35 - HEALTHY HABITS CONTENTS IN A SCHOOL OF MARECHAL CÂNDIDO RONDON/PR

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1. INTRODUCTION

In the history, the Physical education insert in schools was associated to corporal health and, as the own name describes, an education of the physical. The change of contents and objectives for school Physical Education were certain through the historical moment that has met until the moment of the fall of the dictatorial period in the country. After this, new methodologies were used for the discipline of Physical education in the school.

Another current thought that appeared after the dictatorship, opening new experiences for teaching methodologies, and it was a linked vision to the epidemic factor. In this perspective, NAHAS and CORBIN (1992), GUEDES and GUEDES (1993, 1994a, 1994b) described that the discipline can be a moment of prevention and alert for children, adolescents and youths about the importance of the practice of a physical exercise for health. Because, actually, several authors as BANKOFF and ZAMAI (1999), BRAGGION, MATSUDO and MATSUDO (2000), VASCONCELOS and MAIA (2001) and PIMENTA and PALMA (2001) describe that there is little involvement the physical activity on the part of children and adolescents, because of the hours spent when attending television, to play "video-games", access the computer and etc.. Associate to these factors, the fact that a portion of subjects possesses a high consumption of industrialized foods (fast-foods), making the diet inadequate and facilitating the emergence of the obesity.

Therefore, the objective of this research is to identify how the school countersigns the healthy habits in the Pedagogic Political Project (PPP), how the teacher works this content and the knowledge of the students' from senior year of high school about the subject.

2. METHODOLOGY

The present study had descriptive character, traversal, using a qualitative and quantitative analysis. The sample was composed by 103 students of a public school of the city of Marechal Cândido Rondon - Paraná. The average age of the subjects was of 17,46 years (mean deviation 1,21 years old). Among the population, 41 (39.80%) students lived downtown, 33 (32.04%) lived in the neighborhoods, and 29 (28.16%) lived on the country side of district.

The teachers' population was constituted by four professors, all female gender. Two teachers gotten their degree 20 years ago, and the same ones work with high school since the beginning of their career. The other two teachers, one is certified for 14 years and working with high school for eight years; and the other teacher is certified for eight years and she only worked one year in high school. All of the teachers concluded the course of Physical education in the state of Paraná - Brazil.

As procedure, firstly it was sent a letter of consent form for the direction of the school, so that the research would be authorized in his establishment. After the acceptation from the responsible there was a documental analysis of the Pedagogic Political Project (PPP) of the school, and afterwards was applied the protocol of Perception of Healthy Habits Questionnaire (QPHAS) (GUEDES AND GRODIN, 2002); with that questionnaire two questions (an open one for the teachers and a closed one for the students) was also applied. The teachers question was: "The teacher works with the contents regarding the healthy habits in high school. Comment how the work is developed, and what is the acceptance of the content from the students." For the students the question was: "Enumerate by degree of importance the three main means or places that you acquired the knowledge to answer the questions above related."

For analysis, the study was constituted by the following stages: 1º) Documental analysis of the Pedagogic Political Project of the school; 2º) Tabulation of the data through the descriptive statistics for the Perception of Healthy Habits Questionnaire (QPHAS) for the students and teachers; 3º) Tabulation of the data through the descriptive statistics for the closed question for the students; 4º) Analysis of the content of the open question for the teachers.

3. RESULTS

3.1. RESULTS REGARDING THE PEDAGOGIC POLITICAL PROJECT

The Physical Education is included in the area of Language, Codes and their Technologies, according to PPP (which was created in 1999). About the Competences and Abilities in this area, the Competences, of a total of 17 related items, just one is related to the Physical Education directly, which is: "Recognize and to value the physics-sporting activity". The comments about Abilities, of a total of 19 items, only two are directly related the Physical Education, which are: "Self-knowledge, corporal expression, life quality, emotional balance, reasoning development" and "Maintain a good life quality".

