116 - NUTRITION EDUCATION AS AN EFFECTIVE TOOL OF THE SCHOOL HEALTH: A REVIEW OF THE LITERATURE.

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INTRODUCTION

Health at school age is reflected during the adolescence and adulthood, a balanced diet is essential during this period. (ACCIOLY, 2009; SILVA, 2010; SOUZA et al., 2011). The development and growth throughout childhood requires a good nutrition and healthy food. In one hand, a poor diet is a risk factor for malnutrition and deficiencies in micronutrients; on the other hand, having food in excess can cause obesity and its comorbidities (CONCEIÇÃO, 2010; SOUZA, 2011).

Today, food in schools is receiving more attention in regards to its nutritional value (MENEGAZZO et al., 2011), it has been suggested a wider variety of fresh fruits, vegetables, whole grains and less bakery items instead of processed foods that contain excessive amounts of fat, salt and sugar.

According to Simon et al. (2009), the diet is being referred as one of the most relevant environmental factors that contributes to the increase of obesity, not only from a qualitative standpoint but qualitative as well (WAITZBERG, 2009; SANTOS et al., 2010).

The knowledge of food and nutrition is important to reduce obesity rates and to promote healthier eating habits. With this, the nutrition education has been addressed as tactics to be followed so that people have a healthier diet and an appropriate weight (SANTOS et al., 2010).

This study aimed to understand the nutritional education as an effective tool for a better health at school age. It is in childhood that eating habits are formed; and it is necessary to understand of their determinants factors, so that it is possible to propose effective educational interventions, to promote changes in eating habits of children and consequently have a positive impact on their quality of life.

MATERIAL AND METHOD

It is an exploratory and descriptive study throughout literature review that aims to explain a problem from theoretical references published in documents, seeking to know and analyze existing scientific and cultural contributions about a particular topic, not just to repeat what has already been said or described, but enables the examination of a problem under new focus or approach, taking innovative conclusions (MARCONI and LAKATOS, 2005). This research used publications available in Bireme, specifically in the databases of Latin American literature and Health Sciences (LILACS), during the period between the months of August to October 2012. According to Santos (2004), the bibliographical research is developed from material already prepared, consisting mainly of books and scientific articles, the lase one being the component of the bibliographic survey conducted here. The search was made through the sum of descriptors: ”Feeding behavior”, “School Feeding”, “Food and Nutritional Education” available in Health Sciences Descriptors (DECS). The results chosen were focused on School Feeding, Childhood Obesity and Nutritional Education.

RESULTS

School-based Nutrition

The school feeding should be healthy, complete, varied and enjoyable, says Escudero, with proportionality, seeking balance between the nutrients of the food offered, moderation products that can harm the health of the student, as excess sugar, fat and salt and variety with a balanced diet rich in essential nutrients with age. Should not prohibit, but to clarify what is needed to maintain health, as they are daily exposed to the media, where there is a great incentive to the consumption of a range of unhealthy products to school (LOPEZ, 2004).

Proper nutrition gives energy and nutrients needed for the performance of the body functions and for the maintenance of optimum state of health (LOPEZ, 2004). Insufficient food intake is a risk factor for malnutrition and deficiencies in micronutrients. On the other hand, the excess of food intake is related to obesity and its co-morbidities such as hypertension, diabetes Mellitus, cardiovascular diseases and dyslipidemias (CONCEIÇÃO, 2010; SOUZA, 2011).

During infancy and early childhood the family and school is the key environment for children to learn and develop food preferences and eating habits. (FERNANDES et al., 2009; AIRES et al., 2011).

There are specific guidelines to ensure the provision of healthy and nutritious meals in the schools and correlate the nutrition with practical aspects of food supply. Through this policy, food at school is different than what students usually have at home, with a goal of exposing other types of food so that they have a better understanding and, later on, identify what is best as far as nutritional values. The key is to awaken in school not just the pleasure of eating, but the awareness of the benefits that offers a good diet to maintain health while young and for the future. (GALISA; ESPERANÇA; SÁ, 2008).

