

75 - HIGH SCHOOL PHYSICAL EDUCATION: HEALTH IS PART OF THE SYSTEM

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PREAMBLE

The Physical Education acknowledgment and justify as curriculum element (BRASIL, 1996) carries an organizational reset and broad intellect comprehension for the constitutive process. The national curriculum parameters according with a new enacting ordinance and academic bringing focus the campus physical education withdrawing the class sports given implicit primacy extend new content sets as methodological significant attendant.

Thus, Oliveira (2004b) found besides the physical education pedagogical role the discipline constitutive and inquiry settling. Therefore the theoretical and empirical inclusion requirement gets clear in furthering life useful background making. Betti and Zuliani (2002) carry out an intricate civil growing biological approach claiming that is a basis requirement for the user citizen in a motion body culture full and self determinate way .

The high school is the latest Brazilian secondary education period whereupon the human motion joint health acquaintance must take in the students everyday. The national curriculum parameters (BRASIL, 1997) broad presage that the physical education head goal therefore is teach a citizen how to handle and control in their physical activities scheme thereby breed incorporate and supporting a health lifestyle.

That does not seem to be happening. Guedes and Grodin (2002) in a high school students research afford that the most teenagers are physically smart however the high and abstinent young operation ratio is dwindling. They even overhang that the school physical education scheme have not been fraught able for an affective prospect to the young highlighting the physical instructors making poverty of body motion tender joint direct relevance education/health binomial.

Kravchychyn, Oliveira and Cardoso (2008) hold true the high school students are not everyday using the physical education discipline contents – sportive prevail – but some of them (25%) go for a walking, running, exercises, bodybuilding and gym workout that have not labored at the discipline.

Those data are concern samples. That concern rises as the latest researches point association among a lower physical work levels and a degenerative and metabolic and heart disease high risk (MARTINS et al, 2009; SANTOS et al, 2010).

The High School physical Education attention falls thereby in physical fitness focus on student requirement and systematic physical work awareness for a better well fare (BRANDL, 2003; MATOS; NEIRA, 2008).

The physical working health ignoring consequences should be increased if combined with non health feeding addition diet and exercises connected drugs using overtraining rest lacking, etc. The high school classes must be health aware times. First the health searching should overrule as soon there are esthetic points recovery in that educational step.

Nevertheless young folk found open to questions about pharmacological ingestion feed and all the diet sorts. Physical Education classes have made by physical work in notifying opportunities on scientific oversee way. That state should be composed by discussion points about its myths lying knowledge and application and truth that are around the physical works and esthetic (MATTOS; NEIRA, 2008).

By the addition the present analysis aims a specific interdisciplinary structural tender that deals with the high school right body motion related health.

CONTENT INCLUSION ABOUT HEALTH IN THE PHYSICAL EDUCATION CURRICULUM

From the primacy of new needs, Oliveira (2004b), tender an organization on the curriculum planning highlights the Physical Education studied subjects, the body motion, shared in four cores with the treatment percentage distribution on each core along the high school levels. See below a tender table with draft in core “d”, motion and health that are our research core.

Núcleos	Grades		
	1 st	1 st	1 st
a) Structure and building motion	10%	5%	5%
b) Playfull and sport expressive motion	45%	40%	40%
c) Expression and beat motion	10%	15%	15%
d) Motion and health	35%	40%	40%

Table 1 – Distribution contents tender along the high school grades
 Source: Oliveira (2004b).

Worth to note that all of the blocks are being greater or less extent in the Early Childhood Education in the Elementary School and High School following the maneuver student levels ever.

REGARDINGS ABOUT THE PHYSICAL EDUCATION HEALTH SUBJECT

From the core tenders of Oliveira (2004b) we account the greater and hard organizational operative that is the aimed theme here, “motion and health”, from the broad subjects and the theoretical class working needs.

Health has been always understood just like disease and executing lack but it has been acted much from an attitude and parameters set that cover prophylactic and multi professional working individuals (GUEDES; GUEDES, 1998; OLIVEIRA, 2004a).

Therefore teenagers physical exercise practices should be encourage from the fitness evaluation that has health related components. The interaction between components and the physical working are focused on ability and cardiopulmonary, vigor, muscular strength, flexibility and body composition (KREBS; MACEDO, 2005).

Getting and maintaining fitness evaluation from school obtained knowledge rely of working out and physical abilities. Thereunto the learned knowledge must be applied in the student daily life. Even the practice classes are uppermost will not be enough to induce physiological adaptations (SCHONARDIE FILHO; GALLARDO, 2000). Such a situation refers to the school

needs of “non school preparing” (MARTINS JUNIOR, 2004).