Concerning theoretical fundamentals of the discipline of Physical Education in high school there exists the following topics: 1º- Historical revision of the Physical Education; 2° - Comments on several approaches of Physical Education, which articulate the human being's multiple dimensions; 3° - Mentions of the Law of Guidelines and Bases of Education 9.394/96, more specifically the Articles 26, Paragraph 3 and the Article 27 Interruption IV; 4° - Comments on what Physical Education can help to develop potentialities, even being in a world more and more stressful; 5° - Comments that Physical Education, through their contents can bring benefits, serving as communication instrument, expression, maintenance and improvement of health.

The contents to be developed in Physical Education are based in the corporal culture of movement, and the considerations regarding the healthy habits: a) Sport and game: to form, to educate and to develop integral, social and health maintenance; b) Gymnastic: to propitiate pleasure to students, making it as a motivation factor to be active; c) Dances and Corporal Expression: comments other aspects, it doesn't mention the healthy habits.

3.2. RESULTS REGARDING THE STUDENTS

The questions that stood out negatively in the alimentation component were related to fat; alimentation and corporal weight. The topics regarding risk behaviors; physical activity and alimentation for weight control; relationship between corporal fat and diseases; and the relationship among alimentation, physical activity and health obtained the most positive answers, all them above 85%. The alimentation component regarding the quality/type of foods; vegetable foods have less fat; and the relationship of industrialized foods obtained the most positive results (above 80%). Hydration and energy production through vitamins and mineral elements were the questions that obtained negative responses. The physical activity component

demonstrates that the most positive responses were in relation to the intensity of the exercises; the frequency; sport as provider of health; and duration of the sessions of exercises. The items with less percentage were about durability of the exercise and physical exercises as positive factors for aging (Table 1).

Table 1: Proportion of perceptions (%) of healthy habits from the subjects

Control of Corporal Weight	GP	BP	WO
1-Alimentation, physical activity and health	97,09	0,97	1,94
2-Distribution of corporal fat	48,54	41,75	9,71
3-Corporal fat and disease	87,39	7,76	4,85
4-Fat childhood - fat adult	82,52	11,65	5,83
5-Weight and corporal fat - esthetics	67,97	21,35	10,68
6-Alimentation and corporal weight	47,57	43,69	8,74
7-Risk behavior and disease	88,36	6,79	4,85
8-Fat and genetics	33,98	60,19	5,83
9-Physical activity, alimentation and control of corporal weight	88,35	2,91	8,74
10-Products and corporal weight control	71,84	24,28	3,88
Alim entation	GP	BP	WO
11-Quality/type of foods and health	81,55	13,6	4,85
12-Avoid excessive loss of water	36,89	45,63	17,48
13-Vegetable foods (less fat)	91,27	3,88	4,85
14-Hypocalories diets and corporal weight	67,96	24,27	7,77
15-Vitamins and mineral = energy	50,48	38,84	10,68
16-Energy - just foods of animal origin	75,73	13,59	10,68
17-Fat vegetable damage = animal fat	66,99	22,33	10,68
18-Industrialized foods = natural	85,44	11,65	2,91
19-Ingestion proteins - deposit of fat	68,93	21,36	9,71
20-Carbohydrates - energy	62,14	25,24	12,62
Physical Activity	GP	BP	WO
21- Physical activity daily and health	61,16	28,16	10,68
22-Intensity of physical exercise for health	79,61	12,62	7,77
23-Sport and health	76,69	16,51	6,8
24-Durability - physical exercise for health	47,57	32,04	20,39
25-Flexibility and prevention of injuriesb	59,23	18,44	22,33
26-Exercise and aging	25,24	50,49	24,27
27-Frequency of exercises weekly	77,67	15,53	6,8
28-Duration of session for exercise	75,73	16,5	7,77
29-Anabolics and health	73,78	17,48	8,74
30-Strenght and health	70,88	17,47	11,65

