



Sports health education with socially vulnerable children and youth

Educação em saúde no esporte com crianças e jovens em condição de vulnerabilidade social

Educación en salud en el deporte con niños y jóvenes en condiciones sociales vulnerables

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ABSTRACT

Objective: To report the experience of university students in conducting sports health education activities with socially vulnerable children and youth. **Data Synthesis:** This is an experience report based on health education activities carried out by university students with children and youth aged 7 to 23 years participating in the Areninha project, located in a outskirts neighborhood in Fortaleza, Ceará, Brazil. The activities began in May 2018 and ended in November 2019. A total of 11 meetings were held, three of which were carried out by the preceptor and students of the public health internship of a nutrition school of a private university. The subjects addressed were: Bullying: a game for everyone; Healthy eating; The sugar in processed foods. **Conclusion:** Given what has been presented herein, it is concluded that the playful way of addressing health education themes allowed achieving the goals of the activities considerably, with excellent interaction with the participants, which facilitated understanding due to the simple nature of the explanation.

Descriptors: Health Education; Health Promotion; Sports; Social Vulnerability.

RESUMO

Objetivo: Relatar a experiência de universitários com atividades de educação em saúde no esporte com crianças e jovens em condições de vulnerabilidade social. **Síntese dos dados:** Trata-se de um relato de experiência que teve como base o desenvolvimento de atividades de educação em saúde realizada por universitários, para crianças e jovens na faixa etária de 7 a 23 anos, integrantes do projeto Areninha, localizado em um bairro periférico da cidade de Fortaleza, Ceará, Brasil. As atividades tiveram início em maio de 2018 e fim em novembro de 2019, com a realização de 11 encontros, sendo três atividades executadas pela preceptora e os acadêmicos da disciplina do estágio em saúde pública de um curso de nutrição de uma universidade privada. Os temas abordados foram: Bullying: uma partida de todos; Alimentação saudável; O açúcar por trás dos alimentos industrializados. **Conclusão:** Diante do que foi apresentado, conclui-se que a forma lúdica de abordar temas de educação em saúde fez alcançar de uma maneira ampla os objetivos das atividades, havendo uma excelente interação com os participantes, facilitando o entendimento deles pela simplicidade da explanação.

Descritores: Educação em Saúde; Promoção da Saúde; Esportes; Vulnerabilidade Social.



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RESUMEN

Objetivo: Relatar la experiencia de universitarios con actividades de educación en salud en el deporte con niños y jóvenes en condiciones sociales vulnerables. **Síntesis de los datos:** Se trata de un relato de experiencia basado en el desarrollo de actividades de educación en salud realizada por universitarios para niños y jóvenes de la franja de edad entre 7 y 23 años integrantes del proyecto Areniña localizado en un barrio de la periferia de Fortaleza, Ceará, Brasil. Las actividades se iniciaron en mayo de 2018 hasta noviembre de 2019 con la realización de 11 encuentros con tres actividades realizadas por la tutora y los académicos de la disciplina de práctica en salud pública de un curso de nutrición de una universidad privada. Los temas abordados fueron: Bullying: un partido de todos; Alimentación saludable; El azúcar por detrás de los alimentos industrializados. **Conclusión:** Ante lo presentado se concluye que la forma lúdica de hablar de temas de educación en salud ha permitido el amplio alcance de los objetivos de las actividades con una interacción excelente de los participantes lo que ha facilitado su comprensión a partir de la simplicidad de la explicación.

Descriptor: Educación en Salud; Promoción de la Salud; Deportes; Vulnerabilidad Social.

INTRODUCTION

Sport is known as one of the most relevant socio-cultural phenomena of the late 20th century. It preserves memorable links with numerous essential areas for the human race, such as health, education, and tourism, which gives it a peculiarity of an interdisciplinary character⁽¹⁾.

Recreational sports activity is a common form of physical activity (PA) during leisure time. There is evidence that participation in sports activities is more prevalent among younger people, beginning in childhood, between 6 and 10 years, with boys preceding girls. There is a linear decrease in the number of components with increasing age in both sexes⁽²⁾.

