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RESEARCH

Ações em educação nutricional com crianças em creche universitária - percepção dos responsáveis e dos professores sobre o lúdico

Actions on nutrition education with children in daycare university - representatives' and teachers' perception about the playful

Acciones en educación nutricional con niños en vivero universitario - la percepción de representantes y maestros acerca del juguete

Elizabeth Azevedo de Azeredo ¹, Selma Petra Chaves Sá ², Cristina Escudeiro Lavoyer ³

ABSTRACT

Objective: Analyzing the nutritional educational activities implemented with preschoolers in Daycare University through the vision of responsables and describing the perceptions of representatives of preschoolers on applied educational actions. **Method:** a study with a qualitative, descriptive approach, using the technique of Focus Group with responsables and of semi-structured interview with teachers of the Fluminense Federal University's Daycare, who underwent through educational activities. There was conducted content analysis of Bardin¹, beyond the thought of Vygostki², related to the teaching-learning process. **Results:** from the analysis two categories emerged: Actions on Food and Nutrition Education in the perception of the teachers; and Actions in Food and Nutrition Education - changes in eating habits in the view of the teachers. **Conclusion:** it can be said that there was learning through playful activities in a moment of fun for children where the culinary act was a practice of social integration. **Descriptors:** Education, Child, Playful.

RESUMO

Objetivo: Analisar as ações educativas nutricionais implementadas com pré-escolares em creche universitária na visão dos responsáveis e descrever a percepção dos responsáveis dos pré-escolares sobre as ações educativas aplicadas. **Método:** Estudo com abordagem qualitativa, descritiva, utilizando a técnica de Grupo Focal com os responsáveis e de entrevista semiestruturada com os professores da Creche da Universidade Federal Fluminense que foram submetidos às ações educativas. Realizou-se análise de conteúdo segundo Bardin¹, além do pensamento de Vygostki², relacionado ao processo de ensino-aprendizagem. **Resultados:** a partir da análise emergiram duas categorias: Ações em Educação Alimentar e Nutricional na percepção dos professores; e Ações em Educação Alimentar e Nutricional - as mudanças no hábito alimentar na visão dos professores. **Conclusão:** pode-se dizer que houve o aprendizado através das atividades lúdicas em um momento de descontração para crianças, onde o ato culinário foi uma prática de integração social. **Descritores:** Educação, Criança, Lúdico.

RESUMEN

Objetivo: Analizar las actividades educativas nutricionales aplicadas a los niños en edad preescolar en la guardería universitaria en la visión de los responsables y describir las percepciones de los responsables de los preescolares sobre las acciones educativas aplicadas. **Método:** un estudio con enfoque cualitativo, descriptivo, utilizando la técnica de Grupo Focal, con los responsables y de entrevista semi estructurada con los maestros de la Guardería de la Universidad Federal Fluminense que se sometieron a las actividades educativas. Hemos llevado a cabo el análisis de contenido de Bardin¹, más allá del pensamiento de Vygostki², relacionado con el proceso de enseñanza-aprendizaje. **Resultados:** del análisis emergieron dos categorías: Acciones acerca de la Educación Alimentaria y Nutricional en la percepción de los docentes; y Acciones de Educación Alimentaria y Nutricional - cambios en los hábitos alimenticios en la opinión de los profesores. **Conclusión:** se puede decir que hubo aprendizaje a través de actividades de juego en un momento de diversión para los niños, donde el acto culinario era una práctica de la integración social. **Descriptor:** Educación, Niño, Juguete.

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INTRODUCTION

The object of this article is the analysis of educational activities to encouraging healthy eating implemented with preschoolers in university daycare in the perception of representatives and teachers of children enrolled.

The type of food is considered as a determining factor for the health and / or disease in those people. The causes of increased mortality in the world today are the diseases that could be prevented with proper nutrition, regular physical exercise, and a healthy lifestyle with leisure, stress management, personal care, with others and with the environment³.

The Brazilian population, in last decades, experience great social transformations those result in changes in their health and food consumption pattern. These changes resulted in impact on reducing poverty and social exclusion and, consequently, hunger and food shortages, improving access and variety of these. The reduction of hunger and malnutrition was accompanied by the dramatic increase in obesity in all population groups, pointing to a new scenario of problems related to food and nutrition⁴.

It is known that feeding becomes different depending on age, social status and health. There are prohibitions and requirements according to their representations and their meanings and, at school, we can strongly observe the differences on the way the families realize their ideals of nutrition⁵.

