



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 11, Issue, 05, pp. 47350-47354, May, 2021

<https://doi.org/10.37118/ijdr.21957.05.2021>



RESEARCH ARTICLE

OPEN ACCESS

HEALTHY AGING: BODY PRACTICES IN HEALTH EDUCATION IN THE UNIVERSITY EXTENSION

***Dra. Vanderléa Ana Meller, Dra. Lísia Araújo Gonçalves, Msc. Gabriel De Aguiar Antunes and Dr. Carlos Golembiewski**

Professors at University of Vale do Itajaí (Univali), Itajaí, SC, Brazil

ARTICLE INFO

Article History:

Received 18th February, 2021
Received in revised form
26th March, 2021
Accepted 14th April, 2021
Published online 30th May, 2021

Key Words:

Physical Education; Body practices.
Seniors. Health. University Extension.

*Corresponding author:

Dra. Vanderléa Ana Meller,

ABSTRACT

This study is part of the research line Methodology for Teaching Body Practices, of the Physical Education course at the University of Vale do Itajaí (UNIVALI). It was organized based on the university extension proposal, from the Healthy Aging project, aimed at elderly people participating in a group of body practices at a Basic Health Unit (UBS), in a municipality in Santa Catarina, SC. Objective proposes to understand the diversity of body practices for health education for the elderly. It is a qualitative research and expresses the main meanings registered in the interventions of the referred project. The proposal involved bodily practices based on the role of the elderly in acting consciously for the transformation of styles and quality of life. It was possible to promote health education with practices that increased knowledge and positive attitudes towards life, integrating the human, artistic, cultural, and functional leisure dimensions, which improved expression and the repertoire of body movement.

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Citation: Dra. Vanderléa Ana Meller, Dra. Lísia Araújo Gonçalves, Msc. Gabriel De Aguiar Antunes and Dr. Carlos Golembiewski, 2021. "Healthy aging: body practices in health education in the university extension", *International Journal of Development Research*, 11, (05), 47350-47354.

INTRODUCTION

Studies involving teaching, research and extension linked to the health of the elderly are active possibilities to favor scientific practices and knowledge connected to the needs of society. The University of Vale do Itajaí (UNIVALI), through the "Healthy aging" extension project, of the Physical Education course, articulated academic and professional training with the insertion of body practices for elderly people living in communities close to the institution. These are actions that have intensified health education, seeking to act in care, working on fundamental themes for the achievement of longevity, healthy lifestyle and quality of life. Health Education was conceived as "[...] a social practice, whose process contributes to the formation of critical awareness of people regarding their health problems, based on their reality, and stimulates the search for solutions and organization for individual and collective action" (BRASIL, 2007, p. 19). This was a process that involved teaching and learning to the elderly, with educational actions planned before the reality and personal needs, with strategies and resources that favored the development of practices and skills. Many proposals aimed at the elderly are historically articulated by different community and governmental organizations, by public policies linked to education and health. In Brazil, the first institution to propose work with the elderly was the SESC, Social Service of Commerce, of São Paulo, in 1963. It was in 1977 that interventions with corporal practices started to be developed in a broader way in the country

(MAZO, 2008). Subsequently, Universities in Brazil started extension work aimed at the elderly. In the state of Santa Catarina we can mention the Federal University of Santa Catarina (UFSC) with the core of studies for the elderly (NETI); the State University of Santa Catarina (UDESC) with the third age study group (GETI); the University of Vale do Itajaí, with the University of Life Higher Education Extension Course (Univida), started to develop actions aimed at healthy aging, quality of life and voluntary work with disciplines in the areas of health sciences, social sciences and humanities. And the extension project "Healthy aging", in 2010, started to develop health education practices with the elderly with a focus on body practices. Nowadays, we understand how fundamental it is that the proposals are increasingly linked to health education interventions and related, above all, to a historical and cultural appreciation of the life of the elderly and integration with the community. It is interesting to have a direct connection with life experiences in their ethnic, aesthetic, biological, social and cultural diversities, providing attention to individual and collective health. For Nahas (2013), elderly people can benefit from regular physical activities, with moderate daily doses, with intensities that can be progressively increasing, respecting individual characteristics. Body practices are phenomena that show themselves, primarily, at the body level, constituting cultural manifestations such as games, dances, gymnastics, sports, martial arts (BRACHT et al, 2009). These possibilities of manifestations involve different body languages, which distance themselves from instrumental rationality, and favor creative and expressive experiences that can value and sensitize the

