HEALTH EDUCATION FOR NUTRITIONAL ASPECTS AS A WAY TO PREVENT CARDIOVASCULAR ALTERATIONS: EXPERIENCE REPORT

RESUMO

Objetivo: relatar a experiência vivenciada durante a execução de ação de extensão. Método: relato de experiência de caráter descritivo, vivenciado por acadêmicos do curso de Enfermagem, realizado com escolares na faixa etária dos seis aos 12 anos. Resultados: foram trabalhadas as seguintes temáticas: alimentos energéticos; práticas de atividade física regular; alimentos reguladores; alimentos construtores de origem vegetal; alimentos construtores de origem animal, além de destacar o grupo do leite e seus derivados e alimentos extraenergéticos. Destaca-se a troca de experiências como algo extremamente satisfatório, bem como salientar que a interação estabelecida foi fundamental para criar um ambiente favorável à participação dos escolares. Conclusão: a execução do projeto proporcionou aprofundar o conhecimento acerca das temáticas, além de contribuir para o desenvolvimento no âmbito pessoal, intelectual, acadêmico/profissional. Descriptors: Cardiovascular Diseases; Health Education; Nursing; Nutrition; School.

ABSTRACT

Objective: to report the experience lived during the execution of extension action. Method: report of experience of descriptive character experienced by Nursing students, carried out with students in the age group from six to 12 years. Results: the following themes were studied: energy foods; regular physical activity practices; food regulators; food manufacturers of vegetable origin; food manufacturers of animal origin, besides highlighting the group of milk and its derivatives and extra-energy foods. It is worth mentioning the exchange of experiences as extremely satisfactory, as well as emphasizing that the established interaction was fundamental to create a favorable environment to the participation of schoolchildren. Conclusion: the execution of the project allowed to deepen the knowledge about the themes, besides contributing to the development in the personal, intellectual, academic/professional scope. Descriptors: Cardiovascular Diseases; Health Education; Nursing; Nutrition; School.
INTRODUCTION

A survey conducted in Brazil in 2009 shows that one in three children aged five to nine years, had weight above that recommended by the World Health Organization (WHO). Another question verified was that there was a decrease in height deficit, an important predictor and indicator of malnutrition. For this, comparisons were made with researches developed in the year 1974-75, and compared with research done in 2008-2009. There was a significant variation related to a decrease in malnutrition index, from 29.3%, in 1974-75 to 7.2%, in 2008-2009, among boys, and for girls, the percentage was 26.7% to 6.3%. Data from the same study also reveals that overweight and obesity are most frequently found in children over five years of age, and the presence of these changes is evident in all groups, regardless of family income and in all Brazilian regions. These numbers are indicative of the existence of a change in the nutritional situation of the country, being this transformation characterized by the increase of the presence of nutritional changes in the population, evidencing a change, not only in the nutritional profile, but also in the familiar economic factor. With these findings, it is evident that the weight of the Brazilian population is undergoing changes, evidencing an increase in weight in recent years.¹

The occurrence of the change in the food standard of Brazilians is marked by the incorporation of new practices, through the substitution of homemade foods by the industrialized ones.² It is emphasized that these products have a high energy content, besides containing in the composition the preservatives, which are extremely harmful. In relation to the process of nutritional transition, we highlight the formation of inappropriate eating habits by families, who started to consume fatty foods and with high sugar content, such as sweets and sugary drinks. In addition, the situation is worrying, as there was a decrease in the intake of whole grains, vegetables and fruits. Thus, it is pointed out that the changes are considered negative for the process of maintaining a healthy life, including during childhood.²³

It is known that during the whole life, the individual develops its eating practices, however, studies reveal that it is in the period of childhood that the formation of the first alimentary habits begins and these tend to have reverberate throughout life. School-age children present themselves as important thinkers, being able to create their own reasoning about the correct choice of food. However, they do not have the capacity to choose foods according to their nutritional value, and can learn through experience, observation and food education. The school phase is characterized by the interaction of the student with a new environment, and it is at this stage that children begin to develop their independence and, consequently, also acquire the necessary discernment for the beginning of the constitution of eating habits.⁴

