

Report on the impact of social networks on the eating habits of adolescents



AUTHORS

Reyes Artacho Martín-Lagos (1), M. Jesús Carrasco-Santos (2), Julio César Cisneros de Britto (3) Ramon Clotet Ballús (4) Yvonne Colomer Xena (5) Giuseppe Fregapane Quadri (6) Belen García-Villanova Ruiz (7), Nuria García-Agua Soler (8), María del Puig Gisbert (9) Eduardo Guerra Hernandez (10), Sara Malo Cerrato (11), Iñigo Marauri Castillo (12), Gala Martín-Pozuelo Del Pozo (13), Antonio Mateos Giménez (14), Esther Molina Montes (15), Fernando Móner (16), Mireia Montaña Blasco (17), M. Jesús Periago Castón (18), Marta Puig Sabanès (19), Celia Rodriguez Perez (20), María Dolores Ruiz López (21), Amparo Salvador Moya (22), Vito Verardo (23)

- (1) Professor of Nutrition and Bromatology. University of Granada (UGR)
- (2) Department of Economics and Business Administration. Marketing and Market Research Area. University of Málaga (UMA)
- (3) Teacher of Sociology, Virtual Community and Social Networks in Education. University of Castilla La Mancha (UCLM)
- (4) Member emeritus Institute of Food Technologists (IFT-USA) and member of Triptolemos Foundation
- (5) Executive Director of Triptolemos Foundation. European PhD. Institut National Polytechnique Lorraine (France)
- (6) Professor of Nutrition and Bromatology, University of Castilla La Mancha (UCLM)
- (7) Professor of Nutrition and Bromatology. University of Granada (UGR)
- (8) Department of Pharmacology and Pediatrics. University of Málaga (UMA)
- (9) Project Manager AVACU (CECU)
- (10) Professor of Nutrition and Bromatology. University of Granada (UGR)
- (11) Associate professor Social Psychology area. Co-coordinator of the ERIDIQV team and of the line of research on the responsible use of ICT and social networks. University of Girona (UdG)
- (12) Professor in Journalism at the University of the Basque Country (UPV/EHU) and researcher for the Mediaiker group. IP of the project 'Media treatment and prevention of obesity: cybermedia, social networks and institutional communication' (PID2020-118090RB-I00).
- (13) Associate Professor of Nutrition and Bromatology. University of Murcia (UM)
- (14) Professor, University of Castilla la Mancha (UCLM)
- (15) Doctoral assistant Nutrition and Bromatology. University of Granada (UGR)
- (16) President Spanish Confederation of Consumers and Users (CECU)
- (17) Associate Professor of Open University of Catalonia (UOC)
- (18) Professor of Nutrition and Bromatology. University of Murcia (UM)
- (19) Teaching technique. Department of Education of the Government of Catalonia
- (20) Department of Nutrition and Bromatology. University of Granada (Campus de Melilla)
- (21) Professor of Nutrition and Bromatology. University of Granada (UGR)
- (22) Professor of Food Technology. University of Castilla La Mancha (UCLM)
- (23) Nutrition and Bromatology. Ramón y Cajal. University of Granada (UGR)

EXECUTIVE SUMMARY

The report aims to analyse the impact of social networks on the eating habits of adolescents in a first stage in a qualitative way. To this end, 3 working groups have been created to analyse the issue from different perspectives. The dossier exhaustively describes the situation of the problem in Spain and the efforts being made at different levels. The diagnosis is extensible to other countries.

The dossier focuses on the analysis from the Triptolemos Foundation's vision of the system, which is defined in section 2. The WHO criteria have been followed to define the range in age.

The working group that analyses social networks indicates that the generalized association of social networks and adolescents requires nuances, since not all of them are used equally and with the same intensity. However, in this difference, the age range is a clear barrier. A segmentation is taking place in the usage of these applications that clearly marks a profile in each one of them.

With the double perspective, as a context, that of a third-party consumer of contents and that of a producer for their peers, the design and application of an effective food-nutritional education and information throughout compulsory, primary and secondary education, is positioned as a strong measure to reinforce critical awareness in the face of messages contrary to a healthy diet. In this way, it would be possible to avoid, on the one hand, the negative influence of unhealthy promotional content or unverified claims about food, and, on the other, to stop the virality of hoaxes, false information and harmful habits among the young.

The working group that analyses the initiatives of the administration and civil society, summarizes the strategies of the AESAN (Spanish Agency for Food Safety and Nutrition) and of different regional governments, as well as some publications.

