36 - METHODOLOGIES OF TEACHING PHYSICAL EDUCATION FOR HEALTH

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INTRODUCTION

Actually the theme healthy habits has been a lot discussed in the school, specially by Physical Education, a promoter discipline of these behaviors, because NAHAS & CORBIN (1992), GUEDES & GUEDES (1993, 1994A, 1994B) and MATTOS & NEIRA (2000) describe that is a moment of prevention and alert for the population in formation (children, adolescents and youths) of the importance to practice physical exercise towards health.

This discussion, regarding healthy habits, several authors as BANKOFF & ZAMAI (1999), AGUIAR (2000), BRAGGION, MATSUDO & MATSUDO (2000), GUEDES & GUEDES (2001), VASCONCELOS & MAIA (2001) and PIMENTA & PALMA (2001) describe that there is little involvement by children and adolescents with physical activity because of the hours they spent when watching television, playing "video-games", accessing the computer, and etc.. Associate to these factors, there is the fact of part of the kids consuming fast-foods, industrialized foods, accomplishing inadequate diets and facilitating hypokinetic diseases, such as obesity.

In this context, MENESTRINA (2000) lectures that in the current moment Physical Education teachers should related knowledge about healthy habits themes. It is interesting to stand out that GUEDES & GUEDES (1997) commented that one of the Physical Education and Public Health scientific community's largest concerns is to revert physical inactivity in the population and eliminate the series of problems related to that.

With these daily concerns, the school becomes a favorable place to stimulate and educate the young populations, because when well guided can become an active physically adult. (GUEDES & GUEDES, 1997 and 2001).

In this perspective, NAHAS & CORBIN (1992), NAHAS (2003) and GUEDES & GUEDES (1993, 1994a, 1994b) elaborated plans regarding physical activity and health for Physical Education classes. GUEDES & GUEDES (1997) say that such proposes converge to two priority goals: "... a) to promote motor experiences that can echo satisfactorily towards a better health condition, trying to move away the maximum possibility of emergence risk factors that could contribute to the appearance of eventual organic disturbances; and b) take the students to assume positive attitudes in relation to practice physical activities to become active physically not just in the childhood and in the adolescence, but also in the adult age" (p. 50)

Therefore, the objective of this research will be to present in a descriptive way, two proposes that were made in the beginning of the 90 decade, because they can help a lot with the problems found in researches highlighted above.

THE PERSPECTIVE OF NAHAS & CORBIN

NAHAS & CORBIN (1992) comment that there are several forms of physical activity, as exercises for rehabilitation and physical fitness, sports, dances and rhythmic activities, in every day work, leisure, and others. But in many cases, the Physical Education left some aspects of side concerning its importance as discipline. So, the sport, in many cases, does not get to pass important contents regarding the discipline.

Therefore, the work proposal for the classes of Physical Education should look for two crucial points: physical fitness related to health and the development of the motor abilities (NAHAS & CORBIN, 1992). Because for the authors: "... it is important to establish curriculums to assist the individuals' needs, such current and future. If one of the objectives is to make the students to include habits of physical activities in their lives, it is fundamental that they understand the basic concepts related with health and physical fitness, to feel pleasure in practice physical activities and to develop certain degree of motor ability, what will give them self competence perception and motivation to practice." (p. 15)

From this perspective, there are some basic ideas that demonstrate the importance and the reason for teaching proposal of Physical Education for schools, which are: a) the need to give emphasis to physical activity for lifetime, because there will be benefits for health; b) the programs should assist 100% of the clientele, and not having any distinction among the participants; c) there should be a larger attention in the activities for less capable, sedentary, obese students; d) physical evaluations through tests to diagnose deficiencies and individual progresses, without comparisons among students and to give any grade; e) look for varied activities, which should bring satisfaction and understanding about physical activity to have a healthy life; f) emphasis in the physical activities to improve student's physical fitness, as natural form; g) working to develop motor abilities, the student will be aware of his competence, being motivated to practice. (NAHAS & CORBIN, 1992).

