

Healthy food teaching: multidisciplinary evaluation

Ensino da alimentação saudável: avaliação multidisciplinar

Enseñanza de la alimentación sana: evaluación multidisciplinar

RESUMO

Objetivo: Descrever as diferentes formas da avaliação multidisciplinar para o ensino da alimentação saudável. Método: trata-se de uma revisão integrativa da literatura, com abordagem qualitativa e exploratória, realizado com 7 artigos entre os anos de 2018 a 2022, nas bases de dados: Literatura Latino-Americana e do Caribe em Ciências da Saúde (LILACS); Biblioteca Eletrônica Científica Online (SciELO); Análise de Literatura Médica (MEDLINE/PUBMED); Web Of Science e Google acadêmico. Resultado: foram selecionados 7 artigos que colaboram com o conhecimento de uma alimentação saudável como um assunto que deve ser ensinado constantemente, não só no âmbito escolar, mas também em diversos ambientes. Conclusão: Dessa forma, o tema necessita ser abordado por todos os profissionais para que todos tenham o conhecimento dos benefícios que uma boa alimentação traz à saúde.

DESCRIPTORIOS: Alimentação; Cuidado; Saúde; Multidisciplinar.

ABSTRACT

Objective: To describe the different forms of multidisciplinary assessment for teaching healthy eating. Method: this is an integrative literature review, with a qualitative and exploratory approach, carried out with 7 articles between the years 2018 to 2022, in the databases: Latin American and Caribbean Literature in Health Sciences (LILACS); Online Scientific Electronic Library (SciELO); Medical Literature Analysis (MEDLINE/PUBMED); Web Of Science and Google Scholar. Result: 7 articles were selected that collaborate with the knowledge of healthy eating as a subject that must be constantly taught, not only in the school environment, but also in different environments. Conclusion: Thus, the topic needs to be addressed by all professionals so that everyone is aware of the benefits that good nutrition brings to health.

DESCRIPTORS: Food; Careful; Health; Multidisciplinary.

RESUMEN

Objetivo: Describir las diferentes formas de evaluación multidisciplinaria para la enseñanza de la alimentación saludable. Método: Se trata de una revisión integrativa de la literatura, con enfoque cualitativo y exploratorio, realizada con 7 artículos entre los años 2018 a 2022, en las bases de datos: Literatura Latinoamericana y del Caribe en Ciencias de la Salud (LILACS); Electronic Scientific Online Library (SciELO); Analysis of Medical Literature (MEDLINE/PUBMED); Web Of Science y Google Scholar. Resultados: Fueron seleccionados 7 artículos que colaboran con el conocimiento de la alimentación saludable como un tema que debe ser enseñado constantemente, no sólo en la escuela, sino también en diversos ambientes. Conclusión: El tema necesita ser abordado por todos los profesionales para que todos conozcan los beneficios de una buena alimentación para la salud.

DESCRIPTORIOS: Alimentación; Cuidados; Salud; Multidisciplinar.

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INTRODUCTION

Chronic non-communicable diseases are a relevant public health problem and are responsible for a large proportion of deaths in our country.¹ Currently in Brazil, the food prototype encompasses an evident mediocre consumption of fruits and vegetables, associated with a sedentary lifestyle, changing the health standard of patients, where we go from malnutrition to obesity, and in this way, triggering pathologies subsequent to this clinical condition.²

This profile triggers an increase in healthcare costs, diverging from what promoting quality of life brings as a result of better health, which is considered the difference in good dietary practices.³ Therefore, it is not surprising to see the growth of government policies focused on promoting healthier habits and preventive measures against diseases resulting from the absence of these habits.⁴ Adolescence is the most worrying age group. It presents diets rich in fats, sugars and sodium, with an increasingly earlier

manifestation of chronic diseases among children and adolescents, such as obesity and diabetes, which has a major impact on public health.⁴

Nutritional education and appropriate eating behavior are determining factors for health, as well as the physical, mental and social development of the individual, contributing to the prevention and treatment of pathologies.⁴ Therefore, teaching healthy eating to the population is of fundamental importance, therefore, the aim is nutritional re-education, that is, replacing bad habits with good habits and creating a new healthy lifestyle.

