97 - PHYSICAL ACTIVITY AND HEALTH INSIDE THE SCHOOL: LIMITS AND POSSIBILITIES FOR THE YOUNGS

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This study about Physical Activity and Health inside the school started when we realized that the theme has been neglect inside the education context, specially in the "Ensino Médio" (adolescents level of education in Brazil). The physical education classes for the "Ensino Médio" level is always emphasizing the sports motivation and techniques related to the sports modalities to prepare the students to participate in school championships.

This kind of practices in the physical education classes inside the "Ensino Medio" in Brazil only collaborates for the physical and tactical preparation of students' teams and to socialize the technical knowledge on the sports activities formed by the students, reducing the Physical education classes to develop the sports dimension inside the school only, forgetting the students who are not fit in sports.

Through this study we are asking if physical education classes inside the "Ensino Médio" has only the aim to prepare the students for the sporting modalities? We don't think only that! and defend physical education, specially for adolescents level, that contributes to know the characteristics and the adolescent's peculiarities. Simultaneously, the classes of physical education need to assume the task of being an important way to adolescents understand the subjects that are related to the cultural movement and cultural body elements and its knowledge, language, communication means and expression.

It is already known that the adolescent live deeply transformations in the physics, social, affectionate and cognitive dimensions and most of people considers that moment as a critic and difficult phase, a period of rebelliousness and crises. This happens because people do not understand the adolescence process of development.

The word adolescence comes from the Latin verb *adolescere*, that means growing and development, that is, to be prepared to live qualitative mind changes and quantitative body natural transformations that are essential for the young to get the social spaces, conquer autonomy and reaffirm his/her identity inside the society. Considering, therefore, the adolescents needs to be a member of an social group; the schools' groups and specially physical education groups at school can get a significant influences to change understand and re-evaluates the values, attitudes and behaviors imposed by people to the adolescents, giving them a chance to analyses critically the society in general and the institutions in particular ways.

Lots of information through communications vehicles and through the media are imposed to the adolescents with different significances and connotations regarding their emotional structure and body. It is common today the super valorization of the stereotyped body, the athletic bodies, that we are calling in this article of alienated bodies. The idea to link the corporal image to the social ascension through the sports is very present in our society and gets also the physical education context inside the school.

The youths in the current society live a cultural tradition that the body suffers countless repressions through prejudices. Our culture dictates norms to people' body and causes several suffering to everyone. It comes from the church, work, family, social class, media and others institutions that transmit superficial information that move people to the wild consumerism and, also, slogans that led people to lose the control of their life and bodies, bringing harms to the peoples' life.

These subjects regarding the body became aims to concerns and debates in the society and it is showing us the need to observe the human' body in a new perspective, in other words, leaning in an approach that makes possible to understand the human complexity and the meaning of the word body in an other perspective. Overcoming, consequently, the alienated vision imposed by the communication vehicles that it usually emphasizes the athletic body, the ideal and the perfect and alienated body. The central characteristic of this body is the wild search for the aesthetics, for the status, for the visual and superficial image and it takes people to the physically relation with the world only, a unidirectional an alienated relation only.

Every day new researches reveal the importance of studies that approach the body in the current historical context as "corporeidade" (Daólio, 2004; Betti, 1992, 1994). It is a important in the "corporeidade" way to understand the bodies in its essences. The etymology tells us that "corporeidade" is something complex and it means that is relative to everything that fills out space and places the man as a human being, as a totality in the world. It is an integrated totality whose actions always exist in function of the group. This historical vision of body that we are calling "corporeidade" provokes a reaction movement against the idea of the body object, of the narcissist culture that feeds the individualism in the society.

To educate for the "corporeidade" means to educate people to be conscious about their body, their life and its emerge based in the solemnity-acceptance and in the solemnity-knowledge, through the collective solidarity. In this sense, the physical education teachers can be important allies in that consciousness processes.

The students need to be the most important part of this process and become the authors of their bodies and lives. The body has to be understood inside of a conception that understands the human being's relationships with the world in an conscious perspective. It is fundamental to build an education to the "corporeidade", that consider bodies as important part of life, history and culture.

When we thought about an education to "corporeidade", we understood to be necessary a kind of education that also considers the bodies in cultural and historical movement. Bodies that run, jump, dance, contemplate, cry and laugh; an body that express emotions and interact with other bodies, also, in movement. Bodies that can be subjects, authors of their lives searching new roads, directions, possibilities and partnerships.

