NUTRITION EDUCATION WITH PRESCHOOL NURSERY BASED IN SOCIAL INTERACTIONIST THOUGHT: EXPERIENCE REPORT

EDUCAÇÃO NUTRICIONAL COM PRÉ-ESCOLARES EM CRECHE BASEADO NO PENSAMENTO SOCIOINTERACIONISTA: RELATO DE EXPERIÊNCIA

EDUCACIÓN NUTRICIONAL CON PRE ESCOLARES EN GUARDERÍA BASEADO EN EL PENSAMIENTO SOCIOINTERACCIONISTA: RELATO DE EXPERIENCIA

ABSTRACT

Objective: to report the experience of deployment and implementation of actions recommended by the National Nutrition Policy aimed at nutrition education at pre-school nursery in Rio de Janeiro.

Methodology: descriptive study, experience report type about the application of practical activities of Nutrition Education, with university pre-school nursery grounded in the thought of social interactionist Vygostsky. Results: structural modifications, physical, and human resources development activities were carried out through playful actions, besides the menus planned in accordance with practice healthy eating thinking in social interaction for the presentation of diverse food groups such as fruits and vegetables. Conclusion: it is fundamental the reformulation of food practices as well as the implementation of systematic educational activities within the school to promote health and improve quality of life.

Descriptors: Children; Education; Food.

RESUMO

Objetivo: relatar a experiência de implantação e implementação das ações preconizadas pela Política Nacional de Nutrição visando à educação nutricional de pré-escolares em creche no Rio de Janeiro. Metodologia: estudo descritivo, tipo relato de experiência sobre a aplicação das atividades práticas de Educação Nutricional, com pré-escolares de creche universitária, fundamentadas no pensamento sociointeracionista de Vygostsky. Resultados: realizaram-se modificações estruturais, físicas, de recursos humanos e elaboração de atividades por meio de ações lúdicas, além dos cardápios planejados em conformidade com a prática alimentar saudável pensando na sociointeração para a apresentação de diversos grupos alimentas como frutas e hortaliças. Conclusão: é fundamental a reformulação das práticas alimentares assim como a implementação de atividades educativas sistematizadas no espaço escolar com vista à promoção da saúde e melhoria.

Descritores: Crianças, Educação, Alimentação.

RESUMEN

Objetivo: relatar la experiencia de implantación e implementación de las acciones preconizadas por la Política Nacional de Nutrición visando la educación nutricional de pre-escolares en guarderías en Rio de Janeiro. Metodología: estudio descriptivo, tipo relato de experiencia sobre la aplicación de las actividades prácticas de Educación Nutricional, con pre-escolares de una guardería universitaria, fundamentadas en el pensamiento socio interaccionista de Vigostsky. Resultados: se realizaron modificaciones estructurales, físicas, de recursos humanos y elaboración de actividades por medio de acciones lúdicas, además de los menús planeados en conformidad con la práctica alimentar sana pensando en la socio interacción para la presentación de diversos grupos alimentares como frutas y hortalizas. Conclusión: es fundamental la reformulación de las prácticas alimentares así como la implementación de actividades educativas sistematizadas en el espacio escolar con vista a la promoción de la salud y mejoría de la calidad de vida.

Descritores: Niños; Educación; Alimentación.

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INTRODUCTION

According to the Ministry of Health\(^1\) (MH), child health has been focused on Public Policy in our country in the complex social framework, diseases and national infant mortality. It is observed that the Food and Nutrition Policy (PNAN) approved in 1999, includes the National Health Policy, part of the Food and Nutrition Security, composing the set of government policies aimed at achieving the universal human right to food, nutrition and adequate health care.

Understanding that the nursery is an area of paramount importance in a child's life, where they spend at least six hours per day and considering the recommendations of the Ministry of Health through Policies directed to the health of Brazilian children, is that it is considered that nutrition education must be taught in age groups starting with children of small age and that such actions should be carried out considering the social interaction that occurs in the space where they are and Public Policy in force in the country.

