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the G₂ are the ones with the best results in all tests, unlike the students of G₁ and G₃. Boys of G₁ and G₃ were those who showed the best results in all tests.

CONCLUSIONS

Students who practice federated sports and Physical Education (G₃), showed better results in the Fitnessgram test battery, in both genders.

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The effects of a multicomponent training on body composition and functional fitness in breast cancer women patients

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INTRODUCTION

Breast cancer is the most common cancer type between women (IARC & WHO, 2015). Its treatment can lead to various changes in woman's body reducing their quality of life. Places that promote specific physical activity (PA) for this population are virtually nonexistent. Thus, the aims of this study were to assess the viability of a common PA program for women both healthy and whom suffered from breast cancer, and the effects of a multicomponent training in body composition (BC) and functional fitness (FF) of women with a recent episode of breast cancer.

METHODS

The sample consisted of 40 women, with between 59 and 65 years, 20 with a recent episode of breast cancer and 20 clinically healthy. The first 20 women were randomly assigned into two different groups, the breast cancer experimental group (BCEG) and breast cancer control group (BCCG). The second 20 women were recruited to two different groups, 10 to the healthy women experimental group (HEG) and 10 to the healthy woman control group (HCG). All 40 women were sedentary for the past 12 months. The multicomponent program was held twice a week for 15 weeks, with each training

session having a duration of 60 minutes, divided into 30 minutes of aerobic training and 30 minutes of muscular strength training. FF was assessed using the Funtional Fitness Test (FFT) (Rikli & Jones, 2001), and BC using a bioimpedance scale (TANITA BC-545).

RESULTS

In HEG, there have been significant improvements in the percentage of body fat (%BF, p=0,14), visceral fat (p=0,21) and bone mass (p=0,008) and in all the six tests of FFT (arm curl, p=0,045; 2-minutes step test, p=0,023; seat and reach p=0,006; up & go, p=0,001; chair stand, p=0,034; back scratch, p=0,006). In BCEG, there have been significant improvements in body mass (BdM, p=0,000) and %BF (p=0,000) and also in FFT's seat and reach (p=0,000), up & go (p=0,005), chair stand (p=0,000) and back scratch (p=0,007) tests. Neither BCCG nor HCG shown any significant variation in BC or FFT values.

CONCLUSION

For both groups, BCEG and HEG, the multicomponent training program elicited improvements in body composition and functional fitness. Therefore, woman with recent history of breast cancer can engage the same

fitness program of clinically healthy woman without jeopardize the improvements of any groups.

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Physical Education curriculum, physical fitness and the promotion of an active life style

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INTRODUCTION

The curriculum approach and teachers' knowledge about Physical Fitness (PF) are two effective contributions to promote active students. The aim of this study was to understand the curriculum that is offered at the school in the PF concerns: (1) Planning; (2) Teaching and (3) Assessment.

METHODS

The OCEF-VS (Curricula Offer in Physical Education-Healthy Life) is a questionnaire that measures the operational curriculum in PE and the content of the development processes, evaluation and maintenance of PF. The OCEF-VS was applied in 79 secondary schools in Lisbon Area. The responses of 352 teachers was analysed in relation to PF. Teachers are aged between 22 and 59 years and 85.5% of them have more than 5 years of experience in teaching.

RESULTS

(1) 91.8% of teachers surveyed use the Fitnessgram as battery of tests for Physical Fitness. (2) A significant proportion of teachers of the sample (54.3%) seems not to individualize the training of Physical Fitness. 46.6% does not implement 'progress contracts with the students' and 33.1% does not take into account the objectives of the latter. 54.3% does not use the results of tests of physical fitness to develop an individualized plan for Physical Activity. 34.1%

does not prescribe exercise in an individual way depending on the results of the Tests of Physical Fitness. (3) 39.7% of the teachers think there is enough time to implement a good program of development of Physical Fitness in Physical Education classes, while 60.2% think there isn't such time. (4) 87.8% of the teachers explain to their students the significance of the results obtained in the physical fitness test, although they do not share them with their parents (62.2%). (5) Regarding the Educational Assessment of this area in the course of physical education, for 60.5% of the teacher's sample, values in the healthy zone of fitness physics are a reference in this assessment. There is a wide variety of criteria for the percentage allocated to this endpoint, ranging from 0% up to 75%.

CONCLUSIONS

The Operational curriculum of physical fitness has proved to be much different among schools. Teachers value differently the area of PF and operationalize this goal in different ways.

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