In the school environment, food access can be through a variety of sources like school cafeteria present in most schools. In this sense, the school cafeterias should consider healthy food choices (GABRIEL et al., 2010; AMORIM et al., 2012), but studies have shown that school's cafeterias sell food with high energy density, high in sugar, fat and salt, whose frequent consumption by students may contribute to the prevalence of overweight and related diseases (DANELON; SILVA, 2006; SCHMITZ et al, 2008).

Teixeira (2010) still reports that important foods such as dairy products, fruits and vegetables, which should be part of daily consumption during childhood, appear with small frequency in their diets. It is believed that students who attend the school cafeterias, are more likely to develop obesity, because of the amount of processed products offered (with high fat, salt and refined sugars), which are consequently high caloric value and therefore harmful to health (SCHMITZ et al., 2008).

Studies reported by Teixeira (2010) demonstrate that the cafeterias do not offer fruits because students do not usually buy them, resulting in financial losses for the business. That contradicts the nutritional recommendations for children, where it is emphasized the presence of fresh fruits, vegetables and whole grains in their menus.

It is interesting to highlight that the Ministerial Regulation No. 1,010, on May 8, 2006,carry guidelines and policies that promote healthy eating habits in public and private schools. The Regulation restricts the selling and promotion of foods and meals with high levels of fat, sugar and salt and encouraging the consumption of fruits, vegetables and vegetables (GABRIEL et al., 2010).

In this context, it is necessary to implement school-based nutrition education programs and create an environment favorable to healthy food choices. Also, the commercialization and food services have to offer quality food to ensure that students attain their full educational potential and good health (DANELON; SILVA, 2006; FERNANDES et al., 2009).

Childhood Obesity

Obesity has been a great concern to authorities and health care professionals, as it has been continuously increasing and, mainly, it is affecting children more and more (WAITZBERG, 2009).

According to Simon et al. (2009), this is a multifactorial syndrome that consists in physiologic, biochemical, metabolic and anatomic alterations, as well as social and psychological, characterized with the increase of body fat and body weight, involving genetic and environmental factors. Still according to Simon et al. (2009), the diet has been defined as one of the most important environmental factors to contribute to obesity in both qualitative and quantitative aspects. A study with obese children in school age appointed that they had diets with high levels of calories (WAITZBERG, 2009; SANTOS et al., 2010).

The International Obesity Task Force – IOTF reported that, worldwide, around 155 million of children in school age are overweight and obesity, and this is one the most frequent pediatric changes (WAITZBERG, 2009).

In Brazil, this is a nutritional problem and started to be diagnosed with higher frequency in the beginning of 1980's. The Pesquisa Nacional sobre Saúde e Nutrição – PNSN, in 1989, revealed that around 1,5 million of Brazilian children at age of ten or less were obese, with a higher rate in girls than boys. (RINALDI et al., 2008; SIMON et al., 2009; LOPES; PRADO; COLOMBO, 2010).

New studies revealed the increase of overweight and obesity mainly in children in school age. According to data from Pesquisa de Orçamento Familiar – POF 2008/2009, run by the Instituto Brasileiro de Geografia e Estatística – IBGE, the weight of Brazilian children is higher than international standards and one in each 3 children between 5 and 9 years old were heavier than recommended by World Health Organization, more boys than girls. The data presented shows the importance of obesity as a public health issue in Brazil.

Children, very early, have been exposed to inappropriate habits and they have been eating fat products and sweets in excess and less fruits and vegetables. This change in behavior has been reported by POF (2008-2009), run by IBGE, which pointed out the increase of consumption of meat, fruits, beverages and the reduction of cereal, vegetables, poultry and eggs, which has reflected in high rates of obesity in children and other diseases. (IULIANO; MANCUSO; GAMBARDELLA, 2009; AIRES et al., 2011; SILVA; BITTAR, 2012).