For the application of this proposal, NAHAS & CORBIN (1992) bet in a vertical curriculum. In this vision, the authors indicate: "... in the first academic years, priority to the motor development, and the objectives to physical fitness are considered secondary. Later, however, it is necessary to prioritize the education for physical fitness and health, through a solid block of theoretical-practice instruction, and the freshman year of high school seems to be the appropriate period. There should be in mind that any objective specific to the physical education represents a steps in the direction of wider education goals, looking to take the individuals towards a productive participation in society." (NAHAS & CORBIN, 1992, p. 17)

Thus, the authors comment hat in the firsts years, to teach about physical fitness related to health is one more aspect to change in the teaching method besides content, because: "... when the students reach 14 - 16 years (beginning of high school) it is necessary to emphasize more on the contents about physical activity for physical fitness and health. A more concentrated instruction, theoretical-practice (for one semester or for one year), would make possible discussions about concepts and the accomplishment of activities and necessary experiences to promote behavioral changes more permanent". (NAHAS e CORBIN, 1992, p. 19). Consequently, the authors suggest as objectives and contents for a school program of "Education for Physical Activity and Health", the following themes (Picture 1):

Picture 1: Suggestions for objectives and conte nts of a program of "Education for Physical Activity and Health.

Objectives	Contents
Basic Knowledge	Physical fitness importance related to health (cardiovascular, corporal composition, strength and muscular resistance, flexibility); Fitness related to health and motor skill; Cardiovascular diseases and lifestyle; Posture, lumbar pains and exercise; Nutrition and physical activity; Stress control, relaxation; Orientation to practice exercises; Fitness levels and health; Myths and facts about physical exercises.
Activities (experiences)	Sports for physical fitness x physical fitness for sports; Physical activities for fitness and leisure (for lifetime); Aerobics activities, stretch, weights training, water exercises; Correct and incorrect exercises; Self-valuation.
Solution of problems related with lifestyle and physical fitness	Independence; Self-control and motivation; Activities Prescription; Personal programs planning; Fashion and consumerism around physical activity, fitness and health.

Source : Nahas & Corbin (1992, p. 18)

For this propose to work, NAHAS & CORBIN (1992) described what is necessary to clarify to teachers. One of the subjects is about theoretical classes that should be worked with concepts and themes related to physical activity and health.

Thus, the teachers of middle school, high school and universities should change experiences and update about themes of physical activity and health. In this application, firstly is necessary to convince the school community that these knowledge are important, because "laws" and determinations from higher staff won't have the same effect. (NAHAS & CORBIN, 1992).

Reports of researches (NAHAS et al., 1995 and DE BEM, NAHAS and NAHAS, 1997) describes that students after Physical education classes with described perspective, they commented that the discipline became attractive and also observed a true and important function, escaping from the previous vision, that it was only a discipline where just "ball was played".

For NAHAS & CORBIN (1992), it is necessary that the teachers have the minimum material to work: classroom; books and magazines for the students to use; clocks (for verification of heart frequency), measuring tape (for corporal measures), scales, instruments to measure flexibility and corporal fat, etc.; appropriate place to practice physical activities, being open for the whole community in the moments of idleness of the same.

But the same authors comment that the teachers should follow some pieces of advice regarding the implantation of a program, as: "... a) do not turn the program excessively theoretical; b) choose for learning forms where the student is involved directly and that it will motivate them academically; c) do no "abuse" of the fitness physical tests; d) habits of physical activity (regular practice) should be considered more important than results of tests. The biggest objective is the continuous practice of physical activities for well-being and health; e) physical fitness and health, although in a certain way associated, they mean different things; high physical fitness levels don't act (or guarantee) "more" health; f) it should be emphasized individual needs; g) the teacher, trying to be a good "model" in relation of the taught concepts; h) reserve time for "recovery" activities. (NAHAS & CORBIN, 1992, p. 20)

Regarding the use of fitness tests, NAHAS & CORBIN (1992) and NAHAS (2003) describe that it is necessary to use them as means that can help to diagnostic and work that will be developed during the classes. As suggestions of tests, there are: 1600 meters run; 9 or 12 minutes; resistance shuttle-run; flexing tests and extension of arms against the gravity; tests of abdominal; sit down and reach test; measures of skin folds; and BMI (Body Mass Index).

As suggestions on motor tests, the teacher should: not be able to attribute notes, because the students presented different moments of maturation; the teaching process should have motivating factors to encourage the practice of physical activity for life; to elaborate a mean for self-evaluation; to promote self-esteem; for the analysis of data, consider using parameters of motor tests that the student executed. (NAHAS & CORBIN, 1992)

GUEDES & GUEDES' PERSPECTIVE

The school is a favorable atmosphere to the child become an active person, and can also have information about prevention of obesity. However, it is necessary changes in the school curriculum, in order to have methods to address students to have physical lifestyle (GUEDES & GUEDES, 1998). So, GUEDES & GUEDES (2001) told that many young consider Physical Education classes in school are the only moment to practice physical activity.

