



The changes promoted by the practice of dance in the family life of young people aged 10 to 15 years old Castelão Olympic Village¹

The changes promoted with the practice of dance in the family life of young people from 10 to 15 years of age in the Castelão Olympic Village

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SUMMARY

The theme of this paper is "The Changes Promoted by Dance Practice in the Family Life of Children at the Castelão Olympic Village." The main objective is to analyze the changes dance promotes in the family life of children at the Castelão Olympic Village, from the perspective of parents and the children themselves. To achieve this objective, empirical quantitative and qualitative research was conducted with children attending dance classes at the Castelão Olympic Village, including a questionnaire administered to mothers and children. The Olympic Village is a permanent government institution that develops sports, arts, cultural, and leisure activities for children, adolescents, adults, and the elderly, primarily those in situations of social vulnerability and living in low-income communities.

After verifying the data collected through the questionnaires, the importance of dance in the lives of these children can be seen.

Keywords: Dance. Education. Child.

ABSTRACT

The theme of this work is "The changes promoted with the practice of dance in the family life of the children of the Castelão Olympic Village", with the main objective of analyzing what changes the dance promotes in the family life of the children of the Castelão Olympic Village, from the point of view of the parents and the children themselves. To achieve the objective, empirical investigation of a quantitative-qualitative nature was carried out with the children who attend the dance classes of the Castelão Olympic Village, with the application of a questionnaire to the mothers and children. The Olympic Village is a permanent government institution that develops sports, artistic, cultural and leisure actions, aimed at children, adolescents, adults and the elderly, primarily, in situations of social vulnerability, living in low-income communities. After verifying the data collected through the questionnaires, it was possible to verify the importance of dance in the lives of these children. **Keywords:** Dance. Education. Child.

1 INTRODUCTION

This article has as its theme "The changes promoted by the practice of dance in the family life of children from Vila Olímpica do Castelão", considering that dance can be presented as an important means for promoting education.

Education can be considered as a process of developing the physical, intellectual and moral capacity of human beings, with the aim of improving their individual and social integration, and consists of one of the most important segments for the growth of a country, since it is through the construction of knowledge that a country develops and improves the quality of life of its entire population.

Brazil is characterized as a country of cultural diversity, with dance as one of its most relevant expressions, encompassing a wide range of potential learning opportunities. Dance has been a necessity and essential characteristic of human beings since the beginning of time. Regardless of color, race, culture, rhythm, or gestures, everyone dances. Therefore, the earlier people experience this art, the greater the investment will be in the education of men and women who are aware of their perception of the whole and, consequently, of their own lives. Given the above, it is worth asking: What changes can the practice of dance bring to the 1 Article derived from the final thesis of the Bachelor's degree in Physical Education at Universidade Estadual Vale do Acaraú (UVA) in 2010?



family life of the children of the Vila Olímpica do Castelão?

The work is justified by the fact that dance constitutes a valuable educational resource, and it is essential to treat it as a product of human knowledge. It can be said that dance is seen as a means of communication, self-affirmation, and, above all, a way to express feelings, as well as a form of leisure. The choice of this theme was based on the author's direct experience with dance and recognition of its importance.

In this context, this study's main objective is to analyze the changes dance promotes in the family life of children in the Castelão Olympic Village, from the perspective of both parents and the children themselves. The specific objectives are: to examine the relationship between dance and education; to explore the importance of family in a child's education; to identify how parents perceive the changes dance promotes in their children; and to determine whether the children themselves notice the changes they experience after practicing dance.

To achieve the objectives, an empirical, quantitative and qualitative study was conducted at the Vila Olímpica do Castelão, specifically with students aged 10 to 15 and their mothers who attend the institution's dance classes. They were administered mixed questionnaires, that is, with both open- and closed-ended questions. The study was conducted with the authorization of the institution and the students' parents, through signed waivers. It should be noted that the research does not disclose the names of the students or their parents, and does not pose any risk. It is worth noting that the study did not incur any costs.

2 MATERIALS AND METHODS

To prepare this article, which is both theoretical and empirical in nature, specialized literature, journals, articles, and primary sources (PCNs and LDB) were used to better position the reader regarding the topic addressed. Method, according to Gil (2007, p. 26), "is the path to reach a certain end, and scientific method are intellectual and technical methods adopted to achieve knowledge."

Gil (2007) explains that the first step, before starting social research, is normally when the researcher determines the problem to be researched, which can be any unresolved issue that is the subject of discussion in any area of knowledge, which involuntarily receives influences from the researcher's cultural, social and economic environment.

According to Markoni and Lakatos (2006) the purpose of bibliographic research is to position the reader, putting him in contact with everything that has been written, said or filmed on a given subject.

Research can be considered a formal procedure with a reflective thinking method that requires technical or scientific treatment and constitutes the path to understanding reality or discovering partial truths. It means much more than simply seeking the truth, but also discovering answers to questions or solutions to problems raised through the use of scientific methods.

(MARKONI and LAKATOS, 2006 p. 14).

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In the initial phase of developing a verification, it is necessary to conduct bibliographic research to learn more about the subject under analysis: to determine whether there are already published works on the topic, whether it would be worthwhile to repeat the investigation with the same objectives, what methods were used in other investigations, and to decide on the best research method to apply to ensure the efficiency of the final result. This constitutes an excellent technique for providing the researcher with the theoretical background, knowledge, and scientific training that enable the production of original and relevant work.

Empirical research is a phase that occurs after the bibliographic study, allowing the researcher to gain a solid understanding of the subject. This is the stage in which they define the research objectives and hypotheses, the data collection method, the sample size, and how the data will be tabulated and analyzed. Field research can be of the following types (MARCONI and LAKATOS, 1996):

Since the objective of this research is to examine the changes dance promotes in family life, it can be considered exploratory in nature. Exploratory research may use questionnaires, interviews, participant observation, and content analysis, among other things. According to Oliveira (1997), the choice of method and technique depends on the research objective, available financial resources, the team, and the elements within the research field.

One of the research objectives is a qualitative approach. To analyze social and power relations within the institution, we used differentiated questionnaires for different stakeholders (students and parents) within the institution, aiming to analyze the changes dance promotes in the family context.

3 INSTITUTION RESEARCHED

The research was conducted at the Castelão Olympic Village, which opened on May 15, 1998, during the Tasso Jereissati administration and was maintained by the Sports Department, represented by Nilton Melo de Almeida. Today, it is maintained by the Sports Department, represented by Ferrucio Feitosa. The Castelão Olympic Village is a permanent government institution that develops sports, arts, cultural, and leisure activities for children, adolescents, adults, and the elderly, primarily those in situations of social vulnerability and living in low-income communities. It is worth noting that the Fortaleza Olympic Villages are administered by the Federal University of Ceará.



