87 - ADDRESSING HEALTH PHYSICAL EDUCATION IN SCHOOLS

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INTRODUCTION

For many years has been discussing what is the role of physical education in education. In the 1970s and 1980s renovators movements emerged with the goal of finding ways and justify physical education in school (MASCARENHAS, 2009).

Within these movements stand out as some approaches such as Psychomotor Education Le Bouch (1987), who proposed practical activities aimed at developing children in their motor aspects, cognitive and affective. The approach of Developmental Tani (1989), aims at the development of the movement, without giving much emphasis to other cultural contexts partners. Freire (1997) presents the Constructivist Interactionist approach, which utilizes the knowledge that the student already has for teaching and learning.

The National Curriculum Parameters (PCN'S, 1997) brings an innovative proposal to form a student citizen through critical themes. Also critical objective Kutz (2000) (cited Darido E RANGEL, 2005), brings the Critical Emancipatory approach, however, this is focused on providing the student with freedom of thought.

The only proposal that discusses health as main goal is to approach Health Renovadora Nahas (2001) which seeks to encourage students to physical activities focused on health. Besides promoting activity practices encouraging aspects of physical health renewal also aims to inform and change attitudes, bringing autonomy in activities to discuss and modify rules to better use in health promotion.

Nowadays many children and teenagers are swapping their physical activities by electronic activities. Being the only Physical Education subject in school linked health must involve health lesson planning, addressing the importance of maintaining a physically active lifestyle (MARANI; GUEDES and OLIVEIRA, 2006).

According to Guedes (2004) much of the incorrect habits are acquired in adolescence as physical inactivity, alcohol consumption and drug use, smoking, sexual and emotional imbalance, eating disorders etc.. After these acquired habits and very difficult to reverse in adulthood, the school has the important role of passing these healthy habits for their students, as this will be a two largest investment for a lifetime of teenagers.

Despite the expressiveness of numbers, teens generate a low demand on health services, they still appear as the healthiest age group when compared with other population groups (TRAVASSOS & Lebrão, 1998), and therefore do not have attention and / or concern the minimum necessary for the promotion and maintenance of health.

The health-related physical activity appears as one of the factors that could modify the risk of individuals to become ill. It may be noted that the influence of physical activity in improving the efficiency of the immune system, which may reduce the incidence of diseases, besides providing the adoption of physically active lifestyle, which will result in changing the behavior of individuals thus providing modifications environment (PITANGA, 2002).

In discussing the approach to health as Physical Education, presented to physical education teachers the opportunity to incorporate new stance facing the educational structure, trying to adopt in their classes, not just a vision of the practice of exclusive sports and recreational activities, but fundamentally, achieve goals related to education to health, thus contributing to a major concern of the scientific community in the field of physical education and health, which has been the search for alternatives that may assist in trying to reverse the high incidence of organic disorders associated with physical inactivity (BRODIE & Birtwistle, 1990; Riddoch & Boreham, 1995; Sallis & MCKENZIE, 1991)

The physical education classes must link theoretical and practical knowledge in order to provide students with elements that guarantee autonomy in this age group to manage its own motor activity with health goals, adequately meet their needs and desires in the movements of everyday life and meet their aspirations leisure-related culture movement (Ferraz, 1996).

Therefore, knowing the level of development and physical performance of adolescents is critical to building motor programs that meet the needs of many different groups, allowing the development of more effective practices that lead adolescents to build more advanced movement patterns and ensuring participation in movement activities throughout life.

From this perspective, the present study aims to evaluate aspects of health-related physical fitness of high school students, diagnosing physical changes and seeking to ensure motor development as well as contribute to the formation of citizens.

We hypothesized that 1 - Most patients present low level of physical fitness; 2 - The male subjects present better physical condition compared to females.

METHOD

Participants

The sample was composed of 76 students aged 13 to 17 years of both sexes, with 30 girls and 46 boys, ie, 58.5% of students in the 1st year of high school at a public school in the municipality of Jacareí.

Inclusion criteria: be between 13 and 17 years of age, of both sexes, being a student, be in good physical condition, ie not be taking any medicines for the central nervous system and the absence of any kind of physical dysfunction and mental apparent.

