

HEALTHCARE ENTERS INTO THE CURRICULUM

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***Abstract:** Problems of health as the high value of human life are nowadays important part of the school educational programmes of all levels. As regard the health the conventional views are always dominant: there is stressed the physical health and sanity or well-being is monitored only implicitly. There are suggested some disposals in the treatise, that can bring some corrections in that area.*

***Key words:** curriculum, physical health, sanity, well-being*

1. Health and physical education

People were aware of the value of health from the oldest times as it is documented in ancient sources (kalokagathia, mens sana in corpore sano, etc.). Since old times health has been connected with physical movement and has been a part of school programs. Physical culture also grew from cult practice, game activities, yoga teaching and others; gymnastics (callisthenics) in the form of dietetics was a part of medicine in antic Greece (Grössing, 2006: 14–17). The difference between that and this time is in the fact that movement originally was an integral part of life but now movement is considered to be a health factor, which is to be intentionally looked after. The position of physical education in previous school curricula corresponded with the fact, physical education was taken as one of the subjects taught and was also marked by the same criterions as all other subjects. The health aspect was applied in the framework of the traditional view on physical education.

However, a gradual change in evaluation of both the function of physical education and the valuing of health in general was carried out because it was proved that the modern way of lie threatens the health. Among the factors negatively influencing health are mainly: lack of movement, improper nourishment, drug consuming, stressing situations, consume-like way of life, etc. Against these health-threatening phenomena, various campaigns (some with commercial misuse) come into existence and various health-supporting endeavours become a firm parts of a new life style and find their expression in school curricula (RVP ZV) and health physical education is being introduced. More and more often we can see publications, studies and booklets with this bias, e.g. by authors M. Havlíková, V. Mužík, J Křivohlavý, J. Liba, A. Wiegnerová, etc. Bílá kniha

(2001) (White Book) formulates the basic mission of school in following way: “To help children in their uneasy task of adolescence maturing and to protect them against health, social and cultural risks”.

2. Health issues in school documents

The White Book principles are reasoned and concretised in follow-up school documents, which introduce them in school educational practice. Let us have a close look how the issues of health are drawn up and methodically elaborated in ‘Rámcový vzdělávací program pro základní vzdělávání’ (RVP ZV) = ‘Framework Educational Program for Basic Education’. Now we will concentrate to the curriculum issues only, i.e. the educational content of the document - the teaching matter on health. These problems are dealt in the educational sphere Člověk a zdraví ‘A Man and Health’, which is divided into two educational sections: ‘Education towards Health’ and ‘Physical education’. Besides that the issues of health are also a part of the educational sphere A Man and His World in thematic circle A Man and His Health, which is related to the level of basic education. The range of problems dealing with health issues in the RVP ZV demonstrates that the entering of the health care in the contemporary school is strong and vigorous, which proves how much importance is given to the problem.

The concept of health is defined in various ways depending on the views applied in defining it. In general, nevertheless, in all professional discourses there is a consensus that health of man is understood as “a balanced state of physical, mental and social well-being” (RVP ZV, 2002: 72), thus, it is not bound to the absence of illness but to the physical movement only. In this conceptions it means a new, enriching element of the curriculum because a prominent attention is given to the integral personality of a pupil. This conception is also projected into the new conception of physical education. The essential goal of school physical education is rightly considered a creation of a positive attitude of pupils to the care of their health and whole-life movement activities. Physical education is understood as a part of ecological education and health education, i.e. as education to “a right daily routine with movement/motor activities aimed at reaching the adequate level of physical, mental and social well-being and at complex relaxation and regeneration in connection with healthy nourishment (V. Mužík, M. Krejčí, 1997: 19).

3. Framework educational program for basic education

This conception of health is fully projected into the educational sphere ‘Man and His World’, intended for the first level of basic education. Pupils should be led to get known themselves, they should acquire basic knowledge on health and illnesses and on safe behaviour. Much wider and deeper reach is found in the sphere ‘Man and Health’, which is realised in educational branches ‘Education to Health’ and ‘Physical education’. The educational program in the sphere should be also projected in other educational spheres, which enrich or exploit it, and in the life of school. The educational branch ‘Education to Health’ is also closely connected with a cross-sectional theme ‘Social and

Personality Education'. The educational content of the branch 'Education to Health' is specified in expected outputs and more specifically described in following teaching themes: Relations among people and forms of co-existence, Changes in man's life and the reflection of them, Healthy way of life and care for health, Health threatening risks and the prevention against them, The value and support of health, Social and personality development. Although the review of aspects and factors related to health is carefully assorted, a higher bias towards a formation of mental well-being, as suggested e.g. by J. Krivohlavý (2001) seems to be missing.

The educational branch 'Physical education' is conceived in a non-traditional way, it leaves the one-sided performance conception of physical education and gets oriented more to "the care for general physical, and with-it cohering psychic and social side of human personality" (V. Mužík, M. Krejčí, 1997: 18). Activities influencing health are given more importance and stress is given on hygiene and safety in movement activities. This corresponds with the expected outputs that result from the teaching subject matter biased at individual possibilities and conditions of the school. Separately is included a set of requirements for the educational theme 'Health physical education' and it is also counted with specialised exercises supporting a correction of health attenuation. This permanent bias at the care for health is typical for this new concept of physical education.

