83 - SCHOOLCHILDREN IMAGINARY FACING PHYSICAL ACTIVITY

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1. INTRODUCTION

During the last decades the World Health Organization has been interested and promoted healthy lifestyles by doing or practicing any sport and in that way the organization has showed with scientific evidence that physical activity has big benefits for health in general specially for children and teenagers between 5 to 17 years old. In Latin America there is a high rate of physical inactivity due to economic, social and cultural factors which contribute directly with that lack of physical activity. For Colombia, the National Nutritional situation survey (ENSIN), informed that in 2005, only 26% teenagers between 13 and 17 years old follow any recommendation about physical activity proposed by the WHO. (WHO, 2010; ENSIN, 2010; Gómez et. al. 2012)

For the Colombian city, the public politics about sport, amusement and physical activity for Bogota 2009-2019, showed the results from the FES foundation where there is a 20.1% death in Bogota are related to physical inactivity, besides the majority of adults in Bogota are very inactive (55, 3%) and only 8, 6% take part into physical activities during their free time .

In the risk factors for chronic diseases research done to national level in Colombia in 2006 informed that in Bogota city 20% of teenagers are sedentary, it also informed that 50% of them are irregularly active, 19% are regularly active and only 9,8% are active . Another important aspect is the exposition of the school children to some vulnerable situations, risk factors and health problems related to “smoking, hallucinogenic substances, violence, mental health, nutrition, sexual and reproductive health and VIH” (WHO, 2010).

Taking into account the situation about physical inactivity in Bogotas' population especially among schoolchildren, it is necessary to ask about their imaginary about physical activity. In that way there is a research held by Jaramillo and Hurtado, where an extensive study about physical education was developed and found that social imaginary allow children to live their youth and school step (Jaramillo & Hurtado, 2006, p.76).

History about social imaginary into a research category began around in the middle of XIX century; then in the middle of XX century it has an increment and it was taken up into a research category assuming an interdisciplinary approach “directed towards different social organizations, their cultures and not isolated people” (Rodríguez, 2008, p.17; Martínez & Muñoz 2009).

According to the academic Castoriadis imaginary has a social and an institutional role, where the “extreme imaginary” are showed as an individual demonstration previous to the social dimension and isolated from any reasoning that is why that imaginary become to be social “because of the human need to establish social relationships and it is collectivized not as summary of individual imaginary but also by historical and social conditions for being instituted” (Castoriadis, 1999; Cegarra, 2012; Martínez & Muñoz, 2009).

By his side Pinto, define social imaginary as “those collective representations which regulate identification and social interaction systems which make visible the social invisible” It is in that way as social canons are real and can take part with evident, penalized and ruled behaviors because individual action allow to know imaginary as a social unification where there is an acknowledgement for the person him/herself and for the others as an identification approach. (Pintos, 1995; Cegarra, 2012, p.9).

According to the previous information it is important to do research about how schoolchildren in public education built their social imaginary about physical activity, it is the base for this study reason why the main objective is to characterize social imaginary from schoolchildren group in Alfonso Reyes Echandia Public school in Bogota D.C.

2. METHODOLOGY

Inside the qualitative method this research worked with case study approach where the dynamics from different and particular contexts are recognized, putting together different methods in order to get a qualitative or quantitative evidence with the objective of describing, verifying or generating a theory. (Martínez, 2006). The used techniques for gathering information were: observation, diaries and survey.

In that way the observation and its respective register were done from the beginning of the school year 2014 when the students were not in a class but were in any place of the school. Diaries were done in physical education classes and in some break time using the general observation structure: time and date register and conclusion taken from teacher's perspectives. A survey was also applied and it had 19 items and was organized into four parts: 1. sociodemographic information, 2. Physical activity concepts (AF), and 3. Places which have influenced AF practice and 4. AF practices. The survey was applied on October 2014 in academic time inside the school. The sample was formed by 34 students from ninth grade from Alfonso Reyes Echandia School.