According to Rossi; Moreira; Rauen (2008) a study run with 225 children and 88 parents showed that the consumption of fruits, fresh juices e vegetables is positively impacted by the availability and accessibility of these types of food at home. At the same time, parents can limit the type and the quantity of food that contains high in calories (for example, cookies, soda, snacks, etc). Moreover, the family is seeing as influents on to define the food habits.

Studies have revealed that parents are not very concerned about more suitable food habits from a qualitative standpoint. This is due to national trends where the time to plan and prepare food is shorter each day, pushing people to choose industrialized food, easy to prepare or ready to eat, but very often full of calories that, the consumption, can contribute to gain weight. (DIEZ-GARCIA; CERVATO-MANCUSO, 2012).

The schools can also be highlighted as a factor to promote bad diet standards, as these can dictate what is sold in their cafeterias. Most of the time, these are incorrect from a nutritional perspective, collaborating to the maintenace of children obesity (DANELON; DANELON; SILVA, 2006; SCHMITZ et al., 2008). Other strategies should be adopted by schools, offering more healthy foods with an end-goal of promoting better food habits and to prevent diseases related to unhealthy food. (MIRANDA; NAVARRO, 2008; DIEZ-GARCIA; CERVATO-MANCUSO, 2012).

Studies also reveal that as early the individual become obese and maintains it, the more are the chances of future health issues. Pathologies related to obesity such as arterial hypertension, cardiac disease, osteoarthritis, diabetes mellitus type II and some types of cancer and, in a particular case of children and teenagers, very often diagnosed with low self-esteem, impact the development at school and relationship with classmate (MELLO; LUFT; MEYER, 2004; RINALDI et al., 2008; LOPES; PRADO; COLOMBO, 2009).

However, Taddei et al. (2011), report that, in case of obesity, the prevention is an obligation, knowing that during the childhood years, healthy food habits are built and it is important to start educate children to avoid the surge of this syndrome and its problems (SANTOS et al., 2010).

School-based Nutrition Education for Behavioral Modifications

In order to promote healthier eating habits and reduce obesity rates, it is important the knowledge of food and nutrition. With this in mind, the nutrition education has been addressed as strategies for a healthier diet and an appropriate weight (SANTOS et al., 2010).

The concept of nutritional education is broad with different definitions. As stated by Oliveira; Marchini (2008) as part of nutrition that uses its resources for learning, adaptation and incorporation of appropriate nutritional habits according to the beliefs, values, attitudes, representations, practices and social interactions related to eating patterns.

Nutritional education in infancy is important for an individual's health throughout the entire life, as eating habits acquired as a child have great chances to continue into adult life and may contribute to primary prevention or as a triggering factor of disease-related to the diet and obesity (MATTOS et al., 2010).

According to Fernandes et al. (2009), Nutritional interventions in children, especially before 10 years old show a greater reduction in severity of obesity compared to adults.

Even though international organizations have been highly recommending health related programs at schools, kids over five years old, despite the biological, nutritional and social susceptibility, feel excluded of health programs and public policies(BRAZIL, 2008; MIRANDA; NAVARRO, 2008; SANTOS et al., 2010; SILVEIRA et al., 2011).

A nutritional intervention research conducted with school children showed improvement in nutritional knowledge, attitudes and eating behaviors, and influences dietary habits of their families. Nutritional education in school is an essential tool for changes and improvement of eating habits in the long term. Also it is vital for awareness and reformulation of misrepresentations in eating behavior, assisting to think about the health and quality of life (FERNANDES et al., 2009; SANTOS, 2010).

Other strategy is to implement a coordinated nutrition policy in school that promotes healthy eating habits through classroom lessons and a supportive school environment (CONCEIÇÃO, 2010).

According to the American Dietetic Association –ADA schools are ideal settings for nutrition education and can therefore play a large role in helping improving their diet. (FERNANDES et al., 2009).