Fig. 1 – Front view of the Castelão Olympic Village
Source (MONICA SOUSA 2010 MONOGRAPH AUTHOR)

The Olympic Villages have an important educational and inclusive role, however, they still require further reflection, not only regarding their physical dimensions, technical and engineering adaptations, but, above all, the insertion of sport in society as a future possibility of raising social awareness, based on respect for oneself, others and the community.

The pedagogical proposal for the Olympic Villages of Ceará is oriented around philosophical-social assumptions (epistemological, theoretical and methodological choices arising from academic discussions held at UFC in the Physical Education course) that are based on a conception of the human being, of human emancipation, from the perspective of an unfinished historical-social being, capable of constructing its own knowledge, thus contributing to the construction of this more just, equitable and democratic community. These assumptions will be joined by those that underpin the action of Education in Art that permeates the pedagogical project of the Pedagogy and Music Education Courses, both at UFC, in the integral formation of this new citizen.

The Olympic Villages' mission is to provide comprehensive education for children and youth in all their biopsychosocial dimensions. Through socio-cultural and sports activities, they foster the development of a critical and reflective consciousness through civic actions capable of fostering the inclusion of children and youth within a perspective of a better quality of life, away from violence, crime, and drugs. The understanding that knowledge of the body precedes the discovery and integration of the outside world and allows one to experience one's limits and possibilities, as the true meaning of citizenship.



Fig. 2 – Moments of the Dance class - Castelão Olympic Village
Source (MONICA SOUSA, 2010 AUTHOR OF THE MONOGRAPH)

The Olympic Villages are divided into blocks: Sports and Leisure Block, Human Resources Block, Nutritional Support Block, Socio-Community Block, Cultural and Artistic Pedagogical Block, and Administrative Management and Resources Block. This work focuses on the sports and leisure block, specifically dance classes. Leisure sports activities aim to enhance comprehensive development, with cooperation and solidarity across the following dimensions: social, cognitive, socio-affective, psychomotor, etc.



Fig. 3 – Moments before the questionnaires were administered to the children.
Source (MONICA SOUSA 2010 MONOGRAPH AUTHOR)

4 RESEARCH PARTICIPANTS

The research used two mixed questionnaires as a technique for malpractice research, or

that is, with open and closed questions, it consists of a set of questions, which the person reads and answers. It can be sent by mail, fax, internet, etc., and is usually returned by mail. After the questionnaires are returned, before analysis, the data is verified. According to MATTAR (1996), verification consists of analyzing whether all questions have been answered, whether open-ended responses are written legibly, whether the text is understandable, whether the respondent correctly followed the instructions, and whether the responses are coherent. If any of these issues arise, the research team will attempt to contact the respondent. If these issues cannot be resolved, the data will be discarded.

The questionnaire was administered to dance students at the Vila Olímpica do Castelão. Initially, the mothers were invited to a meeting to explain the research and complete the questionnaires. However, only 14 mothers attended the meeting. These mothers do localized gymnastics with the researcher and arrived before class began. To obtain a larger number of completed questionnaires, the students sent envelopes to their mothers to complete at home. This resulted in 16 more questionnaires, totaling 30. The questionnaire was administered to the children during class. They sat on the floor and completed the questionnaire.

as shown in the photo below:



Fig. 4 – Time of questionnaire application
Source (MONICA SOUSA 2010 MONOGRAPH AUTHOR)

The criteria for choosing the questionnaires answered by the children was based on those answered by mothers, so the child whose mother had also answered the questionnaire was chosen.

It is worth noting that there were many calls seeking information about what the research was about, from mothers who are with the researcher on a daily basis, it was calm and many mothers became interested later, however, the analysis was already underway.

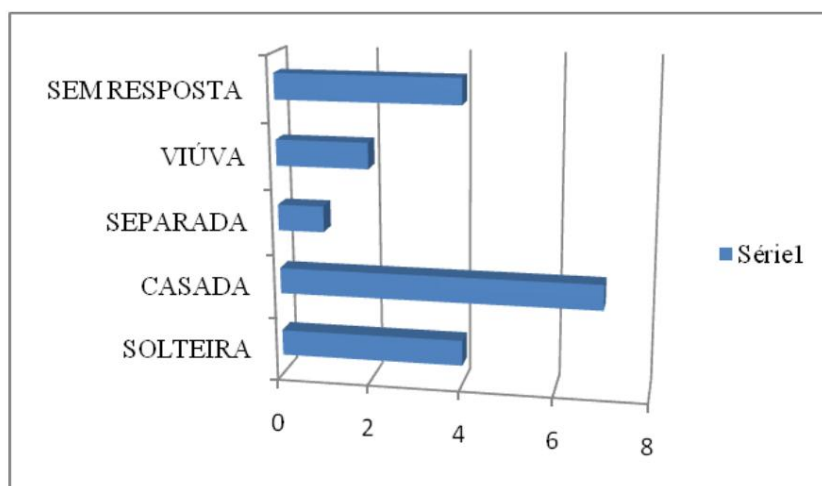
The questionnaire allowed us to analyze the changes dance brings to the family life of children at the Castelão Olympic Village. Questions were administered to students and parents at the institution to gather data to enrich the study.

5 RESULTS AND DISCUSSIONS

After collecting the data from the questionnaires, it is possible to verify the changes that dance has brought about in the children of the Vila Olímpica do Castelão. First, the responses obtained will be analyzed.

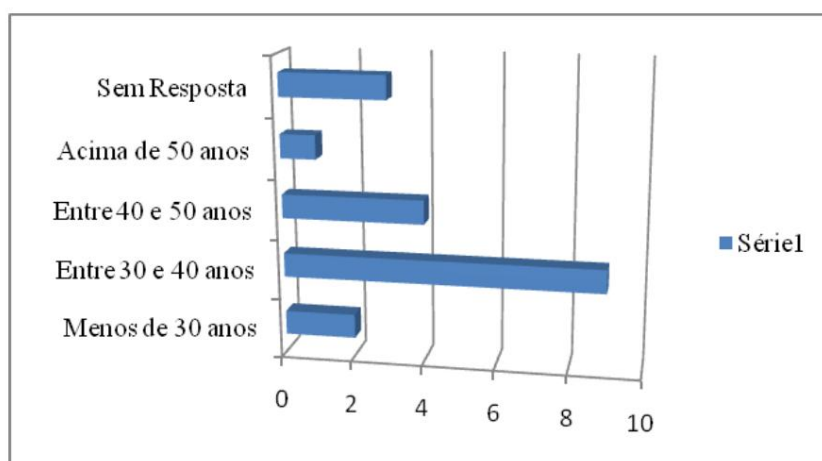
from the questionnaire applied to parents.