Exclusion Criteria: be under 13 years of age or over 17 years of age, not being a student, refer any pain or limitations to the tests; mention any change in health; does not have parental consent.

Instruments

The subjects had their fitness assessed from indicators of PROESP (GAYA AND SILVA, 2007), which assesses health indicators through physical fitness tests.

On the day of collection was also conducted a questionnaire with three open questions in order to better understand the results and / or discussion of the research. The questions will have to investigate whether subjects had regular physical

education in grades earlier study and practice some sport or physical activity outside of school.

Regarding the assessment of physical fitness tests proposed by PROESP are: Anthropometric measurements (weight and height), Flexibility, Agility, Strength explosive upper limb, lower limb explosive strength, abdominal strength and speed.

Procedure

After approval of the ethics committee was sent to parents or guardians Term Informed Consent (IC) and then marked the start of data collection.

Data collection was performed in the classroom and on the sports field of the school Prof. Amancia Day Sampaio, after parental consent, as they would not be present on the day of data collection.

The test were applied during physical education class of each class, participants were 4 classes of the school.

Data analysis

For statistical analysis, data were presented on measures of central tendency (mean) and dispersion (standard deviation), initially suffering a normality test of Shapiro-Wilking. As the data present a non-normal distribution used - a test of Wilcoxon signals. All tests were performed in computational package SPSS for Windows 19, with the significance level $p < 0.05$ (Barros, 2005).

RESULTS

Before presenting the results it is important to redeem them will be discussed. You will see the mean, standard deviation and percentage of all tests.

After analyzing the data it was possible to identify a significant better performance of boys compared to girls (Table 1). Boys had better physical performance compared with girls in the test abdominal strength of upper limb, lower limb strength, speed and agility. Only for the flexibility test result showed the girls better than boys, however, no significant difference.

Table 1 - Mean and standard deviation of girls and boys for the test of body mass index (BMI), Flexibility (FLEX), abdominal strength, lower limb strength (SLL), Superior Force member (FMS), Speed and Agility.

Quizzes	Girls	Boys	*P*
BMI	20±2,72	20,33±3,08	0,63
Flex	36,8±10,62	34,08±9,36	0,24
Abdominal	26,13±9,22	36,47±9,36	0,000
SLL	124,76±20,75	191,54±24,01	0,000
FSS	310,56±41,49	450,76±74,29	0,000
Speed	4,35±0,54	3,55±0,49	0,000
Agility	7,42±0,77	6,34±0,47	0,000

Table 2 - Percentage of results Body Mass Index (BMI) Distributed criteria: underweight, Normal, Overweight and Obesity (PROESP-BR, 2007) of girls and boys.

GROUPS	UN	NORMAL	OV	OB
GIRLS	3%	87%	10%	0%
BOYS	2%	72%	26%	0%

The result showed that BMI was the most homogeneous among all tests, because most of the girls and 87% boys and 72% are at normal level.

Table 3 - Results obtained by the girls on tests of flexibility (FLEX), abdominal, lower limb strength (SLL), Superior Force member (FMS), Speed and Agility: percentage of test results distributed in the categories of Physical Fitness: Very Weak (VW), weak (W), Average (A), Good (G), Very Good (VG) and Excellent (EX) (PROESP BR-2007).

Girls	VW	W	A	G	VG	EX
Flex	13%	13%	17%	27%	23%	7%
Abdominal	20%	30%	17%	10%	23%	0%
SLL	40%	30%	20%	7%	3%	0%
FMS	7%	20%	37%	23%	13%	0%
Speed	47%	13%	20%	7%	13%	0%
Agility	47%	33%	10%	0%	10%	0%

Table 3 shows that in most tests the highest concentration of the girls are reasonable, weak and very weak, only the test of flexibility they are best classified.

Table 4 - Results obtained by boys in testing flexibility (FLEX), abdominal, lower limb strength (SLL), Superior Force member (FMS), Speed and Agility: percentage of test results distributed in the categories of Physical Fitness: Very Weak (VW), weak (W), Average (A), Good (G), Very Good (VG) and Excellent (EX) (PROESP BR-2007).