It is necessary to create spaces in the schools for interpretations and domain the body language. An education that makes possible the body language and existence loaded of meanings, where the plasticity of the cultural and historical body shows up and break up definitely the dualism body - mind.

The education that we longed should supply the students the possibility to get the autonomy, to understanding himself/herself as important part of the world; an education that emphasizes the pleasure, the plays and games, the arts, dance, sport, theater, poetry, the people, the nature and the animals. An education that develops the critical conscience, motivating the students to manifest their ideas and express their body language, their "corporeidade" in an bio-psico-energetcis relationship.

The body as subject in the world is free, creative, conscious and full of meanings. The "corporeidade" shows in the forms, filling out space and determining the existence meaning. The body existence makes the history and can have important paper to change the humanity's direction. We are our bodies and we can transform the world by our action as live bodies inside the society.

The Bases of the National Education (LDBEN) of Brazil, in its 26 article, establishes that Physical education is integrated into the pedagogic proposal of school, it is an obligatory curricular component of the education, being adjusted to the age groups and the conditions of the school population. It is, in agreement with the National Parameters Curricular, inserted in the Languages and

Codes area, but it is still not seen as a relevant discipline that compose the curriculum of the school.

An historical analysis of the school Physical education course allows to verify that several speeches orientated its educational practices. We had hygienists' orientations, militarists, sportsmen, popular, critical-social and, still, other proposed that incorporated and they combined aspects of different tendencies in their propositions.

The Physical education was identified predominantly as a discipline for the competition and their contents were characterized by the gymnastics and sports. This reality has being questioned, its from the 1980. The area wins new focuses and started a critical movement and reflections, in an attempt to understand and articulate its practices to the social organization, economical and politics situation, looking for the overcoming the rigid conception inside the area.

Some approaches appeared in that period and they made the critic to the sporting model, predominant in the traditional Physical education. Other ones questioned the values and the present models in the capitalist society. The main approaches that appeared after this healthy period was build by BOULCH, 1983; TANI, 1988; FREIRE, 1989; COLLECTIVE OF AUTHORS, 1992; GUEDES & GUEDES, 1993; and recently the National Curricula Parameters (BRAZIL, 1997).

The first approach by Boulch (1983) called “psicomotricidade” it was developed inside the neurology field, psychiatry, psychology and inside the Education. An others precursors and studious of that science are Lapierre, Aucouturier, Vayer, Lagrange and Coste. In this approach, the function of the Physical education is to develop in an integrated way the psychology motor functions and the corporal outline as laterality, space structuring, temporary orientation, and another physical qualities as speed, forces, balance, coordination, rhythm, agility, resistance and flexibility. The main contents of the Physical education, in this perspective, are the recreational activities that propitiate the psych motor, cognitive and social aspects.

The approach developed by Tani (1988) and the others as Manoel (1994) and Gallahue & Ozmun (2001) it is based, mainly, in the domains of the human development, motor and in the motive learning. In that approach, the whole human behavior can be classified as belonging to three domains: cognitive, affectionate-social and motor. In that sense, the main objective of the physical education is to propitiate movement and experiences that is adapted at the child's development level, through the interaction among the increase of the diversity and of the complexity of the movements.

The third Approach is called Constructivist and it is based, mainly, in Jean Piaget's studies. That tendency emphasizes the importance of the physical, social and natural environment for the individual's development. The knowledge, in that perspective, it should be built through the interaction with the world objects, because the individual's action on the world is the only way to development construction. In the Physical education, this approach was diffused in Brazil by Freire (1990) and recently by works of Mattos and Neira (1999). The main contents of the Physical education are the games and the popular games as a beginning of the new knowledge construction.

The historical-critical approach in physical education is being constructing by many contributions as Medina (1983), Ghiraldelli (1989), Bracht (1992), Castellani (1994), besides other educators from pedagogy as Libâneo and Saviani among others. The mark of this conception is the book “Teaching methodology in the physical education”, published in 1992 in Brazil. This approach is based in Marx's materialism historical and makes a radical critics to the capitalist society and its social relation. The Physical education is treated as an area that must be on with the corporal culture production as the games, sports, dances, fights and the gymnastics, that represents the historical and cultural contents that represent the corporal culture expressions that it was historically produced by the humanity. This historical contents must be transmitted and spread among generations to the human being reach his/her humanization process. In this sense, the contents of the corporal culture should be transmitted on the aspects historical, social, technicians, ethical, physiologic, cultural and political.

