a question.

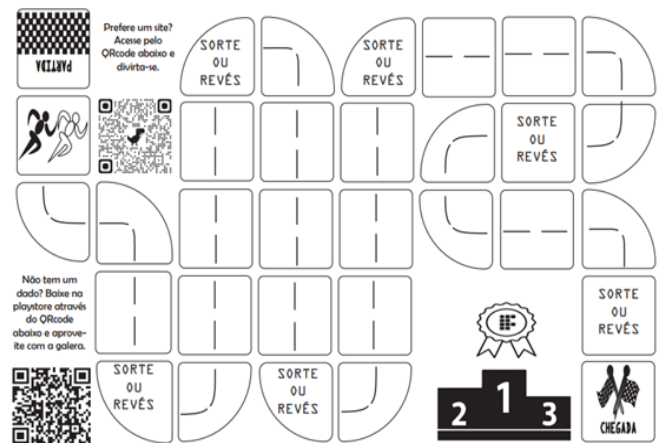


Figure 1: Image of the OlympiaQuiz board.

The game is composed of three types of cards, which are the reward, punishment, and question cards, as shown in Figure 1.2, which comprise the Quiz format. The punishment or reward cards, called luck or setback, have their verses the same, making it impossible for the player to know what is written.



Figure 2: Image of question cards.

The question cards, illustrated in Figure 3 and composing a primordial part of the quiz, were based on seventy-two questions created around the history of athletics in the Olympic Games, including discursive and multiple-choice question. The resolution for the questions is present on the back of each card, so who has the duty to read the question is the player to the right of the player in the round, who has the right to answer.

The development of the game takes place in the dynamics of answering the quiz correctly, so that all participants fix the content of the questions and are more interested in athletics and the Olympics. With the proposal of being a quick game, each game must have a maximum of 30 minutes, enough time for one of the players to reach the finish line with a good performance in the questions and in the throw of the dice. At the end of the game, it is intended that part of the questions have been addressed, and the rest can be discussed in a future game.



Figure 3: Image of question cards.

3 CONCLUSION

This work aimed to present a contextualization of the history of the Olympics, relating to the relevance of incorporating athletics in a more present way in physical education classes and the possibility of creating a greater link with the discipline of history through the use of games for learning the history of athletics. As we saw in the previous sections, throughout the history of sport and the trajectory of the editions of the Olympics, it is possible to see political and social changes of great significance for humanity, linking world history to the history of sport. For greater fixation of such themes, the use of games in the school environment is proposed, entering into discussion the effectiveness of educational games and the suggestion of expanding the use of boards in classes. Considering relevant doctrines on the subject, it is evident that games can represent learning, relaxation and motivation at different times, which highlight learning in a broader and more comprehensive way than the school environment allows.

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