The working group that analyses the curricular training programs has focused on the analysis of the regulations and of the situation in the Autonomous Communities of Andalusia, Catalonia, Castilla La Mancha, Ceuta and Melilla and Murcia.

It is proposed to continue the study in a quantitative way based on the WHO statistics on adolescents, evaluating in 3 different European geographical settings (Nordic countries, Mediterranean countries and Central European countries) caloric intake, overweight and obesity, and contributing to the ability to assess the effectiveness of education programs and the impact of communication.

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1. Background

Having food for everyone and correct information on nutrients and diet is included in the global scope of the United Nations Sustainable Development Goals (SDGs). The current international human rights system was commenced in 1948, when the United Nations General Assembly approved the Universal Declaration of Human Rights, an essential element in a modern state and linked to the availability of food, and the FAO proclaimed humanity's right to food (Barcelona 1992). The World Food and Agriculture Organization (FAO) urges us to achieve Food Security, understood as the situation in which all people, always, have physical and economic access to sufficient, safe and nutritious food to satisfy their nutritional needs and preferences, to lead an active and healthy life (FAO, 2014).

Triptolemos Foundation for the development of the Food System contributes with its actions to optimize the global sustainable food system, to achieve adequate and sustainable food for the entire population, to gain the confidence of citizens and the dignity of the sector.

The Board of members of the Triptolemos Foundation, meeting on February 8, 2021, at the request of CECU and the representative of the UCLM, approved the writing of a report on the situation of nutrition in adolescents, emphasizing the influence that the social networks have on them, with a system vision and therefore considering the impact as a joint action of the influence of their environment as economic, cultural and training aspects.

Among the activities it carries out, the Foundation writes reports, on current issues with a food system approach with the scientific support and independence that characterizes them.

2. Food System Model

The world population grows with a tendency to concentrate in urban areas. The right to adequate, sufficient and sustainable food for the entire population is a major challenge in the current context. The role of science and technology is key, as are adequate training and information for citizens with proven science as the main source.

Science is the motor of human development in all its aspects. The growth of humanity must be harmonious and sustainable within an ethical framework. This will not be achieved if the same evolution does not occur simultaneously in the global food system. In this, the role of science and responsible business activity is essential.

From the Triptolemos Foundation, the Food System is focused on four main basic axes: accessibility and availability, economy, policies and attitude (behaviour, knowledge and culture), which grow in a fractal structure and are interconnected. All of them must be in harmony to achieve proper functioning of the Sustainable Global Food System aligned with the SDGs (Sustainable Development Goals). Acting only on one or some of the axes, either out of interest or ignorance, unbalances the system, with the serious consequences which, as we see this entails.

3. Development of the study

Triptolemos Foundation contacted all its members inviting them to participate in the initiative. It was proposed to start the study from available data (statistics, works, reports, recommendations...) on the subject, both at a nutritional level and its relationship with related economic profiles, as well as the content of curricular training programmes and institutional initiatives.

The initial geographical area of study is Spain, but with international references.

For the analysis of the age ranges, it was decided to follow the criteria proposed by the World Health Organization (WHO) from 10 to 23 years of age, distinguishing the following stages:

- From 10 to 13 years old: puberty or early adolescence
- From 14 to 16 years old: adolescence
- From 17 to 23 years old: late adolescence

Once the previous sections have been analyzed, considering the family environment (economy, culture...), the school environment (curricular development, environment...) and extracurricular, social networks and the media, from the vision of a sustainable global food system of Triptolemos Foundation, it was proposed to advance to the next stage of the study by creating 3 working groups.

4. Working groups

The work dynamic has been based on telematic meetings coordinated from the Triptolemos Foundation. The participants have contributed documents that are included in the annexes of this document, and in the different scheduled work meetings the ideas, reflections and points of view have been analysed from a system vision. It has been very enriching to have diverse profiles among the participants (journalists, psychologists, sociologists, philologists, pharmacists, engineers, areas of nutrition and food science, food science and technology, marketing, advertising...).

To develop the study, 3 working groups have been created:

4.1. Working group: social media and feeding adolescents

As a summary of the work analysed by this group, we could say that:

The generalized association of social media and adolescents requires nuances. Not all social media are used equally and with the same intensity. And in this difference, the age range is a clear barrier. A segmentation is taking place in the consumption of applications that clearly marks a profile in each one of them.