Given the above, the following research question was raised: how is healthy eating taught through multidisciplinary assessment? The objective is to: Describe the different forms of multidisciplinary assessment for teaching healthy eating.

METHOD

Integrative literature review study, with a qualitative and exploratory

approach, organized in stages, which were applied in sequence, namely: definition of the theme, search and selection of articles, organization of texts and presentation of articles. The research took place in health databases: Latin American and Caribbean Literature in Health Sciences (LILACS); Scientific Electronic Library Online (SciELO); Medical Literature Analysis (MEDLINE/PUBMED); Web Of Science and Google Scholar.

The search was carried out using the DeCS Descriptors in Health Sciences, which were: Food; Careful; Health; Multidisciplinary. The following inclusion criteria were used, which are: complete, free articles, published from 2018 to 2022, that address the objective of the study and its research question. The following were excluded: theses, dissertations, experience reports, conference abstracts. In total, 147 studies on the topic were identified. After applying the language filter, 129 studies continued to be analyzed.

The titles were read, in this reading,

75 studies were excluded, leaving 54 for analysis. After reading the 54 available abstracts, at this time, only 7 articles were in line with the topic under study. One of the criteria was that the article addressed the objective of the study, as well as the research question. The search was validated by two researchers in the area and the search steps followed PRISMA methodological guidelines.

RESULTS

The 7 articles were organized in a single table, exposing the authors, title, periodical, year of publication and the main results related to the topic under research.

The issues regarding teaching healthy eating are still very superficial, both for educators and students, there needs to be more engagement and deeper knowledge.

DISCUSSION

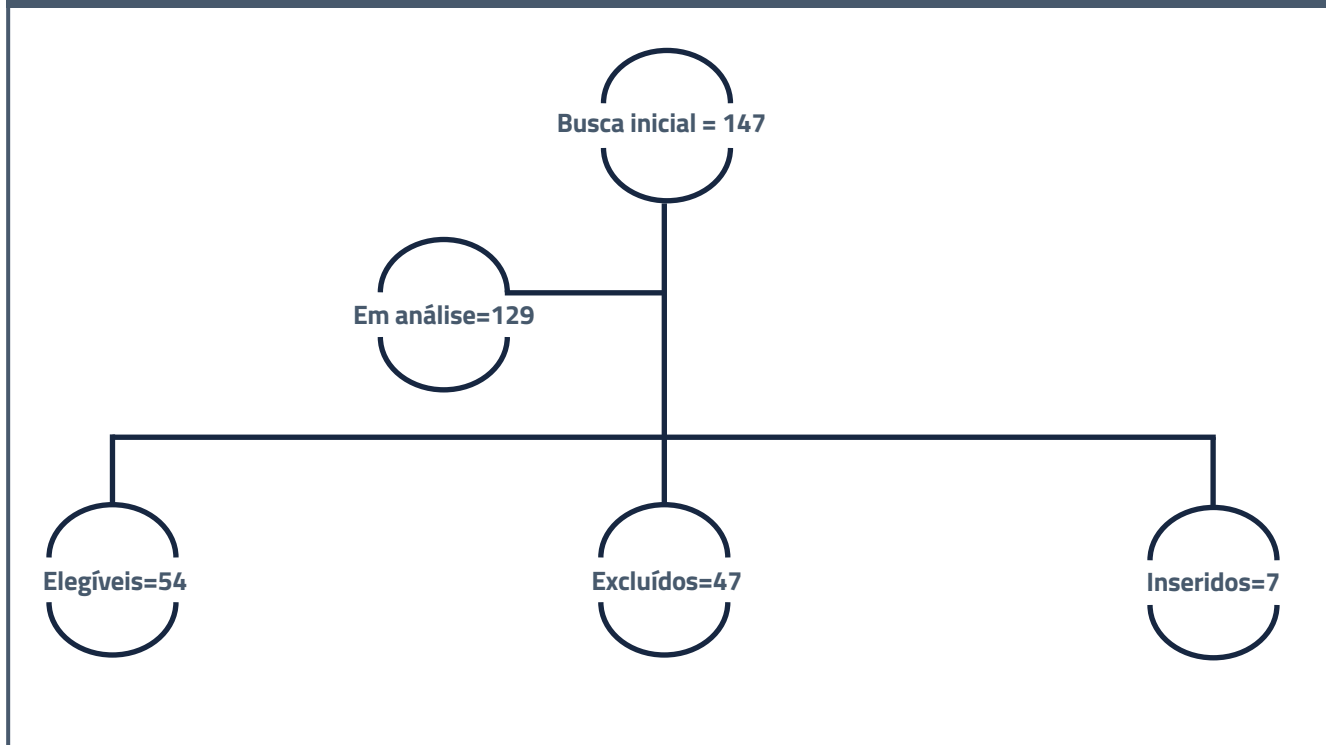
According to the⁵ study called healthy eating in focus: thematic workshop as a strategy to promote meaningful learning in science teaching, students were asked questions about what it meant to have a healthy diet and the answers provided expressed common sense discourses, such as: eating fruits and vegetables. Throughout this study, the authors held 4 meetings to discuss and carry out activities with students on the topic, taking scientific concepts, promoting a more critical position and leading to reflection on the importance of a healthy diet.

