

Research Articles

Food and Nutrition Education in History Teaching: a transformative approach for the Early Years of Primary School in dialog with the SDG

Educação Alimentar e Nutricional no Ensino de História: uma abordagem transformadora para os Anos Iniciais do Fundamental em diálogo com os ODS

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Abstract

The aim of this work was to analyze the National Common Curricular Base and develop an educational proposal based on the articulation between History Teaching skills in the Early Years of Primary School, Food and Nutrition Education (FNE) skills and the Sustainable Development Goals (SDG), geared towards tackling contemporary global issues. The research is qualitative, applied, exploratory and descriptive. Documentary analysis was carried out on documents highlighted in Basic Education, Nutrition and the SDGs. A total of 65 skills and 35 possibilities for practical activities for FNE were constructed, linked to the History Teaching skills, associated with 13 SDGs and grouped according to the FNE Framework for Public Policies. The proposal allows FNE to be dealt with at school according to knowledge linked to the pedagogy of autonomy, which implies thinking about education based on ethics, dialog and criticality.

Keywords: Food and Nutrition Education; History Teaching; interdisciplinarity; significant learning; citizenship education.

Resumo

O objetivo deste trabalho foi analisar a Base Nacional Comum Curricular e elaborar proposta educativa pautada pela articulação entre habilidades do Ensino de História nos Anos Iniciais do Ensino Fundamental, habilidades de Educação Alimentar e Nutricional (EAN) e os Objetivos do Desenvolvimento Sustentável (ODS), visando o enfrentamento de questões globais contemporâneas. A pesquisa é qualitativa, aplicada, exploratória e descritiva. A análise documental foi desenvolvida em documentos destacados na Educação Básica, em Nutrição e nos ODS. Foram construídas 65 habilidades e 35 possibilidades de atividades práticas para EAN, articuladas às habilidades do Ensino de História, associadas a 13 ODS e agrupadas segundo o Marco de EAN para Políticas Públicas. A proposta permite que a EAN seja trabalhada na escola, segundo saberes atrelados à pedagogia da autonomia, o que implica pensar a educação com base na ética, no diálogo e na criticidade.

Palavras-chave: Educação Alimentar e Nutricional; Ensino de História; interdisciplinaridade; aprendizagem significativa; educação para a cidadania.

INTRODUCTION

Food and Nutrition Education (FNE) plays an important role in promoting adequate, healthy, and sustainable eating (Amparo-Santos; Diez-Garcia, 2021). Its importance is particularly evident at a time when the world is experiencing weaknesses in its food systems, including environmental problems, socioeconomic inequalities, food and nutritional insecurity, and malnutrition in all its forms (Food and Agriculture Organization of the United Nations et al., 2021).

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The latest Brazilian population-based surveys show a country that is once again experiencing hunger, with a food system characterized by exclusionary dynamics (Rede Brasileira de Pesquisa em Soberania e Segurança Alimentar e Nutricional, 2022), as well as an increase in overweight, obesity, and chronic noncommunicable diseases (Brasil, 2022). In this context, FNE has become a public policy guideline aimed at coordinating various sectors such as health, education, culture, agriculture, and social assistance, among others (Brasil, 2012). To this end, it has been recognized as a field of knowledge and practice.

The presence of FNE in schools is fundamental. It provides children and young people with opportunities to think about food from the perspective of science (nutrition and health), but also from the perspective of culture (tradition and identity), politics (rights, participation, and strategies), and the environment (care for nature). Examples of this already exist, as suggested by some studies dedicated to FNE (Rangel et al., 2014; Triches, 2015; Verthein; Amparo-Santos, 2021).

According to the FNE Framework for Public Policy:

Food and Nutrition Education, in the context of realizing the Human Right to Adequate Food and guaranteeing Food and Nutrition Security, is a field of knowledge and continuous and permanent practice that is transdisciplinary, intersectoral, and multiprofessional, which aims to promote the autonomous and voluntary practice of healthy eating habits. The practice of FNE should make use of educational approaches and resources that are thought-provoking and active, favoring dialogue with individuals and population groups, considering all stages of life, stages of the food system, and the interactions and meanings that make up eating behavior (Brasil, 2012, p. 23).

It should be noted that FNE is eminently transdisciplinary and intersectoral. Transdisciplinarity is effective in the fact that FNE is the target of numerous different types of knowledge, so that the sum and exchange between them is what ensures its adequate confrontation, based on a “smuggling of knowledge” (Morin, 2008). Intersectorality, on the other hand, involves the necessary articulation of different forces, knowledge, and practices within government and society so that complex issues can be addressed and transformed with the support of more effective solutions (Brasil, 2012).

Given its importance for achieving Food and Nutritional Security and the Human Right to Adequate Food (Brasil, 2018; Amparo-Santos; Diez-Garcia, 2021), FNE is integrated into policies and programs in Brasil, such as the National School Food Program (PNAE in the Portuguese acronym), the National Health Promotion Policy (PNPS in the Portuguese acronym), the National Food and Nutrition Policy (PNAN in the Portuguese acronym), and the National Food and Nutritional Security Policy (PNSAN in the Portuguese acronym) (Brasil, 2012).

The concept of FNE has advanced over the years, with a greater focus on pedagogical perspectives such as Popular Education (Cruz, 2020), given that it values confronting the reality of the school community, transforming it into an experience that should be articulated in the classroom to build knowledge based on the present and on ways to promote the common good.

Despite this, there are reflections in academic publications and among nutrition professionals on the development of FNE actions that indicate a gap between theory and practice, as well as inconsistencies between the planning and execution of activities. Thus, it is clear that proposals are needed so that FNE actions are concretely practiced in favor of the creation of emancipatory processes (Cruz, 2020; Verthein; Amparo-Santos, 2021). It is in this context that schools present themselves as fundamental institutions for the promotion of FNE.

FNE practices in the school environment play a constructive role in learning, providing extra socialization within and between families, as well as with the surrounding community (Nunes, 2020). The territorialization of schools and their intersectoral nature are also relevant, as they provide social presence and the ability to dialogue with other levels of government, respectively. In addition, there is the PNAE, responsible for providing food to children and young people in order to encourage healthy habits that are part of the local culture, through the inclusion of foods from family farming (Brasil, 2012).

FNE is present in the National Common Curricular Base (NCCB) (Brasil, 2017, 2019). This document presents six micro-areas: Citizenship and Civics, Science and Technology, Economics, Environment, Multiculturalism, and Health. These micro-areas cover fifteen contemporary themes (CTs): Food and Nutrition Education; Health; Work; Financial Education; Tax Education; Environmental Education; Consumer Education; Cultural Diversity; Education for the appreciation of multiculturalism in Brazilian historical and cultural matrices; Children's and Adolescents' Rights; Family and Social Life; Traffic Education; Human Rights Education; Aging Processes, Respect and Appreciation of the Elderly; and Science and Technology.