elderly to become physically active. In 2008, in Brazil, the Ministry of Health supported Primary Health Care and developed proposals for Family Health Teams (ESF), created the Family Health and Support Centers (NASF) and expanded health offerings in service network, as well as the resolution and the scope of the actions, through an integrated and multiprofessional performance, mainly with the insertion of the Physical Education professional (BRASIL, 2014). The aim of this study seeks to understand the diversity of body practices for health education for the elderly. It expresses the experiences carried out in the healthy aging project, with elderly people from neighboring neighborhoods and who attend a Basic Health Unit (UBS) close to the University. This is an action to extend the Physical Education course at UNIVALI, together with professionals from the Family Service and Health Center (NASF). Academics of the Physical Education course find opportunities for training in working with the elderly, having a qualitative impact on professional training and the lives of the elderly in the context of health education.

METHODOLOGICAL ROUTE

This is a research with a qualitative approach that expresses the main results registered in the interventions of the extension project "healthy aging" at UNIVALI, of the Physical Education course. The actions were developed with elderly people who attend a Basic Health Unit (UBS), in a municipality in the state of Santa Catarina. The interventions were carried out with an audience of 30 elderly people, with an average age of 68.5 years. The interventions were proposed by academics and professors who are members of the extension project. The activities had a regularity of 3 days a week, lasting 1 hour daily, involving music, dances, games, gymnastics, lectures, field trips and cultural artistic presentations. The data were collected from the participant observation and recorded in the field reports. The data converging with the objectives were categorized and understood with a focus on the theme of the study.

The diversity of body practices and health education processes for the elderly: The elderly person has an extensive life trajectory, learning, historical and social relationships that have impacted in some way on their style and quality of life. Based on their experiences, they present different perceptions about health, which were culturally influenced by the scientific and popular knowledge of each era. For Sousa (2012), during the course of our lives there are imbalances in the functioning of the organs of our psychological biological body, these are influenced by the educational processes that involve social, cultural and moral values that condition and give meaning to the ways of living. In this process, health and disease have gained a broader dimension in the human condition and have overcome biological factors. Throughout the experiences promoted by the extension project, it was possible to identify feelings of social exclusion in the speeches of the elderly, as they had few opportunities for insertion and collective belonging, suffering stigma of uselessness. According to Brasil (2006), aging is influenced by the processes of discrimination and exclusion associated with gender, ethnicity, racism, social and economic conditions and the geographic region of origin. In this context, respect for diversity and the achievement of the social insertion of the elderly was favored, subsidized with body practices that reflected the personal, collective and cultural conditions present in the communities in which they live. The National Guidelines for Health Education (BRASIL, 2007, p. 20) were considered in the proposals, which advocate "Health practice, as an educational practice, is based on the process of training individuals and groups to act on reality and transform it". In the interventions, it was sought to demystify movement / physical exercise as a remedy, for this it was contextualized as an expression loaded with languages and culture that addressed the practices historically originated from body culture. The actions were planned based on the National Policy for the Elderly, Law 8.842 / 1994, in the search for prevention, understanding, promotion, protection and recovery of health, through educational and leisure actions in order to collaborate with the awareness of the group to a healthier style and quality of life

(BRASIL, 1994). Through body practices, the elderly had the opportunity to give new meaning to games, dances, struggles, sports and gymnastics, using meaning for active living and promoting a diversity of behaviors that favored the purposes of health education. In this perspective, the proposals for bodily practices did not occur strictly through the biomedical perspective, as an educational process that strengthened the elderly in their psychological, social, physical and cultural aspects was strengthened. The activities stimulated expression through different languages, the company of friends and the possibility of leisure, in a constant movement.