In the case of preschool child the literature on child nutrition shows that eating behavior of preschool is determined in the first instance by the family, of which it is dependent and, secondarily, by other psychosocial and cultural interactions of the child and nutritional status of child, is established by the conditioning process and associates the sensory cue of food, post-ingestion consequence of food and feed in the social context.

Currently, the school and day care institutions have a major influence on dietary habits of its users. In daycare, this influence is of great importance, because usually the children remain for a long period on site. Thus, it is fundamental to quality of food, food culture developed and offered for children on this site.

According to the Food Guide for the Brazilian population, the "Global Strategy for the Promotion of Healthy Eating, Physical Activity and Health" (EG), suggests the formulation and enhancement of effective lines of action on the purpose of reducing deaths and diseases worldwide⁶. These lines of action are based on the efficient provision of food, the teaching strategy applied through educational activities and also in protection strategies through the actions of the school environment.

Healthy eating practices should be focused primarily on the rescue of inherent regional habits of consumption of fresh food produced on site and of high-level nutritional value such as: fruits, vegetables, whole grains, legumes, seeds and nuts, not may always forgetting to consider the behavioral and affective spaces related to feeding practices⁷.

It is known that it is not enough just focused on a management vision for the physical structure, of the food and people in child care centers; it is also necessary that children be encouraged in order to receive a good healthy diet with fruits, vegetables and other essentials for the child's development. This is because many families follow "fast food" that cannot always be balanced with the items considered essential for good health.

Observing the feeding practices at the Daycare of the Fluminense Federal University, it was realized the urgent need to recast the same and the deployment of the Nutrition Service in itself for, a second time, apply a Nutrition Education project and develop motivating and transforming pedagogical actions of eating habits with users.

Thus, all modifications considered strategic at an operating level of Nutrition Service as: changes and adaptations in the physical space of the kitchen, hiring of personnel for the service and suggestions for buying food by the technician responsible for the service.

However, modifications or adjustments in the own nutrition for type and also the improvement in the optimized management through the actions of deploying Nutrition Service, were not enough to make effective the consumption through acceptance of the menus from the children's university daycare. Thus, it was thought in health education through the development of educational activities to improving the acceptance of foods and preparations offered for children from children's menus.

Health education came in 1909, in the United States of America, and the prevention of diseases strategy⁸. It refers to a multifaceted field that encompasses several concepts in the areas of education and health and also its concept and purpose were marked and influenced by the changing paradigms and changes occurring in the health and education sector throughout history⁹.

In health education activities, it needs to guide the construction of knowledge and the development of practices related to health, with a view to disease prevention and health promotion in order to contemplate the participation of all population in the context of their everyday lives, not just those at risk of becoming ill⁹. This design is that nutrition education activities with preschoolers have been implemented despite the young age of the subjects.

Considering that childhood is the best time for learning the principles that guide proper nutrition, Nutrition Education should be included in the planning of health education with a commitment to improve nutrition and promote health¹⁰.

The feeding behavior holds currently a central role in the prevention and treatment of diseases. Thus, feeding during infancy, while it is important for growth and development, may also represent one of the main factors for preventing some diseases in adulthood. The intervention on promoting healthy eating behaviors should focus with emphasis on the early years of childhood, so that they remain throughout life¹¹.

Therefore, to stimulating change of healthy eating habits in children enrolled in daycare aforementioned, it was necessary to install an efficient Nutrition Education program promoted by diverse educational and motivating actions.

These educational actions were designed, developed and applied intensively to all children enrolled in Daycare of the Fluminense Federal University, located on the Campus of the UFF in Gragoatá, from 2009 and it is developing today in service. These actions occurred with culinary preparation workshops with children, storytelling that caused healthy

nutritional learning, preparing menus with their own children and other entertaining and stimulating actions with the preschoolers.

Implementing educational activities, such as those cited above with preschoolers, it is needed to make use of signs and tools, so that they can be presented to children in a playful manner and without imposition. About signs and instruments, the mediation can be conceptualized in human-environment by the use of instruments to the use of signs².

In order to work with preschoolers, it can apply the concepts of Vigotsky with regard to psychological and cognitive development thereof². The theory emphasizes the importance of mediation in the educational process of children through the use of signs and tools. So, it is considered that the nutritional educational activities with the children themselves used such signs and instruments that helped to encourage mediation or change the eating habits of the same.

From the above considerations, the objectives below were prepared.

Objectives:

Analyzing the nutritional educational activities implemented with preschoolers in university daycare through the vision of the responsible and describing the perceptions of heads of the preschoolers on applied educational actions.