Boys	VW	W	A	G	VG	EX
Flex	11%	26%	24%	15%	15%	9%
Abdominal	17%	13%	26%	24%	20%	0%
SLL	4%	20%	22%	22%	28%	4%
FMS	9%	11%	9%	39%	30%	2%
Speed	24%	17%	15%	20%	20%	4%
Agility	24%	28%	26%	22%	0%	0%

The data in Table 4 show the percentage of boys in all tests. They had their highest concentration in reasonable, good and very good for almost all tests, the only test he had his concentration was poor ranking in agility test.

Regarding the questionnaire the first question was related to their participation in physical education classes regularly

in previous series, 89% of subjects responded attended school, while only 10% reported not to participate and 1% sometimes. In the matter concerning the activities practiced in the physical education classes we found that 83.10% of the subjects reported that the content is practiced team sport, the game reported 7.04% and 9.85% of burnt recreational activities.

When asked about their participation in physical education classes during the current year (2011) 85.92% participating subjects responded, reported 7.04% and 7.04% did not participate participate sometimes. The most popular activities by subjects in physical education class this year was the team sports, with 94.36% of fans, the game burned only 2.82% of the subjects participating in recreational activities and also 2.82%.

The question three aimed to identify students who do activities outside of school, 59.15% of students responded that practice, 38.03% said they do not practice sometimes and 2.82.

DISCUSSION

Analyzing the results generally been proven that boys are better with fitness than girls, and they are below the level of health in almost all tests. Although boys are better than girls, they are also out of the data expected mainly in the agility test, where the worst result was observed for both.

The test showed that BMI was the best result, where 87% of girls and 72% of boys are with your ideal weight for your height. This same fact also occurred with the findings of Bergmann and Araujo et al (2005) when he studied 61 school with 31 boys and 30 girls from 10 years of age, they found that body composition was the testing that occurred mostly within the school Healthy zone.

The results of flexibility observed in this study are also discussed by Gallahue and Ozmun (2005). Girls had significantly better results compared with the boys and the above authors agree with these findings and argue that these results should occur at all ages, because they have a greater ability to stretch and elasticity of muscles and connective tissue. The test result showed that the average abdominal girls and boys are at reasonable level. Similar data are presented in the study of Verardi et al (2007), with children and adolescents of both sexes from 10 to 15 years, the study objective being to survey involving variables, which seek to identify the health-related physical fitness and fitness physics related to motor performance, the study showed that 76% of boys have results sorted weak and very weak, and the girls of 53.85%.

These results are very worrying because it shows a deficit of exercises that provides adolescent strength / endurance. The lack of abdominal muscle strengthening can cause postural problems, because the abdominal muscles to be weak (ROMAN, 2004).

Girls had an inferiority compared to boys in testing long jump (explosive strength of lower limbs) and test pitch medicineball (explosive strength of upper limbs) and are classified as poor and 30% jump in reasonable pitch 37 %. Boys were good for both tests, 22% and 39%.

In tests conducted by Verardi (2007) also showed the same inferiority of girls than boys, 23% were classified as good or very good boys and 35.29% as good and very good for testing explosive power lower limbs. In the test pitch medicineball the result remained, 34.62% of the girls were in good or very good level, but 61.77% of boys were classified as good or very good. According Barbanti and Guedes (1995), the onset of puberty girls tend to be lower than boys in developing skeletal muscle, because they have greater increases in body fat and less lean body mass, as occurs in boys increased lean on a large scale and to a lesser extent increased fat mass.

Girls had worrying results in test of speed and agility, being classified as weak and very weak. Similar results were reported in a study with 50 girls 13 years of practicing physical education class at school, 22% are very weak in the agility test and 23% are very weak in speed test (DIAS et al, 2007).

It is necessary for teachers to better prepare their content, adapting the age and characteristics and needs of each group, and must have the same logical sequence, working some goals in each series to ensure learning. It is important to prioritize education for an active lifestyle, which content should be emphasized in high school, with theoretical and practical content, so that students can form concepts for life (NAHAS, 2001).

From the questionnaire it became clear that they participate in classes, and still can not get a good physical fitness, so it is necessary to revise the lesson plans and teaching to be able to identify where are the Possible errors, turned out to students are presenting good health outcomes.