From the above considerations is that, in this article, will be treated with nutrition education in university preschool daycare considering the thought of social interactionist Vygotsky.\(^2\) It is not intended to disregard the participation and influence of the family, in this context, because the feeding behavior of the pre-school child is determined in the first instance by the family of which they are dependent and secondarily by other psychosocial interactions and cultural rights of children, in this case, the interactions in a space as a nursery.

These findings emphasize the relationship, sometimes contradictory, that is linked in the media about food and what is considered healthy by the Health Policy for children in daycare. We know that many studies have been developed with the aim of raising awareness and promoting healthy eating habits in front of nutritional disorders resulting from a food characteristic of contemporary life. The lifestyle and media influence, sometimes eating habits harmful to health and the child population is affected because it gets severe influences imposed by the "Society of fast food" through the compartmentalized kitchen.

Given this context, the teaching of good practice healthy eating at school should aim at training the individual so that an adult can act consciously facing new situations of life, leading to be inspired on the possibilities of man as a human being and stick to the fundamental conditions of biological survival, as well as acting for that survival effect on the best possible terms. With countless influences sometimes unfavorable that children receive about the food choices, is that it is considered that the social interaction that occurs in the nursery should be explored because it can be a means to promote Nutrition Education of preschoolers.

For Vygotsky, the story of the child's behavior comes from the interweaving of two lines: the elementary processes, which are of biological origin and the higher psychological functions of socio cultural origin. These two lines are part of the roots of child development\(^3\).

The institutional space is a space of socialization and social interaction, either directly with other members of the culture as teachers, other children and professionals or through the various elements of culturally structured environment, which provides the raw material for the psychological development of the individual primarily the preschool\(^4\). The idea is explained in Vygotsky in its social interactionist approach, which reinforces that Man is a social being, as he is in and by establishing relationships with other men and with nature, being a product and producer of these relations in a historical process\(^5\).

The school, social institution by nature is influenced and also interferes in the community. Therefore, the school is not neutral, but this results from the totality of acts, actions, values and principles of historical reality. It can be argued then that the school is an educational space needed, which complements the work of the man as a historical-cultural and conscious in their individual and social evolution\(^6\). From the influence social interacional daycare in the life of pre-school, is that it took into consideration that this is a possible space for promoting nutritional health with preschoolers.

The Nursery, as an institution, has the role of forming a complementary space to the family since the early years of life, because it undertakes to consider the child globally, in all its specifics, as a citizen who interacts socially, having Education, in this case the nutritional, be seen as a social right of all children\(^7\).

Considering the space of socialization and social interaction of the nursery, the aim of this article is to report the experience of implementation and deployment of Nutrition Education with pre-school daycare, in Vygotskian perspective. It is emphasized that nutrition education is an active process that
aims to help nations, families, individuals to know the basic principles of nutrition to promote changes in attitudes, to choose food for consumption and, if it is possible, to promote a balanced diet, observing the rules of hygiene in handling and storing food.\textsuperscript{7}

\textbf{METHODOLOGY}

Descriptive study, experience report type, in which it intends to address the experience of deployment and implementation of nutrition educational activities developed by nutritional food service and applied to preschool children enrolled in a daycare of a University in Rio de Janeiro in order to achieve healthy food habits during the practice of educational activities based on the social interactionist approach of Vygostsky.

The nursery, scenery of this report is for children from 0 to 6 years old, it works at the Campus of the university itself and emerged from the demand of the university community and the mobilization of some of its components.

As a pedagogical proposal, the Nursery conducts various workshops, including the nutrition education prepared by the nutritionist with the intention of implementing the Policies directed to feeding children.

It is noteworthy that in all workshops, happens participation of children, teachers and staff who are part of the food service daycare. In addition, all activities and pedagogical actions performed in the nursery are guided in thought social interactionist of Vygostsky. Thus, the report will be presented and intertwined with the thought of Vygostsky and authors that are consistent with his thinking.