In fact, the largest social network in the world, Facebook, has a very secondary weight in the consumption habits of the youngest. Consequently, the results of the study of social media in Spain published annually by the Interactive Advertising Bureau (IAB), an association present in 47 countries that brings together the main companies related to digital advertising, are enlightening. In its 2021 report, based on a survey of more than 1,100 people across the country, it dedicates a specific section to the consumption habits of social media of the so-called Generation Z, which includes people with an age range between 16 and 24 years old, and contrasts it with those identified as millennials, who are between 25 and 40 years old.

According to this report, adolescents and young people are the age group that uses social media the most, both in terms of time invested (one hour and 42 minutes a day, compared to the average of the study as a whole of one hour and 21 minutes), as in the number of networks used (6.8 networks on average). The most used networks are Instagram (86% use it), YouTube (79%), Twitter (63%) and TikTok (55%). The study also includes WhatsApp as a social network, whose percentage of use (86%) is identical to that of Instagram. Facebook remains, however, at 45%.

These consumption patterns have their translation in the preferences of social media that adolescents have. Their preferred network is Instagram (30% of those surveyed), followed

by WhatsApp (22%), YouTube (11%), TikTok (8%) and Twitter (7%). Facebook is the preferred network for only 4% of those in that age group.

Moreover, it is precisely in the media preferred by the youngest in which the figure of the influencer acquires greater strength. Despite registering a downward trend in general terms, from 68% of social media users who followed influencers in 2019 it has gone to 48% in 2021, it continues to be a habit of consuming relevant information, even more in the age groups associated with youth, in which it is only surpassed by profiles associated with friends, family and acquaintances (92%).

It could be established, and this is reflected in the data, that the younger the audience, the higher the percentage of influencers followed. Specifically, 73% of people between the ages of 16 and 24 who use social networks follow influencers, well above the 48% overall average and also well above the 53% of those between 25 and 40 years old. The impact of the messages on this type of profile is not only the responsibility of the influencers. The group and their friends have a strong influence over people entering adolescence.

In line with this reality, it is on Instagram, the network preferred by adolescents, where it is verified, and with a notable distance from the rest of the social networks that a greater following of the contents and messages published by this profile of people. 72% of its users between 16 and 24 years old do so. On YouTube, the network with the next highest consumption of content published by influencers, the proportion is reduced by half, to 38%. It is followed by Twitter, with 28%, and TikTok, with 25%.

The small number of studies that address the extent to which the content consumed on social networks impacts the eating habits of children and adolescents coincides in confirming a notable degree of influence, and not a positive one.

Related research only confirms the need for greater control of digital content related to food received by children and adolescents. These demands have also been endorsed by institutions and organizations that watch over the interests and rights of audiences on a more local scale.

Social networks play a significant role in the lives of adolescents. Their use as a communication and socialization tool among equals, as well as their condition as a source of entertainment, information and interpretation of reality, makes them a key element in the adoption of behaviour, attitude and habits. This is so with food. The studies and reports that have dealt with the trinomial social networks-adolescents-diet so far have confirmed that there is a relationship, and that this relationship can lead to, or exacerbate, negative effects or, on the contrary, can be positive.

More information on the work carried out by this group can be found in Annex 1.

4.2 Working group: Initiatives of the administration and civil society

As a summary of the work analysed by this group, we could say that:

In the area of state administration, the strategies developed by AESAN (Spanish Agency for Food Safety and Nutrition) have stood out since 2005, with actions such as:

- **NAOS Strategy** (Strategy for Nutrition, Physical Activity and Obesity Prevention) reflected in its Educa NAOS activities from: materials for teachers, materials for minors, materials for families that provide ideas and messages to promote healthy eating among their students, the practice of physical activity and other healthy lifestyle habits; educational games and material for the social environment to achieve healthy school environments.
- **PAOS Code:** co-regulation advertising of food and drink aimed at minors, obesity prevention and health, in force since 2005, and later with an extension. The new PAOS 2012 Code contains a new section so that industry, distribution and restaurants that want to advertise food or beverages to children, and if they adhere to the Code, are also subject to a system of control or monitoring of advertising on the internet for children under 15 years of age that allows, agile, effective and periodic monitoring and evaluation. The PAOS Code establishes a set of ethical rules that guide the adhered companies in the development, execution and dissemination of their advertising messages of food and beverages aimed at minors, in order to avoid excessive advertising pressure on them.