The research sought to identify some characteristics of the mothers' profiles, including marital status, age, and number of children attending the Castelão Olympic Village. Regarding marital status, most mothers were married; however, four did not respond to the question, as shown in the graph below:



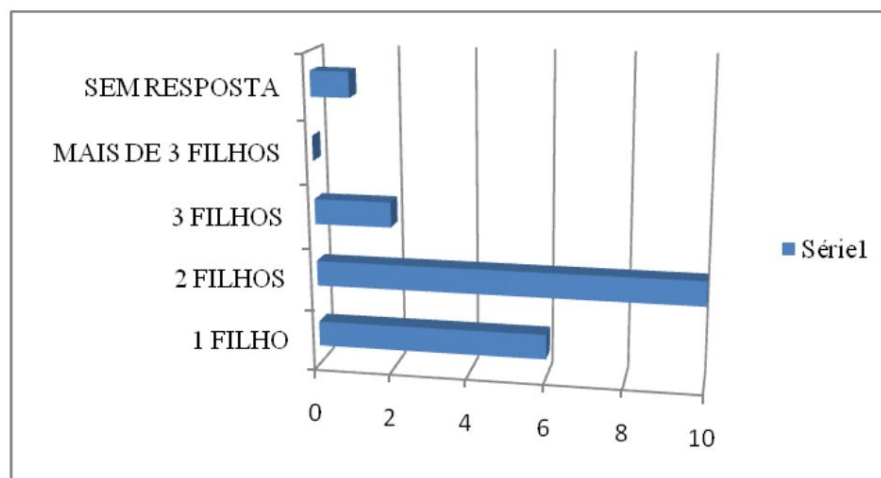
Graph 1 – Marital Status

Regarding age, it was found that the majority are between 30 and 40 years old, the following graph shows the result:



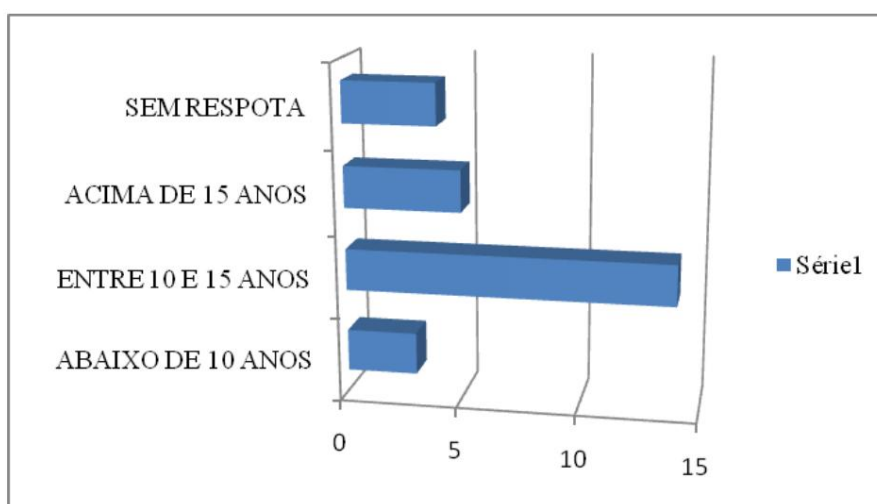
Graph 2 – Age

The first question in the questionnaire asked mothers how many children they had who attended the Castelão Olympic Village. The majority of responses were two children, and none of the mothers had more than three children at the Olympic Village. The graph below shows the results:



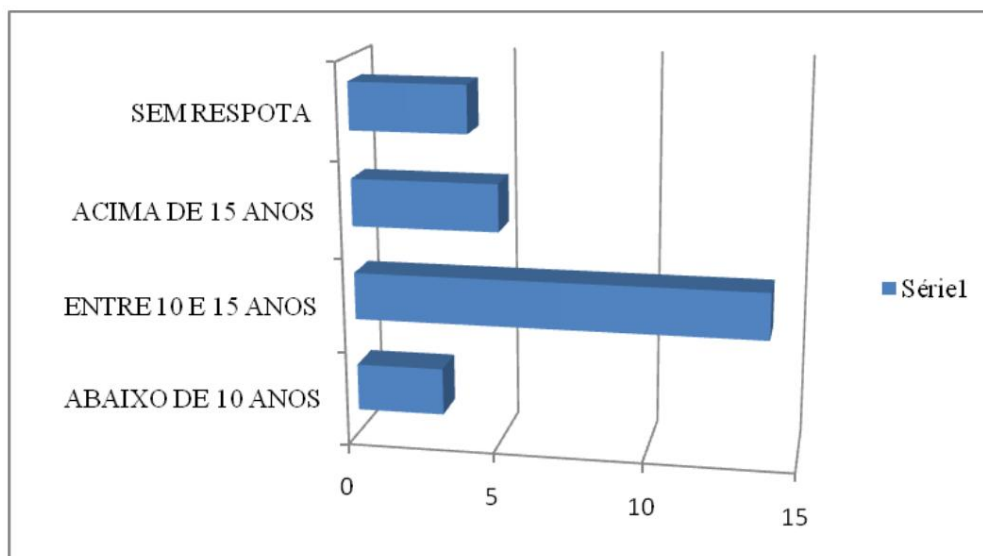
Graph 3 – How many children do you have who attend the Castelão Olympic Village?

The second question asked whether they had any children who did not attend the Olympic Village, and in the same question, they were asked to justify their answer. The results were balanced; only one mother did not answer the question. The answers given included: *"because she is older," "because they are young," "because he doesn't want to," "because the benefit starts at age 10," "because they work,"* and *"because they are all married."* However, most mothers did not provide a justification. The following graph represents the question:



Graph 4 – Do you have any children who do not attend the Castelão Olympic Village?

