
 Mariana Fernandes Brito de Oliveira¹


 Luciana Azevedo Maldonado²

 Silvia Cristina Farias³

 Carla Adriano Martins¹

 Jorginete de Jesus Damião²

 Rute Ramos da Silva Costa⁴

 Fernanda Amorim de Moraes Nascimento Braga⁵

 Letícia Ferreira Tavares⁶

 Elisa Maria de Aquino Lacerda⁷

 Inês Rugani Ribeiro de Castro²

¹ Universidade Federal do Rio de Janeiro^{ROR}, Centro Multidisciplinar UFRJ-Macaé, Instituto de Alimentação e Nutrição, Programa de Alimentação Coletiva. Macaé, RJ, Brasil.

² Universidade do Estado do Rio de Janeiro^{ROR}, Instituto de Nutrição, Departamento de Nutrição Social. Rio de Janeiro, RJ, Brasil.

³ Universidade do Estado do Rio de Janeiro^{ROR}, Instituto de Nutrição, Programa de Pós-Graduação em Alimentação, Nutrição e Saúde. Rio de Janeiro, RJ, Brasil.

⁴ Universidade Federal do Rio de Janeiro^{ROR}, Centro Multidisciplinar UFRJ-Macaé, Instituto de Alimentação e Nutrição, Programa de Saúde Coletiva. Macaé, RJ, Brasil.

⁵ Universidade Federal do Rio de Janeiro^{ROR}, Centro Multidisciplinar UFRJ-Macaé, Instituto de Alimentação e Nutrição, Programa de Nutrição e Dietética. Macaé, RJ, Brasil.

⁶ Universidade Federal do Rio de Janeiro^{ROR}, Instituto de Nutrição Josué de Castro, Departamento de Gastronomia. Rio de Janeiro, RJ, Brasil.

⁷ Universidade Federal do Rio de Janeiro^{ROR}, Instituto de Nutrição Josué de Castro, Departamento de Nutrição e Dietética. Rio de Janeiro, RJ, Brasil.

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Development of short videos as a food and nutrition education strategy to promote home cooking

Desenvolvimento de vídeos curtos como estratégia de educação alimentar e nutricional para promoção da culinária doméstica

Abstract

Introduction: Guidelines for adequate and healthy nutrition emphasize the importance of home cooking for its promotion. Educational videos have been used as strategies for food and nutrition education and show promise for addressing home cooking.

Objective: To present the methodological process of constructing the web series "Cidinha dá Jeito" ("Cidinha Makes It Work") and to analyze the convergence of the episode contents with Brazilian dietary guidelines and the Conceptual Model of Cooking Autonomy (CMCA). **Methods:** In the first phase, the web series development, six steps were conducted: choosing the conceptual foundations; defining the target audience; preliminary development of themes and video content; listening workshops; systematization of contributions, final version of the themes and content and development of the scripts; and defining the virtual platform for dissemination and video production. In the second phase, the convergence of the episode contents with the dietary guidelines and the CMCA was analyzed. **Results:** After four listening workshops with the target audience and specialists, a web series comprising 21 episodes with communication accessibility resources was developed, each episode lasting up to seven minutes, with low-income families and users of the Unified Health System as the primary audience. In April 2024, the web series recorded 20,773 views on the YouTube® channel. The content of the Brazilian dietary guidelines and the CMCA permeates all episodes. **Conclusion:** The web series, with its potential for broad reach and advancements in accessibility, aims to acknowledge the complexity of cooking and support the implementation of recommendations for adequate and healthy eating.

Keywords: Educational Film and Video. Multimedia. Accessibility to Electronic Media. Food and Nutrition Education. Cooking.



Resumo

Introdução: Documentos orientadores de alimentação adequada e saudável destacam a importância da culinária doméstica para sua promoção. Vídeos educativos vêm sendo utilizados como estratégias de educação alimentar e nutricional e são promissores para a abordagem da culinária doméstica. **Objetivo:** Apresentar o percurso metodológico de construção da websérie "Cidinha dá Jeito" e analisar a convergência dos conteúdos dos episódios com os guias alimentares brasileiros e com o Modelo Conceitual de Autonomia Culinária (MCAC). **Métodos:** Na primeira fase, elaboração da websérie, foram conduzidas seis etapas: escolha das bases conceituais; definição do público de interesse; elaboração preliminar de temas e conteúdos dos

Correspondence

Mariana Fernandes Brito de Oliveira
marianafbo@gmail.com

Assistant Editors

-  Cristiane Marques Seixas
-  Juliana Pereira Casemiro
-  Luciana Azevedo Maldonado
-  Maria Fátima Garcia Menezes

vídeos; oficinas de escuta; sistematização das contribuições, versão final dos temas e conteúdos e elaboração dos roteiros; e definição da plataforma virtual para divulgação e produção dos vídeos. Na segunda fase, analisou-se a convergência dos conteúdos dos episódios com os guias alimentares e o MCAC. **Resultados:** Após quatro oficinas de escuta com o público de interesse e especialistas, foi desenvolvida uma websérie composta por 21 episódios com recursos para acessibilidade comunicacional, cada um com duração de até sete minutos, tendo como audiência prioritária famílias de baixa renda e usuárias do Sistema Único de Saúde. Em abril de 2024, a websérie registrou 20.773 visualizações no canal do YouTube®. Os conteúdos dos guias alimentares brasileiros e do MCAC permeiam todos os episódios. **Conclusão:** A websérie, com potencial de amplo alcance e avanços na acessibilidade, busca reconhecer a complexidade da culinária e favorecer a implementação das recomendações sobre alimentação adequada e saudável.

Palavras-chave: Filme e Vídeo Educativo. Multimídia. Acessibilidade aos meios Eletrônicos. Educação Alimentar e Nutricional. Culinária.