The dietary habits are configured according to the context in which they are inserted and this season of significant changes, life happens to be monitored through time, by distancing from your own and proximity with amassed ideas, through the little dialogue, by the lack of leisure and pleasure for life and, in this context, the act of eating becomes an isolated act and not a social act and with modernity was extinguished one of the oldest rituals in society which is the act of eating together as a family, emerging diseases and disorders¹². Thus, the nutritional activities involving all children, teachers, families and childcare professionals, can provide a social act that favors the development of children.

Another current worrying factor is the increase of weight considered normal for preschoolers' age. In Brazil the change in nutritional intake, characterized by the reduction of nutritional deficits and prevalence of overweight and obesity in adults and in children and adolescents has been detected¹³.

Given the increasing incidence of obesity, it becomes urgent searching for implementing control strategies for action, highlighting the dietary practices as direct determinants of this disease and nutrition education that has been focused as a strategy to be used in order to make a healthier eating to the population, with means to obtain an optimal weight that is appropriate. Besides obesity, the nonspecific malnutrition, cardiovascular disease and caries are also diseases also caused by a poor diet and are characterized as public health problems.

The school is a place where children spend most of their time throughout the day, and this acts significantly in the formation of habits, building concepts and forming opinions being seen as a suitable local for the implementation of educational programs, broadly; existing an exchange between habits sedimented by the school and that acquired in the family core, because they complement and renew themselves¹⁰.

Another relevant aspect is that the concept of health must be presented and stimulated daily; it should be a process throughout the life of the human being. The school has a key role in the formation of this concept and may contribute to the development of

good eating habits from their nutritional educational practices. The understanding of health education as a process, which aims at enabling individuals to acting consciously, seeking changes in harmful lifestyle health, to decrease risk factors and health recovery and rehabilitation it and nutrition plays a role of facilitator of the change process¹⁴.

So the concern for health promotion by developing an awareness and installing healthy eating habits, especially in children, which also reflect in their families and throughout the school community, thereby providing the collective level, required expertise and also the motivation required to changing eating habits. Another relevant aspect is that to the extent that stimulates the importance of the practice of Nutrition Education, giving a possible mediator in exchange for the child's eating behavior.

METHOD

The scenario of this research was the Daycare of the Fluminense Federal University. A Daycare studied functions in Gragoatá Campus of the Fluminense Federal University.

The study was conducted with eleven parents/guardians of the children of grouping 3 and 4 enrolled in the UFF Daycare, and eight teachers working at the Daycare. As inclusion criteria we used teachers and parents / guardians of the children in daycare who participated in educational activities. And as an exclusion criterion was used parents / guardians of children in group 1, because did not participate in educational activities.

The study was conducted with eleven parents/guardians for the children of Group 3 and 4, enrolled in the Daycare at UFF. It was used with the guardians the focal group technique, understood as a way of collecting data from the experiments, discussions, group perceptions. There were directed questions to the groups of subjects.

The focus group was the technique chosen for data collection with the responsible, characterized, an exploratory methodology, in the attempt to providing an understanding of the perceptions, feelings, attitudes and motivations¹⁵.

The purpose of the focus groups is to getting as closer as possible to the understandings that participants have on the matter of interest to the researcher and show important to learn about the experiences and perspectives of the participants and not just knowing "what", but even, "why" they think the way they think.

In collecting research data by focus group technique was used to group interview with open questions, the recording feature (image and audio) to record, in order to obtain all possible verbal and bodily expressions of the study subjects aiming to getting a transcript of reliable data and allowing data analysis.

The sessions were led by a coordinator¹ with the help of a moderator², which had as function to creating a favorable environment for discussion and personal interaction without express agreement or disagreement regarding the opinion of the participants. The coordinator was careful to not confuse the group, acting as a facilitator of debate.

A session was held with (11) eleven parents / guardians, and lasting 1h 50min in order to identify the influence of educational activities for the development of healthy eating habits in children of university daycare. There was no division of time considering the object of study.

The environment chosen for the development of the focus group was the meeting room of the Management of Food Coordination, today Food and Nutrition Division (DAN) located in the block attached to the daycare on Campus Gragoatá, RJ. This site was chosen because of privacy for the research development, better soundproofing the room, which enabled the recording of audio and video.

The produced data analysis in the focus group was subjected to content analysis after the transcription. Content analysis as a research technique aims at the objective, systematic and quantitative description of the manifest content of communication¹.

The grouping of topics into categories is given by the units of record (if they contemplated the meaning given to subjects) aside from their comments; these units were measured in order to point out the most significant issues for the study participants.