Fitness evaluation is prescribed by several factors including physical work usual levels, diet and heredity (MATTOS; NEIRA, 2008).

Worth to note therefore that notion highlights that answer a contemporary health outlook introduced by Antonovsky (1987, apud OLIVEIRA, 2004a), made from a man holistic vision that replaces a simple health definition of disease lack seeing health as physical social and psycho condition which still typifies in a health and disease content.

This is the “salute genetic” model. The salute genesis (salut from Latin = inviolability, well fare, hapyness; genesis from Greek = origin) deals with the resistance development along the life unlike pathogenesis individual risk factor model. Health source and maintenance are this model concern in core which there is what Antonovsky names “sense of coherence”.

The “sense of coherence” could leverage exert direct and indirect in health. Directly ruling in different body systems like the central nervous immune and hormonal ones. Indirect in the self-regulation process opposing the stress in health rise choosing abilities like diet decision of forecast examinations and doctor help browsing. Its direct relation with school curriculum subject becomes clear in the following claim:

Along the life the sense of coherence does not have right time to be fixed but its structure process runs over the childhood and youngest and it is induced by built positive and negative experiences. The sense of coherence fullness reaches maturity around 30 years old steadying from there (ANTONOVSKY, 1987, apud OLIVEIRA, 2004a, p.245).

The implicit point of view in Oliveira (2004b) studies from the Antonovsky tender becomes how to run this outlook on Physical Education classes. From the day after day human importance the author claims that the executors should have full duties on their yearning need experiences and subjective perspectives. For that outlook comprehension aim at the use possibility from Hildebrandt and Laging (1986) labored issues “Physical Education studying open ideas” upon which regards: “this tender is emphatic on action autonomy possibility and thereby forward the people constitution ideas an harmonic relation among them and the living world” (p.252).

As Mattos and Neira (2008) say the student effective participation in the teach and learning process is featured by changing experiences between them and the teacher that brings a lot of cooperation for the student develop autonomy and the teacher would rule as an educator but not act as ruler standard dictator. The authors also emphasize that the Physical Education classes should be flexible learning times aim the existing body development and acceptance from the student in the world.

Oliveira (2004a) clears the student understanding importance on health theme in the protection model by being daily ruled from learn teaching process that enable competencies and acquisitions at the subject being beyond health/disease binomial.

From the explanation here account inside the modern human life style the health making by regulated exercise practices in order to get a better physical fitness should be a core system in the tender block “motion and health”. Extensively the subject requires a joint approach of important contents as the health and physical work related nutrition rest injury prevention hygiene cognition and first aid.

The high school health content distribution runs thereby to be analyzed regarding physical education need system hold in the last decade by authors like Betti e Zuliani (2002), Oliveira (2004b), Kravchychyn, Oliveira and Cardoso (2008) among others.

“MOTION AND HEALTH” CORE CONTENT TENDERS FOR HIGH SCHOOL

Based in LDBEN nº 9.394/96 lay down the academic year should be two hundred school days (BRASIL, 1996). Therefore we say that there are eighty class hours for the physical education (two working hours a week). Thus should all of the featured tenders focused on that approach and can be modified according each school actuality.

In order to reinforce the high school core tender “motion and health” we search for organize the contents regarding student features and concerns in that level still accounting the core tender content interaction possibilities and inter discipline work ones noting the trend class percentages for each period.

Worth a note that the theoretical content inclusion has been required in that level. From Schonardie Filho and Gallardo (2000) saying the high school teacher must have an updated professional instruction thereby mix more critical student classes that demands in former periods.

Physical fitness has primal matter as strong information sources for the academic along life studies. Are featured by body composition assessments, anthropometry, effort and postural appraisal mover tests and should be done at least once a year. The assessment outcomes should be transfer to parents and students in a right time to allow knowledge question and family position. Those outcomes should guide students and parents as the home and school behaviors and other sites which young act physical works rising thereby the school-family approach. For teachers the outcomes work as instant diagnosis and longitudinal studies. The assessments are usually worked inside physical education classes and ask for important subjects in teach and learning process. Therefore would set the content tender frames up.

That tender should not be interpreted as an expire model. Even because a curriculum composing should account regional and student needs.

For Gasparin (2003) student and teacher are learn and teaching process co-authors and should find together what the school scientific and cultural tenders suit for. The author remarks:

[...] that approach new school learning marker should be made in showing the theoretical content domain and its student using according the social needs that should be answered. This proceeding involves a new state in the teacher and students acts regarding the contents and society: school knowledge becomes theoretical and empirical.

That approach touch the content and working needs as an implication ways thus request the teacher behalf for that already known by students, their solicitudes but also for their requirements.

The class number of each level (from an 80/year total) according the tender percentage (see table 1) are as following: in the 1st level, 28 classes; another 2nd and 3rd, 32 classes.