Currently there is a draft of legislation on food advertising aimed at children and young people on the table. The current government advocates regulation instead of self-regulation.

This section refers to a survey carried out by AVACU in February 2021. In summary, it is highlighted that 68% of children under 12 years of age have an account on some social network, that the five most used social networks are, in this order: WhatsApp (91.5%), Instagram (90.6%), YouTube (83.5%), Tik Tok (69.2%) and Twitter (54.1%) and with 40.2 % the growing social network Twitch, which is gaining followers among the youngest.

Among some examples of the actions of the regional governments, the following could be cited:

- The website of the community of Madrid in its section [“Fake news and food”](#) and its article “Myths, falsehoods and realities in food and nutrition”, where it is referred to the fact that on many occasions social networks and advertising about diets it can be an instrument for the dissemination of dangerous practices depending on how they are used. He recommends not getting carried away by all the opinions you find on the net, look for appropriate sources of information and consult professionals.
- An interesting example of collaboration between institutions that provide credibility, such as universities, is the joint training and information page between the Department of Health of the Generalitat of Catalonia and UPF. “Food and Communication” is a joint

editorial project of the Department of Climate Action, Food and Rural Agenda (DACC) of the Government of Catalonia and the Scientific Communication Observatory of Pompeu Fabra University (OCC-UPF). This series of publications in digital format aims to provide a wide audience with relevant information and expert opinions on topics of social debate related to food and communication. The third issue of the Food and Communication collection focuses on analysing the relevant role that social networks have acquired in the transmission of information about food and in the remodelling of consumption habits.

This working group also refers to some final degree projects:

- For example, at the University of Valladolid, on [Disseminators and influencers](#) in nutrition (2020). Review of social networks, Instagram and Facebook, as tools for nutritional education that revolves around the fact that Internet users have become online health seekers, with social networks (RRSS) being one of the main sources where that information can be found. This new use of the RRSS has led to an increase in the dissemination and disclosure of knowledge through these platforms, where two types of issuers are mainly distinguished, influencers and disseminators.
- Another final degree project (2019) from Comillas Pontifical University on the [influence](#) of social networks on healthy eating.
- A study by the University of Liverpool where the role played by social networks in diet has been analysed.

This working group also refers to various articles or news about social networks and nutrition in young people, which appeared in different newspapers or magazines such as: El País, La Vanguardia, Hola.com, 20 minutes, Sanitas, ABC, etc...

More information on the work carried out by this group can be found in Annex 2.

4.3 Working group: Curriculum training programmes

This group has elaborated a meticulous study on how the formation of the adolescent is oriented in his curricular stage according to the obligatory educational programmes. It should be noted that this competence is transferred to the different Autonomous Communities, with the exception of Ceuta and Melilla.

The working group has taken as an example the Autonomous Communities (CCAA) of Andalusia, Catalonia, Castilla-La Mancha, Ceuta and Melilla and the Region of Murcia. The definitions of the curricular areas differ slightly between the different Autonomous Communities but they coincide in their base, which greatly facilitates their grouping. This section defines the regulations in which each of the Autonomous Communities is protected and the situation is analysed in each of them. The Autonomous Communities and the different schools enjoy a certain freedom to implement the training programmes. These turn out to be key to implementing healthy lifestyle habits for the population, which must be based on proven science.

4.3.1 State of the Art

In 2006, the education system transferred education competencies to the Autonomous Communities, thus creating its Department of Education in each community, except in the Autonomous Cities of Ceuta and Melilla, in which case they were assumed by the Ministry of Education and Vocational Training of Spain (MEFP).

The objectives and competences included in Royal Decree 126/2014, of February 28, which establishes the basic curriculum of Primary Education and Royal Decree 1105/2014, of December 26, by which the basic curriculum for Compulsory Secondary Education and Baccalaureate is established, collected in the BOE.

4.3.2 Autonomous Communities analysed

A) Andalusia

A.1 Regulations

- **Primary education.** Order of January 15, 2021 (Official Gazette of the Andalusian Government, BOJA Extraordinary No. 7, January 18, 2021). This develops the curriculum corresponding to the stage of Primary Education in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity, establishes the organization of the evaluation of the student's learning process and determines the transition process between different educational stages.
- **Secondary Education.** Order of January 15, 2021 (Extraordinary BOJA No. 7, January 18, 2021). This develops the curriculum corresponding to the stage of Compulsory Secondary Education in the Autonomous Community of Andalusia, in accordance with Decree 111/2016, of June 14, which establishes the organization and curriculum of Compulsory Secondary Education in this community autonomous.

