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The Food Needed for a Good Physical, Psychic and Social Development of Children



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ABSTRACT

The school is a privileged space for the promotion of health and plays a fundamental role in the formation of values, habits and lifestyles, among them that of food, in short, all knowledge that can enrich the cultural universe of our children and serve as a base. For the development of multiple competencies, among them the cognitive ones. By providing children with healthy and good quality food for their development and growth.



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INTRODUCTION

The sport has been proving, within the principles applied by education through sport, a powerful and privileged way to develop the potential of children and young people. It has in itself the capacity to educate to promote the development of personal, social, cognitive and productive skills. That is, to promote human development. Sport and leisure act as instruments of integral formation of the individual and, as a consequence, enable the development of social coexistence, the construction of values, the improvement of health and the improvement of critical awareness (Filgueira, 2008).

The role of health promotion grows in importance as a fundamental strategy for coping with the problems of the health-disease-care process and its determination. The direction, in this case, is the strengthening of the promotional and preventive character, contemplating the diagnosis and the early detection of the chronic-degenerative diseases and increasing the complexity of the first level of attention, elements that are still considered as challenges for the health system (Buss, 1999).

According to the author quoted previously there are multiple concepts of health promotion, among which the author emphasizes two large groups; In the first, health promotion "consists of activities directed centrally at the transformation of individuals' behaviors, focusing on their lifestyles and locating them within families and at most within the context of the community's cultures. Find "(p.179). This conception, according to the author, tends to focus on the educational components. A second and more modern conception of health promotion is characterized by the "realization that health is the product of a broad spectrum of factors related to quality of life, including an adequate standard of food and nutrition, housing and sanitation, Good working conditions and income, education opportunities throughout the life of individuals and communities.

The efficacy of nutritional education to schooling could be conceived not as a simple verification of knowledge, but rather evolving by incorporating the evaluation of practices and effective health indicators in the course of the educational process (process evaluation) and converging to re-planning of improvement (product Of result evaluation), synergized by complementarity between quantitative and qualitative variables. The degree of information, in and of itself, enhances health self-care and, in this context, has focused on "health literacy" and "nutrition literacy", which assess the degree of mastery and understanding of lay people

about concepts and Minimum interrelationships in health and nutrition, a domain that is considered a form of empowerment (Fourez, 1997) for instrumentalizing to achieve health. Nevertheless, a limited evaluation of knowledge measurement usually implies exclusion. An overall assessment, which is concerned with learning, presupposes acceptance, with a view to transformation.

THE FOOD NEEDED FOR A GOOD PHYSICAL, PSYCHIC AND SOCIAL DEVELOPMENT OF CHILDREN

Good nutrition is the first line of defense against numerous childhood illnesses that can leave sequelae in children for a lifetime. Good nutrition and good health are directly linked through the lifetime, but the connection is even more vital during childhood. During this period children can acquire good habits during the meal in regards to variety, taste, etc.

Eating practices are constructed from temporal, health and disease dimensions, from caring, effective, economic and ritual socialization, intertwined in a network (Rotenberg, 2004). The first two years of the child's life are characterized by accelerated growth and great psychomotor and neurological development. Therefore, nutritional deficiencies in early infancy can compromise the growth pattern, generate school delay, and eventually favor the onset of chronic diseases (WHO, 2006)

The effects of malnutrition in early childhood (0-8 years) can be devastating and long-lasting. They can impede intellectual and cognitive development, school performance and reproductive health, thus weakening future productivity at work.

Human malnutrition is a condition that affects populations of all nations, whether underdeveloped or technologically advanced. Child malnutrition is internationally recognized as a major public health problem and its devastating effects on health and survival are well-established. While globally the projection of the prevalence of low infant weight is declining in developing countries, paradoxically, in Africa the projection is increasing. Although a general improvement in the overall situation can be seen, the goal of a 50% reduction in the prevalence of underweight among children up to five years old by 2015 established by the United Nations may not be achieved globally even in developed regions (Onis, 2004).

In Brazil, as in many other regions of the world, the comparative reading of the three cross-sectional studies carried out in the 1970s, 1980s and 1990s at the national and micro-regional

levels (National Family Expenditure Survey (ENDEF), 1974/1975; (PNSN), 1989; National Demographic and Health Survey (PNDS) 1995-1996), characterizes a period of nutritional transition, and it can be inferred a decline in the prevalence of malnutrition in children under five, On the other hand, the increase in the prevalence of overweight/obesity in adults. It should be noted, however, that the characteristics of the decline in the prevalence of malnutrition in Brazil are asymmetric in urban and rural environments and regional distribution (Batista-Filho, 2003).

In promoting healthy eating, two aspects should be emphasized: changing long-term eating behavior is a goal with high failure rates, and adult eating habits are related to those learned in childhood. These two aspects point out that intervention in the promotion of healthy eating behaviors should focus more heavily on the early years of childhood so that they remain throughout life.

Availability and access to food at home, feeding practices, and food preparation influence the child's food intake. The child population is from the psychological, socioeconomic and cultural point of view, influenced by the environment where it lives which, in most cases, is constituted by the family environment. In this way, their attitudes are often reflections of this environment. And when the environment is unfavorable, it can provide conditions that lead to the development of eating disorders that, once installed, may remain throughout life (Oliveira et al 2003).

From the age of two, the child undergoes several and constant transformations. And food has a great influence on this process, playing a key role in muscle development, bone growth, and weight maintenance.

The most notable changes occur until puberty, which usually reaches around age 12 in boys, and then girls in 10. Until that age, children of both sexes earn an average of three kilos per year. Height increases by six to eight centimeters annually. The rate of growth slows as the child approaches puberty, a phase in which growth returns to speed.

CHILD FOOD REQUIRES SPECIAL CARE

Nutritionist Gabrielle Cassini Costa, a nutritionist at GANE - Nutrition Group, teaches that the involvement of the small ones from shopping to the preparation of the dishes makes them more interested in trying new flavors. "This way it is easier to implant a healthy diet,

explaining to them that it is important for health to taste a little of each food group, mainly proteins, present in cheeses, turkey breast, lean ham, yoghurts, and milk; Carbohydrates, on bread, on biscuits, cereals and toast, and evenly fat found in oils, meat, eggs and butter. "

Distributing food in five meals, such as breakfast, lunch, a light snack in the afternoon and dinner, is also a good choice. It prevents the child from spending too much time hungry and consumes some nonsense to deceive the stomach. These are valuable tips that make all the difference to health, and if followed rightly, will surely bring benefits to the child throughout life.

CONCLUSION

Although the family is an important determinant in the formation of eating habits, it should be mentioned that other factors, such as school, social network, socioeconomic and cultural conditions, are potentially modifiable and influence in the process of building the child's eating habits And, consequently, the adult individual.

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