



BADMINTON AT SCHOOL: DISCOVERING THE SPORT

* Nilma Menezes de Oliveira

Summary

Badminton can be used in schools as an element used to guarantee the pedagogical principles of content diversification and the possibility of offering equal opportunities for girls and boys to participate in elementary school Physical Education classes. This work was carried out at the Elisa Bessa Freire Full-Time Educational Center in the city of Manaus in 2015. The main objective of the research was to expand the students' body culture and work on different knowledge, movements and skills. The methodology was carried out through theoretical and practical classes. The socio-environmental impact of the development of the project had positive results due to arousing interest in the school community and also among students and teachers from other schools. The project is expected to continue with the aim of conducting new research with partnerships from other schools, students and the school community to promote this new sport.

Keywords:School, sport and socialization.

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Summary

Badminton can be worked in school as an element used to guarantee the pedagogical principles of diversification of content and the possibility of offering equal opportunities for girls and boys attend classes in elementary school Physical Education. This work was carried out in the Full-Time Educational Center Elisa Bessa Freire in the city of Manaus in 2015. The objective was to expand the body culture of the students and work different skills, movements and abilities. The methodology was carried out through lecture. The environmental impact to the project's development had positive results due to sparking interest in the school community as well as students and teachers from other schools. Expected to have continuity of the project and that there are new research partnerships with other schools, students and school communities to publicize this new sport.

Key words: School, sports and socializing.

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Introduction

According to Bandeira (2007), it is not possible to say exactly when Badminton was created, but its appearance in Europe dates back to the end of the 19th century in England. According to the Brazilian Badminton Confederation (CBBd, 2011), the sport was born in India under the name *poona* and was then taken to England by English officers serving in that country and then came to be called Badminton when, in the 1870s, a new version of the sport was played on the Badminton estate, belonging to the Duke of *Bearufort's*, in *Gloucestershire*, England. According to the CBBd (2011), the International Badminton Federation was founded in 1934, of which approximately 130 countries currently belong. The sport debuted at the Olympic Games in 1992 (Barcelona).

Although it is a widespread and important sport in the world, in Brazil Badminton is still little known and practiced, with only 268 confederated athletes, counting the athletes in the national ranking in March 2011 (CBBd, 2011).

According to a study carried out by Tjeerdsma, Rink and Graham (1996), which also analyzed a group of students after Badminton classes, it was identified that the main factors for students liking Badminton is the fact that it is fun and enjoyable.

In 2003, Brazilian badminton players at the Pan American Games in Santo Domingo achieved 5th place in men's singles, two 5th places in mixed doubles and two 5th places in men's doubles. In 2007, the hope is that Brazil will win a medal at the Pan American Games, since the competition will take place on national territory.

The first time Badminton was presented in Manaus was by teacher Susiane Albuquerque from the Francisco das Chagas State School. It was then continued by teacher Ricardo Pina with specific Badminton work at the Fábio Lucena Municipal School.

The main objective of the work is to develop this new sport in public and municipal schools, giving children and teenagers the opportunity to discover their talents through the practice of badminton.

With the practice of Badminton at the Elisa Bessa Freire Full-Time Center, it was possible to promote this sport and make students multipliers in a natural way as they leave elementary school and enter high school, thus making it grow and instigating the curiosity of people who are unfamiliar with the sport.

Currently in Manaus, nine schools are developing badminton with the aim of promoting this evolution of the sport in Manaus and in the future reaching the municipalities.

Developing the sport of Badminton

With the aim of promoting, teaching the sport and training professionals in the area, the Elisa Bessa Freire Full-Time Integral Center located in the city of Manaus, has been developing two projects benefiting students, teachers and the community in general since 2012 in order to publicize and introduce this new sport called badminton in nearby schools.

The first project developed and which is still running three times a week for 1 hour, is the sport of badminton for beginners and advanced students with the aim of providing the opportunity to practice for those students who do not fit into other sports and find in badminton a way of not being excluded as shown in the figures below:

Figure 1: Beginners sport



Figure 2: Advanced sport



With this initiative, the sport grew positively, increasing the number of participants within the school.