Thus, the themes that emerged from their comments were grouped into categories. The category is a concept encompassing elements or aspects with common characteristics or which relate to each other¹⁶. One of the categories of the study was so named: Shares in Food and Nutrition Education in the perception of parents and teachers.

Data collection with the teachers was by semi-structured interview technique individually. The choice of this technique is given by the same inability to meet to conduct a focus group. The instrument for gathering the characteristics of teachers had closed and open issues, and to develop the interview questionnaire consisted of open-ended questions.

The semi-structured interview as technique is conceptualized as a face to face conversation between the subject of the study and researcher, with the goal of collecting reliable data through a conversation free or directed and guided in order to get meaningful information to the topic addressed in the study.

Teachers were contacted by telephone and email, and scheduled place and time for the interview. The interviews were arranged according to the availability of day, place and time of improved convenience for participants being done with a schedule chosen by them as well as local dates.

The interviews were conducted after submission of the proposal and objectives of the study and signed the consent form. The recording of interviews occurred from MP3 recording with the permission of the participants.

The data produced in both the Focus Group as interviews with teachers, were subjected to content analysis after the transcription.

Content analysis as a research technique aims at the objective, systematic and quantitative description of the manifest content of communication¹.

RESULTS E DISCUSSION

-Profile of parents/guardians

A focus group consisting of 11 parents / guardians was being formed that these 7 with children of pre-school age who had left the institution daycare UFF for completing their level of study, and 4 with preschool children still attending school unit.

The group session took place at the Food Management Coordination for possessing extensive local, with adequate lighting and cooling, with appropriate acoustics and accommodations for all participants no time limit for use of space and the meeting lasted two hours and fifteen minutes.

The group had an active participation, answered questions enthusiastically and seemed to be committed to the demands of the research. The session ran and organized with ordering of speech and his termination occurred naturally by way considered to have exhausted satisfactorily the issues under discussion.

The group had the following characteristics: the mean age was 39 years old, 9 women and 2 men, all married 5 having more than one child. University students are responsible for 4, 3 are administrative technical servers are 3 teachers and 1 teacher's wife. In group 4 works in healthcare, 3 in the humanities, one in technology, 1 in the area of education and 2 in other areas. Nine parents / guardians remain their children full time, and two in the morning shift.

As for the meals that kids do at school got to 9 make all meals and only 2 are only the collation and lunch on behalf of their respective on-call shifts in the institution. Yet it has been found that 9 of the preschoolers make breakfast at home, and 2 that don't feed before setting off to daycare.

As for daily dine seen that 8 answered yes and 3 no. About preparing meals at home that was computed 8 parents say that the meals are made by the mother of pre-school, 2 say the domestic helper, and only one has announced that the meals prepared by the father of the child. About habits to eating on the street, it was observed that 4 parents do not have this habit vs. 7 who do.

Research on physical activity showed that 7 parents report that their children practice, not 2 and 2 so rarely do; on the habit of frequenting shopping there are 3 parents those said yes, 5 said no, and 3 said they sometimes attend.

-Profile of Teachers

The individual interview was conducted with seven teachers, respecting the times and places chosen by them. The interviews were recorded and there were also filmed and participation with the average time of twenty-three minutes on each interview. The locations where the interviews were conducted varied, going from own classroom at daycare UFF to the bookstore, church, shopping or even at the tutor.

Participants interacted with the researcher enthusiastically, were expressive and willingness to participate in research, and the receptivity of very good group which provoked a good explanation of the issues addressed.

This group has the following profile: The average age was 35 years, all teachers are female, 5 are married and 2 are single, have 3 children.

Regarding the shift, 3 teachers working in the morning shift and 4 work in the afternoon; 5 working elsewhere and 2 only work in daycare UFF.

Regarding the daily diet, 3 are in school the morning snack (graduation), 6 teachers eat lunch in the unit studied, 4 are in school afternoon snack. Five are in the habit of dining; 6 prepare their own meals at home, and 1 has a domestic helper to prepare meals.

In relation to leisure, 4 perform physical activities and 2 do not. Three teachers have the habit of frequenting shopping 2 do not have this habit, and 2 teachers attend sporadically. As for daily dine seen that 8 answered yes and 3 no.

The following table expresses the perception of parents and teachers about the actions in nutrition education:

Table 1 – set of themes expressed by teachers according to categories and subcategories.