According to the Ministry of Sport⁽³⁾, in 2013, recreational soccer was the main sport practiced by Brazilians (59.8%), followed by volleyball (9.7%), swimming (4.9%), and indoor soccer or futsal (3.3%).

Sports practice is an essential tool in territories of social vulnerability, and it corroborates considerably so that participants can follow a sports routine, respecting rules and responsibilities presented to them. Social vulnerability is a definition with several dimensions that is related to a situation of moral or material precariousness, of people or groups, in the face of threats made by socioeconomic conditions, involving people or families who are in the process of social exclusion⁽⁴⁾. Thus, looking at this population can provide an opportunity to feel valued, being a way to provide social inclusion with changes in future life prospects.

It is also considered that sport contributes to children's development, increasing their self-esteem, enabling new friendships, gaining knowledge, respect, and organization^(5,6). A research study⁽⁷⁾ compared motor coordination between students who practice physical education and other young people participating in sports projects and, as a result, found that the project participants had better coordination and performance.

In Brazil, amateur soccer manifests itself as a form of social class involvement seen as "inferior" by a passion considered national. From that passion, positive responses have been made regarding the inclusion of children and adolescents from vulnerable communities⁽⁸⁾.

Programs that have a social character involving sport emerge constantly. In the use of physical spaces, trained and responsible people for the implementation of actions that go beyond sports, such as the healthy lifestyle habits promotion, citizenship training, encouragement for better motor development; in other words, health educational actions are carried out^(9,10).

Health education can be defined as an educational process to promote the acquisition of health care, empowering the population for new knowledge and the adoption^(10,11) of health-friendly ways. It aims to stimulate autonomy, providing information that makes the individual know how to take care of themselves and others in their personal life⁽¹²⁾. This practice brings together both health professionals who perform health promotion and disease prevention actions, in addition to the management that supports them, as well as the community that receives learning and is trained^(10,13).

As a basis for the activities mentioned above, reference is made to Brazil's National Health Promotion Policy (PNPS), which aims to provide a better quality of life to the population by reducing situations of vulnerability that may negatively impact their health, such as inadequate lifestyle, poor working conditions, as well as poor diet, so this policy aims at food and nutritional security, assisting with interventions and targets for poverty reduction, social inclusion, and compliance with the human right to adequate food⁽¹⁴⁾.

Given the relevance of the theme, and considering that a change in attitude can positively contribute to the health promotion of the people who participates in a social project, this discussion becomes relevant to ensure the community's quality of life improvement. Thus, this study aims to report the experience of university students with health education activities in sports with children and young people in conditions of social vulnerability.

DATA SYNTHESIS

It is an experience report based on the development of health education activities aimed at children, adolescents, and young adults, members of the "Areninha project", located in a neighborhood on the outskirts of the city Fortaleza, Ceará, Brazil. According to the website of the Secretariat of Labor and Social Development, in a 2017 post, the project came to stimulate a new proposal to take care of the social vulnerabilities of cities, believing in sport as a means of leisure and citizen training⁽¹⁵⁾.

The sports project in education and health included in "Areninhas" presented a practical, didactic, multi-professional, and interdisciplinary approach through educational activities involving professionals from primary care in the territory, Ceará Fire Department, *Maravilha* Recycling Association, academics, and preceptor of the mandatory public health internship from the Nutrition course at a private university. Each group was responsible for some activity with the "Areninha" members, totaling 11 meetings, three of which the preceptor and the students of that university took part.

Since "Areninha" is part of the coverage area of the Primary Health Care Unit (UAPS), location of the internship field of the Nutrition course at the mentioned university has become a place of interest for carrying out educational activities. The interest for carrying out the study occurred during the supervised internship of the Nutrition course, in which the opportunity for student participation in the preparation and execution of the Health Education project in Areninha of a outskirts neighborhood in the city of Fortaleza, Ceará, arose together with the Family Health Strategy (ESF) team and the Extended Family Health and Primary Care Center (NASF-AB). The experience at work was so expressive for the students that it awakened the team to carry out the experience report, being able to serve as an example for other people to replicate.