The contents were divided: first aid, disease prevention, ergonomics and laying, nutrition and physical work, health applied bio sciences and in the physical works.

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CONTENTS	Class #	Grades		
		1 st	2 nd	3 rd
First aid				
Alcoholic coma and high alcohol ingestion	01	X		
Sudden illness: sunstroke, hyperthermia and general shocks	01	X		
Sudden illness: convulsions and fainting: arterial hypo- and hypertension, hypo- and hyperglycemia	02		X	
Sudden illness: cardiac arrest and CVA: how to recognize and rescue	02		X	
Disease prevention		1 st	2 nd	3 rd
Body's defenses: training, feeding and resting as organic resistance outline	02	X		
Safe medication and additional injury believes	02	X		
The physical work in the chronic and degenerative prevention diseases: diabetes, arterial hypertension, respiratory and circulatory system diseases	04	X		
Physical working in the elder injury prevention: osteoporosis and sarcopenia	02		X	
Ergonomics and laying		1 st	2 nd	3 rd
The muscular chains and their laying greatness	02	X		
Strength and flexibility workout for laying increase	02	X		
Chair, desk and support fit for a better working	02		X	
Inflammatory process and respiratory system implications by getting long lying, sat or standing	02		X	
Equalize workout for long exposure body position (head and neck, trunk, arms, hands and legs)	01			X
WMSD and RSI: repetitive strain injuries	01			X
Alternative therapies for a better laying and combat stress	02			X
Nutrition and physical work		1 st	2 nd	3 rd
Customer instructions: industry foods quality assessment and health reasons: preservation, validity, nutritional value, pigments, etc	02	X		
The group of foods and their importance in physical workout	02	X		
Nutrition and its relation in body energy systems	01		X	
LSM rising and its relation in body fat loss: diet and physical work in combat obesity	01		X	
Nutrition combined in workout that aims muscular hypertrophy	02		X	
Nutrition combined in workout that aims body fat decrease	02		X	
The food habit and regular physical workout relevance and maintenance along the life: from quality of life to functional shelf life	02			X
Health applied bio sciences and in the physical works		1 st	2 nd	3 rd
Physical work arrange regarding study, rest, feeding and lounge	02	X		
The Volume Vs. Intensity interdependence	02	X		
Heart watch over as intensity effort control	02	X		
Physical workout basis: adaptation, bio industry, progression, reversibility	04		X	
Respiratory system enrich	02		X	
Cardiovascular system enrich	02		X	
Nervous system enrich (kinesthetic sensations / fatigue reduction)	02		X	
Locomotor system enrich (muscle control ability)	02		X	
Aerobic and anaerobic workout compound	02		X	
Smoking, drugs and physical works	02		X	
Training / rest/ feeding balance	02			X
Hipertensão arterial: importância cuidados e restrições no exercício físico	02			X
The physical workout and digestive system working	02			X
Sexuality and physical workout	02			X
Aging and physical works: bones, muscles, tissues, joints, internal organs and hormones. Longevity, physical workout and health habits addiction	04			X
Gym Works: genre empirical living, discussion and studied content concerning	04			X
Workout safety: the doctor role, physical educator and other professionals in assessment, prescription and workout guidance	02			X
Rating: body composition, anthropometry, laying, mover tests, max. vo2 and velocity		1 st	2 nd	3 rd
Lecture about goals and assessment methods	01	X	X	X
Body composition, anthropometry, laying and mover tests	01	X	X	X
VO2 max (12 min) and speed (50m)	01	X	X	X
Given and outcome debate	01	X	X	X

Table 2 – content distribution tender concerning high school health.

FINAL REGARDINGS

The study has turned for health related need approach in physical education classes since a “new actuality” on that health is not seen just a non disease fare but also as health life standard maintenance based in the human oldest requirement: body motion.

It has been shown a large concern in motion scarcity and related caused – assumed – by living and knowledge lack that can (and should) be gotten in physical education classes so in the field content specific studies as in inter discipline actions.

The made out table hold for supporting – not a ready index – to the physical education professional design make considering the discipline features as an integrated curriculum content to the educational process which binds a clear content indication scarcity to be labored along the years honoring each level cognition abilities.

Tender content has been made based in health and physical education field research. This is only a tender yet we believe this can bring other studies and suggestions. Thus it is needed much more studious physical professionals able to work the subject with quality and certainty basis on methodologies that ensure the teaching and learn reflexive process.