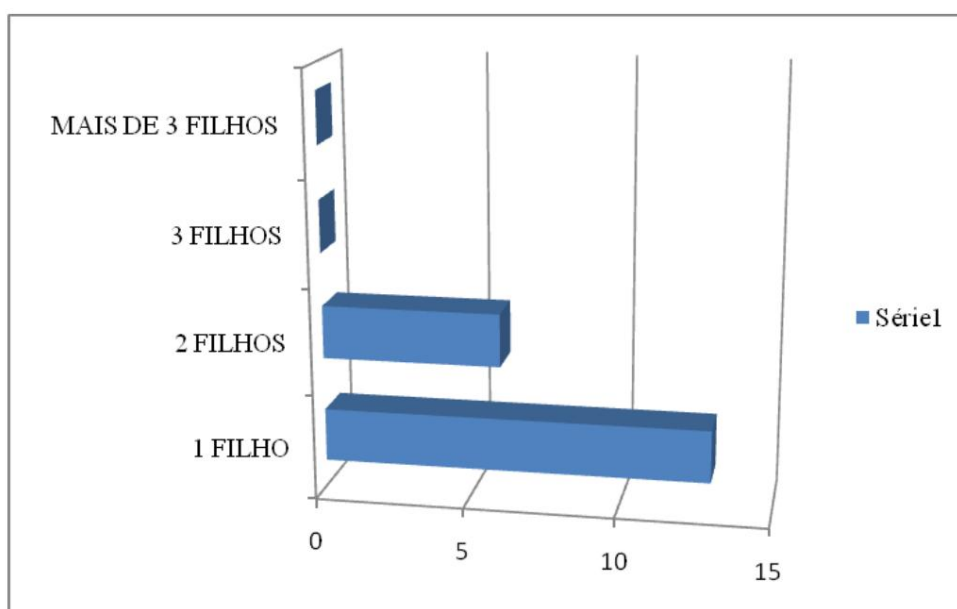
Regarding the age of the children, the third question, the following result was found:



Graph 5 – How old are your child(ren)?

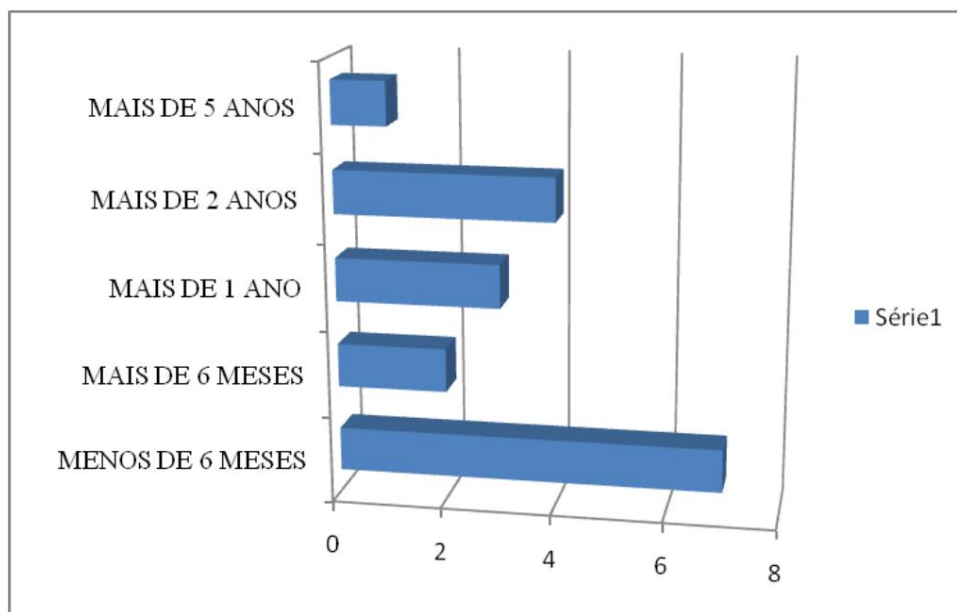
Through the graph it can be seen that the largest concentration of children is between 10 and 15 years old. Some mothers did not respond to their children's ages.

The fourth question asked how many children they had who were exclusively into dance. The highest number of responses was one child, but a good number of responses included two children. No mother had three or more children who were specifically into dance. The following graph demonstrates the results:



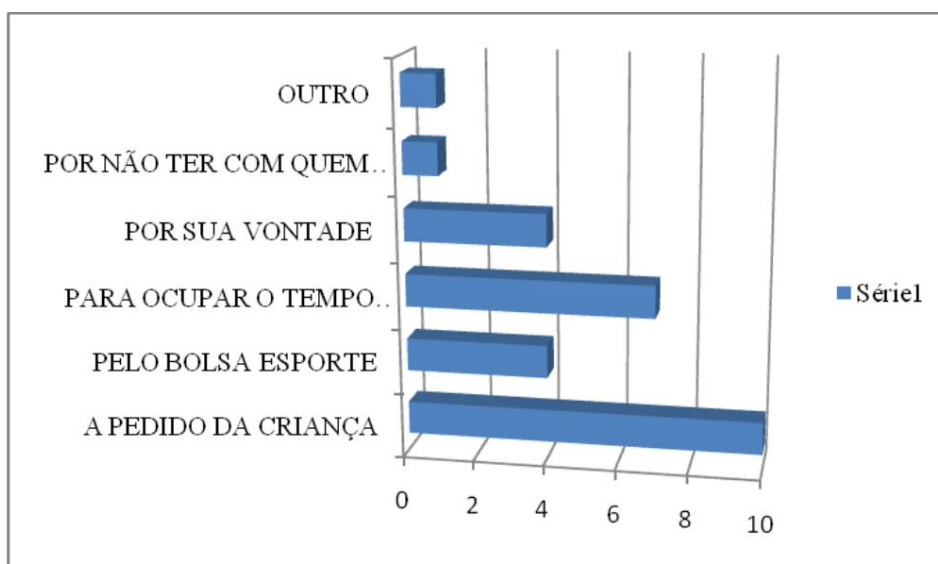
Graph 6 – How many children do you have specifically in the dance modality?

Regarding the time that children spend at the Vila Olímpica do Castelão, the fifth question of the questionnaire, most are less than 6 months old, the following result is shown in a graph:



Graph 7 – How long have your child(ren) been attending the Castelão Olympic Village?

