

Descriptive study about Primary Students healthy habits from physical education's perspective.

Estudio descriptivo sobre los hábitos saludables en alumnado de Primaria desde la educación física escolar

Muñoz Heras, Alberto¹; Fernández Pedraza, Noemí²; Navarro Patón, Rubén³

¹University of Santiago de Compostela; ² IES Poeta Díaz Castro de Guitiriz (Lugo);³

University of Santiago de Compostela

Contact: ruben.navarro.paton@usc.es

Editorial schedule: Received article: 26/11/2014 Accepted: 11/01/2015 Published: 12/01/2015

Abstract

The orientation of the population to unhealthy ways of living is an increasing problem nowadays, specially, during teenage years.

Having a suitable breakfast, the ingest of 5 pieces of fruit a day, practicing physical activities or reducing the consumption of pastries, among others. The objective of this study was to explore the habits of physical activity, feeding and lifestyle of students from the Third Cycle of Primary Education of the Integrated Public Centre Ramón Piñeiro.

In this research, a group of 42 students participated (20 girls and 22 boys) whose ages were between 10 and 12 years old. A questionnaire ad hoc based on 16 questions plus 2 for identification and socio-demographic information was elaborated for the data collection.

In addition, anthropometric measures were taken in order to calculate their BMI. As a remarkable result we obtained that a low percentage carried out the 5 daily recommended intakes. They do not practice physical activities neither during school break or during their free time before or after lunch time. The 16,7% of boys and girls suffer overweight. As a conclusion we can highlight that the sample of our study would have to improve their alimentary habits according to the recommendations of the WHO (2010); regarding physical

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p..87-104, January 2015. A Coruña. Spain ISSN 2386-8333

activity, it would be recommended that at least children do every day an hour of physical activity (WHO, 2010).

Resumen

La tendencia de la población hacia la adquisición de estilos de vida poco saludables es un problema cada vez más preocupante en la actualidad y, en especial, durante la adolescencia. La realización de un adecuado desayuno, la ingesta de 5 piezas de fruta al día, la práctica de actividad física o reducir el consumo de bollería, entre otros. El objetivo de este estudio ha sido explorar los hábitos de actividad física, alimentación y estilo de vida del alumnado de tercer ciclo de Educación Primaria del Centro Público Integrado Ramón Piñeiro. En esta investigación participaron un total de 42 alumnos (20 niñas y 22 niños) de edades comprendidas entre los 10 y 12 años. Para la recogida de datos, se ha elaborado un cuestionario ad hoc consistente en 16 preguntas más 2 para identificación y datos socio-demográficos. Además se les han tomado medidas antropométricas para el cálculo del IMC. Como resultados destacables hemos obtenido que un bajo porcentaje realizan las 5 ingestas diarias recomendadas. No realizan actividad física durante el recreo escolar ni en el tiempo libre antes o después del comedor escolar. El 16,67% de los niños y niñas sufre sobrepeso. Como conclusiones más relevantes se puede decir que la muestra de nuestro estudio debería mejorar en hábitos alimenticios según las recomendaciones de la OMS (2010); en cuanto a actividad física, sería recomendable que al menos realizasen todos los días una hora de actividad física (OMS, 2010).

Key Words: Physical Activity; Eating routine; Healthy Habits; Elementary School; Physical Education; kids.

Palabras clave: Actividad Física; Alimentación; Hábitos Saludables; Educación Primaria; Educación Física; niños.

Introduction

In the last few decades, health problems have been increasing due to a sedentary and unhealthy lifestyle, especially during childhood. Since they don't practice enough physical activity to "burn" excessive calories, they will not be able to have a good general health (Jackson, Morrow, Hill & Dishman, 2003).

These circumstances could change if suitable diet, physical activity and a healthy lifestyle were fomented, making quantity of years and quality of life increase, avoiding the appearance of serious diseases. (Mendoza, Ságra & Batista, 1994).

Moreover, one of the things we have to keep in mind is Health Education, due to 2/2006, May 3rd Organic Education Law. (B.O.E nº 106). In our autonomous community, it is developed in 130/2007 of 28 June Decree, therefore galician autonomous curriculum is established (D.O.G nº 132). Because of this, and keeping in mind that teachers task is not only to transmit knowledge, we consider so important to study the situation of primary students according to their healthy lifestyle and habits, and also their level of physical activities.

