78 - SCHOOL PHYSICAL EDUCATION AND HEALTH: AN EXPERIENCE INTERDISCIPLINARY IN EARLY GRADES OF THE ELEMENTARY SCHOOL

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1 REFLECTIONS ON HEALTH IN SCHOOL PHYSICAL EDUCATION

This study deals with the subject of health from the physical education in schools, whose curriculum content of this discipline, its inclusion in the cross-cutting issues, in an interdisciplinary project linked with the discipline Sciences, in the early years of elementary school.

Since the importance of school as an institution that brings together large portion of the population at some point in a given age, it has role to play in the construction, execution and evaluation of an educational plan that meets the needs of essential knowledge to the life of students throughout their lifetimes.

It is Included the discipline, Physical Education, as an interdisciplinary field of knowledge, recognizing its importance in school, especially in early grades, it can hus contribute to an education as a whole body, as Freire (1989) asserts. According to the author, school should not only mobilize the mind but also the body, for body and mind must be understood as components that are parts of a whole body.

According to Marcondes (1973), applying the theme health in physical education classes requires a focused work in an integrated and comprehensive setting, helping the student see his/her biological, cultural, social, political and economical implications of actions and his/her responsibilities in their daily lives, although the State also has its share of responsibility in this matter.

In Brazil, in 1997, the DATA FOLHA newspaper conducted a survey in 98 cities and found a prevalence of 60% of sedentary individuals, regarding they did not practice any physical activity. This analysis was carried out by Matsudo and others (2002), in regions of Brazil and showed that rates of inactivity were higher in the Northeast (65%) and North/ Midwest (64%) and lowest in the Southeast (59 %) and South (53%) of the country.

There were times when the school physical education programs were seen with the purpose of acquiring and maintaining health. However, in a quite wrong and misleading way, as were concerned only with the physical exercises, not bringing any consequences for the educational development of young people (GUEDES, 1999).

Emphasizing only the sport and recreation, does not meet all its fullness in the expectations of the physical education program. It is important to build a perspective of knowledge covering education for life, from the culture of body movement, a diversified range of content such as games, dances, fights and knowledge about the body. Knowledge that prioritize learning to know, to do, to live and be, as guides pillars of education (DELORS, 2001). A set of knowledge to apply in everyday life with the consciousness of duty to maintain a healthy active lifestyle, essential to the whole being.

These considerations led us to question guiding this research: how teachers of Physical Education can contribute to building an interdisciplinary knowledge about health, associated with Science discipline involving corporal practices from the cross-cutting themes in elementary school I. As general aim, comes to indentify interdisciplinary relations between the content on health, focused in courses, Sciences and Physical Education, in order to provide methodological theoretical details for teaching in the early years of elementary school, from the transversal theme of health.

In this paper, it will focus on number-3 specific objective of this study: developing classes in physical education laboratory in the 2nd to 5th year of elementary school with interdisciplinary content on health, from the books of Science in these classrooms. According to Vilela and Mendes (2003), interdisciplinary is a matter of attitude, which is given by the intensity of the exchanges of real integration of disciplines within the same research project.

Consistent with the design of our study, it was chosen the descriptive research within a qualitative perspective. In this study, the study group was composed of four science teachers (A, B, C and D) from 2nd to 5th year of elementary school, each one representative of each series. They were also included two teachers (E and F) of Physical Education in elementary school in a private school in the city of Natal. In addition to three selected teachers, other three were chosen to experience laboratory classes (X, Y and Z) on the issues which were related to health. All constituents of the elementary school I are in a private school in the South Zone, the city of Natal.

The instruments used to capture the reality of the data to meet the goal in this article three, focused on this study, were: reading and analysis of books used in the classroom by teachers of science of Elementary School I, in order to find health issues approaching with Physical Education, and three laboratory lesson plans that have experienced health content with the classes of 2nd, 3rd and 5th grade of this school, in Physical Education.

It was initially made the analysis of science textbooks, in order to find thematic issues related to health. This analysis was made in the first three modules of the books, which refers to the subjects studied in the 1st to the 3rd quarter, 2nd to 5th year of Elementary School, in 2011. The lab-classes were conducted in 2nd, 3rd and 5th of primary education in their respective schedules of school physical education classes. Their contents referred to the health issue in their relationship with the Physical Education, according to the analysis of textbooks in these classrooms. It was applied a lesson plan in each class.

The production of knowledge related to this issue, knowledge about health, could bring significant benefits to health, in conjunction with school Physical Education. Whether in terms of health promotion and prevention or walking towards a contribution to change attitudes and habits in school, at the age of children.

