

48 - THE EDUCATION FOR THE PREVENTION OF THE OBESITY - A VISION ON THE PCN'S

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INTRODUCTION

Now one of the great concerns at world level is the change in the habits of life of the people resultant seems that of a historical process of the humanity's evolution, from when the man begins the exploration and transformation of the nature, creating and developing means day by day to facilitate yours, until we arrive in the historical mark of the Industrial Revolution, where the machine substitutes the man's manual work, as that reducing the effort and movement of the body.

In the industrialized societies we can observe a lifestyle less and less healthy, fruit of the own product of the industrialization formed an alliance with the compact conditions of urban life in some cities, associating to all this, the well-known interest for more passive amusements in substitution of the more vigorous physical activities and with physical effort, as well as by inadequate eating habits, creating this ideal conditions for the greater accumulation of fat and consequently the development of body weight in these populations, obtaining groups of persons sedentary and with excess weight.

Obesity can be conceived, a simplified way, as a condition accrue abnormal or excessive fat in the body, leading to a compromise of health. The degree of excess fat, their distribution and their association with consequences for health varies considerably between obese individuals. It is important to prevent it and also identifying it, since patients with this condition present increased risk of morbidity and mortality. Nowadays, the obesity is a priority for intervention at the individual level and in the community as a problem of nutrition in public health (OMS, 2004).

The OMS (1998) consider that "enjoy the best state of health that is possible to achieve is a fundamental rights of every human being, without distinction of race, religion, creed political, economic or social condition", as well as "the governments have responsibility for the health of their peoples, which can only be assumed by the establishment of sanitary measures and appropriate social".

In this understanding the social subject on the role of Professor of Physical Education which operates in various sectors of society, is in school, is in other environments as the academy, the club, and which can operate mainly on prevention of public health, together with the support of the State and the institution of the school, form a whole social that together they can promote public policies directed to the health issues.

We can find in Art. 196. of the Constitution of the Federal Republic of Brazil (1988) that the health is right of all and to owe of the State, guaranteed by social and economical politics that seek to the reduction of the risk of disease and of other offences and to the universal and equalitarian access to the actions and services promotion, protection and recovery.

Therefore since the government is in the quality of responsible for actions in relation to the health of people, it is extremely important to develop public policies directed to combat the sedentary lifestyle and obesity.

The school as a tool of ideological State seeking build intentions educational established through a pedagogical practice in schools with a balance between the teacher, where this is responsible for the implementation of the information necessary to make adjustments educational and the institution having to ensure that all the basic educational experience for the development and socialization of the learners.

Some documents guide the orientation of teachers of the various school disciplines, since the content, guidelines for the secretariats of state and municipality, laws as LDB 9394/96, the 1988 Federal Constitution, as well as the National Curriculum Parameters.

Thus the PCN being a guidance document educators of Brazilian schools, the objective of this study was to identify in the PCN's the knowledge to be treated in school that have direct relationship with obesity.

THEORETICAL FIELD OF ANALYSIS

Understands each other for public politics the groups of dispositions, measures and procedures that translate the political orientation of the State and they regulate the government activities related to the tasks of public interest. They are defined also as all of governments actions, divided in direct activities of production of services by the own State and in activities of other economical agents regulation (LUCCHESI 2004).

Lucchese (2004) says that although the public politics in health include the field of social action of the State routed to the improvement of conditions of health of the population and environments natural, social and labor. Its particular task in relation to other public policies for social field is to organize the public functions governmental promotion, protection and recovery of the health of individuals and collectivity. Public politics materialize through concrete action subjects and institutional activities which carry them out in each context and determine its results.

In accordance with the World Health Organization (OMS, 2004) obesity is understood as a epidemic, characterized by excess body fat, bringing damage to health, pointing out that the world more than one billion adults presented overweight, and of the population over 300 million are obese, which in 1995 were 200 million. Estimated studies provide that in the year 2030 these figures will increase, indicating that 70% of the population of the United States, 50% in England and 30% in Brazil, develop obesity. Today in Brazil in accordance with the IBGE there is around 38 million obese, which in 2000 this figure was around 16 million, this means a growth of more than 100% in the range of eight years. It is even more alarming when these data are related to the child, today more than 17,6 million children aged less than five years are obese in the world.

