



PHYSICAL EDUCATION AT SCHOOL: A path to health and citizenship?

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SUMMARY

This paper discusses the topic of Physical Education in Schools: A Path to Health and Citizenship, with an emphasis on physical education, a mandatory curricular component in schools. Through a literature review, this article presents in detail the various meanings of citizenship. Subsequently, a study will be conducted emphasizing citizenship and physical education, their development, and how they manifested in Brazil. Therefore, it is hoped that the contribution described here to the current academic debate proposes a new relationship between physical education and the concept of health and citizenship, as well as the expectation of a new vision for the development of the student citizen. It also aims to productively and scientifically investigate the topic in focus, "Physical Education in Schools: A Path to Health and Citizenship," and that articles published in journals and books related to the topic will contribute to the understanding of the effectiveness of Physical Education in Schools and produce positive effects. The articles, books, and topics related to the topic are mostly studies from the 1990s, which in turn show that they are closely related to exercise practice and physical-motor performance. Other factors are also addressed, such as the individual's socioeconomic and historical background, expanding how health was conceptualized at the time. Publications are fewer and more relevant than those related to the topic. It is also noted that the Physical Education factor at School does not completely mean health and citizenship. If analyzed this way, it will be like having a reduced vision of what health is, and the act of Physical Education at School will also be limited. Therefore, the topic cannot be limited, because Physical Education at School is indeed health and has to do with citizenship. Therefore, the importance of this will be discussed in this article.

Keywords: Physical Education at School. Health. Citizenship. Contribution.

ABSTRACT

This paper discusses the theme Physical Education in Schools: A Path to Health and Citizenship, with emphasis on the subject of physical education, a mandatory curricular component in schools. Through a bibliographical review, this article presents in detail the various meanings of citizenship. Then, a study will be carried out emphasizing citizenship and physical education, its development and how its manifestation occurred in Brazil. Therefore, it is expected that the contribution described here to the current academic debate, from now on, proposes a new relationship between physical education and the concept of health and citizenship, also the expectation of a new vision on the development of the student citizen. It also aims to investigate productively and scientifically the subject in focus Physical Education in Schools: a path to Health and Citizenship, that the articles published in magazines and books related to the theme will contribute to the understanding of the effectiveness of Physical Education in Schools, producing positive effects. The articles, books and subjects related to the topic are mostly studies from the 90s, which in turn shows that it is strictly related to the practice of exercise and physical-motor performance. Other factors are also addressed, such as socioeconomic conditions and the individual's social and historical background, in expanding how health is conceptualized at the time. The publications are fewer and inherent to the topic, but of great relevance. It is also noted that the Physical Education factor in Schools does not entirely mean health and citizenship. If analyzed in this way, it will be like having a reduced view of what health is, and the act of Physical Education in Schools will also be limited. Thus, it

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1-INTRODUCTION

Changes, who hasn't come across any, certainly everyone, humans have been suffering socially speaking, in their ideals, in their behavior, in their work, in short, in the entire extent of its existence. This work, throughout its dissertation, outlines Physical Education at School: A Path to Health and Citizenship? A Certainty or a question, that is the question, but in the course of this study, you will realize that it is for both the use of this tool.

Physical exercise, as everyone already knows, although some ignore it, does part of the body's movement, with the purpose of developing good health through activities directed towards this end, with it comes walking, running and sports activities (FERREIRA, 2001).

Matsudo (2003) emphasizes that, even with the interest and awakening of programs favorable at school and with great importance in the practice of Physical Education, developed in aspects related to the health and well-being of the student, social, economic and cultural factors have still hampered the performance of an active lifestyle for the health development.

Physical Education is considered an integral part of the health sector and is also an example practical so that development occurs in a conscious and dynamic way. This discipline is related to the area of anatomy and physiology, which aims to study the mechanics of biological activities, and are also composed of the movement and conditioning of the body (FERREIRA, 2011).

According to Rezende (2013), he considers the Physical Education discipline essential for that the development of good practices related to health promotion are not limited to a concept of body and movement, but rather, that can promote critical aspects on the discipline, and also to supplant the reductionists.