For having a healthy diet^{5,6} It is necessary to prioritize the purchase of food directly from family producers, who follow agro ecological guidelines, this way the food has a greater guarantee of being purchased fresher with

fewer impacts in relation to transport, favoring the preparation of meals culturally local to the region. Healthy eating should also be prioritized as a Public Policy and the National School Meal Program (PNAE - Programa Nacional de Alimentação Escolar) contributes to the formation of healthy eating habits in public schools and thus contributes to the health of students served by the said program.^{5,6}

In addition to contributing to health, healthy eating is also linked to the learning processes of these students, as shown in the study⁷ carried out in which three professionals who work in the field of education were interviewed. Another important point that the study reveals is that every professional who works with the development of human beings, especially in the area of education, should have in-depth knowledge about nutrition and how to deve-

FIGURE 1 – Flowchart for selecting and searching for articles



Source: research data, 2023.

TABLE 1- Characterization of articles found on the topic:

Authors	Title	Journal	Year of publication	Main results
Suellen SecchiMartinelli; Suzi Barletto Cavalli ⁵ .	Healthy and sustainable eating: a narrative review of challenges and perspectives (Alimentação saudável e sustentável: uma revisão narrativa sobre desafios e perspectivas)	Revisão Review	2019	Prioritize food diversity as the basis of nutrition, followed by defining a hierarchy for each stage. Food must be produced following agroecological precepts, purchased fresh directly from family producers, to prepare culturally accepted meals.
Darlan Christiano Kroth; Daniela SaviGeremia; Bruna Roniza Mussio ⁶ .	National School Lunch Program: a healthy public policy (Programa Nacional de Alimentação Escolar: uma política pública saudável)	Temas Livres	2020	Increase in the minimum value required to purchase food from AF, training plans for the actors involved, creation of an intersectoral management committee and expansion of specific ATER are feasible from a financial and operational point of view and are supported by studies and research that analyzed the PNAE and which deal with the promotion of health and the economy of education.
Gabriela Manhães Alves; Teresa Claudina de Oliveira Cunha ⁷	The importance of healthy eating for human development. (A importância da alimentação saudável para o desenvolvimento humano.)	Revista Perspectivas Online: Humanas & Sociais Aplicadas	2020	The food factor appears to be relevant to human development. It should also be highlighted that this should not be a "privilege" of one school or another, but a subject to be addressed and worked on in all schools, as it is a public health issue.
Felipe Bartilotti dos Santos; Gisely Bezerra Lima; Igor Santos Silva Sacramento; Gisele Soares Lemos Shaw ⁸ .	The case of the pedagogical workshop on a proposal for healthy eating and science teaching for autistic and non-autistic children. (O caso da oficina pedagógica uma proposta de alimentação saudável e o ensino de ciências para crianças autistas e não autistas.)	Dossiê Temático Ensino/Educação em Saúde	2021	The inclusion of pedagogical strategies that involve culinary recipes, challenges and videos about healthy eating is important for the education of autistic or non-autistic children, given that they enable contact and experience with foods that are good for the human body and that are often not present on the family menu.