For the inclusion of FNE in the development/adaptation of curricula, the NCCB highlights the PNAE, which defines as competencies of the states, the Federal District, and municipalities the promotion of FNE and health and environmental education. In this sense, this work can contribute to minimizing the challenges regarding the implementation, contextualization, and articulation of CTs with the curricular components in the area of Human Sciences, specifically in History Teaching.

According to the NCCB, FNE should permeate the content of all specific curricular components, as if they were part of them, promoting the exchange of different areas of knowledge (Bezerra, 2018). However, to achieve this, attention must be paid to transversality and interdisciplinarity, that is, to the assumptions of the interrelation of sciences and the dynamics of knowledge about reality, respectively. The first is the didactic-pedagogical expression and the second is the epistemological character of this understanding (Brasil, 1997, 2019).

Nevertheless, it is noted that there are difficulties in incorporating CTs into school curricula, as they are often treated in an improvised manner, superficially, and with difficulties in terms of assessment (Borges, 2014; Corcetti; Trevisol, 2004). In addition, it should be recognized that cross-cutting themes require efficient strategies, which means providing specific teacher training, as well as developing cohesive plans and projects capable of engaging students' interests (Silva; Martins; Barbosa, 2017; Vieira et al., 2022).

Adding to the difficulties is the fact that FNE is basically addressed through the theme of Health and as part of the Natural Sciences curriculum (Moura et al., 2022), which limits its approach and can lead to a partial understanding, with a biological focus. Food and nutrition are multidimensional topics that can be addressed from anthropological, geographical, cognitive, sociological, religious, economic, archaeological, philosophical, and historical perspectives (Carneiro, 2005; Meneses; Carneiro, 1997). However, the NCCB itself places FNE within the micro-area of Health (Brasil, 2017, 2019).

There is therefore a noticeable gap in thinking about proposals for approaching FNE in the school environment in other areas of knowledge, such as the Humanities (Silva, 2022). This type of approach goes beyond the nutritional aspect of food, for which there is already a theoretical corpus built by the Natural Sciences (Bezerra, 2018; Menon et al., 2018; Neves, 2020; Silva, 2022). Because of this, it is important to consider the significance of encouraging efforts to promote these other approaches.

There are few studies dedicated to the teaching of history and cross-cutting themes, and none on FNE. Only one study based on the NCCB (Bonetti Silva, 2020) was identified, and a larger number based on the National Curriculum Parameters for Teaching (NCP) (Fermiano, 2016; Carvalho; Costa, 2016; Luna, 2020). It is important, however, to recognize that there are differences in the treatment of transversality expressed in the NCP and the NCCB: in the latter, they are considered essential and guiding principles for pedagogical practices, while in the former, they are only recommended (Brasil, 1997, 2017).

Considering that the debate on FNE in history classes aims to deepen contemporary issues, we add to the proposal the observance of the 2030 Global Agenda, with regard to the Sustainable Development Goals (SDGs) (United Nations, 2015). This document broadly addresses the themes of food and nutrition, as well as promoting the teaching of history (Piraino; Manesco, 2021), and education can ensure its implementation (Gehre; Martins, 2021; Cabral; Gehre, 2020), given the social capillarity of formal educational institutions.

Aware of this, we present as the objective of this work to analyze the NCCB and develop an educational proposal based on the articulation between History Teaching skills in the Early Years of Elementary School, Food and Nutrition Education skills, and the Sustainable Development Goals.

METHOD

The research involves a field of knowledge at the intersection of Education, Nutrition, and History Teaching, in addition to compliance with the SDGs. It is qualitative, applied, and combines exploration and description (Alves-Mazzotti, Gewandszneider, 1999).

It is applied research because it aims to generate knowledge directed at the implementation of actions focused on the development of educational practices associated with FNE. Consequently, it aims to collaborate with the construction of training processes for educators who are concerned with this issue, as well as with curriculum proposals.

At the same time, the research combines exploration and description because the scientific investigation was conducted without formalized hypotheses *a priori*, involved a specific case and the mobilization of empirical data (selected documentation), reflected on the basis of concepts/content learned from reading the bibliography.

From the point of view of materials, a documentary analysis of the NCCB was carried out, focusing on the Early Years of Elementary School (Brasil, 2017), as it is one of the main normative documents on Basic Education in Brazil, as well as the Marco de Referência de Educação Alimentar e Nutricional para as Políticas Públicas (Reference Framework for Food and Nutrition Education for Public Policies) (Brasil, 2012), the most prominent national document on FNE, and the SDGs (United Nations, 2015), one of the main public policy guidance documents at the international level.

The texts were read and reflected upon based on the document analysis. According to Kripka et al. (2015), in this type of research, the same document is analyzed from different perspectives, which is why it is considered a dense and broad target for data extraction and interpretation. In the words of these authors: "The challenge of this research technique is the researcher's ability to select, process, and interpret information in order to understand the interaction with its source." (Kripka et al., 2015, p. 57).

The theoretical framework was constituted by three authors. The first is Paulo Freire (2002), given the importance he places on the construction of educational practices based on the exercise of autonomy. The second is Edgard Morin (2008) and his idea of reconnecting knowledge through articulation, breaking down centralities and fragmentation between disciplines, as well as promoting curricular totality ("smuggling of knowledge"). The third is Jörn Rüsen (2007), due to his defense of a Didactics of History based on subjects, their universe, and the knowledge they promote about themselves and others.

From the proposed investigative exercise, a proposal for FNE skills was outlined, along with how they can be implemented in the classroom, considering the opportunities and limitations offered by the appropriation of the documents addressed. Based on this, it is understood that such a proposal raises questions about the initial and continuing training of educators who are attentive to implementing FNE in an integrated manner in History Teaching.

RESULTS

After document analysis, the study identified possibilities for articulation between the skills brought in the Teaching of History in the NCCB, the concept of FNE, and the principles of the FNE Framework for Public Policies, as well as the objectives and goals of the SDGs, according to the tables that constitute Appendix 1 of this text.

For each of the 51 skills listed in the NCCB for History Teaching in the Early Years of Elementary School, a total of 65 skills related to FNE were constructed. Some skills in History favored the development of more than one skill in FNE, and these skills were associated with specific SDGs and grouped according to the principles of the FNE Framework for Public Policy. In addition, activities were suggested for the proposed FNE skills, with an emphasis on addressing the universe of students (Urban; Luporini, 2015) and the use of Information and Communication Technologies (Bévort; Belloni, 2009).

Of the nine principles brought forth in the FNE Framework, four were considered fundamental, as they permeate all FNE and History skills: 1. education as a permanent process that generates autonomy and active and informed participation of individuals; 2. diversity in practice scenarios; 3. intersectorality; and 4. planning, evaluation, and monitoring of actions.

The other five principles were grouped into three themes:

1. Sustainability and the food system (“Social, environmental, and economic sustainability” and “Approach to the food system in its entirety”);
2. Food culture (“Valuing local food culture and respecting diversity of opinions and perspectives, considering the legitimacy of different types of knowledge”; “Food and nutrition as references and valuing cooking as an emancipatory practice”);
3. Self-care and autonomy (“Promoting self-care and autonomy”).