Therefore, the general objective we brought up on this research was to explore the habits related to physical activity, diet, and lifestyle of the students from the third cycle of Primary Education from a Public Integrated Centre.

Legal Fundament

On article 43.3 of the Spanish Constitution (BOE nº 311) it is established that "public power will foment health education, physical education and sports as well as a suitable use of free time" (p.29320). Galician Board has jurisdiction to administer and manage education and health, that is why they must pay special attention to these subjects.

Law of health 8/2008 (D.O.G nº147), 10th July, establishes on its article 3.8, among others, health benefits given by the Health Council regarding public health. On this law, article 49, "f" section says that one of its functions it to "establish standards publicize healthy lyfestile actions as well as preventive specially, intersectoral ones"(p. 35096).

On the other hand, Law 3/2012 (D.O.G. nº 71), April 2nd, regarding Sports in Galicia, aims to promote sportive activities like a health habit, welfare and a suitable use of leisure time. On its preamble establishes that: " Sports represent a utmost importance and relevant activity of modern societies. It is directly associated to a healthy way of life which contributes to the improvement of physical conditions, to overcoming values, fight, and to respect each

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña, Spain ISSN 2386-8333

other as well as to respect the rules. It also contributes to personal growth based on effort and the improvement of the own performance" (p.13194).

Presence of healthy habits and physical activity on school curriculum

Decree 130/2007 (D.O.G nº 132), 28th June, establishes Primary Education record from Galician Autonomous Community, which shows as an stage objective "To value hygiene and health, to accept and learn how to take care of our own body and other people's body, to respect the differences and to use Physical Education and sports as a way to favour personal and social development" (p.11667). This objective must be promoted from all curriculum areas of Primary Education, even though it appears with more strength on subjects such as "Physical Education" and "Natural, social and cultural environment knowledge" areas in which it is attempted to develop the process of self construction and specifically, aspects related to diet, physical activity and a suitable lifestyle.

With the development of these contents, we would be contributing to the improvement of basic competencies needed when Primary Education is over, which are the following:

- **Knowledge and interaction with physical world competence.** The students will make progress in this field when they reach a physical and mental healthy life, showing attitude of personal initiative, autonomy, responsibility and respect to other people as well as respect themselves;
- **Cultural and artistic competence.** Based on basic knowledge related to cultural, artistic and sportive activities;
- **Learn to Learn competence:** Management and control of own capacities and knowledge from a effective personal feeling, developing conscious learning experiences;
- **Autonomy and personal initiative.** Being able to develop and evaluate individual and collective projects with creativity, self-confidence, responsibility and critical sense

All areas related to Primary Education curriculum, must contribute to the acquisition of these competences in a interdisciplinary manner, promoting the practice of activities that favour interaction and acquisition of healthy habits such as corporal hygiene, a suitable diet,

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña, Spain ISSN 2386-8333

and regulated physical activities, as well as the improvement of those which do not favour such as sedentism, inadequate use of telephone devices or unlimited television hours.

School and health

The World Health Organization (WHO, 1986) has been supporting for almost twenty years promotion and health Education programmes during school age. For this, it established a new relation between school and health, setting as a main objective social promotion and community participation.

In order to have an ideal health state and welfare, school actions to improve general health, lifestyle and healthy environments must be encouraged. "Communicating, educating, and involving the school community about different aspects related to health and welfare, we will contribute to its preservation, and to make it better to improve health and preventing diseases" (Amigo, 2008, p.9).

Healthy Lifestyles can be seen as "those behaviour patterns based on promoting determined healthy habits and removing some harmful customs..." (Prat, 2007, p.65), through Education for health.

Costa y López (1996), defined Education for health as a "planned and systematic communication teaching-learning process focused on making easy the acquisition, election and preservation of healthy habits and making difficult risky practices" (p.18).

This health Education for schools is a "tool to promote health and avoid different diseases that can lead us to an unhealthy life" (Albarrán, 2011, p.65), that has to be encouraged by the effort of all the people composing an educative community (family, health system, school), and its objective should be the transmission of a clear message to every student in order to encourage healthcare at young ages, through a suitable diet and daily physical activity.

Investigation Method.

Investigation design

The study of the investigation that is presented here, is a descriptive observational study related to diet habits, physical activity and health of Primary Education students of third cycle from a Public Integrated Centre situated in Lugo. To know more about their healthy

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña, Spain ISSN 2386-8333

habits, a questionnaire ad hoc was given to them, and from analyzing their answers, we would be able to know their customs, so after we can create an useful intervention plan to keep healthy habits and correct the wrong ones.

