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The Cancer Control Challenge:
Better Understanding It to Better Face It

CONSTRUCTION OF AN EDUCATIONAL TECHNOLOGY OF NUTRITIONAL FOOD EDUCATION (EAN) IN CANCER PREVENTION BASED ON THE FOOD GUIDE FOR THE BRAZILIAN POPULATION IN A REFERENCE HOSPITAL IN BELÉM DO PARÁ

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Introduction: Food and Nutrition Education plays a fundamental role in the process of forming eating habits and preventing diet-related diseases from childhood. With the advancement of technology and easy access to electronic devices, access to educational courses in digital format has become more accessible. The use of Educational Games (EG) has been a significant practice for decades and aims to facilitate the teaching and learning process (Da Silva and Soares, 2022; Leite, 2022; Soares, 2023). This learning method becomes more engaging than traditional approaches because knowledge transmission occurs through memorization of content and information, facilitating the learning process. In this context, digital games emerge as an important and promising tool for Food and Nutrition Education in hospitalized patients. **Objectives:** To develop a food and nutrition education technology for cancer prevention based on the Food Guide for the Brazilian Population in a reference hospital in Belém do Pará. **Methods:** This is a descriptive and educational study in the field of nutritional education, designed to provide knowledge in a playful manner about the 10 steps to a healthy diet according to the Food Guide for the Brazilian Population, through the development of an online maze game. **Results:** The development of the game resulted in an interactive online tool consisting of a maze game in which users guide the character toward the correct answer to each question presented. A study conducted by Martins and Cavalcanti (2023) demonstrated significant growth in research on the use of playfulness in teaching practice, evidencing the proven effectiveness of games and similar activities. This growth is related to the fact that these resources enhance learning outcomes. In addition, the use of games also extends to Inclusive Education. This tool can be applied as a nutritional education strategy at the time of hospital discharge. To maximize the potential of digital games in EAN within the hospital environment, investment in infrastructure and professional training is essential, including access to technology and the development and adaptation of educational digital games according to the target audience. **Conclusion:** The educational nutritional game was developed to provide access to effective and up-to-date nutritional

education in a playful way. For this purpose, the game should be understood as a learning strategy through which patients or caregivers can share the information presented with others. Further studies are needed to evaluate the use and outcomes of nutritional games, with emphasis on changes in nutritional habits and the knowledge acquired through these tools.

Keywords: Cancer; educational technology; food and nutrition education