95 - PROFILE OF PUBLIC SCHOOL CHILDREN AND ADOLESCENT LIFESTYLES IN THE MUNICIPALITY OF MUÇUM - RS

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1- INTRODUCTION

Lifestyle consists in a set of habits and behaviors, acquired and adopted over the years, which have an influence on the conditions of well-being and the individual's level of integration with the family, and the environmental and social environment. Gonçalves and Vilarta (2004) say that these habits and behaviors are acquired by socio-cultural determination; which includes dietary preferences, the amount of calories taken in daily, the use of alcohol and tobacco, the use of on-the-counter medicines, the practice of physical activities, leisure options, and the adoption, or not, of treatments and preventive measures.

To Nahas (2003), the lifestyle corresponds to a set of habitual actions, which reflect people's attitudes, values and opportunities, all actions that exert great influence on health in general and in the quality of life of all people, and is how people and groups behave and show their life options in the world.

Lifestyle is a set of attitudes and values incorporated in the socio-cultural environment, able to determine the habitual actions of an individual or even of a group. It is a set of everyday acts based on family characteristics, type of housing, habitual activities, incentives with regard to time for physical activities and leisure and the manners of socio-cultural participation. (BURGOS, BIGUELINI, MACHADO, 2002, p. 67).

According to Gaya, Torres and Poletto (2002), Children and teenagers are particularly sensitive to the living conditions imposed on them and to the surrounding environment, responding with behavioral alterations. Lifestyle is the set of everyday activities experienced by an individual in the development process, in the immediate contexts at which he participates actively. Within this sense, the lifestyle, according to Nahas (2003), differs from person to person and tends to change in every individual as life goes by. However, there is consensus about the idea that multiple factors determine the lifestyle of people and communities. The combination of these factors, which mold and distinguish the routine of every person, results into a network of phenomena and situations which, in abstract manner, could be referred to as lifestyle, and could also be considered as the manner people and groups behave and make their everyday choices before the world. In a broader sense, lifestyle could be a measure of human dignity itself, as it presupposes to satisfy the fundamental human needs. Therefore, this study investigated the following **problem:** how to configure the lifestyle of children and adolescents aged 10 to 17 in a state school and in a municipal school in the town of Muçum-RS?

The general objective of this study is to describe the profile of the lifestyle of children and adolescents aged 10 to 17 of two public schools, one of them a state school, and the other, municipal. The specific objectives are as follows: a) to find out characteristics which delimit the lifestyles of the subjects of the study; b) to categorize the characteristics of the lifestyle through living habit indicators, sports culture and cultural activities, stratified by the school network.

2. INVESTIGATION METHOD

2.1 Characterization of the surveyed subjects

The subjects of the study comprise 165 students, aged 10 to 17, from the State Secondary School General Souza Doca (100 students) and Municipal Fundamental School Jardim Cidade Alta (65 students), in the town of Muçum - RS, of Italian ethnical origin.

2.2 Methodological Procedures

The exploratory descriptive study utilized the following steps: contact with the schools, for their authorization, while being surveyed; application of the EVIA inventory - Lifestyle, with the subjects of the study; organization, analysis and discussion of collected data.

2.3 Data collecting techniques and instruments

The survey data were collected through a questionnaire on Living Habits - EVIA - lifestyle (Sobral, 1989), adapted to the Brazilian reality, based on the pilot project conducted by Torres and Cardoso (1995). The tool raises data referring to: a) socio-economic indicators; b) Living habits indicator; sports culture indicators and d) cultural activities indicators.

3 RESULTS AND DEBATES

With regard to the activities normally carried out by the students, while at home (Table 1), it was ascertained that both the students of the State School and Municipal School watch a lot of television, frequently listen to music, as well as talk and play with friends. A big number of students also help with domestic chores. In general, the students study a lot when at home, but have not acquired the habit of leisurely reading.

Table 1 - Activities carried out at home

Specification	State			Municipal		
	Many times	Few times	Never	Many times	Few times	Never
Watch TV	71%	29%	---	84,6%	15,4%	---
Listen to Music	65%	34%	1%	76,9%	21,6%	1,5%
Talk/Play With friends	65%	31%	4%	70,8%	24,6%	4,6%
Study	58%	40%	2%	41,5%	49,3%	9,2%
Help with household chores	48%	41%	11%	61,5%	32,3%	6,2%
Play videogame	14%	27%	59%	12,3%	29,2%	58,5%
Look after children	13%	18%	69%	24,6%	24,6%	50,8%
Leisurely reading	12%	68%	20%	15,4%	66,1%	18,5%

The indicators of the activities performed by the students, outside the home (table 2), demonstrate that most of them, either from the state school or from the municipal, prefer to talk and play with friends, walk, go cycling and play soccer (Football). Many students also go for a drive. The state school students frequently go to dance halls, more often than municipal students.