4. Care for health is an investigation subject

Physical education, in contrast to other teaching subjects, has formed a modern conception of its educational branch because it differentiates the scientific problems of kinanthropology from physical education, which represents the problems of the branch of methodology. In this direction there commence many monographs and studies, scientific conferences and seminars are held, numerous scientific investigations are being done. A long-time intensive attention on health issues at the Faculty of Education MU was given in the research contemplation 'Teachers and Health' (1977–1999) edited by E. Řehulka. In this direction there is another follow-up research contemplation 'School and Health for the 21st Century', which is concentrated at the issues of a healthy life style and healthy behaviour that school can and should influence. This is the direction of the research contemplation 'Special needs of pupils in the context of the Framework educational program for basic education' (2007–2013). In the framework of both these and also other research projects, new studies originated positively contributing to the solution of the problems. E. Řehulka (2006: 68) found out that the concept health is by some educators perceived unilaterally as a physical health only (in 79 %) and only 10 % from them consider psychic health. Similar results are given in the study of H. Dvořáková (2006: 74 – 82). An innovative study of M. Míková and T. Janík (2006: 248 – 260) analyses the elements in the teaching process supporting health. Some investigations (V. Mužík, (2007: 333 – 36) call attention to the fact that quite a lot of teachers of physical education are not satisfactorily acquainted with the new conception of the educational sphere of the RVP ZV 'Man and Health and are maintaining the traditional performance

conception of physical education. L. Dobrý (2007: 21) recommends, thus, that youth should practise motor activities 60 minutes daily at least. The activities should be adequate to the age, should be jolly and various in form.

One of the results of a long-time and systematic attention to the issues of health is the publication of J. Liba *Zdravie v kontexte edukacie* (2007) = Health in the context of education, which in details informs about the issues of health from the view of the school educative influence, while the emphasis is given to the life style, nourishment, movement, life environment, prevention, and education towards health, mainly. A. Wiegerová (2004, 2005) similarly concentrates on issues of health for a long time and comparatively elaborated the health issues in Slovakia and in Czechia. Her view on health in biological and psychic levels is a valuable contribution, it corresponds with the modern conception of health and also with investigating the relation teacher - school – health, and points to the important role of school.

5. Health and the world of values

The given examples of some investigation findings show that the issues of health are not only a subject of interest of educational work of creative teachers but they started to be investigated as an essential phenomenon of contemporary life. The remaining problem is how to get this new conception to the school practice because antagonistic tendencies are still being noted. Moreover, not only the new conception of physical education and the support for care for health matter, but spreading of this teaching conception in all educational spheres of the entire curriculum spectrum matters, as well.

Health in its wide conception plays an essential role in the world of values because it is a fundamental prerequisite for a full life. But until these days a one-sided conception of health as a good physical state of man without illness is still present. The new conception of health as a state of not only a physical but also mental and social well-being reflects the situation of modern man, when also physical fitness becomes a problem and when even an imperative care of mental health and social relations becomes important. We must admit that the necessity of looking after mental health and social well-being is not perceived satisfactorily, even if many symptoms point at an acute danger (e.g. high life pace, pessimistic mood, hedonistic personalization, threat of wars, terrorism, etc.). That is why school should pay more attention to these issues in all educational spheres, branches, and teaching subjects. Physical education in RVP ZV is understood not only as an educational branch having its own specific mission but also as educational theme contributing to development of health, one of the highest values. We can see that even if the conception of physical education is oriented to the needs of the rising community of knowledge, the real life stays behind this set target. Some educational branches do not want to change their conception, they are not aware of the necessity of changes, or they even fight against it. Therefore it is necessary to discuss these phenomena, to consult on the best way and with the united effort to look for the perspective solution.

Some impulses for contemplation and realisation:

1. Even if the care for health in RVP ZV is theoretically and methodologically well formulated and reasoned, it is necessary to continue firmly in its implementation in the daily life of schools.
2. Even if the physical component of health is rightly given the highest attention, the component of mental well-being and social well-being is realised unsatisfactorily.
3. The support of these components goes, naturally, outside of teaching subjects too, yet the care for health is to be taken as an important “cross-section” theme.
4. The social component of health is possible to realise as a favourable and incentive environment of school, class, in which family and civic community should also take part.
5. The mental and psychic components are in the hands of the teacher mainly and he should create a friendly atmosphere round him.
6. Adrenaline and risky sport kinds should not be supported in youth because the goal of them is not health support but individual satisfaction and exhibitionism.
7. The preparation of teachers should be adequate to these viewpoints. The main goal should not be the development of sport but physical education including health aspects.

PÉČE O ZDRAVÍ VSTUPUJE DO KURIKULA

Souhrn: Otázky zdraví jako nejvyšší hodnoty lidského života se stávají oblastí zvýšeného zájmu také ve školní edukaci. Objevují se jako důležitý požadavek v kulikulárních dokumentech, a to na různých úrovních. V postoji ke zdraví však stále ještě převažují tradiční přístupy, tj. zohledňuje se zejména fyzické zdraví, duševní zdraví a stav psychické pohody se sledují jen zprostředkovaně. Ve stati se navrhuje některá opatření, která by mohla v tomto směru znamenat nápravu.

Klíčová slova: kurikulum, fyzické zdraví, duševní zdraví, psychická pohoda