\textbf{REPORT}

\textbf{◆ Structural and preparation of professional}

It is known that to implement educational activities aimed at changing eating habits in children, it is not enough to present the food and/or to modify the menu of the institution. There is need for a series of actions that enforce recommendations to ensure the promotion of healthy eating practices, prevention of nutritional disorders and the stimulation of intersectoral actions that benefit food access universally.\textsuperscript{1}

For the establishment of healthy and educational activities and Policy directed to Nutrition Education, it was necessary, first, to reformulate the dietary in the Nursery studied, reorganize and deploy Nutrition Service.

In this sense, the Nutrition Service of the university nursery theoretically was prepared for the implementation of actions, seized the benchmark set by public policies aimed at nutrition, by the experience by other educational institutions and what is recommended by Vygostsky on social interactionist aspects that were already the benchmark used in other educational practices in the nursery. Thus, structural changes were needed in physical and Nutrition Service, preparation of food service professionals and teachers, and the most difficult, the development and implementation of nutrition education activities with preschool children.

Then the service routines of the nursery nutrition were normalized from the Norm 02/2004 of the Healthy Cafeteria, being made memos and meetings communicating to parents and the whole school community that, from the use of this Norm it would set parameters for a healthy eating. With this, the menu and events at school and picnic, birthday parties among others, began to strictly follow such recommendations.

It is noteworthy that all actions developed and applied to nutrition education in the nursery had a principle to contribute to the formation of subjects critical without neglecting the psychosocial and cultural aspects involving preschoolers. It is known that there are several factors that influence eating habits, included: cultural factors, economic factors, social factors and psychological factors. Nutrition education should allow the construction of autonomous subjects and critics favoring practices that enable health promotion.

Another aspect was also observed to staff training, which provided awareness of the need to adopt measures in relation to general hygiene, use of proper attire (uniform), proper handling and packaging of food, importance of fulfillment of the menu for health child and change of attitude towards the customers.

One of the major challenges to be overcome was the modification of the preparation of food sent to the children's nursery. This was prepared in an industrial kitchen, composed mostly of the same preparations that met the institutional cafeteria and it was made with a few vegetables. As for the protein dish, this also suffered interference shopping system, being offered, sometimes a preparation not recommended for consumption by children. Inasmuch as the feed came at school ready, some preparations had to be manipulated.
again to make the food more acceptable for children, with the intention of improving the intake and decrease the leftover food on the plate.

To change this situation, it was necessary the effective work of the service of nutrition and also the awareness of the nursery’s managers and others of the university, pointing out the importance of food preparation to be performed in the school. So, administrative changes, in which the entire meal preparation would be done on the unit itself, made the production process of all meals, could be monitored by the nutritionist on the unit itself. The reorganization of the system of preparing meals greatly influenced the optimization of services to preschool, once brought radical changes and substantial improvement in food supply both qualitatively and quantitatively. In addition, several other administrative actions as hiring employees, purchasing equipment and utensils, staff training among others were implemented by nutritionist daycare.

With the issue of staff training and food preparation resolved, started the planning of menus. Such planning and forecasting genres were performed in accordance with the principles of healthy eating and targeted child customers. The school was receiving genres storable and perishable like fruits, meats, dairy with quality and, above all, in great variety. Then, it was started for the nutrition education with pre-school children.

acting together with preschoolers-workshops for nutrition education.

Therefore, the implementation of workshops on Nutrition Education in the Nursery could be initiated more intensely by nutritionist since the reformulation of food practices and the implementation of the Nutrition Service were completed, with optimization in the supply of food quality and variety, also counting with proper planning menus oriented to child customers. This step also constituted a great challenge, because the difficulty is to get the child to accept a varied diet, increasing their preferences and getting more appropriate eating habits, since many children are afraid to try new foods and flavors, a phenomenon called food neophobia.8.