The Physical Education discipline has provided well-being in relation to health, as well as citizenship, the positive factor that has been helping in the pathological area by preventing interdisciplinary elements that have difficulty, and this objective is to analyze the point of view collective, public and social in relation to health (CARVALHO, 2001).

Palma (2001) mentions that there is an extensive bibliography related to Education Physical and health, clear evidence that practicing physical activity does not produce benefits for if you have good health, but rather it relates to the parameters and information socioeconomic and cultural factors that lead to a process with results.

The Physical Education program content highlights the beneficial acts that physical activity brings to physical health, highlighting the prevention of chronic diseases and improves cardiorespiratory fitness. It also emphasizes the positive impacts on well-being, mental well-being, such as reducing stress and promoting emotional well-being (REZENDE, 2013).

Krug (2012) says that sports teaching modalities should not be restricted in Physical Education classes, because practicing strengthens the idea of learning biased towards physical aptitudes and technical-sporting skills.

According to Dumith (2010), educational institutions do not pay attention to the extension of pedagogical practices so that students are made aware of importance of practicing physical exercises aimed at promoting health makes it thus without great importance, because by emphasizing this importance, it makes the action viable.

Ferreira (2011) emphasizes that School Physical Education, when inserted into the proposal pedagogical a current and innovative concept such as Education and Health Promotion takes a broader awareness, where the main focus should be on health associated with well-being physical, social and cultural.

When social and biological aspects are combined in pedagogical practice, a causal relationship between exercise and improved health, then Physical Education does option for content that refers to the social environment so that students can understand the importance of promoting health in a collective way (DEVIDE, 2002).

According to Palma (2001), Physical Education in turn should not focus on traditional health that only indicates the individual and must then move on to conceptualizing the collective, that is, valuing and consequently developing aspects of relevance related to citizenship.

The thinking of Physical Education teachers is that they can, in a erroneous way to be in contradiction with the development of health promotion and consequently, in disease prevention, through interdisciplinarity, but the objective is to have a vision that knows how to criticize aspects related to health today, which leads to consideration of the collective, public and social aspects (CARVALHO, 2001).



Mezzaroba (2012) this author's thought is that Physical Education in the school environment must be worked on in the critical aspect, where it will be breaking the barriers of the ideology of sanitization and eugenics, then a new concept will be formed in relation to Physical Education current, having as a perspective the basis of emancipation from outdated concepts, and finally, prioritization of health protection and maintenance factors.

So, with all this in mind, the overall objective of this instrument is to analyze the importance of Physical Education at School in the promotion of health and citizenship; with the aim specific: Evaluate the method being used in class administration; raise awareness among educators and students, that Physical Education is part of physical and mental health; show that through Physical Education at School, it can indeed transform good citizens.

Physical education for those who already know its positive results, knows that it goes further of body movements; it builds character, improves mental health and even influences academic growth.

2-PHYSICAL EDUCATION AND HEALTH WHAT DO THEY HAVE IN COMMON?

To understand the relationship between school Physical Education and health, it is important to know that we are dealing with a socially constituted object, therefore it is essential to understand how it arises, what historical-social, political-economic context is established in the environment school.

Soares et al. (1992, p.50) explains that "[...] it arises from concrete social needs which, identified at different historical moments, give rise to different understandings of what is known about it". It is necessary to refer to the history of Physical Education, when it began in Europe, it began at the end of the 18th century and beginning of the 19th century in relation to school environment, which began by bringing physical exercise in the cultural form of games, gymnastics, dance and horse riding played a prominent role, as "For this new society, it became necessary to 'build' a new man, now stronger, more agile, and entrepreneurial" (SOARES, 1992, p. 51).

In view of this, Barbosa (2001) explains:

In other words, we could say that in that post-revolutionary period, that is, Europe in the late eighteenth and early nineteenth centuries, the bourgeoisie waved the slogan "school for all," because it was able to express its interests while also encompassing the interests of other classes. The school's purpose was to prepare students, morally and intellectually, to assume their respective roles within this new society—capitalist society (BARBOSA, 2001).