There is a consensus that the inadequate dietary pattern, initiated since the childhood period, can bring a series of complications in the life of the individual, being responsible for the appearance of some pathologies like obesity, cardiovascular diseases, some types of cancers, osteoporosis and manifestation of hypertension, with its development in adult life. Poor diet can have its consequences which consist in the emergence of these affections at some stage of life, therefore, it is indispensable to adopt healthy eating practices. To this end, it is necessary to encourage children and young people to have a healthier diet, especially during the childhood phase, a period marked by inadequate eating behaviors, which is the ideal phase for the establishment of food intervention and guidance measures. To address this problem, strategies need to be devised to investigate these eating practices early, and then to plan interventions that promote awareness of the benefits of good food practice.⁵

Given this context, the important role of Nursing in the development of actions ranging from caring, managing and educating that encompasses the most different scenarios of the professional field is pointed out. Linked to this is the modern society that brought the new dimension, with an emphasis on educational practice, which has come to be considered as a fundamental means for health promotion strategies.⁶ In view of this, it is shown that health education in Nursing should also be focused on educational practices, since the action of the academic is not restricted to just sitting on the banks of universities, laboratories or hospitals, but it needs to direct its focus to the community, which is an important public for the execution of programs and projects of an educational nature, and for this, the university should promote and use the university extension as an essential tool in the education process. The public contemplated by the actions was composed of school children belonging to a municipal school located in the interior of the state of Ceará. The actions of the project were designed to promote the dissemination.
of content related to the food scope, so that the process rooted in the precepts of education is based as a crucial element that can be realized by means of actions that converge for the empowerment of the individual aiming at making the orientation on good alimentary practices possible, as well as for the aspects of prevention of cardiovascular diseases, through the context of the feeding and importance of the practice of exercises.

This study aims to:

- Report the experience experienced during the execution of the extension action.

### METHOD

A descriptive study, a type of experience report, was carried out by UNILAB undergraduate students who participated in the development of health education actions in the execution of an extension project titled "Nutritional Status of Children as an Instrument for the Prevention of Cardiovascular Diseases: Formation of health education groups", carried out under the guidance of a teacher of the course. The actions of the project were carried out from July 2013 to June 2014 with students in the age group between six and 12 years of age belonging to a primary School located near the UNILAB campus, in the municipality of Redenção. Redenção is located in the interior of the State of Ceará, in the Brazilian Northeast.

Regarding ethical issues, because it was an action that involved aspects related to the teaching-learning experience, it was not necessary to carry out the formalization of the Free and Informed Consent Term, in accordance with Resolution No. 466/2012 of the National Health Council. In order to do so, it was pointed out that a document of consent was signed by the school board to carry out the activities, and the selected students were invited to participate in the project. In addition, information about the purpose of the project was provided, as well as leaving them free to agree to participate and/or interrupt their participation, if they deem it convenient, respecting the rights of schoolchildren not to participate in the educational sessions. It was also advised that the project would not cause any harm, encumbrance or damages, except to increase their learning and contribute to health promotion.

In the first stage, which covered the first two months (July and August 2013), visits were made to the educational institution for the execution of meetings with the director, with the purpose of presenting the project and obtaining information about the students. Concomitant with this, meetings were held with the project coordinator, researches in the databases of articles related to the topic, planning and preparation of material for the activities. Also in the first stage, visits were made to the morning and afternoon shifts, in order to allow the integration of the team executing the activities with the children of the school.

Sequentially began the selection process to obtain the students participating in the project, according to established criteria, such as being among the risk group identified in the diagnosis made with changes in body mass standards, in research developed prior to the proposal of the educational action; Living in the urban area; Not have above 25 absences in class; Be willing to attend workshops that may be held on Saturday; Read small texts; Be between six and twelve years of age and agree to attend workshops. According to the specified criteria, the selected participants were enrolled in fourth and fifth grade classes of the morning and afternoon class.