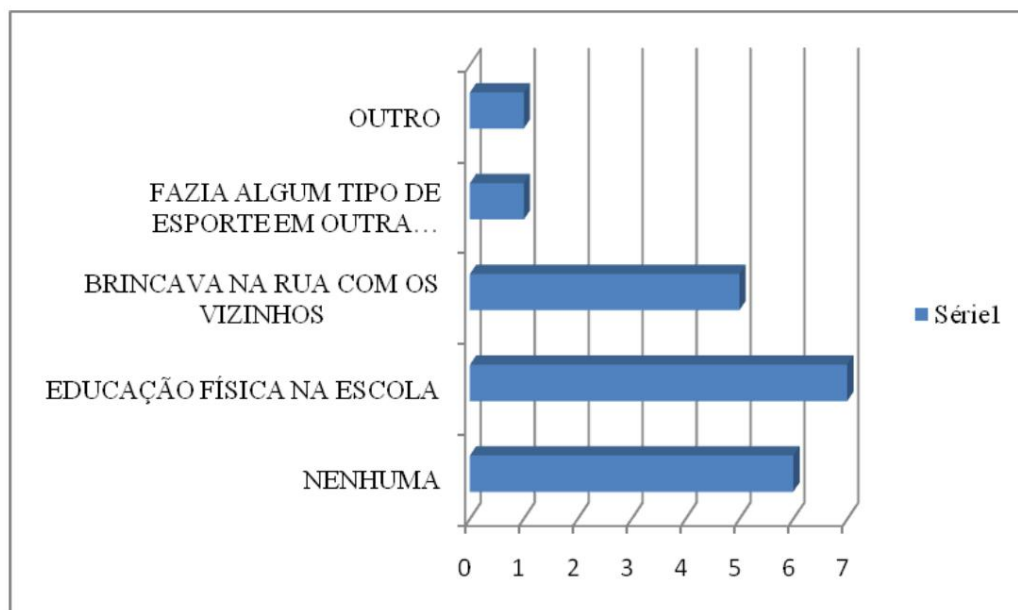
The sixth question asked what motivated her to send her children to the Castelão Olympic Village. Only one mother selected "other," explaining that she sent her child at the encouragement of friends. The remaining responses are shown in the following graph:



Graph 8 – What encouraged you to place your child(ren) in the Castelão Olympic Village?

It's clear that most responses are requests from children to occupy their time. A significant number of responses also relate to Bolsa-Esporte, a government grant for children attending the Olympic Village.

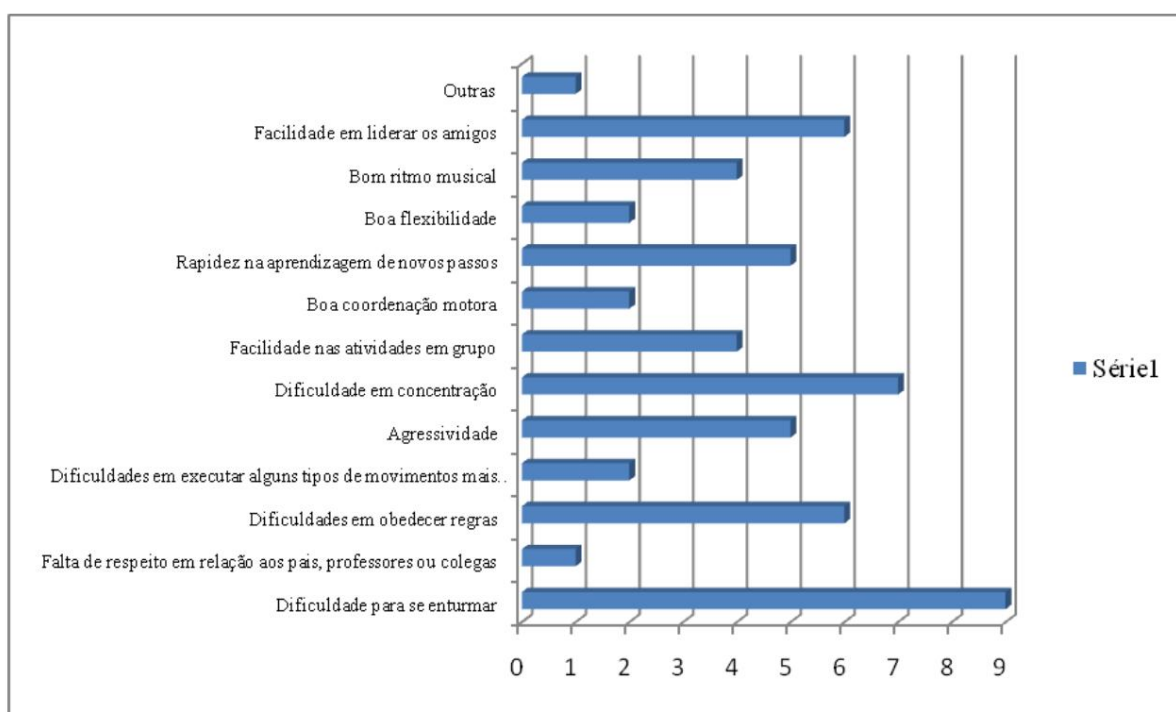
The seventh question asks about the child's activities before attending the Castelão Olympic Village. Most respondents stated that their child only participated in physical education at school, with only one respondent stating that their child swam at another institution. The following graph demonstrates the results:



Graph 9 – What activities did your child(ren) do before attending the Olympic Village?

In question number 8, it was asked who had chosen the dance modality, whether she or her child, it was unanimous that the choice was made by the children, as justification, many did not respond, but the majority said it was because the child liked it, or to occupy their time.

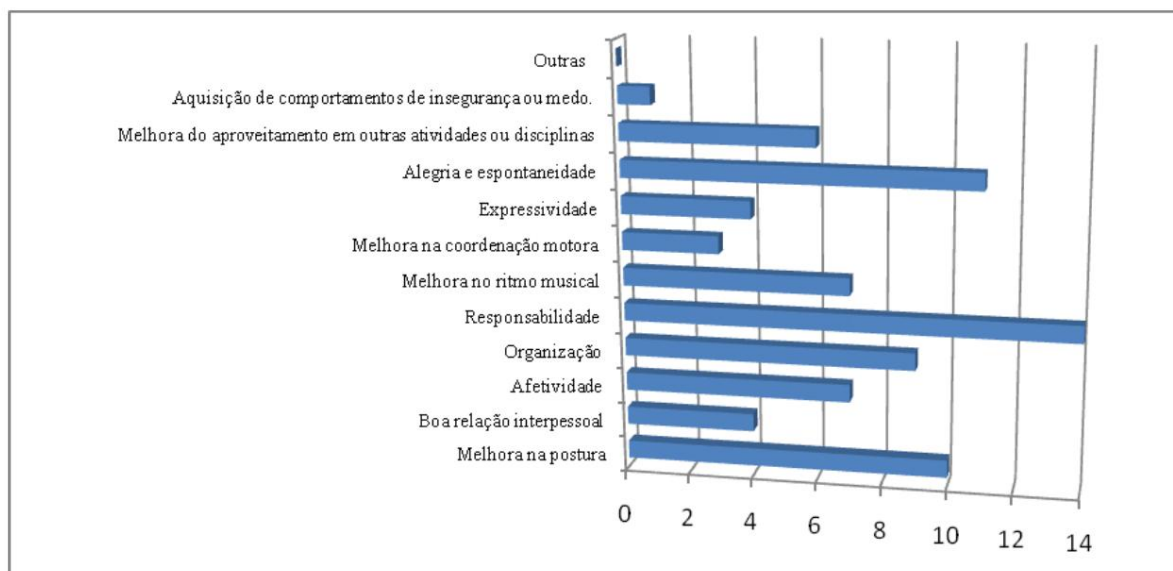
The ninth question already addresses the central theme of this monograph, as it inquires about the characteristics displayed by children before participating in dance at the Castelão Olympic Village. This question allows for a comparison and one of the specific objectives: to identify the changes dance promotes in family life, from the parents' perspective. The following result was found:



Graph 10 – In the alternatives below, mark which ones you believe were part of the characteristics of your child(ren) before participating in the dance at the Castelão Olympic Village.