Table 1 lists the number of skills and activities developed for each group of principles of the FNE Framework for Public Policy and the number of different SDGs related to History Teaching.

The skills and activities developed in FNE were most closely related to the principles of sustainability and food systems (26 and 13) and food culture (31 and 17). Those related to self-care and autonomy appeared in smaller proportions (8 and 5).

Thirteen SDGs, in the form of general objectives or specific targets, were related to skills and activities in FNE and History Teaching: SDGs 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 15, and 16.

The proposal was organized into two groups: first to third grades and fourth to fifth grades of elementary school. The FNE skills developed address individual and collective perspectives related to the organization and culture of society, transformations in rural and urban areas, and communication and technology.

The individual and collective aspects present in the skills were mainly related to the personal world of the students in recognition of their own diet, that of their families, the school environment, neighborhood, or community. Affective and traditional issues were considered, as well as records, responsibilities, and rules for family and community nutrition, as well as the availability of food in the territory where they live.

These skills were associated with SDG 3 (Good health and well-being) when it came to health care and SDG 5 (Gender equality) when related to the changing role of women in caring for family nutrition. In relation to understanding food availability in the territory, links were established with SDG 2 (Zero hunger and sustainable agriculture) and SDG 11 (Sustainable cities and communities).

FNE skills were also developed that involved the organization of society, the trajectory of human groups, food traditions, as well as citizenship and rights. The skills addressed migration and occupation of places and their relationship with changing and permanent ways of obtaining food in the territories, the dissemination of food crops and goods, changes in food availability and eating habits, and contributions to food culture.

In this regard, the possibility of including specific content on the appreciation of aspects of Brazilian food was considered. Without neglecting the participation of the Portuguese and other peoples (Amado; Figueiredo, 2013), the contributions of African and indigenous cultures were included (Casculo, 2004; Dória, 2021) was organized in order to highlight their influence in the destination regions and in the preservation of food culture by the descendant peoples and in the diaspora.

Table 1. FNE skills and activities according to groups of principles of the FNE Framework for Public Policy and the number of SDGs related to History Teaching, Early Years of Elementary School.

Principle groups of the FNE Framework for Public Policy	FNE for History teaching	
	Skills	Activities
Sustainability and food system	26	13
Food culture	31	17
Self-care and autonomy	8	5
Total	65	35
Relationship with specific SDGs	13	

Source: Authors.

The identification of the roles of individuals and institutions in combating hunger and the relationship between citizenship and the guarantee of the Human Right to Adequate Food were also skills brought into this area of the proposal. These skills are in line with SDG 1 (No poverty), SDG 2 (Zero hunger and sustainable agriculture), SDG 3 (Good health and well-being), SDG 10 (Reduced inequalities), SDG 11 (Sustainable cities and communities), and SDG 16 (Peace, justice, and strong institutions).

Transformations in rural and urban areas was another theme that involved economic activities in the food system; food traditions and vocations and their cultural, social, political, and economic aspects; differences in eating habits and differences in forms of work, including consequences for the environment and workers. Related to this theme were SDG 1 (No poverty), SDG 2 (Zero hunger and sustainable agriculture), SDG 3 (Good health and well-being), SDG 8 (Decent work and economic growth), SDG 10 (Reduced inequalities), SDG 11 (Sustainable cities and communities) and SDG 12 (Responsible consumption and production), SDG 13 (Climate action), SDG 15 (Life above water) and SDG 16 (Peace, justice and strong institutions). SDG 11 (Sustainable cities and communities) and SDG 12 (Responsible consumption and production), SDG 13 (Climate action), SDG 15 (Life on land) and SDG 16 (Peace, justice and strong institutions).

The theme of communication and technology was also included in the FNE skills. Consideration was given to their use in food systems in urban and rural areas, the evolution of access to information on food and nutrition, the role of the media in the eating behavior of different groups and at different times, and the use of languages and technologies for historical records of eating habits. The SDGs related to these themes were SDG 8 (Decent work and economic growth), SDG 9 (Industry, innovation and infrastructure) and SDG 10 (Reduced inequalities).

Aspects related to food traditions cut across all skill areas: in the personal world of students, in recognizing foods and culinary preparations that span family generations and form memories and affections; in the trajectories of human groups, as a cornerstone of food culture in different locations; in rural and urban areas, sometimes considered heritage and contributing locally to cultural, social, political, and economic aspects; in addition to being maintained/transmitted with the support of historical records, communication, and technology.

The proposed activities formed a set of possibilities for how skills can be applied in the classroom, based on the students' reality, communication, and technology. These possibilities sought to involve materials such as textbooks, blackboards, documentaries, photographs, films, and documents; dialogue between students, family members, school professionals, and the school community; and internet research related to museum websites, YouTube, and images from different periods.

In a context involving supervised curricular internship, undergraduate students in Pedagogy at a public higher education institution located in the interior of São Paulo developed FNE skills in classes dedicated to History Teaching, held especially in public schools. The theoretical basis mentioned was decisive in organizing the activities, as it allowed them to enjoy security and professional competence.

DISCUSSION

The construction of skills revealed possibilities for articulation between the themes of History Teaching, FNE, and SDGs. For all the skills indicated, at least one skill related to FNE was developed, which met the principles of the FNE Framework for Public Policies and was associated with the SDGs. Appendix 1 shows several examples of the implementation of the proposal.

Some skills were not related to SDGs because they involved themes that do not directly dialogue with the global goals of sustainable development, such as looking at, recognizing, or reflecting on what is unique to one's family. Other skills, such as those addressing work, hunger, poverty, rural and urban areas, were associated with up to four SDGs.

Decree 11.821 (Brasil, 2023), which complements the PNAE regulations, provides that actions to promote adequate and healthy eating in schools should be based on the concepts and principles established in the FNE Framework, through joint action by education professionals and the nutritionist designated as the technical officer responsible for school feeding.

Thus, the skills presented here may contribute, in addition to the inclusion of FNE in the school curriculum, to practical activities with students, such as cooking workshops, the organization

of vegetable gardens, and other actions aimed at the school community, as has been encouraged by researchers in the field (Maldonado et al., 2021). This partnership will reinforce the fundamental role of the PNAE referred to by Silva, Gonçalves and Albuquerque (2022): to contribute to the quality of education, considering that this is one of its main objectives.

The proposal offers a possibility to rethink the practice, with the initial intention of expanding the possibilities for developing FNE in schools. However, it must still be shared and discussed with teachers in the areas involved and working in the early years of elementary school and, based on listening to and discussing the issues raised by these actors, be reflected upon and readjusted, including ways of putting it into practice.

This clarifies that the proposal is not prescriptive. In addition to the need for the participation of teachers working in its construction process, it is essential that the skills and activities be contextualized, especially in each school unit. It is not mandatory to address all the skills and activities suggested in FNE, so they can be addressed based on appropriations responsible for creating specific teaching sequences (Brasil, 2017).