2 INTERDISCIPLINARY RELATIONS IN THE CONTENT HEALTH FROM THE DISCIPLINES: SCIENCE AND PHYSICAL EDUCATION

2.1 Analysis of Science Textbooks

According to Vasconcelos and Souto (2003), making a careful reading of the most of Sciences books exposes a linear arrangement of information and often is seen as a fragmentation of knowledge that limit the interdisciplinary perspective. Although this speech, the perception that one have had in relation to the content that desiring to address in the interdisciplinary project, which was the theme of health, was very focused on the books, enabling the effective participation of an interdisciplinary

perspective.

The books used for this study were the system of teaching, whose name is POSITIVO, in which each term had a specific module. So the first three modules were analyzed of the 2nd to 5th year of Elementary School I that aimed to identify possible content of Sciences that were related to the theme health and approached with the possibility of interdisciplinary content with Physical Education.

In the book of 2nd grade, the module that was more of the health issue was the 3rd volume. The same has already started the science content with the theme "Health: every child is entitled." From this perspective there were questions about what is to be healthy, is it just absence of disease, also addresses the importance of maintaining daily habits and attitudes that contribute to health maintenance.

In the 3rd year, it was used the 3rd module, which ran a content as life stages from birth to old age, and also returned to health issue. There were questions related to the care one should have to grow up healthy, or more content that show features for interdisciplinary work in this class.

In the 4th grade, the module that came the issue of health was the second volume, highlighting the health focused on soil-related diseases, such as tetanus, jigger, and geographic dude, among others. From this perspective, there was an immediate separation of the proposal to apply an interdisciplinary project on the theme health in physical education classes on these subjects. It was thus proposed a planning among teachers to create plans of action in view of making it possible disciplinary action and may Physical Education focus on "caring for oneself," taking care of the body.

In the 5th grade, the modules were used to analyze the first and second volumes. In these books, science focuses on the content related to the human body, from its composition to its structure and procedures. In this series, the human body is seen in all its fullness, making possible the relationship between science and physical education in an interdisciplinary project, on all topics.

It is therefore understood that the analysis of texts contained in the textbooks made clearly and objectively favored the identification of content, confirming the understanding by students on the subject already studied health, deepening it, which characterizes the prospect of a project contributing to the efficiency of interdisciplinary learning. This means seeing the same content in several views, according to Fazenda (2002), deepening them.

2.2 Analysis of Interdisciplinary Experiences

The experience held in the lab- physical education classes enabled the application of selected content in the discipline Science, making possible the actual experience of an interdisciplinary project at school. These classes were taught in the court room and also in judo room.

The application of interdisciplinary project happened in the classes of 2nd, 3rd and 5th grades of Elementary School I. The selection of the grades was made from the contents that had more opportunities for interaction with the theme of health in physical education classes. There was no living in the 4th grade classes because the contents of Health treated in this grade did not allow a direct relation to the proposal of health in the school scope of physical education, since it came the study of soils. But it has been suggested for further intervention, the topic body care, care for themselves.

In the 2nd grade classes, the lesson plan was designed to reflect about what is to be healthy and what we need to build healthy habits so as to keep it throughout their lives through experiences in our daily lives. The age of these students ranged between 7 and 8 years old, being the class comprised 15 students of both sexes. It was applied a lesson plan for the second grade, which started with a reflective question: "Who is healthy; raise your hand", "what is health?" "What must we do to have a healthy life?"

The first question almost everyone raised their hand saying they had health, only two did not raise. One said he ate very sweet and salty foods, so they had no health, and another said he was feeling ill. From these questions, they were putting the concept of health that had of previous experience of Sciences. "Health is not ill, is to be healthy, is to eat vegetables, and is to be well." In a second step, two equal groups of students formed to play a mime. One of each group should create gestures that related to good habits. They showed they eating apple, bringing the habit that is good to eat fruit, did jumping jacks, saying that exercise is good; another walked, reaffirming the healthy physical activity as usual; brushed their teeth, why is said to have good hygiene. Finally, let them create gestures, but also helped them when they discovered they could not remember something.

In the third step, it was played relay races whose groups formed a column on each side. At the gun, they came running from each group and one who first touched the hand of the teacher would talk about a body part that the move strengthened. They said legs, muscles, arms, heart. Finally, an evaluative reflection on what they learned: if was legal back in the physical education classes through games issues they had studied. All they said it was very good and learned that exercises and games also brought health to the bones and the heart, when one "worked harder". This knowledge embodied in children may lead them to understand and act to promote changes in your lifestyle, leading him/her to incorporate physical activity in their daily lives, as advocated by Oliveira (2005).