The second project developed and which is still ongoing is the Badminton Center, which operates only on Saturdays and lasts 3 hours, with the aim of attracting the community in general to learn about and practice badminton with the aim of increasing the number of players and thus evolving successively.

Badminton was the element used to guarantee the pedagogical principles of content diversification and the possibility of offering equal opportunities for girls and boys to participate in Physical Education classes.

According to Gonçalves et al (2012), Badminton is played individually or in pairs, in women's, men's and mixed categories. The number of players in Brazil and around the world has increased significantly, including in Manaus. It is considered by many to be the fastest racket sport in the world. Gonçalves et al (2012) consider the sport easy to learn and state that it develops reasoning, strategy, sports performance, and psychomotor skills, such as motor coordination, laterality, spatial and temporal structuring, among other abilities. It allows the subject to develop physical, cognitive, affective and social abilities, making the body an instrument for perceiving external and internal reality through the performance of its movements.

Working with the sport of Badminton contributes to what teachers consider to be coeducation, that is, at no time did the students show rejection or association with a certain gender, on the contrary, they showed interest and felt motivated due to the new and diverse possibilities for learning.

Due to the success of this experience, many students who did not feel comfortable playing sports began to identify with Badminton. Girls and boys "mixed" during the experiences, without there being attitudes that could, in some way, engender hierarchical differences during classes.

Methodology

Badminton is a new sport that arrived in Manaus recently, but two years ago it was developed at Ceti Elisa Bessa Freire with students from the 6th to 9th grades of elementary school. The methodology was carried out through theoretical classes with all students from the 24 classes, totaling approximately 1,000 students from vacancies offered by Ceti. After the theoretical classes, all students interested in playing Badminton were invited. In Physical Education classes, students had their first contact with this sport.

Two 1.55 m high supports, an alternative net made of fishing equipment measuring 6.10 m long by 0.76 m wide and three Vollo beginner rackets were used to practice the sport. Approximately 100 students participated in the selection process to divide the classes by level. In order for students to perform well and progress in learning the sport, they need to acquire good quality materials such as Yonex, Wilson, Bobolite, Nassau, Li Ning, among others. (These materials refer to the racket, net, shuttlecock and flu)

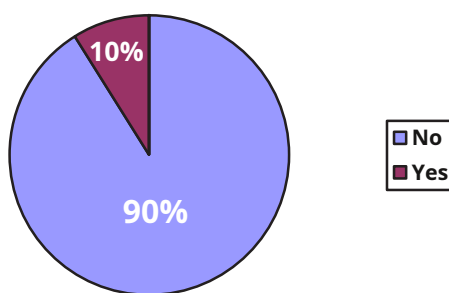
Results

Badminton students from the Elisa Bessa Freire Full-Time State School won 2nd place in the School Games and secured a spot in the Youth Games in Natal-RN (2013), Londrina-PR (2014) and Fortaleza-CE (2015). Internal and external tournaments were also held with the aim of promoting the sport and giving students the opportunity to socialize with other students.

In 2014, the number of students increased considerably and in the same year it was the project "Badminton at School" was approved by the PrScience at School program giving students the opportunity to work with original materials (official Yonex network, rackets from Yonex, flus and official court. With the success of the "Badminton at School" project, the School Full-Time State Elisa Bessa Freire won 1st place in the Amazonas School Games and secured three places in the Youth Games in Londrina-PR with students João Adailson, Estefanny Costa and Bárbara Rodrigues, both in the children's category.

With all these results, badminton has become a reference in the school in the eastern part of Manaus for Physical Education students, Universities, teachers, visitors from other states and countries, students and curious people. Former students who practiced badminton and went to other schools were able to spread the word about the sport and thus develop Badminton in schools, seeking more followers.

Graph 1: Knowledge of Badminton before the Project/2012

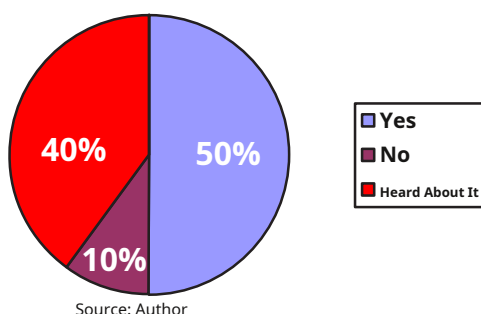


Source: Author

According to the graph above, only 10% of those interviewed had prior knowledge of what Badminton was, teachers in general. For the students, 90% were unaware of this sport, however, there was a great interest in learning about it.