The health of the elderly can be favored with the monitoring of professionals in the area, especially in Physical Education, the support was seen as a mediation strategy for motivation and adherence of the elderly in health education programs. In the proposals, the search was for positive health factors, since socialization is one of the factors responsible for health gains and quality of life (BENEDETTI; RIBEIRO; KONRAD, 2019). In this sense, it was possible to identify that the lonely experience of the elderly was demotivating for the active movement and diversity of corporal practices. From the moment that the elderly established partnerships with friends (as), when participating in the project at UBS, they became more physically active. The behavior change was perceived in the activities carried out in group, the actions and collective relations were fundamental for the motivation and understanding of the benefits of being active. For Nahas (2010) being physically active involves The contact of people and different inclusive opportunities, with communicative stimuli that expand the networks of social relationships. Preventive processes demanded actions integrated into the daily lives of the elderly, in their lives. Mazo (2008) clarifies that the term "active" refers to the continuity of participation in social, cultural, spiritual, civic life and not only physically active, we must not discard the importance of the physical aspect in the quality of life of the elderly, but it is also I need to value and include the other aspects.

In practices, actions of collective and expressive interest were provided, favoring interaction in the diversity of movement and dialogue. Since the stretches performed in the group dynamics that enabled the elderly to increase body awareness and interact with others. Everyone was encouraged to feel and think for new ways to keep the body mobile and the perception of limits, which also favored overcoming physical and psychological difficulties and limitations. In order to favor the process, resources such as the balloon, balls, gymnastics equipment, objects of nature and the body itself were used, always with bodily challenges for the perception and achievement of skills. The range of movement and more precise techniques involved the body in its entirety, with autonomy, creativity and a lot of imagination, awakening the joy and pleasure in carrying out body practices. Among the bodily practices carried out, we highlight the walks in the open air, with contemplation of the environment that favored a sensitive look at nature and the desire to perform the movements. The more specific interaction with nature involved the activation of the senses and body awareness, it was possible, through breathing exercises, sensory contact and relaxation, linking vital body processes. For leisure purposes, the elderly had autonomy in the choice of practices, favoring fun and adherence to activities throughout the developed program. For Kunz (2010), "moving" as a man-world dialogue, needs to be expanded as a relational event. In this perspective, we tried to innovate in body practices, because when the movement occurs, even with limitations, the person experiences its corporeality, it experiences different sensations and thoughts that amplify the employed senses. For Kunz (2001), gestures are always located in the communicative space with the world, therefore, the flow of movements takes place in a communication horizon or corporeality zone. This occurs from the simple use of clothes, which become attachments to the body, to the usual actions that incorporate the instruments used. In corporeality, reconnections occur in its constitution, of the body as integrated in different parts and functions. The body is indivisible, it is not isolated from existence, and it establishes social relations, it is the body-social that in the dynamics of the movement seeks to expand attention, to

feel and understand its conditions, limitations and possibilities. Each one can check their trajectory and real physical, biological, psychological, social and cultural condition and their impacts on health (ALMEIDA and BASTOS, 2017). In the course of body practices, involving community and accessible structures, classes were developed in health academies, outdoors and in the square close to UBS. In the interventions proposed in these gyms, the elderly recognized the benefits of staying in motion. The use of the devices provided conceptual classe in order to favor autonomy for physical exercises. It was identified in the statements of the elderly that free access, without professional guidance, may demand risks in relation to injuries, falls, overloads or inefficiency of exercise. In this context, it was possible to identify the need and appreciation of the professional in the area when prescribing and monitoring the exercises. The Physical Education professional is responsible for guiding and prescribing exercises, but interdisciplinary work with other health and social sciences professionals is essential for dialogue and knowledge production.



