

**Área: EDU**

## **Educação Alimentar: Abordagem Teórico-Prática na Conscientização dos Riscos do Consumo de Aditivos Alimentares entre Alunos do Ensino Médio.**

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### **Highlights**

Food Education: Theoretical-Practical Approach to Awareness of the Risks of Food Additives Consumption among High School Students.

### **Abstract**

The advent of the food industry and the development of new technologies in the field such as food additives has made it possible to produce food on a large scale, providing greater accessibility to food after processing<sup>1</sup>. However, the consumption of foods containing synthetic substances such as pesticides and additives in food on a daily basis by the population can cause problems to the health of consumers, being the object of studies by doctors and psychologists. Among the consuming public, children and adolescents are attracted to products with pleasant colors and aromas, without knowledge of the risks offered by their consumption<sup>2</sup>. In view of the lack of knowledge about food additives and the risks associated with high consumption, the present study aimed to map and develop a didactic sequence regarding the consumption of food additives by 47 high school students from the public school system of Paraná through an objective questionnaire, where 100% of them stated that they consume food additives at least once a week, where 48.9% rarely check and 21.3% of them never read food labels before consuming them. After case studies were carried out with 10 labels of processed foods, in which students in groups identified the additives indicated in the ingredients of the nutritional labeling, classifying them and conducting research on the risks associated with the consumption of each additive, later there was an exchange of information acquired between the groups using an inverted classroom. The proposed didactic sequence proved to be positive, in view of the interaction of the students in the development of the activity being a relevant theme for the students, having achieved the objective of raising awareness about the excessive consumption of products rich in additives, evidencing the relevance of active methodologies in the teaching-learning process<sup>3-5</sup>.

References:

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