The absence of prescription in the proposal extends to assessment, since, instead of suggesting specific forms, it is important to emphasize only the relationship to be established with the theoretical contribution of this proposal, which means defending the promotion of assessments: diagnostic, formative, and summative (Luckesi, 2011; Hoffmann, 1993, 2001), throughout the experience of the skills and activities.

When this appropriation is made by school units, it is important to consider how to promote the articulation of skills in History and FNE (Morin, 2008). Food is eminently historical if we look at it from different angles of the food system, as suggested in the proposal presented here. Recognizing this aspect, addressing FNE skills in History classes should not be taken as an act dissociated from concerns with History skills themselves, as they can be integrated from a stance that can be called complex.

The relationship between skills in FNE and History may be responsible for the construction of knowledge that makes use of an effectively meaningful context, in a two-way process (Ramos, 2010). Historicity helps us to think about food from an interpretative perspective, since it highlights the changes and continuities in behaviors constructed over time, as well as the differences in identity and the interests and projects that they bring together. Food, in turn, offers History teaching the possibility of using a theme that is representative of the universe of educators and students, which generates better articulation between the present and the past and reinforces citizenship.

However, the best way to address this proposal requires the mobilization of theoretical training in history teaching (Monteiro; Ralejo, 2019; Bittencourt, 2018; Schmidt; Cainelli, 2010). It is important to start from the present, rely on historical sources, and promote a historical attitude, that is, to approach topics through heuristics that involve student participation. We thus return to the necessary recognition of the significance of initial and continuing training to face challenges such as resistance, lack of resources, and the best way to deal with the demands of the content provided for in the NCCB.

In this way, the proposal presented is close to the ideas of Jörn Rüsen (2007). This is because the dialogue between FNE and History skills generates reflections capable of socially situating students and, from this, promoting informed and autonomous choices regarding the food system. In addition, they contribute to the construction of learning focused on the recognition of aspects that constitute identity, through the identification of social links and belonging established from experiences associated with food.

The potential reinforcement of citizenship can be seen in the way this proposal allows the SDGs to be involved. It mobilizes relationships with thirteen specific SDGs (1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 15, and 16), with SDG 4 (Quality education) being structural (it permeates the entire proposal). Four other SDGs—related to water (SDGs 6 and 14), energy (SDG 7), and partnerships and means of implementation (SDG 17)—were not directly related, but can be worked on in thematic approaches, according to studies and practices to be developed.

Although the particularities of each SDG are addressed, it is essential that they be treated as an articulated set. Addressing the SDGs in a fragmented manner distorts and compromises

the social, economic, and environmental interconnections established between their goals and targets (Red Española para el Desarrollo Sostenible, 2018).

There is further potential for strengthening citizenship, as observed in the NCCB (Brasil, 2017, 2019). The dialogue between skills in History and FNE contributes to the discussion of other contemporary issues: Work; Environmental and Consumer Education; Cultural Diversity; Education for the appreciation of multiculturalism in Brazilian historical and cultural matrices; Children's and Adolescents' Rights; Family and Social Life; Human Rights Education; Aging processes, respect and appreciation of the elderly; and Science and Technology. Ten of the fifteen contemporary issues are therefore addressed.

By considering the possibilities for theoretical reflection on practice, the demands on educators highlighted in *Pedagogy of Autonomy* (Freire, 2002) also offer important support: critical reflection on practice; risk, acceptance of the new and rejection of any form of discrimination; commitment; awareness of incompleteness; understanding of reality; understanding that education is a form of intervention in the world; and conviction that change is possible.

The requirement that "Teaching requires critical reflection on practice" runs across this entire proposal. According to Freire (2002, p. 18): "It is by thinking critically about today's or yesterday's practice that we can improve the next practice". This reflection supports rethinking the continuity of our practices, considering other possibilities and changes. A question supports this reflection: Why not add other ideas and new debates to the established content of history teaching?

An interface with this proposal can be identified in another of Paulo Freire's (2002, p. 17) demands: "Teaching requires risk, acceptance of the new, and rejection of any form of discrimination". Developing food and nutrition skills in history may be something new. Food is intrinsic to human beings and everyday life, but it is not usual to reflect on it in school, alongside other topics that go beyond health and consider a global agenda. Transdisciplinarity is also unusual, since what is normally established in teacher training and practice is precisely disciplinary knowledge, responsible for constructing the idea of the specialist.

However, in order to accept the new and take the risk of putting it into practice, it is necessary to realize that "Teaching requires commitment" and that "Teaching requires awareness of incompleteness" (Freire, 2002, p. 21). Such commitment comes with teaching practice, learning, and the constant search for knowledge. Furthermore, as Freire (2002, p. 37) said: "It is not possible to exercise the teaching profession as if nothing were happening to us". We need to look around us at the issues that affect us, such as food and the SDGs.

Teacher commitment is also related to being politically present in order to educate citizens with a critical stance towards the inequalities of the food system and, consequently, who can, through a specific educational process, make conscious and autonomous food choices. From this teacher commitment, educational practices focused on the FNE approach can emerge, taking as their starting point their relationship with the social dynamics to which the students belong. It is the presence of commitment that favors the establishment of the relationship between the proposal and the "apprehension of reality," also brought up by Freire (2002, p. 28). Reading the world to which one belongs in the classroom involves looking at students and noticing issues such as: whether they are cared for, whether they go hungry, whether the affective dimension of food is met, what they eat, and how they perceive food. Getting to know students is part of adapting discussions to each local reality.

The incentive for students to identify elements of their own history by looking at their family, school, community, and municipality arises from the new, the unfinished, the commitment, and the apprehension of reality in the approach to FNE skills. Thus, adding FNE content and the SDGs can enhance what is already being worked on in History Teaching, since the topic of food encourages the establishment of relationships between the present and the past, as well as the identification of historical sources.

The rejection of any form of discrimination is addressed in the three documents that underpin this proposal: the NCCB, the 2030 Agenda, and the FNE Framework for Public Policies. It can therefore also be considered, especially when it comes to respect for cultural diversity and the fight against inequality and hunger. This challenge can be addressed through a careful and integrated approach to these social markers, from an intersectional perspective (Gehre;

Martins; 2021), i.e., sensitive to how race, class, and gender also influence food and nutrition, if we consider experiences associated with planting, harvesting, marketing, and eating.

The last two requirements are “Teaching requires understanding that education is a form of intervention in the world” and “Teaching requires the conviction that change is possible” (Freire, 2002, p. 30). The proposal provides reflection on the relationships between the food system and cultural, social, and economic aspects. From this, we hope for food practices that make sense from an individual, collective, and planetary point of view, thereby confronting an unequal and exclusionary food system.

The discussion around FNE also has another effect: it opens up the teaching of history to dialogue with other school subjects. See the FNE skills proposed here (Appendix 1), which involve different spaces, languages, forms of expression, and the field of science, thus motivating the encounter between history and the arts, geography, Portuguese language, chemistry, and biology.