Subjects and background

On this study, 42 pupils from fifth and sixth year of Primary Education took part. All of them belong to the Public Integrated Centre Ramón Piñeiro, in Lácara (Pobra de San Xiao, Lugo), located in a rural area. This centre is type one, with only one line in each course.

Table 1. Distribution according to the variables of genre and school year.

	5° PE	6° PE	Total
Students boys	10	12	22 (52,38%)
Student girls	12	8	20 (47,62%)
Total	22 (52,38%)	20 (47,62%)	42 (100%)

Data collection tool

Questionnaire was chosen as the data collection tool because it was considered very useful to collect a big amount of information directly from the students in a short time.

From different questionnaires belonging to the PERSEO programme (Education and Science Ministry & Health and Consumption Ministry, 2007), previously validated, and also from experts contributions related to this field, the questionnaires ad hoc were made.

The questionnaire is made of 18 questions divided in to dimensions: first 8 related to diet habits (diet habits dimension) and the last 8 about physical activities and lifestyle habits (habits of physical activity dimension), and two questions for sociodemographic dimension. The media time to answer it was estimated to be 15 minutes. Besides, data related to height and weight of the participants was collected.

Results

Once the students covered and handed over the questionnaire, the analise of the answers was done to obtain information needed and to carry out the statistical study in frequency tables. The obtained data was studied according to the previous dimensions comparing them by course (5th and 6th primary) and gender (masculine and female), in order to have an accurate treatment of data.

Results related to diet habits dimension.

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña. Spain ISSN 2386-8333

Related to the number of intakes a day, the students participating made 4,4. Only 54,76% of the students carry out 5 of them as advised, at the same time, a remarkable 9,52% only makes 3 intakes a day.

Related to breakfast before school, a 85,71% of the students affirms to have it always or almost every day, while the 4,76% never does and only a 9,52% has it sometimes. During break time at school we can notice a huge difference between boys and girls.



UNIVERSIDADE DA CORUÑA

Table 2. Diet habits dimension results.

VARIABLES		boys (%)		girls (%)		Total (%)
		5º	6º	5º	6º	
¿how many consumptions you make daily?	two	-	-	-	1(12,5%)	1(2,38%)
	Three	2(20%)	1(8,33%)	1(8,33%)	-	4(9,52%)
	Four	4(40%)	6(50%)	3(25%)	1(12,5%)	14(33,3%)
	Five	4(40%)	5(41,66%)	8(66,66%)	6(75%)	23(54,76%)
	More than five	-	-	-	-	-
¿Do you have breakfast before school?	Always	7(70%)	8(66,66%)	9(75%)	6(75%)	30(71,42%)
	Almost every day	1(10%)	2(16,66%)	2(16,66%)	1(12,5%)	6(14,28%)
	Sometimes	1(10%)	2(16,6%)	1(8,33%)	-	4(9,52%)
	Rarely	1(10%)	-	-	-	1(2,38%)
	Never	-	-	-	1(12,5%)	1(2,38%)
¿what do you have for breakfast?	Milk or yogurt	4(40%)	5(41,66%)	7(58,33%)	4(50%)	20(47,62%)
	pastries	2(20%)	1(8,33%)	2(16,66%)	-	5(11,90%)
	Cereal,bread...	1(10%)	3(25%)	1(8,33%)	2(25%)	7(16,66%)
	Fruit	2(20%)	1(8,33%)	2(16,66%)	1(12,5%)	6(14,28%)
	Others	1(10%)	2(16,66%)	-	1(12,5%)	4(9,52%)
¿do you take a snack during break time at school?	Always	3(30%)	6(50%)	10(83,33%)	7(87,5%)	26(61,90%)
	Almost every day	4(40%)	3(25%)	1(8,33%)	1(12,5%)	9(21,42%)
	Sometimes	2(20%)	-	-	-	2(4,76%)
	Rarely	-	-	1(8,33%)	-	1(2,38%)
	Never	1(10%)	3(25%)	-	-	4(9,52%)
¿What do you usually eat at midmorning?	Milk or yogurt	-	-	-	-	-
	Pastries	1(10%)	1(8,33%)	2(16,66%)	2(25%)	6(14,28%)
	Sandwich	8(80%)	11(91,66%)	10(83,33%)	5(62,5%)	34(80,95%)
	Fruit	1(10%)	-	-	1(12,5%)	2(4,76%)
	Others	-	-	-	-	-
¿Do you usually eat at the school canteen?	Never (No)	2(20%)	3(25%)	2(16,66%)	-	7(16,66%)
	sometimes	1(10%)	1(8,33%)	-	1(12,5%)	3(7,14%)
	Almost every day	-	-	-	-	-
	Every day	-	-	-	-	-
		7(70%)	8(66,66%)	10(83,33%)	7(87,5%)	32(76,19%)
¿Do you usually take a afternoon snack?	Always	6(60%)	4(33,33%)	5(41,66%)	6(75%)	21(50%)
	Almost every day	1(10%)	3(25%)	2(16,66%)	1(12,5%)	7(16,66%)
	Sometimes	2(20%)	2(16,66%)	2(16,66%)	-	6(14,28%)
	Rarely	-	2(16,66%)	3(25%)	-	5(11,90%)
	Never	1(10%)	1(8,33%)	-	1(12,5%)	3(7,14%)
¿what do you have as afternoon snack?	Milk or yogurt	1(10%)	3(25%)	-	1(12,5%)	5(11,90%)
	Pastries	6(60%)	2(16,66%)	1(8,33%)	1(12,5%)	10(23,80%)
	Sandwich	2(20%)	5(41,66%)	10(83,33%)	6(75%)	23(54,76%)
	Fruit	-	1(8,33%)	1(8,33%)	-	2(4,76%)
	Others	1(10%)	1(8,33%)	-	-	2(4,76%)

