90 - PHYSICAL EDUCATION IN SCHOOL NIGHT AND HEALTH PROMOTION

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1 - Introduction

According to the World Health Organization (WHO), the physical benefits are numerous as reducing the risk of coronary heart disease, prevention / reduction of hypertension, obesity prevention, prevention of type II diabetes. Among the psychological benefits too, as we get the most diverse, stress reduction, depression, anger, stress and others.

There are also other benefits such as the financial side, both for the individual, and for the government, because by investing in prevention, using physical activity, significantly reduced health care costs.

To the governments of Western countries, lack of physical activity considerably increases health care costs, this reduction to occur it is necessary that people go to practice more physical activity, reducing physical ailments, psychological and chronic (Sampaio, 2007).

2 - The Physical Education aimed at health

> One should always keep in mind that any possible specific objectives of physical education represent steps toward broader educational goals, aiming to provide individuals a life with quality and active participation in society (NAHAS, 2006, p. 155).

Therefore, Physical Education, an education to create opportunities for health, should not fail to stimulate cognitive and other activities that come together, develop an active lifestyle to students (Brazilian Charter of Integrated Prevention in the Health Area , 2005).

According Darido (2004) in Physical Education classes increasingly diminishes the participation and attendance of students, but also the physical activity outside of school.

In this case, a problem presents itself in relation to night school students because studies show that increasing the number of students who leave school physical education because some of that work, based on law, not to participate in classes, increasing the rate of physical inactivity.

According to paragraph 3. Article 26 of Law no. 9.394/96 provides for Basic Education:

> Physical education is integrated into the school's pedagogical, curricular component is compulsory basic education, and practice optional to the student: (Amended by Law no. 10,793, 1st. 12.2003).
> I - satisfying workday less than six hours; (Included by Law no. 10,793, 1st. 12.2003).

For ARIES (2006), the high school student night, working on average eight hours a day, spends considerable time in commuting between home work, school and home school work. Banks in school hope to improve your life, using also, to relieve the heavy burden of work.

Focus on Law presented to verify this quote, the reader is led to understand that the Physical Education does not achieve its purpose of promoting health, for high school students that night are inserted in the labor market.

Precisely, which should have physical education as its main ally, noting its benefits and in this case, using the Physical Education, as therapy, or as already well supplied in companies, Gymnastics, aiming to minimize impacts negative, from the sedentary life and health of the worker.

ARIES (2002) draws attention in his research by stating that teachers from other areas, they argue that students show up for class, very tired, that physical activity is impractical, requiring other students. He also reports that the directors oppose the inclusion of physical education in high school at night, as this discipline erode further the student who comes tired from work.

The author shows that teachers who hold that thought, still have physical education, as there a few decades ago, the Physical Education Technicist because the school practice this pedagogy educational system adhered to the trends of the military regime preparing that way, hand- labor to be exploited by the labor market. Most studies show that it is undeniable that the current traces.

> In fact, physical education practiced in most institutions has prioritized and emphasized the technical content and physiological science of human movement, creating a stereotype technical and insignificant their interventions. However, the various crises experienced by this occupational area, caused several issues arising from the awareness of the complexity of human actions, were brought to this area as broad of human knowledge (SANTOS, 2006, p. 01).

For these reasons, this research aims to demonstrate that by practicing proper physical education, is able to improve the quality of life of high school student Nightcrawler, especially those who already entered the labor market, offering students; many benefits, proving its effectiveness through a teaching for health promotion, in which the student would perform physical activities in moderation according to your need. Thus, the PE would benefit, in dismissing the student of diseases caused by physical inactivity, obesity, diabetes, heart disease and others. And prove its relevance, without resorting to legal arguments.

And even after completing their studies in basic education, the student will continue performing physical activities, firstly, that the taste acquired during school years, and second, conscious of its importance as a sponsor of their health by improving their quality of life, and thus increase the number of people physically active, reducing the number of diseases caused by physical inactivity, the number of care in emergency rooms and reducing government spending on health in the future.

Thus, this research aims to generally check the profile of high school students Nocturne, the public schools of the city of Ponta Grossa, Paraná, and its relationship to Physical Education. And as a specific goal, verify that the Physical Education classes are offered so that students understand its importance as the keeper of their health and educator for a healthy lifestyle, also researching if the student having a paid job in counter- round school, agrees with the Law. 9.394/96, which provides for Basic Education, in section I, the student doer of the work day, less than six hours, your practice may be optional, in physical education classes.