CONCLUSION

After the survey we can conclude that most teens meets low levels of physical fitness, these results are very worrying, because they are likely to become sedentary adults, and that in the future they may have some diseases due to lack of exercise Regular physical.

Therefore, the school, specifically the discipline of physical education, the role has to change these events, it is necessary to explain to students how important to keep physically active throughout their lives, create incentives so they can discover what their favorite activities, so they can play in the future of their own free will.

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ADDRESSING HEALTH PHYSICAL EDUCATION IN SCHOOLS

ABSTRACT

Knowing the level of physical performance of adolescents is critical for planning physical education classes, enabling the development of more effective practices that lead adolescents to develop physical fitness. The present study aims to evaluate aspects of health-related physical fitness of high school students, diagnosing delays in physical performance. The sample consisted of 58.5% of students in the 1st year of high school at a public school in the municipality of Jacareí, ie, 76 adolescents of both sexes with an average age of 15.16 years, 46 males and 30 females. All subjects had their fitness tests to evaluate the motors driven by Project Sport Brazil (PROESP). The data were discussed through descriptive analysis, measures of central tendency (mean) and dispersion (standard deviation) and compared between genders T test, with significance level p <0.05. The results indicated that the majority of normal subjects results obtained in tests Body Mass Index. For testing abdominal strength, flexibility, strength testing lower limb and upper, speed and agility boys showed significantly better results compared with girls, classified as reasonable and good. The girls were classified as reasonable and weak, indicating problems in physical performance. The questionnaire results showed that 85.92% of the subjects participating in class and that the activity most practiced team sport that year was 94.36% of classes being also observed that 59.15% engage in some kind of activity outside of school. You have to re plan the physical education classes, seeking to improve the level of fitness, especially for girls, and encourage them to seek physical activity, providing them with autonomy in choosing activities that can bring you better use the health promotion.

KEYWORDS: Physical Fitness, High School, physical performance.

ADRESSAGE ÉDUCATION À LA SANTÉ PHYSIQUE DANS LES ÉCOLES

RÉSUMÉ

Connaître le niveau de performance physique des adolescents est essentiel pour la planification de cours d'éducation physique, ce qui permet le développement de pratiques plus efficaces que les adolescents conduisent à développer la condition physique. La présente étude vise à évaluer les aspects de la santé liés à la condition physique des élèves du secondaire, les retards dans le diagnostic de la performance physique. L'échantillon était constitué de 58,5% d'étudiants en 1ère année de l'école secondaire dans une école publique de la commune de Jacareí, c'est à dire, 76 ambons des adolescents avec un âge moyen Sexes 15:16 d'années, 46 femmes et 30 maux. Tous les sujets devaient évaluer leur adéquation teste les moteurs entraînés par le projet Sport Brésil (PROESP). Les données ont été examinées par l'analyse descriptive, les mesures de tendance centrale (moyenne) et la dispersion (écart-type) et entre les sexes Comparé test t, avec un niveau de signification p <0,05. Les résultats indiquent que la majorité des résultats des sujets normaux aux tests Obtenu indice de masse corporelle. Pour tester la force abdominale, de la souplesse, de la force de tester membres supérieurs et inférieurs, les garçons de vitesse et d'agilité ont montré des résultats significativement meilleurs par rapport aux filles, classé l'. Raisonnable et de bonne Les filles ont été classés raisonnable et le faible, indiquant des problèmes de performances physiques. Les résultats du questionnaire ont montré que 85,92% des sujets en classe et des spécialistes de l'activité la plus pratiquée sport d'équipe Cette année a été 94,36% des classes étant également observé que 59,15% se livrer à une quelconque activité en dehors de l'école. Vous avez à nouveau planifier les cours d'éducation physique, en cherchant à améliorer le niveau de condition physique, surtout pour les filles, et les encourager à demander de l'activité physique, en leur offrant l'autonomie dans le choix des activités qui peuvent vous apporter une meilleure utilisation de la promotion de la santé.

MOTS-CLÉS: conditionnement physique, École secondaire, la performance physique.