In general, the data obtained shows that 61,92% of the students has a second breakfast, a 21,42% has it almost every day, a 4,76% sometimes, a 2,38% rarely and a 9,52% confirms to never have it, but we can highlight (in a negative way) that a 25% of 6th grade never have second breakfast. On the other hand, 6th grade girls seem to be more constant, because they affirm that the 87,5% of them always has the second breakfast at school. Referring to having a snack in the afternoon a 66,6% of the students has it always (50%) or almost every day (16,6%). In contrast, it is remarkable that a 33,3% has it sometimes, never or rarely. Another analysed point is what they eat for breakfast, second breakfast and also for afternoon snack.

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p..87-104, January 2015. A Coruña. Spain ISSN 2386-8333

Only 14,28% of the students participating eat fruit for breakfast. Besides, if we consider both breakfasts, only a 11,90% eat all three of the advised groups (dairy products, starchy products and fruit). Related to the second breakfast, the one during school break time, most of the students eat a sandwich, a 80,95%. Regarding snack time in the afternoon, variety is shown, even if sandwich is still being what they prefer to eat since a 54,76% affirms to eat it as an afternoon snack.

To end this point, referring to diet habits, a 76,19% of the students stays at school for lunch time, and so this guarantees this intake, but we cannot guarantee that this intake is going to be healthy, since sometimes the school menu is nothing but unhealthy. In this aspect, differences between gender and grades are huge, since the number of girls staying at school for lunch time duplicates the boys number and referring to the grade, a 86,36% of the students in 5th grade usually stays for lunch against a 65% of the students in 6th grade.



UNIVERSIDADE DA CORUÑA

Table 3. Physical activity dimension results.