Taking care of the body became necessary and should be concrete and accepted as well answered by 19th century society (SOARES et al., 1992). It is stated that practicing pedagogy in the subject of physical education was part of the ideals formed by the ruling class of that time, and in view of this, different concepts were idealized regarding the practice of Physical education.

According to Soares et al. (1992) it is understood that the emergence of curricular concerns in school through scholars in the field, Gymnastics schools ended up emerging in Germany (Turnvereine) already in the 19th century, which in turn spread and took to other European countries and America, but gymnastics (considered as Physical Education) was not intended for a school population. It was then that interest arose in systematizing physical exercises called gymnastic methods, which became an initial part of the school, the renowned authors such as the Swedish PH Ling, the French Amoros and the German A. Spiess, who had contributions from physiologists such as G. Demyen, E. Marey, doctors such as P. Tissié and, also, professors of music like J.Dalcroze.

Functional performance by Physical Education in the educational system of that time is to develop and strengthen individuals physically and morally, thus, they would be able to contribute with the industry that was growing frighteningly, serve the army, and also provide for the homeland prosperous. For Barbosa (2001, p.50), "this pedagogical trend in Brazil had its 'version' in Physical Education, which Ghiraldelli conventionally called Hygienist Physical Education (predominant until 1930), and Militaristic Physical Education (predominant in the period from 1930 to 1945)".

Thus, Hygienist Physical Education aimed to make people stop ignorance 'his mortal sin', which caused and causes the conditions of health degradation. While Militarist Physical Education, its vision was the formation of the 'citizen-soldier', who should obey and serve the patriotic call, thus respecting and maintaining order social (GHIRALDELLI, 1994).

Then the bourgeoisie began to realize that the proletariat was taking its place, for began to see their rights differently as they were encouraged to demand their rights space in economic policy. And thus trying to reverse the situation they thought embarrassing, the bourgeoisie then provided the means for the new school to emerge, in a way experimental, and the cost was very high, which differed from other schools, thus, Physical Education new school, which Ghiraldelli (1994) called Pedagogical Physical Education (1945 to 1964).



[...] is seen as something 'socially useful and good', and must be respected above the political struggles of the diverse interests of groups or classes. Thus, it is possible to forge a 'national system of Physical Education, capable of promoting the Physical Education of the Brazilian man, respecting his cultural, physical-morphological and psychological peculiarities' (GHIRALDELLI, 1994, p. 19).

In post-1964, Technician Pedagogy emerged, which Ghiraldelli (1994) in turn called Competitive Physical Education. Ghiraldelli (1994, p.30 apud BARBOSA, 2001, p.54) states that "the ideological support of this conception is the ideology disseminated by the military and civilian technobureaucracy that came to power in March 1964 [...] eliminate the internal criticism and leave and convey a climate of prosperity, development and calm".

Pedagogical Physical Education and Competitive Physical Education defend the "current social order" through political-social conflicts, that is, the power of the class bourgeois, sport in general is seen as something controlled by the government, and should be encouraged. Experts in Physical Education literature began to use it in a technical manner, with themes quite saturated linked to training and issues related to Sports Medicine (GHIRALDELLI, 1994).

There was a great debate about the area of Physical Education in the 80s, constituting thus an identity crisis, where perspectives were then created didactically about Physical Education, which could provide a concrete object of study for the subject. discuss the issue in search of pedagogical identification, some authors observed the weaving of their considerations inherent to the crisis that, according to Farinatti (1994, p.44 apud SOARES, 1986, p.89), "[...] results from an absence of reflections and convincing justifications of its validity pedagogical, as well as clarity regarding the objectives it pursues."

Already in the 90s, Darido (2003) stated that it was the beginning of a new proposal for didactics of school Physical Education, therefore the focus is more sociocultural, but it did not leave to incorporate aspects of what previously existed, which are found in hygienic and eugenic molds, which easily reveals the historical construction of the area.

