82 - EXPERIENCE REPORT: PHYSICAL ACTIVITY AND HEALTHY EATING

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1.INTRODUCTION

The speed of information disseminated by the media and the growing technological advancement that strengthens the globalization process affects how you think and do education. That is, today we can not provide a quality education and promoting human equality excluding didactic-pedagogic process of the social context in which they are inserted educational subjects. We live in a capitalist society, based on competitive actions and results, so we seek to build a society liberating, critical, reflective, egalitarian, democratic and inclusive, the result of the relationships between people, characterized by the interaction of diverse cultures in which every citizen builds his existence and their social interaction and not a mediocre society, elitist, that values aesthetics when there is hunger, accept what the media present, without thinking and questioning.

The human being, in actuality, is competitive and individualistic, the fruit of relations imposed by the current model of society. But is taxable and active processing.

The school is an educational space promoter of knowledge building and social inclusion, which as a whole, teachers, students and community should be change agents and modifiers.

The municipality of Santana do Ipanema is the region's hinterland polo and based economic development in agricultural production and farming, but now has small industries and has significant commercial production.

The School currently offer different levels of education as the upper grades of elementary school (6th to 9th Years), High School General (1st to 3rd Year) and the 2nd Phase of Education for Youth and Adults - Adult Education (1st and 2nd Years), making A total of 1507 (one thousand five hundred and seven) students enrolled, coming from urban and rural Santana do Ipanema and surrounding municipalities.

The School provides ample space, with seventeen (17) classrooms, enabling the accommodation of a large number of students. In the current school year, received 1507 (one thousand five hundred and seven) students, arranged in 34 classes in the morning and evening hours.

Currently, it has most of its pupils from a rural area (mainly in the morning shift) and has many workers who study the night shift.

The school Director is chosen by direct election since 2002 and has also elected to the School Board that needs to be put in a more active stance in its specific function.

The theme of healthy eating and physical activity have been well accepted by the Regents Professor, as well as directing, coordinating and students during the practical realization of the activities was a very good attendance, since he intended to work only with the class that chose to stage the However when I come to the first practice had about 60 students, 45 boys and 15 girls, were very productive all classes.

2. SOCIO-CULTURAL CONTEXT

The State School Teacher Mileno Ferreira is located within an educational complex, which consists of two more elementary schools, a gymnasium and soccer fields, the clientele of the school is no different from other public schools in the hinterland region. Under the direction school students come from dysfunctional families in profound crisis of moral values and minimum conditions of social existence, tells the same direction although not in large proportion, but every year the school welcomes students who are or have been involved with drug use and violence have characteristics in his personality.

This reality becomes all students in real survivors for whom the daily turns into battle for the maintenance of life and the few possessions they have. Therefore, studying, for some, is the only way to achieve a better standard of living, while for others it is just a routine activity, unrelated to the purposes which it proposes school work.

Relating pedagogical and sociocultural reality that these students live, we realize that even the neighborhood and having a nearby gymnasium, soccer fields and a fitness area, walking and jogging, are little people who perform physical activity, this becomes noticeable, since the school has more than five hundred students and less than 100 search physical activity, perceived, is also overweight and obese students.

Analyzing Political Project (PPP) school realizes this concern, since it developed a health fair in 2010, however we know that it is not only necessary, precise mobilization of students, teachers and community, is projects need guidance, awareness of the risks that the lack of physical activity, along with poor diet can provide.

3. THEORETICAL

3.1. PHYSICAL ACTIVITY

Physical activity is any form of muscular activity. Results in energy expenditure proportional to muscular work and is related to physical fitness. However, exercise is a subset of physical activity, and this is presented in a planned and aiming to improve or maintain fitness.

With the physical exercises can achieve numerous benefits as prevention of coronary heart disease, improving heart and lung function, improving strength and muscle mass; melllitus preventing diabetes and improving the quality of life of diabetic aid in improving bone density prevention and treatment of osteoporosis, prevention and treatment of hypertension, among other factors.

As this project is being conducted in a classroom of elementary school, being composed mostly of teenagers, this issue becomes important, since physical activity by children and adolescents prevent obesity, controlling risk factors disease, reduces unhealthy habits, increases the possibility of physical activity in adulthood, among others.