The proposal started in May 2018 and ended in November 2019. The activities adopted by the internship were suggested by themselves after the responsible tutor gave each of them a blank sheet, on which they would write suggestions for topics to be addressed, choosing the subjects that had the highest score and listing the following contents: Bullying: a game for everyone; Healthy eating; The sugar behind processed foods. We sought to use soccer not only to encourage physical activity but as a health education tool⁽¹⁶⁾.

Bullying: a game for everyone

The word bullying derives from "bully" which means "tough guy". In Brazil, it refers to intimidation⁽¹⁷⁾. Bullying can be defined by aggressive attitudes between peers, consciously and intentionally, generating physical impact and / or psychological damage^(18,19).

Strategies to combat bullying are included in the educational projects programming, for criteria such as socio-educational punishments, better surveillance by the school, and meetings with parents are insufficient resources to provide a transformation in the attitudes of those involved in the process⁽²⁰⁾. Bullying occurs not because of the difference itself but because of the impositions facing the culture established by people⁽²¹⁾. The main people affected by bullying are individuals who notably have some characteristic different from the standard. Examples include the distinction between fat and thin, religions, social classes, among others⁽²²⁾.

In February 2016, to combat bullying among young people, a federal law was created to combat this type of aggression in schools. Law 13.185/15, with an anti-bullying focus, seeks to raise awareness, prevent and combat this intimidation, whether physical or psychological⁽²³⁾.

The first content used in this experience, entitled Bullying: a game for everyone, starting with an interactive dynamic between Areninha students, being worked on: visual, motor disabilities, and image perception. Students formed teams from a jigsaw puzzle. Then, the university students carried out an activity with the teams formed; each one was supposed to draw a boat. In this first stage, "Areninha's" students had no limitations for drawing, and each one was responsible for sketching the parts of a boat. Then, some physical difficulties were added, such as blindfolds and tying hands, to show the problems that people can present when living with other people and make them reflect.

Young people with disabilities are more fragile to defend themselves from bullying compared to non-disabled people⁽²⁴⁾, and it is relevant to work constantly and in an integral and intersectoral way to avoid new cases of bullying⁽²⁵⁾. People with disabilities who play sports have great skills in acting in a specific environment, and it is relevant to

develop sensory perceptions for the practice of the activity⁽²⁶⁾. The changes made to include better the disabled still need reinforcement, with the better insertion of public policies in this area⁽²⁷⁾.

Then, "Areninha's" students were presented with posters with drawings of different body images, and they chose one, interpreting it as if it were a person who would be part of their team in a soccer match. The posters consisted of images of boys: fat, thin, tall, short, and robust. Right after the choice, a reflection on the perception of the image was proposed, and the students reported the reason for their choices.

Most of them excluded the fat, choosing the thin, tall and robust, and justified this last choice by being able to have more running skills and not get tired easily, with more chance of winning the match. The fat man, on the other hand, would receive many offensive nicknames. The action ended with a reflection that the exclusion of the fat and the insignificance of the short becomes a practice of bullying and should be avoided by all. Based on the students' statements, the reports were evaluated as the *bola cheia* (filled ball) (good) and the *bola murcha* (withered ball) (bad). In the jargon used in soccer, "full ball" is used for a good player or the condition in which he finds himself, and "withered ball" for a bad player, or in a state of dismay, cooling about others.

A study⁽²⁸⁾ about bullying and inclusion from the perspective of elementary school teachers obtained personal reports and experiences. When questioned, one of the teachers reported having suffered bullying in adolescence for being overweight and unable to play soccer, for he suffered from it. Another teacher also stated that, in the division of classroom activities, some students did not like to do tasks with students with disabilities due to prejudice.

