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Original article

SCHOOL WEEK OTHERWISE AND PHYSICAL EDUCATION

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Abstract

Aim. We sought to understand, using direct observation and questionnaires, the role and impact of physical education in the adolescent's life beyond the classrooms hours and because between common knowledge and scientific knowledge there are natural means (senses, ordinary thinking or criticism, natural language) that helps to decipher the unknown in establishing the different types of relationship between students, student-teachers etc.

Methods. The study developed at a national military highschool. The number of pupils to whom the questionnaire was applied was 521, 121 girls, 400 boys, 14-18 years old, but the center directly of interest was a single high school class, military vocational profile made up of 6 girls and 19 boys with age between 14-16 years old. We elaborated for children a questionnaire about what they would like to do during the School Otherwise week and, according to the results, we carried out such activities that had a particular impact on them, but also on the teaching staff involved in the project.

Conclusions. This study led to the fact that the pupil nowadays has a double contextual dependence, because he is produced / created / composed / inspired in a certain cultural, social, economic, political and genetic context, being recreated in a suite of other situational, performative and communicative contexts, transferring human interactions, feelings, experiences, manipulations to other discourses.

Keywords: Physical effort, military highschool, life beyond classrooms hours.

Introduction

Every day there are different changes in the education system that transform our plans and change our expectations. Once the School Otherwise week was introduced, we had the impression that it would help us in a closer collaboration between students - teachers - parents and we would identify new ways of relating.

After the pandemic, we returned to this week and Green Week was even introduced. The two weeks have the key role of contributing to the development of learning competence and socio-emotional skills among preschool children/students, to learn elements of environmental protection etc.

During these weeks, we carried out with and for pupils different activities that involved some physical effort. Next, in order to define physical effort and the association of the notions of effort-training, as well as the implications of these associations on the body, we have in view the fact that physical effort is a process that produces changes in physical, cognitive, affective and last but not least, motor state, an aspect reinforced by the Explanatory Dictionary of the Romanian language (Coteanu & Seche, 2012, <https://dexonline.ro/intrare/efort/18277>) which defines effort as follows: "EFÓRT, efforts, s.n. 1. Mobilization of the body's physical or mental forces in order to achieve a higher than usual yield or to overcome a difficulty; effort, effort. 2. (Phys.) Resultant of internal forces in a section of a deformable body, caused by external stresses, heat etc. — From fr. effort."

To the above, it should be specified that physical activity defines any form of body movement produced by skeletal muscles, with energy consumption. Physical activity refers to all forms of movement, exercise or sports, recreational activities, moving to a specific destination or movements made in the course of household activity or at work (A. Dragnea, 1995). According to the World Health Organization (WHO), globally, one in four adults and more than 80% of adolescents have an insufficient level of physical activity. Nearly 5 million deaths could be avoided annually if the world's population were more physically active. People who are insufficiently physically active have a 20% to 30% higher risk of death compared to people who have a corresponding level of physical activity (<https://www.who.int/news-room/fact-sheets/detail/physical-activity>). Lev Pavlovichi Matveev (<https://xn--educaiefizic-9nb620b.ro/ce-este-efortul-fizic/>, Matveev & Novikov, 1980), co-author of the theory and methodology of physical education, defines physical effort as follows: "increasing the action of physical exercises on the body, as well as the level of objective and subjective difficulties overcome within them."

Methods

Considering the previously mentioned, we elaborated for children a questionnaire about what they would like to do during the School Otherwise week and, according to the results, we carried out such activities that had a particular

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impact on them, but also on the teaching staff involved in the project. The number of pupils to whom the questionnaire was applied was 521, 121 girls, 400 boys, 14-18 years old, but the center directly of interest was a single high school class, military vocational profile made up of 6 girls and 19 boys with age between 14-16 years.

Results and discussions

Next, we present the questionnaire with the pupils' answers before the pandemic:

The first question referred to what types of activities the students would like to do in a different week (SA week). The result are presented in the figure no.1.