INTRODUCTION

Home cooking is a complex practice, as it does not depend solely on manual skills. It involves the interaction of factors that operate at different levels, encompassing issues related to individuals and their family context, as well as broader external issues. Factors such as gender, race, time availability, employment, family support network, culture, and access to food are equally determinant for this practice.^{1,2}

In this context, the workload that falls on many women, who work almost twice as much as men in domestic chores, poses a significant challenge.³ People, usually women, even if they perform paid work, when at home, cook while simultaneously engaging in activities not related to food preparation, such as housework and family care.^{4,5}

Long work hours away from home, lengthy commutes between home and work, and, in some circumstances, insufficient cooking skills have intensified the use of ready-made or pre-prepared convenience foods.^{2,6-10} The excessive consumption of these foods has been recognized as one of the causes of the obesity pandemic and the rising incidence of non-communicable chronic diseases in the population.¹¹⁻¹⁶

In this perspective, home cooking, whose practice has been associated with better feeding quality,^{2,17} is one way to facilitate the implementation of the nutritional recommendations presented in guidelines for healthy eating, even though a significant portion of the world's dietary guidelines do not adequately address this issue.¹⁸ Thus, making cooking practical and suitable for the family's reality is a way to make it viable, especially in this cooking transition period characterized by the use of simpler skills to prepare ready-made or pre-prepared convenience foods at home.^{5,6}

In Brazil, guidelines such as the Reference Framework for Food and Nutrition Education for Public Policies (FNE Framework),¹⁹ the Dietary Guidelines for the Brazilian Population (DGBP)²⁰ and the Dietary Guidelines for Brazilian Children Under 2 Years of Age (DGBC2Y)²¹ emphasize home cooking and cooking skills as emancipatory practices and competencies for promoting adequate and healthy eating (PAHE). They also highlight the importance of allocating time for eating, planning purchases and food preparation, as well as the division of responsibility among family members for all activities related to nourishment.¹⁹⁻²¹

In addition to ensuring an approach that makes sense for families' daily lives, another challenge lies in developing population-reaching strategies for Food and Nutrition Education (FNE) aimed at encouraging cooking skills and practices. In this context, the internet stands out as a means of health education,^{22,23} with access via mobile phones being the most common among the Brazilian population.²⁴

Due to their closeness to individuals' reality and reflection of current culture, health intervention strategies that utilize the internet as one of the communication channels have been encouraged.^{22,25,26} The field of Food and Nutrition has been incorporating this practice.²⁷⁻³⁰ The internet and social media platforms allow instant access to information about health and nutrition, often without scientific backing for its accuracy. Online searches for knowledge prompt health and nutrition professionals to adapt to the use of technology and innovate the dissemination of knowledge for health promotion.

Recently, integrated courses on nutrition and cooking, available in the form of videos on open online learning platforms, have shown potential for raising awareness and promoting positive dietary behavioral changes in general³¹ and specifically in meal composition,³² increased consumption of fruits and vegetables, cooking skills, and knowledge about nutrition.²⁷⁻³⁰ Although the potential of this technology is evident, it is important to recognize the challenges that may arise, particularly regarding engagement with the publicized content, which can diminish its effectiveness and the reach of the target audience. However, through metrics provided by the digital video sharing platform, which identify audience retention, user profiles, number of

views, and average viewing time for each video, it is possible to verify that the educational messages have reached users.^{31,32}

In order to leverage the opportunity that the internet provides for sharing health information,^{33,34} from 2017 to 2020, the authors of this article developed a research project on home cooking. The main outcome of the research project was the video web series "*Cidinha dá Jeito*" ("Cidinha Makes It Work") an audiovisual, digital resource presented in short episodes. The web series, which lead role is a black woman from a peripheral community, is aimed at low-income families and users of the Unified Health System (SUS), with a focus on family members who prepare meals and/or take care for children under two years of age. The present article aims to present the methodological process of constructing this web series and analyze the convergence of its episode contents with the current dietary guidelines in Brazil^{20,21} and the Conceptual Model of Cooking Autonomy (CMCA).^{1,35}

METHOD

This is a study of the development of a Food and Nutrition Education (FNE) strategy structured in two phases: (I) development of the web series (an audiovisual work that is transmitted in successive broadcasts and maintains a thematic and argumentative unity across all episodes or chapters,³⁶ composed of six stages); and (II) analysis of the convergence of the contents of its episodes with the conceptual foundations.

Phase I - Development of the web series "*Cidinha dá Jeito*"

1- Selection of Conceptual Foundations: To support the construction of the web series, the following conceptual foundations were adopted: Brazilian Dietary guidelines^{20,21} and the Conceptual Model of Cooking Autonomy (CMCA).^{1,35}

1.1 Brazilian dietary guidelines

The Dietary Guidelines for the Brazilian Population²⁰ emphasize cooking and the skills involved in meal preparation as emancipatory practices and competencies for promoting adequate and healthy eating for individuals and populations. Its approach values cooking in a pioneering way, focusing on preparing meals based on a combination of unprocessed or minimally processed foods with culinary ingredients, while discouraging the consumption of ultra-processed foods.^{20,37} Among its 10 key messages are: "Make minimally processed or unprocessed foods the basis of your diet", "Avoid the consumption of ultra-processed foods", "Use oils, fats, salt, and sugar in small quantities when seasoning and cooking foods and creating cooking preparations", "Develop, exercise, and share cooking skills", and "Plan the use of time to give food the space it deserves", which includes guidance on planning food purchases, organizing the pantry, and sharing kitchen activities.²⁰

The Dietary Guidelines for Brazilian Children Under 2 Years of Age²¹ reinforces the recommendation for the prioritized use of unprocessed or minimally processed foods and advises against the use of ultra-processed foods for children under two years of age. Besides, it provides more detailed guidance on cooking at home, addressing the racial and gender issues present in this practice. It also advises cooking the same food for both the family and the child, as long as it does not contain ultra-processed seasonings or sauces or excessive fat and salt, in order to streamline daily kitchen tasks and provide adequate and healthy nutrition for the whole family.

1.2 Conceptual Model of Cooking Autonomy (CMCA)

The CMCA defines cooking autonomy as "the ability to think, decide, and act to prepare meals from scratch, influenced by interpersonal relationships, the environment, cultural values, access to opportunities, and rights assurance".^{1,35} Based on Amartya Sen's³⁸⁻⁴⁰ capabilities approach and Bronfenbrenner's^{41,42} ecological systems theory, the model elucidates the interdependence between cooking carried out by the agent (a person capable of changing their food environment) and various components of social structures, public policies, and contemporary ways of life. It consists of the following levels and respective components:

- Agent: knowledge about adequate and healthy eating; interest, self-confidence, and disposition for cooking; cooking skills; strategic attitude; experience and background in cooking.
- Microsystem: kitchen with basic infrastructure; importance attributed to cooking; sharing of cooking activities; purchasing power with critical analysis.
- Mesosystem: availability and access to unprocessed or minimally processed foods; social movements.
- Exosystem (public policies aimed at): social security; food and nutritional security; promotion of gender equity; promotion of racial equity; promotion on cooking; encouragement of family and urban agroecological farming; healthy use of time.
- Macrosystem: ensuring the human right to adequate and healthy food; ensuring health; ensuring education; defending health sovereignty.
- Chronosystem: valuing cooking and feeding in the food culture; food system committed to prosperity, equity, sustainability, and health.

