

The construction of playful situations at children's physical education classes

La construcción de instancias de juego con rasgos lúdicos en la educación física del nivel inicial

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Abstract

This paper has had the general objective of understanding the processes involved in constructing playful game instances during children's Physical Education classes.

The methodological design that has been used was sustained in the epistemological assumptions of qualitative methodology, being an applied research type, producing empirical information based on a natural context fieldwork. The method has been an instrumental case study, based on an interpretative-exploratory design, in which it has been developed a systematic and longitudinal process based on 41 observations in the context of children's physical education classes, using field notes registries, video tapes, and recordings of dialogues between

Children and professor, that were unified in observational records. The sampling method was nonprobability and purposive, being conformed by a group of 32 children in a range of four to five old years and a Children's Physical Education specialist professor.

The construction of non-competitive game instances requires joint actions between guiding participation of the teacher and children being perceived and felt as players, going through playfulness assembly and maintenance phases, where ideas and implicit or explicit rules are preferably exposed as an invitation to get to play. Therefore, in playful situations, players assemble and structure the gameplay, preparing everything needed to play and above all set up a non-competitive sense on their ways of playing.

Keywords

Children's Physical Education; playful situations; educational interventions; ways of playing; gameplay.

Resumen

El presente artículo posee como objetivo general comprender los procesos de construcción de las situaciones lúdicas en clases de Educación Física Infantil. Se ha llevado adelante un diseño metodológico sustentado en los supuestos epistemológicos de la metodología cualitativa, siendo una investigación de tipo aplicada, produciendo la información empírica en base a un trabajo de campo desarrollado en el contexto natural. El método ha sido un estudio de caso instrumental, en base a un diseño exploratorio – interpretativo, en el cual se ha desarrollado un proceso sistemático y longitudinal de 41 observaciones de clases de educación física, utilizando registros de notas de campo, video filmaciones y grabaciones de voz de los diálogos ocurridos entre el docente y los niños para recabar la información correspondiente, los cuales se unificaron en registros observacionales. La muestra ha sido de carácter no probabilística, deliberada e intencionada conformada por 32 niños y niñas de entre cuatro y cinco años y de un docente especialista en Educación Física Infantil.

La construcción de las situaciones lúdicas requiere de acciones conjuntas entre la participación guiada del docente y de niños percibidos y sentidos como jugadores atravesando fases de montaje y sostenimiento de lo lúdico en donde se exponen preferentemente ideas o reglas de carácter implícito y/o explícito como proposiciones para jugar. Por tanto, en las situaciones lúdicas, los jugadores montan y estructuran la forma de juego preparando todo lo necesario para jugar y sobre todo van configurando un sentido no competitivo en sus modos de jugar.

Palabras claves

Educación Física Infantil; situaciones lúdicas; intervenciones docentes; modos de jugar; guión de juego.

Introduction

In the year 2013, the Convention on the Rights of the Children has published “General observation” No. 17 on article 31 (CDN, 2013), there was established new conceptualizations and understandings about the play, read, that "children's game means every behavior, activity or process initiated, controlled by children. It takes place anywhere and when you want to be given the opportunity to" (CDN, 2013, p. 6). Fronczek (2009, p. 25) adds that "(...) control, the uncertainty, the flexibility, the novelty, lack of productivity, are those that produce a high degree of pleasure and, at the same time, the incentive to continue playing."

Meanwhile Rivero (2011) expresses that between the game and physical education there is a close relationship that is established from three ideas that teachers have: to) the game as

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content to teach; (b) the game as methodological strategy; (c) the game and play as a central theme.

From a humanist ideological position with sociocritical sense we hold the social function of physical education in the initial level is oriented to promote, raise awareness and secure play as inescapable law of childhood articulating with the fact of allow children and girls experience, test, explore, and discover their singular motor, always in interaction with others and the environment meaning and resignifying the child body culture. Here we differentiate ourselves from psychomotor skills like rooted look in early childhood, although physical education we contend the need that has a greater role for the integral education of children (Pons Rodríguez Arufe, 2016).