Anjos (2006) it comments on that the definition of OMS of epidemic disease in relation to the obesity, maybe it should not be considered as a true premise, because the definition of disease, of the traditional point of view, requests the existence of a group of signs and symptoms and functional alteration in an universal way.

So we can observe people have an excess body fat, but not presenting symptoms or functional changes significant, not preventing a normal life of the individual, but this adiposity in body can be related to some diseases.

But in some way be considered that the overweight and obesity, nowadays, compose a health problem with great repercussion in human society. Both, directly or indirectly, associated to several diseases that, in general, are responsible for a significant percentage of mortality But in some way be considered that the overweight and obesity, nowadays, compose a health

problem with great repercussion in human society. Both, directly or indirectly, associated to several diseases that, in general, are responsible for a significant percentage of mortality (POLLOCK & WILMORE, 1993).

The excess body weight and obesity, are normally established from the Body Mass Index (BMI), which is the mass in kilo divided by height per meter quadratic, and has increased in recent years alarmingly in individuals not athlete, the point of being reaching a large proportion of the world population (KUCZMARSKI et al., 1994).

For Anjos (2006) in addition to measures of BMI, to take a more precise diagnosis of the quantity of body fat is necessary measure it separately, and through a value in percentile can define the excess or not for fat corporal.

This excess fat regionalized or by the whole body, is triggered by a series of factors, being the exogenous obesity, responsible for 90% to 95% of cases, the remaining cases, between 5% to 10% gives by obesity endogenous (GUEDES & GUEDES, 1998).

Thus the obesity develops with the contribution of certain factors, being considered as a disease or multi-causal multifactorial, where the factors genetic, endocrine, dietary, psychological, cultural and socioeconomic, alone or linking between themselves, will trigger the development of adipose tissue (MONTE et al., 1998).

The family history is a factor that must be taken into account in order to determine the onset of obesity, a child that parents are obese is 80% of probability of developing obesity, and this percentage decreases by half if only one of the parents are obese. Already if none of the parents present levels of body fat in excess, the child has the probability of 7% for the development of obesity (GARN e cols., 1981, HALPERN et al., 1995).

Although many studies be carried out in this respect, it is difficult demarcate the extension of the family may influence the development of adiposity, since the genetic inheritance, as well as the dietary habits prevailing family environment where children are inserted contribute to the development of obesity (VALVERDE, 1995, BROOKE & ABERNETHY, 1985).

This way we can realize that for the development of obesity, some determinants related to living habits of the individual, as well as the inheritance of genetics family.

There are questions whether obesity has as a cause over nutrition, inactivity or metabolic. However, the opinions are generally consistent with the fact occur obesity when the calorie intake chronically exceeds the energy spending (STEFANICK, 1993).

The daily calorie needs of the human being are the number of calories that he needs to sustain their weight customary and their levels of metabolic activity. The daily calorie needs including the metabolic rate at rest (MRR), the effect thermo of foods and the calories used daily activities (HOWLEY & FRANKS, 1997). In addition to the MRR, physical activity, or the effort corporal, is taken as the largest component of total energy expenditure daily (BOUCHARD et al., 1994).

For Garcia (s/d) one of the issues that currently concern the medical community in the world is without doubt a sedentary lifestyle, being considered as one of the factors generators of obesity, appears as an important risk factor for health, and thus become a public health problem.

For the same author sedentarism is not a cause, but effect of certain circumstances and attitudes that have been evolving over time, and today we are the results of paths chosen in past times.

Marra (2002) notes are sedentarism, more than food in excess, the most important cause of overweight and obesity. For this reason, it should recognize the physical exercise, sport, as an essential component for the process of maintenance and control or reduction of adiposity corporal.

One of environments conducive to address the issue of obesity, can and must be the school environment, which is considered a social environment appropriate to treat knowledge for life, where future generations of society in development.

In accordance with Saviani (2005) the school is an institution whose role is the socialization of knowledge systematized, drawn up, with the objective of student at the end of school period, to acquire autonomy necessary to take its decisions in life outside the school.

Then the students of the school, future generations, to acquire knowledge required acting against the evils of sedentary lifestyle and obesity, may in some way adopt attitudes healthy, and may decrease the indices that tend to increase in the coming years in the world, including Brazil.

In this sense Freire (1996) says that the real education is one that aims to stimulate learners to reflect on the reality which are inserted, the education must have connections with the social context, economic and cultural, thereby maintaining the "status quo" and that the school is one of the most important ideological apparatus of government.

