

## 6 PLAYING LEARN TO VALUE LIFE

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**ABSTRACT:** This study presents the main findings of qualitative research conducted in the discipline of Supervised Internship: survey of pedagogical practices which sought to examine the promotion of appreciation of life established by means of playing in Physical Education. Through several children's play, the students were stimulated to understand the aspects of prevention and maintenance of life on the dynamics of being integrated with nature, promoting positive living experiences for civic education and planetary consciousness. We are referring this work to the principles of action research, and to the view of reflection-action-reflection. The theoretical and practical elements of the pedagogical approach of Critical Emancipatory Physical Education guided our actions and thoughts. We conduct theoretical and practical workshops with students of the 4th grade in the elementary school of Colégio de Aplicação UNIVALI (CAU). These knowledges were addressed in an interdisciplinary approach. They were used tools for collecting and analyzing data: teaching plans, lesson plans, reports, photos and videos. We identified in playing the expression of different knowledge and meanings attributed by the students as humanized practices and attitudes of valuing life. The students have shown pleasure in facing the challenges of life, concerns about the human risks and established relationships with death, relating to the environment in which they live, with me and with each other. It became evident the care for the environment as a space to play, accompanied by a coherent and humanized reflection of the ecological survival. By playing, they demonstrated integration with nature in the dynamics of the whole body. The children's play has become a strategy for thinking and feeling life.

**KEY WORDS:** Physical Education. Childrens's play. Value of life.