Imagem 1. Ginástica com balões



Imagem 2. Práticas de yoga na Univali / Biguaçu

For the human being, the guided practice collaborates with the proper execution of the exercises, minimizes the risks of injuries and increases the physical and emotional security. Body practices aim to expand health conditions, and, according to Nahas (2013), good health habits increase people's life expectancy, as it extends an average of 11 years among men and 7 years among women. And, in this process, pleasure and joy in life are fundamental, and friendships are fundamental. In the project we seek to favor friendships and active life with joy. The active and creative dynamics in body practices favored the interaction between subjects and professionals, with technical security for efficiency and pleasure in specific and spontaneous movement. Practical processes are derived from

intersubjective knowledge and articulated with individual experiences. In this sense, the different bodily practices were carried out according to personal and collective needs, making it possible to perceive preferences and desires, which were considered during the interventions.



Imagem 3. Práticas de jogos de memorização na biblioteca da Univali/ Biguaçu



Imagem 4. Práticas corporais de Ginástica Geral com o aparelho "paraquedas".

The elderly had the opportunity to talk, expanding communication, and expressed their concerns, among them, many complained about the limitations surrounding daily habits, physical abilities and capacities, feelings of social exclusion and the desire to learn. For Nahas (2013), moderate physical activities, social support and stress control, as well as an adequate diet, are fundamental for a healthy heart, so it is necessary to review the ways of living and incorporate the necessary changes in daily life. For the elderly, it indicates to sedentary people to start with periods of 5-10 min of light physical activities and gradually increasing, as indicated by professionals and personal conditions. For active seniors, activities can take 30-40 minutes of walking or other moderate practices. The visits to the University promoted collective meetings and inclusive educational actions for access and contact with the academic environment. Feelings of valuing the group and opportunities for studies were promoted with advances in learning, mainly about health, knowledge of the body, culture and social issues. The institution was perceived as a place that offers many benefits and access to the knowledge that transforms lives and relationships. These actions at the University made it possible for the institution to employ its extension and knowledge-building function, becoming part of the daily life of the elderly, with its resources and facilities. During the visits, the project

participants experienced practices in the library, in the living spaces of the university students, anatomy laboratory, multisport court, forest, canteen, computer rooms and rooms for corporal practices. In the computer room, digital inclusion activities took place in order to carry out research and games on computers, stimulating attention, memory, curiosity and diverse knowledge about health. In the body practice room, gymnastics and yoga classes were held with alternative materials and artistic and rhythmic gymnastic equipment. These were practices that favored the Sustainable Development Goals (SDGs), among them, "Ensuring a healthy life and promoting well-being for all, at all ages" - Objective 3 (BRASIL, 2017). The project's proposals reached an educational interlocution, emphasizing the statute of the Elderly in its Cap. V Art. 20 that establishes the elderly's rights to education, culture, sport, leisure, entertainment, shows, products and services that respect their peculiar age condition (BRASIL, 2013). Reflecting on these legal frameworks, we sought to guarantee access and expansion of educational practices. Among the practices that involved different human dimensions and their interlocutions, the group's participation in gymnastics and dance events was of great social and human relevance. For Mazo, Lopes and Benedetti (2001), dance provides benefits for the elderly, ranging from knowledge of their own bodies, cultural rescue, increased capacity for expression, communication, collectivity and dialogue. It is a pleasurable activity that can transform sensations and thoughts into movements that communicate in a non-verbal language. In this process, it was realized the importance of participation in cultural and leisure events, giving the elderly the opportunity for artistic presentations, with social and artistic insertion. Choreographic production was a creative process, and the elderly were protagonists of artistic construction. As a result, there was a presentation at a dance festival in Florianópolis, capital of the state of Santa Catarina - Brazil.