The 3rd grade classes comprised 16 students of both sexes. The overall objective was to discuss the characteristics of each stage of life the human body with directed practice for each age group. It had presented his/her main differences and aimed to promote the development of specific body expression through physical activity targeted to each age group and foster understanding of these phases, taking care of health for the future.

At first time, there was a question on which the phases of human life that they had studied in science, if they remembered what stage of life they were and what stage they thought the teacher was. After questioning the features of each stage of life, they consider healthy habits for each phase. Initially, students responded that stage of life was a child, another child said, "child no", these are stages of life: childhood, adolescent, adult and old. Then said they were in its infancy. Then said to be healthy is good exercise, eat vegetables, studying, playing, walking, caring for children.

In the second phase, they formed four groups and each one got a life stage, each group should make a move or activity appropriate for each phase. The suggestion was that they thought in their brothers, fathers, uncles and grandparents to learn about the physical activity they like and each group can do, reflecting on the characteristics of each phase. In the group of children, they said it is good play, jump rope and then play blind snake; in group of teens said they were going to play volleyball, said teen enjoys sports. In adulthood, they said that did weight training and at the stage of old age, they said they walked. Each group performed experientially that its proposal was accompanied by others.

Finally, there was an evaluative reflection to find out what they found if in each phase of the life activities were appropriate and provided health care. All were able to associate with age and carry out practical activities proposed in a very playful way. But in the age group, they associated the elderly to death, and could not do almost anything, just watching TV. At this time the researcher foresaw and was able to reflect on the phase of the elderly, calling attention to what they understand that the limitations of the stage of old age require their own activities, but can also be due to lack of physical activity in the past, when many

did not have a active and healthy life way. This may be the consequence of a sedentary lifestyle, which implies that population group tends to have progressively lower levels of physical fitness, health and quality of life (ARAUJO; ARAUJO, 2000). And still these authors remind us how much the need to make a habit inherent in the human being that is to exercise.

At last, the 5th grade, group was composed of 18 students of both sexes. The overall objective was to identify cardiovascular function in the human body in its relationship with physical activity, presenting a concept of what is cardiovascular capacity, which the national body responsible for the cardiovascular system and the effect of physical exercise to improve cardiovascular capacity.

Firstly, everyone was asked to put his hand on the body that could feel your heart, some of them put soon on the right side of the chest, others on the wrist and head, because they said they due to running, they felt the heartbeat in the head. Then they said the cardiovascular system was made of veins and heart, others said it was done of blood vessels, others that it was composed by heart and vessels. In the second time, all standing would feel the heart beat, and say if beating is fast or slow, all responded that beat slowly. After all walking on the lines of the court, after a while as statue, everyone stopped and they felt the heart, if he was beating a little stronger than when they were stopped, everyone said it was still slow, soon after put to play catch tag, running lines of the court. After all have been touched, I announced “statue again and to feel the heart”, everyone said it was beating very fast and strong.

Finally, it was made a reflection asking what activity the heart beat slower, they said that was the activity of walking; then when the heart beat faster; all said the “game of catch-up”. Then he was asked, why does the heart begin to beat faster? They answered, because everyone needs more blood, nutrients that are in the blood. Another question was whether the heart always working on physical activity, what now? Some students immediately responded weaker; but quickly said that is stronger than the heart, and is equal to the leg muscles, if we run, the muscles in your legs will get stronger.

Thus has been realized that with the base as seen in the Science discipline associated with experience in physical education was possible to see a new knowledge by linking physical activity with the functions of the heart, contextualizing with health. This proposal articulated ways of thinking in both teachers and students on the understanding of the body as it reacts when is stimulated and this reaction causes effects throughout the body, treating the body systems. The cardiovascular and respiratory systems had reactions that can be controlled by the intensity that we perform our movements, these, perceptible to the eyes and experiences of children during this class. The fact that the school students have access to this universe of information and experience is going to give independency as body practices throughout their lives, according to Guedes and Guedes (1997).

3 INTERDISCIPLINARY OPPORTUNITIES BETWEEN SCIENCE AND PHYSICAL EDUCATION IN SCHOOL WITH SUBJECT TO HEALTH

Clearly, therefore, the subject of health in physical education classes, as provided in our LDB and PCNs can be focused in an integrated interdisciplinary setting, among other possible cross-cutting themes, from the early years of Elementary School I, deepening in other grade levels in order to bring knowledge to the health and lives of their students. Thus, physical education was shown as a link transmitter and reconstructive content related to this theme. The accomplishment of this interdisciplinary approach is given from the present varieties of content in Science textbooks on the subject health. It is thus realized that the textbooks do not give a direction only to their specific discipline, which made possible our involvement with interdisciplinary teaching proposal.