Education in the broad sense for the process of unilateral development of personality, involving the formation of human qualities physical, moral, intellectual, esthetic in view of the orientation of human activity in their relationship with the social environment, in a given context of social relations (LIBÂNEO, 1994).

Education is today conceived as one of the factors responsible for progressive change and guidance of a whole society. And teaching within this context is characterized by processing and development of intellectual capacities of the learners directed to the field of knowledge, skills and its application, to achieve some results.

Education, is not something definite, she gives in various forms and various aspects, since it depends on the point of view of each society. The school is nothing more than a place where education is formalized and follows a set of rules and methods and knowledge that must be preserved and transmitted.

Kunz (2004) says that the school beyond repress knowledge social character pragmatic and technical progress should also help the young in full development of his personality social cultural.

The objectives of education are the changes expected as a consequence of educative action in people and in social groups, in institutions dedicated to education and the organizations of the educational politics.

Education as formal practice becomes a teaching practiced by teachers in schools and these make their work plans pedagogical with objectives, content, didactic resources and forms of assessment as instruments of an educational process.

Darido (2001) says that the Ministry of Education and Sport, through the Secretariat of Basic Education, inspired by the Spanish educational model, mobilized from 1994 a group of researchers and teachers to draw up the National Curriculum Parameters (PCNs). In 1997, were launched the documents relating to 1 and 2 cycles (1^a thru 4^a series of fundamental school) and the year 1998 relating to 3 and 4 cycles (5^a thru 8^a series), including a specific document in the area of Physical Education (Brasil, 1998a). In 1999, were published PCN of secondary education by a team different from that composed of basic education, and supervision was under the responsibility of the registry of the middle school, the Ministry of Education and Sport (Brasil, 1999).

In accordance with the group which organized the National Curriculum Parameters, these documents have as primary function subsidies the development or the curricular version of the states and municipalities, talks with the proposals and existing experiences, and encouraging the internal discussion pedagogical schools and elaboration of education projects, as well as serve as a material of reflection for the practice of teachers. The PCNs are composed of the following documents: document with introductory themes (health, environment, ethics, cultural plurality, sexual orientation, and work and consumption) and documents which address the treatment to be offered in each of the different components curriculum.

METHODOLOGY

To achieve the objective to which it has proposed this research used as methodological procedures:

a) In the first time we sought the bibliographic research to seek the construction of theoretical field in relation to obesity, the

school as well as on public politics of the government in matters of public health of society. Lakatos (2006) says that the bibliographical research covers all material bibliographic already made public, having relationship with the theme that is studying, and its purpose is to put the researcher in direct contact with what has already been written, said on a given matter.

b) In the second time was performed the analysis of the content of national curriculum parameters. The content analysis technique is widely used in the social sciences and humanities, and shall define by Berelson (1952, p. 13) as: "a technique of investigation which, through a description aims, systematic and quantitative composition of the content manifesto of communications, aims to interpret these same communications".

So we sought the PCNs to collect information on questions of how treaty the problem of obesity, sources of "paper" or written, which Gil (1999, pg.160) says that "often are able to provide the researcher data sufficiently rich to avoid the loss of time with withdrawals of field".

INTERPRETATIVE TASK

The content of the PCNs permeate by various issues that should be treated in the school environment, and comprehensive the volume of "traverses themes" is valuable to seek the formation of citizenship with the student who is in the school, and that puts the school is an ideal space to stimulate that construction of an individual critical, participatory, autonomous, reflexive and sensitive to problems of society which is inserted. So this volume is different subjects (health, environment, ethics, cultural plurality, sexual orientation, and work and consumption), and in particular when it addresses the issue of health, the content are organized so as to give meaning to the dimensions conceptual, procedural and who deeply interconnected, being the main objective of this topic to contribute to healthy practices during the life.

The blocks of content are divided giving meanings to fulfill the function of indicate the individual size and social of health. So we can understand that these issues should be treated with the student for which it has the necessary knowledge postures and healthy habits for itself and the other. Consequentially appear as content, "self-knowledge for the self-care and collective life".

In particular to the issue of self-knowledge for the self-care, seeking an understanding that health must be a personal dimension and each human being can outline its trajectory toward the welfare physical, mental and social committee. To achieve this goal is necessary an educative work that has as references the development of critical conscience in connection with the factors that influence positively or negatively.