A.2 Analysis of the situation

The official documents in Primary Education establish as a goal the development of critical attitudes and habits related to health and responsible consumption. Specifically, the teaching of the Natural Sciences area aims to: Recognize and understand basic aspects of the functioning of the human body, establishing a relationship with the possible consequences for individual and collective health, valuing the benefits of acquiring healthy daily habits such as physical exercise, personal hygiene and a balanced diet to improve the quality of life, showing an attitude of acceptance and respect for individual differences. The purpose of teaching the Physical Education area includes acquiring habits of physical exercise aimed at correct motor execution, health and personal well-being, in the same way, appreciating and recognizing the effects of physical exercise, diet, effort and postural habits to adopt a critical attitude towards practices harmful to health.

The transversal elements of the Secondary Education curriculum include the promotion of physical activity for the development of motor skills, healthy lifestyle habits, the

responsible use of free time and leisure and the promotion of a balanced diet and of healthy eating for individual and collective well-being, including concepts related to education for consumption and occupational health. Both in the block of core subjects (Biology and Geology) and in the block of specific subjects (Physical Education) mention is made of the Mediterranean Diet.

B) Castilla-La Mancha

B.1 Regulations

- **Primary education.** Official Gazette of Castilla La Mancha (2014). Decree 54/2014, of 07/10/2014, which establishes the Primary Education curriculum in the Autonomous Community of Castilla-La Mancha. [2014/9028], p. 18498 et seq.
- **Secondary Education.** Official Gazette of Castilla La Mancha (2015). Decree 40/2015, of 06/15/2015, which establishes the curriculum for Compulsory Secondary Education and Baccalaureate in the Autonomous Community of Castilla-La Mancha. [2015/7558], p. 18872 et seq.

B.2. Analysis of the situation

In Primary Education the official documents speak of healthy habits. They focus on different healthy lifestyles, emphasizing both food and other daily factors, including prevention. In Secondary Education and Baccalaureate, eating behavior disorders are introduced and the social factors that can cause them are insisted on. A healthy eating guide has been edited with associated videos available on the Ciudad Real Provincial Council website. The Council of Education, Culture and Sports, once consulted, has provided some general assessments, without specifying experiences or projects, referring to school cafeterias as places where educational projects are applied, where appropriate.

In summary, in the school canteens of the educational centers of Castilla-La Mancha, educational projects are established in which aspects of food education and adequate hygienic habits are worked on with the second-cycle infant and primary school students who use the canteen.

C) Catalonia

C.1 Regulations

- **Secondary Education:** Decree [DECRET 187/2015](#), Order ENS/108/2018, Basic Competences and Orientations, of the [Compulsory Secondary Education](#) curriculum.

C.2 Analysis of the situation

The educational system in Catalonia is regulated by state laws, the Organic Law of Education (LOE) of 2006 and the [Organic Law of Modification of the LOE \(LOMLOE\) of 2020](#) that introduces some changes with respect to the previous one and developed by the Law of Education of Catalonia (LEC) of 2009.

Law 12/2009, of July 10, on education establishes that it corresponds to the Government of the Generalitat of Catalonia to determine the curriculum for each of the stages and teachings of the Catalan educational system, within the framework of the aspects that guarantee the scope of the basic competences, the validity of the titles and the common training regulated by the laws.

In chapter 1 of the description of the curriculum, article 3 should be highlighted, and specifically the objectives described:

m) Critically assess social habits related to health, consumption and the environment, and contribute to their conservation and improvement.

n) Know and accept the functioning of our body and that of others, respect differences and establish health habits and incorporate the practice of physical activity and sport into daily life to promote personal and social development.

p) Assess the need for safe and responsible use of digital technologies, with special attention to the management of one's own digital identity and respect for that of others.

Aspects to consider:

1. The first two years of ESO are consistent with primary education, so we suggest knowing in more detail the curricular work that is carried out in this educational stage and as an integral part of basic training.
2. We must bear in mind that the curriculum is not part of a closed educational system model, but rather finds its meaning in the interrelation between the different educational agents:

Educational Centers and Services / Teachers / Families / Companies

An example is the work being done with families related to [healthy habits](#)

3. We have focused the study on ESO, but we must be aware that from the age of 17 the training offer is diversified into different curricula and post-compulsory programmes: Baccalaureate; Vocational training; Training and insertion programmes; distance education (IOC); Adult education...

