73 - THEMATIC APPROACH TO HEALTH IN PHYSICAL EDUCATION CLASSES IN SCHOOL STATE OF VIDAL NEGREIROS / AMAPÁ / AP

MARCUS VAN BASTEN DEL CASTILLO RODRIGUES
JOSÉ ALEX CANTUÁRIA QUEIROZ
MESAQUE SILVA CORREIA
CENTRO DE ENSINO SUPERIOR DO AMAPÁ-CEAP, MACAPÁ, AMAPÁ, BRASIL
marcus_rodriguees@hotmail.com

INTRODUCTION

The binomial physical activity and health is an important factor throughout the life of individuals, so the School Physical Education classes should help provide students the incorporation of theoretical and practical knowledge related to health promotion, not only in childhood and adolescence, but throughout life.

The experience gained during the training course in physics education, especially the observations made during the supervised training I and II gave evidence that schools do not work cross-cutting theme in health physical education classes at school, even though they are set out in the National Curriculum Parameters (1997), in terms of their importance to adopt the practice of regular physical activity, acquire healthy eating habits, ie, education programs for health, aiming to build a healthy lifestyle.

In contrast reductionist models yet adopted this area, we seek to ensure the moment, the role of physical education in the development of the student, beyond the technical-mechanical isolation. From this perspective, the physical education teacher should assume its responsibility in the educational process, which was virtually free throughout the history of this profession.

Obviously, the approach of health education in school is not an exclusive remedy of the Physical Education teacher, but all educators. Well, we understand that the integrated work of the school suggests a greater possibility of influencing learners to acquire healthy habits and physical activity in order to promote health throughout his life.

It is clear, therefore, that the theme health in physical education classes, as provided in our LDB (93.94/96) and NCP's, (1997) can be focused in an integrated interdisciplinary, cross-cutting issues among other possible since the early years elementary school, deepening in other grade levels in order to bring knowledge to the health and lives of students. Thus, physical education appears as a link transmitter and rebuilder of content related to the topic. Given the above, the objective of this study was to investigate whether the cross-cutting theme is worked in health physical education classes in the school of Vidal Negreiros State School, located in the municipality of Amapá Amapá.

A INCURSION ENTENDIMENO OF THE "HEALTH" ALONG THE TIMES

It was after World War II with the creation of the United Nations (UN) in 1945, with delegates from Brazil suggesting that patterns of global health is considered "the establishment of an international public health worldwide," it creates the World Health Organization (WHO) in 1948.

WHO sees health as "a state of complete well-being more physical, mental and social, and not merely the absence of disease." This concept is advanced for its time it was formulated because unlinks's Health "absence of disease", from below, to suffer conceptual changes not limited only to the body but also focusing on the mind, emotions and social relationships and to the economy, including public policy and extrapolating the individual character.

AI International Conference on Health Promotion Ottawa Charter 1986 as a response and reaction to the rising expectations of health and wellbeing, particularly in industrialized countries, and called for the broad definition of "health for all by the Year 2000" in which pre-established requirements for health: peace, shelter, education, food, income, sustainable ecosystem, equity and social justice. And the Declaration of ALMA-ATA in 1978, is the result of the 1st International Conference on Primary Health Care, which advocated that says to achieve a complete physical wellbeing, mental and social, individuals and groups should be able to identify aspirations satisfy needs and favorably change the environment, and the community must be trained to seek to improve the quality of life and health to obtain a healthy style with a huge stake in your control to society become aware.

In 1988, the Federal Constitution of Brazil, in its articles 196 goes on to define health as "a right of all and a duty of the state, guaranteed by social and economic policies aimed at reducing the risk of disease and other ailments, and universal and equal access to actions and services for its promotion, protection and recovery "(Art. 196).

Being that health becomes a right not a favor from any government, which is directly associated and linked to social and economic conditions that support this policy by developing and promoting citizenship, democratization in proposing equal access and universal.

Today, the concepts of health, quality of life and their relationship with body activities have undergone great changes, and therefore has expanded the limits of the scope of Physical Education as a social element. No longer think in Physical Education as the ability to exercise the body as an instrument in the service of the mind, but as a field of knowledge and activities that reinforce the unit staff, as a composition or a supplement to the body by the intellect and intellect by the body (Mugnaini, 2007).