Legend: GP Good perception; BP Bad perception; WO Without opinion

The data regarding the last question of the questionnaire, only 88 students answered the questionnaire, what corresponds to 85.43%. In the Table 2, the School (32.41%) and Medias (39,82%) were the main places where the students acquire knowledge regarding to control corporal weight, alimentation and physical activity. The professionals of Physical education are mentioned in the following activities: classes of Physical Education (4.16%), Gym (3.7%), Coaches (1.86%) and Undergrad of Physical Education (0.46%). Other interesting point are the other sources of information as Family (11.57%), Friends (3.24%) and Work (1.86%).

Table 2. Which degree of importance of the means that students acquired knowledge to answer the instrument.

Means or places	1ÿ Place	%	2ÿ Place	%	3ÿ Place	%	Total	%
Means of communication	24	27,38	43	55.12	19	38	86	39,82
School	46	52,27	14	17,95	10	20	70	32,41
Family	5	5,62	9	11,54	11	22	25	11,57
Physical education classes	5	5,68	3	3,85	1	2	9	4,16
Gym	3	3,45	1	1,28	4	8	8	3,7
Friends	1	1,15	3	3,85	3	3	7	3,24
Coach	2	2,27	1	1,28	1	2	4	1,86
Work	1	1,15	2	2,57	1	2	4	1,86
Undergrad of P. E.	1	1,15	-	-	-	-	1	0,46
Nutritionist	-	-	1	1,28	-	-	1	0,46
Doctor	-	-	1	1,28	-	-	1	0,46
Total	88	100	78	100	50	100	216	100

3.3. APRESENTAÇÃO DOS DADOS DOS PROFESSORES

The QPHAS application with the teachers resulted in the following types of answers: 1) all teachers obtained good perception; 2) one or more teachers obtained bad perception and/or without opinion. The Table 3 describes the values found in each item of the instrument.

It can be observed that 70% of Corporal Weight Control, 60% of Alimentation and 50% of Physical Activity items obtained a good perception and the last category had the largest number of doubts (50%).

Tabel 3. Relationship between the components of QPHAS and the answers regarding good perception, bad perception, and/or without opinion.

Items answers	Good Perception	Bad perception and/or without opinion
Corporal Weight Control	70%	30%
Alimentation	60%	40%
Physical activity	50%	50%

Regarding the open question, the teachers manifested their point of view about the contents of healthy habits:

Teacher A: *"Acceptance is not the best. The work is developed in form of lectures and video. Although I don't have knowledge how that group received that content, because recently I assumed those classes."*

Teacher B: *"Through lectures (expository classes); repass information to students with doubts; knowledge fairs. The acceptance is excellent, because it is in that age group that student begins to understand his body and has interest in knowing things about how should he behave for the maintenance and obtaining health and improvement of the aesthetic body."*

Teacher C: *"I am beginning, knowing the group, but the same is resistant to new contents. I need to go slowly."*
Teacher D: *"The groups that I work at night are totally different, they are not participants and they don't accept anything differentiated."*

4. DISCUSSION

PPP describes that the student should acquire the knowledge in a creative way so that it can form a prepared citizen for the world. In what refers to Physical Education, PPP has an approach that looks to work with quality of life (without clear definition in the document), the physical capacities, health and the culture of movement in general. On the contents, the same ones treat Physical Education in a perspective in which it should be worked with Sports (health), Gymnastics (activity), Dance and Corporal Expression (other objectives).

To analyze the perception, it was chosen to determine an agreement criterion among the students, which were: above 85%; among 51% to 74,99%; below 51%. The students were seniors of high school, therefore, they should have a great knowledge on healthy habits that were approached during their **formation** in elementary and middle school. The little knowledge on healthy habits is observed if it takes in consideration the Table 1, just a small portion (six questions) obtained good perception above 85%. None of the Physical Activity components had this kind of good perception. Among the 30 questions, great part of the answers are between the indexes from 51% to 74,99% (17 subjects). Among the components of the instrument, the Corporal Weight Control had answers with good perception above 85% (four inquiries); Alimentation with answers in the stage below 74,99%; and the Physical Activity with good perception in the phase from 51% to 74,99% (8 questions).