The second stage consisted of holding the educational sessions over ten months (from September 2013 to June 2014). For this, the meetings were held once a month in the premises of the educational institution and, sometimes, the space of the auditorium of the Education Department of the municipality was used. For the development of the educational sessions, lectures were developed, developed by the extension scholars, aimed at the students who contemplated the following aspects: informed the importance and benefits of healthy eating; the food group of the food pyramid was worked, as well as the importance of the practice of physical activity/game/sport and children's games and was informed about the advantages of maintaining an active and healthy lifestyle. It should be noted that a relationship of these components was made focusing on the prevention of cardiovascular diseases (CVD). The food pyramid was used as a model, which helped the team structure the content to be worked on with the students. In this way, the themes of the sessions were elaborated based on the groups contained in the food pyramid, and the information was passed according to the age range contemplated.

For the execution of the activities, several resources were used, among them, the classroom, auditorium, data show and posters with drawings related to the food pyramid, so that the students could visualize the structure and the organization of the food groups. In addition, the students themselves made
were welcomed and promoted the group dynamics, which allowed them to get to know them better. In addition, this activity favored the integration of students from different classes, grades and schedules. Before the activities were started, a message was read and students were asked to comment on what they had understood. With this, the students were encouraged to express their opinions, by encouraging their participation.

Subsequently, the purpose of the extension project was summarized, in addition to providing, at the time, a space for participants to ask questions and make suggestions. At that moment, the students, who had not understood the intention of the project, took their doubts. Following, the topic “what is healthy eating” was discussed. To do this, before, they heard what they knew and later the concepts and definitions about the theme were presented. In this context, the health benefits were emphasized. Finally, there was the message that studies show that these eating practices are linked to the consumption of fruits and vegetables and are established as an important means for the prevention of diseases.8 Thus, antioxidant foods contribute as a preventive factor for cardiovascular diseases.9

An alert was also made about obesity, considering that it has been related as one of the risk factors for cardiovascular diseases, among them, coronary artery disease and ischemic stroke.10

In relation to the general aspects, the context of obesity and its relation with food were listed. Obesity was scored as the cause of the emergence of many health problems encompassing the pediatric universe, as well as alerting them to the fact that pathology is considered a risk factor related to many causes of morbidity and mortality in adulthood. It is believed that the practice of inadequate eating habits can contribute to the occurrence of obesity and also several other factors such as sedentarism, which establishes itself in the context as one of the main factors of world-wide occurrence related to the development of obesity, and of a series of other health complications that may occur in the individual’s life.12

An alert was also made that obesity, considered a disease, has been showing increasing rates and is therefore an important public health problem in the context of contemporaneity.12 Based on the previous information, it was emphasized the impact that affection has been gaining in the context of health.

The number of selected students was 33, but 17 students gave up after the first lecture. Participant numbers ranged from 15 to 16 per session.

The topics covered during the lectures, during the ten months, were: in the first educational session, "the Extension Project was presented; we talked about what healthy eating is; concepts and definitions were presented and some general aspects worked"; in the second educational session, "the group of energy foods was discussed, showing the sources and functions, besides covering aspects about the manipulation and hygiene of foods; importance of practicing physical activity regularly and the importance of play"; in the third educational session, "we talked about regulating foods, showing the sources and functions of fruits - 'knowing how to choose'"; in the fourth educational session, "we talked about regulatory foods, showing the sources and functions of vegetables."

The other lectures dealt with the following topics: in the fifth educational session, "we approached constructive foods, showing the sources and functions of this group of foods of vegetal origin"; in the sixth educational session, "we talked about food constructs, showing the sources and functions of this group of animal foods"; in the seventh educational session, "we talked about food manufacturers, standing out for the group milk and its derivatives" and the eighth educational session, "we talked about extra-energy foods sugar (rapadura, honey), sweets in general treats and greasy (oils, butters)".

