THE TOURISM PLAYROOM EXTENSION PROJECT: THE CREATION AND APPLICATION OF EDUCATIONAL GAMES AT THE UFPEL SCHOOL OF INCLUSION

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ABSTRACT

The aim of this study is the development of educational games for awareness-raising activities in the areas of tourism and heritage with people with disabilities. In this context, the general objective of this study is to present two games developed by the Extension Project "Tourism Playroom", from the Tourism Program of Universidade Federal de Pelotas (UFPel), based on the experience of working with the group of students of UFPel's Inclusion School in 2016. To do so, we carried out bibliographic research, documentary research and field research, interviewing students, parents and organizers of the Inclusion School. Based on the analysis, it can be concluded that "Heritage Bingo" was the game that drew the most attention, with the use of large images so that the whole class, regardless of age or disability, could participate, making the action, in fact, playful and inclusive.

Keywords: Tourism Playroom. Educational games. Universidade Federal de Pelotas' Inclusion School.

1 INTRODUCTION

The extension project "Tourism Playroom", from the Tourism Program of Universidade Federal de Pelotas (UFPel), was created in 2005, with the initial goal of creating educational games based on tourism, heritage and citizenship, to be used as support material in workshops of the extension and culture projects "Tourism and Heritage Education" and "Tourism, Education and Citizenship"[I] , aimed mainly at children, primary school students from public schools of Pelotas.

Although the main focus of "Tourism Playroom" is the care of primary school children in the city of Pelotas, the project has already served schools in nearby municipalities, such as Rio Grande and São Lourenço do Sul, and has also participated in events such as Pelotas BookFair and Heritage Day. Whenever requested, the Project also serves different groups, such as the elderly and people with disabilities.

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In 2016, UFPel's Tourism Extension projects "Tourism Education and Citizenship", "Tourism Heritage Education", and "Tourism Playroom" served 19 students of UFPel's Inclusion School, during four meetings, divided into two themes: "Tourism, Travel and Means of Transport" and "Pelotas". In each of these themes, a workshop and a walk in which the contents were dealt with were carried out. In order to help run the workshops, the project "Tourism Playroom" developed two games according to the profile of the group and the purpose of the contents.

In this sense, the aim of this work is to present the two games developed by the Extension Project "Tourism Playroom" based on the experience of working with the group of students from the Inclusion School. In order to meet the general objective proposed by this study, bibliographical research, documentary research and field research were carried out, with interviews with students, parents and organizers of the School of Inclusion.

[I] In 2017, the projects underwent a new reformulation and became four projects: "Tourism Playroom", "Tourism and Heritage Education Workshops", "Pedagogical Visits" and "Monitored Visitations to UFPel's Buildings".

In view of the results obtained, it was concluded that two applied games stimulated the group's interest and learning of the presented themes in a fun and creative way. The experience with students from the Inclusion School helped to expand the area of activity of the "Tourism Playroom" Project, allowing more people to have access to tourism education in a playful and integrated way. Finally, the performance of these activities was also extremely important for the training of students from the Tourism Program, since besides presenting the paths for inclusion, it made possible the integration between academics and the community.

2 IS THE CLASSROOM A PLACE FOR TOURISM? THE EXPERIENCE OF THE "TOURISM PLAYROOM" EXTENSION PROJECT

Based on the understanding that tourism "is much more than a service industry, it is a phenomenon with a cultural base, with historical heritage, diverse environments, natural cartography, social relations of hospitality, exchange of intercultural information" (Moesch, 2000, p. 20), UFPel's Tourism Program seeks through extension actions to work on contents related to heritage, environment and tourism education, mainly with schools and the community of Pelotas and surrounding regions.

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The actions are developed with an interdisciplinary approach, aiming for a dialogue between Tourism and other areas of knowledge such as History, Geography, Arts, Biology, with the objective of broadening the students' world view, offering knowledge to be aggregated in their basic education, as well as promoting a complex reading of reality, according to Fonseca Filho (2007).