It should be noted that in all of them the emphasis has been placed on the Sustainable Development Goals (SDGs), included in the resolution "Agenda 2030: transform our world", which the United Nations General Assembly approved in September 2015 with the aim of defining a unified roadmap to face the global challenges of humanity. This document identifies five major areas of action (people, planet, prosperity, peace and partnerships), around which there are 17 sustainable development goals and 169 milestones to be achieved by 2030. The ultimate goal is promoting prosperity at the same time that the environment is protected. We highlight goal 2: End hunger in the world; achieve food security and improved nutrition and promote sustainable agriculture.

4. The Department of Education works in the line of a single educational network that includes Educational Innovation Programmes or Projects that can be promoted by the same Department or different entities that act in educational centres, such as *La Caixa*, the *Hospital de San Juan de Dios* or the *City Councils*. All of them have a coordinated intervention with the Educational Project of each educational center and are inserted in the curriculum of each educational stage. Here are several examples:
- Pedagogical Innovation Programme: **Yes! Integral Health** (3 to 16 years old) of the *la Caixa* Foundation and the SHE Foundation
 - **Community Service**
 - **School Agroecology** (Bio Week)
 - **Health and School Programme** (smokeless classes, young sexes, wanting does not hurt, Pep, eating disorders)

Within this educational network, the Environment Educational Plans are an educational proposal that wants to respond to the multiple needs of our society. They are instruments to give an integrated and community response to educational needs, coordinating and energizing educational action in the different areas of life of children and young people. It arises from the need for coordinated action between the different educational agents that act in a geographical area for the benefit of children and young people.

In 2005 the Department of Education initiated the Educational Plans of Environment (PEE), understood as a proposal for educational cooperation with local entities and the collaboration of the rest of the educational agents of a territory. The PEE were designed with the aim of achieving the educational success of all students, with special attention to the most vulnerable, and contribute to social cohesion through equity, respect and the value of difference in a framework of shared values and elements. We give as an example the **Projects of community scope. Health and Sport**

D) Ceuta and Melilla

D.1 Regulations

In 2006 the education system transferred the fields of education to the Autonomous Communities, thus creating in each community its Ministry of Education. This was the case in all the Communities except in the Autonomous Cities of Ceuta and Melilla, which were assumed by the Ministry of Education and Technical Education of Spain. Therefore, for the analysis of the curriculum of Secondary School of Melilla, the objectives and competences included in Royal Decree 1105/2014, of December 26, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate, included in the BOE, are used as a reference framework.

D.2 Analysis of the situation

In article 11, objectives of Compulsory Secondary Education, Chapter II, there is the legislation regarding the objectives that must be achieved by students in this

educational stage. In section K it is stipulated that Secondary School enable the students who study and pass it to:

Know and accept the functioning of one's own body and that of others, respect differences, strengthen body care and health habits and incorporate physical education and the practice of sport to promote personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, care of living beings and the environment, contributing to their conservation and improvement. (BOE, p.177).

Likewise, in ANNEX I of the Royal Decree 1105/2014, Subjects from the block of core subjects, in point 2, Biology and Geology, it is established that:

The first cycle the backbone of matter will revolve around living beings and their interaction with the Earth. Also, during this cycle, matter has as its central core health and its promotion.

The main objective is that students acquire the skills and competences that allow them to take care of their body both physically and mentally, as well as to value and have a critical reaction in the face of information and social attitudes that may have a negative impact on their physical, social and psychological development; it is also intended that they understand and value the importance of preserving the environment because of the repercussions it has on their health; likewise, they must learn to be responsible for their daily decisions and the consequences they have on their health and the environment around them, and to understand the value that research has in medical advances and in the impact of people's quality of life. (BOE, pp. 204 - 205).

To achieve these ends the following headings relating to nutrition are included in the first and third years of Secondary Education:

- Block 3. Biodiversity on planet Earth, o Vital Functions, Nutrition, relationship and reproduction.
- Block 4. People and health. Health promotion:
 - General organization of the human body: Cells, tissues, organs, apparatus, and systems.
 - Health and disease. Infectious and non-infectious diseases. Hygiene and prevention.
 - Nutrition, food and health, Nutrients, foods and healthy eating habits. Eating disorders.
 - The function of nutrition. Anatomy and physiology of the digestive, respiratory, circulatory and excretory systems. More frequent alterations, associated diseases, prevention of these and healthy lifestyle habits.