2- Definition of target audience: the primary audience consists of low-income families who are users of the Unified Health System, especially those from social classes C and D, considering that these families have some financial stability for practicing home cooking compared to class E.

3- Preliminary development of themes and content of the videos: In 2017, a preliminary list of themes and contents was conceived according to the conceptual bases presented (Table 1). Some of these themes were centrally addressed in each episode, while others were defined as cross-cutting themes to be addressed throughout the web series, such as agency, gender issues, and sharing of household tasks.

Table 1. Preliminary version of the cast of topics and content built to support the development of the scripts for the web series "*Cidinha dá Jeito*".

TOPIC			CONTENT
MODULE 1 - An Invitation to Cook at Home			
1.1. Why cook?			Raise awareness about the importance of cooking in daily life. Highlight the benefits of home cooking for health, family bonds, culture, and the environment. Value the revival of cooking skills.
1.2. The challenge of cooking at home			Emphasize the act of cooking at home, recognizing its complexity. Highlight the importance of sharing tasks among family members. Address barriers and facilitators to cooking at home.
1.3. Everyone can cook!			Demystify the difficulty based on elaborate cooking techniques. Problematicize the "gourmetization" trend. Stimulate interest and information-seeking. Encourage the participation of all family members, including those with special needs.
MODULE 2 - Domestic cooking skills			
2.1 Acknowledging the cooking skills of the family			Present the dimensions of cooking skills, clarifying how they can be realized in daily life.
Dimension	Knowledge	2.3 Exploring and varying foods	Introduce groups of unprocessed fresh or minimally processed foods. Guide on substitutions within the same group.
		2.4 Good practices for meal production at home	Provide guidance on hygiene in food production (foods and environment). Instruct on organizing the refrigerator and pantry. Detail cold storage and freezing techniques.
	Planning	2.5 Menu planning	Present a simple weekly planning scheme. Comment on the types of foods that can be pre-prepared without nutritional loss. Indicate the best flow of meal preparation. Introduce timing concepts (all preparations being ready at the same time).
		2.6 Shopping planning	Guide on how to make a shopping list (including quantities) and on the frequency of food purchases. Guide on how to select foods when shopping, with emphasis on meats and fruits (degree of ripeness).
	Mechanical techniques	2.7 Cooking techniques	Present and demonstrate the main mechanical techniques in food pre-preparation and cooking.
	Food perception	2.8 Experience the food	Encourage the use of the senses for cooking. Show how to taste food safely.
	Creativity	2.9 Cooking with what you have at home	Present tips on how the family can create new dishes with the foods available at home. Encourage creativity, improvisation, and empowerment in the kitchen. Present versatile foods.

Table 1. Preliminary version of the cast of topics and content built to support the development of the scripts for the web series "*Cidinha dá Jeito*" (Continues).

TOPIC		CONTENT
MODULE 3 - Cooking and young children		
Complementary feeding	3.1 Introduction of foods	Provide guidance on the appropriate period for introduction. Highlight the important foods at this age. Show foods and preparations that are sources of micronutrients.
	3.2 Evolution of consistency	Introduce the notion of energy density. Demonstrate different options of consistency that should respect the overall evolution of the child.

Source: own authorship (2017).

4- Conducting Listening Workshops with the Target Audience and Specialists: Four listening workshops were conducted in 2018. The first one took place at Quilombo (which is a resistance settlement founded by escaped enslaved people in Brazil) Machadinha/Rio de Janeiro, with the participation of four quilombola (member of a quilombo) women and lasted one hour. The second one, held at the Federal University of Rio de Janeiro-Macaé Multidisciplinary Center, was attended by 25 mothers of young children, lunch ladies, and professional cooks, and lasted three hours. The third one took place at the then Pedro Ernesto Family Clinic in Rio de Janeiro, with three mothers and one father from the clinic's prenatal group. In all the meetings, there was a pre-selected agenda with topics related to the challenges of home cooking, allowing participants to freely express their opinions.

The fourth and final workshop aimed to gather opinions on the key communicational elements of the web series (protagonist's profile, language, duration, broadcasting media, etc.) and on the preliminary scripts of two videos. To achieve this, 22 specialists from various fields (health and education professionals, gastronomists, and communicators) were consulted in person at the Institute of Nutrition of the State University of Rio de Janeiro (UERJ). After an integration activity for the participants and a presentation of the discussion materials, a round of general impressions and two rounds of group discussions were conducted using the World Café technique:⁴³ one focused on the content and the other on the scripts' language. Afterwards, a summary of the contributions was shared in a plenary session. Like the third workshop, this final one lasted three hours.

All the workshops were recorded. This stage was conducted by members of the team and project scholarship holders who also documented the participants' contributions during the activities and carried out the transcription and systematization of these contributions.

5- Systematization of Contributions, Preparation of the Final Version of Themes and Content for the Videos, and Script Writing: Based on the opinions and suggestions gathered during the listening workshops, the final version of the themes and content to be included in the video scripts was developed. This version was thoroughly discussed by the research team with the team hired for video production so that the screenwriter and the film director could fully grasp the central messages to be conveyed. Subsequently, from December 2018 to February 2019, the scripts were prepared under the supervision of the research team.

6- Definition of the Virtual Platform for Disseminating the Web Series and Production of Videos with Communicational Accessibility: YouTube®, the world's largest video-sharing platform,⁴⁴ was chosen to freely distribute the web series to the target audience. The videos were produced by a hired team under the

supervision of the research team. To ensure the inclusion of people with disabilities, the videos featured a window with a Brazilian Sign Language (Libras) interpreter, subtitles for deaf and deafened, and audio descriptions for people with visual impairments.

Phase II - Analysis of the Convergence of Episode Content with the Chosen Conceptual Bases

First, the research team analyzed the final version of each episode of the web series and identified the content addressed in each one. Then, a trio of researchers from the team revisited the scripts of each video, confirming or correcting the list of content and classifying them as either primary or secondary. Content was considered primary if it was the central narrative of the episode, encompassing most of the dialogue and/or guiding the characters' actions; secondary content was that which supported the main content's argument or contributed peripherally to the storyline.