In the third month, during the first educational session, the research team was formally presented to the students. At the first moment of the workshop, the students
The importance of avoiding the consumption of some industrialized foods was stressed, since these products have salt and preservatives. As an example, baloney, canned meat, salami, among others, were mentioned, such as the presence of high sodium content, which may contribute to the morbidity and/or worsening of arterial hypertension, if the individual has the disease.  

Finally, we present the foods that can be classified according to their origin: animal, vegetable, mineral and industrialized. We warned of the importance of care in the handling and preparation of food, taking into account the correct hygiene of the hands and fruits, vegetables, vegetables and others, and also the role of food for the body.

In the fourth month, the second educational session was held, where an approach was made on foods from the carbohydrate group. In the talk they were asked if they knew what carbohydrates were and what their function was for the organism. After that, several images of these components were randomly projected and the students were asked to identify the images shown and, with this, they made comments of those they liked as a component of the diet. Moments later, these foods were already inserted in the food pyramid group as a way to highlight their classification and location.

One of the foods exhibited was cassava and it was observed that the great majority of the students did not know it in its original form, that is, they did not know the roots, but they were able to identify the other products made from it, such as tapioca and flour. Based on this context, a figure was drawn which contained two cars parked at a gas station: one with a full tank and one with an empty tank. At that moment, the situation was compared with our body, showing the importance of these foods as a source of energy. Just as fuel is for the car, making it move, carbohydrates are for the body, providing the energy needed for our day to day life, that is, stressing that just as cars need fuel, so does our body. They need carbohydrates as a source of energy.

Thus, the importance of carbohydrate consumption was emphasized, since they are indispensable in food, considering that they are the suppliers of energy (calories) necessary for all activities. However, the consequences related to the exaggerated consumption of pasta were emphasized and its relation with the increase in body weight.

They were warned about the excessive consumption of certain foods from the diet, always trying to show their relationship with weight gain and other health complications resulting from an inadequate diet. The three principles of healthy eating, which are balance, variety, and moderation, were shown to the students. It was about how to interact in the process of food choice. For this, the use of the organs of the senses such as the eyes, the smell, the palate, the touch and even the hearing as an important means to direct the choices, was emphasized.

In the fifth month, the third educational session was held, where the concept of fruits was explained to the students, as well as how to identify these foods. The role of regulatory foods was explained, as well as their importance for the maintenance of the organism’s function. It focused on the importance of “Knowing to Choose”, because knowing how to identify fruits and vegetables is essential for the process of choosing these foods, thus allowing you to select these foods according to your needs. The students made a collage of pictures that represented these foods in the food pyramid drawn on the poster board. For this, they made the collages according to the group, according to their position and classification.

It was reported that the fruits belong to the group of regulating foods and that these have an important function in the organism. They help in the functioning of the intestine, in addition to preventing constipation, and are sources of vitamins and minerals, and act in the prevention of some diseases, among them, cardiovascular diseases, diabetes mellitus and some cancers, such as the intestine, among others.

The importance of some fruits that are rich in fibers was emphasized and that these are important as they act in the regulation and maintenance of digestive functioning and also that the lack of fiber intake is shown as one of the existing causes related to constipation. Vitamins have been approached as nutrients present in fruits and other foods that have as their function, acting in the prevention of diseases, contribute to the formation of organs and assist in their functioning, and are therefore essential in the diet.

It was emphasized, for the students, the importance of the consumption of fruits and vegetables. In order to do so, it was oriented to include them in the diet and to increase the intake, both in the school environment and at home, as these are rich in vitamins, minerals, fibers, water and have low energy density. Some complications, which may occur when one stops eating some of these foods, among them abnormal growth,
problems in ossification, bleeding, anemia, among others. All this can be caused by deficiency of vitamin C.\textsuperscript{14} It has been warned that the lack of iron can cause fine, flat nails that can acquire the shape of a spoon.\textsuperscript{19} Schoolchildren also became aware that the hair loss is related to zinc deficiency, among other factors.\textsuperscript{20} The importance of vitamin A, which acts on the growth and development of children, as well as being essential in the functioning of the eyes, has also been addressed.\textsuperscript{20} The lack of it can lead to blindness and is also related to rates of infant mortality.\textsuperscript{21}