Spontaneous play is an essential part of the child life and also appears within the physical education classes, but, sometimes, it is hindered, denied because it is understood as useless and unproductive. Either adults, as teachers, are unaware of relevant ways to intervene, to enable, expand and deepen the instances of spontaneous and emerging game generated by children. Taking into account the axis of playing as a right of the children, in this article expose the processes of construction of instances of games with playful sense that are drawn up in the framework of when children physical education classes, girls and teacher is they involve playing transparently (Pavia, 2008).

Locating us epistemologically to investigate the act of playing from the perspective of the players as subjects of law (Pavia, 2006, 2010, 2011). In our research we studied the processes of teaching and learning in the natural context where they were developed the facts, including in a kindergarden and, in particular, in the physical education classes, where instances of game developed with recreational features. From our perspective we have selected the educational institution and a professor in physical education in particular, since the teaching style that unfolds takes as axis to play and play, where are the other proposed curricular content for the Physical education of the initial level, being transcendental permission and the invitation by the teacher enabling the construction of game situations produced by and with children. The question which oriented the research was how are they built, the playful situations in child physical education classes. Accordingly, the objectives were:

General objectives:

Understanding the processes of construction of the playful situations in child physical education classes.

Specific objectives:

Identify senses of directionality that recreational situations has.

Identify the types of relationships that players set in the construction of recreational situations game scripts.

Identify the rules layed down by the players for the construction of game scripts in leisure situations. Distinguishing modes of playing in game situations / leisure.

Method

2.1. Paradigm of research and case study

The methodological research design has sustained in the epistemological assumptions of qualitative methodology. We have made a case based on a design study exploratory - interpretive (2015 Ynoub). Research has been applied, generating the empirical information based on fieldwork developed in the natural context where physical education classes were held.

Research scheme has been interpretation of exploratory type associated with a studied case which was setted in a dialectic constant process between theoretical concepts and questions of departure and busy empirical experience in the stay in the field.

The case selected in this research study has been instrumental type and single rate. Following Stake (2013) can study single cases or unique processes, the latter has been our choice, since "wanted individuals, groups and situations where (and for whom) is more likely to occur the processes being considered" (Denzin and Lincoln, 2013, p. 38). So what interest linked to the

purposes of the research is the particular process of teaching and learning where from the intrinsic peculiarities of pedagogical studied teacher position, this generated a climate for development the game and the play, in a perspective of law which made possible the construction of instances of game with possibilities of accessing and/or hold playfulness during 41 observed infant physical education classes to children (32).

2.2. Strategies for data collection

When the planification of the actions for the collection of the information was taken the decision to carry out the registration of comments by participating semi way and on the natural context (Ynoub, 2015) sharing daily life with them and subjects investigated, i.e., where there was carried out the process of the phenomenon under study, returning to the principles of the studied case to learn about it, interpret it and learn from it. For the registration of the observation were used and provided for three techniques that provided criteria of reliability and validity data, these being: to) the video filming panoramic of the class; (b) the recording of verbal interactions between the participants of the class; (c) field notes that completed the technological records. These three techniques of were to setup an observational record of each class. That way were reported the speeches of the teachers and children acts, as thus also field notes that the researcher made to contextualize the communicative acts (transcribed voice recordings). Finally, at the end of the school year, was carried out a focused interview with the teacher where we spoke about the ways of educational interventions in the game and playing during physical education classes, so that their contributions will provide information for the production of conceptual categories against mentioned variable. Results y discussions.

The processes of construction of the playful situations in child physical education classes are established thanks to the interrelations of different units and categories (diagram 1) that allow the construction of an instance of game to have playful intentions. We anticipate to the readers who will be interspersed with outcomes (speech acts) and discussions for a better understanding of the phenomenon under study.