The obtained information was analyzed and discussed taking into account the theoretical proposal formulated in this research and it was presented in written and graphic in order to facilitate reading and understanding results, besides, an unvaried analysis were done with the sociodemographic data and they are presented in charts and percentages which allow to triangulate information according to the three proposed categories.

Ethics consideration

This research does not represent any risk for the schoolchildren involved due to the method and approach investigation selected, in this way psychological area from the institution, composed by professional people integrated to the Secretaria de Educacion Distrital de Bogota, granted that all the ethics principles were taken into account. There is a signature which show all the respect and ethics part in this research.

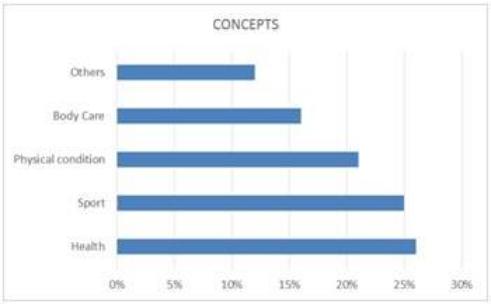
3. RESULTS AND DISCUSSION

The study group was composed by 34 students, the median age was 15 years old DS 1.1, minimum age was 14 and maximum was 18 years old. Masculine genre was 56% and feminine was 44%. 33 students live in Bosa and only 1 live in Kennedy. The neighborhood where they live was so close and almost 20% of them live in the same block. Next the three categories analyzed are going to be presented:

3.1. PHYSICAL ACTIVITY CONCEPTS

Students' collective representation about physical activity concept (graphic N° 1) were related to a variety aspects which like health, life quality and sport, which was the most relevant. In that way is important to mention that for these group, imaginary about physical activity are built from technical-instrumental bases and also from institutionalized knowledge areas in

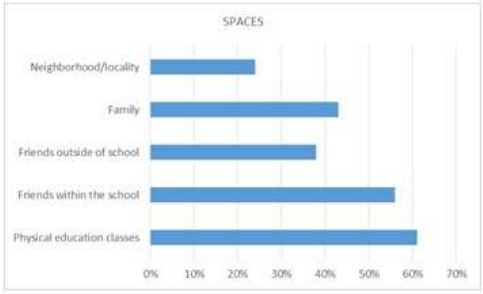
the school. Topics like physical welfare, body care through exercise, functionality as a physical condition maintenance and disease prevention, are all of them points which are related in the physical activity concept structure. One of the most significant discoveries are related to collective representation of physical activity from an sporting discourse associated to physical activity in some aspects, in that way there was some relationship between physical activity, physical exercise and sport seen always from a biological perspective in health and sport area.



Graphic N°1

3.2 PLACES WHERE THE PRACTICE OF PHYSICAL ACTIVITY ARE CONTROLED

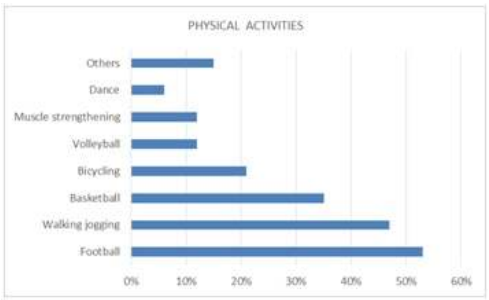
According to the research the most distinguished places (graphic N°2) are the school, the group of friends, leaving families and neighborhood into a second place; those four spaces are institutions where the social imaginary structures are promoted however not all those places had the same importance. It was found that school is one of the most revitalizing space, mainly in physical education classes and also in break or free time, in that way it was observed that the class is assumed by students as a requirement and sometimes as an obligation, but contradictory the learning was reproduced by students in different moment in an autonomous way. Even the state and family are guarantors of healthy lifestyles through the practice of any sport it was evident that they are isolated institutions which are not doing their job as they should, a big evidence is the high percentage of students who do not share any time with their family in a sportive stage and besides the lack of offers related to physical activity programs in the neighborhood.