In the sixth month, the fourth educational session was held, where we talked about food belonging to the group of regulators, including especially vegetables and legumes. In this topic, we tried to show their sources and main functions of these foods. At the first moment, a photo was prepared containing the food pyramid where the positioning of these foods was shown in said figure. The students were asked, “what are regulating foods?”, in order to recall the previous activity. At that moment, the students explained what they had understood about these foods and, with that, the students were instigated to participate in the educational session, by exposing their ideas on the subject.

The definition was then given and these foods have the function of regulating the functions of the organism, such as blood pressure, acting in the defense of the organism and helping the bowel to function.\textsuperscript{14} It was explained about the constitution of these foods, noting that these have vitamins, minerals, fibers and water, in addition to emphasizing, in a general way, their actions in the protection of health, since they contribute to the prevention of diseases.\textsuperscript{21,14}

The definition of the foods belonging to the group of vegetables was presented. In this way, it was possible to clarify the main differences between these foods, helping in the process of their identification. In relation to the group of vegetables, the definition was provided for this food group, which helped to help them in the identification process, besides emphasizing for the students the importance of their consumption in the diet. The main representatives of leafy vegetables (lettuce, cabbage, broccoli, cabbage, among others) and vegetables (beets, squash, zucchini, among others)\textsuperscript{21} were also shown to students.

It was also explained that these foods have vitamins that are essential for the proper functioning of the body and play an important role in nutrition and advocacy. Vitamin A, which plays an important role in the functioning of vision and is furthermore necessary for growth and reproduction, has been highlighted. Another aspect mentioned was related to the balanced diet in pregnant women, since ingestion is essential to ensure the transfer of nutrients to the fetus and helps to prepare it for the birth and breastfeeding.\textsuperscript{22} Regarding vitamin C, it was highlighted that it can be found in citrus fruits, green peppers and greens, among others. In addition, its important role in the absorption of iron through the intestine was emphasized.\textsuperscript{23}

In the seventh month, the fifth educational session was held, where we talked about the foods belonging to the group of constructors, including legumes, such as peas, lentils, chickpeas, soybeans and beans, among others. Therefore, in this session, we opted to work only with these foods, in order to facilitate the understanding of the students in relation to this group of the food pyramid. The other foods, sources of proteins of animal origin, were worked in another educational session, in order not to confuse the students in relation to the two groups, which are distinct in their classification, but which, in general, are both sources of protein, what differs is that there are proteins of animal and vegetable origin.

The session was started with the question “do you know what food builders are?”. The objective was to encourage the discussion and allow them to express their knowledge about the subject. The question made it possible for the students to express their opinions, as well as to favor the process of understanding between them.

At the time, it was pointed out that, even if proteins of plant origin exist, the consumption of proteins of animal origin is irreplaceable, since they are complete, that is, they supply all the components (amino acids) necessary for the growth and maintenance of the body , Substances that our body cannot produce, and it is necessary to obtain them through these foods, especially those of animal origin.\textsuperscript{21}

The sources and functions of these foods have also been shown. For this, illustrations were used that allowed to facilitate the identification by the schoolchildren. In the educational session, it was shown the location of these foods in the food pyramid group, which allowed to understand their function.

The importance of proteins was emphasized, explaining that they are called “builders” precisely because they participate in the process of muscle formation, tissue
renewal, and other structures such as eyes, hair, nails, nerves, glands and other parts. In addition to emphasizing that a person who consumes proteins in the correct amount has greater resistance against diseases, because they act in the defense of the organism (through the formation of antibodies).14

It was reported that the elderly, children and pregnant groups should consume essential amounts of proteins, both animal and vegetable, in order to contribute to the better health of these individuals.21 Students understood the importance of ingestion of these components of the diet, in particular in the groups mentioned.