The responses were quite diverse, with the majority pointing out the difficulty in fitting in and concentrating.

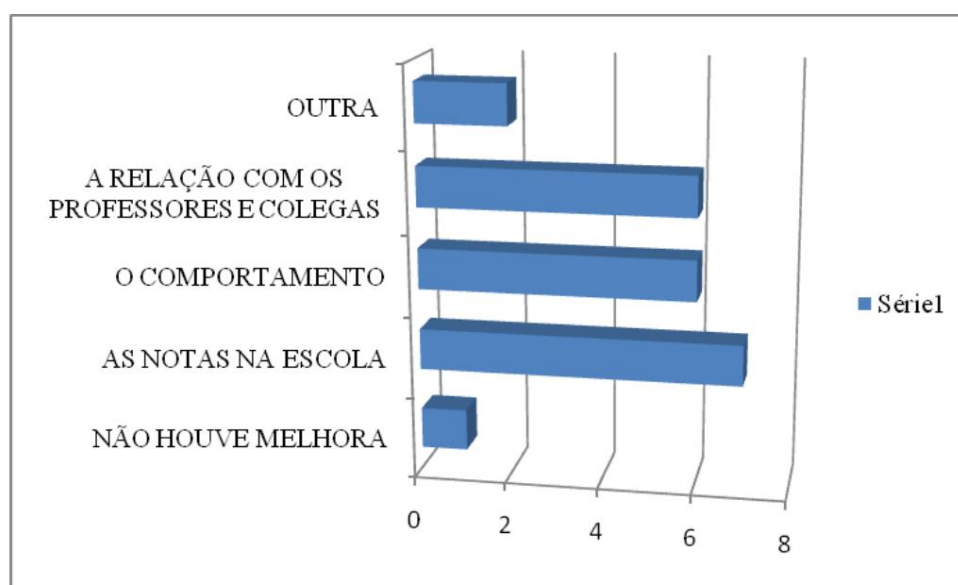
Question number 10 is the one that makes the comparison between before and after, as it raises the question about the changes perceived in children after practicing dance. The following graph shows the result:



Graph 11 – Select the alternatives that correspond to the changes perceived in your child(ren) brought about by dance.

The responses were also diverse, with improvements such as responsibility, joy and spontaneity, improved posture, organization and affection being highlighted the most. All the improvement options were marked, only the other option did not present any responses.

Question number 11 was about the improvements presented by the child in the school environment, after the practice of dance. The graph below shows the result:



Graph 12 – In the school and family context, what improvements have your child(ren) shown that you believe that were influenced by dance?

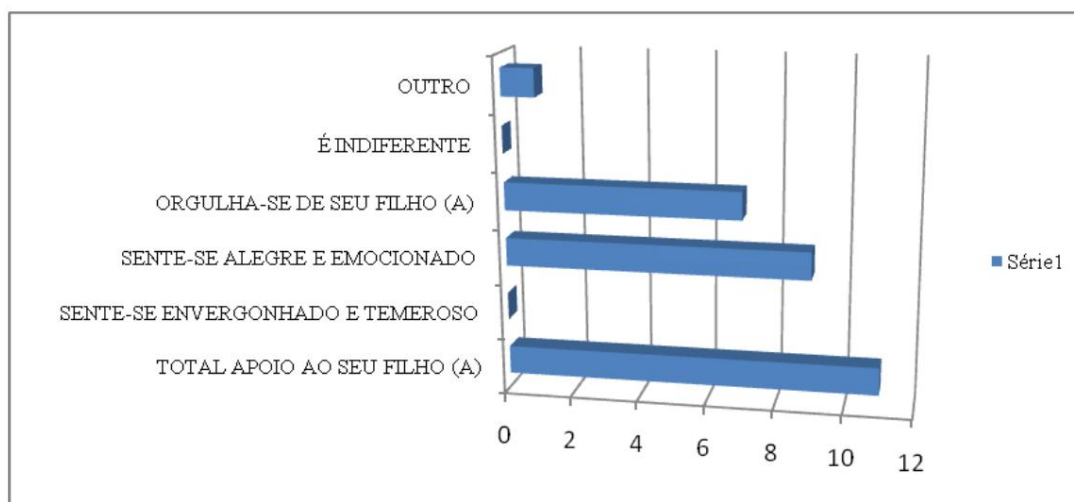
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Of the two mothers who selected the other option, one stated that there was an improvement, but did not specify. in which the other states that her daughter always had good grades and good behavior at school.

Mothers were asked if they would support their children if they wanted to pursue a career in dance, this being the twelfth question on the questionnaire, and only one mother said she would not support it, and did not justify why.



The thirteenth question asked about their children's reactions to dance performances at events. Most mothers responded that they fully supported their child. Only one mother selected "other," explaining that she hadn't yet seen her daughter perform but wanted to see her perform. The following graph demonstrates the results:



Graph 13 – When your son will perform at some events that the Olympic Village takes him to, what is your reaction?

The fourteenth question was a personal response, asking them to describe in their own words how dance contributed to their child's social life. Few responded, but the answers found were:

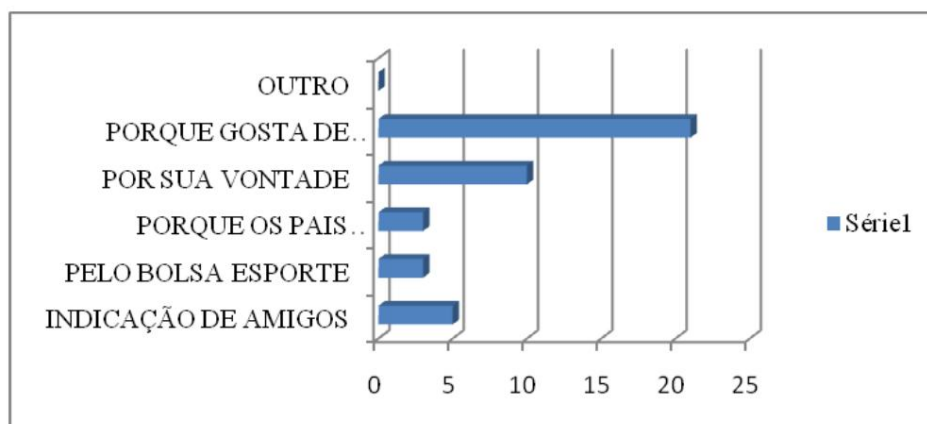
- "She learned many things in the Olympic Village" (A)
- "She really likes it, she has improved at school, in her personal life, etc." (B)
- "It helped my daughter get better" (C)
- "Because she improved her posture" (D)
- "It made her happier, because she doesn't have the presence of the PI, due to the accident she suffered, but she is a happy child" (E)
- "Because dance develops well" (F)
- "My son didn't know how to dance at all and now he knows how to dance to all kinds of music" (G)
- "They learn many good things in the Olympic Village" (H)
- "In my opinion, it contributed a lot" (I)
- "Improved my grades at school and improved at home." (J)