Graphic N°2

3.3 PHYSICAL ACTIVITY PRACTICES

The most representative physical activities presented by the students (graphic N°3) and showed in different moments were school sports. This kind of institutionalized charts are developed in physical training classes and then they become in a socializing instrument for the students. It was notable to find a huge interest in playful and interaction in physical activities, involving and motivating teenagers to participate. It was also found that outside school students do physical activity for arriving to different places among them school, but they said that they do not have a familiar support or a social program where they can practice any sport.



Graphic N°3

4. FINAL CONSIDERATIONS

This research allowed to surmise students' social imaginary about physical activity, identifying experiences and learning which have had an influenced over that imaginary building story. All participants in this study had a tendency to perceive physical activity as a human corporal movement, expressed through institutionalized practices for the society, such as sport, recreation and physical exercise. A continuous aspect observed was the physical activity conceptualization like a health, comfort and life quality from a biological functional approach which pretends to avoid diseases and to promote physical condition.

It was also showed that the students involved in the research had a strong interest for doing physical activity that was related to playful and socialization with their partners, and one of those spaces where play and friendship are together is school and group of friends. Among physical activities that students do, there are some formal training which an integration become an acknowledgment for the other through corporal movement, besides it is important to take into account that schoolchildren say

that they do not have enough support from their families or government because they are not accompany or motivated towards physical activities or because there are not programs which can guarantee healthy life styles in their neighborhood.

As a conclusion, it is really important to continue building physical activity concept from a holistic way where schoolchildren social imaginary can be taken into account in order to promote healthy life styles through the practice of physical activity, this last one based on playful and socialization including family and government in a permanent way.

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SCHOOLCHILDREN IMAGINARY FACING PHYSICAL ACTIVITY

SUMMARY

Social imaginary in school childrenabout physical activityare strongly influencedbysocioeconomic, cultural and media factors which have a big control over high rates ofphysical inactivityandthesehavederived among others, health problems. The research presented in this document had as a principal objective to characterize social imaginary about physical activity in a group of students in the Alfonso Reyes Echandia School in Bogota D.C. - Colombia. The research was based on a qualitative approach case study. It was developed with three gathering information techniques and different data sources through triangulation in order to do its analysis. 34 teenagers were involved in this project, they were between their 14's and 18's, (median age 15 years DS 1.1), 44% were women and 56% were men. Data gathering was done inside the school during the classes. The results showed that social imaginary about physical education are based on an institutionalized, centralized and biological aspects. It was also showed that the most dynamic spaces for physical activity are the school and the group of friends. . It has been concluded that playful and socialization are the most important referents in the school process related to physical activity and it is also necessary to include familiar participation and the government in the promotion of that sport practices.

KEYWORDS: social imaginary, physical activity, schoolchildren.

LES CROYANCES DES ADOLESCENTS SCOLARISÉS AUTOUR DE L'ACTIVITÉ PHYSIQUE

RESUMÉ

Les croyances sociales qui ont les adolescents scolarisés autour de l'activité physique sont associées aux facteurs socioéconomiques, culturels et médiatiques, ceci a une répercussion qui fait que l'inactivité physique augment chez cette population, par conséquent il apparaît des problèmes de santé chez eux. Cette étude a eu comme objectif principal de caractériser les croyances sociales autour de l'activité physique d'un groupe d'adolescents de l'école publique Alfonso Reyes Echandía, à Bogotá D.C. en Colombie. La recherche a un caractère qualitatif d'approche d'étude de cas, on a utilisé trois instruments pour la collecte de données et la validation des sources et l'analyse des données a été faite à partir d'une triangulation de cette information. L'échantillonnage de cette étude est conformé par 34 adolescents âgés de 15 DS 1.1 ans âgés de 14 et 18 ans, le 44% de l'échantillon a été des femmes et le 56% des hommes. La collecte des données a été menée dans l'établissement éducatif pendant la journée scolaire. Les résultats ont démontré que les croyances sociales autour de l'activité physique sont basées dans les pratiques sportives institutionnalisées depuis une approche centrée dans la dimension biologique. Un autre résultat est que les espaces qui offrent les plus des possibilités de pratiquer l'activité physique sont l'école et le groupe d'amis. Les conclusions les plus généraux sont, premièrement, que le ludisme et la socialisation sont les éléments le plus importants pour approcher les adolescents scolaires aux pratiques de l'activité physique, troisièmement, que la famille doit participer d'avantage dans ces activités et finalement que l'état est le premier responsable de la promotion des activités physiques.