FRENTE A LA EDUCACIÓN DE LA SALUD FÍSICA EN LA ESCUELA

RESUMEN

Conocer el nivel de rendimiento físico de los adolescentes es fundamental para la planificación de las clases de educación física, lo que permite el desarrollo de prácticas más eficaces que los adolescentes conducen a desarrollar la aptitud física. El presente estudio tiene como objetivo evaluar los aspectos de la salud relacionados con la condición física de los

estudiantes de secundaria, el diagnóstico de los retrasos en el rendimiento físico. La muestra estuvo constituida por un 58,5% de los alumnos del 1er año de la escuela secundaria en una escuela pública en el municipio de Jacareí, es decir, 76 de Ambos Sexos adolescentes con una edad media de 15:16 años, 46 mujeres y males 30. Todos los sujetos tenían que evaluar su adecuación a prueba los motores accionados por el Proyecto Deporte Brasil (PROESP). Los datos se analizaron mediante un análisis descriptivo, medidas de tendencia central (media) y de dispersión (desviación estándar) y comparación entre géneros prueba t, con nivel de significación p <0,05. Los resultados indicaron que la mayoría de los resultados de los sujetos normales en las pruebas realizadas índice de masa corporal. Para la prueba de fuerza abdominal, flexibilidad, fuerza probando miembro inferior y superior, los chicos de velocidad y agilidad mostró resultados significativamente mejores en comparación con las niñas, que se clasifica el. Razonable y de buena Las chicas fueron clasificados razonable y los débiles, lo que indica problemas en el rendimiento físico. Los resultados del cuestionario mostró que 85,92% de los sujetos de clase y especialistas que la actividad más practicada deporte de equipo ese año fue 94,36% de las clases también observó que siendo 59,15% involucrarse en algún tipo de actividad fuera de la escuela. Tiene que volver a planificar las clases de educación física, en busca de mejorar el nivel de condición física, sobre todo para las niñas, y animarles a buscar la actividad física, dotándolos de autonomía en la elección de las actividades que pueden llevar a utilizar mejor la promoción de la salud.

PALABRAS CLAVE: Aptitud Física, Escuela Superior, el rendimiento físico.

ABORDANDO A SAÚDE NA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

Conhecer o nível do desempenho físico do adolescente é fundamental para o planejamento de aulas de educação física, propiciando a elaboração da práticas mais efetivas que levem os adolescentes ao desenvolvimento de aptidão física. O presente estudo tem como objetivo avaliar aspectos da aptidão física relacionados à saúde de alunos do ensino médio, diagnosticando atrasos no desempenho físico. A amostra foi constituída por 58,5% dos estudantes do 1º ano do ensino médio de uma escola pública do município de Jacareí, isto é, 76 adolescentes, de ambos os sexos com idade média de 15,16 anos, sendo 46 do sexo masculino e 30 do sexo feminino. Todos os sujeitos tiveram sua aptidão física avaliada pelos testes motores orientados pelo Projeto Esporte Brasil (PROESP). Os dados foram discutidos através da análise descritiva, valores de tendência central (média) e dispersão (desvio padrão) e para comparação entre os gêneros o teste T, tendo como nível de significância p<0,05. Os resultados indicaram que a maioria dos sujeitos obteve resultados normais nos testes índice de Massa Corpórea. Para os testes força abdominal, flexibilidade, teste de força de membro inferior e superior, velocidade e agilidade os meninos apresentaram resultados significativamente melhores comparado com as meninas, classificados como razoáveis e bons. As meninas foram classificadas como razoável e fraco, indicando problemas no desempenho físico. Os resultados do questionário demonstraram que 85,92% dos sujeitos participam das aulas e que a atividade mais praticada nesse ano foi esporte coletivo sendo 94,36 % das aulas, também observamos que 59,15% praticam algum tipo de atividade fora da escola. É preciso re planejar as aulas de educação física, buscando melhoria no nível de aptidão física, principalmente para as meninas, além de procurar incentivá-los a prática de atividade física, proporcionando-lhes autonomia na escolha de atividades que possam lhes trazer melhor aproveitamento na promoção da saúde.

PALAVRAS – CHAVE: Aptidão Física, Ensino Médio, Desempenho físico.