In the eighth month, the sixth educational session was held, where the theme related to food manufacturers was discussed, therefore, it was, in fact, given continuity to the thematic of the group that had previously been done on the legumes. In this new session, foodstuffs of animal origin were specifically addressed. In the topic, some information passed on in the previous session was reinforced. Thus, a review of the functions of these foods was carried out.

The main sources of animal origin, such as meats in general, ox, chicken, pork, fish, among others, were emphasized that these foods are nutritious and are an excellent source of protein.14,21 The importance to keep eating at set times and following the guidance of the food pyramid was also emphasized.

In the ninth month, the seventh educational session was held, where the explanation of the group of constructors was finalized, talking about foods composed of milk and its derivatives (cheeses, yogurt, curds).

In the tenth month, the eighth educational session was held, where the composition of the food pyramid related to foods belonging to the group of extra energies, sugars and sweets and foods rich in lipids (fats) were carried out. Sources of sugar-rich foods, such as rapadura, honey, among others and sweets in general (goodies), were shown and their contribution to the provision of energy for the various activities was emphasized, giving more disposition to the body for sports, playing, breathing.14

As for fats, their importance to the body has been punctuated, since they are moderately consumed, since they contribute to several processes, among them, they are responsible for transporting vitamins (A, D, E and K), which can dissolve in the fatty medium, being essential for the formation of cells. In addition, lipids are also part of the composition of some adipose tissue hormones, keeping the body isolated, reducing heat loss, among other body components. However, it is recommended that consumption be moderate, and that it should not be exceeded in quantity.14

The importance of moderate lipid consumption has been discussed, warning that excessive ingestion may lead to pathologies such as atherosclerosis, which consists of endothelial wall damage (due to the accumulation of lipoproteins in the endothelial wall). Circulating plasma components that are due to dyslipidemias, in addition to being informed of other factors, such as hypertension and smoking.24 It was emphasized that atherosclerosis, in turn, can trigger cardiovascular diseases (CVD) and also cerebro-vascular complications, myocardial infarction, ischemic heart diseases and stroke.25 Therefore, adequate consumption of these foods can bring numerous health benefits, as well as contribute to reducing the risks of developing diabetes mellitus and/or its complications.

It was emphasized that a diet rich in unsaturated fatty acids (trans fat and/or trans fatty acids) present in foods of vegetable origin, in oil and, especially, in industrialized products such as margarine and vegetable fats of the hydrogenated type, are presented as harmful as those from saturated fatty acids, and is responsible for the increase in cholesterol levels, which can trigger the formation of atherogenesis, responding to the increase in LDL-c and a decrease in HDL-c.26,27 There was an alert about fatty acids which can be found in foods such as fat, in its solid form, and also in various other foods like lard, bacon, crackling, sausage, fats present in the meat, among others. As for the latter, an alert was issued again that its excess consumption culminates in potential effects related to the increase in serum total cholesterol levels, as well as increasing LDL-c levels.26

Therefore, it is emphasized that saturated and trans (unsaturated) fatty acids are the main components currently involved in the disease load, such as increased levels of LDL-c (known as bad cholesterol), which raises the risk of atherosclerosis, It also compromises the intestinal microbiota, contributing to inflammation and causing insulin resistance, typical of type 2 diabetes mellitus.13 Fatty figures such as pastries, fried foods, fatty meats, cookies, snacks, and others were exhibited.

In general, the activities were developed through lectures, dynamics, drawing of the pyramid, paintings, games, games that had
the purpose to awaken to the awareness, in addition to enabling the dissemination of information about the themes related to healthy eating. A didactic approach was carried out with the use of educational tools that favored learning and allowed the content to be established. In addition, they contributed to raising awareness about the subject in order to enable schoolchildren to sharpen their knowledge as well as to help them share information both in the school environment and at home.