VARIABLES		Boys (%)		Girls (%)		Total (%)
		5º	6º	5º	6º	
¿How do you usually get to school?	Walking					
	School bus	7(70%)	10(83,33%)	10(83,33%)	5(62,5%)	32(76,19%)
	By car	2(20%)	1(8,33%)	2(16,66%)	1(12,5%)	6(14,28%)
	Bike	1(10%)	1(8,33%)	-	2(25%)	4(9,52%)
	Others	-	-	-	-	-
¿what do you usually do during break time at school?	I always play					
	I Almost every day play	7(70%)	6(50%)	5(41,66%)	3(37,5%)	21(50%)
	Sometimes I play	3(30%)	6(50%)	2(16,66%)	-	11(26,19%)
	I rarely play	-	-	1(8,33%)	-	1(2,38%)
	I never play	-	-	-	-	-
¿ How many hours a day do you usually watch TV from Monday to Friday?	None	-	-	-	-	-
	One hour	-	-	4(33,33%)	1(12,5%)	5(11,90%)
	Two hours	1(10%)	4(33,33%)	5(41,66%)	4(50%)	14(33,33%)
	Three hours	6(60%)	6(50%)	2(16,66%)	1(12,5%)	15(35,71%)
	More than three hours	3(30%)	2(16,66%)	1(8,33%)	2(25%)	8(19,04%)
¿ How many hours a day do you usually watch TV during the weekend?	None	-	-	-	-	-
	One hour	-	-	-	1(12,5%)	1(2,38%)
	Two hours	-	-	5(41,66%)	1(12,5%)	6(14,28%)
	Three hours	4(40%)	8(66,66%)	5(41,66%)	3(37,5%)	20(47,62%)
	More than three hours	6(60%)	4(33,33%)	2(16,66%)	3(37,5%)	15(35,71%)
¿ Do you usually practice a sport during the week?	Yes					
	No	7(70%)	9(75%)	6(50%)	4(50%)	26(61,90%)
¿ Do you usually practice a sport during the weekend?	Yes					
	No	3(30%)	3(25%)	6(50%)	4(50%)	16(38,09%)
¿ Do you usually practice a sport with your parents?	Yes					
	No	9(90%)	10(83,33%)	7(58,33%)	6(75%)	32(76,19%)
	Most of the days	1(10%)	2(16,66%)	-	-	3(7,14%)
	Sometimes	5(50%)	3(25%)	2(16,66%)	1(12,5%)	11(26,19%)
	Only during the weekend	3(30%)	7(58,33%)	5(42,66%)	4(50%)	19(45,23%)
¿How much hours do you sleep daily?	Few times	1(10%)	-	4(33,33%)	3(37,5%)	8(19,04%)
	Never	-	-	1(8,33%)	-	1(2,38%)
	Less than 8 hours	-	-	2(16,66%)	1(12,5%)	3(7,14%)
	More than 8 hours	10(100%)	12(1000%)	10(83,33%)	7(87,5%)	39(92,85%)

Results on physical activity and health

On the questionnaire questions related to physical activity and lifestyle, it is remarkable that non of the students, girls or boys participating, goes to school by bike, and most of them 76,19 goes to school walking.

Activities realized during break time at school, present important differences between gender and grades. Most of the boys always play actively, a 59,09%, or almost every day a 40,47%, but this percentage is 45% talking about girls that always play, referring to this, is relevant that 6th grade girls, 62,5% confirm that they always talk or that they talk more than they play.

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña. Spain ISSN 2386-8333

About television and videogames, the average of hours that the participants spend in front of the TV during working days is established on 1,5 hours/day, a 33,71% confirm spending three hours watching TV or playing videogames during working days, and a 19,04 % affirms spending more than three hours, showing in this case almost no differences between gender. During the weekend, data changes, in this case the average is 3,5h/day (more than the double than during working days) and a 35,71% of the students spend more than three hours, it is shown a light tendency to be the boys who spend more hours in front of the television.

The students confirm that average of practicing physical activity is 4,8 days/week and 6h/week, average of 51 min a day of physical activity. Most of the students, a 61,90%, confirm that they practice a sport or that they do physical exercise after school during working days, and this percentage rises to a 76,19% during the weekend. In this data differences between grades is not show, but is is shown between gender. This way, while more than a half of he girls 50% confirms not to practice any sports during the week, this percentage is only 27,27% in referring to the boys . During the weekend, boys still practicing more sport than girls, with a 77,27 % against a 60%. Regarding to physical activity with the family, a 45.23% affirm to practice it during the weekend , even though a 19,04% confirm that they practice physical exercise with a family member only few times. Boys tendency to practice more sports than girls, it is shown also during the weekend.

To study their the healthy habits in general, they were asked about their sleeping habits. The average was 8,8 h during working days, and rises to a 9,8 h during the weekend. During working days a remarkable 92,85% of the students sleep 8h or more and a 57,14 % sleep 9h or more. A 15% represent the percentage of girls that sleep less than 8 h. Referring to the school grade, a 68,18% of 5th grade students sleeps 9h or more, while this percentage is 45% in 6th grade. During the weekend, a 73,80% of the students sleep 9 h or more, being a 10% de difference between boys and girls favouring the ast ones.

Body Mass Index Results

Finally, in this study were used curves and growth tables elaborated by the Growth and Development Institute (Sobradillo et al., 2004), that we can find on the galician sanitary book,

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p..87-104, January 2015. A Coruña, Spain ISSN 2386-8333

to know the Body Mass Index (BMI) of girls and boys. To analyze the data, curves are used to show the percentils of every BMI according to age and sex, with them and with the calculated BMI from size and weight measures data is obtained and exposed on the following table.