In a survey conducted with foreign adolescents in Portugal, the sample (representative) was composed of 6,131 adolescents who answered a questionnaire with questions about health behaviors, beliefs, and attitudes. The students felt annoyed by their colleagues and said they retaliate in different ways. The study showed that the more students demonstrated that the school was an unsafe environment, the more they showed dissatisfaction with life, the more they were victims of bullying and aggressors; the same model is used for carrying weapons and alcohol and drug use. They concluded that bullying is a serious problem in schools around the world, so it represents a topic that they need to have as a relevant agenda in the school and recommend that the results of the study alert students, teachers, and education managers⁽²⁹⁾.

Healthy eating

In another activity, it dealt with healthy eating with "Areninha" students. Food and nutrition education (EAN) can be referred to as a continuous, permanent, intersectoral, and multi-professional field of knowledge and practice, which uses various educational approaches in the knowledge context related to nutrition and food. EAN actions cover individuals throughout the course of life, population groups, and communities, considering the relationships and meanings that makeup eating behavior⁽³⁰⁾.

This activity includes health promotion aspect. In the activity of healthy eating, a health circuit was developed with three stations:

Station 1 - A nutritional light was produced with paper in the colors green (foods that we should prefer), yellow (foods that we should eat sometimes) and red (foods that should be avoided), representing, respectively, fresh or minimally processed foods, processed and ultra-processed foods. From there, participants chose photos of food and placed it where they thought it should be. According to the new Food Guide for the Brazilian Population, the categories of food are defined according to the type of processing used in their production, using those mentioned above: *in natura* or minimally processed, processed and ultra-processed⁽³¹⁾.

In an intervention⁽³²⁾ carried out to promote healthy habits with 18 children in Pernambuco, Recife, Brazil, the traffic light dynamics was used as a nutritional education activity. Most students correctly chose the color of the traffic light in relation to food, explaining why they chose the color. They also emphasized reporting at home what they learned, intending to put good eating habits into practice.

Station 2 - Food consumption is one of the determinants of health, so that educational interventions stand out, constituting an important strategy for global health policies⁽³³⁾. Some labels of foods such as wholemeal bread, chocolate food, and stuffed biscuits were displayed, and the participants marked with an (X) what would be unhealthy food and with an (OK) healthy one, emerging as a tool for reduction of obesity and chronic non-communicable diseases (CNCD)⁽³⁴⁾.

The information explained in the nutrition labelling serves as guidance and orientation at the time of purchase, promoting health and avoiding the acquisition of inputs that causes possible problems, rich in sugars, sodium, and fats, which cause NCDs⁽³³⁾.

A study⁽³⁵⁾ investigated the food choices of athletes in an Australian competition, linking this to previous nutritional guidelines and nutrition labelling. There were 81 athletes from 24 sports and 58 countries. Most athletes correctly

chose the number of macronutrients, however; 80.2% did not consume fruits, and 65.4% did not have dairy products. Most of them did not use the reading of the labels to orientate themselves, a fact that may be relevant mainly for people with food allergies and intolerances. For athletes, because it is a public that constantly eats in different environments, with different cultures and vast food options, it becomes difficult to control the intake and always make good choices⁽³⁶⁾. Thus, it reflects the importance of effective nutritional education for this public.

Station 3 - In that station, the importance of correct water intake was explained, especially in sports, and the calculation of water to know the amount of consumption required daily for each one. It is recommended that water intake should be around 30 to 40 ml water/kg weight per day⁽³⁷⁾.

The state of dehydration derives from a significant loss of body fluids⁽³⁸⁾. A survey⁽³⁹⁾ analysed the influence of dehydration on decision-making in athletes participating in the Brazilian soccer championship. Forty players participated, between 18 and 30 years old. After the match, a Game Performance Assessment instrument was applied. The results showed an effective reduction in the rate of decision-making in the condition of dehydration, influencing your passes, perception, anticipation, and, consequently, the final performance in the game. However, collective sports practitioners cannot hydrate themselves by drinking water in any way since an excess also causes losses, such as the loss of electrolytes⁽⁴⁰⁾, hence the importance of a correct orientation.