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ABSTRACT

The study aimed to discuss and show content tenders concerning health related to human motion for high school physical education classes. This is a positive feature bibliographic job which its subject course has been from a systematic tender organized by Oliveira (2004b) that hint a field content sharing in four cores thereby body motion as the studied content field: "structure and building motion", "playfull and sport expressive motion", "expression and beat motion" and "motion and health". The last one was the work being tender focus which found support in literature checking that the tender core complying as law concerns so educator wishes that search for discipline legitimize. Lastly imply the subject and related have great importance to the field as for educational project legitimacy. Thus read that teacher should be able to work conceptually as the methodology in order to ensure the student capture and using.

Key words: Health, Physical Education, High School.

ÉDUCATION PHYSIQUE AU ENSEIGNEMENT MOYEN: LA SANTÉ FAIT PARTIE

RÉSUMÉ

L' étude a visé discuter et présenter des propositions de contenus sur la santé qui a des relations au mouvement humain pour les classes d'Éducation Physique du Enseignement Moyen. Il s'agit d'un travail bibliographique de caractéristique positive, lequel l'acheminement du thème s'est donné à partir d'une proposition de systematisation organisée pour Oliveira (2004b), qui suggère la division des contenus de la surface en quatre noyaux, en tenant le mouvement humain comme objet d'étude de la surface: "le mouvement en construction et structuration", "le mouvement dans les manifestations ludiques et sportives", "le mouvement en expression et rythme" et "le mouvement et la santé". Ce dernier fut le foyer de la proposition du présent travail, qui a trouvé soutien dans la littérature, en vérifiant qui le noyau proposé fait d'attention tant aux aspects legals que aux désirs des éducateurs, qui cherchent la légitimation de la discipline. À la fin, on a conclu que le thème et ses constituants sont de grande importance pour la surface, de même que pour sa effectivation dans les projets éducationnés. Autant que, s'entend qui le professeur devra être capable à lui traiter conceptuellement, de la même façon que méthodologiquement, à fin de garantir sa appréhension et usufruit pour la partie des élèves.

Mots clés: Santé, Éducation Physique Écolier, Enseignement Moyen

EDUCACIÓN FÍSICA EN LA ENSEÑANZA SECUNDARIA: LA SALUD FORMA PARTE

RESUMEN

El presente estudio pretende discutir y presentar propuestas de contenidos sobre la salud, relacionados al movimiento humano para las clases de Educación Física de la Enseñanza Secundaria. Se trata de un trabajo bibliográfico de característica positiva en el cual el direccionamiento del tema se dio a partir de una propuesta de sistematización, organizada por Oliveira(2004b), que sugiere la división de los contenidos del area en cuatro nucleos, teniendo al movimiento humano como objeto de estudio del area: "el movimiento en construcción y estructuración", "el movimiento en las manifestaciones lúdicas y deportivas", "el movimiento en expresión y ritmo" y "el movimiento y la salud". Este último fue el centro de la presente propuesta de trabajo que encontró sustentación en la literatura, verificando que el nucleo propuesto atiende tanto a los aspectos legales cuanto a los anhelos de los educadores que buscan la legitimización de la disciplina. Por fin se concluye que el tema y sus constituyentes son de gran relevancia para el área asi como para su efectivización en los proyectos educacionales. Para tanto se entiende que el profesor deberá estar apto a tratarlo conceptualmente como metodológicamente a los efectos de garantizar su aprehension y usufructo por parte de los educandos.

Palabras clave: Salud, Educación Física Escolar, Enseñanza Secundaria.

EDUCAÇÃO FÍSICA NO ENSINO MÉDIO: A SAÚDE FAZ PARTE

RESUMO

O estudo visou discutir e apresentar propostas de conteúdos sobre a saúde relacionada ao movimento humano para as aulas de Educação Física do Ensino Médio. Trata-se de um trabalho bibliográfico de característica propositiva, no qual o encaminhamento do tema se deu a partir de uma proposta de sistematização organizada por Oliveira (2004b), que sugere a divisão dos conteúdos da área em quatro núcleos, tendo o movimento humano como objeto de estudo da área: "o movimento em construção e estruturação", "o movimento nas manifestações lúdicas e esportivas", "o movimento em expressão e ritmo" e "o movimento e a saúde". Este último foi o foco da proposta do presente trabalho, que encontrou sustentação na literatura, verificando que o núcleo proposto atende tanto aos aspectos legais quanto aos anseios dos educadores, que buscam a legitimação da disciplina. Por fim, concluiu-se que o tema e seus constituintes são de grande relevância para a área, bem como para a sua efetivação nos projetos educacionais. Para tanto, entende-se que o professor deverá estar apto a tratá-lo conceitualmente, da mesma forma que metodologicamente, a fim de garantir a sua apreensão e usufruto por parte dos educandos.

Palavras-chave: Saúde, Educação Física Escolar, Ensino Médio.