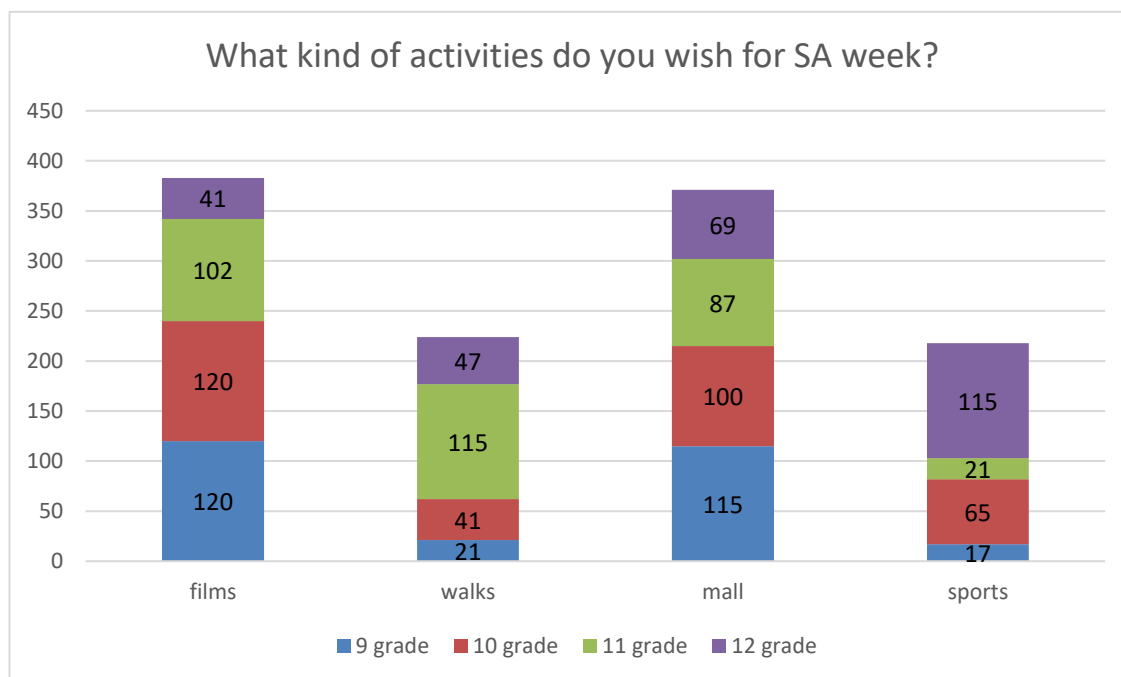


Figure no. 1. Responses to the question "What types of activities would like to do in SA week?" in pandemic situation

Regarding the figure above, it should be stated that blue represents ninth grade, red tenth grade, green eleventh grade class and purple twelfth.

Among 521 respondents, 383 – chose going to the movies as their predominant activity, 371 - wanted to go to the mall, 224 - opted for a walk, 218 considered it appropriate to practice different physical activities.

The films chosen were generally comedies or horror, an almost equal percentage, walks in the park were chosen mostly by those with low incomes, the mall was chosen by students who were used to regular outings in a high-profile center in while sports were chosen as a way to get out of the monotony of classical physical education and sports classes (running, jumping in the sandpit etc.), preferring shooting (20%), climbing on a rope (62%) and extreme water sports (18%).

Next, we present the pupils answers after the pandemic, to the same question ("What types of activities would like to do in SA week?"). The result are presented in the figure no.2.