In this context, the "Tourism Playroom "extension and culture project ends up acting as a support project in the promotion of these educational actions for tourism and heritage, since its work is concentrated on the study, elaboration, and performance of pedagogical activities, and finally, the cataloging and maintenance of the collection that must be composed both of printed materials, as well as the cataloging of games oriented through the creation of objectives and rules, singing games, theater and group dynamics (Figure 1).

Figure 1: Educational activities carried out with students of Pelotas' public schools

Source: Collection of extension projects from UFPel's Tourism Program, 2016.

Playfulness (Ludicidade, in Portuguese) is a word that has its origin in the Latin word ludus, that means game and, according to Huizinga (1996), it is an activity or voluntary occupation, exercised within certain time and space limits, according to rules freely consented, but absolutely mandatory, endowed with an end in itself, accompanied by a feeling of tension and joy and an awareness of being different from 'everyday life'.

According to Bethelheim (1979), quoted by Pflüger & Weiss (2016), the child's play is directly linked to the child's activities, where the only existing rules are those created by him/herself, flexible and showing an easy involvement of the fantasy, there being no goals outside the activity in itself.

Games, on the other hand, have the competitive component and require the use of their material in a predetermined way, diminishing the freedom of imagination, in the sense that the child can not invent things.

> (...) one of the most important characteristics of the game is its spatial separation from everyday life. It is entitled to, either materially or ideally, an enclosed space, isolated from the everyday environment, and it is within this space that the game is processed and that its rules have validity. (Huizinga, 1996, p. 23)

Throughout its twelve years of activity, the "Tourism Playroom" has produced a collection that consists today of twenty-five cataloged games (individual and group), emphasizing competitive games of reasoning or intellectual games, such as: word searches, dominos,

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quizzes, memory games, puzzles and bingo, with the themes of heritage, citizenship and tourism.

The work methodology of "Tourism Playroom" consists primarily of identifying the profile of the groups to be served and the objectives to be achieved in the educational actions with these groups. Based on this information, first, a search within the project collection is carried out to verify the existence of games and play activities that can be performed. Three processes can result from this search: 1. The performance of a game or play activity already existing in the collection[II]; 2. The adaptation of any existing game or play activity[III]; 3. The development of a new game or play activity[IV]. In the case of educational activities that do not require the use of printed support material for its performance, the process will be done only through research, the activity's suitability according to the group profile and objective of the educational action; concept development, objectives and rules and performance with the groups. In the case of printed materials, the process involves UFPel's publishing company. With the material ready, the project's students will execute the games and play in the workshops and, in the end, will evaluate them. Finally, the collaborating students should carry out the collection's maintenance (Figure 2).

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[II] In case an existing game or play can be executed, the necessity or not of a new print within UFPel's publishing company will be verified

[III] If the adaptation of a game or play is required, after the process of changing and obtaining the final design, the material is sent to UFPel's publishing company for printing.

[IV] For the elaboration of a new game or play the following steps will be taken: bibliographical research on playfulness; bibliographic research on games and play appropriate to the group profile; bibliographic research on the themes to be approached, according to the purpose of the game or play; searching for other sources, such as photos, maps, music, maps, etc., depending on the purpose of the game or play; development of the concept of game or play; creating the layout; pre-test; correction and final elaboration; forwarding of the printing to the publishing company; patent and cataloging.

Figure 2: Copies of the games and play collection from "Tourism Playroom". From left to right, from top to bottom: "Discovering São Lourenço do Sul", "Tourism Bingo", "Guessing game", "Memory game".

Source: Collection of extension projects from UFPel's Tourism Program, 2016.

According to Kishimoto (1994), playfulness is a necessity of the human being at any age and can not be seen merely as fun. The development of the ludic facilitates learning, personal, social and cultural development, the processes of socialization, communication, expression and construction of knowledge. Makarenko (1985) says that "playing is as important in the life of the child as is the work for the adult." Hence the importance of applying games and activities that aid in the development of children and adults.