CONCLUSION

It is necessary and possible to develop approaches associated with Food and Nutrition Education in Basic Education. Contemporary challenges are pressing, making this issue urgent. Given this, it is essential to use schools to promote educational practices dedicated to this topic, considering that they are spaces dedicated to education and whose capillarity distinguishes them from other institutions.

One possibility for this to occur is to link Food and Nutrition Education to the History curriculum, through dialogue with the NCCB. This measure generates significance for the teaching of History and provides a time frame for reflection on food and nutrition. This gives rise to complex knowledge, through the delineation of a field of knowledge in a frontier area.

The approach to Food and Nutrition Education in History Teaching, beyond a perspective that is limited to the field of Natural Sciences, provides for broader reflection on the complexity of the food system. This includes the possibility for students to recognize themselves socially in the food system, to make informed and autonomous food choices, and to identify and seek their rights and duties in the field of food and nutrition.

The proposal presented provides an experience of knowledge linked to the perspective that shapes the pedagogy of autonomy and reflections that take into account SDG themes. Regarding the pedagogy of autonomy, it should be noted that it is linked to a formative process based on dialogue with students and the reality of the school community. With regard to the SDGs, it is noteworthy how it allows thirteen of the seventeen goals contained in the 2030 Global Agenda to be addressed in History classes.

The proposal is also associated with the idea of offering new entry points for addressing Food and Nutrition Education in schools, as recommended in the strategic and intersectoral and federative agenda of the FNE Framework for Public Policies. In addition to this offering, the proposal can strengthen the National School Food Program (PNAE) by sparking initiatives or strengthening existing actions in schools, such as cooking workshops and the organization of vegetable gardens.

The FNE skills and activities contained in this proposal (Appendix 1) point to paths built to address the issue, with practical examples. However, these skills must be accompanied by a theoretical foundation, which means knowledge of the perspectives developed in History Teaching over the last two decades, as well as the Pedagogy of Autonomy, since it favors dialogue with the reality of the school community.

The sixty-five skills developed in this proposal for addressing the contemporary issue of Food and Nutrition Education can and should be adopted by educators in each school. To this end, it is up to educators, individually and collectively, to develop educational practices and teaching sequences based on planning that takes into account the conditions and possibilities of their context, which means thinking about them from the perspective of the students' context and experience.

Reflecting on the effects of modernization brought about by capitalist economies is the order of the day. The euphoria of development is accompanied by concerns about sustainability,

that is, about the existing relationships between human societies and nature. In the meantime, Food and Nutrition Education is gaining momentum, as it brings with it the need to think about agricultural practices, social inequalities, climate change, traditions and identity, industry, and ultra-processed foods, etc. Schools cannot shy away from addressing this issue if we associate it with meaningful learning and citizenship.

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Authors contribution

LFGP and HPN participated in all stages of the work, including the conception of the study, definition of questions, objectives, and method, construction of the proposed material, preparation, writing, critical review, and final approval. AMCM participated in the conception of the study, writing of the manuscript, critical review, and approval of the version to be submitted.

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APPENDIX 1. EDUCATIONAL PROPOSAL FOR THE EARLY YEARS OF ELEMENTARY SCHOOL TO LINK FOOD AND NUTRITION EDUCATION, HISTORY TEACHING, AND SUSTAINABLE DEVELOPMENT GOALS, ACCORDING TO THE PRINCIPLES OF THE FNE REFERENCE FRAMEWORK.

First to third grades

Principles of the FNE Framework for Public Policy:

Social, environmental, and economic sustainability; A comprehensive approach to the food system.

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDGs	ACTIVITIES
- Identify and describe social practices and roles that individuals, social movements, organizations, and/or institutions play in combating hunger.	- Identify and describe social practices and roles that people perform in different communities.	SDG 2 (Zero hunger and sustainable agriculture) End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.	Promote dialogues based on photographs and/or internet research on actions taken by individuals and/or groups to combat hunger.
- Reflect on ways of working that involve deforestation, the use of pesticides, air pollution, and improper waste disposal.	- Identify impacts on the environment caused by different forms of work in the community in which you live.	SDG 10 (Reduced inequalities) Reduce inequality within and among countries SDG 2 (Zero hunger and sustainable agriculture) End hunger, achieve food security and improved nutrition, and promote sustainable agriculture SDG 12 (Responsible consumption and production) Ensure sustainable consumption and production patterns SDG 13 (Climate action) Take urgent action to combat climate change and its impacts SDG 15 (Life on land) Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Show films produced by teachers about the school community.
- Reflect on how the elements that shape cities—migration (rural life/urban life), deforestation, and the establishment of large companies—have transformed the eating habits of the population groups where you live. - Learn about changes in the city or region where you live in relation to its economic activities, including food production, transportation, processing, and marketing.	-Identify the population groups that make up the city, municipality, and region, the relationships established between them, and the events that mark the formation of the city, such as migratory phenomena (rural life/urban life), deforestation, establishment of large companies, etc. - Select, through consultation of different sources, and record events that have occurred over time in the city or region where you live.	SDG 11 (Sustainable Cities and Communities) Make cities and human settlements inclusive, safe, resilient, and sustainable.	

Social, environmental, and economic sustainability; A comprehensive approach to the food system. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDGs	ACTIVITIES
<ul style="list-style-type: none"> - Reflect on how the social, economic, and environmental conditions of the place where you live affect the culture, health, and nutrition of different social, age, and ethnic groups. - Conceptualize Food and Nutrition Security. 	<ul style="list-style-type: none"> - Identify and compare points of view regarding significant events in the place where you live, aspects related to social conditions and the presence of different social and cultural groups, with special emphasis on African, indigenous, and migrant cultures. 	<p>SDG 1 (No poverty) End poverty in all its forms everywhere</p> <p>SDG 2 (Zero hunger and sustainable agriculture) End hunger, achieve food security and improved nutrition, and promote sustainable agriculture</p> <p>SDG 3 (Good health and well-being) Ensure healthy lives and promote well-being for all at all ages</p>	<p>Present social data about the municipality on the board, followed by discussions about how this data relates to the students' families.</p>
<ul style="list-style-type: none"> - Conceptualize the Human Right to Adequate Food. 		<p>SDG 16 (Peace, justice, and strong institutions) Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels</p>	
<ul style="list-style-type: none"> - Reflect on food production and consumption in rural areas and how these have changed over time. 	<ul style="list-style-type: none"> - Identify ways of life in the city and in the countryside today, comparing them with those of the past. 	<p>SDG 2 (Zero hunger and sustainable agriculture) End hunger, achieve food security and improved nutrition, and promote sustainable agriculture</p>	<p>Invite farmers to participate in roundtable discussions with students about food production and consumption.</p>
<ul style="list-style-type: none"> - Compare production for self-consumption with production for sale and relate this to the increase in consumption of ultra-processed foods in rural areas. 		<p>SDG 12 (Responsible consumption and production) Ensure sustainable consumption and production patterns</p>	
<ul style="list-style-type: none"> - Identify changes in eating habits in cities, comparing them with those of the past. 			
<ul style="list-style-type: none"> - Map the locations of food outlets and leisure facilities in your neighborhood. Identify what foods are sold in these places. - Understand the availability of food in the area where you live. 	<ul style="list-style-type: none"> - Map public spaces in the place where you live (streets, squares, schools, hospitals, City Hall and City Council buildings, etc.) and identify their functions. - Identify the differences between domestic space, public spaces, and environmental conservation areas, understanding the importance of this distinction. 	<p>SDG 2 (Zero hunger and sustainable agriculture) End hunger, achieve food security and improved nutrition, and promote sustainable agriculture</p> <p>SDG 11 (Sustainable cities and communities) Make cities and human settlements inclusive, safe, resilient, and sustainable.</p>	<p>Organize research to be carried out by students with their families on places where food is sold and leisure spaces in the community, resulting in a photographic exhibition.</p>