3.2. HEALTH

The health, according NIEMAN (1999), is defined as a state of complete physical, mental, social and spiritual, and not just the absence of disease and infirmity.

This is a concept that for many became - obvious, but today when we ask children, adolescents and young what is health, many still contend that it is the absence of disease, being thin or muscular, being young. Another important discussion is the question of spirituality, researchers are already studying and sink are already showing positive results. Our health is unstable, subject to us and the environment.

Among the sayings and healthy behaviors in contemporary society stands (Vilarta; Gonçalves, 2004, p. 47):

Adopt eating habits that meet the biological needs of regular intake of nutrients (distribute the total amount of food eaten in several meals throughout the day);

Respect the needs of specific nutrients for each life stage (consider the demands for vitamins, minerals, water, carbohydrates, lipids, or proteins according to the physiological status, eg, adolescents, pregnant women, athletes and children); Practice physical activity appropriate to their own physiological condition and regularly; Check the physical and emotional stress with techniques specific to the expectations and goals of each person;

Engage in community outreach by establishing bonds of support and social and family life; Dedicate yourself to not sedentary leisure, based on actions involving sports activities, hobbies or volunteer work.

3.3. HUMAN CONSUMPTION

The feeding to humans has greater significance than just meet the needs of the body. The act of eating is related to social, cultural, emotional and sensory. Most often, eating is a moment of pleasure and socializing with our friends and family.

The food becomes thus more than one nutrient source. We appreciate the colors and like to feel the texture and taste of the food. A healthy diet does not have to be expensive because it can be done with natural foods produced in the region in which we live, but must be colored and composed of a variety of foods, tasty, among others.

The family, the school and the industries should contribute to our society is healthier, seeking to disseminate the benefits of eating more appropriate to the real needs of the organism, this school is doing its job, because we realize that it distributes a menu of food offered for some time, and offering besides the beans, rice and meat, vegetables, fruits and other healthy foods.

3.4. HEALTHY EATING

Having healthy eating does not mean eating a restrictive or monotonous. Rather, a fundamental pillar for a healthy diet is variety. The more varied your food selection is better.

By choosing healthier eating habits, do not have to give up those less healthy foods that both enjoy. The important thing is that these foods constitute the exception and not the rule of their daily food.

Vegetables, fruits, grains and legumes are foods rich in fiber, vitamins, minerals and low in fat, so it must be the "food base" of their daily lives. That is, most of the calories consumed daily should be from these vegetable feed.

Make healthy eating should be seen as an opportunity to expand your range of choices and try new dishes, thereby enriching their eating habits and prevents your food from becoming monotonous and routine.

Good nutrition gives us survival, provides energy and nutrients required for the proper functioning of the body, contributes to the maintenance of our state of physical and mental health plays a key role in preventing certain diseases, such as obesity, cardiovascular disease, diabetes, among others.

3.5. DANCE

The teaching of dance in Brazil until a decade ago occurred in prime locations such as gyms and dance schools, for the most run-private. Also happening in public spaces such as cultural centers, neighborhood associations, and / or in informal community and special spaces like the samba schools.

You can evaluate the dance from the presentation of proper planning, goals and well-defined criteria, such that the dance work presents a graded manner. The criteria could be guided in the skills of composition, performance, appreciation, knowledge and demonstration of understanding, which serve to dancers of all ages. These should be explained to the learners so that they know where items are being evaluated on their dance work. Another important point concerning the assessment is that the artistic elements of dance are likely to be judged objectively. However, the most difficult area is the development aesthetic.

Dance contributes to the aesthetic education of children and youth, their influence on the feelings and emotions is also a complex aspect of evaluating (Freire and Rolfe, 1999).

Children need to develop the skills and knowledge necessary to create, shape and structure movements in expressive dance form. The child often uses movements spontaneously varying and dynamic gestures to express their feelings and ideas. With a little encouragement and assistance, they will play and improvise with these basic patterns of movement.