However, since the tendency to esportivista medical education for health has never been taken seriously in a systematic manner and in the context affective pedagogical-didactic, however on the theoretical assumptions they had to kind of concrete, but this is contradicted in the practice without having any purpose. And even with the speeches, the objectives targeted for health education were not met and had little importance, being so disrespected and insignificados in Brazilian schools (Guedes, 1999).

However, there are other factors that not only fits the change of individuals but the role of the state and society in drawing up public policies for the benefit of public health, and BUSS (1999) says the following, which is not enough to have just the illness as an instrument to modify the lifestyle, but along with education, interpersonal communication and mass communication, linked the initiatives of government, ie make use of all the tools in practice in order to contribute to better health For Ferreira (2001) Physical activity and health, ie the binomial that area the essential content in physical education are also physical fitness and how exercise, sport appear as the main. However, students have to practice physical activity and adopt a healthy lifestyle through such content so that they can gradually acquire autonomy to "practice these activities on their own."

It was from the 80's that came with the force moving physical activity and health, with the main topics of this subject flexibility, aerobic capacity, muscular strength and endurance, body composition, rather than concerns about physical fitness athletic performance, which aimed agility, coordination, speed, power and motor skills (GUEDES and Guedes, 1995). The sedentary lifestyle is a major cause of excess body fat index in children and adolescents, people with over weight and obese people to relate to thin, they are below the level of physical activity, and certainly you more predisposed to get diseases, the high level of body fat (PINE, 1999).

Nahas (2003) defines that individual style is characterized as a set of values, beliefs and attitudes that reflect in our daily lives, and our standard of behavior and development is reflected in great conditions and impacts in the search for health in general, determining for the vast majority of people, in which sick or healthy will be the medium and long term.

Neira (2005) says that health education, in fact, is the main objective of physical education in school, in order that it can offer a great contribution, and that is not effectively established and offered elsewhere , installing and facilitating the development and growth of students, educating them through the numerous attributes and health benefits.

Following this thought, Nahas (1997) suggests that in high school, the goal of physical education is to establish basic concepts between physical activity, fitness and health, and this perspective tends to serve all students, especially those most in need as , sedentary, low physical fitness, disabled and obese.

A major concern in physical education is the formation of an active lifestyle, noting that most cases of organic disorders acquired in adulthood is due to factors that the lifestyle of modern society favors, as hypokinetic diseases, stress , heart disease and inactivity, and could be minimized by adopting a healthy lifestyle (Darido; RODRIGUES; NETO, 2003).

METHODOLOGICAL PROCEDURES

For this study we used at first documentary research documents along with school officials (Political Pedagogical Project) and (Lesson Plan Teacher of Physical Education), aiming to identify the cross-cutting theme is contemplated both in health curriculum planning and school planning in physical education classes.

Secondly was performed an exploratory research, which aimed to achieve semi-structured interviews with students, teachers and teaching staff of the school with the aim of investigating the light of these subjects is a crosscutting theme health has been experienced in the classroom. They were part of this study, one (1) physical education teacher, school manager, and thirty boys and girls enrolled in primary school II of the 5th and 6th grades.

The data were subjected to content analysis proposed by Bardin (1997), which allows the identification of the speech of the subjects in depth and consistent with his speech.

DISCUSSION AND ANALYSIS OF RESULTS

As originally planned objectives in this study, we conducted a documentary analysis of Project Political State School of Negreiros Vidal, with intent to verify that this project includes the crosscutting theme health. Once performed the analysis, it was found that the school includes in its proposal a crosscutting theme health, with the goal of making students develop habits and attitudes of promotion, prevention, and recovery of personal and collective health. According to this proposal, "Ë fundamental educate students for the right to health and its value as an asset and not merely the absence of disease" (EDUCATIONAL POLICY PROJECT, 2010). Fitting the school to create, among other things, systematic procedures of hygiene like hand washing, proper use of toilets and brushing of teeth, thus contributing to the student body incorporating these habits into everyday life.