The interaction of nutritional services to preschool children, aimed at nutrition education was mediated by storytelling, by cooking workshops and various other activities in which there were also children’s interaction with the nutritionist and teachers.

The work to improve the acceptance of children in targeted aspects of the proposed new nursery food has been thought and should have actions that could be confronted with what is dominant in the outer world, in the media and by the family. The origins of the higher forms of conscious behavior should be found in social relations that the individual has with the outside world. Even though the influence of family and media on eating habits of preschoolers, this subject can be considered an active agent and influence these habits. Corroborating Vygotsky’s ideas that man is not just a product of his environment but also an active agent in the creation of this mean.2

Educational activities began to be planned and developed using various resources such as: the storytelling of several stories with the collection vegetableland Kingdom and the Fruitland Kingdom; cooking workshops presenting the preparation of unusual recipes that whetted the curiosity of children, presentation of videos and DVDs, food fair and posters on the Pyramid and food Groups; health games, besides the everyday speech of the menu stimulating children at mealtimes. Some workshops were prepared and carried out with the preschoolers seeking their involvement and course in a playful manner.

During the activities, the teachers were also encouraged to speak in class on the day’s menu and they should mention the food offered, being multipliers of this effort to educate and that such activities were set by children. In order to have sustainability of actions to promote healthy eating, it is essential to community involvement.9

In Vygotskian line is the appreciation of the school, the teacher, the pedagogical intervention and the role of the educator in the formation of the subject, in this case children, in relation to food choices. The author believes that the school is an institution fundamental to the definition of the subject and for his psychic functioning. It can be considered that with preschool children, this interactive process can be striking, since it takes into account the psychic development, the elements that come from within the child and the elements that come from different environments that coexist.10

A group of foods that children show some resistance are fruits. To minimize this situation and work this food group, it was prepared various activities for the matter to be addressed in a pleasurable way as in the preparation of the ice cream cone, vitamin strawberry, DVD viewing “ Cocoricó” addresses a clip titled "Strawberry close”, the workshop...
of banana bar and workshop preparation of fruit juice with chlorophyll.

Several times in nutrition education activities, the sign language was explored through storytelling in which the children could, in a playful manner, receiving notions about the importance of healthy foods in the acquisition of health. In Vygotskian thought, man’s relationship with the world is not a direct relationship, but fundamentally a median relationship. The higher mental functions have a structure such that between man and the real world there are mediators, auxiliary tools of human activity. These mediators were distinguished by Vygotsky as: tools and signs.\(^{10}\)

In Vygotskian thought, the signs can be language, writing, number system and the system of instruments that are created by societies and these are considered as social objects and mediators of the relationship of the individual with the world throughout the course of human history and are connected to the work and the transformation of nature.\(^{11}\)

It can be seen that, in moments of storytelling in which language was extremely exploited, a link was established between the child and the story: there is emotional involvement, sometimes, by identifying with the characters and often the projection of the child within the narrative. The language is highlighted in Vygotskian thought as a basic instrument created by humanity being important in the organization and development of thought processes.\(^{2}\)

Another strategy for nutrition education was conducting in a vegetable Fair of Dona Maricota where the nutritionist of the nursery set up a fair with 24 types of vegetables. In this activity, had the opportunity to address the specific subject of each vegetable, exercising the dialogue with children, namely, promoting the exchange of knowledge. In the dialogue-based education, it gives the exchange between scientific and popular knowledge in which each of them has a lot to teach and learn. With this, it had the opportunity to hear the spontaneous speech of children, of their experiences brought from outside of school and the nutritionist to take this time to interact with the children on various aspects directed to this food group, primarily constituents and the importance for health.\(^{12}\) The language has three phases: social, egocentric and interior.\(^{13}\) These workshops were purpose to achieve all phases.