On the reference of the means or place where the students acquired knowledge to answer the instrument, 86 affirmed that it was trough communication means and 70 mentioned the school. From these data, a question appears: if there are considerably low rates of perception, the identified atmospheres are not helping to explain these themes. And the largest difficulty is that the PPP of this school foresees the healthy habits as content, but there is no assimilation of the content proposed to the students.

Thus, is interesting to observe that when it was questioned how the teachers approached the healthy habits content, there were the following statements: two teachers with little time wit the groups describe difficulties and ignorance of type of contents from previous years; the other two teachers commented about healthy habits with lectures, videos and knowledge fairs (handouts made and presented by the students). Other relevant comment was the description from three teachers about the existence of certain resistance from the groups with the theme. Through these data it stands out the importance of teachers to attendance the groups during whole high school. Therefore, the teacher can work in an easier way these contents.

Concluding, it can be made the following relationship: PPP of the school links the healthy habits in the perspective of Physical Education, just in the physical activity item. But, firstly it should look for the physical fitness and later the taste for practice physical activity for life. If the teachers don't have an attendance of working with the groups, they will also have difficulties in approaching the healthy habits (Components: alimentation, corporal weight control and physical activity). Therefore, it is important and necessary that there are courses for trainings teachers. The teachers then could review the contents of healthy habits for students because there is a quite big influence from the school and the communication means, which in most cases they want to relate healthy habits with some commercial (that seeks profit) and no necessarily to the health.

5. CONCLUSION

The public school investigated describes in its PPP important information about healthy habits content. But it just links physical activity as content of Physical Education.

For the teachers, it is suggested that they participate in training courses, because the results from QPHAS demonstrate that there are some subjects that the teachers possess difficulties to answer. Another point that should get attention is the teachers' appropriate attendance with the groups. It is observed that theoretical classes will be a great help to the knowledge related to health, because it will have an easier assimilation of contents in practical lessons. Initiatives as described by two teachers are valuable, such as lectures, discussions and handouts made and presented by the students.

For the students, it will be interesting to have a work that links the information regarding healthy habits received from external means in a critical way. So, the students will try to do inquiries, researches and, consequently, have a larger knowledge about the theme. Therefore, it is necessary to have a preventive work on information regarding healthy habits theme, because it cannot be just limited to physical activity. Other factors are also important to be approached at the schools in a general way and also to try not to pass the idea of restricted association to the content commented in this research.

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HEALTHY HABITS CONTENTS IN A SCHOOL OF MARECHAL CÂNDIDO RONDON/PR

Abstract: The objective of this research was to verify how healthy habits contents are being showed during the Physical Activity classes at a public school. The sample corresponds to 103 students and 4 physical education professors from high school. The research methods were: reading of the Pedagogic Political Project of the school; afterwards the Perception of Healthy Habits Questionnaire (PHAQ) was applied with two more open questions. The results obtained by the research showed the following relationship: healthy habits in physical education classes shows only the physical activity aspects. The teachers informed in the open question that they do not follow the work of their students. They also reported to have difficulties related to some items from the PHAQ. This information is important and necessary to show the importance of training courses for teachers, because in these courses they can review contents of healthy habits for students and understand their influence inside their schools.

Key-words: Healthy habits; Physical Education Teacher; Student; Pedagogic Political Project.