Categories	Subcategories	F	%	Total
Shares in food and nutrition education on teachers ' perception	Strategy of Enchantment	55	68	
	Involvement with the workshops	20	25	
	Appreciation of the food by the workshops/health care	6	7	
	Total	81	100	52%
Educative Nutritional Actions: changes in eating habits	Educative actions stimulated the experiment in preschool and the teacher	27	36	
	Extension of the care (workshops) at the House of children	16	22	
	Extension and interaction in the classroom	16	22	48%
	Professor replicating teachings in workspaces and for your family	11	15	
	Child replicating teachings to other children	4	5	
	Total	74	100	
	Grand Total	155		100%

Source: focus group on Research Actions in Nutritional Education with children in daycare – University teachers ' perception.

Table 2 – set of themes expressed by focus group (parents/guardians) according to categories and subcategories.

Categories	Subcategories	F	%	Total
Shares in food and Nutrition Education in the perception of those responsible	Appreciation of the strategy used	52	54	
	Strategies and Creativity workshops/interaction	24	25	
	Food supply/concern with health care	13	13	
	Interaction and involvement with the workshops	8	8	57%
	Total	97	100	
Educative actions: Nutritional changes in eating habits	Strategy to experiment	33	46	
	Extension of home care	33	46	
	Language survey	6	8	43%
	Total	72	100	
	Great Total	169		100%

Source: focus group research Actions in Nutrition Education with children in daycare – perception of University leaders.

Discussions

We highlight below the subcategories those discuss the strategy of creativity and the use of playful educational actions and its importance for children, responsible and teachers.

** Strategies and Creativity workshops/Interaction*

The Strategies and Creativity Workshops / Interaction subcategory got 24 mentions in the survey (25%) and addressed the creativity workshops and interaction of children, families and teachers as well as the variety and forms of presentation of food the child

The storytelling, another sign that mediate nutritional education, was a differential acceptance by children of a teaching of healthy feeding practices¹⁷. Histories of various foods such as vegetables and fruits using a collection titled in the UK and the United Land Fruits of vegetables, as well as games and DVD's use were developed. It is appropriate to say that the mediated learning is seen as a form of interaction that develops the attitudes and basic skills for effective learning, enabling a dynamic deconstruction and reconstruction of knowledge and information.

In much of contemporary societies, childhood is marked by the play, which is part of typical cultural practices, even if it is very small as against the demand of child labor that still fits into the daily lives of low-income social segments. The game allows the child to experience the fun and discover herself, apprehend reality, becoming able to develop their creative potential. Thus, play is increasingly understood as an activity, and promote the overall development of children, encourages interaction among peers, constructive conflict resolution, the formation of a critical and reflective citizen¹⁸.

The success of a storytelling depends a lot of the people involved, as well as adequate physical space¹⁹. When the teacher tells a story, expressing you using voice and gestures, to mimic the character, sometimes smiling, sometimes crying makes students traveling on the wings of imagination of a magical and unforgettable world.

Contact with power held, with food still with no preparation is fundamental to children's learning about food. Able to monitor the entire process from washing food until ready to be eaten, is critical. Learning or learning is the process by which the individual acquires information, skills, attitudes, values, from his contact with reality, with the environment and with other people².

Nutrition education can be done in any space, just the professional plan, explore and cherish this moment that the interaction between him and the group of children occurs. Mediation taken by nutritionist happened in several areas of childcare, namely: in the classroom, on the patio, in the cafeteria or on the playground grass and thus the participation of children was natural and spontaneous. Teaching-learning always includes the learner and one who teaches and the relationship between these people. Thus, learning has a broader, more comprehensive sense always involving social interaction²⁰.

Nutrition education activities with preschoolers need to give opportunity handling of food by working many senses like smell and touch. In the setting of this study, the children could ask questions interacting with the nutritionist who was driving his speech according to the interest of children by stimulating the participation of the same to keep the interest of

children. The figure is of great nutritional value when values interact with children, removing doubts, giving voice to a being who is still a beginner even the most elementary form of expression and learning - speech. A learning that allows the awakening of the internal processes of the individual, and to connect the development of the person with the sociocultural environment in which he lives not fully occur without the support of other individuals of their species²⁰.

In the activity using the play there is a mediator who mediates between the learner and the world of stimuli, facilitating the interpretation and significance of these through participation, involvement and motivation of the subject¹⁷.

Thus the role of pedagogical intervention is essential to child development as it is in the zone of proximal development that interference from other individuals is the most transformative²⁰.