In reviewing this document is a clear concern of school workers with health in its narrow sense, reduced to personal hygiene, failing to address the health education in its widest sense. What somehow contradicts the view Guedes (1999), where denotes that the primary objective of health education in the context of physical education is to realize the merging of theory and practice that somehow might lead students to acquire necessary knowledge that enables them to make choices for healthy lifestyles, including the practice of physical activity that can be incorporated in childhood and extending into adulthood. The notes of Guedes (1999) meet the writings of Darido; Rodrigues; Neto (2003), when they elucidate the major concern in physical education should be forming an active lifestyle, because according to these authors the most cases of organic disorders acquired in adulthood is due to factors that the lifestyle of modern society favors, as hypokinetic diseases, stress, heart disease and inactivity, and could be minimized by adopting a healthy lifestyle.

It is valid to note that this study was also aimed to analyze the Lesson Plan of the physical education teacher, which was intended to identify whether it includes the cross-cutting theme in their health classes, however, by lack of access to the document to desired analysis was not performed. What led us to analyze only speaks of that teacher on the subject.

Through the opinions and perceptions about the health issue when crafted as content in physical education classes, it was observed that the direction that the school limits the questioning thematic issues related to sexuality.

When asked: "What is the understanding of health and what the school has taken action?" The manager replied that school:

> The school addresses the issue mainly emphasizing health issues related to sexuality and sexually transmitted diseases. Since these issues are addressed through workshops and lectures.

By the account of the school management may infer that the work the school health thematic fragments understanding of this issue by limiting the issues related to sexuality. However, when analyzing the PNC's ethics, which have cross-cutting issues that educational institutions should emphasize when problematizes the theme health, we identified that it makes the following caveat "talk health entails taking into account, for example, the quality the air we breathe, the rampant consumerism and poverty, social degradation and malnutrition, so insertion of different segments of the population in work, personal life styles "(PCN'S ETHICS, 2000, P.33).

This shows an inconsistency with the theoretical Political Pedagogical Project of the school, since it involves the health issue as crosscutting themes to be developed in the course of educational practices, however, its execution happens piecemeal from day to day school life, disregarding thus the amplitude endorsed by the thematic NCP'S.

When we direct the same question to the physical education teacher of that school, asking him: "What is the understanding of health and what the school has been taking attitude on the subject?", Got the following response:

> By reading I have done the PPP school, did not notice the theme of contemplation cross health. So do not work the health theme, I take moments of class to work on issues related to the public tender since I'm preparing for that.

At about this issue, there was some contradiction in the speech of school stakeholders, since the school management, punctuated as above, states that the school works crosscutting theme health, since the testimony of the physical education teacher at odds with the claims of manager, to say that the issue is not addressed in educational activities, nor the PPP, which, according to him, does not require its materialization.

However, when analyzing the PPP school became evident that it makes political choice by health transversal theme, as is observed in the fragment below:

> HEALTH: The aim of this theme is to have students develop habits and attitudes of promotion, prevention and retrieval of personal and collective health. Ë fundamental educate students for the right to health and its value as an asset and not merely the absence of disease. The school will create, among other things, systematic procedures for personal hygiene (hand washing, proper use of toilets, brushing teeth) in order to incorporate these habits to daily student: sanitation, food habits, signs, symptoms and measures to prevent the most common diseases, vaccination etc.Sempre possible, students participate in collective action by the community health service (EDUCATIONAL POLICY PROJECT, 2010, p. 63).

Still, there was some limitation with respect to the objectives proposed in the thematic health in physical education in relation to NCP's, which can be found in the speech of some students interviewed when pointedly not ascribe positive meaning to physical education for health, which say they have no understanding of the health theme, to the point of reducing physical activity from sports and body movement. According to the questioning is evident ignorance concerning the concept of physical activity and health, as there was a predominance of responses as nothing.

One possible explanation for the findings of the survey is given by Guedes (1999), when it is blunt in saying that unfortunately some professionals still reduce physical education to sports practice, leaving to address issues that compete for excellence in physical education professional, such as health education, which in turn causes other education professionals do not understand what is the physical education and what his real vocation in the school environment.

CONCLUSION AND RECOMMENDATIONS

Along with the evidence that modern man uses up less and less of their potential body, where the low level of physical activity is a key factor in the development of various diseases, supports the hypothesis of the need to promote changes in your style life, leading him to incorporate physical activity to their daily lives.

The interest in such concepts as "physical activity", "health" and "quality of life" relevance constitutes a move towards enhancing actions for the determination and operationalization of variables that can contribute to improving the welfare of the individual by means of increasing the level of physical activity.