Familiarity with food is the first step for children to learn about the taste of food. Repeated exposure and/or mere exposure are the familiar processes with foods that start with weaning and the introduction of solid foods during the first year of life\(^{14}\). It can be said then that it is in the first year of life the child gradually begins to exercise his taste by offering different flavors and learn to experience the food and, in this context, younger children, when exposed to healthy practices early, tend to have higher chances of food acceptance.

It is considered that the routine exposure of children to healthy food in school favors the change in eating habits and, thus, strengthening nutrition education workshops implemented by nutritionist contributes to children’s learning through activities that repeat all the time about the importance of food to our health, and encourages the experiment of the new food so they start exercising learning of flavors.

Being the nursery a place where children spend most of their time, but all day, promoting nutrition education acts significantly in the construction of new concepts in the formation of opinions and habits. Moreover, the space should be seen as an appropriate place for the implementation of educational programs that form a barrier to most common diseases that occur in children and adolescents, such as obesity, malnutrition nonspecific, cardiovascular diseases and also the decay that characterize problems public health.\(^{15}\)

Workshops and other activities were held as: poster of the food pyramid; workshop spinach pasta, carrot, among others, which were assembled trays of canapés shaped butterflies and dragonflies.

It was used as the theme corporal hygiene associated with the Game of Health, preparing the granola cake and watercress with sesame colorful, pizza on a yam and mozzarella stick and vegetables mandala. Thus, the recipes selected by the nutritionist to be made in the workshops were chosen to provoke interest and to motivate children in an unusual preparation as it was the case of green zucchini cake, watercress cake, a cereal bar, yam pizza, beet ice cream, among others. The culinary school provides the experience of cooking as playful experience, creative and shared as children create healthy dishes together whose collective tasting is the next activity, interspersed by the exchange of ideas about the experience.\(^{16}\)

Such exchanges of experiences and ideas interweaving of preschoolers with professionals involved in nutrition education activities were instrumental in Vygotskian perspective, because according to the theory
the higher psychological functions, are of sociocultural and emerged from elementary psychological processes biological origin through the child’s interaction with more experienced members of the culture.

The development of the human species is therefore the result of an interaction between program maturity and personal and social stimulation that a child receives from people who take care of him. Another aspect to be considered was the participation of preschoolers in nutrition education promoting their health. The health education appears as an effective tool for the process of health promotion, considering that favors autonomy and civic education of the individual.

Thus, the psychological aspects of development are not predetermined, but are acquired through interaction with the physical and social environment that engages children from birth. In this perspective, it was designed and implemented all activities and strategies targeted nutrition education in the university institution.

FINALS REMARKS

It is considered the nursery an interesting scenario for implementation of various activities aimed at Nutrition Education as this is becoming a significant need for families and exerting remarkable social role. The stimulus for the acquisition of healthy habits with day care children may require structural change and physical institution and stimulate professionals and family for such actions can effect or may be initiated.

As can be seen, it is not possible to conduct nutrition education in kindergarten without a performance management in all aspects regarding the preparation of the physical, human, both professionals working in the institution of the family as children. So, initially, with the above actions, it was sought to work on the aspects referred to thereafter initiate educational activities with children using the nursery.

At school, all play a crucial role since they are disseminators of information and, similarly, families and professionals should be involved in the construction of better health in the pursuit of healthier lifestyles and the formation of values of their children. Since eating habits are formed by the frequency of consumption of certain foods. It was observed that the actions of Nutrition Education consistently applied in the nursery functioned as levers in transforming eating habits.

Nutrition education should then start early as it is in childhood or pre-school, which attach the attitude and dietary practice hard to change. It is necessary to convey notions appropriate, stimulating the formation of positive attitudes that will contribute to the formation of a feeding behavior desired.

The promotion of health has to be sustained in all social spaces and the nursery is a place where food is of great importance in building healthy eating habits and the development of actions in the reformulation of food practices.

REFERENCES