Then the dietician can develop different activities for Nutrition Education in daycare with preschool as: puppet show, storytelling, cuisine, health kit, the story from the DVD, cutting and pasting as strategies to create opportunities appropriate child development and knowledge building learning.

The above activities tend to facilitate the development of skills such as listening, waiting, respecting others, because this time, children learn to wait your turn for help in adding some ingredient preparation, to ask, to ask questions and other instances when you think in social interaction.

Activities with the puppet tend to improve oral communication, imagination and playfulness of each, since children can interact with them. Finally, one should plan for nutrition education activities that allow the children to express and promote their cognitive, affective and social development.

It is necessary to broaden the experience of the child so that a sufficiently solid basis for creative activity is built. Thus, the richer and more diverse are the experiences, the interactions of the child with the world (other subjects and objects) and activities she is encouraged to undertake, the greater their creative and richer possibilities will be your creativity, because the greater the that your imagination will have to build something new²¹.

Those responsible attitudes noticed some of the children who were the result of nutritional educational activities implemented and deployed in everyday university institution, as presented in the statements below.

I think super important this project; child identifying what the food is and why it is important to eat, having a relationship with knowledge about food. You do not hide the food; it creates an identity and a habit with food in a healthy way. Creates a food identification and to the extent that does not hide her eating, she creates a habit because it learns. (Frida)

He started to eat a lot better after that attended the daycare, there are things that he chooses but came to value the food and see its importance. I think [the nursery] established training and a crop on it. At school he is today he does not accept the food after the reference he had food from daycare he rejects. (Estela)

The awareness of parents about the social role of childcare as an educational institution is very important in that this understanding will match the expectation of care and satisfaction with the service provided by the same. The family hopes that social interaction at school provides several possibilities for the child's growth, promoting changes in behavior as a whole and the power may be influenced by this collective.

In this light, the nursery is taken as one of the possible contexts of development, and the care and education of children, shared with other adults. This social interaction contributes to the cognitive development of the child.

It is known that in Brazil we are facing a change in nutritional intake characterized by the presence of processed foods and also the frequent use of fast foods. Prepared in fast foods are generally prepared to draw attention to the eyes, but are not always healthy preparations. However, other preparations, even if they are not ones that children reject as vegetables, may be pleasing to the eyes attractively prepared.

She rides today tidy dish with cover or anything that catches attention and is not traditional format. The workshops faces of salads are an incentive to today. (Butterfly)

[She] once complained presentation carrot that I busted my ass, then said he did not like so had to be as Small Square in the nursery. (Lumiere)

In this sense, the presentation of food to children in an attractive and stimulating, so it was a concern of the nutrition service. The professional responsible for a service where the customers are children should be concerned to guide the table to bring salads adorned, using tools such as molds to make biscuits and vegetables and submit formatted vegetables. In this childcare strategy was used, for example, with boiled beets in the form of bugs, flowers and hearts in an attempt to make the child have more taste in eating food, or draw it with stimulus.

* *Strategy of Enchantment*

The perception of teachers on storytelling and other play activities enabled the emergence of sub Strategy Enchantment, which got 55 mentions (68%). This subcategory presents speeches about the originality of the teaching strategies used by the nursing service.

The word enchantment was used here as well is what teachers voiced about the creativity of nutritional educational initiatives of the nutritionist from daycare.

[...] something very important was the use of new recipes and usage all the time of playful too. (P-5)

Teachers also realized the strategies more enchanted children as shown below.

[...] liked the story-telling of the story, the context of otherwise the food table as was the case with the sweet cake of watercress and black bean, there the food culture was expanded. The parents said that the daycare was something a bit natural. (P-7)

[...] super important and required the storytelling, and was also a very big support for us teachers at the time of distribution of the food in the cafeteria. The playful and used to love cooking and was an arm children Stimulator. (P-7)

[...] I think all the workshops were appealing, but the story-story using the puppet was so their attention and also manipulate the food in cooking workshop. (P-1)

To highlight the playfulness in school is to realize the child as a being that has its own language of expression, is to allow you to experience a deeper involvement with what is being proposed²².

Make contact with the story before presenting it to children is a caution that it is for the accountant, it is necessary to examine whether it is funny or serious, happy or sad, to prepare children. The use of voice intonation appropriate to the movement of history will help creating an environment conducive to involvement of all children¹⁹.

The mediator must ensure that the activities are presented in a playful way, as well, favoring the affect in the learning process. There are moments of creation in which the child has the opportunity to vent their imagination in the construction of knowledge. It is what we usually call knowing flavored, with the freedom to invent, learn and play²³. The speech below shows the activities, although it is something important to health, were presented considering the infant universe.