Hence, It is concluded that the theoretical methodology that has supported the school Physical Education and the contents of the physical culture movement as focus, can become fertile ground for the construction of health knowledge. In our study specifically, plays and games held, the age required to do so, children, have enabled further learning of the content of health on the human body in three grades of Elementary School that lived this experience in a playful way.

Raising awareness of the student, about the relationship between health and bodily practices during the school could provide important contributions to the consolidation of healthy habits in the present and future students. Besides, it is through interdisciplinary and transversality, which together with other curriculum components; Physical Education may establish a consistent dialogue in this area of knowledge, developing them for life.

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SCHOOL PHYSICAL EDUCATION AND HEALTH: AN EXPERIENCE INTERDISCIPLINARY IN EARLY GRADES OF THE ELEMENTARY SCHOOL

ABSTRACT

This work deals with the health issue from the school Physical Education, which has as content its insertion in cross-cutting issues in an interdisciplinary project linked with the discipline Sciences in the early grades of Elementary School I. Its aim is to identify relationships between the contents of interdisciplinary health focused on discipline Sciences and Physical Education, seeking to present knowledge for the early grades of Elementary School, from the transversal theme of health. In this paper will be focused on number-3 specific objective of this study: to develop laboratory classes in physical education classes in the 2nd to 5th grade of Elementary School with interdisciplinary content on health, from the books of Science in these classes. It was chosen the descriptive research within a qualitative perspective, and the surveyed group composed of four science teachers from the 2nd to 5th grade and two of physical education of Elementary Education at a private school in the city of Natal-RN. Besides, three groups to experience the school laboratories. The instruments used to meet the number-3 goal focused in this article are: reading and analysis of books used in the classroom by teachers of science these grades and three lab-lesson plans experienced in groups of 2nd, 3rd and 5th grades of school. It is thus realized that with the base already seen in the Science discipline associated with experience in physical education was possible to see a new knowledge by relating physical activity to health from an interdisciplinary perspective. Raising awareness of student, about the relationship between health and bodily practices during the school could provide important contributions to the consolidation of healthy habits in the current and future students.

KEYWORDS: School Physical Education. Health. Interdisciplinary.

ÉDUCATION PHYSIQUE ESCOLAIRE ET SANTÉ: UNE EXPÉRIENCE INTERDISCIPLINAIRE AU DÉBUT DANS LES ANNÉES DES ÉTUDES SÉCONDAIRES

RÉSUMÉ

Ce travaille soigne à l'égard du thème Santé à partird'Éducation Physique Scolaire, et il y a comme contenu sa insertion dans les thèmes transversaux,dans um projet interdisciplinaire articulé avec la discipline Science,au début des années des études sécondaires. Il objective indentifier les analogies interdisciplinaires parmi les contenus de la santé,focalisés dans la discipline Science et dans l'Éducation Physique, avec l'objectif de présenter savoirs pour les début des années des études sécondaires, à partir du thème transversal Santé. Dans cet article,nous avons focalisé l'objectif spécifique trois d'étude: développer des classes-laboratoire dans l'Éducation Physique,dans les groupes de 2º au 5ºdes années dans les Études Sécondaires avec contenus interdísciplinaíres sur Santé, à partir des livres de Science de ces groupes. Nous avons choisi pour la recherche descriptife, dans une perspective qualitatife, donc le comité d'études est composé par quatre enseignantes de Science, de 2º au 5º année et deux d' Éducation Physique des études sécondaires d'une école particulier de la ville de Natal. Ils ont été sélectionnées trois groupes pour éprouver les classes-laboratoires. Les instruments qui ont été utilisé pour s'appliquer au l'objectif trois, ils sont en relif dans cet article: la lecture et l'analiyse des livres qu'on a utilisé en salle de classe pour les enseignantes de Science de ces années, et trois plans de classes-laboratoires vécus dans les groupes de 2º, 3º et 5º année de cette école. Ainsi, nous avons perçu que, avec la base déjà vu dans la discipline Science, associé à la convivialité dans l' Éducation Physique, alors a été possible constater une nouvelle connaissance, par rapport à culture physique avec la santé, à partir d'une perspective interdisciplinaire. Éveiller la conscience de l'élève quant à relation de la santé avec les pratiques corporels pendant la période scolaire, ça pourvoirait lui rapporter importants contributions pour l'affermissement d'habitudes salutaires actuellement et au futur.