CONTENU DES HABITUDES SAIN DANS UNE ÉCOLE DE MARECHAL CÂNDIDO RONDON/PR

Résumé: L'objectif de cette recherche était vérifier comment le contenu des habitudes sain est a montré pendant les classes de l'Activité Physiques à une école publique. L'échantillon correspond à 103 étudiants et 4 professeurs de l'éducation physiques de lycée. Les méthodes de la recherche étaient: lire du Projet Politique Pédagogique de l'école; après la Perception de Questionnaire des Habitudes Sain (PHAQ) a été appliqué avec deux questions plus ouvertes. Les résultats obtenus par la recherche ont montré le rapport suivant: habitudes saines dans les spectacles des classes de l'éducation physiques seulement les aspects de l'activité physiques. Les professeurs ont informé dans la question ouverte qu'ils ne suivent pas le travail de leurs étudiants. Ils ont aussi rapporté pour avoir des difficultés été en rapport avec quelques articles du PHAQ. Cette information est importante et nécessaire de montrer l'importance de former des cours pour les professeurs, parce que dans ces cours ils peuvent examiner contenu d'habitudes saines pour les étudiants et comprendre leur influence à l'intérieur de leurs écoles.

Chef-mots: Habitudes saines; Professeur de l'Éducation Physique; Étudiant; Projet Politique pédagogique.

VOLÚMENES DE LOS HÁBITOS SALUDABLES EN UNA ESCUELA DE MARECHAL CÂNDIDO RONDON/PR

Resumen: El objetivo de esta investigación era verificar que cómo los volúmenes de los hábitos saludables están siendo mostró durante las clases de Actividad Físicas en una escuela pública. La muestra corresponde a 103 estudiantes y 4 profesoras de educación físicas de la escuela secundaria. Los métodos de la investigación eran: leyendo del Proyecto Político Pedagógico de la escuela; después la Percepción de Encuesta de los Hábitos Saludable (PHAQ) era aplicado con dos preguntas más abiertas. Los resultados obtenidos por la investigación mostraron la relación siguiente: los hábitos saludables en las muestras de clases de educación físicas sólo los aspectos de actividad físicos. Los maestros informaron la pregunta al aire libre que ellos no siguen el trabajo de sus estudiantes. Ellos también informaron para tener las dificultades relacionado a algunos artículos del PHAQ. Esta información es importante y necesaria mostrar la importancia de entrenar los cursos para maestros, porque en estos cursos ellos pueden repasar volúmenes de hábitos saludables para los estudiantes y pueden entender su influencia dentro de sus escuelas.

Palabras-claves: Los hábitos saludables; El Maestro de Educación físico; El estudiante; El Proyecto Político pedagógico.

O CONTEÚDO HÁBITOS SAUDÁVEIS EM UM COLÉGIO DE MAL. CÂNDIDO RONDON/PR

Resumo: O objetivo deste estudo foi analisar o conteúdo hábitos saudáveis nas aulas de Educação Física de um colégio público. A amostra foi constituída por 103 alunos e por 4 profissionais de Educação Física do Ensino Médio. Os instrumentos para a coleta de dados foram os seguintes: leitura do Projeto Político Pedagógico (PPPs) da escola para a análise dos objetivos e conteúdos propostos na disciplina de Educação Física; aplicação do Questionário de Percepção de Hábitos Saudáveis (QPHAS), e juntamente a este questionário duas perguntas abertas em anexo. Os resultados permitem observar a seguinte característica: o colégio vincula os hábitos saudáveis na disciplina de Educação Física apenas no item atividade física. Os professores relataram, na pergunta aberta do questionário, que não possuem um acompanhamento deste trabalho com as turmas, e também relataram dificuldades com os itens contidos no QPHAS. Com base nestes resultados, pode-se concluir que as aulas de Educação Física na escola investigada estão voltadas apenas para a aplicação de atividades físicas (esportes). Assim, é importante e necessário que se propiciem cursos de capacitação para os professores, pois assim, estes poderão trabalhar todos os conteúdos sobre hábitos saudáveis com os alunos.

Palavras chaves: Hábitos saudáveis; Professor de Educação Física; Alunos; Projeto Político Pedagógico.