Table 2 - Activities carried out outside the home *

Specification	State			Municipal		
	Many times	Few times	Nunca	Many times	Few times	Never
Talk/play with friends	67%	28%	5%	89,2%	7,7%	3,1%
Play football	66%	28%	6%	67,7%	32,3%	---
Go cycling	58%	32%	10%	43,1%	36,9%	20%
Go for a walk	53%	40%	7%	58,4%	36,9%	4,7%
Go for a drive	30%	56%	14%	36,9%	50,8%	12,3%
Go to dance halls	10%	25%	65%	3,1%	38,5%	58,4%
Go skating	7%	17%	76%	4,7%	13,8%	81,5%
Go rolling	6%	8%	86%	---	9,2%	90,8%

*multiple-choice question

Similar data were found by Burgos, Biguelini and Machado (2002), in a survey conducted in Santa Cruz do Sul; talk with friends; watch TV, listen to music and do home chores were the most frequent answers, with reagrd to the activities carried out at home. Regarding the activities carried out outside the home, the same survey shows, as main options, talk with friends, play soccer, go cycling, walk, and the most mentioned venues for sports and leisure activities were the following: home yard, street, school yard in the off school hours and field or barren lot.

With regard to table 3, related to sports materials each individual possesses, it is remarkable to learn that the State School students possess a bigger number and greater variety of materials than the Municipal students. In both Schools, the bicycle is the most common sports material they have, followed by the soccer ball, volleyball ball and soccer boots, signaling their preferred sports.

Table 3 - Sports materials the student possesses

EsSpecification	Syate	Municipal
Biccycle	90%	86,1%
Soccer ball	69%	73,9%
Voleyball ball	47%	35,4%
Soccer boots	36%	21,5%
Skate	29%	10,8%
Plastic Ball	29%	32,3%
Toy scooter	22%	9,2%
Skates/roller	16%	3,1%
Basketball Ball	9%	1,5%
Tennis racket	7%	7,7%
Handball Ball	2%	---

*multiple choice question

With regard to the most used venues for sports and leisure (table 4), it was ascertained that the home backyard was cited the most by the students, in both schools. Also of note are the streets, sports and recreational clubs, plazas and parks (the two latter ones, only in the state school), field or barren plot near the home. What is noteworthy is the small number of municipal school children and teenagers that use the club, park and Plaza for their leisure activities; it seems to reflect the low socio-economic status of that school, which makes it difficult for the students to go to other places.

Table 4 - Most used venues for sports and leisure

Specification	Estadual	Municipal
Home yard	58%	70,8%
Street	34%	56,9%
Sports or recreational club	34%	3,1%
Field or barren lot near home	30%	49,2%
Park/plaza	25%	7,7%
School playground during the off-school hours	23%	18,5%

*multiple choice question

With regard to the cultural activities of the students (table 5), we have ascertained that the most cited item, both in the State and Municipal School, was the students' attendance at religious activities. Also of note is the small number of activities related to folklore, club, community center, because the town is of Italian origin and one would expect more such cultural activities in such a place.

Table 5 - Participate in a cultural activities groups

Specification	State	Municipal
Religious activities (catechism, youth groups...)	42%	38,5%
School activities during the off-school shift	13%	9,2%
Dance group	9%	10,8%
Musical group	7%	7,7%
Community Center	7%	7,7%
Club	6%	---
Theater group	6%	3,1%
Folkloric activities group	2%	7,7%

*multiple choice question

In general, we perceived that the students, although being from different schools, show many similarities in their lifestyles, and one of the reasons is the same cultural source (Italian origin). Although not expressed in tables, the socioeconomic data from both schools show that the state school students belong to a slightly higher socioeconomic group, which explains some features in tables 2, 3 and 4, like sports materials, activities and venues utilized.

