EDUCATIONAL ACTION IN PUBLIC SCHOOL ON FOOD ALLERGIES AND INTOLERANCES

AÇÃO EDUCATIVA EM ESCOLA PÚBLICA SOBRE ALERGIAS E INTOLERÂNCIAS ALIMENTARES ACCIÓN EDUCATIVA EN LA ESCUELA PÚBLICA SOBRE ALERGIAS E INTOLERANCIAS ALIMENTARIAS

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ABSTRACT

Objective: to report the experience through an educational action for adolescents in a public school. **Method:** this is a descriptive study, kind of experience report. The inclusion criteria for the research were adolescents from a ninth grade elementary school class and students aged 14 to 16 years. Active methodologies of conversation wheel, videos and scientific scavenger games were used that contributed to the students' knowledge process. **Results:** the action was performed in four moments. It was noticed during the action that the teenagers still had some difficulties on the subject. **Conclusion:** those involved in the theme were sensitized by the educational action, and the academics were able to impact the participants of the action for a better understanding of the definition and causes of pathologies, differences, symptoms, main foods involved in food allergy and intolerance. Nursing; **Descriptors:** Nursing; Health Education; Education. Adolescent; Food Intolerance; Food Hypersensitivity.

RESUMO

Objetivo: relatar a experiência por meio de uma ação educativa para adolescentes em uma escola pública. **Método:** trata-se de um estudo descritivo, tipo relato de experiência. Elencaram-se, como critérios de inclusão para a pesquisa, adolescentes de uma turma do nono ano do Ensino Fundamental II e alunos com 14 a 16 anos. Utilizaram-se metodologias ativas de roda de conversa, vídeos e gincana científica que contribuíram para o processo de conhecimento dos alunos. **Resultados:** realizou-se a ação em quatro momentos. percebeu-se durante a ação que os adolescentes ainda tinham certas dificuldades sobre o assunto. **Conclusão:** sensibilizaram-se, pela ação educativa, os envolvidos em relação à temática, e os acadêmicos conseguiram impactar os participantes da ação para um melhor entendimento a respeito da definição e causas das patologias, diferenças, sintomas, principais alimentos envolvidos na alergia e intolerância alimentar. **Descritores:** Enfermagem; Educação em Saúde; Educação em Enfermagem; Adolescentes; Intolerância Alimentar; Hipersensibilidade Alimentar.

RESUMEN

Objetivo: informar la experiencia a través de una acción educativa para adolescentes en una escuela pública. **Método:** este es un estudio descriptivo, tipo de informe de experiencia. Los criterios de inclusión para la investigación fueron adolescentes de una clase de primaria de noveno grado y estudiantes de 14 a 16 años. Se utilizaron metodologías activas de rueda de conversación, videos y juegos de búsqueda científica que contribuyeron al proceso de conocimiento de los estudiantes. **Resultados:** la acción se realizó en cuatro momentos. Se notó durante la acción que los adolescentes todavía tenían algunas dificultades sobre el tema. **Conclusión:** los involucrados en el tema fueron sensibilizados por la acción educativa, y los académicos pudieron impactar a los participantes de la acción para una mejor comprensión de la definición y las causas de las patologías, diferencias, síntomas, alimentos principales involucrados en alergia e intolerancia alimentaria. **Descriptor:** Enfermería; Educación en Salud; Educación en Enfermería; Adolescente; Intolerancia Alimentaria; Hipersensibilidad a los Alimentos.

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INTRODUCTION

Food is a vital human need known to Maslow and Wanda Horta as one of the items that form the basis of the Basic Human Needs pyramid. Eating involves a range of factors that influence an individual's quality of life. Most people can enjoy the diversity of foods that exist without feeling any negative effects after ingestion, however, for some, certain foods cause adverse reactions that can bring serious health problems, and one cause is food allergies and intolerances.¹

It is noted that the prevalence of food-related illnesses has increased dramatically in recent decades, causing a major health problem with a significant negative impact on quality of life. Risks to well-being increase as food consumed by the population is increasingly processed and complex, with inadequate labels.²

Food allergy is an exacerbated reaction of the immune system to certain types of food, which may occur in the long or short term, right after eating a specific food. The reaction occurs when the immune system mistakenly identifies a food protein as harmful. In addition, the body reacts by releasing histamine, which is a mediator of allergic responses, acting swiftly to combat the 'invader', causing vasodilation, increased vascular permeability - edema - and contraction of both bronchial and gastrointestinal smooth muscle.³