Based on the analysis of the questionnaires completed by parents, the importance of dance in children's lives is clear, given the changes it promotes in both general behavior and posture, as well as in all the options indicated by mothers. Children who previously had difficulty fitting in or concentrating now have better relationships with teachers and peers, improving their grades. Those who struggled to follow rules or were aggressive, according to parents, have become more organized and affectionate, and many mothers report that their children have become more joyful and spontaneous. In this context, from the parents' perspective, dance has brought significant changes to their children.

By analyzing the questionnaires completed by the children, we can determine the changes dance practice has brought to the family life of the children at the Castelão Olympic Village from their own perspective. Initially, we asked them their age, and the same result was given by the mothers: most are between 10 and 15 years old and have been at the Olympic Village for less than six months. This resulted in varied responses, as demonstrated in the graph from the children's questionnaire.

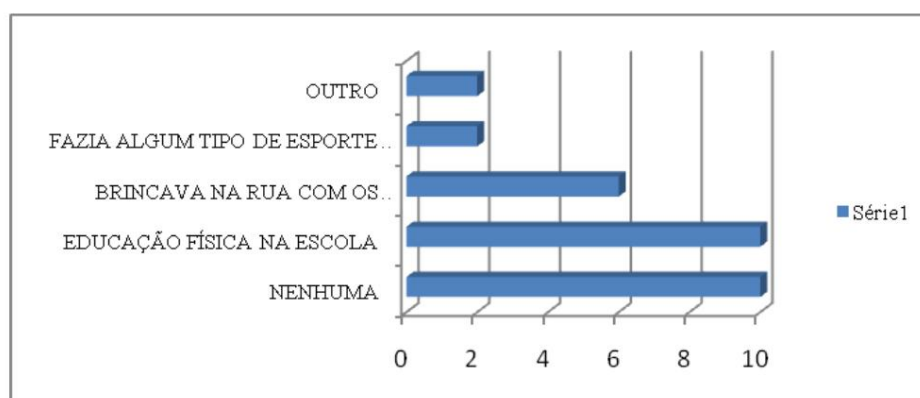
mothers.

When asked why they frequent the Olympic Village, the fifth question in the questionnaire, the majority stated that they enjoyed sports. A good number of responses also stated that they frequented the Olympic Village of their own free will. The graph below shows the results obtained:



Graph 14 – Why do you go to the Castelão Olympic Village?

In the sixth question, students were asked what activities they do before attending the Olympic Village. The result achieved was similar to that of the mothers, with the majority answering physical education at school. It was also widely stated that they did not perform any type of physical activity, and three students responded that they practiced another type of physical activity, one being Judo, another swimming and the other athletics. The result is demonstrated by the following graph:

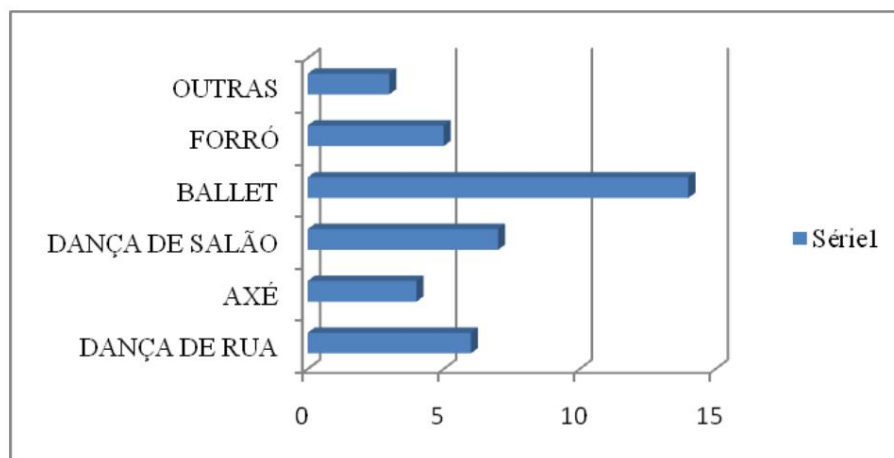


Graph 15 – What activities did you do before attending the Olympic Village?

In the seventh question, a personal response question was asked to the children, in relation to why they chose dance as a modality among so many sports, the majority of the answers were objective, they simply stated that it was because they liked the modality, some went a little deeper in their answers:

- "For my older sister who did street dancing" (L)*
- "Because it's a sport I enjoy, and I think I have the potential to one day become a great Brazilian gymnast." (M)*
- "Because I like it and I have a big dream of participating in championships, that's why I try so hard" (N)*
- "My parents advised me, I came the first day and I liked it" (O)*
- "It improves my posture and my body" (P)*
- "It's really cool, we learn a lot." (Q)*