Within the curriculum we also find, in the subject of Physical Education, an important item in terms of healthy habits, encouraging students in personal self-care through exercise and giving room to treat nutrition transversally.

This is included in ANNEX I of the Royal Decree 1105/2014, Subjects of the block of core subjects, in point 9, Physical Education, where it is established that:

Regarding the adoption of healthy habits, it is very important to bear in mind that it is estimated that up to 80% of school-age children only participate in physical activities at school, as stated in the Eurydice report, of the European Commission of 2013. Therefore, Physical Education at school age must have an important presence in order to help alleviate sedentary lifestyle, which is one of the factors of risk identified, which influences some of the most widespread diseases in today's society. Organic Law 8/2013, of December 9, for the improvement of educational quality, echoes these recommendations by promoting the daily practice of sport and physical exercise by students during the school day. In this sense, it must be ensured that this practice respects the conditions of use and application that guarantee it as healthy, for which the supervision of physical education teachers is essential. To this we must add the main objective of this subject which is that students learn to perform physical activity correctly, and that this learning results from the practice itself. Consequently, their adequate orientation and control towards individual and collective health, the proportionate intervention of physical and coordinating capacities, as well as attention to individual and social values with special interest related to the management and occupation of free time and leisure, constitute an essential and permanent element of all physical practice carried out in the school stages. This does not prevent the programming of activities that explicitly pursue health care, the improvement of physical condition or the constructive use of leisure and free time, but always from the perspective that students learn to manage them autonomously. It is not only a question of ensuring that during the school stages the students are healthier, but that they learn to behave in a healthier way, and that must occur as a result of an adequate orientation of Physical Education. (BOE, pp. 480 – 481).

E) Murcia

E.1 Regulations

1. **Primary education.** Decree n.º 198/2014, of 5 September, which establishes the curriculum of the Primary Education in the Autonomous Community of the Region of Murcia. pp. 33075, 33079, 33085, 33089, 33094 and 33095 (Block 2: The human being and health in second, third, fourth and fifth grades)
2. **Compulsory Secondary Education.** Decree n.º 220/2015, of 2 September 2015, which establishes the curriculum of the Compulsory Secondary Education in the Autonomous Community of the Region of Murcia. pp. 30765 and 30776 (Block 2: People and health. Health promotion in the third year).

E.2 Analysis of the situation

The Primary Education curriculum includes a block of healthy habits for the prevention of diseases and the impact that lifestyle has on health. It also highlights the adoption of habits of hygiene and the importance of care and rest. It includes the harmful effects of alcohol and

drug consumption, as well as basic first aid actions. Regarding Secondary Education, there is also talk of health promotion through healthy habits and disease prevention, including eating disorders.

In addition to the work included in the curriculum, the Autonomous Community of the Region of Murcia (CARM) offers various educational programmes that aim to promote health:

- 1) "Active Schools Programme" to promote physical exercise, healthy eating and treat the problems of overweight and obesity, the participating centres must commit to the development of the programme for four consecutive school years in Primary Education (from 3rd to 6th) and two consecutive school years in Compulsory Secondary Education (1st and 2nd).
- 2) "Ecological School Gardens Programme" aims to launch and develop ecological school gardens that serve as a transversal educational resource at all levels (primary and secondary) and curricular areas, promoting the different competences and spreading the values of organic agriculture and healthy eating.
- 3) "Consumption of milk, fruit and vegetables" coordinated by the Ministry of Education and Culture and the Ministry of Water, Agriculture, Livestock, Fisheries and Environment. This programme aims to sensitize students in Primary Education (from 1st to 6th grade) and Special Education Centres about the benefits of consuming these foods to maintain a good state of health. Each student receives a ration of between 80 and 140 g, which corresponds to a medium piece of fruit. In addition, this programme also includes measures to encourage the acquisition of healthy habits of consumption.

In addition, the local administration and specifically Murcia City Council makes documents and workshops available to schools, which can complement the training blocks included in the curriculum with extracurricular activities, on healthy eating, promotion of an active life, importance of breakfast and promotion of the consumption of 5 servings of fruits and vegetables, among others. It has a wide variety of resources to be able to carry out the training both in the educational centre and in the family environment.

In summary, it is observed that there is a concern for training in healthy habits, which include aspects related to food. In the stages of primary education, different activities are carried out to promote the consumption of fruit and vegetables and physical exercise, in collaboration with the local administration, some of these actions being focused on the first levels of Compulsory Secondary Education.

