11 - HUMAN KINESIOLOGY IN BASIC SCHOOL EDUCATION: EXPANDING THE KNOWLEDGE ABOUT THE CHEW

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INTRODUCTION

Study in physical education classes? Cultural society in general understands that these lessons are the time to play, play and physical training. Historically physical education served the political and social interests and to this day is still a featureless area of the epistemological and academic point of view. This decharacterize occurs to the extent that it is not a subject matter and a clear and definite design. Some studies have brought to light the fragility of our area and the crisis in which it is (SILVEIRA & TANI, 2008), and its possible extinction (BRESSAN, 1979), (BRITO, 1969). The lack of clarity about "what", "how", "to" and "why" teaching has made the physical education classes disfigured with decontextualized practices and with little concern for the school knowledge.

> If we want that physical education is understood as "discipline" at school, we have to prove a lot so this issue of "discipline" curriculum becomes essential, question I, like many, want to return, to see Education Physical having a place of respect, merit, compared to other "disciplines" of the school. It is said that to be a curricular subject at school we should have clearly defined the actual content to be taught in a school institution and that content should be. the result of a systematic and knowledge accumulated historically Now begin to ask: What content is that There is also talk that the legality or the legitimate aspect of competent work inside the school will not come by decree It is well understood but come?. The knowledge production process. However, the production of knowledge on what? There is talk in this same line of thinking, that physical education should be academic discipline, she should have a clear object of study and own. (MARIZ DE OLIVEIRA, 1991, p 2)

Is it possible to (a) teacher (a) teaching and (as) students (as) learning skills (conceptual, procedural and attitudinal) on the move involving different aspects which characterize our area, taking into account also the encouraging proficiency writer and reader in physical education classes? The elementary school students of EMEF Antonio de Alcantara Machado study can understand that is part of the daily routine of physical education classes. To justify a mandatory curricular component (BRAZIL, 1996 art. 26), physical education at school must provide students (as), classes with more specific knowledge applicable in daily life.

The theme chew arose from our observation of everyday school, because at the playground and especially at dinner it was realized that (the) students swallowed the food almost without chewing them. We know that chewing is the first moment of digestion and its realization must be done correctly chewing food thoroughly before eating them. According to the Brazilian Association of Orofacial Motricity (ABRAMO, 2007) proper chewing benefits the muscle tone of the mouth and tongue, healthy teeth and proper functioning of the digestive system.

> Common errors in chewing are not chewed and swallowed almost whole food; Making only vertical movements to the jaw, which means that the chewing is interrupted before the spraying step which requires the rotational movements; Do not close your mouth to chew (not just a matter of aesthetics: Closed mouth helps the language in maintaining the cake on the teeth that grind the food). ABRAMO, 2007

This experience report aims to describe the use of the concept of Human Kinesiology to organize and systematize the knowledge of human movement and present a topic of class, "chewing", developed with the students of the 5th year of primary school in the classroom Education physics, in 2013, where I work as a professor at EMEF Antonio de Alcantara Machado, located at Rua Belgrade 74, Village Moinho Velho - Regional Board of Ipiranga.

Following are the moments of lesson preparation and justify that we do not seek reductionism, let alone seek an indissociation of human beings in the social context, but demonstrate the numerous possibilities of issues arising from the concept of Human Kinesiology.

DEVELOPMENT

Some moments were considered essential for the development of our practice. Prepared early in the school year 2013, the Physical Education Teaching Plan was an important document that directed the pedagogical practice and had critical oversight and review of the management team.

We use the criteria for selection and inclusion of content submitted by the National Curriculum Parameters (BRAZIL, 1997. Pg. 35) social relevance whose learning enables the promotion and maintenance of personal health; characteristics of students beyond the consideration by region, student learning of this content taking into account the conceptual, procedural and attitudinal dimensions; characteristics of the area itself, for Mariz de Oliveira (2005, p. 5) defines and considers that the object of study and specificity of the curricular component is human movement to be explored and developed in the Physical Education classes in order:

> Facilitate the student learning knowledge related to human movement that allows you, individually and intentionally (1) the use of the potential to move up, generally or specifically, skillfully and in correspondence, (2) training for in relation to the environment we live act (interact, adapt, transform ...), seeking benefits for quality of life.