MOTS-CLEF: Éducation Physique Escolaire. Santé. Interdisciplinarité.

EDUCACIÓN FÍSICA ESCOLAR Y SALUD: UNA EXPERIENCIA INTERDISCIPLINAR EN LOS AÑOS INICIALESDE LA ENSEÑANZA FUNDAMENTAL

RESUMEN

Ese trabajo versa acerca del tema salud desde la educación física escolar, que tiene como contenido su inserción en los temas transversales, en un proyecto interdisciplinar articulado con la asignatura ciencias, en los años iniciales de la enseñanza fundamental. Objetivó identificar relaciones interdisciplinares entre los contenidos de la salud orientados en la asignatura ciencias e en la educación física, con miras a presentar saberes para los años iniciales de la enseñanza fundamental, desde el tema transversal salud. En esos artículos enfocaremos el objetivo específico tres de ese estudio: Desarrollar clases de laboratorio en la educación física, en las aulas del 2º al 5º año de la enseñanza fundamental con contenidos interdisciplinares acerca de salud, desde los libros de Ciencias de esas aulas. Optamos por la encuesta descriptiva, en una perspectiva cualitativa, siendo el grupo encuestado compuesto por cuatro profesoras de ciencias, del 2º al 5º año y dos de educación Física de la enseñanza fundamental de una escuela particular de la ciudad del Natal. Fueran elegidas tres aulas para vivir las clases-laboratorios. Los instrumentos utilizados para atender el objetivo tres enfocados en ese artículos fueran: la lectura y análisis de los libros utilizados en el espacio del aula por las profesoras de ciencias de eses años, y tres planes de clases-laboratorio vividos en las aulas del 2º, 3º y 5º años de esa escuela. Así, apreciamos que con la base ya mirada en la asignatura Ciencias asociada a la experiencia en la Educación Física fue posible comprobar un nuevo conocimiento, relacionando la actividad física con la salud desde una perspectiva interdisciplinar. Despertar la consciencia del alumno, frente a la relación de la salud con las prácticas corporales durante la fase escolar, podrá traer importantes contribuciones para la consolidación de hábitos saludables en el presente y futuro de los alumnos.

PALABRAS CLAVE: Educación Física Escolar. Salud. Interdisciplinaridad.

EDUCAÇÃO FÍSICA ESCOLAR E SAÚDE: UMA EXPERIÊNCIA INTERDISCIPLINAR NOS ANOS INICIAIS DO ENSINO FUNDAMENTAL

RESUMO

Esse trabalho versa sobre o tema saúde a partir da Educação Física escolar, que tem como conteúdo sua inserção nos temas transversais, em um projeto interdisciplinar articulado com a disciplina Ciências, nos anos iniciais do ensino fundamental. Objetivou identificar relações interdisciplinares entre os conteúdos da saúde enfocados na disciplina Ciências e na Educação Física, visando apresentar saberes para os anos iniciais do ensino fundamental, a partir do tema transversal saúde. Neste artigo enfocaremos o objetivo específico três deste estudo: desenvolver aulas laboratório na Educação Física, nas turmas do 2º ao 5º ano do ensino fundamental com conteúdos interdisciplinares sobre saúde, a partir dos livros de Ciências destas turmas. Optamos pela pesquisa descritiva, dentro de uma perspectiva qualitativa, sendo o grupo pesquisado composto por quatro professoras de ciências, do 2º ao 5º ano e dois de Educação Física do ensino fundamental de uma escola particular da cidade do Natal. Foram selecionadas três turmas para vivenciar as aulas laboratórios. Os instrumentos utilizados para atender o objetivo três enfocados neste artigo foram: à leitura e análise dos livros utilizados na sala de aula pelas professoras de ciências desses anos, e três planos de aulas laboratório vivenciados nas turmas do 2º, 3º e 5º anos desta escola. Assim, percebemos que com a base já vista na disciplina Ciências associado à vivência na Educação Física foi possível constatar um novo conhecimento, relacionando a atividade física com a saúde a partir de uma perspectiva interdisciplinar. Despertar a consciência do aluno, quanto à relação da saúde com as práticas corporais durante a fase escolar, poderá trazer importantes contribuições para a consolidação de hábitos saudáveis no presente e no futuro dos alunos.

PALAVRAS-CHAVE: Educação Física Escolar. Saúde. Interdisciplinaridade.