The Health Approach it is being constructed by some names like Armstrong (1990), Maitino (2001), Guedes & Guedes (1993) among the others and this concept emphasizes the physical activity, exercises and fitness. The methodological procedures of the training emphasizes the heart and muscles activities and the heart frequency, blood pressure in effort and rest situations, identifying the physical qualities related to the health, recognition of the effects of the practiced physical activity in a regular way, besides basic notions on the process of health-disease. The objective of that approach is to take the student to organize and to execute physical activities for the maintenance of the health, in the way to help them to practice physical activities regularity for the acquisition and maintenance of the health, besides in the adult life.

The last approach contemplates the National Curricular Parameters (PCN), whose elaboration counted with César Coll's assistant. This approach focuses the education process, gone back to the global formation and for the citizenship. It defends an education that contributes to the autonomous formation, critical and participative life, to act with competence, dignity and responsibility to get the ideal way to grow as a responsible citizen inside the society. That document seeks to the development of the Physical education, considering its learning in function of the practical and conceptual dimensions and valorizes the teaching contents that are organized in three blocks: sports, games, fights and gymnastics; body language and knowledge and rhythmic and expressive activities.

That historical retrospective abbreviation is important, because it allows us to understand all those tendencies and approaches that influences Physical education in the current context. But it is important to say that nowadays it is not difficult to find psysical education teachers' practices that are influenced by the competitive and sportive conception which transform their classes into a competition laboratory that seeks to high sports performances and exclude those not prepared for this situation.

That reality shows us that the world representation the human being has been producing, among the history, allows us to identify different symbolic representations of the realities lived by the man, historically maids, culturally developed and socially produced.

Therefore, the adolescents are living the context and historical situation and their questions and answers are related with the objective life and the different feelings and attitudes that are related with the corporal culture. There are many questions usually related to the different connotations that the body and their expressions act in the postindustrial society and we have to understand that. There are youths that simply detest the practice of the corporal culture because of the frustrations and deceptions lived in this area; others adhere the virtual practices on television, internet and eletronic games. Fewer, however, are the ones who get the global development, whose movements cross the limits of the simple mechanical activities.

The last question is how to think the Physical education inside the “Ensino médio” (inside de adolescent schools) in the corporal culture perspective and in the scientific production of the area that reveals the effects of a physical activity done systematize in the prevention and improvement of the level of health?

The Physical education inside the schools should not just be related to the abilities and the competences for the sport, but for the enlargement of the contents in the extent of the corporal culture: the games, sports, dance, fight and the gymnastics. Such contents will make possible the students' development in the cognitive, affectionate, ethical, corporal, aesthetic and social aspects, in a conscious, critic and democratic way.

The professional of the Physical education should not just work with a sport modality inside the school, but with the contents of the corporal culture. This professional, that will work with this approach will understands the human being in their cultural manifestations and related with the body and to the human movement. Daólio (2004, p.3), confirms that "the corporal action that will receive a pedagogic treatment inside the physical education classes will take this expression when translates the specific cultural dynamics of this cultural context". Betti (1994), also, emphasizes the importance of the corporal culture in the area of Physical

education and point two beginnings. The first one is related with total inclusion and defends the contents and methods that insert the students' totality inside physical education. The second beginning is related with the diversity that the Physical education should be possible to get, so that the student can choose the activities of the corporal culture of movement critically.

For the author, the corporal culture is composed of several meanings, in relation to the body, the mind, the sensibility and the emotion, for that, is necessary to analyze it inside of a larger context than understands it by the language of gestures, attitudes, actions, signs and symbols. These meanings can contribute to deep transformations in the students.

They are contents that aid in the construction of the autonomy, cooperation, respect, favoring the creativity, the reflection and the social interaction. A basic need that it allows to the students through the conceptual contents, attitudes and social practices; giving them the possibility not just to understand the reality, but, mainly to look for mechanisms to transform it.

In this sense, the conception of corporal culture will orientate the focused contents and worked inside the “Ensino Médio” in Brazil and it will serve to mediate the work inside of a vision that approaches the physical activity systematized for the health prevention and the improvement of the quality life of the students, breaking the conservative paradigms imposed historically and contributing to the development of new roads and new alternatives in the adolescents life; the challenges of our proposal at this moment.

Through the contents of the corporal culture, it is possible that the student of the “Ensino Médio” can be co-responsible for his/her formation process. To be prepared to know the way of the development, to understand how to evaluate a program of physical activity to be incorporate into their lifestyle and also, to act besides the adoption of healthy habits for his/her all life to get the biological, physiologic, psychological and social benefits that collaborate to the improvement of their life quality.