Therefore, understand the basic function of the human body, know about the process of health and disease, and care is prime objective. Identify differences and similarities between people are acquired or hereditary, including covering the behavior and temperament, allowing know the diversity and plurality in society.

A very important topic is adequate food as an essential factor in growth and development. The guidance to students alert inadequate food may have any adverse effects, i.e. the lack of food generating malnutrition and anemia, or the excess hers generating today a health problem emerging, obesity. In this sense the guideline is to adopt a menu balanced and compatible with the need and the possibilities offered by particularities of each reality, in order to search for the prevention of such a degree of malnutrition, both of obesity.

In particular to obesity the PCNs of themes transverses vigilance that today is a health problem in large proportions, with high prevalence among young people from different social groups, being the excessive consumption of sugar, in particular among children, being a feeding habit to be transformed, does not justify its consumption by calorie needs, but is giving by cultural factors, which causes damage to health mouth also, as well as contributing to the premature obesity.

Other volume interesting and contributes in relation to the matter on obesity is of the component on the curriculum of "natural sciences" when it addresses the theme "human being and health", directing that the human body is seen as an integrated system, that interacts with the environment and reflects the history of life of the subject. Thus the student must understand the relations physiological and anatomical, perceived as the human body transforms, transports and eliminates water, oxygen, food, obtained energy, and advocates of invading harmful elements, coordinating and integrating the different functions of the various systems and the relationship between them, perceived in this way the whole of the human body. Also another issue raised is the perception that even though submit patterns of structure and functioning of the body, must also be considered that there are variations in accordance with the individuality of each. Considering that the standard is that identifies the human species, but each corps is unique, and there general basic needs, however, there is also individual needs.

In the right direction can address the issue of obesity, but the authors not emphasize directly the matter, but it is important this knowledge, since if the student realize that his body is unique, favoring postures and attitudes of respect and appreciation of the own body, and thus have the option to choose healthy positions in relation to itself.

Therefore the understanding of the body healthy is conditioned to factors of physical, mental and social committee and the lack of one of these factors can injure the balance, and as a consequence, the body becomes sick. So in this perspective, the body is a single integrated unit and the disease shall be understood as a state of imbalance of the body and not a few parts, the dysfunction of any device or system represents a problem for the whole body and not only that apparatus or system. In this perspective, the body reflects the history of the individual life, and the nutritional deficiency, affective and social committee, for example, ahead the human body, interfering in its architecture and its operation, this vision obesity as an imbalance functional causing changes the level of architecture or form, by accumulation excess body fat.

In another theme of analysis of the volume of the natural sciences accost the issue of "food", as an essential biological common to all human beings, that everyone has the accuracy of consume daily a series of food substances which are fundamental to the construction and development of the body (proteins, vitamins, carbohydrates, lipids, mineral salts and water). And the types of food and the way to prepare them are determined for culture and personal taste, and today the media has been instructed to dictate the feeding through the communication of campaigns, in this sense it is very important to have the attention to traps that publicity may induce. Since consumption is the main objective of publicity, so the consumer, the people, students at the school, the society in general must have a critical view of campaigns touted in our social environment in order to opt for an attitude healthy for the great incentive to unbridled consumerism by the media.

This volume still vigilance on the question of feeding inappropriate has caused health problems in people, not only in adults, but also in children, the high cholesterol is a problem, and the reason is the consumption of sandwiches and sweets in place of meals with vegetables, cereals and greenstuffs, so we can understand that these habits may influence the development of obesity. In this sense the PCNs indicate that the school has the function to subsidize the students with knowledge and skills that make them able to discriminate information, identify aggregates to these information and perform choices. The development of knowledge in relation to food is necessary, whereas the individual demands and the possibilities collective get food.

Lastly was analyzed the PCNs of a Physical Education which brings general objectives in relation to health, to know and care of the body, developing and adopting healthy habits as a basic aspects of quality of life and acting with responsibility for their health and public health. In general know the diversity of health standards, beauty and aesthetics corporal that exist in various social groups, including its insertion in the culture in which are produced, critically reviewing the standards published by the media and avoiding the consumerism and prejudice. This way can we understand that the student must examine critically aspects in relation to their health and health of other persons, still perceive the standards body imposed by media, and from hence postures positive.