When we talk about dance, each of us can think of several types of dance, for example: ballroom dancing, samba, forró, pagode, Arrocha the "choo cha cha", jazz, tap, ballet, african, modern, contemporary , among others. When referring to dance for people whose body has a disability, the first idea that might pass through our head is dance therapy, or expressive dance or free, usually used to "drop". But, we ask, is that the body is different for dancing only certain types of dance? Is that behind the free dance, does not hide the fact that we have not adequately trained to teach dance to these people, or even our lack of conviction that this body with so many limitations can actually dance? (Freire, 1999)

The world of dance, until recently, was a territory only for perfect bodies, "perfect" either with regard to the absence of physical disability, defined as those bodies from the required standard for classical ballet. Dealing between the commentary of Théophile Gautier (1838), about the body perfect romantic ballerina Marie Taglione, and Steve Paxton, Emery Blackwell describing the current decade, Albright (1997) attentive to the work in contemporary dance they are reviewing the paradigm traditional, wondering what kind of movement can be dance and body type can be a dancer.

4. EXPERIENCE REPORT

4.1. PEDAGOGICAL

To achieve this stage we had to guide the pedagogy of projects, where instead of developing lesson plans, we will advise and collaborate so that students of a particular class of the second cycle of basic education.

With this new proposal stage had the opportunity to truly build knowledge collectively, ie, Regents Professor, trainees and students, choose a theme and working it from start to execution. With that students have the opportunity to work with themes of relevance to reality in which they live, can develop content, proximity or have difficulties.

The project was developed by an intern degree in physical education, students of the 8th (eighth) year of the second cycle of basic education and physical education teacher regent. This is a very heterogeneous group, consisting of 27 students, where 15 are males and 12 females, with some pre - teens and teenagers mostly.

Initially due to these heterogeneous characteristics, there were difficulties in choosing the theme, however there was the collaboration of teacher and after much discussion we came to a consensus.

The theme is considered important and socially relevant, because it led the search, exchange and knowledge building, the gang realized that many schoolchildren are overweight, absent from physical education classes and how the clientele of this school, as well as the area in which the school is embedded not have financial conditions to attend gyms and other areas of laser. This project seeks to reduce this distance from knowledge that is built in to the school population.

For this knowledge can reach the community has developed a futsal tournament and a health fair in the school, but it was opened to the public for the time the tournament was developed regulation, disclosure and registration form, table and making uniform, since the construction of the fair, was asked four classrooms the school yard and materials for general use and that the school has kindly provided (cardboard, paint, tnt, tables, snack, sound and others) the overall theme was divided and subthemes in class was divided into subgroups, where stands were worked health, healthy eating, sports and dances, each stand in a different room.

During project execution enthusiasm was upstairs, everyone participating, some less excited than others, but all with ease, however on the day of the presentation, some missed, others failed to materials that were requested, invited groups could not come, ie, we only know that a lot of difficulties when actually experienced, but in collaboration with the school management and coordination, Regents Professor and other students who were not part of the construction project got everything right and it was a success, congratulated the school management , teachers and students.

4.2. RESULTS AND DISCUSSION

With the completion of classes and dance practice futsal could enter more than 60 students of both sexes, students who were excluded from physical education classes for the school is preparing for a state competition.

Performing the futsal tournament the many students had the opportunity to experience a competition, with the health fair, not only students, school staff, but also how the community had the opportunity to acquire new knowledge.

5. FINAL RECOMMENDATIONS

This project achieved the goals that were proposed at the start, was taken knowledge about physical activity, health and healthy eating for students and community.

It is a suggestion that the school develop more jobs where students can truly collaborate in the construction, the school increasingly bring the community into the school, students are motivated to be critical agents that school management, teachers use problems social relevance to guide students.

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ABSTRACT

This work results from lived experience during the stage of physical education course in the second cycle of basic education, to experience this basement was used pedagogy projects, where instead of developing lesson plans, we will advise and collaborate so that students a certain class of the second cycle of basic education at a particular school in the municipality of Santana do Ipanema, Alagoas.

With the completion of classes and dance practice futsal could enter more than 60 students of both sexes, students who were excluded from physical education classes for the school is preparing for a state competition.

Performing the futsal tournament the many students had the opportunity to experience a competition, with the health fair, not only students, school staff, but also how the community had the opportunity to acquire new knowledge.

It is a suggestion that the school develop more jobs where students can truly collaborate in the construction, the school increasingly bring the community into the school, students are motivated to be critical agents that school management, teachers use problems social relevance to guide students.

KEYWORDS: pedagogy projects, physical activity and healthy eating.