However, the effort is sometimes insufficient because it is aimed at encouraging the consumption of specific food groups (fruit and vegetables or milk) and the diet as a whole is not studied, in addition to the fact that the hours of training are limited. Moreover, it is insufficient to deal with poor nutritional education at home, while children and adolescents are exposed to advertising of unhealthy diets through different media and social networks. Although limited training is intended to be supplemented by extracurricular activities, participation in them is subject to the management policy of educational centres. Therefore,

it is necessary to improve the quality and quantity of training on healthy eating which is taught in schools, increasing the number of hours and collaborating with specialized professionals.

More information on the work carried out by this group can be found in Annex 3.

6. Proposition

The reports of the 3 working groups form a really exhaustive dossier of the situation of the problem in Spain and the efforts that are being made at different levels. Following the information presented in this report from 3 different point of view, a question arises concerning the impact of social networks on adolescent nutrition (communication in networks, institutional initiatives and training actions):

What is the positive and tangible effect on adolescents of all the efforts described?

To answer this question, a further stage of the study is proposed consisting of comparing this qualitative environment described with the recommendations included in the WHO report: the health of young people a challenge for society (1986), and from this, to observe if there are advances or setbacks.

Given the current globalization of the ideas circulating in social networks and to quantify not only the situation in Spain, but also to compare this reality with other European environments, it is proposed, with the reference of the data offered by the WHO statistics on adolescents, to evaluate in 3 different European geographical environments (Nordic countries, Mediterranean countries and Central European countries) caloric intake, over-pressure and obesity in the last 5 years of available data. This will complement the comprehensive information available, offering real and quantitative data on actual intake and type of diet/behaviour. The 3 proposed geographical areas have different realities, behaviours, habits and food cultures.

All this to finally reach conclusions / recommendations that may be suitable to collaborate and help with training policies in the curricular stages and with actions of administrations and institutions related and committed to improving the nutrition of adolescents. The knowledge and training acquired will thus contribute to the proper understanding, interpretation and management of the information contained in social networks.

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Culture and values field
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Personal and social field (transversal)
<https://educacio.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques/eso/ambit-personal-social.pdf>

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Professional teachers

<http://xtec.gencat.cat/ca/curriculum/professionals/itineraris-formatius-especifics/>

Artistic teachings: Music and Dance

<https://triaeducativa.gencat.cat/ca/artistics/musica/>

<https://triaeducativa.gencat.cat/ca/artistics/dansa/>

Sportive Teachings. Middle degree

<https://triaeducativa.gencat.cat/ca/esportius/>

Professional formation <https://triaeducativa.gencat.cat/ca/fp/>

Formation and insertion Programs (16 - 21 years) <https://triaeducativa.gencat.cat/ca/fp/pfi/>

Specific training itineraries. ACORD GOV/120/2016, of August 30, which creates the Experimental Pilot Plan for specific itineraries (IFE) for students with special educational needs associated with mild or moderate intellectual disability

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Professional formation. State regulations and regulations in Catalonia

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TriaEducativa (Post-compulsory studies that can be studied in Catalonia)

<https://educacio.gencat.cat/web/.content/home/departament/publicacions/guies-estudis/desplegable-con.pdf>

Students and SDG's <https://triaeducativa.gencat.cat/ca/ods/>

Pedagogical innovation program: Sí! Salut Integral (3 from 16 years) Fundacion La Caixa i Fundació SHE <http://xtec.gencat.cat/ca/comunitat/salutescola/programa-salut-integral/>

Community Service <http://xtec.gencat.cat/ca/comunitat/serveicomunitari/>

School agroecology (Bio Week) <http://xtec.gencat.cat/ca/projectes/agroecologia-escolar/>

Program Health and School

<http://xtec.gencat.cat/ca/comunitat/salutescola/programasalutescola/>

Environment Educational Plans http://xtec.gencat.cat/ca/comunitat/entorn_pee

Community projects. health and sport

http://xtec.gencat.cat/ca/comunitat/entorn_pee/projectes-ambit-comunitari/pdac-salut-esport/

8. Annexes

[Annexes Group 1](#)

[Annexes Group 2](#)

[Annexes Group 3](#)

TRIPTOLEμος FOUNDATION

February 2022

www.triptolemos.org

triptolemos@triptolemos.org

0034 935 408 581

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(*) The information corresponds to the situation on the report date.