When the theme of Physical Education are the knowledge about the body, this shall be understood as a body integrated and

not as "parties" or "apparatus", a corps alive, that interacts as the physical and cultural feel pain, joy, fun, fear, etc...

For the student has the knowledge of the human body are emphasized anatomic knowledge, physiological, biomechanical and biochemical want capacitate a critical analysis of the programs of physical activity and the establishment of criteria for judgment, choice and implementation of activities body healthy, is at work or leisure.

CONCLUSION

In accordance with the analysis of the content of the PCNs we can conclude that in relation to obesity this is a referential for teachers of the various disciplines in school approach the theme. In particular we emphasize that the volume of "themes traverses" is of great value, because they address the issue of food, and direct the concern with obesity, and some postures to be adopted. The other volume which addresses indirectly the theme are the 'natural sciences', when it discusses on humans and their interaction with the environment, emphasizing that the history of the subject is built from this relationship, and that attitudes will reflect positively or negatively this interrelationship. Already the PCNs "Physical Education" are positive in the sense that guide the postures criticism of the quality of life, with responsibility for the health and the other, for that addresses issues of knowledge about the body and analysis of themes point in the media.

So we understand the PCNs as an indispensable element for teachers of the school, in order to allowances and guidelines for able to address the issue of health with students and in particular stimulate postures healthy in the prevention of obesity from an early age. For this, perhaps it is necessary to adapt the requirements of the school, and of the students, and this work must be discussed in general in all school disciplines, as a matter common inserted in the planning of the school content, where all disciplines, within their specificities may in some way contribute to the student adopt postures and healthy habits for life. In particular for the teacher of physical education the volume is requiring an increment of other literature to come to complement and achieve the goals of contribution to the formation of a critical awareness of the students in the search for health and prevention of obesity. However the guidelines are productive, because that stimulates the discussion of matters related to quality of life, to the teacher of physical education in its planning must include matters in this perspective, the orientation of regular practice of physical activity in different places, for this in the school perceive the ideal place to the practice and to create in pupil the critical analysis of attitudes and habits to be adopted for the prevention and combating obesity.

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THE EDUCATION FOR THE PREVENTION OF THE OBESITY - A VISION ON THE PCN'S ABSTRACT

Obesity can be conceived, a simplified way, as a condition accretion abnormal or excessive fat in the body, leading to a compromise of health (OMS,2004). In industrialized societies we can observe a lifestyle increasingly degenerate and the notorious interest more passive amusement instead of more vigorous physical activities, with physical effort, as well as by inadequate eating habits, creating these ideal conditions for the greater accumulation of fat and consequently the development of body weight. The Constitution of the Federal Republic of Brazil (1988) says that health is right and duty of the State, guaranteed through social and economic policies aimed at reducing the risk of disease and other diseases and universal access and equal to the actions and services for its promotion, protection and recovery. In this way one means of treating the matter of obesity, can and must be the school environment, being a public entity of the State, and is considered a social environment appropriate to treat knowledge for life, where future generations of society in development. The objective of this study was to identify in the PCN the knowledge to be treated in school that has direct relationship with obesity. As methodology was used the content analysis national curriculum parameters. We conclude that the PCN as an indispensable element for teachers of the school, in order to allowances and guidelines for able to address the issue of health with students and in particular stimulate postures healthy in the prevention of obesity from an early age.

KEY-WORDS: Education, school and obesity.

L'ÉDUCATION POUR LA PRÉVENTION DEL OBÉSITÉ - UN VISION DE LA PCN'S RESUME

L'obésité peut être évaluée, de manière simplifiée, comme une condition d'accumulation anormale ou excessive de graisse dans l'organisme, en prenant à une compromission de la santé (OMS, 2004). Dans les sociétés industrialisées nous pouvons observer un style de vie de plus en plus dégénéré, et le notoire intérêt par des divertissements plus passifs dans substitution des activités physiques plus vigoureuses, avec effort physique, comme aussi d'inadéquates habitudes alimentaires, se en créer de cette forme des conditions idéales pour plus le plus grand accumulation de graisse et conséquemment le développement du poids corporel. La Constitution de la République Fédérative du Brésil (1988) dit que la santé est droite de tous et de devoir de l'État, garanti moyennant des politiques sociales et économiques qui visent à la réduction du risque de maladie et d'autres agravos et à l'accès universel et à l'égalité aux actions et services pour leur promotion, protection et récupération. De cette forme un des moyens de traiter le sujet de l'obésité, peut et doit être le moyen scolaire, en être une entité publique de l'État, et est considéré un environnement social ajusté pour traiter de connaissances pour la vie, où de futures générations de la société sont dans développement. L'objectif de cette étude a été d'identifier dans le PCNs les connaissances à être des traités dans l'école qui aient relation directe avec l'Obésité. Comme méthodologie a été utilisée l'analyse de contenu des paramètres curriculaires nationaux. Nous concluons que le PCNs comme un élément indispensable aux enseignants de l'école, dans le but d'avoir des subventions et des orientations pour pouvoir aborder la question de la santé avec les élèves et en particulier stimuler des positions saines dans la prévention de l'obésité depuis le tendre âge.