As Nahas (2003) puts it, the lifestyle represents the set of everyday actions which reflect the attitudes, values and opportunities of an individual or a group. However, in our view, it has to be considered that each group have their local cultural origin source, as fact that is getting more and more dependent on a globalized culture, mainly spread by the media and propaganda. For example, the traditional games of the Italian culture are not included in this study; the same situation was found in the studies of Burgos, Biguelini e Krebs (2005), Burgos, Pereira, Biguelini and Bittencourt (2005). In other cultural contexts, the same picture of negligence with regard to the cultural legacy of the ethnic group which gives origin to the different human groups also occurs with the German and Portuguese culture, according to a survey conducted by Burgos, Pereira, Biguelini and Jordan (2005) and Burgos, Pereira, Biguelini and Saldanha Filho (2005).

4. FINAL CONSIDERATIONS

The study on the lifestyle of children and adolescents of two schools in the town of Muçum, makes us perceive that in both schools the students show a lot of similarities, and they indeed live in the same cultural context. In their habitual way of living they, in general, show similar characteristics in almost all surveyed questions, and the activities carried out at home that stand out are as follows: watch TV, listen to music, talk/play with friends, study and help with home chores; outside the home, the following are of note: talk/play with friends, play soccer, go cycling, go for a walk and for a drive. The most cited sports materials are related to cycling habits, soccer, volleyball and skating. The most used venues for the sports and leisure activities include the home backyard, the street, sports and recreational clubs, fields or barren plots. The cultural activities that stand out include religious activities, school activities during the off-school hours, and dance groups. Our conclusion is that the cultural, leisure and sports activities are little diversified and signal a trend to sedentary life. However, both the municipal and state students, once outside the home, are used to practicing a little bit more active activities, like going for a walk, going cycling, talk/play with friends and play football, but when they are at home, the most practiced activities are typically little active, like watching television, talk/play with friends. Few students participate in theater or dance groups, and their most intense participation is in religious activities, like catechism. Both schools suffer from the lack of opportunities or incentives, which the municipality is short of, but the students of the state school suffer less than the municipal students, once they have more chances for practicing these activities and are better equipped with sports materials. Our suggestion is to improve the culture of sports, leisure, traditional games of the ethnic group that gave origin to the municipality, and the initiative is up to the schools and to the municipal administration.

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PROFILE OF PUBLIC SCHOOL CHILDREN AND ADOLESCENT LIFESTYLES IN THE MUNICIPALITY OF MUÇUM - RS

ABSTRACT

The present explorative-descriptive study is aimed at characterizing the lifestyle of fundamental Elementary students, aged 10 to 17, of public schools in Muçum - RS. The subjects of the study are 165 students, 100 from the State Secondary School General Souza Doca and 65 from the Municipal Fundamental School Jardim Cidade Alta. For data collection, we utilized the inventory Lifestyle - EVIA. The results show us that the lifestyles of the municipal and state school subjects are, in general, similar in almost all items surveyed, and activities that stand out are the ones carried out at home (watch TV, listen to music, talk/play with friends, study and help with domestic chores); Activities that are of note outside the home include talk/play with friends, play soccer, go cycling, walk and go for a drive. The most cited sports materials are related to cycling, soccer, volleyball and skating. The most used venues for sports activities and leisure are the home backyard, the street, sports or recreational clubs, field or barren plots. As for cultural activities, religious services, school activities during the off-school time and dance groups predominate. Our conclusion is that the cultural activities, leisure and sports are little diversified, and the activities, in general, signal a trend for sedentary life.

Key words: lifestyle, living habits, children and adolescents.

PROFIL DE STYLE DE VIE DES JEUNES ENFANTS ET ADOLESCENTS DANS LES ÉCOLES PUBLIQUES DE LA VILLE DE MUÇUM - RS.

RÉSUMÉ:

L'essai de caractère descriptif et de reconnaissance, a comme but de caractériser le style de vie des élèves d'Enseignement Primaire, âgés entre 10 et 17 ans des écoles publiques de Muçum -RS. Sont soumis à l'étude 165 élèves dont 100 qu'appartienent à l'école Estadual de Ensino Médio General Souza Doca et 65 qui proviennent de l'école Municipal de Ensino Fundamental Jardim Cidade Alta. Concernant la collecte des données on a utilisé l'inventaire Estilo de Vida - EVIA. Les résultats nous montrent que le style de vie des élèves de l'école municipale ainsi que ceux de l'école d'état sont d'une façon générale, semblables dans tous les aspects étudiés, surtout dans les activités domestiques (regarder la télévision, écouter de la musique, parler/jouer avec des amis, étudier et l'aide dans les tâches menagères).En dehors de la maison on a observé surtout parler/jouer avec les amis, jouer au foot, faire du vélo, promenades à pied et en voiture.