Diagram 1: Construction of playful situations



In the studied case the teacher ensures insurance the right to play (IPA, 2013;) CDN, 2013) and that position, allows to understand that physical education class is space to play seamlessly. In this way is conducive to the gestation of instances of game where you can play safe from any kind of consequences, where nothing bad will happen or will happen precisely the right to play, because, paraphrasing Pavia (2013) there is permission to create, imagine test and explore when the physical education class is located directly from this organizing axis. . The speech act "Let's play! expresses full awareness that it will participate in a social, historic and culturally identified as game activity and that will take it as such"(Pavia, 2008, p. 35) In this regard we expose certain reflections of the teacher on how to take your class and what place have children in it.

“Something that I enjoy, is to realize, or feel that the guy really feels owner or participate in that space and when it becomes known that that moment is special, it is not any other time, knowing that it will be good...” (Interviewed teacher).

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knowing that it will be good..." the opinion of the teacher about what is the meaning it gives to physical education classes and how it is will constitute as a transparent space where it is allowed to go and play.

"To the physical education classes we came to have fun, to play with each other, we came to enjoy, to feel pleasure in what we are doing, we came to find us with someone who will listen, someone who will help us, and it is not that I am referring to the teacher, I am referring both to the teacher as to my colleagues, I will find a space that is different, for now, is different from the rest of the spaces where life passes. But it would be good that, in many places, or our whole life is a place where I have the right to be heard where I should listen to each other, respect it" (teacher interviewed).

Transparent statements (Pavia, 2008) are understood as those that allow real awareness that in physical education class we can play for real, where children recognize that they can be fitted and hold own instances of game. We have detected that mentioned statements are expressed in certain specific ways:

Tabla 1: Enunciados transparentes expresados por el docente

Asking children about playing	Allowing to deploy an instance of game proposed or initiated voluntarily by the children.	Inviting children to share an instance of game with freedom to choose play or not.
"¿What are you going to play?"	Valentina: -"Juan, i will play races with Bau". Docente: -"All right".	Docente: -"No. ¿Quieren jugar a la pelota? Che, vení personaje, Bautista, vení que te ato los cordones. ¿Y te tiraste en la sogá?" Bautista: -"Si, me tiré"
"¿What are you playing?"	Agustín: -"Che, Juan, ¿do you want to play Green Man?" Docente: -"Come, Agustín has an idea".	
	Docente: -"Ah, ¿are you playing with the capes?" Niño: -"Yes". (Runs away) Docente: -"All right".	

Note that expressions of transparent statements not generated by themselves the construction of recreational instances, but that the teacher was deploying different educational interventions for the development of the play of children in view of learning to build own instances of game with recreational features. Have been detected and classified the following educational interventions: facilitator - as an expert player - communicative observation - Fundamentalist - Reflective - deliberating - Enunciadora - exhortatory - confirmatory - exemplary - Sanctioning power (Gomez Smyth, 2015), which were deployed in different classes as a set.

As general features, we have seen that recreational situations always have a dash of game, which we understand as a communicative category where players expressed ideas, rules and relations between them are generated. These dimensions are giving sense to the game in a dialectical relation to modes of play. In this way the script is related to the processes of installation and maintenance of an instance of (Rivero, 2011b) game that players carry out.

Regarding to the sense of play (directionality that takes the game) category will have displayed the following directions taking recreational situations within the framework of physical education classes, according to interests, concerns and particularities of girls and boys. Acting: Seem – Simulate.

Run away – Chase – Catch

Hide – Seek – Find.

Create – Build.

Feeling to be able to do so: emulation - test - challenge (emphasis on the tenor of actions). Where are players those games require motor actions. The play is to try those actions or, well play instances of game where the main thing is to experience driving actions.

These aspects relate to emotion, i.e. with those sources by which the players understand or feel that they are playing. This means that the sense of play is not objective, but it is linked with the subjective sensations that players have. Registered sources of emotion were as

follows: These aspects relate to emotion, i.e. with those sources by which the players understand or feel that they are playing. This means that the sense of play is not objective, but it is linked with the subjective sensations that players have. Registered sources of emotion were as follows. . Find others to play

Vértigo.

Challenge

It should be noted that these indicators can interact or be intermittent in a same game instance.