3 UFPEL'S INCLUSION SCHOOL

The UFPel Inclusion School opened in 2015 thanks to a demand of the Pelotas' community, more specifically the Association of Parents and Friends of Young People and Adults with Disabilities (APAJAD). The School started its activities in March 2015 with 8 students and today there are 27 students enrolled, 15 men and 12 women. The ages of the students range from 24 to 57 years old. They are a group of young people with different disabilities: Intellectual Disability, Down syndrome, Hearing Impairment, Poor Eyesight, Autistic Spectrum Disorder, Cerebral Palsy and Cognitive Behavioral Deficiency.

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In the 1990s, Brazil instituted the National Policy for the Integration of People with Disabilities, including among its guidelines the determination to include people with disabilities in all governmental initiatives related to education, health, work, public construction, social security, transportation, housing, culture, sport and leisure (DECREE number 3.298, 1999, Article 6, clause III). Considering that many people with disabilities, mainly the young and adults, face difficulties in finding formal spaces to develop their abilities within the university, the group in question found the opportunity to perform different activities such as computer science, cooking classes, photography, dance, through the work of UFPel's students and professors.

In 2016, UFPel's Tourism Extension projects attended by 19 students from the Inclusion School, in which four meetings were held, divided into two themes: "Tourism, Travel and Means of Transport" and "Pelotas". In each of these themes, a workshop and a walk in which the contents were dealt with were carried out. In order to help run the workshops, the project "Tourism Playroom" developed two games according to the profile of the group and the purpose of the contents.

Because it was such a diverse group, the difficulty of thinking of games and play activities that met the needs of everyone was great, taking into account that some had motor limitations; others had difficulty speaking, hearing and seeing and even difficulty in socializing with colleagues. For this reason, it was necessary to think of activities that could be carried out with all the students, in an accessible way, that is, that they could execute the activities with the most autonomy and above all, that all could fulfil the same tasks, regardless of their deficiency, always having in mind Article 27 of the Brazilian Law of Inclusion of the Person with Disability:

> education constitutes a right of the disabled person, ensuring an inclusive educational system at all levels and lifelong learning in order to achieve the maximum possible development of their physical, sensory, intellectual and social skills and abilities, according to their characteristics, interests and needs. (Law number 13.146, 2015)

In addition to the Tourism Program, other programs from UFPel have already carried out or are carrying out activities at the Inclusion School, among them are the following: Physical

Education, Dance, Veterinary, Film and Audiovisual, Occupational Therapy and Nutrition. This experience between the academics and the students of the Inclusion School provides great exchanges of knowledge, as well as preparing the future professionals of these different areas for inclusion.

4   METHODOLOGY

In order to meet the general objective proposed by this study, bibliographical research, documentary research and field research were carried out, with interviews with students, parents and organizers of the Inclusion School.

According to Marconi & Lakatos (2008), bibliographical research or secondary sources includes all bibliography already made public in relation to the topic under study, from individual publications, bulletins, newspapers, magazines, books, research, monographs, theses, cartographic material, etc., to oral media: radio, magnetic tape and audiovisual recordings (films and television). For this article, bibliographies were searched that dealt with themes such as games, toys and play, Tourism and Accessibility.

Documentary research, according to Dencker (2007), is characterized by using material that has not yet received analytical treatment or that can be re-elaborated. For this work we used as documentary source the activities report of "Tourism Playroom" from 2016, the Decree number 3.298 (1999) which deals with the National Policy for the Integration of People with Disabilities, as well as the Statute of the Person with Disabilities (2015).

The third and last stage of the research consisted of a field research with interviews with students, parents and organizers of the Inclusion School, with the aim of evaluating the activities carried out by the three extension projects "Tourism Playroom", "Tourism Education and Citizenship", and "Tourism and Heritage Education" throughout the four meetings. Only the questions related to the work of "Tourism Playroom" were analyzed for this paper, as well as the elaboration and performance of the educational activities within the group.