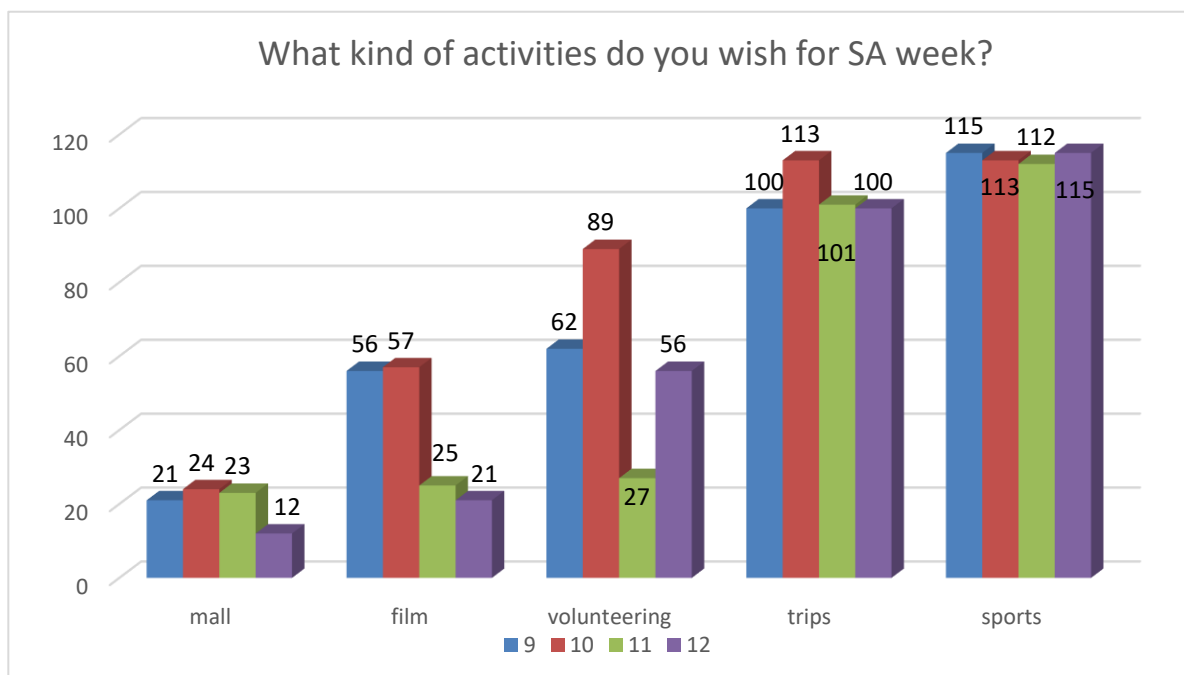


Figure no.2. Responses to the question "What types of activities would like to do in SA week?" after pandemic

Regarding the table above, it should be stated that blue represents class IX a, red class X a, green class XI a and purple class XII a. Fewer and fewer students chose to go to the mall, arguing that they needed air. The films chosen were generally comedies, about different personalities, mostly from fields such as sports, IT or astrology. The need for volunteer actions appeared, the students explaining that they feel the need to return to the community. They also have the right to as many outings in nature, trips to medieval fortresses, museums or zoos.

Last but not least, they were attracted to sports activities. Among the water sports, they chose rafting and Kayak canoeing, among the air sports, they chose those related to the wire (Dino Park type), and among the ground sports, they went skateboarding, climbing, motocross and speed biking. Unfortunately, we only managed speed biking, for the others I did not identify locations in Constantza / surroundings.

The center of interest for this analysis is currently focused on a 10th class, made up of 6 girls and 19 boys aged between 15-16 years. After long discussions with them and their parents, we chose a different week, one based on promoting a healthy lifestyle. Considering the above, we went with the option of sports activities and chose to have something from this field on each of the five consecutive days. Thus, on the first day we walked from school to Tăbăcărie Park and circled the park. The time needed to complete this route is usually 4 hours, it took us 5 hours and 30 minutes. Out of 24 students, 4 experienced respiratory problems, due to lack of resistance to physical effort. The next day we went on a trip to Bucharest. The route was simple, the only difficulties being those at the adventure park where not all students managed to pass the obstacles encountered for the following reasons: lack of constant effort, use of inadequate equipment, lack of concentration on the obstacles encountered on the route.

The third day was one of relaxation, walking on the beach. Due to the fatigue, we used public transport, choosing to return on foot, which was not possible because 16 students could no longer do it, stating that they had muscular fever.

