

A HEALTHY PHYSICAL EDUCATION, IS A HEALTHY EDUCATION

by:

Dennis J. Reyes

Teacher II, Bataan School of Fisheries

One of the most important things you can do for your health is engage in regular physical activity. An activity that aims to improve health-related knowledge, attitudes, and behaviors is known as health education. It is utilized in schools to assist students in making educated choices regarding health-related issues. Schools can teach health in a variety of ways. Most of the time, teachers create and facilitate learning experiences that help students become better decision-makers.

A person's overall well-being is largely influenced by their health behaviors. Formal health education typically begins in primary school, when children are at their most adaptable. This is due to the fact that health-related behaviors are both learned and adaptable. Preventive care is fundamental to health education. The goal of health educators is to teach people to take responsibility for their own health and care. The "river," the "swimmer," and the relationship between the "river" and the "swimmer" all contain the health resources necessary for a healthy life. In this way, health can manifest in a variety of ways; the "river" and the "swimmer" all contain the health resources necessary for a healthy life. In this way, health can manifest in a variety of ways. Programs for physical education and health education can be found all over the world. The majority of health and physical education programs in the United States are run by communities, schools, organizations, and federal, state, and local governments. Health education professionals combine and organize widely accepted health education concepts into formats that are simple to understand in order to make school health and physical education programs easier to implement.

Pathogenic notions of health are predicated on the idea that health is a human being's normal state and that diseases, not "normal" behavior, should be explained, investigated, criticized, or avoided. Physical education and health typically begin in primary school. The age, needs, gender, and physical condition of the child are carefully considered when selecting activities. Running, climbing, jumping, swinging, and throwing are all encouraged activities for children. Children's development is aided by such play activities. It is an either/or logic in which the goal is to avoid being on the left side of the circle and instead focus on the line, which is not normal or, in some cases, normal. Climbing stairs, going grocery shopping, and playing with your grandchildren are all examples of everyday activities. A functional limitation is the inability to perform everyday activities. Compared to inactive individuals, middle-aged and older adults who exercise regularly are less likely to experience functional limitations. Community centers, fitness clubs, churches, and a wide variety of other social and recreational organizations all offer health and physical education programs. Similar to how we can and ought to criticize the existence of obesity-related discourses in physical education, in light of the presumptions about health being normal, these are actually quite reasonable. Instead, alternative conceptions of health are required. The study of health was taught solely as a science, with an emphasis on cognitive information. Health educators became increasingly concerned with the mental and behavioral aspects of students' health as health education developed.

Students' active health development can and should be the focus of physical education classes. Questions about how students learn to participate in so-called healthy practices, how they develop positive or negative attitudes toward themselves and their bodies, and how health can be practiced in a variety of settings and situations are prioritized in this type of physical education. At the college and university level, general physical education programs were developed for general students, while professional programs were developed for physical education bachelor's degree candidates. At all

educational levels, professional physical education has recently undergone significant changes.

Therefore, we should move away from a pathogenic concept of health in education and instead focus on and ask salutogenic questions. These questions should not be the final answers to health-related questions in physical education but rather alternatives to questions about risks and deficits. The E in PE would be taken more seriously in this way.

References:

Quennerstedt, M. (2019, January 2). Healthying physical education - on the possibility of learning health. *Physical Education and Sport Pedagogy*; Taylor & Francis.

<https://doi.org/10.1080/17408989.2018.1539705>

health education and physical education. (n.d.). *Britannica Kids*.

<https://kids.britannica.com/students/article/health-education-and-physical-education/274805>

Benefits of Physical Activity. (2022, June 16). Centers for Disease Control and Prevention. <https://www.cdc.gov/physicalactivity/basics/pa-health/index.html>