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5 RESULTS

In 2016, the Tourism Playroom and two other extension projects from UFPel's Tourism Program were sought by organizers of the Inclusion School. After the meeting with the organizers, the first meeting of students from the Tourism Program with members of the Inclusion School was held, the students were participating in a gastronomy workshop, which made it possible to analyze different aspects such as the motor coordination of each student, if everyone was able to handle the utensils, how they reacted to group activities, in order for us to be able to think of the games to be used with them.

Based on the group profile of the Inclusion School and on the establishment of goals to be achieved in the educational actions, a search was carried out in the Tourism Playroom collection to verify the existence of games that could be used. Two processes resulted from this search: 1. The adaptation of any existing game or play; and 2. The creation of a new game or play.

Given the importance of games for human development, in order to contribute to increasing the independence of the subjects, to stimulate their visual and auditory sensitivity, to value the cultural aspects of the community in which they are inserted, to develop motor skills, to exercise their imagination, creativity, as well as socialization and integration (Dallabona & Mendes, 2004), the "Tourism Playroom" team, both in the process of elaboration and in the process of adaptation of the educational games, sought to work with what was more familiar to the daily life of the Inclusion School students. We looked through the group's travel diaries, places they had visited, their memories of these places, the means of transport used, memories related to food and places that they go to in their free time in Pelotas. The game "Let's Travel?" was created and "Heritage Bingo" was adapted.

The game "Let's Travel?" was used in the thematic workshop "Tourism, Travel and Means of Transport". The aims of the workshop were to present the main aspects related to travel and tourism from the experience of the Inclusion School students and to promote the discussion about accessibility and Adaptive Tourism with the organizers, parents and students.

In the workshop, after a brief theoretical presentation on the subject, students should report the best means of transportation to move between different locations in the city, state, country or the world, starting with the city of Pelotas. Videos of simulations of trains, airplanes and car trips were shown to stimulate knowledge about means of transport, as well as being a fun and relaxing moment for the participants, who showed great enthusiasm (Figure 3).

Figure 3: "Tourism, Travel and Means of Transport" workshop held on August 15, 2016.

Source: Collection of extension projects from UFPel's Tourism Program, 2016.

Game 1 – Let's Travel: To play the game "Let's Travel" (Figure 4) a world map was designed on the board by means of a projector, where different places were shown on the map (slide) and, alongside some signs with images of means of transport, such as aircrafts, cars, buses and motorcycles (printed images). The participants should say which means of transport were most suited to reach the location indicated on the map, always departing from the city of Pelotas (Figure 5). At this point, the students evoked memories of their trips and showed interest in the subject. It is worth mentioning that in the workshop in question; videos and images of people with disabilities traveling were shown, with the aim of encouraging and presenting new possibilities to the students.

Figure 4: Playing of the "Let's Travel" game on August 15, 2016.

Source: Collection of extension projects from UFPel's Tourism Program, 2016.

Figure 5: Image of the means of transport used in the game "Let's Travel?".

Source: Collection of extension projects from UFPel's Tourism Program, 2016.

The second thematic workshop had the theme "Pelotas" and aimed at learning about the history of Pelotas and the identification of the city's cultural and natural heritage, as well as promoting a discussion about accessibility to leisure and tourism spaces in Pelotas with the organizers, parents and students of the Inclusion School. At this stage, the Tourism Program

students had the opportunity to identify different aspects regarding accessibility in the city of Pelotas, it was perceived that the city lacks accessibility, the opportunity to be able to analyze and identify this type of question is also of extreme importance for the training of future professionals of Tourism, since it is necessary to be prepared to attend to all kinds of tourists.

Game 2 – Heritage Bingo: A similar game called "Tourism Bingo" already existed in the "Tourism Playroom" collection. However, it was necessary to make some adaptations in the game, to meet the needs of the group and to make it more dynamic. Instead of numbers, 22 images of places in Pelotas were used, symbols such as the flags of Rio Grande do Sul and Pelotas, food and drinks typical of Rio Grande do Sul were identified based on students' testimonies and photographs of tours already made by the group. That is, images of tangible and intangible heritage that were part of the students' experience, which they would be able to recognize[v].