GUEDES & GUEDES (1993) described that it is necessary to know two aspects of physical fitness: related to motor abilities and related to health. The teacher knowing the differences between these two aspects will have a easy time to construct goals and objectives for a teaching program that reaches for the promotion of health.

The physical fitness related to health is linked to the physiologic functions, "that offer some protection to organic disturbances provoked by a sedentary lifestyle. (...) in motor terms, they include components of cardiovascular resistance, strength/resistence muscle, flexibility and some parameters of corporal composition." (GUEDES & GUEDES, 1993, p. 4). Regarding physical fitness towards the promotion of health, these contents should be more evidenced, being contemplated in Physical Education programs in school. (GUEDES & GUEDES, 1993)

The physical fitness related to motor abilities "includes those physical capacities that make possible a more efficient practice of sports... the components specifically dressed to physical fitness related to motor abilities are agility, balance, coordination, potency and speeds to action and reaction." (GUEDES & GUEDES, 1993, p. 5). Therefore, the sport practice in school related to the aspects described above, the authors comment that: "... the practice of certain sports in school can, eventually, promote some aspects of physical fitness related to health. However, unlike what it is verified in the physical fitness related to motor abilities, where a high level of retention, the physical fitness related to health cannot be accumulated, and, therefore, it needs a constant maintenance through regular programs of physical activity". (GUEDES & GUEDES, 1993, p.5)

The programs of Physical Education in schools, see physical activity as main mean of education, it can also contribute significantly in the prevention of public health problems and in the economy in relation to diseases that appears with the lack of physical activity. (GUEDES & GUEDES, 1993 and 1994b).

In the part of the fundamental didactic-pedagogic theory, there should be more intensify work so that this part is not seen as something endless. For this to happen, it is necessary the revision of the Physical Education curriculum for school, because it should treat health and physical activity as something important, where teachers should work contents relating theory and practice (GUEDES & GUEDES, 1993 and 1994b).

GUEDES and GUEDES (1993 and 1994b) described that it is important a solid foundation regarding theoretical requirements related to health, physical fitness and physical activity items. This conduct will make students have more information on the theme, having a larger interest for physical activities. In case there is a reformulation in the school area, it is necessary that the teachers have training courses and conclude university courses so they could contribute in the formation of a different education towards health and physical activity.

The objectives proposed for the Physical Education classes in GUEDES & GUEDES' (1993) vision suggested a work with the four knowledge areas demonstrated in the Picture 2:

Picture 2: Proposition of objectives for the Physical education school programs addressed to promoting health.

Area of Knowledge	Proposition of Objectives
Motor Domain	Develop activities to lead students to live experiences. As for the components of physical fitness related to health, besides sport practices that contribute in the sense of maximizing the development of abilities and motor abilities.
Cognitive Domain	Offer information that take students to identify and characterize components of physical fitness related to health and motor abilities, besides the effects of different programs of physical activity in the human organism, trying to qualify. As the prescription and evaluation of their own programs.
Affective Domain	Show experience s that can take students to present a positive attitude for the practice motor activities of physical fitness related to health.
Social Domain	Optimize situations to take students to cultivate the cooperation spirit in group activities, respect norms a nd rules, as well as, the capacity to recognize and to appreciate efforts carried out by friends.

Source: Guedes & Guedes (1993, p. 8).

As contents in the first half of middle school, GUEDES & GUEDES (1993, 1994a and 1994b) commented on looking for varied activities that could develop and promote motor abilities. In this case, the search for physical fitness should be secondary

objective. In the second half of middle school there should initiate contents referring to physical fitness and health; they would also work with sport activities and recreation that involves students' participation. The theoretical contents are approached to students to have conscience of the importance of physical activity. In high school the contents are similar to the previous period, but it is also important the interdisciplinary in this period with other disciplines, as chemistry, biology, etc.

GUEDES & GUEDES (1993) presented in their work, means to help teachers to have results in relation to healthy habits: "1) prescribe and guide programs of physical activity related to health, try to assist the growth levels and development of the students; (...) 2) programs of physical activity related to health should provide a variety of motor routines; (...) 3) in agreement with their respective understanding levels, students should have access to information related with theoretical presuppositions of physical activity and health; (...) 4) all students, independent of the motor ability presented, maturation phase, physical structure, or any other attribute that can interfere in motor acting, a success perspective should be presented as a practice of related physical activity to health; (...) 5) "feedback" emission constantly, it can contribute in the sense of motivating the students to continue their involvement with programs for personal decision, and not by teacher's imposition, extending their participation besides physical education classes, and, hereafter, in an adult age. 6) being a paper of model is another factor that can influence positively so that children and youths start to adopt a positive attitude regarding practice of physical activity towards to health." (p. 9)

When commenting about motor tests GUEDES & GUEDES (1993) tells the importance of these means to know the student's aptitude and also how they can auxiliary in the taste for practice of physical activity.