After this study, we inferred a sharp contradiction between the sample subjects as school agents, managers contradict assertions education, since there is no provision Political Pedagogical Project school.

There was also talk of the interviewed students that physical education does not interfere in promoting health and quality of life, because they understand physical activity as a mere sport.

Therefore, we believe that Physical Education that has been practiced in the State School of Vidal Negreiros lose a valuable opportunity to provide a service relevant to society, when a proposal does not offer consistent, updated and linked with social interests that outweigh the activism of doing inconsequential by doing.

It is expected that the appointment carried out during this work can contribute to awareness of the need for physical activity by students in the State School of Negreiros Vidal.

And that, the physical education teachers, motivate and develop students in their interest, increasingly, by improving the health and quality of life for ourselves. Since a Physical Education committed to improving the quality of life should lead students to exercise, to develop knowledge about the physical practice, and above all, to become aware of its importance and benefits for life.

REFERENCES

BARDIN, L. Analise de conteúdo. Lisboa: Lições 70, 1997.

BRASIL, S.E. F.Parâmetros Curriculares Nacionais: Educação Física/ Secretaria de Educação Fundamental – Brasília: MEC/SEF, 1997.

BRASIL. Secretária de Educação fundamental. Parâmetros curriculares nacionais: apresentação dos temas transversais e ética. Rio de Janeiro. DP&A, 2000. V 8.

BRASIL. Constituição da República Federativa do Brasil (1988). Art. 196º

BUSS, P. M. Promoção e educação em saúde no âmbito da Escola de Governo em Saúde da Escola Nacional de Saúde Pública. Cadernos de Saúde Pública, v.15, supl.2, 1999.

Carta de Ottawa. Primeira Conferência Internacional sobre promoção da saúde; 1986. Nov 17-21; Ottawa, Ca. Disponível em: http//www.opas.org.br/promoção/uploadArq/Ottawa.pdf

DARIDO, S. C et al. Saúde, Educação Física escolar e a produção de conhecimentos no Brasil. 1-9 p. 2003. Disponível em: HTTP//www.cbce.org.br/

Declaração de Alma-Ata. Conferência Internacional de cuidados primários de saúde; 1978. Sep 6-12. Disponível em: HTTP://www.opas.org.br/coletiva/uploadArq/Alam-Alma-Ata.pdf

FERREIRA, M. S. Aptidão física e saúde na educação física escolar: ampliando o enfoque. Revista Brasileira de Ciências do Esporte, vol.22, n.2, p.41-54, janeiro 2001.

GUEDES, D. P. Educação para a saúde mediante programas de educação física escolar/ Revista Motriz, v. 5, n.1, junho 1999.

GUEDES, D.P; GUEDES, J.E.R.P. Exercício físico na promoção da saúde. Londrina: Midiograf, 1995.

MUGNAINI, J. R. Atividades Físicas e Corpo na Concepção de Graduandos de Educação Física. 2007.

NAHAS, M. V. Atividade Física, Saúde e Qualidade de Vida: conceitos e sugestões para um estilo de vida saudável. 3 ed. Londrina: Midiograf, 2003.

NAHAS, M. V. Educação Física no Ensino Médio: educação para um estilo de vida ativo no terceiro milênio. Anais do IV Seminário de Educação Física Escolar. Escola de Educação Física e Esportes, p.17-20, 1997.

NEIRA, M.G. Educação Física: Desenvolvendo Competências. 2 Ed. São Paulo: Phorte Editora, 2005.

PINHO, R.A de. Nível habitual de atividade física e hábitos alimentares de adolescentes durante período de férias escolares. Dissertação (Mestrado em Educação Física) curso de Pós-Graduação em Educação Física, Centro de Desportos da Universidade Federal de Santa Catarina, Florianópolis 1999 110p.