Food allergy depends on whether or not IgE (antibody) -mediated immune mechanisms whose response to food is acute and immediate. It is explained that what happens is the reaction of IgE with the food protein (antigen) or by other antibodies that also affect cells of the immune system, for example mast cells and T cells, however, some people may suffer from late food allergic reaction, also mediated by IgE.⁴

Food intolerance is shown to be a term used to describe abnormal nonimmunological physiological mechanisms that occur when a specific food or additive is ingested by the intolerant individual, and food intolerances are the most common reactions to food. These intolerances may be caused by toxic, metabolic or pharmacological reactions, which may trigger nonspecific changes in the digestive system mainly. It is pointed out by most current studies that these reactions should be mediated by IgG antibodies.⁵

Allergic process and food intolerance are reported to be a clinical condition with an increasing incidence in health facilities, emergencies and emergencies. Because it is a non-preventive process for the first incident, and often confused with other pathologies, Nursing professionals are able to deal with and differentiate these disorders, as their causes are different, as well as their treatments.¹

It is estimated that 1/4 of the population has had an episode of adverse reaction to some food, and food allergy is the type that occurs most often. It is important to ensure that patients and their families are not exposed to unreasonably restrictive diets, which often also imply socioeconomic and quality-of-life restrictions, promoting good nursing practices on the above theme through educational actions, lectures and dynamics, with the objective of health promotion.⁶

The educational action has the purpose of guiding the being, who is free and can choose good and evil, because in Kant, human nature is not evil, man is born free of vice and therefore needs to be educated, to know how to discern and make your choices. Health professionals will be transmitting this knowledge, changing the local reality, promoting new habits and raising the quality of life.⁷

It is understood that adolescence is a phase of gradual transition between childhood and adulthood marked by physical, psychological, social and behavioral changes.¹ Adolescence is an important moment in the life cycle, which, according to the World Health Organization (WHO), ranges from ten to 19 years of age.⁸

OBJECTIVE

- To report the experience through an educational action for adolescents in a public school.

METHOD

This is a descriptive study, type experience report, conducted through an educational action aimed at the students' perception of food allergies and intolerances concepts, as well as differences between concepts.

The action was applied by Nursing students from the Metropolitan University Center of Amazonia (UNIFAMAZ), performing it in a state elementary and high school, which also has specialties for people with special needs of all ages, located in a Belém do Pará neighborhood. The inclusion criteria for the research were adolescents from a ninth grade elementary school class and students aged 14 to 16 years. Exclusion criteria were students who were not within this age range and other classes and teachers.

Coordination of the course was requested, for better operationalization of the action, to issue a letter to be delivered to the school board in order to obtain the necessary permission to perform the action among the students. It is noteworthy that the target audience were elementary and high school adolescents and the activity was held on 09/11/2017.

The educational action was divided into four moments. At the first moment, the students were

introduced to the students, followed by a conversation wheel.

In the second moment, didactic scientific information was passed through the presentation of a video about the theme and one of the lecture, as a way to clarify and base the students on the proposed theme.

At the third moment, a scavenger hunt was held in which the adolescents were divided into two groups, each subgroup containing eight participants, totaling 16. It is detailed that the students interacted with the open and closed questions board as: "what are food allergies? "; "What are dietary restrictions?"; "Is there a difference between intolerance and allergies?"; "true or false". A proper score was obtained for each question and in the end the group with the most points was the winner.

At the fourth moment, a questionnaire was applied to analyze and relate students' knowledge before and after the educational action. Then, a conversation wheel was held with the objective of clarifying doubts to verify if the objective of the action was successfully concluded and if they absorbed the knowledge about the above-mentioned theme.

RESULTS

It is reported that participated in the study the adolescent students in school at school in the afternoon shift. Following are the results on the information provided during the educational action.

It was noticed the positive receptivity of the adolescents with the academics to carry out the educational action, then the participants were asked about food allergies and intolerances if one was synonymous with the other, the adolescents answered that they had little knowledge about the subject, and some have stated that allergy and intolerance were synonymous and that they are terms used for when food may give rise to diarrheal conditions.

The video covering the differences between allergies and food intolerances was then shown to clarify the subject. A greater interaction of adolescents can be observed, with the importance of the initial conversation wheel for greater bonding. They were then advised to feel free to ask questions.

