

A promoção da boa alimentação na escola pública: um relato de experiência na Semana de Educação para a Vida (SEV)

Promoting healthy eating nutrition at public school: an experience report in the Week of Education for Life (WEL)

Promoción de una buena nutrición en la escuela pública: un informe de experiencia durante la Semana de Educación para la Vida (SEV)

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Resumo

O Ensino Formal no ambiente público de educação vem se tornando foco de pesquisas e experimentos na atualidade, sendo os componentes curriculares e suas abordagens criticados pelo seu modelo engessado e tradicional. A Semana de Educação Para a Vida, é uma proposta

do governo federal com a finalidade de atribuir componentes curriculares no formato de feira de ciências e maior interação do público escolar, sendo assim, os bolsistas do Programa Institucional de Bolsa de Iniciação à Docência (PIBID/CAPES) do subprojeto biologia, alocados na Universidade Federal de Itajubá (UNIFEI) auxiliaram a execução temática do evento em uma escola pública da cidade de Itajubá, situada no Estado de Minas Gerais. O objetivo deste artigo é o relato de experiência do tema “alimentação saudável” ocorrido no local, com o objetivo de discutir sobre a conscientização do ato de se alimentar bem, pelo método de circuito lúdico. Apresentando como resultado, uma alta adesão da comunidade escolar, e ação dialógica.

Palavras-chave: Alimentação; PIBID; Semana para a vida.

Abstract

Formal education in the public educational environment has become the focus of research and experiments today, with curricular components and their approaches criticized for their cast and traditional model. The Education for Life Week, is a proposal of the federal government with the purpose of assigning curricular components in the format of science fair and greater interaction of the school public, thus, the scholarship holders of the Institutional Program of Teaching Initiation Scholarship (PIBID / CAPES) of the biology subproject, allocated at the Federal University of Itajubá (UNIFEI) helped the thematic execution of the event in a public school in the city of Itajubá, located in the State of Minas Gerais. The objective of this article is the experience report of the theme “healthy eating” that occurred in the place, which had a great adhesion to the school and community public, with the objective of discussing about the awareness of the act of eating well, by the method of playful circuit. As a result, a high adhesion of the school community, and dialogical action.

Keywords: Food; PIBID; Week for life.

Resumen

La educación formal en el entorno educativo público se ha convertido en el foco de la investigación y los experimentos de hoy, con componentes curriculares y sus enfoques criticados por su elenco y modelo tradicional. La Semana de la Educación para la Vida, es una propuesta del gobierno federal con el propósito de asignar componentes curriculares en el formato de feria de ciencias y una mayor interacción del público escolar, por lo tanto, los becarios del Programa Institucional de Iniciativa Docente (PIBID / CAPES) del subproyecto de biología, asignado en la Universidad Federal de Itajubá (UNIFEI) ayudó a la ejecución

temática del evento en una escuela pública en la ciudad de Itajubá, ubicada en el estado de Minas Gerais. El objetivo de este artículo es el informe de la experiencia del tema "alimentación saludable" que se produjo en el lugar, que tuvo una gran adhesión al público escolar y comunitario, con el objetivo de debatir sobre la conciencia del acto de comer bien, por El método del circuito lúdico. Como resultado, una alta adhesión de la comunidad escolar y acción dialógica.

Palabras clave: Alimentos; PIBID; Semana de la vida.

1. Introduction

1.1 The Education for Life Week (WEL)

The Education for Life Week (WEL), is a Brazilian event and was instituted by Federal Law nº 11.988 / 2009, by the Presidency of the republic with the Civil House in the Legal Affairs sub-section and decreed by the National Congress to be held in public schools of elementary and high school from all over the national territory. Having its period determined by the brazilian Education Departments, in addition to being open to parents, students and the community (Brasil, 2009).