Les matériels sportifs les plus cités sont liés à la pratique du vélo, foot, volleyball et skate.Les endroits les plus utilisés pour la pratique sportive et pour s'amuser ont été le patio de la maison, la rue, le club sportif, les terrains vagues. Concernant les activités

culturels les plus observés sont d'ordre religieuses, les activités à l'école en dehors des horaires de classe et les groupes de danse.En conclusion, les activités culturels sont peu diversifiés également celles en relation aux pratiques sportives; même parmi les activités pratiqués on remarque une penché sédentaire.

Mots-clefs: style de vie, les habitudes, enfant et adolescent.

PERFIL DEL ESTILO DE VIDA DE NIÑOS Y ADOLESCENTES DE ESCUELAS PÚBLICAS DE LA CIUDAD DE MUÇUM - RS

RESUMEN

El presente estudio, de carácter descriptivo exploratorio, tiene como objetivo caracterizar el estilo de vida de alumnos de Enseñanza Fundamental, con edad entre 10 a 17 años de escuelas públicas de Muçum - RS. Son sujetos del estudio 165 alumnos, siendo, 100 de la Escola Estadual de Ensino Médio General Souza Doca y 65 de la Escola Municipal de Ensino Fundamental Jardim Cidade Alta. Para colecta de datos, fue utilizado el inventario Estilo de Vida - EVIA. Los resultados nos muestran que el estilo de vida de los sujetos de las escuelas municipal y estadual son, de una manera general, similares en casi todos los quesitos evaluados, destacándose como actividades realizadas en casa (ver TV, escuchar música, conversar/jugar con amigos, estudiar y ayudar en tareas domésticas); Fuera de casa se destacan conversar/jugar con amigos, jugar a pelota (fútbol), andar en bicicleta, pasear a pie y en auto. Los materiales deportivos más citados están ligados a las prácticas de andar en bicicleta, fútbol, voleybol y skate. Los sitios más utilizados para las prácticas deportivas y de ocio son el patio de la casa, la calle, club deportivo u recreativo, campo o terreno baldío. En las actividades culturales se destacan las religiosas, actividades en la escuela en turno opuesto a las clases y grupo de danza. Concluimos que son poco diversificadas las actividades culturales, de ocio y prácticas deportivas y las realizadas, de una manera general, denotan una tendencia al sedentarismo.

Palabras clave: estilo de vida, hábitos de vida, niños y adolescentes

PERFIL DO ESTILO DE VIDA DE CRIANÇAS E ADOLESCENTES DE ESCOLAS PÚBLICAS DO MUNICÍPIO DE MUÇUM - RS

RESUMO

O presente estudo, de caráter descritivo exploratório, tem como objetivo caracterizar o estilo de vida de alunos do Ensino Fundamental, com idade entre 10 a 17 anos de escolas públicas de Muçum - RS. São sujeitos do estudo, 165 alunos, sendo, 100 da Escola Estadual de Ensino Médio General Souza Doca e 65 da Escola Municipal de Ensino Fundamental Jardim Cidade Alta. Para coleta de dados, foi utilizado o inventário Estilo de Vida - EVIA. Os resultados nos mostram que, o estilo de vida, dos sujeitos da escola municipal e estadual são, de uma forma geral, semelhantes em quase todos os quesitos avaliados, destacando-se como atividades realizadas em casa (ver TV, escutar música, conversar/brincar com amigos, estudar e ajudar em tarefas domésticas); Fora de casa destacam-se conversar/brincar com amigos, jogar bola (futebol), andar de bicicleta, passear a pé e de carro. Os materiais esportivos mais citados estão ligados às práticas de andar de bicicleta, futebol,voleibol e skate. Os locais mais utilizados para as práticas esportivas e de lazer são o pátio da casa, a rua, clube esportivo ou recreativo, campo ou terreno baldio. Nas atividades culturais destacam-se as religiosas, atividades na escola em turno oposto às aulas e grupo de dança. Concluímos que são pouco diversificadas as atividades culturais, de lazer e práticas esportivas e as realizadas, de uma forma geral, denotam uma tendência ao sedentarismo.

Palavras chaves: estilo de vida, hábitos de vida, criança e adolescente