3 - METHODOLOGY

3.1 - Material

This research is characterized by the intention to perform an analysis of the profile of the high school student night, lifting the index of activity engaged in counter-paid school day and check its relationship to Physical Education.

3.2 - Population and Sample

The sample comprised of high school student volunteers, who attend classes at night, three public schools in the city of Ponta Grossa in Paraná state.

3.3 - Methodological Instrument

For the study we used a semi-structured questionnaire with seven questions to answer yes or no, to achieve the research objectives. The questions sought to raise compiled data on the students and their participation in class.

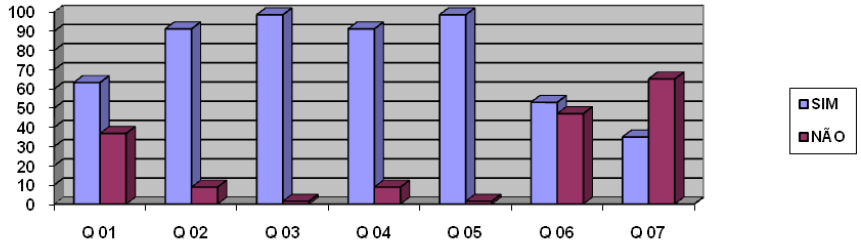
Before beginning the study, all participants were responsible for the information on the procedures involved in the research, answered a personal interview and signed an informed consent for the research. The conduct of the research project started by the appreciation of the Ethics Committee of UEPG.

3.4 - Analysis and Interpretation

For analysis and interpretation of the results was used, graphs and tables, putting in an orderly manner in accordance with the answers, giving the final percentage of income for each question. Thus the data were analyzed quantitatively looking clearly express the results.

4 - RESULTS AND DISCUSSION

Graph 1. - Results as questionnaire.



Source: The Autor/2010

According to the questionnaire responses, referring to students engaged in a remunerated activity against-round school (Table 1), student volunteers, the survey showed that 63.23% are inserted in the labor market, and not 36.76% engaged in gainful activity against-round school.

Table 1. Question about remunerated activity in counter-round school.

Question 1	Yes (%)	(%) No
1 You besides studying, plays against other remunerated activity in school hours?	63,23 %	36,76 %

Source: The Autor/2010

The percentages obtained show that more than half of the students (63.23%) are inserted in the labor market.

According to the IBGE, the young population of the country is 28.8 million, which represents 20% of the Brazilian population. In 2006, there were 8,906,820 enrolled in high school and of these around 40% are in evening classes.

Note that the number of high school students nighttime is quite expressive, not to be given due attention required for this teaching period, especially where the predominance refers students to perform paid work.

Table 2. Question about the existence and frequency of Physical Education classes.

Question 2	Yes (%)	No (%)
The At his school, there Physical Education classes?	91.17%	8.82%
B How many times a week?	2 to 3 times	

Source: The Author

The data (Table 2) show that the majority (91.17%) schools offer physical education classes at night. And showing frequency of classes offered to students 2-3 times a week, lasting 45 minutes.

To Nahas (2006), to consider a person to be moderately active, the energy expenditures should be around 1,000 Kcal, this means walking briskly for 30 minutes five times a week.

Therefore, if the student does not perform his work in physical activity at school, even though it is still insufficient to actively participate, that student fatally longer a candidate for the sedentary group.

Table 3. Question about the importance of Physical Education in school.

Question 3	Yes (%)	No **(%)**
Do you consider important physical education at school?	98,52 %	1,47 %

Source: The Autor/2010

It is observed that most of the respondents (Table 3), considers physical education in school is extremely important. This fact was quite positive discipline, because if there is interest of students, the teacher will have a much easier to teach their classes.

Table 4. Question about participation in Physical Education classes**.**

Question 4 (%)	Yes **(%)**	No **(%)**
In physical education classes, you participate actively?	91,17 %	8,82 %

Source: The Autor/2010

However, the next question (Table 4) in which the question is about class participation, there is even still being a small number, some students do not participate in class, in front of this fact, we can raise several hypotheses, where one of them those who did not participate in the classes are working and are based on law not to attend classes.

Table 5. Question about understanding by the student on the Physical Ed.

Question **5**	Yes**(%)**	**No(%)**
You, as a student, understands that physical educa tion classes designed to benefit your health?	98,52 %	1,47 %

Source: The Autor/2010

On the question of the understanding of physical education for students (Table 5), it appears that most, almost absolute, understands the benefits that promotes physical education to your health. Data presented these make us wonder if they responded to that student who understands the benefits that the course offers, because he does not participate actively in lessons.