Regarding to the types of relationships (Gomez, 2011) that are generated between the players, we noticed the following:

Symmetrical relation: it is a relationship in which the participants are recognized as equals; There is a relationship of equal reciprocity between pairs. (...) There would be one perception of the other as equal with regard to status and power. The respect is mutual, and the rules are created, discussed, and/or modified between pairs without the intervention of a carrier of authority.

Asymmetrical relationship: a relationship between two or more subjects in which at least one is carrier of authority and the other is subject to authority. Establishing a communicative meeting of persuasive nature that involves an element of unilateral respect, obligation to an authority; One participant controls the interventions of others and is recognized as an authority.

Referring to the rules in game situations became apparent the following types:

Implied: are perennial, since they have characteristics of imaginary, often recognized because they assume with symbolic characters and have the quality to be varied according to the interests of the players.

Express: express what must be done, we could say those forecasts which is organized in the form of the game.

.- Of first order.

- Of second order.

-Rules of playing: actions that the players made to hold and maintain the lucidity.

We have shown that game script is configured from ideas that are exposed as implicit rules or first-order exposed by children or teacher. It is thus that the rules become purposeful, mark what there is to do in the game. Purposeful rules as implied and first-order are those that appear high in recreational situations which investigated children and teacher shared. I.e., those that are specific to this infantile stage, in which the rules accompany and are part of the power play, not as strict rules but as rules of playing.

Bautista: -“¿Do you want to race?” (Holding a ring)

Bautista: -“Lets race”

Docente:-“¿But how do we race?”

Bautista: -“Running”.

Here is denoted the sense of play is geared to what they are interested in is to experience the driving action in itself, but being with others. The first highlighted rule is one of first order, linked to the run. What needs to be done is by rule to run.

Docente: -“Okay, and ¿where does it starts? The first one as a trial”.

Bautista: -“Like that, there”.

Docente: -“Let's go slowly the first one”.

Bautista: -“Yes”.

With another first-order rule focuses on that you can not be run anyway, but a player suggests running a certain intensity ("come on slowly the first").

Bautista: -"I won"

Docente: -"¿How come you won? I want to play, not to win or lose. ¿Can we race without winning or losing?"

Bautista: -"hmmm, no".

Docente: -"¿Why not?"

Valentina: -"I want to race"

Bautista: -"I want to win all the races".

When they stop, the meaning of the game has changed, the source of emotion has been linked with competing, at least at the expense of one of the players and, already, not just in the tenor of experience driving action of running.

Teacher: -"It is good to play without wanting to win. I want to play without winning, I want to just play. I want to race with you and other friends, but I'm not interested in winning. We can race very, very fast but without anyone winning or losing".

There are several children who are close to the scene.

The teacher as a player more, expresses that sense of play may be another, that is, the end of play is, in itself the experience of playing, where the source of emotion is the gratuitousness of the encounter with others.

Docente: -"¿Do you want to race without winning or losing?"

Niños/as: -"Yees"

Docente: -"¿ Start here, turn around and ends here? ¿Ready? Go!! (everyone run away and give a complete turn to the SUM) All right we had a super race".

Here we see that the sense of the game proposed by the teacher as expert player involves a type of asymmetric relationship, because the directionality of play that it stipulates is exposed above those of the other players. Also, we see that, although you want to assign a unique sense to the game, other players involve their own senses.

Mateo: -"I won"

Docente: -" No, because we were not playing to win and lose. ¿ What we were playing?"

Bautista: -" To, to, to win without losing"

Docente: -"¿How?"

Bautista: -"Losing without winning"

Docente: -"Running without losing or winning".

Bautista: -"Yes"

"The teacher is directed toward other children who have approached: do you want to play a career that is not won or lost?"

Ramiro: -"Many races".

This last sentence, the child adds a new indication of the concept, where only matter the experience that is living, where returns to prevail the fact of playing with others. Although in the same instance it coexists with another child who wants to play competitively

. Docente: -"¿ We are going to play a race that is not won or lost! ¿Come on!"

All run away, each one with its ring (using it as a steering wheel)

Some children come before the teacher saying ': -"We beated you Juan".

Bautista: - "Some sayed i won".