For Mazo (2008), society tends to see aging as a time of decline. Elderly people can often believe that it is too late to improve their health, physical and mental function. The dialogues allowed for the reframing of thoughts of disability, generating self-confidence, autonomy and self-esteem. A practical proposal, very creative and that instigated wide movement, occurred in general gymnastics; through the adapted apparatus, called "parachute", choreographic construction was carried out and was very important in the dynamics of movements that involved dance and popular Brazilian rhythms. Practices involving gymnastics were very constructive in interaction and cooperation, with rhythmic challenges. The alternative apparatus for choreographic creation required attention and involvement in the dramatizations according to the chosen theme. All were part of the choreographic construction with creative suggestions, enabling expressive and pleasurable actions. Gymnastics, as a body language, expanded the expressiveness in the relationship of the body with its different rhythms, technical elements and devices and in this involvement: "Gymnastics manifests itself in an articulated way with the aspirations, projects and relationships existing in our society and, in any circumstance, it is a form of non-verbal expression of values, ideas, concepts, knowledge and social practices" (MARCASSA, 2004, p. 173). The artistic, cultural and social involvement was valuable to think about health in a broader perspective, of attention and promotion of constructive experiences for well-being in daily life. Gymnastics and dance were bodily practices that stimulated the body in its total biopsychosocial. The different rhythms experienced involve feeling, coordinating the body and the musicality in the interaction with the other and in personal attention. Creativity was an essential factor in the dynamics, enabling dynamic-creative thinking and acting, favoring the choreographic presentation for the dance event, with advances in artistic knowledge. Personal and collective satisfaction increased well-being, strengthened by opportunities for social and cultural interaction.

Sports were also favorable practices for well-being, as they promoted physical endurance and mobility, in addition to memories of childhood games and their evolution. The sport Badminton involved cultural and social resignifications, challenged the construction of shuttlecocks with artistic skills and revealed memories of the games.

These were records that favored pleasure, the desire to expand the skills recorded in the group's memories. For Marcassa (2004) it is in the body and its manifestations that the impressions of culture are registered, inscriptions and revelations of the social and educational process occur that are interconnected with society, the gestures and movements in different corporal practices, which allow to know and intervene in reality. The diversified practice environments have enabled social insertion and integration with community structures, as well as the recognition of the possibilities of use, autonomy and the perspectives of leisure. It was possible to reflect on the group's experiences in order to expand the possibilities of practices, Badminton sport facilitated accessibility, expanding and valuing the skills of each one in the game. The practices made it possible to review the historical aspects, materials used, curiosities and the experimentation of new skills, in addition to the pleasure of being in the group. Many challenges were faced to guarantee the elderly's right to health, and Physical Education is one of the areas of health that allowed the insertion of the elderly in programs that value healthy lifestyles. In this sense, the university in connection with health entities, such as UBS, was a favorable environment for carrying out teaching, research and extension practices that expanded the elderly's access to knowledge. Many of the proposals became possible based on public policies for primary health care and education, proposals that need constant evaluation and strengthening. The integrative perspective of the human being and the health of the elderly in society favored health education in search of quality of life.

FINAL CONSIDERATIONS

The bodily practices, involving artistic, cultural and leisure dimensions in the context of university extension, favored the expansion of the worldview of the elderly who were able to assume different roles in the socio-cultural context. In addition, they enabled personal reflections among the elderly immersed in their own reality, on issues related to health, which favored the maintenance of functionality, independence and autonomy. University professors, academics and professionals at UBS were able to expand the life experiences of the elderly, through university extension. The proposal made it possible to look at new perspectives for action and to expand the world view, based on working conditions in the context of health. Actions were observed in which the group gained more autonomy and increased the capacity for organization, expression and positive decision for lifestyles. The encouragement for artistic creation and presentation was the result of a collective process of creative construction. General gymnastics was an artistic expression permeated by a lot of mobility, expressiveness, playfulness and challenges to overcome in the choreographic arrangements. The playful universe was present in the various bodily practices with autonomy, joy and creativity in different expressions, producing new meanings of life for all. It was possible to find ways to reflect on body practices with the elderly, as manifestations of the culture of movement, in different languages, expanding communicative skills. The elderly was given the opportunity to play a leading role in opening up possibilities for the transformation of lifestyles, based on educational actions that involved bodily practices for health.

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