Abstract

Science teachers are the main professionals in schools who address health-related subjects, though food and nutrition education (FNE) projects are mainly planned by health professionals, especially nutritionists. The objective of this study is to create a transdisciplinary approximation between scientific research fields and practical fields from the analysis of an integrated case study conducted in Brazilian schools. In 2011, 10 days of observation were programmed in six schools in five cities. Semi-structured interviews were carried out with different social actors and data was analyzed using the complex thinking theory and the bricolage method of educational research. Planting of vegetable gardens or projects to improve table manners during mealtimes were identified in the schools. The results describe educational approaches used by science teachers to include FNE in school activities, even when not described in the official curriculum. Health professionals can identify actions to support health education in schools starting with that already undertaken by science teachers. The successful initiatives also involved professionals with practical knowledge and experience of life.

Keywords

Food and nutrition education, Health education, Science education, Transdisciplinarity