The content gathered in each episode was compared with the content of the dietary guidelines and the components of the CMCA (Conceptual Model of Cooking Autonomy), and systematically organized into a chart. This comparison was carried out by the same trio of researchers and subsequently reviewed by the other researchers involved in the study.

Ethical Aspects

The project was approved by the Research Ethics Committee of the Pedro Ernesto University Hospital, at the State University of Rio de Janeiro, under approval number 2,819,858. All individuals who participated in the study signed an Informed Consent Form.

RESULTS

Listening Workshops with the Target Group and Specialists

The listening process, conducted from January to November 2018, involved 55 participants, predominantly women (n=51; 93%). Therefore, the contributions received predominantly reflect the female perspective. The quilombola women, consisting of a professional cook, a mother from a religious community, a prayer healer, a midwife knowledgeable about herbs, and a housewife, expressed that they learned to cook from a young age, with their mothers as their teachers, passing down knowledge through storytelling and experience. They stated that they cooked every day without exception and rarely shared this task with others. They also reported that one of their biggest daily challenges was accessing fresh foods, including fresh spices, as there was no local market and no public transportation to the city center. Additionally, the climate and soil did not provide suitable conditions for cultivation. Fishing, when done, contributed to the daily meal preparation.

In dialogues with women and caregivers of children under two years of age, the need for initiatives to promote home cooking that do not require physical attendance was emphasized, such as a web series, as caring for young children makes it difficult to leave the house. Gaps were also identified regarding topics or approaches such as: insecurity in preparing meals for the child due mainly to a lack of knowledge of specific nutritional needs and insufficient mastery of cooking techniques; difficulty in meal planning and grocery shopping; a strong interest in accessing cooking content through "material on social media" and "apps"; and difficulty in balancing cooking practices with other household activities.

The specialists endorsed the thematic scope presented by the researchers and suggested additional topics, such as: food as a cultural practice, urban agriculture, division of household chores, detailed planning and execution of food shopping, seasonality of products, time management, involvement of all family members in household tasks, redefinition of food and routines, cooking in contexts of scarcity, among others.

Regarding language, the specialists also endorsed the elements presented by the research group: short and humorous videos to constitute a web series on YouTube®, to be led by a woman with the proposed profile. They suggested details for defining the characters and ways to translate technical content into simple language. Besides, they cautioned about the care to be taken to avoid stereotypes, even though the popular appeal of the character was desirable.

Videos Produced

Between February 2019 and March 2020, a web series consisting of 21 episodes, ranging from three to seven minutes in duration, was produced. The first episode was released on October 23, 2019, with subsequent episodes released weekly. The final episode was made available on the YouTube® channel on March 11, 2020. Table 2 lists the themes and content enhanced after the stages of development. Although the themes and content are divided into three modules (awareness, technical aspects, and feeding children under 2 years of age) which were important for structuring the web series, the audience is not encouraged to watch the web series in a predetermined sequence. In other words, the episodes complement each other and form a narrative arc but can be watched individually without following the suggested order. The titles of the episodes, their respective synopses, and total views as of April 5, 2024, are summarized in Table 3. The average number of views for videos without audio description was 482.25, ranging from 239 (Episode 10: "Before Cooking, Get Organized!") to 1,800 views (Episode 7: "A Man's Place"). Among the videos with audio description, the average number of views was 342.14, ranging from 131 (Episode 15: "Cooking in One Pot?") to 1,400 views (Episode 1: "Hello! I'm Cidinha"). The entire web series received a total of 20,773 views.

Table 2. Final version of the list of topics and content that supported the development of “Cidinha dá Jeito” web series scripts.

TOPIC	CONTENT
MODULE 1 – Sensitization	
1.1 Why cook?	<ul style="list-style-type: none"> a. Valuing the habit of cooking at home; b. Benefits of home cooking for health, family bonds, culture, and the environment/sustainable food systems.
1.2 Who can cook?	<ul style="list-style-type: none"> a. Recognizing the complexity of cooking at home; b. Need for the division of household tasks, including meal preparation, among family members; c. Barriers and facilitators for cooking at home, including different dimensions of cooking skills; d. Involvement of all family members; e. Relationship between racial issues and the kitchen.
1.3 What do we need to cook?	<ul style="list-style-type: none"> a. Demystifying the difficulty based on elaborate cooking techniques; b. Problematizing the "gourmetization" of home cooking; c. Stimulating interest and the search for information about cooking; d. Role of basic kitchen infrastructure and access to and availability of food.
MODULE 2 – Technical aspects	
2.1 Knowing and varying foods	<ul style="list-style-type: none"> a. Basic information on meal planning/organization for the week; b. Differences between unprocessed or minimally processed foods and ultra-processed foods.
2.2 Planning meals and purchasing for the week.	<ul style="list-style-type: none"> a. Planning as a strategy to reduce waste and avoid preparing unhealthy meals.
2.3 Purchasing and organizing food in the kitchen	<ul style="list-style-type: none"> a. Guidance on purchasing unprocessed or minimally processed foods; b. Advice on food organization.
2.4 Tips to make daily cooking more practical	<ul style="list-style-type: none"> a. Practical strategies for cooking in everyday life and reducing preparation time; b. Tips on successful combinations (e.g., seasonings and types of preparations).
2.5 Sensing the food	<ul style="list-style-type: none"> a. Invitation to use the body's senses while cooking.
2.6 Creativity	<ul style="list-style-type: none"> a. Encouragement to create new dishes with the available ingredients at home.

Table 2. Final version of the list of topics and content that supported the development of “Cidinha dá Jeito” web series scripts. “(Continues).

TOPIC	CONTENT
2.7 Cooking techniques	a. Basic cooking techniques for daily use.
2.8 Kitchen hygiene	a. Good practices for food handling.
MODULE 3 - Feeding a child under 2 years of age	
3.1 Behavioral focus of child feeding	<ul style="list-style-type: none"> a. Adequate introduction of foods from 6 months of age, considering the child's overall development; b. The arrival of the child is an opportunity for the whole family to improve their diet; c. Responsive feeding; d. Feeding as a source of stimulation for development (using a cup, utensils, etc.); e. Involvement of the entire family in child care.
3.2 Children's food	<ul style="list-style-type: none"> a. Consistency of foods and energy density; b. The same food can be prepared for the family and for the child; c. Not recommended foods for children under two years of age; d. Valuing the consumption of unprocessed or minimally processed foods and discouraging ultra-processed foods.