Social, environmental, and economic sustainability; A comprehensive approach to the food system. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDGs	ACTIVITIES
<ul style="list-style-type: none"> - Identify differences between ways of working to produce, process, prepare, and market food in cities and rural areas. 	<ul style="list-style-type: none"> - Identify differences between ways of working in the city and in the countryside, also considering the use of technology in these different contexts. 	<p>SDG 8 (Decent work and economic growth) Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.</p>	<p>Share videos with students, made by the teacher about ways of working in the countryside and in the city.</p>
<ul style="list-style-type: none"> - Identify and reflect on possibilities for the use of technology by professionals in these spaces. 		<p>SDG 9 (Industry, innovation, and infrastructure) Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.</p>	

Principles of the FNE Framework for Public Policy:

Food and nutrition as benchmarks; Valuing cooking as an emancipatory practice; Valuing local food culture and respecting diversity of opinions and perspectives, considering the legitimacy of different types of knowledge.

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDGs	ACTIVITIES
<ul style="list-style-type: none"> - Learn about your family's diet since your grandparents' childhood. Select traditional and meaningful foods and recipes for your family and community. 	<ul style="list-style-type: none"> - Identify the relationship between your stories and the stories of your family and community. 		<p>Promote the organization of a questionnaire to be administered to parents, grandparents, or other guardians about eating habits.</p>
			<p>Organize a notebook of traditional and cherished recipes and share it among students.</p>
<ul style="list-style-type: none"> - Identify the people responsible for deciding, purchasing, and preparing the food consumed at home and at school. 	<ul style="list-style-type: none"> - Describe and distinguish roles and responsibilities related to family, school, and community. 		<p>Promote invitations for those responsible for school meals and some family members to talk about food preparation in the classroom.</p>
<ul style="list-style-type: none"> - Identify group meals as a form of social interaction, such as eating at school with classmates, picnics in the park with neighbors, or dinner at home with family. 	<ul style="list-style-type: none"> - Identify similarities and differences between games and play activities today and in other times and places. 		<p>Promote group discussions with students, listening to how their families organize mealtimes and presenting ways of eating in other historical periods.</p>
<ul style="list-style-type: none"> - Identify similarities and differences in group meals at different times and places. 			

Food and nutrition as benchmarks; Valuing cooking as an emancipatory practice; Valuing local food culture and respecting diversity of opinions and perspectives, considering the legitimacy of different types of knowledge. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDGs	ACTIVITIES
<ul style="list-style-type: none"> - Identify who in the family was responsible for preparing food during the grandparents' childhood and who is responsible now. - Reflect on the role played by women in different spaces (school, countryside, and city) and how these roles have changed over time. 	<ul style="list-style-type: none"> - Learn about family and school histories and identify the roles played by different individuals in different spaces. - Identify changes and continuities in family organization. 	SDG 5 (Gender equality) Achieve gender equality and empower all women and girls.	Organize a questionnaire to be administered to parents, grandparents, or other guardians about eating habits.
<ul style="list-style-type: none"> - Identify foods that are present during family celebrations (birthdays and holidays) and their meanings, differentiating them from everyday foods. 	<ul style="list-style-type: none"> - Recognize the significance of school celebrations and holidays, distinguishing them from holidays celebrated within the family or community. 		Promote group discussions with students, listening to how their families organize mealtimes, using family photographs as a basis, and presenting ways of eating in other historical periods.
<ul style="list-style-type: none"> - Identify social and kinship groups and relate them to everyday situations and commemorative events that provide opportunities for group meals. 	<ul style="list-style-type: none"> - Recognize social spaces and identify the reasons that bring people together and separate them into different social or kinship groups. 		Promote group discussions with students, listening to how their families organize mealtimes, using family photographs as a basis, and presenting ways of eating in other historical periods.
<ul style="list-style-type: none"> - Identify local food traditions such as foods produced and culinary preparations typical of the region, municipality, and/or community. 	<ul style="list-style-type: none"> - Select everyday situations that evoke perceptions of change, belonging, and memory. 		Organize an oral presentation and exhibition based on images of local food traditions over time, based on research to be developed by school teachers.
<ul style="list-style-type: none"> - Identify changes in food traditions in the region, municipality, and/or community over time. 			
<ul style="list-style-type: none"> - Understand how certain foods can represent memories for classmates, family members, and neighbors. 	<ul style="list-style-type: none"> - Select and understand the meaning of personal objects and documents as sources of memories and stories in personal, family, school, and community settings. 		Share teacher's personal memories associated with certain foods, in order to encourage students to do the same.

Food and nutrition as benchmarks; Valuing cooking as an emancipatory practice; Valuing local food culture and respecting diversity of opinions and perspectives, considering the legitimacy of different types of knowledge. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDGs	ACTIVITIES
<ul style="list-style-type: none"> - Understanding how certain foods are considered special and highlighted by classmates, family members and neighbors, understanding their preparation and consumption. 	<ul style="list-style-type: none"> - Select personal objects and documents and those of groups close to them and understand their function, use and meaning. 		<p>Organize research to be carried out by the students with their families, resulting in the selection of a food preparation recipe.</p>
<ul style="list-style-type: none"> - Recovering family recipe books with grandparents and parents, reflecting on their use over time. - Identify foods and preparations consumed in records such as family photographs. 	<ul style="list-style-type: none"> - Compile family and/or community histories recorded in different sources. 		<p>Promote a round table discussion with the students, listening to how their families prepare food, comparing it with other historical periods.</p>
<ul style="list-style-type: none"> - Recovering with grandparents and parents utensils and equipment used in the preparation and consumption of food that have been modernized or discarded over the years. 	<ul style="list-style-type: none"> - Identify personal objects and documents that refer to their own experience within the family and/or community, discussing the reasons why some objects are preserved and others are discarded. 		<p>Organize a survey to be carried out by the students with their families to reveal utensils/objects used in food preparation.</p>
<ul style="list-style-type: none"> - Identify local food traditions such as the food produced and the typical culinary preparations of the region, municipality and/or community. - Recognize and value locally produced and prepared food, identifying its cultural, political, economic and social importance. 	<ul style="list-style-type: none"> - Identify the historical and cultural heritage of your city or region and discuss the cultural, social and political reasons for considering it so. 	<p>SDG 12 (Responsible consumption and production)</p> <p>Target 12.b. Develop and implement tools to monitor the impacts of sustainable development for sustainable tourism, which generates jobs, promotes culture and local products.</p>	<p>Organize an oral and image-based exhibition of local food traditions over time, based on research to be carried out by the school's teachers.</p>
<ul style="list-style-type: none"> - Identify the possible use of food names to designate streets, neighborhoods, buildings in the city and rural neighborhoods of the municipality in which you live. 	<ul style="list-style-type: none"> - Identify the historical landmarks of the place where they live and understand their significance. 		<p>Organize a blackboard display of the names of places and other public spaces related to food, problematizing the notion of memory.</p>