Nahas (1997), Guedes and Guedes (1996), defend a school Physical Education with biological vision, based on the theme of health and quality of life. Guedes and Guedes (1996) they suggested teaching methods for Physical Education at School in a way differentiated, with the purpose of preventing organic disorders associated with inactivity.

The ideas of Health-Related Physical Fitness (HRPF) in Brazil began with the aforementioned authors. These ideas mean that school physical education provides students with the



knowledge of fitness and a physically active lifestyle through exercise and sport, providing a healthier and more active lifestyle for life.

From the above, it can be observed that Physical Education and health have a relationship historical, however “[...] the relationship grail has its consents as it comes across the proposals discussed by intellectuals, who at the same time seek to strengthen it and on the other seeks to mitigate it” (DEVIDE, p. 78, 2002).

2.1-EXPANDING THE CONCEPT OF HEALTH

Health is a term used for those who have a regulated life with physical conduct in order and also for those who seek to eat healthily, therefore it is essential for human life. Various groups and ideals seek to reduce mortality, improve quality of life of the population, scientists seek to alleviate some diseases through vaccines incurable, and in addition, finally, there is an incessant search for everyone to have a life healthy. First answer the following question: what is health?

You may think it's a pointless question, but one thing is certain, everyone wants to be healthy, here you must pay attention to understanding your limitations and your concept in relation reality. Clarify certain doubts and the behavior that should be adopted for a good healthy life has its fundamental importance.

Health is no longer seen as someone who has the absence of disease. The World Health Organization initially (1948) interpreted that health was due to complexity of physical, mental, and social well-being. But I still wasn't sure what it was this 'complete well-being', this concept existed for many years in school physical education.

The characteristic of health is not the absence of diseases, but is linked to the process where the individual has the capacity to learn, decide, and act for his own good being. In view of this thought, the concept of health established at the VIII Conference National Health report held in 1986 states that:

“[...] the result of the conditions of food, housing, education, income, environment, work, transportation, employment, leisure, freedom, access to and ownership of land and access to health services. It is thus, above all, the result of the forms of social organization of production [...]” (MINAYO, 1992, p. 10).

Authors have been arguing for some time that Physical Education at School and Health has everything to do with see, for example, Soares (2004), explains that physical exercise is not healthy just because it is done

it, and yes, in turn, generating health does not exist in itself, but is just an element, which together with a compound of elements contributes to general well-being and, in this sense improve health.

When looking only at the organic benefits that the action of physical exercises with the the aim of understanding the relationship between physical education and health can lead to reductionism of concepts, both health and physical education (DEVIDE, 2002).

According to Minayo (1992), improving lifestyles by being more active, as well as how, the development of healthy habits is directly linked to the related result of the way in which society and its means of production are organized. They are elements, which can bring great differences in living standards.

2.2 HEALTH IN THE SCHOOL ENVIRONMENT

Devide (2002) presents two strong trends related to health in the environment school, which are: “Health Promotion”, which is present in observing through a look critical of several fundamental elements regarding health (socioeconomic conditions, for example), is not limited to physical exercise only; the other is “Physical Fitness Related to Health – AFRS”, which is based on the main parameter, which is physiological, (cardiorespiratory condition, for example).

Before discussing the two trends, it is extremely important to characterize the difference between “promotion” and “prevention” in health. According to Lefevre (2004) preventing health is:

[...] any measure that, taken before the emergence or worsening of a given morbid condition or a set of such conditions, aims to remove the disease from the patient or vice versa, so that such condition does not manifest itself (or that its probability of occurrence is reduced) or manifests itself in a less severe or milder form in individuals or in collectives. Promotion, on the other hand, to differentiate itself from prevention, would have as its ideal horizon or goal the permanent, or at least lasting, elimination of the disease because it would seek to address its most basic causes, and not just prevent diseases from manifesting themselves in individuals and in collectives of individuals (LEFEVRE. 2000)

Promoting health tends to “[...] address four basic health issues: its multifactorial nature, demedicalization, health education and its collective character” (WHO, 1984 apud, DEVIDE, 2002, p. 79). Thus, health becomes a didactic issue-pedagogical, structural form in which it is adapted today. The same author also refers to the possibility of expanding the content of physical education, and there is still much to be discussed

in aspects related to health education, which in turn is through lifestyles active and healthy habits, go beyond regular physical exercise, which makes it high the lifestyle of the individual to the collective, thus making it possible to identify factors preponderant to regular exercise.