To contemplate reading and writing consider the Expectations Framework for the Development of reader competence

and writer in the cycle II of elementary school (SME / DOT, 2006. pg. 10)

> Working with a range of texts in all areas does not mean not define the specific objectives and content of teaching in each area in the year of the cycle. Remember that genres, by themselves, are not content, but tools that enable access to knowledge of the area being studied. So it's up to each department to define the planning texts and supports that will be worked out and the objectives to be achieved in every moment of reading.

The CHEW class theme was developed considering the contents of blocks presented by the proposed Human Kinesiology:

> (1)Move related to the physical and social environment; (2) abilities related to move; (3) related capacities with the move; (4) The structures and potential to perform movements. (MARIZ DE OLIVEIRA, 2006).

PLANNING OF CLASSES

The CHEW class theme was carried out in the 2nd quarter from the preparation of the following learning expectations for the 5th year of the first cycle of basic education. According to the teaching plan the CHEW theme developed in teaching units, with approximately 4 physical education classes. We present the learning expectations: (1) Know the functions of teeth and jaw structures related to the motion of chewing; (2) Explain and demonstrate different stages and forms of chewing; (3) To understand the very body moving in practical situations; (4) Develop record about the events studied and experienced productions processes, in the form of oral reports or other (drawing, writing, photography etc.). We also set expectations for learning and didactically organized the classes considering - the previous knowledge of students; the experience and experimentation of the respective theme through practical classes and the organization and systematization of what was accomplished establishing relations with concepts, principles and attitudes.

To develop the conceptual content presented from the Microsoft Office application slides - PowerPoint projector as part of the suggested activities to develop educational activities. For each slide was related structural concept, functional, historical and cultural chew.

The professor Viviane Cristina Calefo Toyama responsible for reading room helped develop theme content encouraging reading stories related to the palate theme taken from ALMANAQUE book THE SENSES Carla Caruso (2009) and the regent teacher Mayra Anacoretto Correa Ponce room contributed explaining about the types of food (energy, builders and regulators).

FROM THEORY TO PRACTICE: THE CONSTRUCTION OF KNOWLEDGE ABOUT MASTICATION

The didactic organization develops dynamically and flexibly during the 45 minutes of class, as follows:

In the first and second class students met jaw structures and types of tooth related to the chewing phases (1st cut, 2nd and 3rd grinding pulverize the food); They understood the importance of bilateral chewing for preservation of bone and muscle structures and thus avoid irregular wear of the teeth and pain for account imbalance of muscle tone. The procedural time students experienced a practical class chewing a chewing gum. It has previously requested that (a) student (a) bring one sugarless chewing gum. At this point we directed (as) students (as) to cut a gum with front teeth (incisors), then should perceive the action of molar teeth to perform grinding of the food. Another interesting situation was the perception of language in lateral movement of the chewing gum. (Figure 1)

Figure 1 . Leaflet student 2



Figure 1 . chewing gum

Finally they were asked to discard the gum in the trash to talk about the perception of strength and other impressions of chewing, it has also warned of the dangers of throat obstruction when chewed it for some kind of physical activity.

In the third period we found that chewing food until they are transformed into a pasty cake and that the harder the more food the number of chews, encourage students to seek to apply this knowledge at all times that are eating some food.

In the fourth class was encouraged that each student (a) individually draw up a text carrier - insert. It was then distributed to students (as) sulfite half sheet and oriented (as): (1) the sheet doubled in half forming a cover page 1, 2 and 3; (2) would create a slogan, a picture to refer to the subject chew to create the cover; then they were written on pages 1 and 2 texts in the form of tips for proper chewing, as well as the use of designs to enhance the written text. The third page was intentionally left blank because it was later glued to brown paper for the exhibition. After a previous reading held the exhibition of leaflets at the school wall. (Figure 2 and 3)



Figure 2. Leaflet student 1



Figure 3 . Leaflet student 2

LEARNING ASSESSMENT

We believe that the assessment is a very important moment, but very confused when it comes to the curricular component Physical Education. Culturally we used tools which favor the most skilled and physically fit.

In order to evaluate the learning content developed use as tools: (1) the performance of students during class, (2) The feedback of the students on the chewing for day to day and (3) the record of activities experienced in each class through exposure on the school wall. (Figure 4).