The WEL purpose an interventionist event, and is based on the discussion of unconventional subjects about transversal themes that include the student's identity formation as a citizen inserted within a social complex. Its extracurricular themes has a sociological scope, such as sex education, traffic, healthy eating, drugs, technologies, consumer rights, etc. (Esteca., de Andrade, 2018). It can even be approached in several methods, such as slides, seminars, circuits, theaters etc.

For Santos (2014), WEL has become a strong component of school activity by public management, where it has a horizontal interaction between student classes in addition to the community. Is worth remembering that the formal curriculum suffers from reductionist and non-structuring tendencies for the formation of citizens capable of understanding and criticizing social relations (Saviani, 2016).

However, discussions about school education for life are precedent by the Law. Lastinge and Sorrentino (2008) already discussed the importance in the formal basic education, contributing to an increase for the student's perspective in the face of daily discussions and a complex understanding their anthropological relations. According to the authors, there would be a need for a "living school", as it has a difficulty in monitoring the

contemporary generational flow beyond understanding the reality and development.

Since healthy eating is the central theme of WEL, the American Dietetic Association (ADA), prioritizes that subject should be the focus of discussion in schools, becoming an environment of importance for the central development of discussions and changes in habits, dealing with of collective and interactionist health (Ferdandes et al ., 2009). In addition, interventions such as these at school settings may have better cost-effectiveness ratios, in addition to sustainable means (Accioly, 2009; Moura., Leite, 2019).

Healthy eating behavior needs to be encouraged at the school, and in the case of biological relationships, good nutrition promotes adequate intellectual and physical developments (Silva, 2013; Albuquerque., Quirino, 2019). However, Zompero (2015), reports in his studies an academic deficiency in research about healthy eating in the student environment. For the author, this relationship would be strictly linked to health problems and obesity, promoting a teaching of assistentialist food health, and not preventive and informative. In addition to the neglect of cultural and regional relations on the topic.