I believe that all the children were in a way well stimulated by workshops of nutritionist because was also very playful, and therefore belonged to the children's universe. (P-3)

Teachers were able to realize that storytelling was a strategy very well received by preschoolers. In moments of storytelling strategy, a link is established between child and history: there emotional involvement, sometimes by identifying with the characters and often the projection of the child within the narrative. The involvement occurs intellectually, emotionally and imaginative nature built by the possibilities brought about by history: conflict, pleasure, anger, fear, frustration, joy, etc. By experiencing these possibilities temporarily through the storyline and the characters, favors the expansion of the child's experiences²⁴.

Thus, even without knowing how to read, the child should see peruse, play and enjoy the books, always mediated by adult. This adult mediation in the process of reading is crucial, since as it grows, it can develop the autonomy of reading.

Before you even read, the child sees the images and can be encouraged early on to realize the colors and shapes, the world and the culture in which they operate. In this sense, in the university institution, all children were allowed to handle the books after hearing the story told by the nutritionist and, this time, was played by children who were always very excited to manipulate the books.

It is known that childhood is the age of the games and it is through them that the child complies, in large part, their needs and desires interests, being a privileged means of inserting in reality, for the express way to play as a child relates to the world as it reflects, orders, disrupts, destroys and rebuilds the world²⁵.

In view of teachers, working with the playfulness in preschool favors the formation of good eating habits, to contribute to the process of autonomy in that it develops by interacting with the environment, which through various forms of children interaction develop their cognitive potential. Among these activities was the culinary highlight with the children and presenting to them as a form of play.

The cooking workshop was the vision of teachers, practical activity where children might work best as various concepts of mathematics, develop language, organization of writing and improve fine motor control used when cutting and pasting. Was also noticed by teachers that families liked the initiative, as talked about the workshops wanting more information about what the child had done.

The story was very interesting story for them; even I use also the story until today going with them to the library. (P-3)

We can say that the play is the basis of all activity of Childhood Education, as it is a means of motivation for the child, which can stimulate learning processes important source of discovery and pleasure. Playfulness is the spontaneity of working, making communication between the fantasy and the real play²³.

From the point of view of development, the joke, by the way, is the main line of development in preschoolers, while not a prevalent form of activity²⁶.

The playfulness, when implemented in educational activities, permits and enables an opening to the emotions that run loose in the enchantment of the play. Like a wheel that rotates to spread fantasies, thoughts, feelings, transparency of childlike innocence. When working with the playfulness of a toy live up emotions and feelings. Let's open up to the enchanted world, enabling understanding, comprehension, and interpretation. It facilitates the path of objectivity crisscrossed by subjectivity, thus indicating, comprising²³. Teachers perceive and emphasize the playfulness in educational activities as shown below.

The playful charmed children, all raised his hand wanting to go to the garage, you could achieve quickly the scale of child. (P-1)

[...] I think that early childhood education is the step that is forming the individual, so I think it's a very important step in the child's life where we are forming and consolidating, forming concepts and habits you working with the playful practically in all actions, managed to reach the children. (P-8)

In interactional psychology of Vygotsky, man's relationship with the world is not a direct relationship, but fundamentally a relationship mediated²⁰.

The subcategory Involvement Workshops obtained with 20 mentions (25%). This subcategory reinforces the perception of teachers about the involvement of preschool children in activities for nutrition education. Teachers reinforce the preschoolers that regardless of the strategy or activity, the children engaged and wanted to participate in each of them as described below.

[...] would gladly participate in the workshops and the manipulation of food [...] (P-7)

[...] I noticed a very large involvement of children, because it was widely used the playful. (P-1)

Some teachers mention the enthusiasm of children and a description of some of the activities that they more engaging.

[...] they were mobilized because they knew what was going to happen in his workshop, the cuisine was featured, that Brigadier of carrot that we did and they took home was a success. (P-4)

[...] the greatest enthusiasm was in the practice of cookery and along also supporting the food pyramid project. (P-8)

I think that the activities were instrumental because you told the story of carrot and by lunchtime had the carrot on your plate, you spoke of the broccoli in the story and had the broccoli over there in the corner of the plate at lunchtime, there was no distance between the spoken and the offer of food, it was fundamental for me. (P-4)

Teachers who participated in the nutritional education activities have been able to experience and participate, along with his students, an educational practice built by nutritionist in order to stimulate the curiosity of children and in this way, talk about the importance of food for health.

