

ARTICLE BY P.W. BECKER - FOUR LANGUAGES ABSTRACTS (E)(F)(S)(P)

PREVENTION AND COMMUNICATION IN PHYSICAL EDUCATION

This article introduces a special "Management of prevention and communication" which is presented as an integrative company and leadership culture. The program is based on prevention management and communicative competence as a staff training. Further it includes a teaching, learning and company internal practical orientation and transfer of interdisciplinary-social-integrative elements like movement (exercise), nutrition, relaxation as well as communication and stress management. The program's goal is to make a continuous strategy of coping with life and livelihood with key qualifications for workers, employees and managerial staff available.

Key words: prevention; communication; stress.

PRÉVENTION ET COMMUNICATION EN ÉDUCATION PHYSIQUE

Cet article introduit un travail spécial à propos de « Gestion de prévention et communication », présenté comme participant de la culture de l'entreprise et de leadership. Ce programme est basé sur la gestion de prévention et compétence communicative comme partie de formation de personnel. En outre, comprend l'orientation pratique et le transfert dans l'ambiance de l'entreprise, d'enseignement et apprentissage des éléments interdisciplinaires socio-intégrateurs tels que le mouvement (exercices), la nutrition, le relâchement, et la communication et la gestion du stress. Le programme a le but de faire de l'affrontement de la vie et du quotidien une stratégie suivie, avec des formations de base pour les travailleurs, fonctionnaires et le cadre exécutif.

Mots-clés: prévention; communication; stress.

PREVENCIÓN Y COMUNICACIÓN EN EDUCACIÓN FÍSICA

El presente artículo introduce un estudio especial a cerca de "Gestión de prevención y comunicación" que se presenta como integrante de la cultura de empresa y liderazgo. El programa se basa en la gestión de prevención y competencia de comunicación como parte del entrenamiento de personal. Además, incluye orientación práctica y transferencia, en el aprendizaje de los elementos inter-disciplinarios socio-integradores como el movimiento (ejercicios), la nutrición, la relajación y también la comunicación y gestión del stress. El objeto del programa es hacer el enfrentamiento de la vida y del cotidiano, una estrategia continua, con formación básica para los trabajadores, funcionarios y cuadros ejecutivos.

Palabras-clave: prevención; comunicación; stress.

PREVENÇÃO E COMUNICAÇÃO EM EDUCAÇÃO FÍSICA

Este artigo introduz um trabalho especial sobre "Gerenciamento de prevenção e comunicação", que é apresentado como integrante da cultura empresarial e de liderança. O programa baseia-se no gerenciamento de prevenção e competência comunicativa como parte do treinamento de pessoal. Além disso, inclui a orientação prática e a transferência, dentro do ambiente empresarial, de ensino e aprendizagem dos elementos interdisciplinares sócio-integradores tais como o movimento (exercícios), a nutrição, o relaxamento, e também a comunicação e o gerenciamento do estresse. O objetivo do programa é fazer do enfrentamento da vida e do cotidiano uma estratégia continua, com formações básicas para os trabalhadores, funcionários, e quadro executivo.

Palavras-chave: prevenção; comunicação; estresse.

PREVENTION AND COMMUNICATION IN PHYSICAL EDUCATION

(E)

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1. INTEGRAL PERSONNEL TRAINING

This integral personnel training aims at a bettering in the fields of health and communication problems inside companies through a progressive health awareness and communication culture in order to bestow the ability to cooperate and to integrate on workers, employees and managerial staff. Its idea is based on the "A-R-T-Model"¹. This model can be divided into three interdependent parts, one which is concentrated on picking people up where they stand, a second which helps us to reflect upon their situation and a third which finally assists us to transfer their situation and needs into practice². With the help of continuous teaching, coaching and consulting measures it is possible to reduce the absentee and drop out rate and to improve workplace quality in general.

2. STAFF TRAINING COMPOSITION

The staff training consists of three major steps. Before it is possible to start any improvement measures based on an effective program we need to know where to pick up the workers, employees and managerial staff. Therefore it is important to get to know as much details as possible about the physical and mental conditions of the various clients. The physical conditions can be easily tested through standardized procedures and in many cases they are apparent at first sight. With the help of a verbal check up on the participants it is easy to find out all the information we need concerning lifestyle, noxious behaviour against their own health or personal attitudes concerning body awareness and physical exercises in general.

In order to connect the theoretical background with an effective practical realization the application of five interrelated modules proved its worth.

2.1. The First Module

The first module is based the concept of Rohmert and Rutenfranz³ and contains a critical stress and strain analysis⁴ of workers, employees and managerial staff. The first step to take is the development of decent working conditions which can be seen as the actual starting point of all achievable preventive and regenerative measures. The participants have to gain knowledge of the purposeful use of all physical resources with the intention of reaching practical goals. These goals should on the one hand improve in-house communicative skills and on the other hand develop individual strength, coordination, endurance and speediness. Through purposeful and well planned activities the important process of adapting becomes straight-forwardly identifiable.