The implementation of nutritional education programs in schools and the creation of a favorable environment that promote health and dietary practices are important strategies to address problems such as obesity and promoting a better quality of life and health of the individual, family and community. (MIRANDA; NAVARRO, 2008; FERNANDES et al., 2009)

Understanding the man as an unified individuality, independent and transcendent, it is possible to conceive the subjects in this study as potential individualized in form and actions, culturally, will form the corporeity (VARGAS, 2002).

FINAL CONSIDERATIONS

Scientific studies have shown that adopting a healthy lifestyle, combined with a balanced and nutritious diet is essential to prevent and treat eating disorders such as obesity. As we know, the period of childhood is extremely important to form habits and behaviors.

Healthy eating patterns in childhood promote optimal health, growth, and intellectual development, preventing health problems, such as obesity. School-based programs can be an important role in promoting lifelong healthy eating.

In this sense, the value of this research to the society is to demonstrate the importance of nutritional education, especially in schools, to form healthy eating habits in children. The reactions of a highly caloric food and little nutritional value resulting from poor eating habits, harmfully impacts the health, bringing many issues, both short and long term, impairing cognitive development of these children.

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NUTRITION EDUCATION AS AN EFFECTIVE TOOL OF THE SCHOOL HEALTH: A REVIEW OF THE LITERATURE.

ABSTRACT

Nutritional education during childhood is very important for physical and intellectual development, encouraging proper food habits, consequently preventing the onset of disorders related to improper diet which it is becoming more prevalent in this population. This study aimed to analyze the nutrition education as an effective tool to student's health. Eating habits developed during childhood have the potential tolast a lifetime. Therefore it is necessary to understand their diet habits in order to propose effective educational interventions, promoting changes in children's eating patterns and consequently improving their quality of life. Material and Methods: Descriptive and Exploratory Study, conducted through literature review, like the LILACS database for findings in the period between the months of August to October 2012.Results and discussion: It is important the knowledge about nutrition and diet in order of reducing the rates of obesity and to promote healthier eating habits. Thus, the nutrition education has been addressed as tactics to be followed so that people have a healthier diet and body weight. Conclusion:We conclude that nutrition education at schools must be discussed so the programs proposed become more effective and help change the unhealthy eating behaviors.

KEYWORDS: Feeding behavior, School Feeding, Food and Nutritional Education.

ALIMENTATION ET L'EDUCATION NUTRITIONNELLE COMME UN OUTIL EFFICACE POUR LA SANTÉ DE L'ÉCOLE: UNE REVUE DE LA LITTÉRATURE.

RÉSUMÉ

La santé d'âge scolaire est certainement reflété dans l'adolescence et l'âge adulte, étant fondamentale pour les pratiques d'alimentation basé sur une alimentation équilibrée depuis cette époque pour la croissance et le développement à la fois physiquement et intellectuellement sain. Cette étude vise à comprendre l'éducation à la nutrition comme un outil efficace de santé scolaire. Compte tenu de cette importance, puisque c'est dans l'enfance que les habitudes alimentaires sont formés, il est nécessaire à la compréhension de ses déterminants, de sorte que vous pouvez proposer des interventions efficaces d'éducation, de provoquer des changements dans les habitudes alimentaires des enfants et par conséquent l'impact positif sur la qualité de vie de cette population. Matériel et Méthodes: Cette descriptives et exploratoires, menées par la revue de la littérature, en prenant comme base de données LILACS de les résultats pour la période comprise entre les mois d'Août au Octobre 2012. Résultats et discussion: Afin de réduire les taux d'obésité et promouvoir de saines habitudes alimentaires, on croit qu'il est important que les gens aient connaissance des aliments et de la nutrition. Par conséquent, l'éducation nutritionnelle a été discutée comme une tactique pour être pour les gens d'avoir une alimentation plus saine, par conséquent, un poids approprié. Conclusion Finale: L'éducation nutritionnelle dans ses aspects problématiques, il se présente comme un chemin possible pour l'enrichissement professionnel, une fois bien conçue, s'étendent également à éduquer la construction de la connaissance, en les plaçant sur plus significatif.