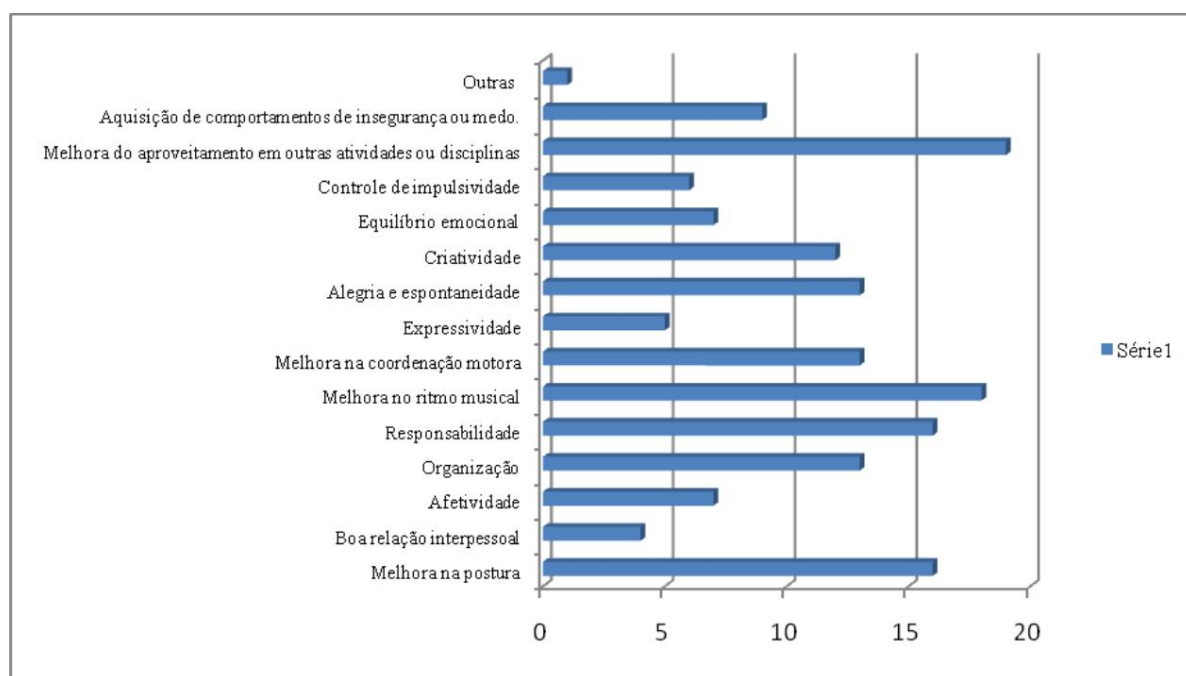
The eighth question asked to the children was whether they wanted to learn another form of dance, and The result found is shown in the graph below:



Graph 16 – What dance styles would you like to learn?

The graph shows that most students are interested in ballet, with a variety of responses in the other options. Question 9 asked students if they enjoyed participating in the dance events hosted by the Olympic Village, and the responses were unanimous: all said they enjoyed participating. They were asked if they felt supported by their families regarding the events, and most said yes. However, one child said no, claiming her mother disliked them.

To answer another of the specific objectives of this monograph, the tenth question was asked to the students, what changes they believe they have undergone after practicing dance, and the result was quite diverse, as can be seen in the following graph:

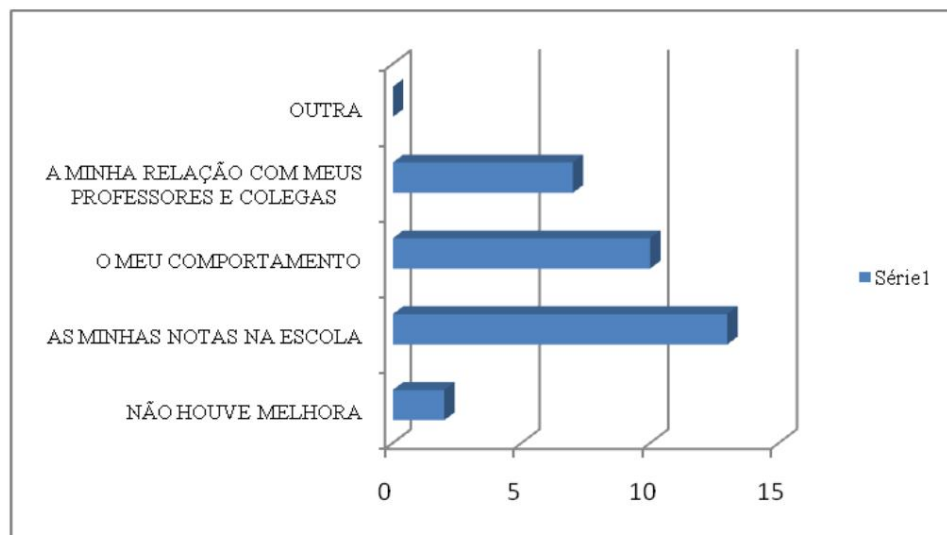


Graph 17 – Select the alternatives that correspond to the changes that you believe have occurred in you, from the dance.

Most responses point to improved performance in other activities or subjects, followed by improvements in musical rhythm, responsibility, and posture. Thus, it can be said that dance provides numerous benefits to children, promoting changes ranging from motor development to behavioral development.

Question number 11 was asked regarding changes in the school environment, whether improvements were noticed

in this field, and the majority of responses indicated improvement in school grades and behavior, with a good number of responses regarding relationships with teachers and colleagues, a result shown in the graph below:



Graph 18 – Improvements in the school environment

Finally, in the twelfth question, students were asked how they define dance and if they would change disciplines. Only one respondent stated they would change, as they enjoy many other disciplines. All the others stated they wouldn't change because they enjoy dancing. Some children elaborated on their answers:

"I wouldn't change it, it's a sport that I really like and I intend to be a dancer" (N)

"Dance is a modality where you can realize that it is not just a dance, it expresses you." (R)

"I learn a lot, make many friends, and have increased my happiness" (M)

"It's very good, it influences Brazilian cultures, one of which is dance, it improves everything in life, I identify a lot with dance" (S)

After analyzing the two questionnaires, we arrive at the general objective of this article, where it can be stated that from both the mothers' and children's points of view, dance promotes changes in the behavioral development, as well as in the motor development of the children who practice it, and is therefore of fundamental importance in their lives.

FINAL CONSIDERATIONS

This article addressed the changes promoted by dance in the family life of children at Vila Olímpica do Castelhão. It was a field research at the aforementioned institution, with questionnaires being applied to students of the dance modality and their respective mothers, as well as bibliographical research for its theoretical basis.

Dance has accompanied human history since the beginning of time. Humans have danced to thank the gods, to fertilize their lands, and for their own enjoyment. They have danced in diverse forms, regardless of race, ethnicity, or culture. The theoretical framework for this monograph demonstrated that there are various types of dance, each characteristic of its culture or region. In Brazil, these diversifications are evident in each region of the country.

More than just dancing, dance represents forms of bodily expression, through which feelings and desires can be expressed, and it is a fantastic body language.



Thus, dance proves to be fundamental for children's motor and behavioral development, as well as for improving their family and school relationships. This fact can be confirmed through the research conducted in this study, which demonstrated that, from both the mothers' and the children's perspectives, dance brought about significant changes in children, demonstrating its importance.

The children showed improvements in their school grades, ease of communication, and behavior both at home and at school—in short, these are truly significant changes that highlight the importance of attending dance classes. In this context, it can be said that the problems posed in this monograph were addressed, and the general and specific objectives were successfully achieved.

For future research, it is suggested that a study be carried out on the inclusion of dance in schools, as a factor in improving children's motor and behavioral development, as well as their interaction with family and school.

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