Again several lines of thoughts arise in attempting to justify the issue, and one of them, if the teacher leaves students free to choose the sport you want to accomplish during class, and if the student does not fit into any of the other possible modalities practice will certainly feel excluded in this class. Thus he even understands the benefits, but does not participate because of not being skilled as others.

Table 6. Question about how the teacher teaches the classes.

Question **6**	**Yes (%)**	**No (%)**
In physical education classes, the teacher, usually in a theoretical approach, issues related to physical activity, stating its benefits?	52,94 %	47,05 %

Source: The Autor/2010

But when dealing with the information passed on by the teacher, on the benefits of physical activity (Table 6), a number quite worrying replied that the teacher does not respect the activity worked, stating its objectives and its benefits. Leading us to deduce that the physical activity occurs deliberately aimless, the student is practicing for practice, without knowing what you want to achieve, what the purpose of that activity.

Research by BRITO (1999) point to the lack of contextualization of the content of the lessons. Students said in class "practices" there are no theoretical explanations of content taught. Thus, the Physical Education class loses its meaning, characterizing it increasingly as an activity (BRITO apud LORENZ, 1999). Possibly these students understand the benefits of physical education through knowledge acquired outside the school, not the teacher should pass, safely and correct such information in order to guide the student to take the path of a healthy lifestyle .

> "After checking the results it was concluded that students manifest need for the presence of conceptual content in physical education classes. In the analysis of responses was possible to realize the value of such content by most students. Valuing the theoretical scientific EF can help change the concept yet existing "activity" for the real concept of "discipline" (Lorenz, 2003, p. 01).

Table 7. Question about the student's opinion on the law no. 9.394/96.

Question **7**	**Yes (%)**	
You pursuing gainful activity (work), agrees with the Law. 9.394/96, which provides for Basic Education, where the item I reported that the student who meets workday, less than six hour s, should be released from Physical Education class?	34,88 %	5,11 %

Source: The Autor/2010

Since for this question (Table 7), there was a mainstay of demand, so that the student could answer. In this case, that it was those who were employed while he was not in school. Thus answered only 63.23% of respondents, which verifies that the number of students who agree with the law is quite impressive 34.88%, leading us to believe, who do not know the real importance of Physical Education, precisely those who should understand its importance, and most in need of lessons, for work and for the most part, all day, and arrive tired both physically and psychologically for classes, it is indeed true.

Teachers from other areas indicate that students attend classes, very tired, and that this, would hamper physical activity, since they too require the students. School principals claim the inclusion of Physical Education at the high school overnight, because they justify this course would contribute to further erode the student who comes tired from work. (Carneiro, 2002).

But to think that physical education would tire them even more, is a mistake, because at that time Physical Education, pass / should take the focus as health promoting, helping the student to deal with various problems arising from the work, for example, reduction of tension, depression, anger, stress. Helping you to relax, take care of posture, feeding. And especially to work with specific and targeted activities for each group, both for the group that exerts physical effort at work is more prevalent, and for those that use more psychological. Taking students to make their lives a healthy lifestyle.

Considering the results obtained from the research, it is possible to see that the vast majority of students work, and do not agree with the Law That actually physical education needs to be addressed in terms of promoting student health, we can still say that the discipline is of high importance, its benefits are invaluable and of great help for teens who initiate a new phase in life as workers.

4 - CONCLUSION

For students who work representing 63.23% of the total students enrolled in night school, 65.11% do not agree with the Law presented.

Students understand the importance of discipline and their health benefits and often attend classes.

Physical Education teachers claim that unlike other areas, without prejudice to the student, tiring him further, if not participation in physical education classes would not be as high 98.52%.

The Physical Education teachers, need to relate better to practice with theory, it does not mean that the teacher has to teach subjects in the classroom, but working the contents clearly, mainly explaining the objectives and benefits of the proposed activity during practice.

Law no. 9.394/96 which provides for Basic Education in the article. 26, paragraph 3, item I have is more than time to be reviewed again once the content exceeded goes totally against the goals of physical education for high school, and make themselves understood, one who works need not Seen physical, working alone guarantees the maintenance of their health.

Future studies are still needed to support further research presented.