MOTS-CLES: Éducation, École et Obésité.

LA EDUCACIÓN PARA LA PREVENCIÓN DE LA OBESIDAD-UNA VISIÓN DE LA PCN'S RESUMEN

La obesidad puede ser concebido, una manera simplificada, como una condición accretion anormales o exceso de grasas en el cuerpo, conduciendo a un compromiso de la salud (OMS, 2004). En sociedades industrializadas podemos observar un estilo de vida cada vez más degenerado, y el notorio interés más pasivo diversión en lugar de más actividades físicas vigorosas, con esfuerzo físico, así como por la insuficiente los hábitos alimentarios, crear este condiciones ideales para la mayor acumulación de grasa y consecuentemente el desarrollo de peso corporal. La Constitución de la República Federal de Brasil (1988) dice que la salud es derecho y el deber del Estado, garantizada mediante políticas sociales y económicas destinadas a reducir el riesgo de la enfermedad y otras enfermedades y los accesos universales e iguales a las acciones y servicios para su promoción, protección y la recuperación. De esta manera uno de los medios de tratar la cuestión de la obesidad, puede y debe ser el entorno escolar, siendo una entidad pública del Estado, y es considerado un entorno social apropiado tratar conocimientos para la vida, donde las generaciones futuras de la sociedad en el desarrollo. El objetivo de este estudio era identificar en el PCN el conocimiento para ser tratada en la escuela que tienen relación directa con la obesidad. Como una metodología se utilizó el análisis de contenido nacional curriculum parámetros. Nos concluir que el PCN como un elemento indispensable para profesores de la escuela, a fin de subsidios y directrices para poder abordar la cuestión de la salud con estudiantes y en particular estimular posturas saludable en la prevención de la obesidad desde temprana edad.

PALABRAS-CLAVE: Educación, la escuela y la obesidad.

A EDUCAÇÃO PARA A PREVENÇÃO DA OBESIDADE - UMA VISÃO SOBRE OS PCN'S RESUMO

A obesidade pode ser conceituada, de maneira simplificada, como uma condição de acúmulo anormal ou excessivo de gordura no organismo, levando a um comprometimento da saúde (OMS,2004). Nas sociedades industrializadas podemos observar um estilo de vida cada vez mais degenerado, e o notório interesse por diversões mais passivas em substituição das atividades físicas mais vigorosas, com esforço físico, como também por inadequados hábitos alimentares, criando-se desta forma condições ideais para o maior acúmulo de gordura e consequentemente o desenvolvimento do peso corporal. A Constituição da República Federativa do Brasil (1988) diz que a saúde é direito de todos e dever do Estado, garantido mediante políticas sociais e econômicas que visem à redução do risco de doença e de outros agravos e ao acesso universal e igualitário às ações e serviços para sua promoção, proteção e recuperação. Desta forma um dos meios de tratar o assunto da obesidade, pode e deve ser o meio escolar, sendo uma entidade pública do Estado, e é considerado um ambiente social adequado para tratar de conhecimentos para a vida, onde futuras gerações da sociedade estão em desenvolvimento. O objetivo deste estudo foi de identificar nos PCNs os conhecimentos a serem tratados na escola que tenham relação direta com a Obesidade. Como metodologia foi utilizada a análise de conteúdo dos parâmetros curriculares nacionais. Concluímos que os PCNs como um elemento indispensável aos professores da escola, no sentido de terem subsídios e orientações para poderem abordar a questão da saúde com os alunos e em especial estimular posturas saudáveis na prevenção da obesidade desde a tenra idade.

PALAVRAS-CHAVE: Educação, Escola e Obesidade.