Source: own authorship (2020).

Table 3. Title, duration, synopsis, access link to episodes of the web series "Cidinha dá Jeito" available on YouTube®, and number of views.


Episode Number (duration)*	Thumbnails	Synopsis	Access link (with audio description)	Number of views** [NO audio description] (WITH audio description)
01 (5'30")		Cidinha answers questions sent by fictional viewers regarding learning how to cook, motivation to create the channel, and whether the entire family has always participated in kitchen chores. She explains that home cooking involves preparing meals "from scratch," based on unprocessed or minimally processed foods and seasoned with cooking ingredients such as salt, sugar, and fat.	https://www.youtube.com/watch?v=fwVUe0s-4A&list=PLhkvLhsmfh_sv4mR7OHczwhXX8clFCl_B <i>(https://www.youtube.com/watch?v=OEO_q1DZKVA&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=2)</i>	[1.700] (1.400)
02 (4'52")		Cidinha talks to viewers about cooking skills and what meal preparation entails, showing that cooking is more than just managing the stove. The kitchen is a place for everyone, you just need to practice.	https://www.youtube.com/watch?v=Q39u-XKUe7E&list=PLhkvLhsmfh_sv4mR7OHczwhXX8clFCl_B&index=2 <i>(https://www.youtube.com/watch?v=CHSQOcPmxbw&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=3)</i>	[714] (755)
03 (7'51")		Cidinha addresses the theme that cooking is more than just stirring food in a pot. It's touching the food, smelling its aroma, analyzing the point of browning, grilling, hearing the sounds of sautéing, and tasting all the flavors that come from the ingredients. Cooking involves the whole body.	https://www.youtube.com/watch?v=kx1Y88ylJb0&list=PLhkvLhsmfh_sv4mR7OHczwhXX8clFCl_B&index=3 <i>(https://www.youtube.com/watch?v=ToDRl98rB50&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=5)</i>	[527] (639)
04 (4'18")		Using the preparation of homemade tomato sauce for pasta as a basis, Cidinha presents the difference between ultra-processed foods and unprocessed or minimally processed ones, based on the Dietary Guidelines for the Brazilian Population (Brasil, 2014).	https://www.youtube.com/watch?v=mjzHaZZbxAQ&list=PLhkvLhsmfh_sv4mR7OHczwhXX8clFCl_B&index=5 <i>(https://www.youtube.com/watch?v=HoNFtCku-Ww&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=4)</i>	[563] (653)

Table 3. Title, duration, synopsis, access link to episodes of the web series "Cidinha dá Jeito" available on YouTube®, and number of views (Continues).





Episode Number (duration)*	Thumbnails	Synopsis	Access link (with audio description)	Number of views** [NO audio description] (WITH audio description)
05 (3'44")		Cidinha talks about how planning is essential for the smooth running of the kitchen. A good plan helps ensure there are always ingredients for cooking at home and, thus, avoids resorting to purchasing ready-made meals, which are often less healthy and more expensive.	https://www.youtube.com/watch?v=LMVP4jvCJWE&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=6 <i>(https://www.youtube.com/watch?v=KklTwa-YhsQ&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=10)</i>	[388] (270)
06 (5'32")		Cidinha warns that going to the market can be an invitation to deviate from the plan. Healthy home cooking should be based on unprocessed or minimally processed foods. Choosing foods requires attention to some points: integrity, color, smell, expiration date, food labels, etc.	https://www.youtube.com/watch?v=5n1gjfaY0ZM&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=7 <i>(https://www.youtube.com/watch?v=U71I0oiF7Jw&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=6)</i>	[519] (219)
07 (4'29")		Cidinha emphasizes that sharing kitchen activities among everyone in the family is a way to cook at home without overburdening anyone. She presents suggestions on how to divide tasks among family members.	https://www.youtube.com/watch?v=u4Nm5aiF6ek&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=4 <i>(https://www.youtube.com/watch?v=ev0IYNXzRt0&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=7)</i>	[1.800] (285)
08 (4'58")		Cidinha demonstrates how to store groceries in the pantry, refrigerator, and freezer, arguing that organizing purchases helps keep food fresh for longer and makes cooking easier.	https://www.youtube.com/watch?v=W0cos5d1OFE&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=8 <i>(https://www.youtube.com/watch?v=rB2ccQfZXml&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=8)</i>	[317] (147)

Table 3. Title, duration, synopsis, access link to episodes of the web series "Cidinha dá Jeito" available on YouTube®, and number of views (Continues).





Episode Number (duration)*	Thumbnails	Synopsis	Access link (with audio description)	Number of views** [NO audio description] (WITH audio description)
09 (4'36")		Cidinha discusses that it's not necessary to have many utensils to cook. She shows that it's possible to cook using just a few, as what matters is their quality and condition. She also talks about the importance of organization in the kitchen to make it more functional and cozier.	https://www.youtube.com/watch?v=8o2EItkBbag&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=9 (https://www.youtube.com/watch?v=BsrlUrr9G4Q&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=9)	[243] (165)
10 (3'41")		Cidinha emphasizes that cooking is a task done in stages and together with the whole family. Organization and task division are fundamental in all stages of food preparation.	https://www.youtube.com/watch?v=i5vHs-_5t4U&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=10 (https://www.youtube.com/watch?v=G0_IT6Ekwro&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=11)	[239] (167)
11 (5'55")		Cidinha gives tips on natural seasonings to replace ready-made seasonings, showing that seasoning can be an easy and fun activity.	https://www.youtube.com/watch?v=cr0qZmEdTys&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=11 (https://www.youtube.com/watch?v=ZT2VOPLi9mk&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=13)	[286] (219)
12 (4'05")		Cidinha presents tips to simplify the preparation of beans, and with this theme, addresses elements of the concept of strategic attitude.	https://www.youtube.com/watch?v=y7aB_spGgVA&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=13 (https://www.youtube.com/watch?v=ITeN0AJfCrQ&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=12)	[249] (146)

Table 3. Title, duration, synopsis, access link to episodes of the web series "Cidinha dá Jeito" available on YouTube®, and number of views (Continues).