MOTS-CLÉS: les croyances sociales, activité physique, scolarisés.

IMAGINARIOS DE LOS ADOLESCENTES ESCOLARES FRENTE A LA ACTIVIDAD FÍSICA
RESUMEN

Los imaginarios sociales que tienen los jóvenes escolarizados sobre la actividad física están fuertemente influenciados por factores de orden socioeconómico, cultural y mediático, que inciden en los elevados índices de inactividad física que estos presentan y que derivan entre otros en problemas de salud. El estudio que se presenta a continuación tuvo como objetivo principal caracterizar los imaginarios sociales sobre la actividad física de un grupo de adolescentes escolares del colegio distrital Alfonso Reyes Echandía, Bogotá D.C.- Colombia. La investigación fue de carácter cualitativo enfoque de estudio de caso, se emplearon tres técnicas de recolección de información y la confrontación de diferentes fuentes de datos a través de la triangulación, para su posterior análisis. Participaron 34 adolescentes con una edad media de 15 DS 1.1 años entre los 14 y 18 años, 44% mujeres y 56% hombres. La recolección de la información se realizó dentro de las instalaciones de la institución en las jornadas de clase. Los resultados mostraron que los imaginarios sociales frente a la actividad física, se basan en un enfoque deportivista institucionalizado y centrado en la dimensión biológica. Por otro lado los espacios más dinamizadores de actividad física encontrados fueron la escuela y el grupo de amigos. Se concluyó que la lúdica y socialización son los referentes más destacados en el proceso de vinculación de los escolares a prácticas de actividad física y que es necesaria mayor participación de la familia y el estado en la promoción de estas prácticas.

PALABRAS CLAVES:imaginarios sociales, actividad física, escolares.

OS IMAGINÁRIOS DOS ADOLESCENTES DIANTE DA ATIVIDADE FÍSICA
RESUMO

Os imaginários sociais dos jovens escolarizados com respeito à atividade física são fortemente influenciados por fatores de ordem socioeconômicos, culturais e mediáticos, os quais incidem nos elevados índices de inatividade física que eles apresentam o que culmina em problemas de saúde e outros fatores danosos. O estudo do qual se apresenta a continuação, teve como objetivo principal caracterizar os imaginários sociais com respeito à atividade física de um grupo de adolescentes da escola distrital Alfonso Reyes Echandía em Bogotá, Colômbia. A pesquisa foi de caráter qualitativo com um enfoque no estudo de caso. Técnicas de recolecção da informação e a confrontação de diferentes fontes de dados por meio da triangulação para sua análise posterior foram utilizadas. Trinta e quatro (34) adolescentes participaram com idade média de 15 DS 1.1 anos, partindo de 14 até os 18 anos, sendo composto de 44% mulheres e 56% homens. A recolecção da informação foi feita utilizando-se a infraestrutura da escola, nas aulas da instituição educativa. Os resultados mostraram que os imaginários sociais, diante da atividade física, estão baseados num enfoque desportivista institucionalizado e centrado na dimensão biológica. Por outro lado, os espaços mais dinamizadores de atividade física que foram encontrados foram a escola e o grupo de amigos. Foi concluído que o lúdico e a socialização são as referências mais destacadas no processo de vinculação dos escolares às práticas de atividade física sendo necessária maior participação da família e do Estado na promoção destas práticas.

PALAVRAS-CHAVE: imaginários sociais, atividade física, escolares.