**DISCUSSION**

It is worth mentioning that the exchange of experiences provided during the twelve months in the execution of the extension project was extremely enriching, since it obtained a vast vision that led the team to reflect on the importance of the participation and/or inclusion of the Health professional in the community, as well as the role of the academic in the development of actions with an emphasis on the community. The experience of the project contributed to increase the knowledge of the researchers of this study in relation to the themes and, for this, studies were carried out on the subject, guidance was received from the project coordinator, and data base research and material reading supported the team in the development of presentations and also in the general planning of activities, such as slide production, games, dynamics, drawings, collages.

In view of the previous context, teamwork as the pillar for the project was emphasized, as the activity brought it closer, that is, it allowed greater integration among the academics, but also a learning gain in the sharing of knowledge and experiences that, in short, have tremendously benefited teamwork. It was pointed out that the project was the first one to be carried out in relation to the theme both by the academics and in the environment in which it was carried out, so it was a remarkable experience from a theoretical, practical and personal point of view, since it involved great challenges for the its implementation because it is something new in that context.

At various times, problems of the most varied orders were faced. However, learning from the situations experienced was beneficial, since it prepared and matured the team in order to dribble and seek solutions and alternatives for solving difficulties, without compromising activities, which required maturity and competence to solve obstacles. But the key was knowing how to seek the help of the counselor and the people involved in the context, both inside and outside of school. The experience of executing the project was enriching, characterized by the maturation of the team regarding the context experienced, teaching it to respect opinions, listen and make suggestions, but also to use counterarguments and analyze different situations. All these elements brought personal, intellectual and academic/professional growth.

The topics dealt with and the implementation of the themes demanded dedication and required a lot of flexibility to deal with problems of various orders, but which were overcome during this period. With this, experiences have been gained that have made the team more apt and improved their didactic strategies, as well as establishing an active bond between them and the school. In addition, it was satisfactory because it enabled the team to intervene in the school context, through actions aimed at health promotion, focusing on the prevention of cardiovascular diseases and the approach on aspects related to nutritional status. In this way, it was possible to promote health through education, offering students the possibility to know and debate the theme with a view to learning. It did not focus on the students as mere spectators but on the opportunity to raise them to awareness through training based on skill development, leading the individual to think in a both reflexive and critical way. And these actions were carried out when they realized that the students already questioned the food, they already analyzed their own individual and/or family food preferences, because, at certain moments, the eating habits of family members were reported, and comparisons were also made with the above data.

The use of the food pyramid was an important tool that favored learning for schoolchildren. This was possible due to its didactic structure, which allowed the team to clearly exemplify the food groups. In addition, it facilitated the understanding of the amount recommended for ingestion that may be to a greater or lesser extent, but that the referred should be understood as a general guide, therefore, it cannot be interpreted as a prescription in an individualized way. Therefore, its use made the learning process more attractive, since it facilitated the understanding of the students, arousing the interest in knowing each component of their segments.

As part of this process, it was emphasized that student interest was a determining factor...
knowledgeable students and multipliers of knowledge about healthy eating, with a focus on cardiovascular disease prevention.

Faced with this, it is necessary to think of health education as a process that transcends the direct form of education, that is, education in which information is passed on and, on the other hand, the student, who receives only the content. However, it should be emphasized that this process must be pursued using the health education tool in a way that provides a greater dynamism, action and, thus, allows for more intense interaction, allowing the exchange of experiences, which can be combined to complementary actions that facilitate the voluntary conduct of actions and that condition for the awareness and consciousness of the individual in the scope of health issues.  

One of the contributing factors for the success of the activities was the approach of the academics with the school community, which favored the intensification of the teaching-learning process, and went beyond, since it allowed for the mutual growth of those involved through the integration and dynamism, which made it possible to improve the learning of the students, creating an environment of their active participation in the activities, which left the team very motivated, because they observed, on the spot, their interest in the lectures. 