The adolescents were asked again about the subject and it can be observed a greater feedback of knowledge on the subject, where some no longer confused the concepts, knowing how to differentiate intolerance from food allergies. It is shown that one of the teenagers felt comfortable saying that he knew he had one of the cases, but could not remember which one, but after the video managed to remember that he was allergic to some soy foods. It is noteworthy that to ensure

the efficiency of the educational action, we started with the idea of the mini lecture and the questionnaire as a way to explain more about the subject.

It is noteworthy that the lecture moment of clarification of the subject for the participants, when a conversation wheel was opened so that they could ask questions and ask questions, so as not to escape the perspective of the active methodology, was made a dynamic framework of questions with Questions related to the subject The adolescents showed full interest in participating in the game, ideal time for interaction where learning related play occurs, it is noteworthy that the active methodology used in an educational action will vary according to the audience.

In addition, in this way the adolescents had a wide perception of the importance of knowledge about the subject where the participants were happy and comfortable with the educational action done at school, and they understood the importance of approaching the theme presented. It is emphasized that it was a moment of self-assessment of reality itself with a different way of identifying how to contribute to your daily life.

DISCUSSION

It is believed that the experience lived in the action within the school was of great academic and scientific contribution, as it brought reflection on the importance of an educational action, especially when it comes to adolescents who are easy to absorb information and it was possible to verify what are the adolescents' difficulties on the topic.

In this regard:⁹

The school occupies an important space in the development of orientation, freedom of expression and health education activities. Health education promoted in this space needs to be based on both innovative educational references and references that understand the complexity of the health phenomenon, based on a broad and multidimensional concept that considers the social determinants of the health-disease process. These aspects contribute to the promotion of positive actions to the health of the students, extended to the whole family.^{9-10:485}

At the first moment of activity, the students were introduced to the adolescents of the institution, and then a conversation wheel was held to try to create a bond with the participants, making them feel comfortable during the educational activity, important moment to clarify the objective of the action.

The Conversation Wheel is used as a methodological possibility for a dynamic and productive communication between participants of an educational action. This technique is

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presented as a rich instrument to be used as a methodological practice of approximation between the subjects in daily life.¹⁰

In the second moment, a very interactive video was shown, making a differentiation of the concepts of intolerances and food allergies, lasting eight minutes and 20 seconds. It should be noted that, at the time of explanation, they were attentive, when some doubts arose and, among them, the most frequent were: “Does everyone have any food allergies?”; “How can I tell if I have an allergy or tolerance?”.

A lecture was given to the participants to answer their questions about the proposed subject, and the adolescents paid attention and were able to absorb a lot of information. It was highlighted that it was a moment of clarification of the subject for the participants, when a conversation wheel was opened so that they could ask questions and ask questions. It became the third ideal moment for a better interpersonal relationship between the students of the school and the Nursing students, and it was made a dynamic with a 30-minute question board, the prime moment to understand if the video exposure and the promotion of the conversation wheel were efficient for the transfer of knowledge. It was observed that the participants were already showing a new perception on the subject, making it increasingly possible to conclude that the relevance of the study was being successfully fulfilled.

At the fourth moment, each group participant was provided with a questionnaire with five closed questions that asked about students' knowledge before the action. It is pointed out that the purpose of the questionnaire was to verify if the research objective was successfully achieved and to identify if any of them have any food intolerance or allergy. The survey was conducted with 19 participants, among them, only five reported having previous knowledge on the subject, 14 reported having little knowledge on the subject, 12 said they knew someone with food hypersensitivity and three reported having some food hypersensitivity. Then a new conversation wheel for action feedback and group analysis on how the action influenced them was promoted.

CONCLUSION

It is believed that this article can contribute to the reflection on the importance of an educational action for adolescents and how it positively influences the promotion of health education, constituting an important tool for the critical awareness of individuals about their social environment and your health living conditions.

The health education action carried out in this study presented positive results regarding the

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increase of adolescents' knowledge on food allergies and intolerances.

It was noticed in the participants, the interest to learn and pass on, to family and friends, this learning. It is noteworthy that the planning of this action, carried out with active methodologies, made it possible to reach the target audience, as language adaptation and the use of strategic materials promoted greater understanding for the participants. There is the possibility, when aiming to carry out an educational action in a community working group, of each individual expressing their thoughts, giving their opinion, their point of view or their silence.

It is believed that the educational action sensitized those involved in the subject and that academics were able to sensitize the participants of the action, which can contribute to a better understanding of the definition and causes of pathologies, differences, symptoms, main foods involved in food allergy and intolerance.

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