Docente: -"No, if in this race no one wins and no one loses. It's a race to run".

Niña: - "We beated you"

Docente: -"No. It doesn't matter to win or lose. It's a race to run. It doesn't matter who wins or loses what it's important is that we race. I want to play to run not to win or lose. Let's play!"

Again we can see reflected that, playing, the directionality of the game depends on the demands, interests or knowledge that each player has. Still, sharing an instance of game, each player can give an orientation and supply of different emotion.

And how, playing with different people, you can learn to play with other intentions that were unknown, for example, pass play in a non-playful way to discover playful feelings of playing.

In the instance of game exposed demonstrated the existence of two ways of playing, which were categorized as not fun and playful mode. Not fun play mode is expressed by those actions of players who adapt and adapt to game proposals unprocessed game form. Another possibility is that a player voluntarily starts an instance of game competitively. What we consider as a hegemonic value.

Regarding to the playful mode play define it as (bodily and verbal) actions made by the players to prepare, fit the situation of the game and play it with counter-hegemonic values, i.e., not competitively. In the latter case certain sensations mingle as the abstraction of time-space, freedom, fictitious situation, voluntary and free. (Devita, 2014). Each of the modes of play is distinguished by certain characteristics or indicators showing the players. Regarding to non playful intentions the following signs were found: a) To hit with or without intent to other players; remove a material to other players who were using it for their own instance of game; (c) exclude or discriminate d) prevent another player to perform actions for the installation and/or maintenance of the play; e) hinder or disturb other players game instance; f) make fun of other players; g) compete, wanting to win as the source of emotion; h) ignore or not having the same sense or directionality in the play.

Regarding to a mode of play substantially playful became apparent indicators of: to) invite in a transparent manner, being requests and/or requests to share an instance of game which can be verbal or body; (b) contribute ideas or rules to create or recreate an instance of game; (c) permission to other players to share an instance of game; (d) play recreationally without competing with bias autotelico and gratuity; (e) being an accomplice to the play of another player; (f) appear; (g) experience, give yourself permission to try; (h) express feelings linked to know is playing.

According to Santin (2001) playfulness in the physical education stands as a counterpoint to the ideology of performance of the sports plane, which gives rise to one of the most traditional and heteronomous physical education visions that have shaped a social imaginary with respect to her (Bracht, 1996;) Kirk, 2010; Rozengardt, 2013). That is why we say that playing in a playful manner is counter, with respect to that way of playing serious and competitive where the consequences of the wins and losses are constituent part of a not playful mode of play. As established in Vendrell (2009), Lester and Russell (2011) play for children is in the present, here and now, not looking for learning content, but involving child development from being right playing, where creating, invent, contribute ideas or rules for play are an experience. When performing different game situations, children are showing their personal modes of play, each exposed their playful historicity, its experiences and knowledge. It does not play in any way. When playing are expressed values, ways of communicating, briefest, skills and difficulties. To play with others, you will be configuring the own way of playing, there are others, ideas, actions, gestures and verbal expressions are copied. Certain modes of playing make angry, produce arguments, conflicts are evident by conflicting interests. When playing who plays is exposed, communicates, is displayed. Therefore, we can say, that play is to learn, and you can go learning to play other modes to known. As Pavia said (2006, 2010, 2011) play in a playful way is apprehensible, coincident with wheat (2006) who states that playfulness is a capacity and as such needed to be developed also in physical education classes. Therefore, the importance of educational interventions that guide children to learn to play in a playful way.

In our case study have involved that both instances of game with playful intentions shared by children with the teacher or, well, among children themselves pass, through stages of Assembly and maintenance of playfulness, where the script is configured game, visiting of ideas that follow implicit rules or first-order exposed by children or teacher. The phases of installation and maintenance (Rivero, 2011b) of playfulness are constituent part of the script of the game. Already during the play will knowing the meaning or directionality that the game will take. This is interspersed with sources of emotion, which would realize the meaning of senses subjective by children, who may be playing a same game instance acknowledged, but with different personal intentions. Then we will stop in the category of game sense to

analyze the differences between objective and subjective sense of play. Corbera (2013) is who links the possibility of closer looks, become the motor praxeology with those focused on the perspective of the players, on the one hand, shows the contributions that the praxeology makes to understand the internal logic of the games and the interaction networks that happen there, but that this logic can not ignore that when there are conditions to create instances of the game volunteer, belongs to those who play, generating a subjective sense of play.