Episode Number (duration)*	Thumbnails	Synopsis	Access link (with audio description)	Number of views** [NO audio description] (WITH audio description)
13 (5'53")		Cidinha presents the necessary precautions for the safe use of the pressure cooker, providing tips for preparing vegetables, pasta, etc., showing that cooking in this type of pot saves time and gas.	https://www.youtube.com/watch?v=aq9_YIGRYdE&list=PLhkvLhsmfh_sV4mR7OHczwhXX8cIFCI_B&index=12 <i>(https://www.youtube.com/watch?v=9ey9UQNvSds&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=14)</i>	[510] (397)
14 (4'46")		Cidinha presents tips for preparing vegetables, emphasizing the importance of these foods for a colorful, varied, and healthy diet.	https://www.youtube.com/watch?v=e79wxjX7494&list=PLhkvLhsmfh_sV4mR7OHczwhXX8cIFCI_B&index=17 <i>(https://www.youtube.com/watch?v=r1v34ea2sYo&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=18)</i>	[261] (150)
15 (3'19")		Cidinha teaches how to prepare a meal with different foods by cooking them all in one pot.	https://www.youtube.com/watch?v=qX3zTEp9BU&list=PLhkvLhsmfh_sV4mR7OHczwhXX8cIFCI_B&index=14 <i>(https://www.youtube.com/watch?v=2Le8sHg0iYs&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=15)</i>	[304] (131)
16 (5'47")		Cidinha revisits the themes that kitchen tasks involve everything from buying groceries to cleaning the kitchen after consumption and emphasizes that the whole family should be involved in them. She highlights the importance of hygiene in the kitchen.	https://www.youtube.com/watch?v=DfgBrWqxGrk&list=PLhkvLhsmfh_sV4mR7OHczwhXX8cIFCI_B&index=15 <i>(https://www.youtube.com/watch?v=wqBNDaWub2w&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=16)</i>	[310] (349)

Table 3. Title, duration, synopsis, access link to episodes of the web series "Cidinha dá Jeito" available on YouTube®, and number of views (Continues).

Episode Number (duration)*	Thumbnails	Synopsis	Access link (with audio description)	Number of views** [NO audio description] (WITH audio description)
17 (6'23")		Cidinha gives tips on preparing and organizing packed lunches for a week and argues how packed lunches are great strategies to avoid ultra-processed foods in daily life.	https://www.youtube.com/watch?v=paUYnpFwYxU&list=PLhkvLhsmfh_sV4mR7OHczwhXX8cIFCI_B&index=16 (https://www.youtube.com/watch?v=AOgtvpulfi8&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=17)	[570] (228)
18 (4'16")		Cidinha discusses that the arrival of a child and the beginning of consuming foods other than breast milk are an opportunity for the family to eat better. She values the perspective of shared commitment in caring for children.	https://www.youtube.com/watch?v=q6G7g5MT05E&list=PLhkvLhsmfh_sV4mR7OHczwhXX8cIFCI_B&index=18 (https://www.youtube.com/watch?v=5r-sMK5Nv1c&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=19)	[323] (167)
19 (4'15")		Cidinha continues to address infant feeding with a focus on the consistency of foods and the importance of their evolution over time. She values food variety and emphasizes the importance of not offering sugar and ultra-processed foods to children under two years of age.	https://www.youtube.com/watch?v=zVc3g4YMjjw&list=PLhkvLhsmfh_sV4mR7OHczwhXX8cIFCI_B&index=20 (https://www.youtube.com/watch?v=UAt21iClpic&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=20)	[645] (288)
20 (5'50")		Based on a situation of racial discrimination experienced by her family, Cidinha talks about racism and inequality in our history and nowadays.	https://www.youtube.com/watch?v=05IMYVw-7wg&list=PLhkvLhsmfh_sV4mR7OHczwhXX8cIFCI_B&index=21 (https://www.youtube.com/watch?v=a4thm3arqFw&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=21)	[290] (179)

Table 3. Title, duration, synopsis, access link to episodes of the web series "Cidinha dá Jeito" available on YouTube®, and number of views (Continues).

Episode Number (duration)*	Thumbnails	Synopsis	Access link (with audio description)	Number of views** [NO audio description] (WITH audio description)
21 (4'34")		Cidinha talks about urban agriculture, offering tips on how to plant even in small spaces.	https://www.youtube.com/watch?v=OQLTv5yZhn8&list=PLhkvLhsmfh_sV4mR7OHczwhXX8clFCI_B&index=22 (https://www.youtube.com/watch?v=WLNgucFH4Kk&list=PLhkvLhsmfh_v30UYrOvFV5FIQTtGNA-vT&index=22)	[816] (231)

* In minutes and seconds.
** Until April 5, 2024.
Source: own authorship (2020).

Cidinha, the protagonist of the web series, is a 35-year-old Rio de Janeiro native, a teacher, married, and a mother of a 14-year-old son and a 10-year-old daughter. She creates a YouTube® channel to share with viewers all the "ways" Cidinha manages her kitchen daily, emphasizing the practice of cooking at home, addressing questions about healthy cooking, and showing her strategies for dealing with the challenges of cooking in daily life. The channel's description includes information about the research project that gave rise to the web series. All videos were made available in two playlists with different accessibility features: (a) with a Libras (Brazilian Sign Language) window and caption option, and (b) with a Libras window, audio description, and caption option. Each of the 21 videos was supplemented, in its description, with a comment containing a brief text about the video content (episode summary, a call to action, or to watch it); links with suggestions for other supporting materials (videos, booklets, brochures, etc.) to learn more about the topic addressed; invitation to subscribe to the channel, like, and share; information about the sponsoring institutions and project funding.

Convergence of the contents of the web series episodes with the conceptual bases adopted in the study.

Table 4 systematizes the comparison of the contents present in each episode with the Dietary Guidelines for the Brazilian Population,²⁰ the Dietary Guidelines for Brazilian Children Under 2 Years of Age,²¹ and the components of the CMCA.^{1,35} Each episode addresses four to eight contents convergent with these conceptual bases.

Table 4. Comparison of the contents of episodes of the web series "*Cidinha dá Jeito*" with the Dietary Guidelines for the Brazilian Population, Dietary Guidelines for Brazilian Children Under 2 Years of Age, and Conceptual Model of Cooking Autonomy (CMCA).