Table 4. Students situation related to their BMI, gathered by school grade and gender.

		NORMAL SITUATION	OVERWEIGHT SITUATION	AVERAGE BMI
BOYS	5TH	8 (80%)	2 (20%)	19,975
GRADE				
GIRLS	5H GRADE	10 (83,3%)	2 (16,6%)	18,013
BOYS	6TH	10 (83,3%)	2 (16,67%)	18,312
GRADE				
GIRLS	6TH	7 (87,5%)	1 (12,5%)	18,870
GRADE				
TOTAL		35 (83,3%)	7 (16,67%)	19,67

Analyzing 5th grade students there are four of them in overweight situation (9,09%), analyzing the total of 5th grade boys, we observe two boys in overweight situation (20%) and analyzing girls total we can see two on the same situation (16,6%); referring to 6th grade students, there are three in overweight situation (15%), from the total of 6th grade boys we discover two (16,66) and the 6th grade girls total shows one in the same situation (12,50%), analyzing all the obtained data, the percentage of boys and girls with overweight is 7 students (16,67%).

Discussion

If we compare the points we analyzed during this research with others obtained around the world, in Spain or Galicia, all of them point out that girl's and boy's diet during school age is too far from being appropriate, and we can also say that physical activity practiced is also far away from what it should be. According to Primo (2001), more than the 20% of the families of developed countries have a extremely quantitative diet characterised by low levels of essential nutrients.

Referring to Galicin Autonomous Community, we can talk about the "first research related to diet during school age in Galicia. Spain" (Maceiras&Segovia,2005), where we can point out the feeling that primary and secondary students have diets full of proteines and carbohydrates. We can also highlight that food such as fruits, pasta, dry legumes, rice, dry

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña, Spain ISSN 2386-8333

fruits, are usually eaten by primary students, while another kind of food like vegetables, meat, fish, eggs or potatoes are eaten usually more by secondary students. This result may be due to the fact that 76,19% of primary students stay at school for lunch every day, while secondary students don't.

The WHO (2003) regarding to diet, does the following recommendations: to achieve a healthy caloric balance and weight: reduce the caloric ingestion proceeding from saturated fats; to increase the consumption of fruits,vegetables, legumes,integral cereal and dry fruits; to reduce the ingestion of free sugar; to reduce salt consumption, and also carry out an average of five daily intakes.

The most outstanding results obtained in our research show that 54,76% of the pupils realizes five recommended intakes. 85% has breakfast before going to school and a 73,80% consumes a midmorning snack during school break. Like it was commented on lines above, el 76,19 % stays at school for lunch time, a 66,66% has a afternoon snack always and 78,57 eats two fruits a day.

All done researchs show that students diet must be improved, caloric stability, related to nutrients less quantity and more quality . Even though in our research the percentage of students who consume fruit is high, like Maceira's and Segovia's research (2005) too, we consider important to emphasize in this point to reach even a higher consumption percentage.

On the other hand, infant overweight has risen in developed countries due to lifestyle changes, carrying out sedentary habits and limited and inappropriate intakes. (Rodríguez, Aranceta, & Serra, 2008). Combination of inappropriate diet and low active lifestyles has direct and serious consequences on boy's and girl's health. So much so that "enKid" research 1998-2000 pointed out that in ages from 2-24 obesity was 13,9%, going further than duplicating the number of 1984, and overweight was 12.4%. Assuming this, one out of four Spanish kids was supposed to have an inappropriate weight according to their age and size (Serra, Ribas, Aranceta, Pérez & Saavedra, 2001). Later, these results were confirmed on ALADINO'S research (Diet, Physical Activity, Child development and obesity) (Health Ministry, Social Policy and equality. Spanish Government, 2011). On this research we can observe a 13,9% of overweight prevalence in girls and boys around 9 to 10 years, and also a prevalence of 20,2% in boys and 14,8% girls from the same age, assuming a 5 point rise

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña, Spain ISSN 2386-8333

regarding data obtained in 2000 (Education, Culture and Sport Ministry & Health and Equality Ministry, 2011). What is even worse, is that there is a tendency during the last few decades to increase the number of kids and teenagers with overweight in Spain. (Aznar & Webster, 2006).