Another matter that the authors approach is in relation to results of tests done with students. The results should not be confronted with the rest of the group, but confronted with established criteria by protocols used. Adopting this conduct, the teacher will help in the prevention of diseases that appears with the lack of physical activity.

CONCLUSION

So, it should be taken into account that the two perspectives (NAHAS & CORBIN, 1992; NAHAS, 2003; GUEDES & GUEDES 1993, 1994a and 1994b) that links Physical Education as an effective proposal of teaching with contents related to healthy habits in school, has very close subjects. Each perspective mention means and forms to work that should be executed individually. Among them, there are no significant divergences, because they have the same sense, which it is to promote health through physical activities in schools.

The proposals show a need to adopt healthy habits, because it will provide individual knowledge and conscience to understand the interaction between theory and practice in Physical Education. Through these methodologies, the student will have a notion of importance for knowing aspects to physical activity, aliemntation, weight control, among others.

Therefore, to conclude this research, there should be conscience that Physical Education should be a mean to develop a healthy corporal culture, because the professional of this area is nothing else than a health agent.

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METHODOLOGIES OF TEACHING PHYSICAL EDUCATION FOR HEALTH

Summary: The objective of this research was to make a rescue of information contained in teaching proposals of Physical Education associated with epidemic matters. The methodology used for this study was the bibliographical review. As result, it was found several information regarding healthy habits themes in school. These subjects should be given in a way that there would be an assimilation of these contents for adult life and not just at the school period. Physical Education must be consider as a way to develop healthy corporal culture, throughout the professional of this area, who is an agent that promotes health education.

Key-words: Teaching proposal; Health education; Physical Education classes

MÉTHODOLOGIES D'APPRENDRE L'ÉDUCATION PHYSIQUE POUR SANTÉ

Résumé: L'objectif de cette recherche était faire une délivrance d'information contenu dans apprendre propositions d'Éducation Physique associé avec les matières de l'épidémie. La méthodologie utilisée pour cette étude était la révision bibliographique. Comme résultat, il a été trouvé de la plusieurs information qui regarde des thèmes des habitudes sains dans école. Ces sujets devraient être donnés dans un chemin qu'il y aurait une assimilation de ce contenu pour la vie adulte et pas seulement à la période scolaire. L'Éducation physique faut consider comme une façon de développer la culture du caporal saine, partout dans le professionnel de cette région qui est agent qui encourage l'éducation de la santé.

Clef-mots: Apprenant proposition; Éducation de la santé; Classes de l'Éducation physiques

LAS METODOLOGÍAS DE ENSEÑAR LA EDUCACIÓN FÍSICA PARA LA SALUD

El resumen: El objetivo de esta investigación era hacer un rescate de información contenido en las propuestas instrucción de Educación Física asociadas con las materias de la epidemia. La metodología usada para este estudio era la revisión bibliográfica. Como el resultado, se encontró varias informaciones que considera los temas de los hábitos saludables en la escuela. Estos asuntos deben darse en cierto modo que habría una asimilación de estos volúmenes para la vida adulta y no sólo al período escolar. La Educación física debe el considerar como una manera de desarrollar la cultura corpórea saludable, a lo largo del profesional de esta área que es un agente que promueve la educación de salud.

Palabras-claves: Propuesta instrucción; Educación de salud; Clases de Educación físicas

METODOLOGIAS DE ENSINO DA EDUCAÇÃO FÍSICA VOLTADAS À SAÚDE

Resumo: O objetivo do trabalho é realizar um resgate de informações contidas nas propostas de ensino da Educação Física vinculadas às questões epidemiológicas. O procedimento metodológico utilizado para esta pesquisa foi a revisão bibliográfica. Como resultado, foi encontrado várias informações referentes ao tema hábitos saudáveis na escola, as quais devem ser trabalhadas de forma que haja uma assimilação destes conteúdos para a vida adulta e não apenas no período escolar. Pois, a Educação Física é um meio de desenvolvimento da cultura corporal saudável, sendo o profissional da área, é um agente que promove saúde através da educação.

Palavras-chaves: Proposta de ensino; Educação para a saúde; Aulas de Educação Física.