Still in relation to physical well-being and health, AFRS presents the “[...] creation of a active and permanent lifestyle, based on the development of fitness components health-related physics and the transmission of knowledge about physical exercise, aiming student autonomy (DEVIDE, 2002, p. 80).”

When considering the two trends that were presented, the proposal for a lifestyle active, but with different approaches and in different situations, bringing contributions, it is also seen that they have limitations, namely: when promoting health and physical education in school in order to promote health, the relationship between the two is still unclear, not clearly presenting an intervention in practice, of how such should be introduced elements in school. AFRS's criticism is to reduce the health hazards to their appearance biological, practicing the exercises; the practice must be individual, the problem centered on the student, and must be in stages through the contents (DEVIDE, 2002).

Facilitate the sociocultural and economic dimensional approximation and also being of an individual and biological nature in health studies, is of extreme importance, so that reality becomes consistent and infers from reality (BAGRICHEVSKY; ESTEVÃO; PALMA, 2006).

3- METHOD AND MATERIAL

This study is based on the theoretical-methodological framework with a critical-dialectical, given that the research was conducted from the perspective that reveals a interest in transforming the situations or phenomena analyzed, recovering their dimension historical and identifying possibilities for change (GAMBOA, 1989, p.97). then become this investigation based on dialectical materialism, which in turn seeks a means of analyze bibliographically, obtaining answers to previously established objectives. Therefore, the research is included in the field of knowledge that, according to the collective de Autores (1992), which examines the culture of human movement, highlighting the relevance of School Physical Education.

This research aims to explain an exploratory study, as its intention is identify and describe in the articles of the Brazilian Journal of Sports Sciences/RBCE



(journal representing the Brazilian College of Sports Sciences/CBCE), where the study sought to relate School Physical Education with the theme of health and also how citizenship can be formed by this discipline. The period analyzed, according to Ghiraldelli (1994), consists of changes in various ways that have happened in relation to the trends in this area.

Based on circumstances Marconi and Lakatos (1991), the characterization of the present research is exploratory, as it seeks an approach to the phenomenon, through gathering information that leads the researcher to learn more about you. The authors state that this work in this format presents quantitatively and/or qualitatively the phenomenon.

Data collection was carried out indirectly, characterized as bibliographical, which according to Rodrigues (2006), because it is based on works already published and also in secondary sources such as books, magazines and scientific articles.

The RBCE was chosen for the preparation of this article because it is autonomous with specializing in the area of Physical Education; it is non-profit and non-commercial; and also for being the oldest Brazilian magazine specialized in Physical Education in full swing activity and circulation at the moment.

According to Brandão (2000, p.103), “The relevance of this magazine can be inferred from these facts. for those who want to know what the so-called “Physical Education area” has been thinking in recent times years.” Founded in September 1978, RBCE was a positive step in the Education area Physics has gained a more defined outline as an area of knowledge in Brazil.

To obtain an analysis of the data, the use of the content analysis technique was positive, because it is through it that the domain and the intended objectives were adapted. According to Bardin (2011), it can be analyzed that the contents form a set of analysis techniques of communications, aiming, through systematic and objective procedures of description of message content, you can obtain qualitative indicators allowing clarification of meanings that a priori did not have this understanding. There are three basic steps that This study followed: 1) an early analysis; 2) the investigation of the material and 3) the analysis of the result, inference and interpretation.

4 SCHOOL PHYSICAL EDUCATION, HEALTH AND CITIZENSHIP: THE CONSTRUCTION OF VALUES AND WELL-BEING AT RBCE

Physical Education at school is in fact a fundamental performance where promotes the health and well-being of students. Contextualizing the Brazilian Journal of

Sports Sciences (RBCE), many authors have highlighted the importance of body practices as a means of physical and cognitive development. But it is not yet complete, because, addressing citizenship in Physical Education needs to be expanded, where it becomes the school space in an environment that collectively and socially builds citizens.