Conceptual bases	Content	Episodes																					Total ^d
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Brazilian Dietary Guidelines ^{a,b}	Involvement/engagement in cooking																						3
	Cooking as an emancipatory practice																						2
	Dedication of time to eating																						2
	Benefits of home cooking for health																						2
	Attributes of ultra-processed foods																						1
	Places to buy food (market, grocery store)																						1
	Food variety/diversity																						1
	Food advertising																						1
	Cultural aspects of eating																						1
	Food and sustainability																						1
Dietary Guidelines for Brazilian Children Under 2 Years of Age ^b	Proper and healthy nutrition is the same for young children and the family																						2
	Kitchen and cooking historically seen as the place of servants and black people																						2
	Child Nutrition and Development																						1
	Responsive feeding																						1
	Foods and ingredients not recommended and limited up to 2 years of age (ultra-processed foods, salt, sugar)																						1
	Formation of taste (early in life)																						1
	Food consistencies																						1
	Healthy eating in early life as a window of opportunity																						1
	Cooking and gender																						1
	Promoting breastfeeding																						1

Table 4. Comparison of the contents of episodes of the web series "*Cidinha dáJeito*" with the Dietary Guidelines for the Brazilian Population, Dietary Guidelines for Brazilian Children Under 2 Years of Age, and Conceptual Model of Cooking Autonomy (Continues).

Conceptual bases			Content	Episodes																					Total ^d	
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
CMCA ^c	Autonomy and agency																							21		
	AGENT	Knowledge in proper and healthy nutrition	Cooking techniques																						2	
			Food selection																						2	
			Food waste																							2
			Access to reliable information																							1
			Food storage																							1
			Food, personal, and environmental hygiene																							1
			NOVA classification																							1
			Base the diet on the consumption of unprocessed or minimally processed foods																							1
		Interest, self-confidence, and disposition for cooking	Strengthening self-confidence for cooking																							2
			Interest and dispositionfor cooking																							2
		Cooking skills	Cooking tips																							4
			Using body senses in meal preparation																							2
			Different skills for meal preparation (small and large) based on unprocessed or minimally processed foods and without ultra-processed foods																							1
			Shopping planning																							1
			Kitchen proficiency (knowing one's way around the kitchen)																							1
		Strategic attitude	Practicality																							4
			Organization for cooking																							3
			Time and resource optimization in the kitchen																							3
		Experience and expertise in cooking	Transmission and sharing of cooking skills across generations																							2

Table 4. Comparison of the contents of episodes of the web series "*Cidinha dáJeito*" with the Dietary Guidelines for the Brazilian Population, Dietary Guidelines for Brazilian Children Under 2 Years of Age, and Conceptual Model of Cooking Autonomy (Continues).

Conceptual bases			Content	Episodes																						
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total ^d	
CMCA ^c	MICRO SYSTEM	Kitchen with basic infrastructure	Basic utensils																						2	
			Maintenance and safety of utensils/equipment																							1
		Importance given to cooking	Cooking and sharing the table																							3
		Sharing of cooking activities	Division of tasks within the family																							6
			Cooking as a collective and daily activity																							4
			Paid work and domestic work (cooking, household chores, caring for relatives, etc.)																							1
		Purchasing power with critical analysis	Consumption of agroecological or organic foods																							1
	MESO SYSTEM	Availability and access to unprocessed or minimally processed foods	Small-scale producer																						2	
	EXO SYSTEM	Promotion of racial equality	Racism																						1	
Total number of contents, per episode, that engage with the conceptual frameworks																										

CAPTION

Main
Secondary

^a BRASIL, 2014.

^b BRASIL, 2019.

^c OLIVEIRA, CASTRO; 2022.

^d Total number of episodes that include this content.

Source: own authorship (2024).

In the first section of lines in Table 4, referring to common topics in both Brazilian dietary guidelines, secondary contents were observed, serving as a complement to the central plot of each episode. One group of contents focuses on cooking as the central theme. "Involvement or engagement in cooking", present in three episodes; "cooking as an emancipatory practice"; and the "benefits of home cooking for health" seek to strengthen positive values and meanings of this practice in everyday life. Another set of issues relates to food, unfolding questions related to culture and the environment, in order to broaden reflections on food beyond its relationship with health and disease. The tension between the time required for food-related activities and that dedicated to other daily activities is highlighted. Also present in the web series is the counterpoint between the attributes of ultra-processed foods, related to poor nutrition, and the variety and diversity of food based on unprocessed or minimally processed foods, which promote health. Reflection on the need for public food and nutrition policies is provoked through content on food and different places to buy food advertising.

Still in Table 4, it can be observed that the deepening of the Dietary Guidelines for Brazilian Children Under 2 Years of Age regarding issues related to cooking from a gender and race perspective is expressed in the two main contents of episode 7: "kitchen and cooking historically seen as the place of servants and black people" and "cooking and gender". This episode seeks to shed light on the need to redefine tasks related to domestic work, especially concerning childcare and family nutrition. Another group of contents focuses on the relationship between food and child development. They are treated as main contents in episode 18, where Cidinha receives her one-year-old nephew at her home. The contents promote reflection on family organization to deal with nutrition upon the birth of a child; the practice of responsive feeding; and the evolution of food consistency as essential for proper infant nutrition and as a strategy to bring it closer to family nutrition.

Regarding the CMCA, 28 contents were observed to converge with their different levels, ranging from those directly related to Cidinha's individual issues (agent) through those of the family universe (microsystem), her neighborhood, and work (mesosystem), to the more structuring ones, such as public policies (exosystem). However, as expected considering the purpose of the web series, there is a greater concentration of main contents in components of the agent level.

The contents "cooking tips" and "use of the senses in meal preparation", from the "cooking skills" component; and "practicality", "organization for cooking", and "optimization of time and resources in the kitchen" stand out and converge with the "strategic attitude" component of the CMCA. Such contents value instrumental aspects to encourage and support people to cook at home. Secondarily, there are contents that express broader issues, seeking to address the complexity and challenges surrounding this practice in daily life. For example, "autonomy and human agency", which underpin the concept of cooking autonomy, ran through all episodes as secondary contents, in a kind of background to each main narrative, making the message conveyed more dense and profound. Similarly, we observe the contents "division of tasks in the family", "cooking as a collective and daily activity", converging with the "sharing of cooking activities" component of the CMCA, which permeated much of the web series.

DISCUSSION

The web series "*Cidinha dá Jeito*" addresses domestic cooking in light of Brazilian dietary guidelines and the CMCA, employing a communication strategy with broad reach potential among the target audience (whether through the YouTube® platform or the approach taken in the episodes) and advances in accessibility by incorporating resources such as sign language interpretation, subtitles, and audio descriptions.