During the activities, there was an intense exchange of information between the students and the academics, through active participation during the explanations and expositions of comments to the group regarding their food preferences. Directed educational actions allowed for a greater interaction with extension agents, as well as determining the way of approach based on simple conversation, informality, but without losing the originality of the theme, which favored the dynamism of the activities and was productive, seen which aroused the students' interest. This fact made the team happy to visualize students' curiosity regarding obesity, since it was observed that a great part of them did not know the concept and its relation with cardiovascular diseases, nor did it know the contribution of a healthy diet to health. Throughout the eight sessions, it was possible to perceive certain knowledge about certain subjects, already being something valuable.

The project provided academic/professional and personal growth, since the context experienced covered knowledge exchanges, “educator/student” relations that brought, for extension agents, a
positive charge of commitment and significance of the functions performed, be it as a university student and/or professional. Both are based on the role of health educator, however, an education aimed at guiding the individual regarding the health/disease process, but not limited to that. The work contemplates and must go further, for this, it is necessary to see the person in a holistic way and seek to understand all the factors involved. This was what was done to institute this work in the school environment, because the team worked to add up.

In the activities with the students, the visual projector of the multimedia projector (data show) was used as a facilitating tool in the learning process. Slide shows containing videos, images, and comic book conversations of fictional characters created with the purpose of fomenting learning in relation to the themes addressed, which made it possible to establish the association between the content taught with daily practices, Thus favoring learning. With this, a greater participation of the students was observed and, during the execution, they made the reading of the speeches of the personages, which contributed to strengthen the information fixing process.

One of the activities that aroused much curiosity and participation was the use of posters that contained the drawings of a food pyramid. In this activity, the students made collages of engravings that represented the food in the spaces destined to each group belonging to the food pyramid. The students participated actively in educational actions. In addition, it was emphasized that these intervened positively during the presentations to report and comment on certain personal and family situations in relation to the themes worked, and therefore, the level of participation and the interaction of schoolchildren with the extension agents were compensatory.

Therefore, it is emphasized that the work contributed to the promotion and prevention of health in the community in the school environment, through the dissemination of knowledge, leading students to empowerment, favoring the construction of more critical school children, knowing the importance of good practice. Eating habits as a means to prevent diseases such as obesity and cardiovascular diseases. The results showed that the topics covered were well understood and, moreover, were marked by the active participation of the students throughout the execution process. For the academic extensionists, the project was a watershed, as it subsidized academic/professional growth and showed the team that it is possible to carry out health promotion and prevention for the provision of health improvements in the school environment.

**CONCLUSION**

The extension project made it possible to increase the knowledge of the team in relation to the subject and allowed to leverage the learning in the personal, intellectual, as well as in the academic/professional context. In addition, the project activities favored a new experience that consisted of contact with a new public made up of schoolchildren. Moreover, during the activities, relationships have been established that can be called "educator/student". With this, it was possible to experience, in a practical way, the work of the nurse in the development of actions aimed at health promotion, being possible to link the theory-practice relationship through the application of the knowledge acquired in the classroom environment in the university with its implementation in actions directed to the focus on health education in the school environment.

The extension actions developed with schoolchildren on healthy food-related topics related to the prevention of cardiovascular diseases were valued, as it was noticed that the activities favored learning and this was evidenced through the students', as well as through the pre-tests, which were reflected in good results. Before the sessions, they were found to have little knowledge about the benefits of certain foods, their functions, their origins, the quantities of servings in the daily food, and from the execution of the educational sessions, as they were already able to identify food groups, as well as the importance of food consumption and the value of good nutrition for health. Recognition of the students, the learning and the exchange of experiences proportioned and experienced are the main fruits harvested in this work. Through the actions, the extensionists left with a feeling that it is possible to promote health and contribute to the improvement of the health of the population, either by intervening in the problem or even by guiding individuals about their health issues, and that the academic/nurse plays a crucial role in the process of health education.

Health education, first of all, should be thought of as a feasible mechanism that Nursing should always use. For this, it is necessary to establish a profitable relationship...
that directs the academic to the elaboration and the development of projects directed beyond the assistance provided in the health unit. For this, we must go beyond, we must cross the walls and direct the focus also to the community.

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