The fact that citizenship is included in school Physical Education goes far beyond practice sports. In the situation of activities through games and physical activities, the possibility of working on citizenship such as respect, inclusion and cooperation are essential elements in training of conscious citizens. See, through several examples already seen in schools, group dynamics, encourages empathy, values differences and teamwork, where students prepare for life in society.

Very well connected and since the relationship between health and citizenship has been strengthening in Physical Education when it addresses healthy habits and individual responsibility and collective and how to take care of one's own body and the environment around it. Encouraging these practices sustainable and also reflect on quality of life has reinforced the idea that education due to health is a serious social commitment and everyone must adapt to this reality.

Therefore, believing in education as an instrument for developing citizenship and in schools as an important articulation role in the social environment, working with the socialization of knowledge and the formation of habits, values, and attitudes, we present this work for reading and reference. May it serve as a theoretical and practical reference for all professionals who believe that each classroom and the school, in general, can constitute an expanded space for promoting health for children and adolescents (SOARES and BAISC

When referring to school Physical Education, it is already known to be a space conducive to building democratic values. Experiencing rules and principles of justice in sports, students will learn about their rights and duties, making them develop a sense of belonging to the school community and society. Thus, it is easy to understand that culture body movement becomes a tool for social transformation.

Even through sports practice, Physical Education also integrates debates on citizenship and health, addressing theoretically, and broadening students' perception of the impacts social aspects of physical activity. When discussing this relationship between sport, social inequality and accessibility reinforces the important significance of public policies guaranteeing the right to physical activity for all.

It is necessary and essential that school Physical Education begins to be seen as a promoter of active citizenship, where students are encouraged to become agents of change in

community. RBCE will likely continue to promote research and reflection where will strengthen this perspective, and also valuing Physical Education as a pillar for the formation of critical and participatory citizens.

5- CONCLUSION

The proposed objectives of this research were verified through the researched articles, although the data obtained are from the 90s onwards, it is clear that the physical education was and is marked by research that is supported by a set of physical tests and body measurements, which has justified the fragile and sick individual, for not taking a active life in terms of physical activity. So physical fitness is linked to the main route of health by these authors, and begins to have the concept of health linked to physical incapacity and absence of disease.

Regarding studies related to Physical Education in the School providing health and citizenship, there are still few who really face taboos, who take these studies forward giving true relevance, because Physical Education at School, it transforms, dynamizes, and forms citizens.

It was also seen that this modality, Physical Education at School, is still being shaped regional and local realities, since when debating that this act causes there to be health and well-being to students in dealing with health. Studies in question can demonstrate that Anthropometric standards are no longer prioritized as the main basis for human health individual, but these methods are not yet extinct.

It was found that knowledge about School Physical Education and Health has produced within a more humanized, global perspective towards the individual, where they are looked at as human beings capable of acting and thinking, and the social, economic, and cultural determinants and historical, are some examples, which are now considered fundamental for get a healthy life, that is, it goes beyond biomedical sciences and hygienist models from before.

What involves School Physical Education, as a whole, is also the promoter of health deserving a look that goes beyond the practice of exercise and physical-motor performance, where other factors must also be addressed, such as socioeconomic conditions, historical-social, because as is well known and seen previously, without considering such factors, the vision will be reduced in relation to health.

The main focus in Physical Education at School cannot be just health, as it is clear that it will be done through discipline, but the elements of body culture must be prioritized in classrooms, as movement is necessary within the educational process (COLLECTIVE OF ALTORES, 1992).

Talking about Physical Education in Schools: a path to healthy citizenship, is talking about an inexhaustible topic. It brings to light how many moments were wasted when gave full value to this subject. Yes, having health, Physical Education at School, starts this attribute and form citizenship, also, it makes the shy, reserved citizen, also participate, and you may even change your concepts that might harm you. This discipline is tremendous! It makes physical and mental developments transform into agents productive., this is how Physical Education at School and in secular life is TRANSFORMATIVE.

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