Previous researches, show that diet is inappropriate, not healthy, calories are unbalanced, and intakes are not enough. In our study we obtained a really low percentage of students who made five recommended intakes a day (54,76%)

PERSEO (2011) and "enKid"(2001) researches results are far away from what we obtained (13,63% boys and 10% girls) but we have to keep in mind a high percentage of students that are not able to remember their weight and/or size (11,90).

Rodríguez et al (2008) research shows that 10% of the students confirm to go to school without having breakfast, and a 41% confirms not to eat at all during the morning. Between students who have breakfast, 32% of them have breakfast with low energetic intakes. This data is specially serious if we keep in mind that malnutrition over the time may change intellectual capacities, that is why students who do not have breakfast, obtain lower efficiency at school. Maceiras and Segovia's research (2005) also refers to breakfast saying that one remarkable fact is cereal, pasta and potatoes consumption, cereal and pasta mostly on urban areas and potatoes on rural areas. Our research shows high breakfast intake (85,71%), but they are not good enough, because we think every student should have it. Rodríguez et al (2008) research obtained better results related to this aspect: 90%.

Referring to consumptions along the morning, our research reflects a 100% of students, meanwhile results obtained by Rodríguez et al (2008) indicate a 4,1 % of students that do not have anything to eat during this period of time. Our research shows better results referring to a balanced breakfast than Rodríguez et al. (2008) and Maceira and Sgovia's research (2005), where a 11,90% of the students consumes three types of food recommended (starchy products, fruit and dairy products), even though we consider that both researches are way away of what it is supposed to be. From the obtained results, we consider that it would be advisable to emphasize about the importance of a appropriate diet because of the relation with mental and physical academic efficiency.

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña. Spain ISSN 2386-8333

Regarding physical activity, WHO (2010) establishes that a kid from 5 to 17 years old, should practice at least three times a week physical activity, even though it would be ideal to practice 60 daily minutes. Our research shows that students average on this aspect is 51 minutes a day; result lower than recommended. Our study also reflects that 50% of girls and 72,73 % of the boys practice way more time than recommended by this organization. WHO (2001)

The research directed by WHO related to "usual physical activity practice among boys and girls during school age of 2001" (WHO,2001) shows only a 40,5% of boys and 27% girls who realized the amount of physical activity recommended, and 22% of the students watched TV more than three hours a week during working days, rising this number to 42% during the weekend. Our research shows that students watch TV more than three hours, a 19,04 % of them from Monday to Friday and from Saturday to Sunday a 35,71% of them; data a little bit lower than what WHO's research (2001) shows.

Conclusions

We need to say that even though our research is a local one, and it should be wider, or maybe comparing rural and urban life, we can highlight as remarkable conclusions and also answering to our main objective, that only 5% more than half of the students participating, confirms to make 5 intakes a day as recommended by WHO (2010), and also a 15% does not eat breakfast before school. Related to this, almost a 20% of them never eats a midmorning snack.

Related to physical activity, boys practice more than girls along the day, and this practice increases during the weekend due to free time. Girls, practice less physical activity during the week and also during the weekend, aspect that we have to keep in mind and study because maybe it is due to external factors such as the sports offered to them not being enough motivating.

Finally because of the obtained results, and referring to sleeping habits, they need to be improved, because they are not enough.

Bibliographic references

1. Albarrán, I. (2011). *La educación para la salud en el aula de Educación Infantil*. Madrid: Cultiva libros, S.L.
2. Amigo, M. (2008). *Medrando sans de bocado en bocado...de xogo en xogo*. A Coruña: Xunta de Galicia.
3. Aznar, S. & Webster, T.(2006). *Actividad física y salud en la infancia y en la adolescencia. Guía para todas las personas que participan en su educación*. Madrid: Ministerio de Educación y Ciencia.
4. Costa, M. & López, E. (1996).*Educación para la salud. Una estrategia para cambiar los estilos de vida*. Madrid: Ediciones Pirámide. En Jornada IV de intercambio de experiencias en Educación para la Salud. Plan de educación para la salud en la escuela de la Región de Murcia 2005-2010. (p.18) Murcia: Consejería de Sanidad.
5. Estado Español. Ley Orgánica 2/2006 de Educación, de 3 de mayo. *Boletín Oficial del Estado*, 106, pp. 17158-17207.
6. Estado Español. Constitución Española, de 29 de Diciembre de 1978. *Boletín Oficial del Estado*, 311, pp 29313-29424.
7. Gobierno de Galicia. Ley 3/2012, del 02 de abril del Deporte de Galicia. *Diario Oficial de Galicia*, 71, pp 13194-13295
8. Gobierno de Galicia. Ley 8/2008, de 10 de julio, de salud de Galicia. *Diario Oficial de Galicia*, 143, pp 14214-14258
9. Gobierno de Galicia. Decreto 130/2007, de 28 de junio, por el que se establece el currículo de la educación primaria en la Comunidad Autónoma de Galicia. *Diario Oficial de Galicia*, 132, pp. 11.666-11760.
10. Jackson, A. W., Morrow, J. R., Hill, D. W. & Dishman, R. K. (2003). *Physical activity for health and fitness*. Champaign: Human Kinetics.
11. Maceiras, L. & Segovia, A. (2005). Primer estudio sobre la alimentación en la población escolar de Galicia (España).4º Congreso Virtual de Cardiología. Recuperado de: <http://faq.org.ar/ccvc/llave.../t1185.pdf>
12. Mendoza, R., Ságrera, M.R. & Batista, J.M. (1994). *Conductas de la población española relacionadas con la salud*. Madrid: C.S.I.C.