Food and nutrition as benchmarks; Valuing cooking as an emancipatory practice; Valuing local food culture and respecting diversity of opinions and perspectives, considering the legitimacy of different types of knowledge. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDGs	ACTIVITIES
- Understand why food names can be used to designate streets, neighborhoods, buildings in the city and rural neighborhoods in the municipality in which you live.	- Identify the city's records of memory (names of streets, monuments, buildings, etc.), discussing the criteria that explain the choice of these names.		Organize a blackboard display of the names of places and other public spaces related to food, problematizing the notion of memory.
- Identify similarities and differences in eating habits between communities in their city and region, observing the influence of cultural factors.	- Identify similarities and differences between communities in your city or region, and describe the role of the different social groups that make them up.		Promote a round table discussion based on photographs of foods consumed by the community, highlighting their historicity (origin of the ingredients and their relationship with social groups).

Principles of the FNE Framework for Public Policy:

Promoting self-care and autonomy

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
- Recognize their feeding history in terms of breastfeeding, food introduction and food preferences.	- Identify aspects of your growing up by recording private memories or the memories of members of your family and/or community.	SDG 3 (Health and Well-being) Ensure a healthy life and promote well-being for all, at all ages	Organize a survey to be carried out by the students with family members, capable of indicating dietary changes between the generations (children, parents and grandparents).
- Recognize the construction of their eating habits and compare them with those of family members.			
- Identify similarities and differences between school and home meals in terms of times, places to eat, composition and rules for each meal.	- Identify the differences between the various environments in which they live (home, school and community), recognizing the specific habits and rules that govern them.		Promote a display on the blackboard about the eating times of the students at school and at home, comparing them with the habits of other historical times.
- Identify the meals eaten in a day as time markers.	- Identify and organize facts from everyday life in time, using notions related to time (before, during, at the same time and after).		
- Organize what you do before, during and after meals, including issues related to personal hygiene, food preparation and consumption.	- Identify and use different time markers present in the community, such as clocks and calendars.		Promote the development of children's daily schedules, based on feeding times, with the aim of problematizing the notion of time.

Promoting self-care and autonomy. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
- Comparing work and leisure relationships in the countryside and in the city, reflecting on sedentary lifestyles and the increase in overweight and obesity.	- Compare the work and leisure relationships of the present with those of other times and spaces, analyzing changes and continuities.	SDG 3 (Health and Well-being) Ensure a healthy life and promote well-being for all, at all ages SDG 8 (Decent work and economic growth) Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. SDG 11 (Sustainable Cities and Communities) Make cities and human settlements inclusive, safe, resilient and sustainable.	Share with students footage taken by the teacher of forms of work and leisure in the countryside and in the city.

4th and 5th grades

Principles of the FNE Framework for Public Policy:

Approach to the food system as a whole; Social, environmental and economic sustainability.

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
- Recognize that ways of obtaining food, such as gathering, hunting and handling plants and animals, are strongly linked to the trajectories of human groups, in terms of changes and permanence in their territories.	- Recognize history as the result of human action in time and space, based on the identification of changes and continuities over time.		Using a textbook to approach the so-called "Prehistory", ridding it of stereotypes (backwardness, barbarism) and associating it with the development of human eating practices.
- Identify the changes in food availability, comparing them between the major milestones in human history (nomadism, development of agriculture and pastoralism, creation of industry).	- Identify changes and continuities over time, discussing the meanings of major milestones in human history (nomadism, the development of agriculture and pastoralism, the creation of industry, etc.).		A textbook-based approach to the so-called "Prehistory", associating it with the development of human eating practices, in a comparison with the effects of the Industrial Revolution on food.
- Reflect on the influence of the availability of food on the eating habits of the members of the communities/cities of each era.	- Identify the transformations that have taken place in the city over time and discuss their impact on the lifestyles of its inhabitants, taking the present as a starting point.		Organize an oral and image-based exhibition of local food traditions over time, based on research to be carried out by the school's teachers.

Approach to the food system as a whole; Social, environmental and economic sustainability.
Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
- Identify the search by individuals to transform nature in order to satisfy their food needs, understanding the relationship with nomadism and the settlement of the first human communities.	- Identify the relationship between individuals and nature and discuss the significance of nomadism and the settlement of the first human communities.		Approach the so-called "Prehistory", based on the textbook, ridding it of stereotypes (backwardness, barbarism) and associating it with the development of human eating practices.
- Relate the consequences of the processes of occupation in the countryside and interventions in nature in terms of the transformation of environments, the creation of work, the market and cities.	- Relate the processes of occupation of the countryside to interventions in nature, evaluating the results of these interventions.	SDG 11 (Sustainable Cities and Communities) Make cities and human settlements inclusive, safe, resilient and sustainable.	Address the Industrial Revolution, based on the textbook, problematizing the social, environmental and food transformations it caused.
- Identify the changes that have taken place in food production, discussing how the surplus produced has been channeled into exchange and conversion into merchandise.	- Identify the transformations that have taken place in the processes of displacement of people and goods, analyzing the forms of adaptation or marginalization.	SDG 2 (Zero hunger and sustainable agriculture) End hunger, achieve food security and improved nutrition and promote sustainable agriculture.	Address the changes in Brazilian agriculture and the process of urbanization and industrialization that took place in Brazil after the establishment of the Republic, based on the textbook.
- Reflect on the ways in which individuals adapt or marginalize themselves to these transformations.		SDG 10 (Reducing inequalities) Reduce inequality within and between countries.	
- Identify the contribution of land, river and sea routes to the spread of food crops between regions and to the development of practices for preserving food from spoiling over long distances.	- Identify and describe the importance of land, river and sea routes for the dynamics of commercial life.		A textbook-based approach to food lessons learned by the bandeirantes from the indigenous people, as well as the effects on food caused by mining and the colonial sugarcane economy.