The proposed station circuit brought a very dynamic and participatory learning. From the information offered at each stage, the participants' admiration was perceived by the discoveries of their little varied diet and rich in industrialized foods that would harm their health. Children and young people cited examples of wrong consumption by family members who have pathologies, such as diabetes and hypercholesterolemia. With the possession of the knowledge, they reported that they would teach at home, which provided enormous satisfaction to the Nutrition students, for having made the target audience a multiplier of knowledge.

The sugar behind processed foods

The sugar activity behind processed foods was carried out from the calculation to demonstrate the amount of sugar present in processed foods. It started with an explanation of nutritional education, relating health risks to the daily and/or exaggerated consumption of simple sugar hidden in food. It is easy to exceed the recommended healthy limit of sugar when it is not known how much of this component is hidden in processed foods.

For that, some common products were selected in the participants' daily life that contains a high amount of sugars. "Areninha" students were given the following foods: soft drinks, wafers, condensed milk, breakfast cereal, powdered juice, and chocolate powder, as well as containers containing sugar and previously measured with the exact quantities of the foods mentioned.

The World Health Organization⁽⁴¹⁾ determined that the maximum sugar consumption for adults and children should be less than 5% of the total energy value of the diet. As a way of guiding the Brazilian population about the best foods, the Food Guide for the Brazilian Population⁽³¹⁾ states that sugar intake should occur in small amounts, giving preference to fresh foods, such as fruits, vegetables, and greens, and less consumption of processed foods, as they are rich in additives and preservatives, which can cause health risks. The Brazilian Society of Paediatrics confirms the guidelines, emphasizing that it is essential to choose fruits instead of juices (rich in fructose and glucose), mainly powdered soft drinks, which are full of sugars, and soft drinks⁽⁴²⁾.

A survey analysed⁽⁴³⁾ the influence of nutritional education on the sugar consumption of 51 schoolchildren between 8 and 10 years old, with the application of questionnaires to assess habits before and after educational workshops. There was a reduction in the consumption of soft drinks, bread, biscuits, and a greater intake of fruit, with the activity considered as an educational proposal needing to be carried out constantly for a better formation of good habits. Through nutritional education, trained individuals are more likely to promote health.

The visual exposure of sugar in quantitative portions informed on the labels of the industrialized products presented left the participants reflective of the amount of sugar in a product that was consumed by them daily. For the Nutrition students, there was a sense of mission accomplished, as they managed to make the participants understand the importance of a balanced and healthy diet, with a low intake of simple carbohydrates.

Based on Brazil's National Health Promotion Policy, this report showed the development of equality and the way of life, expanding the capacity of individual and collective health, and reducing vulnerabilities and health risks resulting from social, economic, political, cultural determinants and environmental⁽¹⁴⁾.

To share knowledge, it was realized that the best way was simple, easy-to-understand visual didactics, which provoked a great interaction when performing actions. It was understood that it is possible to execute these strategies in groups and/or multidisciplinary projects, with the highest challenge being to disseminate projects such as this,

either by logistics, articulation or even by the preference of many professionals for the individualized service model. Therefore, it is suggested that actions like these are more frequently propagated, especially in vulnerable environments, being a transformative experience in collective health.

CONCLUSION

Given the presented, it is concluded that the playful way of approaching health education themes provides a broad reach of the activities objective, with excellent interaction with young people, as it facilitates their understanding through the simplicity of explanation.

The participation of students from the Nutrition course favored the exchange of experiences between professionals in the health unit, as well as the exchange of new ideas, concepts, plans, and strategies aimed at health promotion, demonstrating the importance of the participation of health professionals not only in the binomial "health and care professional", but also in social engagement.

CONFLICTS OF INTEREST

There are no conflicts of interest.

CONTRIBUTIONS

Ana Angélica Romeiro Cardoso contributed to the preparation and design of the study. **Maria Raquel da Silva Lima, Juliana Soares Rodrigues Pinheiro** and **Erika César Alves Teixeira** contributed to the acquisition, analysis and interpretation of data. **Márcia Oliveira Coelho Campos** contributed to the writing and / or revision of the manuscript.

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