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña, Spain ISSN 2386-8333

13. Ministerio de Educación, Cultura y Deporte y Ministerio de Sanidad e Igualdad. (2011). Programa PERSEO (programa piloto escolar de referencia para la salud y el ejercicio, contra la obesidad). Disponible en: <http://www.perseo.aesan.msssi.gob.es/>
14. Ministerio de Sanidad, Política Social e Igualdad. Gobierno de España. (2011). Estudio de prevalencia de Obesidad Infantil "ALADINO". Disponible en: <http://www.lamoncloa.gob.es/NR/rdonlyres/16EED233-542B-4228-8B4C-F0D52457D4DD/164553/ALADINOparapresentacinprensaV28062011.pdf>
15. Organización Mundial de la salud. (2010). Recomendaciones Mundiales sobre la actividad física para la salud. Disponible en: http://whqlibdoc.who.int/publications/2010/9789243599977_spa.pdf
16. Organización Mundial de la salud. (2003). Dieta. Disponible en: <http://www.who.int/dietphysicalactivity/diet/es>
17. Organización Mundial de la salud. (2001). Estudio "Práctica habitual de actividad física en los niños y niñas en edad escolar". Disponible en: http://www.who.int/search?q=estudio+2001+actividad+fisica+en+ni%C3%B1os+en+edad+escolar&ie=utf8&site=who&client=es_r&hl=lang_es&proxystyl
18. Organización Mundial de la Salud. Oficina Regional para Europa. (1986). *Health Promotion. A discussion document on the concepts and principles*. Copenhague: Organización Mundial de la Salud.
19. Prat, A. (2007). El estilo de vida como determinante de salud. En J. Rodes, J.M. Piqué & A. Trilla, *Libro de la salud del hospital Clinic de Barcelona y la fundación BBVA* (p.65). España: Fundación BBVA
20. Primo, E. (2001). *La alimentación doméstica: conocimientos básicos sobre nutrición familiar*. Madrid: Alianza
21. Rodríguez, F., Aranceta, J. & Serra, Ll. (2008). *Psicología y nutrición*. Barcelona: Elsevier Masson.
22. Serra, Ll., Rivas, L., Aranceta, J., Pérez, C. & Saavedra, P. (2001). Epidemiología de la obesidad infantil y juvenil en España. Resultados del estudio enKid (1998-2000). En: Serra Magen, LL. & Aranceta Bartrina, J. (2002). *Obesidad infantil y juvenil. Estudio en-kid* (pp. 81-108). Barcelona: Editorial Masson.
23. Sobradillo, B.; Aguirre, A.; Aresti, U.; Bilbao, A.; Fernández, C.; Lizárraga, A.; Lorenzo, H. Madariaga, L.; Rica, I.; Ruiz, I.; Sanchez, E.; Santamaría, C.; Serrano, J.M., Zabala,

Original article: *Descriptive study about Primary Students healthy habits from physical education's perspective.*

Vol. I, Issue 1; p.87-104, January 2015. A Coruña. Spain ISSN 2386-8333

A. Zurimendi, B. & Hernández, M. (2004). Curvas y Tablas de crecimiento (Estudios longitudinal y transversal). Instituto de Investigación sobre crecimiento y desarrollo. Fundación Faustino Orbegozo Eizaguirre. Madrid: Editorial Garsi.



UNIVERSIDADE DA CORUÑA