The methodological path adopted for the design of the educational videos was crucial in ensuring a solid theoretical foundation for the thematic scope addressed in the 21 episodes of the web series. By adopting a theoretical framework that seeks to go beyond ideal prescriptions and recommendations regarding healthy eating, this web series sought to value the interface, the dialogue between recommendations on healthy eating, and the context of Brazilian families, recognizing the complexity of domestic cooking. Significant focus is placed on content related to cooking skills and strategic attitude, and issues related to decision-making power and division of domestic labor are consistently addressed, supporting the main narratives of each episode. In other words, the web series focused on the agent, without disregarding the specificities of their environment or reducing the theme of domestic cuisine to purely technical issues, as some authors have already been warning.⁴⁵

The content on cooking and dietary techniques is part of the web series, but it is not the whole. In the episodes, scenes depicting the daily life of a family in the kitchen are frequent, showing both the challenges and possible strategies to improve this relationship with food. In each video, there is an invitation for the channel's followers to immerse themselves in the cooking experience, drawing from their own realities and cultures and engaging with the senses of the body, which are extremely profound dimensions of the process of knowing and can easily be accessed through the act of cooking.⁴⁶ This proposal aligns with Bondía's argument that experience is powerful in the educational process as, from it, a unique knowledge can be constructed.

The web series "*Cidinha dá Jeito*" is the result of an effort to place daily dynamics at the forefront, reversing the banking logic of education. Western society is structured under the sign of information, as if education were nothing more than acquiring, accumulating, and processing information to be used at a future date.^{47,48} Taking this into account, the episodes are grounded in "education as the practice of freedom",^{48,49} as proposed by bell hooks inspired by Paulo Freire,^{1a} and in the "knowledge of experience", as suggested by Bondía.⁴⁷ Education that promotes freedom is the processual experience of teaching and learning whose centrality lies in a critical dialogical relationship with the realities of the learners.⁴⁸

In this perspective, the web series highlights the experiences of a black working-class woman living in the suburbs of a large city. This choice underscores the everyday challenges and strengths of domestic cooking, as well as the intersections of inequalities arising from the connections between "economic imperialism, white supremacy, and patriarchy".⁴⁹ In a patriarchal society, family care and household chores are mistakenly seen as biological predispositions and are assigned to women, without being recognized as work or receiving any remuneration. The naturalization of inequalities in the gendered division of domestic labor has led to an unfair distribution of household tasks. Consequently, the combined impacts of paid work and domestic work, including family meal preparation, have affected women's health.^{24,50,51} The narrative, reinforced by the food industry, that people do not need to know how to cook or that cooking is a waste of time in today's world, is countered by the centrality of cooking in promoting healthy eating and the value of sharing table.^{18,20,52}

By adopting the CMCA as its conceptual foundation, the web series sought to connect issues related to personal experiences and realities to structural issues and social values present in Brazilian society, such as

^{1a} "Education as the Practice of Freedom" is the title of the work by bell hooks (written in lowercase letters as she herself advises) and it announces the author's pedagogical choice. The African American intellectual makes significant contributions to the field of education, with a clear commitment to confronting social oppressions based on racism, patriarchy, and capitalism. bell hooks asserts that Paulo Freire was one of the thinkers whose work engaged her in a transformative process of critical consciousness, providing her with language and profound reflections on education as a path to decolonization, thus a praxis of freedom.

food and nutrition security, the gender role in domestic care, and structural racism.¹ Although the practice of home cooking has been associated with better food quality in different population groups,^{2,53} this association is weaker among lower-income groups.⁴⁷ Hence, the importance of adopting the CMCA in the web series.

The Brazilian dietary guidelines, based on the classification of foods according to the extent and purpose of processing,⁵⁴ place home cooking as an essential practice for promoting adequate and healthy eating. Incorporating this recommendation into people's daily lives requires recognizing the complexity involved in home cooking. This recognition can be facilitated by Food and Nutrition Education (FNE) actions that value problematization, dialogue, and knowledge construction based on different awareness and practices, as envisaged in the FNE Framework. In this perspective, the web series also aligns with the principles of the FNE Framework, with emphasis on: (a) valuing local food culture and respecting the diversity of opinions and perspectives, considering the legitimacy of knowledge of different natures; and (b) food and nourishment as references, valuing cooking as an emancipatory practice.¹⁹

Regarding communication aspects, we chose short educational materials to be disseminated on YouTube® to enhance the reach and diffusion of the content. The ease of internet access has led to extensive use of this channel for spreading educational practices, including health-related actions.^{22,23,27-30,34,55,56} The inclusion of accessibility tools is a distinguishing feature compared to other experiences in creating educational videos about food and nutrition in Brazil, as no other initiatives applying these resources have been identified in the country. The professionalism of the team hired for video production (scriptwriter, filmmaker, and production team), the charisma of the actress portraying the web series lead character, and the quality of the team's work developing accessibility components (Brazilian Sign Language, subtitles, and audio description) were crucial for the final product's success.

It is worth highlighting a limitation of the study: although we consulted people from the outskirts of Rio de Janeiro, quilombola communities in the city of Quissamã, and specialists from other states in Brazil, listening workshops were not conducted with the target audience in regions outside the state of Rio de Janeiro which could have broadened the range of themes and approaches adopted in the web series.

CONCLUSION

The web series *"Cidinha dá Jeito"* offers content on home cooking that aligns with Brazilian dietary guidelines^{20,21} and the Conceptual Model of Cooking Autonomy (CMCA).^{1,35} Autonomy and agency, central concepts of the CMCA that focus on the empowerment of individuals in their decision-making, permeate the entire web series. These concepts highlight the strengths and challenges faced by a black woman from a peripheral community who uses the public health system - a character that represents the target audience of this educational material - in her daily life. The series successfully addresses naturally complex topics within everyday situations.

With communication accessibility and availability on a free virtual platform, the web series can serve as a support material for Food and Nutrition Education (FNE) initiatives in various health, education, and social assistance contexts, among others.

It is essential to expand initiatives where the field of Food and Nutrition promotes communication and education, alongside digital information, and communication technology strategies, considering that these technologies are widely accessible, allowing for rapid reach to a diverse audience and interaction with people.

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Collaborators

Oliveira MFB, Maldonado LA, Farias SC, Martins CA, Damião JJ, Costa RRS, Braga FAMN, Tavares LF, Lacerda EMA and Castro IRR participated in all stages, from the conception of the study to the review of the final version of the article.

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