Av Fab, 2063 n. Neighborhood: Downtown
CEP: 68900-073 - Macapa, AP. Brazil
E-mail: marcus_rodriguees@hotmail.com

THEMATIC APPROACH TO HEALTH IN PHYSICAL EDUCATION CLASSES IN SCHOOL STATE OF VIDAL NEGREIROS / AMAPÁ / AP

ABSTRACT

The aim of this study was to investigate how will health theme issue is addressed in school physical education classes in the State School of Negreiros Vidal. Therefore, there was at first a documentary research with the (Political Pedagogical Project - PPP), and a second phase was conducted exploratory research with the school community. From the document analysis verified that includes the school (PPP) broadly cross the subject health. However, the interview with the actors schoolchildren showed that in practice the school addresses the issue of a limited health and education classes the theme is not addressed. The results show that the school researched the topic of health is part of the PPP school. However, in practice it worked when there is fragmented vision hygienist in health and physical education classes does not compose the contents worked.

KEYWORDS: Theme Cross Health, Physical Education, Teaching Practi**ce.**

APPROCHE THÉMATIQUE DE LA SANTÉ EN COURS D'ÉDUCATION PHYSIQUE DANS L'ETAT DE L'ÉCOLE NEGREIROS VIDAL / AMAPA / AP

RÉSUMÉ

Le but de cette étude était d'étudier comment numéro thématique santé est traitée dans les classes d'éducation physique dans les écoles publiques de Negreiros Vidal. Par conséquent, il ya eu d'abord une recherche documentaire avec l'(Projet Pédagogique politique - PPP), et une deuxième phase a été menée la recherche exploratoire avec la communauté scolaire. De l'analyse du document vérifié que comprend l'école (PPP) largement traverser la santé sujet. Cependant, l'entrevue avec les élèves acteurs ont montré que, dans la pratique de l'école aborde la question d'un cours sur la santé et l'éducation limitées le thème n'est pas abordée. Les résultats montrent que l'école des recherches sur le thème de la santé fait partie de l'école de PPP. Cependant, dans la pratique, il a travaillé quand il est fragmenté hygiéniste vision dans les cours d'éducation physique et de santé ne compose pas le contenu travaillé.

MOTS-CLES: santé de la Croix Thème, l'éducation physique, pratique de l'enseignement.

ENFOQUE TEMÁTICO DE LA SALUD EN LAS CLASES DE EDUCACIÓN FÍSICA EN LA ESCUELA ESTADO DE NEGREIROS VIDAL / AMAPÁ / AP

RESUMEN

El objetivo de este estudio fue investigar cómo problema de salud tema se aborda en las clases de educación física en la Escuela Estatal de Negreiros Vidal. Por lo tanto, no fue al principio una investigación documental con el (Proyecto Político Pedagógico - PPP), y una segunda fase se llevó a cabo la investigación exploratoria con la comunidad escolar. Del análisis del documento verificó que incluye la escuela (PPP) en términos generales cruzar la salud tema. Sin embargo, la entrevista con los actores escolares mostraron que en la práctica la escuela aborda la cuestión de las clases de salud limitados y la educación el tema no se aborda. Los resultados muestran que la escuela investigado el tema de la salud es parte de la escuela PPP. Sin embargo, en la práctica funcionó cuando no está fragmentada visión higienista en las clases de educación para la salud y el físico no componer los contenidos trabajados.

PALABRAS CLAVE: Salud Tema Cruz, Educación Física y Práctica Docente.

ABORDAGEM DA TEMÁTICA SAÚDE NAS AULAS DE EDUCAÇÃO FÍSICA NA ESCOLA ESTADUAL VIDAL DE NEGREIROS/AMAPÁ/AP

RESUMO

O objetivo do presente estudo foi de investigar como á temática tema saúde é abordada nas aulas de educação física escolar na Escola Estadual Vidal de Negreiros. Para tanto, realizou-se num primeiro momento uma pesquisa documental junto ao (Projeto Político Pedagógico - PPP), e num segundo momento foi realizado uma pesquisa exploratória, junto a comunidade escolar. A partir da análise documental verificou-se que a escola contempla no (PPP) de forma ampla o tema transversal saúde. No entanto, a entrevista com os atores escolares evidenciou-se que na prática a escola aborda de forma limitada a temática saúde e que nas aulas de educação a temática não é abordada. Os resultados apresentados demonstram que na escola pesquisada a temática saúde faz parte do PPP da escola. No entanto, na prática quando trabalhada ela é fragmentada há uma visão higienista de saúde e que nas aulas de educação física não compõe os conteúdos trabalhados.

PALAVRAS-CHAVE: Tema Transversal Saúde, Educação Física Escolar, Prática Pedagógica.