Figure 4 . Mural exhibition of the school

We believe that the make, reflect and record are extremely important actions for the students to learn and teachers make themselves understood.

There was a great student involvement (as) in every game and we realized changing attitudes at dinner, since they (as) paid more attention at that time and they sat eating longer. In the end those (as) students (as) already owned inscription on facebook network of relationships spontaneously posted photos and positive comments about the classes. I considered such a gesture as a show of affection and appreciation for the study.

FINAL CONSIDERATIONS

We believe in the importance of physical education as a curriculum component for basic education and real and significant educational value in studying human movement. We enable students to acquire important knowledge and assist in the reading ability and citizenship education more aware students and autonomy through meaningful learning on the chew, and their care so they can intentionally and voluntarily seek benefits for their quality life.

Finally, we believe the need for continuity of design and development studies which contribute to the reflection and analysis related to the proposal of the Human Kinesiology as knowledge area.

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HUMAN KINESIOLOGY IN BASIC SCHOOL EDUCATION: EXPANDING THE KNOWLEDGE ABOUT THE CHEW

ABSTRACT

Cultural society in general understands that the Physical Education classes are the time to play, play and train physical. Students of the 5th year of elementary school II EMEF Antonio de Alcantara Machado understand that study is part of the daily school physical education learning interesting things and apply on a daily basis. The chewing was the theme of

classroom chosen to develop with the students, considering the ignorance on the part of them about this movement is so important for our quality of life. The purpose of this paper is to report the experience of the knowledge of the chew to the daily lives of students.

LA KINÉSIOLOGIE DANS L'ENSEIGNEMENT SCOLAIRE DE BASE: L'ÉLARGISSEMENT DES CONNAISSANCES SUR LA MASTICATION

RÉSUMÉ

La société culturelle en général comprend que les cours d'éducation physique est le temps de jouer, le jeu et l'entraînement physique. Les élèves de la 5e année du primaire II EMEF Antonio de Alcantara Machado comprendre que l'étude fait partie de l'éducation physique quotidienne à l'école apprendre des choses intéressantes et d'appliquer sur une base quotidienne. La mastication a été le thème de la salle de classe choisi pour élaborer avec les étudiants, compte tenu de l'ignorance de la part d'entre eux à propos de ce mouvement est tellement importante pour notre qualité de vie. Le but de cet article est de présenter l'expérience de la connaissance de la mastication de la vie quotidienne des étudiants.

HUMANO KINESIOLOGÍA EN LA ESCUELA DE EDUCACIÓN BÁSICA: AMPLIAR EL CONOCIMIENTO SOBRE LA MASTICACIÓN

RESUMEN

La sociedad cultural en general entiende que las clases de Educación Física es la hora de jugar, el juego y el entrenamiento físico. Los estudiantes del quinto año de la escuela primaria II EMEF Antonio de Alcántara Machado entienden que el estudio es parte de la educación física en la escuela todos los días aprendiendo cosas interesantes y se aplican sobre una base diaria. La masticación fue el tema elegido para desarrollar en el aula con los estudiantes, considerando la ignorancia por parte de ellos acerca de este movimiento es tan importante para nuestra calidad de vida. El propósito de este trabajo es reportar la experiencia del conocimiento de la masticación de la vida cotidiana de los estudiantes.

CINESIOLOGIA HUMANA NA EDUCAÇÃO ESCOLAR BÁSICA: AMPLIANDO OS CONHECIMENTOS SOBRE O MASTIGAR

RESUMO

Culturalmente a sociedade em geral entende que nas aulas de Educação Física é o momento de brincar, jogar e treinar o físico. Os alunos dos 5º anos do ensino fundamental II da EMEF Antônio de Alcântara Machado compreendem que estudar faz parte do cotidiano das aulas de Educação Física aprendendo coisas interessantes e aplicáveis no dia a dia. O mastigar foi o tema de aula escolhido para desenvolver com os alunos considerando o desconhecimento por parte dos alunos sobre esse movimento tão importante para nossa qualidade de vida. O objetivo deste texto é relatar a experiência sobre os conhecimentos do mastigar para a vida cotidiana dos alunos.