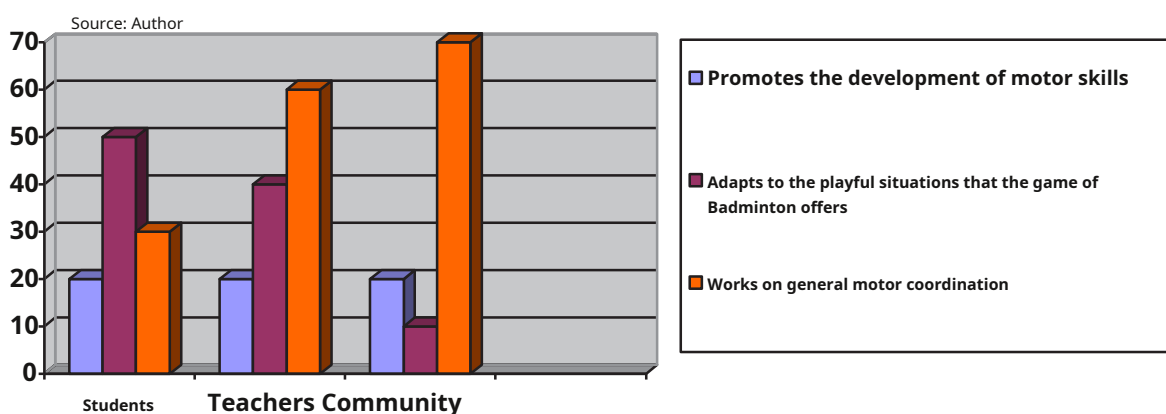
Develop the project **Badminton at school** It was extremely rewarding to be able to offer something different and see the progress in learning of the students involved. Students who did not know what Badminton was about got to know it, experienced it, and experimented with movement possibilities, with or without objects, in a delimited space that was completely different from the conventional one.

Graph 2: Knowledge of Badminton after the start of the project/2013-2014.



Students, former students and teachers from schools near CETI Elisa Bessa Freire, where the project is being developed, were interviewed. After the project began, the level of knowledge about Badminton improved compared to the previous year. 50% of the students interviewed already knew about Badminton, perhaps because they practiced the sport, 40% had heard about Badminton and only 10% still had no knowledge about the sport. On the other hand, Badminton will continue to spread in the future and year after year due to the loss of students who will go to other schools, since CETI does not offer high school education and the students will be multipliers of this sport in their new schools.

Chart 3. Advantages and Benefits of Playing Badminton

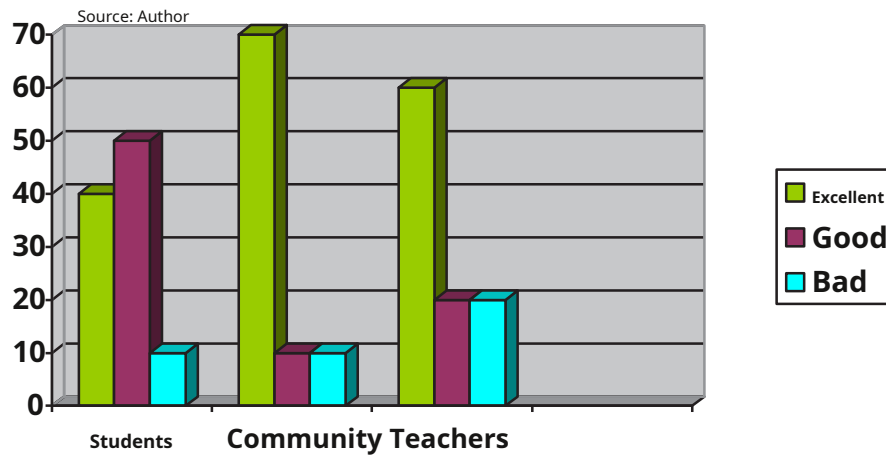


Of the students interviewed, 20% agree that Badminton promotes the development of motor skills, 50% that practicing Badminton helps them adapt to the playful situations that the sport offers, and 30% work on motor coordination. The teachers interviewed believe that 20% of students who play Badminton develop motor skills, 40% of Badminton players are able to adapt to the playful situations of the game, and 60% work on general motor coordination.