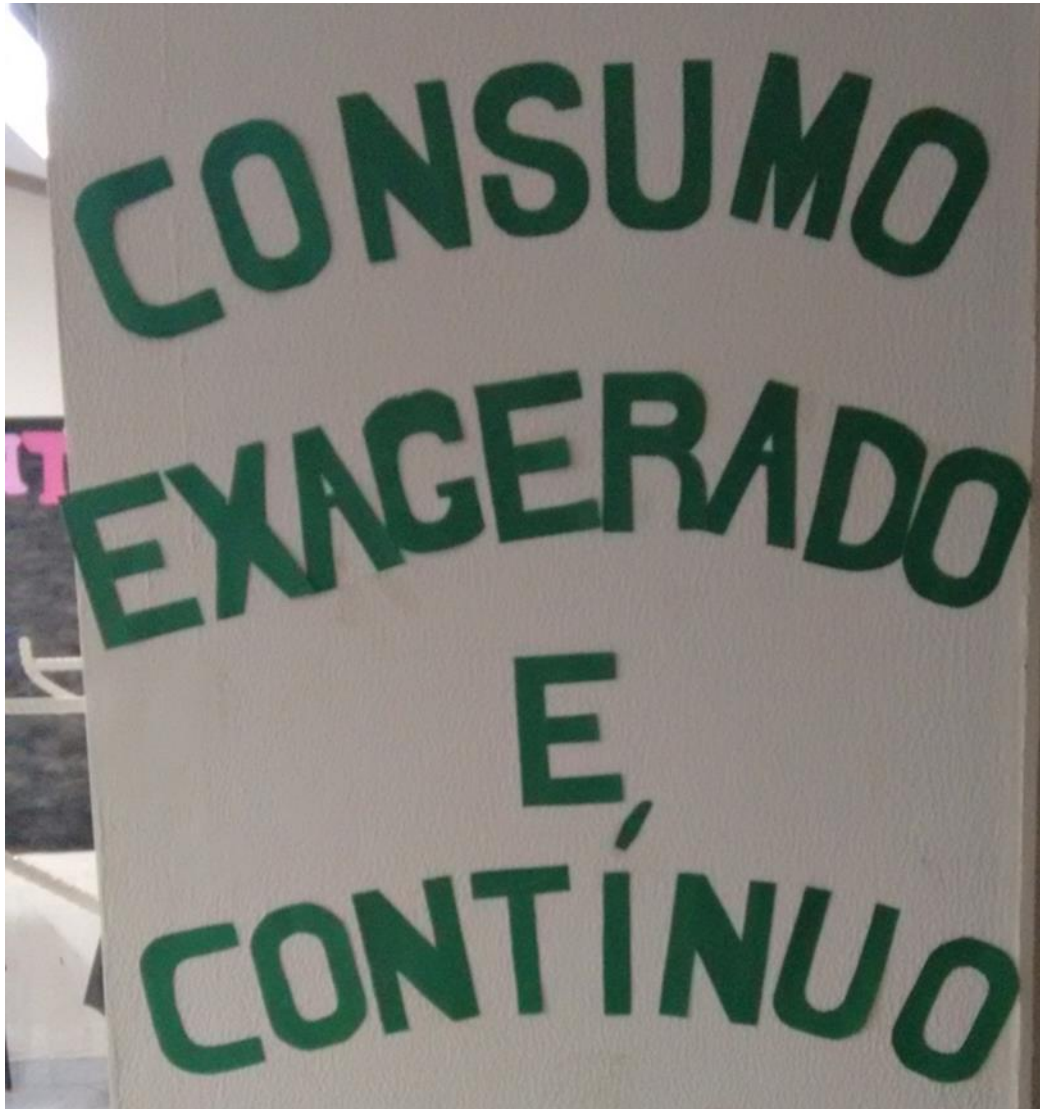
The importance of food health and as a theme proposed in WEL, this article aims to report the experience of the intervention proposed by the fellows of the Institutional Program for Teaching Initiation Scholarship (PIBID / CAPES), from the subproject Biology, from the University Federal de Itajubá (UNIFEI), promoted at the Antônio Rodrigues de Oliveira school located in the city of Itajubá, in the state of Minas Gerais. PIBID being an important national program for the initial training of future teachers in teaching activities (Malaquias., Cardoso, 2019., Souza; Souza., Miranda, 2019).

2. Methodology and Execution

For interventionist execution on healthy eating, PIBID fellows selected the concept of recreational circuit to be configured as a strategic method. The recreational Circuit is characterized as a path to be followed in a vectorized way by students, and its playfulness implies the use of representative materials to assist the scientific education process (Batista et al, 2015).

On the present report, the theme took place in the science laboratory of the Antônio Rodrigues de Oliveira State School, where the circuit would start at the entrance to the Science laboratory (Figure 1).

Figure 1. Entrance of the Science laboratory.



Source: Photographic Collection of Authors.

In order to promote an accessible construction circuit, school chairs covered with school fabric and were used to assemble the circuit structure (Figure 2), and the playfulness was in foods used in daily life with their respective amounts of sugar and fat shown in glasses for better viewing (Figure 3). Students would be taken along the proposed route and at this moment there is a discussion between PIBID students with everyone involved, including the community to raise awareness of healthy food with an informative basis.

During the discussion on the amount of sugars and fats present in the foods commonly consumed by the students, was proposed a dialogical action between all the integrating parts of this moment. For Balbinot (2012), the dialogic action proposes a direct and horizontal relationship between the structuring parts of the process, in addition to promoting a

democratic relationship of knowledge and enriching the discourse for all.

The dialogical action was proposed with the premise that all participants in this action are individuals liable to the knowledge construction processes, therefore, the discussion of the theme in a non-hierarchical way can qualitatively assist in the interventionist process. For it is assumed that prior knowledge and socially valid knowledge are also of academic and school importance (Harres, 2001).

Figure 2. Circuit assembled using materials found at the school.



Source: Photographic collection of authors.