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ABSTRACT

Physical Education is undoubtedly of paramount importance for the development of the human being. However physical education in high school night, has been hampered by Law. 9.394/96, paragraph 3, item I, to provide the student the right to decide to participate or not, the Physical Education classes. Thus, this research seeks to raise the profile of the high school student night, the city of Ponta Grossa, PR, relating his work with the Physical Education in school. The methodology for this research was descriptive analysis quantiqualitative, being used for the methodological tool, a semi-structured questionnaire with seven questions to answer yes or no, with the participation of 136 middle school students overnight. It was concluded that 63.23% of students are those who were employed in counter-round school, and 65.11% did not agree with the law presented, and the student has the same right not to participate in physical education classes , 91.17% actively participate.

KEYWORDS: Promoting Health, Physical Education, Secondary Education.

ÉDUCATION PHYSIQUE DANS LA NUIT ÉCOLE ET PROMOTION DE LA SANTÉ

RÉSUMÉ

L'éducation physique est sans aucun doute d'une importance primordiale pour le développement de l'être humain. L'éducation physique dans la nuit Mais l'école secondaire, a été entravée par la loi. 9.394/96, paragraphe 3, point I, de fournir à l'étudiant le droit de décider de participer ou non, les cours d'éducation physique. Ainsi, cette recherche vise à rehausser le profil de la nuit lycéen, la ville de Ponta Grossa, PR, concernant son travail avec l'éducation physique à l'école. La méthodologie de cette recherche était quantiqualitative analyse descriptive, utilisée pour l'outil méthodologique, un questionnaire semi-structuré

avec sept questions à répondre par oui ou non, avec la participation de 136 élèves des écoles intermédiaires pendant la nuit. Il a été conclu que 63,23% des étudiants sont ceux qui ont été employés à contre-cycle scolaire, et 65,11% ne sont pas d'accord avec la loi présentée, et l'étudiant a le même droit de ne pas participer au cours d'éducation physique , 91,17% participent activement.

MOTS-CLÉS: promotion de la santé, l'éducation physique, l'enseignement secondaire.

EDUCACIÓN FÍSICA EN LA ESCUELA Y LA NOCHE PROMOCIÓN DE LA SALUD

RESUMEN

La educación física es, sin duda, de gran importancia para el desarrollo del ser humano. Sin embargo, la educación física en la escuela secundaria de noche, se ha visto obstaculizada por la ley. 9.394/96, párrafo 3, inciso I, para proveer al estudiante el derecho de decidir participar o no, las clases de Educación Física. Así, esta investigación busca elevar el perfil de la noche estudiantes de secundaria, la ciudad de Ponta Grossa, PR, sobre su trabajo con la Educación Física en la escuela. La metodología de esta investigación fue quantiqualitative análisis descriptivo, utilizándose para la herramienta metodológica, un cuestionario semi-estructurado con siete preguntas para responder sí o no, con la participación de 136 estudiantes de secundaria durante la noche. Se concluyó que el 63,23% de los estudiantes son los que estaban empleados en la lucha contra el año escolar, y 65,11% no estuvo de acuerdo con la ley presentada, y el estudiante tiene el mismo derecho a no participar en las clases de educación física , 91,17% participan activamente.

PALABRAS CLAVE: Promoción de la Salud, Educación Física, Educación Secundaria.

A EDUCAÇÃO FÍSICA NO ENSINO MÉDIO NOTURNO E A PROMOÇÃO DA SAÚDE

RESUMO

A Educação Física Escolar é sem dúvida de suma importância, para o desenvolvimento do ser humano. Contudo a Educação Física no ensino médio noturno, vem sendo prejudicada pela Lei nº. 9.394/96, parágrafo 3º, inciso I, ao proporcionar ao aluno o direito de decidir em participar, ou não, das aulas de Educação Física. Desta forma, essa pesquisa procura levantar o perfil do aluno do ensino médio noturno, da cidade de Ponta Grossa, PR, relacionando seu trabalho com a Educação Física na escola. Para essa pesquisa a metodologia foi descritiva de análise quantiqualitativa, sendo utilizado para o instrumento metodológico, um questionário semi-estruturado, com sete perguntas de respostas sim ou não, contando com a participação de 136 alunos do ensino médio noturno. Concluiu-se que 63,23% dos estudantes encontram-se exercendo atividade remunerada no contra-turno escolar, e 65,11% não concordam com a lei apresentada, e que o aluno mesmo tendo o direito de não participar das aulas de Educação Física, 91,17% participam ativamente.

PALAVRAS-CHAVE: Promoção da Saúde, Educação Física, Ensino Médio.