For the interviewed community, 20% believe that practicing Badminton helps develop motor skills, 40% are able to adapt to playful situations

of the game and 70% believe that playing Badminton works on general motor coordination. Badminton is a highly easy-to-learn sport, similar to tennis and volleyball, it is a sport that requires strength, agility, endurance, skills among other aspects, guaranteeing zero risk and can be practiced by children, teenagers, young adults and also by people with special needs.

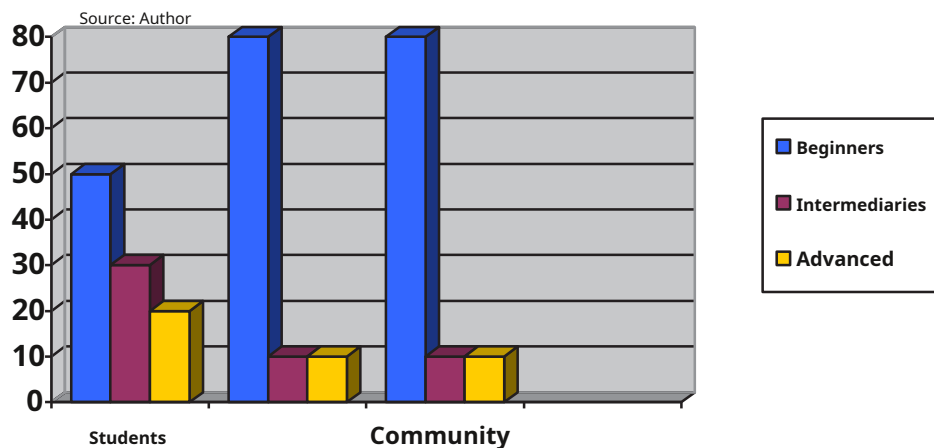
Graph 4: Acceptance of Modality



The sport has excellent acceptance from 40% of students, 70% of teachers and 60% of the community. In the good acceptance criterion, 50% of students, 10% of teachers and 20% of the community. In the poor acceptance criterion, 10% of students, 10% of teachers and 20% of the community.

It is believed that the sport is still evolving and with each passing year, it will become better known in the region.

Graph 5: Number of participants in the Badminton project



In the beginners category, only 50% are students, 80% are teachers and 80% are community. Regarding the intermediate players, 30% are students, 10% are teachers and 10% are community. Of the advanced players, 20% are students, 10% are teachers and 10% are from the community. Badminton in Manaus is only not growing better due to the lack of preparation and adequate qualification of the teachers, however, Badminton is a cost-effective sport and can be adapted. There are many students and teachers who find it easy to learn this sport, they just need the opportunity. For a beginner Badminton player to move on to the intermediate and advanced levels, all they need is practice, watch videos and know the rules.

Final considerations

Badminton is a highly sociable activity that combines all aspects of a leisure sport and can be practiced by children, teenagers, young people, adults and the elderly, men and women, and can even be practiced simultaneously. It rarely causes injuries or poses risks to participants. The Badminton at School project has contributed to the development of students in their social, emotional, personal and professional lives.

By developing the sport of badminton, we believe that we have achieved positive points due to the increase in students and those curious about the sport. The Elisa Bessa Freire Full-Time State School has only taken the first step with the development of initiation into badminton and it is hoped that through the practice of this sport, it will help to take children out of a sedentary lifestyle and give them a better quality of life.

With the results of the research, it is proposed that the search for new challenges be encouraged in this work and that the game of badminton be implemented in schools, committing to the construction of the space, the elaboration of the rules and the conservation of the material. Finally, the proposition and application of new proposals in the scope of school Physical Education are possible and desirable, but for these proposals to be consolidated, a greater commitment is needed in carrying out studies that approach the reality of teachers.

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