The fourth day was one dedicated to the Neptun Adventure Park, There, out of 24 students, 12 sat for 2-3 hours on the benches to rest after a seemingly tiring train ride.

Afterwards, they all did the route, but with difficulty, stating that they have fever (17%), fatigue (50%), fear of heights (8%), hard trails (8%) or muscle pain (17%).

The reasons why the students refused to do the route are presented in figure no.3.

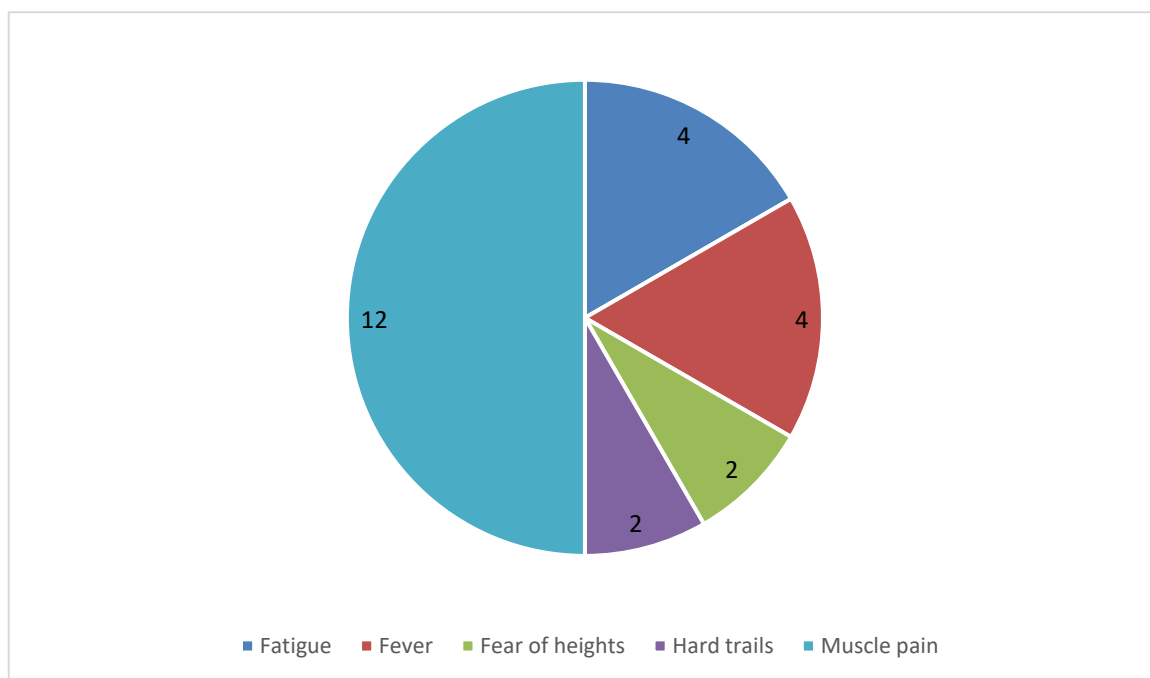


Figure no.3. The reasons why the students refused to do the route/trails

Table no. 1 shows each type of reason for quitting and the number of girls and boys, respectively, who chose a certain reason.

Table no.1. The number of students who chose the different reasons why they gave up on the route

Subjects	Fatigue	Fever	Fear of heights	Hard trails	Muscle pain
Girls	3	1	1	2	5
Boys	1	3	1	-	7

Friday, in the last day of the week, instead of going to the gym, we remained turned at school and we watched a movie.

Conclusions

The intensity, size and direction of adaptation processes in the body of a high school pupil are determined by the following characteristics: the amount of effort; effort orientation; the nature of the effort. However, a high school student who does three to four hours of physical education and sports per week should be able to cope with activities of the type presented earlier in the Different School Week and more.

So, this study led to the fact that the pupil nowadays has a double contextual dependence, because he is produced / created / composed / inspired in a certain cultural, social, economic, political and genetic context, being recreated in a suite of other situational, performative and communicative contexts, transferring human interactions, feelings, experiences, manipulations to other discourses.

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