MOTS-CLÉS: comportement alimentaire, l'alimentation scolaire, de l'Alimentation et de l'éducation en nutrition.

EDUCACIÓN ALIMENTARIA Y NUTRICIONAL COMO UNA HERRAMIENTA EFICAZ PARA LA SALUD DE LA ESCUELA: UNA REVISIÓN DE LA LITERATURA.

RESUMEN

La educación nutricional durante la infancia es de gran importancia en el desarrollo intelectual y físico, fomentando hábitos alimentarios adecuados, evitando así la aparición de trastornos relacionados con la nutrición inadecuada cada vez más frecuente en esta población, apoyando la promoción de la salud. Este estudio tuvo como objetivo la reflexión de la educación nutricional como una herramienta eficaz de salud escolar. Dada esta importancia, puesto que es en la infancia que los hábitos alimenticios se forman, es necesario para la comprensión de sus determinantes, con el fin de proponer intervenciones eficaces de educación, para causar cambios en los patrones de alimentación de los niños y por consiguiente impacto positivo en la calidad de la vida de esta población. Material y Métodos: Tratase de un estudio descriptivo y exploratorio, realizado a través de revisión de literatura, tomando como base de datos LILACS para los resultados del período comprendido entre agosto y octubre de 2012. Resultados y Discusión: Con el fin de reducir los índices de obesidad y promover hábitos alimenticios más saludables, se cree que es importante que las personas tengan conocimientos sobre alimentación y la nutrición. Por lo tanto, la educación nutricional ha sido discutida como una táctica para que las personas tengan una dieta más saludable y un peso adecuado. Consideración final: Llegamos a la conclusión de que la educación nutricional en las escuelas debe ser discutido de manera que las propuestas educativas pueden convertirse en un elemento eficaz de transformación de hábitos alimenticios.

PALABRAS-CLAVE: Conducta Alimentaria; Alimentación Escolar; Educación Alimentaria y Nutricional.

EDUCAÇÃO ALIMENTAR E NUTRICIONAL COMO FERRAMENTA EFETIVA DE SÁUDE DO ESCOLAR: UMA REVISÃO DE LITERATURA.

RESUMO

A saúde na idade escolar se reflete definitivamente na adolescência e na vida adulta, sendo fundamental a prática alimentar baseada numa dieta balanceada desde esse período, para o crescimento e desenvolvimento tanto físico como intelectual saudáveis. Este estudo objetivou o entendimento da educação nutricional como ferramenta efetiva da saúde do escolar. Dado essa importância, uma vez que é na infância que os hábitos alimentares se formam, é necessário o entendimento dos seus fatores determinantes, para que seja possível propor intervenções educativas efetivas, para que ocorram mudanças nos padrões alimentares das crianças e consequentemente impacto positivo na qualidade de vida desta população. Material e Métodos: Estudo descritivo e exploratório, realizado através da revisão da literatura, tendo-se como base de dados o LILACS para achados no período entre os meses de agosto a outubro de 2012. Resultados e Discussão: Com o intuito de reduzir os índices de obesidade e promover hábitos alimentares mais saudáveis, acredita-se que seja importante que as pessoas tenham conhecimentos de alimentação e nutrição. Com isso, a educação nutricional tem sido abordada como tática a ser seguida para que as pessoas tenham uma alimentação mais saudável, consequentemente, um peso adequado. Considerações finais: A Educação Nutricional, na sua vertente problematizadora, apresenta-se como caminho possível para o enriquecimento profissional, uma vez que devidamente trabalhada, ampliará também ao educando a construção de conhecimentos, inserindo-os em bases mais significativas.

PALAVRAS-CHAVE: Comportamento Alimentar, Alimentação Escolar, Educação Alimentar e Nutricional.