Recent studies of neuroscience reinforce and enrich the debate, indicating that the period of intense neuronal works does not limit to the first childhood, but it extends during the whole adolescence and it demonstrates the learning process it continues exuberant until, approximately, the 20 years old. That means the teaching proposal of learning must offer to the young students the real conditions to their development, instead of explore the possibilities of only one sport at school.

The physical education activities in an corporal culture perspective can make possible for the adolescents students at the “Ensino Médio” to adopt the basic and important habits of a healthy life and it can discourage the use of alcohol, tobacco and drugs, favoring the reduction of the violence and collaborating for the social integration.

We believe that to work in the prevention is also objective of the education. According to data of the World Health Organization, the regular practice of physical activities reduces the risk of premature deaths, heart diseases, colon cancer and mamma, diabetes type II and other diseases.

In this sense, it is urgent and priority that the Physical education inside the schools must contemplates the several contents of the corporal culture. It is necessary to work inside of a basic and critical analysis of the biological, physiologic and anatomical knowledge and do not losing the historical and social view context. The focus of the area, therefore, it should not just be related to the abilities and the competences for the sport, but for the enlargement of the theoretical and practical contents that provide to the youths autonomous conditions to make their own decisions related to the healthy habits and physical activities during their existence, being author of their lives.

It is important that the adolescent notices, understand and know their possibilities and limitations as a whole, emphasizing and living the social interaction fully, the existence of values, the knowledge and information about life and health habits of life. It is necessary that the teacher acts with significant contents at schools to make possible the conscious interpretation of the life, because that is the best way to make possible building conscious people who will be responsible for the construction of new and equalitarian society.

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PHYSICAL ACTIVITY AND HEALTH IN THE SCHOOL: LIMITS AND POSSIBILITIES.
ABSTRACT

This investigation has the physical activity and the health at schools as a main theme. The objective is to analise the theoretical and methodological ways that physical education classes are being developed to understand if such practices are promoting attitudes to see the physical activity as privileged element for health and life quality. This study establishes as important aim to valorize the physical activity and health as important themes for the critical formation of the students at school, and an important way to improve the students life' quality. For theoretical supports some important authors as Daólio, Betti, Guedes & Guedes are referenced to make critical analyses of the theme possible. As results, we verified that the theory still, aided in paradigms that fragment the human being and doesn't see it as a totality. The bodies comprehension needs to be changed to consider it as subject, in search of autonomy, conscience of itself, the world and the others bodies. We conclude that the incorporation of a solid theoretical production on the theme is necessary for the teachers because it will contribute to help them to understand physical activity and the health as privileged contents in the students' formation process and for the improvement of their life quality.

KEY-WORDS: corporal culture, physical activity, health.

ACTIVITÉ PHYSIQUE ET SANTÉ AU ENSÉIGNEMENT MOYEN: LIMITES E POSSIBILITÉS.
RESUMÉ

Cette investigation a comme thème la Activité Physique et la Santé au Enségneiment Moyen et elle part de la constatation de que les classes d'Education Physique, à cette modalité d'enségneiment, sont developpées sans le du suport théorique-methodologique, en se caracterizant comme des pratiques sans preparation et repetitives. Ces pratiques ne promouvoient pas des avancements à la formation et à la preparation du éléve pour l'adoption de procédures et atitudes que exercent des influences significatives sur la forme de concevoir la activité physique comme élément privilegié pour sa santé et qualité de vie. Cet étude établit comme principal but promouvoir reflexions sur le théme, em essayant à contribuer à la conscientization sur l'importance de l'activité physique comme moyen de formation critique et de amélioration de la qualité de vie des éléves du Enségneiment Moyen. Pour ça, on adopte comme suports théoriques les Parâmetres Curriculiers Nacionaux et d'autres auteurs, destaque pour Jocimar Daólio, Mauro Betti, Guedes & Guedes, qui traitent du thème, en des diferents perspectives. Le referentiel methodologique adopté est la revision de la literature que possibilite l'approfondissement thèorique et des nouvelles propositions sur le thème. Comme des résultats,nous avons constaté la necessité de change à la representation du corps que continue, encore, basée en des paradigmas que fragmentent l´homme et ne le regardent pas comme unité et totalité. Le corps, à sa fois, doit laisser d'être consideré comme objet e doit assumir la condition de corps sujet, en cherchant l 'autonomie, conscience de soi, du monde et des persones. L'incorporation de la production des conaissances consistentes et avec de la rigueur scientfique sur le thème, par les professeurs que travaillent au Enségneiment Moyen, contribuit significativement pour que ils compreent l'a activité physique et la santé comme des contenus privilegiés au processus de formation des éléves et que influencient à sa preparation pour la citoyenneté active et pour chercher l'amélioration de la qualité de vie.