Revisão Integrativa EN

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Jessika Martins Bastos; Aldenir Dias Moreno; Adriana Freire Camelo de Sousa; Ani Cátia Giotto ⁹ .	Healthy eating in early childhood education: nursing perspective (Alimentação saudável no ensino infantil: perspectiva da enfermagem)	REICEN - revista de iniciação científica e extensão.	2019	With the dynamics it was observed and identified that of the 12 students present, 7% opted for sweets and only 5% for healthy foods. After the intervention, it was observed and recorded that 9% of students chose healthy foods and only 3% still opted for sweets.
Tiago Yamazakilzumida Andrade; Dulcimeire Aparecida Volante Zanon; Adriele Ribeiro dos Santos; Natalia Geraldo Cecilio; Meroly Stella Solim Alba; Lucas Antônio Domingos dos Reis ¹⁰ .	Healthy eating in focus: thematic workshop as a strategy to promote meaningful learning in Science teaching (Alimentação saudável em foco: oficina temática como estratégia para promover a aprendizagem significativa no ensino de Ciências)	Ciências & Cognição	2018	Foi possível reconhecer que a oficina contribuiu para o aprendizado significativo de conceitos científicos inerentes à alimentação saudável assim como para o embasamento teórico dos argumentos dos estudantes e seu posicionamento crítico frente às discussões.
Rosemar de Fátima Vestena; Gracie Scremin; Giséli Duarte Bastos ¹¹	Alimentação Saudável: Contribuições de uma Sequência Didática Interativa Para o Ensino de Ciências nos Anos Iniciais	Contexto & Educação	2018	Percebeu-se a adequação das etapas da SDI às competências das CNS estabelecidas pela BNCC, bem como algumas evidências do desenvolvimento dessas nos estudantes participantes

Source: research data, 2023.

lop work with students.

The study performed^{8,9,10,11}, shows one of the ways for teachers to work on the topic of healthy eating with students in the 5th year of Elementary School. The work in question came from a reality experienced by the students themselves, within the school, observed by the teacher, which was the waste of food served in school lunches and the replacement of these meals with processed foods brought by the students. Through this, the teacher followed the National Common Curricular Base (BNCC - Base Nacional Comum Curricular), starting from a problem observed by it.

It is necessary to give a context to the curricular content, developing strategies to present it to students, representing, exemplifying, connecting and making it meaningful, taking as a basis the reality of place and time.¹¹ In this way, students were led to reflect on their daily attitudes, their daily lives, especially in relation to eating habits

and the importance of valuing school lunches.

CONCLUSION

Considering that teaching healthy eating is a significant subject to be addressed by education professionals, studies show that basic knowledge about adequate nutrition provides the individual with a critical position and leads them to reflect on their food choices.

The use of participatory educational methodologies was relevant in this current study, as it promotes student concentration and learning. Therefore, the use of multi-strategic actions, such as the use of experimentation resources, dynamics and games, must be implemented in schools and in the National School Feeding Program (PNAE - Programa Nacional de Alimentação Escolar). However, the lack of specialization of professionals in food knowledge, concomitant with the difficulty in developing participatory

work, causes losses in teaching about food.

In view of this, knowledge of healthy eating is a subject that must be constantly taught, not only at school, but also in different environments. Therefore, the topic needs to be addressed by all professionals so that everyone is aware of the benefits that a good diet brings to health.

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