Figure 3. Playful strategy for discussing fat and sugar in food.



Source: Photographic collection of authors.

3. Results and Discussion

3.1 Adhesion to the Public

The referent strategy had a great adhesion by the public interest, having about 489 visitors, including students and community according to the signatures book of visits. The easy location and the space of the Science laboratory also helped to the number of people.

Part of this membership was also acquired with the promotion of the event by the Minas Gerais Department of Education, which previously distributed leaflets to the community and a page on its website dedicated to the event.

3.2 Perceptions

There was disgust and surprise from the participating public, when observing the amount of sugars and fats that make up the food, directly denoting cardiovascular diseases and diabetes.

During the evolutionary path of the circuit, the participants were uncomfortable when reporting that they made constant use of the industrialized products demonstrated to the ease and practicality that these foods have in their daily lives. Suggesting alternatives for healthy substitutions of these foods among themselves and with PIBD students.

Perceptual data on this intervention are corroborated with the literature. Purcino and Figueiredo (2014) report the same perceptions when addressing the topic of healthy eating, discussing the public's attitudes of surprise at their social neglect of these foods.

3.3 Interest in the Theme and Transversality

The interest in the topic through visitors has become qualitatively perceptible, since it is a comprehensive theme "Healthy Eating", other concepts were inserted during the dialogic action promoted. Data corroborated by Lanes et al ., (2013), who recognized the transversal impact on food health, discussing how this theme can contain multiple integral discursive strands.

The use of dyes has been strongly related to the sugar and fat rates in food, and has even become a suggestion for future interventions. The public also discussed the problem of artificial dyes for human health and that of other animals, such as dyes found in pet food, in

addition to the propensity to allergy that part of the population has in foods rich in synthetic dyes.

Transgenic foods were another cross-cutting topic discussed by the public. The presence of the symbol of transgenic constituents in the food packaging, led to a dialogue about the lack of data that the academy has about the harmful effects of the consumption of genetically modified foods, raising doubts about whether consumption is allowed or not. In addition, a narrative about capital policies about companies that avoid placing that use ingredients of transgenic origin in their packaging.

Plastic packaging and large-scale production of garbage from processed foods were questioned by the participating community. The discourse and narratives created at this time were convergent in terms of purpose that these packages have, polluting seas and sewage networks promoting damage to native fauna and floods respectively.

4. Final Considerations

According to the topic addressed and its form of execution, it is understood that WEL has become an important event for discussions outside strictly curricular programs. In this sense, the state education departments are important means of publicizing the event, bringing greater visibility to it, demonstrating the importance of the articulation between state management and the school space.

The theme healthy eating is very comprehensive and multidirectional, presenting in its scope ideals from cultural to political and economic. Remembering the school is a space inserted and governed by policies and cultures, therefore, the discussion of healthy eating is guided by social guidelines, which in turn govern the social life of the student and community present there. Therefore, interventions on this theme are necessary for everyday school life, in order to bring the technical-scientific content present in Biosciences closer to the student's reality.

The presence of the community into the school has in many ways become a presence of power. Firstly, it carries a great deal of prior knowledge about food, and in that, contributing in a qualitative way to the dialogical action that took place, and the use of community space in the school territory demonstrates the awareness arising from this about the school being a public place, therefore, also of domain and community contribution.

PIBID only became a guiding thread of this moment, helping in the intervention and in the making of the circuit. The Federal University needs to be closer to public schools for

qualitative improvements in its processes and structures, in addition to contributing to the local population. The University cannot deprive itself of social experiences linked to the citizen's education of the population, since this institution is also a social construct.

Finally, WEL emerged with the purpose of supplying absent curricular components, so it is understood that the structured curriculum in formal education, does not meet all the formative and identity aspects that the student needs to become a critical citizen. So, the quality of the Brazilian curricular components arising from reformist public policies is questioned. However, we understand the difficulty of overcoming a curriculum designed and imposed historically.

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