In my experience it was the story of history with the food together, more like children, are generated in a power absorption child because she experiencing food history together and it was very good. (P-6)

Thus, the school community might see in a daycare space in health care through the transmission of the precepts of healthy eating and their importance as mention below.

[...] It was a question even to learn about foods from the story, the root of food, hygiene, the importance of preparation and the joy of eating. (P-7)

In health, education aims to integrate the scientific and popular knowledge in an attempt to stimulate the individual to greater responsibility and participation unattended, before care about your health, featuring the Health Education²⁷. Accordingly notions were not imposed on children but permeated by playfulness of actions and dialogues that took place in the cafeteria and in workshops where children felt active in the education process. Knowledge about feeding the child was questioned and explored, highlighting the popular wisdom.

Nutrition education activities in daycare with preschool should be developed in order to involve all professionals who work there, because food is a basic human need. In the research setting this attitude was assumed by the service and all the teachers were involved in the activities and had the opportunity to reflect about the food options. The individual is able to reflect on yourself and make that self-reflection is discovered as a being that is constantly changing²⁸. Herein lays the root of education.

Thus it is evident the importance acquired by nutrition education in recent years and so it is necessary to use active learning methodologies where children can be active participants and agents of a new food perspective. Thus, the purpose of education would help in the quest for transformation and as the children are educated nutritionally, transformations happen providing the highest quality healthcare. Education favors then provide the knowledge that will be applied in the practice of health care²⁹.

CONCLUSION

From the foregoing the development of this work can apprehend some considerations on nutrition education and health promotion in schools in order that such actions belong to the field of education and health practices and policies are embedded in the country's health.

It is known that the face to face interactions between individuals plays a key role in the construction of the human being and so the social interaction either with other members of the culture, either by means of the environmental supplies the raw material to the individual's psychological development where social life is a dynamic process where each subject is active.

The playful effect of actions hit the children knowing that there is a contribution of recreational activities in the overall development of the child which interconnects dimensions such as intelligence, affection, motor skills and sociability. Thus we can say that learning through play activities in a moment of fun for children where the culinary act was a practice of social integration, which valued the symbolic aspect of food and related food preparation itself as an attitude directed towards health and nutrition education, working from the hygiene necessary for this practice to the choice of ingredients and preparation technique.

Educating through playful must therefore be a conscious and planned act and let's make the individual aware, engaged and happy in the world around you. It entices humans to the pleasure of knowing making the school a place of satisfaction and joy development.

It was thus seen that the actions were permeable to exchange undesirable habits in children because they have been sensitized by the workshops developed according to the speech of parents and teachers in the school unit study.

The charge also involved the intention of health promotion were sensitized about the importance of healthy habits developed in the family in order to raise children within this culture and obtained the agreement of the same as voiced great satisfaction and pleasure by healthy practice to their children were exposed. And also suffered some interference in health education.

The shares have not reached, only the areas between the walls of the school, she went beyond the school community to the extent that reached the families of the children, the home of the teachers and their families and other schools as they were carried along by some educational activities for teachers other workspaces.

Teachers were influenced by some interventions in nutrition education and were able to acquire healthy habits consistent with the promotion of health and thereby also stimulating not only are children under their responsibility in the school as well as their family space, including taking this experience to other workspaces.

The teachers then showed multipliers Share on food education not only at school Nursery UFF as in other workplaces and also felt they could achieve while other pre-school educators from other schools where they exercised their activities.

Nutrition education in school favors the exchange of experiences and discussions, involving a relationship of care and commitment to the process and people. Accordingly, the shares may be an encouragement to others who work in school health promotion are developed and the school environment in turn, can act to improve the health and nutrition.

It is believed that preschool children, guardians and educators as a whole school community involved in the design of nutrition education being evaluated here, aware of the data about the health problems caused by poor eating habits were shown to be sensitized and with a more critical mindset and aware about the need for attention to diet in maintaining and preserving health.

It is expected that the results of this research could contribute to the contents of nutrition and health take a prominent place in planning schools with a view that many parents and teachers reported that after the implementation of this project felt easier to guide preschool-not only in their homes but also in the school environment.

Besides the impact on children, exposure to educational practices applied in UFF Daycare also obtained professional impact in that it contributed to other professional nutritionists could expand its role as an educator, as well as enable the expansion of transformative actions habits, implementing them in other age groups and other places.

Finally, the work of nutrition education with preschool pointed out that there is need of a nursery nutrition service have a unique and stimulating proposed to achieve the principles of the National Policy on Nutrition recommended addition, this proposal would also be concerned about the quality of health children.

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