We hold that children 4 and 5 years seek to satisfy own interests that play, sometimes those match and extend the routes that the game takes from the moves of each player. Although as stated above there have been games where even sharing time and space, the senses were disparate for each child or teacher. That noticed that the category of subjective sense takes on value in the construction of recreational situations during physical education classes. In our study we could notice that recreational instances are articulated under the directionality of: pretend - simulate; run - Chase - trap; hide - search - discover; create - build and feeling to do so (emulation - test - challenge). From the perspective of the players as the epistemological position, we understand that the mode of play and game form are two aspects inseparable and dialectically connected. Where apart from that there is no play when no players, our results are moving in stress that there are no players if they are not players in the Assembly of the set. Or, well, who can voluntarily join the idea proposed by another player, but knowing how players which at any time can express interests and opinions related to how to keep playing. Regarding to the limitations that the research has had, we can express that also methodological and theoretical cutting restrictions existed. One of the obstacles has been scant scientific tradition of the epistemological perspective from which the research, which we call as focused on the personal dimension of those who play took hold. About the methodological design, we argue that at the time of the field work two strategies for the collection of information, are could have used primarily to collect direct data of children. On one hand, he thought that some children selected intentionally could carry with him a voice recording device, to record all the verbal locutions that were doing in their game interactions with other children. The decision not to do so was due to believe that that fact could be unnatural and hindering for spontaneous play. Aspect that perhaps it had been saved

conducted a panel discussion of the children after each class, trying to investigate in greater depth in data linked to the sense of fun situations and their modes of play.

Conclusions

We understand recreational situations as voluntarily initiated instances of game that allow players (children or teaching) the construction of the variables that make up game form and assume to play it in a playful way. Deployment of modes of play starting takes to from their relations to be set the game script, i.e., players are building the sense of play which is strictly linked to preferably implied rules and/or explicit first-order. In the case studied, we showed no negotiations on the rules of game by children, but rather small express purposeful regulations about what you want to experience and experience as a play. In both sense and directions that take recreational situations can be matched for the players, but also in certain instances of game, even sharing the place and time of game each player (children or teacher) gives you different orientation to the play, what we define as subjective sense of play. We can not set aside the possibility of constructing situations leisure physical education classes in need of certain conditions laid down by the type of teaching practice. In our studied case we have shown that the ideological position of the teaching matter to take the game and play as the thematic axis of physical education, carries with it the deployment of transparent statements and a set of interventions, from where the children identified in the class of physical education could be played. Therefore, housing construction of recreational situations requires joint actions between a teacher guarantees of the right to play with children perceived and felt as players who are learning to know substantially recreational play. Note that both instances of game with playful intentions shared among children with the teacher either, those moves between own children go through phases of mounting and maintenance of playfulness where rules or purposeful ideas are exposed to play. We confirm the fact of these two phases, given that in the studied case could not establish a closing phase of any instance of game where the end of a game can be the beginning of another. Children demonstrated to stop playing a game, but then took a new instance that is not necessarily oriented under the script

that had been playing. In any case the situations ended because the time class was over, and not by a decision of the children.

Therefore, in playful situations, players assemble and structured game form and preparing everything you need to play and especially go configuring the sense by which will play. Choose what play, with whom, with what, with rules, in which space, time and place, is a sample of the leading role of those who play. Not playing to what they are told, they are creators and inventors of instances of game. The sense by which it is played is not competitive, play by play, where the result does not matter, what is interesting is to be invited, challenge, surprise, where the value added is not a result, but joined with others to enjoy being free playing. We hold that playing in a playful way you learn playing and learn with people they know to play that way, in the case investigated with peers and a teacher specialized and sensitized on the issue.

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