MOTS CLES: culture corporelle, activité physique, santé.

ACTIVIDADE FÍSICA Y SALUD EN LA ENSEÑANZA MÉDIA: LÍMITES Y POSIBILIDADES.
RESUMEN

Esta investigación tiene como tema la actividad Física y la Salud en la Enseñanza Media y parte de la constatación de que clases de Educación Física, en esta modalidad de enseñanza, están sendo desarrolladas sin el debido suporte teórico-metodológico, se caracterizando como prácticas improvisadas y repetitivas. Tales prácticas no promoccionam avanzas em la formación y en la preparación del alumno para la adopción de procedimientos y actitudes que ejercen influencias significativas en la forma de concebir la actividad física como elemento privilegiado para su salud y calidad de vida. Este estudio establece como principal objetivo promocionar reflexiones sobre el tema, visando a contribuyer en la conscientización sobre la importancia de la actividad física como medio de formación crítica y de mejora de la calidad de vida de los alumnos de la Enseñanza Media. Para tanto, son adoptados como suportes teóricos los Parâmetros Curriculares Nacionales y otros autores, destaque para Jocimar Daólio, Mauro Betti, Guedes & Guedes, que tratan del tema, en diferentes perspectivas. El referencial metodológico adoptado és la revisión de literatura, que posibilita o aprofundizamiento teórico y nuevas proposiciones sobre el tema. Como resultados, constatamos la necesidad de cambios em la representación del cuerpo que continua, aún, amparada en paradigmas que fragmentan al hombre y no lo veen como unidad y totalidad. El cuerpo, por su vez, necesita dejar de ser considerado como objeto y asumir la condición de cuerpo sujeto, y búsqueda de autonomía, conciencia de si, del mundo e de las personas. La incorporación de la producción de conocimientos consistentes y con rigor científico sobre el tema, por los profesores que actúan en la Enseñanza Media, contribuye significativamente para que compreendan la actividad física y la salud como contenidos privilegiados en el proceso de formación de los alumnos y que influencian en su preparación para la ciudadanía activa y para la búsqueda de la mejoría en la calidad de vida.

PALAVRAS-LLAVE: cultura corporal, actividad física, salud.

ATIVIDADE FÍSICA E SAÚDE NO ENSINO MÉDIO: LIMITES E POSSIBILIDADES.
RESUMO

Esta investigação tem como tema a Atividade Física e a Saúde no Ensino Médio e parte da constatação de que aulas de Educação Física, nessa modalidade de ensino, estão sendo desenvolvidas sem o devido suporte teórico-metodológico, caracterizando-se como práticas improvisadas e repetitivas. Tais práticas não promovem avanços na formação e na preparação do aluno para adoção de procedimentos e atitudes que exercem influências significativas na forma de conceber a atividade física como elemento privilegiado para a sua saúde e qualidade de vida. Este estudo estabelece como principal objetivo promover reflexões sobre o tema, visando contribuir na conscientização sobre a importância da atividade física como meio de formação crítica e de melhoria da qualidade de vida dos alunos do Ensino Médio. Para tanto, são adotados como suportes teóricos os Parâmetros Curriculares Nacionais e outros autores, destaque para Jocimar Daólio, Mauro Betti, Guedes & Guedes, que tratam do tema, em diferentes perspectivas. O referencial metodológico adotado é a revisão de literatura que possibilita o aprofundamento teórico e novas proposições sobre o tema. Como resultados, constatamos a necessidade de mudança na representação de corpo que continua, ainda, amparada em paradigmas que fragmentam o homem e não o enxerga como unidade e totalidade. O corpo, por sua vez, precisa deixar de ser considerado como objeto e assumir a condição de corpo sujeito, em busca de autonomia, consciência de si, do mundo e das pessoas. A incorporação da produção de conhecimentos consistentes e com rigor científico sobre o tema, pelos professores que atuam no Ensino Médio, contribui significativamente para que compreendam a atividade física e a saúde como conteúdos privilegiados no processo de formação dos alunos e que influenciam na sua preparação para a cidadania ativa e para a busca de melhoria na qualidade de vida.

PALAVRAS-CHAVE: cultura corporal, atividade física, saúde.