Approach to the food system as a whole; Social, environmental and economic sustainability.
Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
- Identify the different roles of food in migratory processes, such as the search for land, access to food, guaranteed rights, the marketing of their produce, etc.	- Identify the motivations behind migratory processes in different times and spaces and assess the role played by migration in the destination regions.	SDG 16 (Peace, Justice and Effective Institutions) Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.	Address the changes in Brazilian agriculture and the process of urbanization and industrialization that took place in Brazil after the establishment of the Republic, based on the textbook.
- Identify the spatial layout of homes, areas where food is obtained (gathering, hunting, fishing, plant and animal handling) and markets, establishing relationships with the geographical space occupied and the formation of cultures.	- Identify the processes of formation of cultures and peoples, relating them to the geographical space occupied.		Reflect on regional eating habits in Brazil based on the documentary "O povo brasileiro", five episodes associated with the "brasis" ("Brasil caipira", "Brasil caboclo", "Brasis sulinos", "Brasil crioulo" and "Brasil sertanejo").
- Establish the relationship between food production, the creation of markets and jobs, land control and the emergence of the state.	- Identify the mechanisms for organizing political power with a view to understanding the idea of the State and/or other forms of social order.	SDG 16 (Peace, Justice and Effective Institutions) - Target 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.	Study the Constitution of 1824, the Land Law of 1850 and the consequences of the process of urbanization and industrialization in Brazil.
- Associate the concept of citizenship with the achievement of the human right to adequate food, which became part of the Brazilian constitution in 2010, reflecting on its importance and contribution to society.	- Associating the concept of citizenship with the conquest of rights for peoples and societies, understanding it as a historical achievement.	SDG 10 (Reducing inequalities) Reduce inequality within and between countries SDG 16 (Peace, Justice and Effective Institutions) - Target 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.	Study the creation of the UN and its subsidiary agencies, with a focus on the emergence of food policies.

Principles of the FNE Framework for Public Policy:

Valuing local food culture and respecting the diversity of opinions and perspectives, considering the legitimacy of different types of knowledge; Food and eating as references; Valuing cooking as an emancipatory practice.

Valuing local food culture and respecting the diversity of opinions and perspectives, considering the legitimacy of different types of knowledge; Food and eating as references; Valuing cooking as an emancipatory practice. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
<ul style="list-style-type: none"> - Recognize the influences of Portugal and other peoples on Brazilian food culture. - Reflect on the expansion of African migration around the world, recognizing the cultural influence in the destination regions, with an emphasis on food-related issues. - Recognize the contributions of native peoples in shaping Brazilian food culture. 	<ul style="list-style-type: none"> - Identify the motivations behind migratory processes in different times and spaces and assess the role played by migration in the destination regions. 	SDG 10 (Reducing inequalities) Reduce inequality within and between countries.	Reflect on the Portuguese influence on Brazilian food, based on the documentary "História da Alimentação no Brasil", episodes: "Ementa portuguesa", "Comida real", "Bebidas inebriantes e alimentos líquidos" and "O doce nunca amargou".
<ul style="list-style-type: none"> - Reflect on the possibilities of preserving the food culture of African peoples in diaspora and their descendants, as well as recognizing the cultural contribution to the places of destination. - Reflect on the possibilities of preserving the food culture of native peoples under the influence of colonization and migration. 	<ul style="list-style-type: none"> - Analyze different population flows and their contributions to the formation of Brazilian society. - Analyze, in the society in which they live, the existence or not of changes associated with migration (internal and international). 	SDG 10 (Reducing inequalities) Reduce inequality within and between countries.	Reflect on the African and indigenous influence on Brazilian food, based on the documentary "História da Alimentação no Brasil", episodes: "A rainha do Brasil", "Verde milho, doce milho", "Temperos da panela indígena", "Dieta africana", "Bebidas inebriantes e alimentos líquidos", "Leite coco" and "A história do cuscuz".
<ul style="list-style-type: none"> - Identify cultural and religious aspects that influenced the diet of ancient peoples. 	<ul style="list-style-type: none"> - Analyze the role of cultures and religions in the identity composition of ancient peoples. 		Study the eating habits of the Egyptians, Hebrews, Mesopotamians, Chinese, Hindus, Phoenicians, Greeks and Romans, based on the textbook.
<ul style="list-style-type: none"> - Recognize the right of groups and individuals to choose what and how to produce and consume their food. 	<ul style="list-style-type: none"> - Associate the notion of citizenship with the principles of respect for diversity, plurality and human rights. 	SDG 1 (Poverty Eradication) - Eradicate poverty in all forms and in all places. SDG 2 (Zero hunger and sustainable agriculture) - End hunger, achieve food security and improved nutrition and promote sustainable agriculture.	Discuss food and hunger based on the documentary "The famines of Brazil".

Valuing local food culture and respecting the diversity of opinions and perspectives, considering the legitimacy of different types of knowledge; Food and eating as references; Valuing cooking as an emancipatory practice. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
- Identify food practices present in historical records, and reflect on the use of different languages and technologies used to record them.	- Compare the use of different languages and technologies in the communication process and evaluate the social, political and cultural meanings attributed to them.		Based on museum websites, reflect on the media used over time to record information, including food.
- Reflect on the importance of records of food practices for the transmission of knowledge, cultures and histories, as well as their social, political and cultural significance.	- Identify the processes of production, hierarchization and dissemination of memory landmarks and discuss the presence and/or absence of different groups that make up society in the naming of these memory landmarks.		Based on museum websites, reflect on the media used over time to record information, including food.
	- Identify ways of marking the passage of time in different societies, including indigenous and African peoples.		
- Identify material and immaterial heritage related to food and analyze the changes and permanence of this heritage over time.	- Inventory the material and immaterial heritage of humanity and analyze the changes and permanence of this heritage over time.		Promote reflections on dishes considered special by the students' families, based on interviews with parents and grandparents.

Principle of the FNE Framework:

Promoting self-care and autonomy

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
- Reflect on the evolution of access to information on food and nutrition, and the role of the media (oral culture, press, radio, television, cinema, internet and other digital information and communication technologies) in the eating behavior of different groups and at different times, discussing social and cultural integration and exclusion.	- Identify the changes that have taken place in the media (oral culture, press, radio, television, cinema, internet and other digital information and communication technologies) and discuss their significance for different groups or social strata.	SDG 10 (Reducing inequalities) Reduce inequality within and between countries.	Select advertisements for famous food brands and cooking-related programs on YouTube to discuss modern and ancient forms (orality, recipe books) of transmitting knowledge about food.

Promoting self-care and autonomy. Continued...

FNE SKILLS	HISTORY SKILLS	SPECIFIC SDG	ACTIVITIES
- Comparing points of view on issues that impact food in everyday life at the present time, through access to different sources, including oral ones.	- Compare points of view on issues that impact everyday life in the present day, by accessing different sources, including oral ones.		Select advertisements for famous food brands and cooking-related programs on YouTube to discuss modern and ancient forms (orality, recipe books) of transmitting knowledge about food.

Assessment: Consistent with the current discussions around History Teaching, as well as the assumptions of the Pedagogy of Autonomy, it is suggested to promote assessments: diagnostic, formative and summative.