RAPPORT DE L'EXPÉRIENCE: L'ACTIVITÉ PHYSIQUE ET ALIMENTATION SAINE.

RÉSUMÉ

Ce travail résulte de l'expérience vécue lors de la phase de cours d'éducation physique dans le second cycle de l'enseignement fondamental, de faire l'expérience de ce sous-sol a été utilisée projets de pédagogie, où, au lieu d'élaborer des plans de leçon, nous conseillent et collaborent afin que les élèves une certaine classe de deuxième cycle de l'éducation de base dans une école particulière dans la municipalité de Santana do Ipanema, Alagoas.

Avec l'achèvement de classes et de futsal pratique de la danse pouvait entrer dans plus de 60 étudiants des deux sexes, les élèves qui ont été exclus du cours d'éducation physique de l'école se prépare pour une compétition de l'État.

Effectuer le tournoi de futsal les nombreux étudiants ont eu l'occasion de faire l'expérience d'une compétition, à la foire de la santé, non seulement les élèves, le personnel scolaire, mais aussi la façon dont la communauté a eu l'occasion d'acquérir de nouvelles connaissances.

C'est une suggestion que l'école de développer davantage d'emplois où les étudiants peuvent vraiment collaborer à la construction, à l'école de plus en plus de rassembler la communauté dans l'école, les élèves sont motivés pour être des agents essentiels que la gestion de l'école, les enseignants utilisent des problèmes pertinence sociale pour guider les élèves.

INFORME DE LA EXPERIENCIA: LA ACTIVIDAD FÍSICA Y LA ALIMENTACIÓN SALUDABLE

RESUMEN

Este trabajo resulta de la experiencia vivida durante la etapa del curso de educación física en el segundo ciclo de la educación básica, para experimentar este sótano se utilizó proyectos de pedagogía, donde en lugar de desarrollar planes de lección, vamos a asesorar y colaborar para que los estudiantes una cierta clase del segundo ciclo de la educación básica en una escuela particular, en el municipio de Santana do Ipanema, Alagoas.

Con la finalización de las clases y la práctica de fútbol sala de baile podría introducir más de 60 alumnos de ambos sexos, los estudiantes que fueron excluidos de las clases de educación física de la escuela se prepara para una competencia estatal.

Realización del torneo de futsal los muchos estudiantes tuvieron la oportunidad de disfrutar de una competición, con la feria de la salud, no sólo a los estudiantes, el personal de la escuela, pero también la forma en que la comunidad tuvo la oportunidad de adquirir nuevos conocimientos.

Se trata de una sugerencia de que la escuela a desarrollar más trabajos que los alumnos realmente puedan colaborar en la construcción, la escuela cada vez más unir a la comunidad en la escuela, los estudiantes están motivados a ser agentes críticos que la gestión de la escuela, los maestros usan problemas relevancia social para guiar a los estudiantes.

RELATO DE EXPERIENCIA: ATIVIDADE FÍSICA E ALIMENTAÇÃO SAUDÁVEL

RESUMO

Este trabalho resulta da experiência vivenciada durante o estágio do curso de educação física no segundo ciclo do ensino fundamental, para embasamento desta vivencia foi utilizada a pedagogia dos projetos, onde ao invés de desenvolvermos planos de aula, passaremos a orientar e colaborar para que alunos de uma determinada turma do segundo ciclo do ensino fundamental de uma determinada escola do município de Santana do Ipanema, Alagoas.

Com a realização das aulas prática de futsal e dança conseguiu inseri mais de 60 alunos de ambos os sexos, alunos que estavam excluídos das aulas de educação física por a escola está se preparando para uma competição estadual.

Através da realização do torneio de futsal os muitos alunos tiveram a oportunidade de vivenciar uma competição, com a feira de saúde, não só os estudantes, funcionários da escola, mas como também a comunidade teve a oportunidade adquiri novos conhecimentos.

Fica como sugestão que a escola desenvolva mais trabalhos onde os estudantes possam verdadeiramente colaborar na construção, que a escola traga cada vez mais a comunidade para dentro da escola, que os estudantes sejam motivados a serem agentes críticos, que gestão escolar, professores utilização problemas de relevância social para orientar os alunos.

PALAVRAS-CHAVE: pedagogia dos projetos, atividade física e alimentação saudável.