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Thus, several cards (Figure 6) were printed with these different figures and each image had a number; after being drawn, the image was shown on the projector and the students should cross out the figure of their card.

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[v] The following images were used: *Museu Municipal Parque da Baronesa; Estádio do Grêmio Atlético Farroupilha; Anglo; Aeroporto de Pelotas; Estádio Bento Freitas; Monumento "A Pelota"; Prefeitura; Theatro Guarany; Theatro Sete de Abril; Estádio Esporte Clube Pelotas; Rodoviária; Catedral do Redentor; Doces de Pelotas; Biblioteca Pública; Formiguinha; Churrasco; Chimarrão; Praia do Laranjal; Grande Hotel; Catedral São Francisco de Paula; Chafariz; Bandeira do Estado do Rio Grande do Sul; Bandeira de Pelotas; Porto de Pelotas; Antigo Banco do Brasil; Dança Tradicionalista; Mercado Público; Torre do Relógio; Calçadão.*

Figure 6: Copies of cards used in the Heritage Bingo

Source: Collection of extension projects from UFPel's Tourism Program, 2016.

O jogo original presente no acervo "Bingo do Turismo" apresentava peças pequenas, o que dificultaria o andamento da atividade, impossibilitando que todos os participantes conseguissem jogar sem ajuda. Por isso, as modificações foram realizadas. Foram impressas cartelas em folhas de papel, para que facilitasse o processo de marcação das imagens, já que The original game in the "Tourism Bingo" collection had small pieces, which would make it difficult for the activity to progress, making it impossible for all participants to play unaided. Therefore, adaptations were made. Cards were printed on sheets of paper to facilitate the process of marking the images, since some students had motor difficulties and our goal was to present games and activities in which everyone had the autonomy to participate. The methodology used to make Heritage Bingo an inclusive game can be used as a pedagogical resource for other works with people with disabilities, both within the academy and in schools.

It is worth noting that we did not intend to stimulate competition among the students, so at the end of the activity there were no winners and losers, we tried to show that everyone was important for the development of the activity. At the last workshop, after the bingo, each of the students received certificates and participation cards, to show the importance of each one of them to the activity.

After the workshops, an interview was conducted to evaluate the performance of the three extension projects with the Inclusion School group. The interview was conducted separately with each group: group of students, group of parents and group of School organizers.

As for the performance of the "Tourism Playroom" Project, the group of students was asked which game they liked the most and the answer was "Bingo" (verbal information, 2016). Along with the organizers of the Inclusion School group, they were also asked about their perception of the use of games in the classroom in the Tourism workshops:

> I think, what caught my attention in your group, about Tourism, right, you have content for them and then, through the content, you made a playful thing, it was bingo, right. And I think that drew a lot of attention. What they saw on the projector, which was what you did, they had some practice there, they paid attention, I think it was pretty cool. (UFPel's Inclusion School Organizers' Representative, personal communication, October 4, 2016)

In this sense, it can be concluded that "Heritage Bingo" was the game that drew the most attention, with the use of large sized images so that the whole class, regardless of age or disability, could participate, making the action, in fact, playful and inclusive.

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6 FINAL CONSIDERATIONS

Given the results obtained, it was concluded that the games stimulated the group's interest and learning of the themes in a fun and creative way. The experience with the students from UFPel's Inclusion School helped to expand the "Tourism Playroom" area of activity, considering that the target audience of the project is the elementary school children of Pelotas, more people have access to tourism education in a playful and integrated way.

The performance of these activities is also of extreme importance for the training of the Academics of the Tourism Program, besides presenting the ways for the inclusion, it allows the integration between academics and the community. Also, it presents new methodologies for creating games and activities that can be used with people with disabilities, and can serve as an example for new activities within the academy.

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