2.2. The Second Module

Another module includes one of the most important elements of modern company health awareness management⁵. In this context the partaker will be taught to prevent degenerative diseases of the cardiovascular system. Therefore it is elementary to equip the wage and salary earners with easy tools to tackle a potential lack of exercise and body movement in general. Furthermore bad nutritional habits need to be tackled. In this context fatty food and excessive drinking are only the tip of the iceberg. People need to know that an active lifestyle improves their overall quality of life at the present time as well as to create a lasting improvement.

¹ Hülshoff, T. (1996).

² Stollberg, D. (1982).

³ Rohmert & Rutenfranz.

⁴ Felder, H. (2003); Maxeiner, J. (2003).

⁵ Antonowsky, A. (1997); Maxeiner, J. (2003); Schwarz, L. (2003).

2.3. The Third Module

Additionally, people who are working hard and have to stand constant external and internal pressure need to know how to recreate their powers by taking an effective time out. This time out is far more successful when carried out as an active and concentrated act. The company staff should discover the various possibilities to relax and moreover should be able to apply new methods to practical situations. Health, physical as well as mental performance, fitness and well-being should be optimised through these methods.

2.4. The Fourth Module

Another significant constituent of this module based training is the enhancement of a wide-ranging communication competence which can be developed with the help of an exceptional training based on the principles of a "micro-teaching seminar"⁶. Microteaching is an excellent way to build skills and confidence, to experience a range of tutoring styles, to develop group cohesion and skills in giving constructive feedback. The following exemplary guidelines⁷ for giving and receiving feedback illustrate the importance and effectiveness of this module in which individual presenters are video-taped and their conduct analysed.

Important guidelines for giving feedback:

- Comment on the strengths you observe.
- Speak from your own perceptions and feelings: 'I felt..., I noticed...'.
Use description not judgement.
- Share ideas and information rather than give advice.
- Explore alternatives rather than the answers.
- Give information that the receiver can use, rather than all you can give.

Useful rules for receiving feedback:

- Ask for specific feedback.
- Listen to colleagues' perceptions and thank those who comment.
- Clarify if necessary, but don't justify.
- It may be useful to ask someone to note comments for you.

On the basis of this method the quality of cooperation and integration within companies and factories can be developed decisively which will finally lead to an advanced personal communication as well as to polished representation skills.

2.5. The Fifth Module

In addition the modules are created to provide the hard working person with knowledge and skills in individual stress management. Nowadays it is very important to develop various and efficient strategies to cope with diverse burdens of every day work and life. Therefore working people need to know how to recognize their personal resources and strong points and on top of that how to expand and support them. Keeping the focus on all the above mentioned elements the inviolable centre of a "Health Management based on prevention and communication" should also be the prevention of any stress overload to avoid suffering from failing health and to improve the well-being of all participants.

3. LONG-TERM CONSIDERATION

The program⁸ requires a long term consideration since several tasks need to be treated over and over again to promise any success. Consequently the process of development needs to be accompanied by permanent practical help, in-house training and further education programs (Coaching/Counselling & Consulting) to obtain a comprehensive company and factory culture on a high level.

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⁶ Bachmann, W. (1991); Cohn, R. (1997); Henning, C. (1995); Joines, V. & Stewart, I. (2000); Langmaack, B. (1996); Lotz, W. & Reiser, H. (1995); Schlegel, L. (1988).

⁷ compare: http://www.adelaide.edu.au/clpd/Ita/ssinduction/micro_tute/

⁸ for more details compare: 2. Integral Personnel Training

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<p>LA EDUCACIÓN FÍSICA COMO UN MEDIO DE PROMOCIÓN CULTURAL</p> <p>Celebrado en el Manifiesto Mundial de la Educación Física FIEP 2000</p> <p><u>Considerando</u></p> <ul style="list-style-type: none"> • Que la Educación Física, por su alcance conceptual, puede ser considerada como un medio de desarrollo cultural; • Que el pluralismo cultural de las naciones y regiones exige que todas las practicas respeten la diversidad cultural, procurando encontrar estrategias adaptadas a las diferentes realidades y características; • En la <u>Carta Internacional de Educación Física y Deporte</u> (UNESCO/ 1978), en el Art. 7°. establece que "en la Educación Física y en el Deporte no se puede perder de vista la defensa de los valores morales y culturales". • Que el <u>XV° Congreso Panamericano de Educación Física</u> (Lima/1995), en sus conclusiones, sugirió que sean rescatados y preservados los valores culturales y las tradiciones de los pueblos, a través de la Educación Física y Recreación. • Que la <u>3ª Conferencia Internacional de Ministros y Altos Funcionarios Encargados de la Educación Física y del Deporte</u> (MINEPS III° de Punta del Este - 1999), a través de la <u>Declaración de Punta del Este</u>, en su Art. 8°, defendió el apoyo a una política de conservación y valorización de los deportes y juegos tradicionales que forman el patrimonio cultural de las regiones y de los países; <p><u>La FIEP concluye</u></p> <p>Art. 9 - La Educación Física, deberá éticamente ser utilizada siempre como un medio adecuado de respeto y de refuerzo a las diversidades culturales.</p>
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