Submission ID #: 61490
Scriptwriter Name: Anastasia Gomez
Project Page Link: https://www.jove.com/account/file-uploader?src=18754498

Title: Breakfast Habits among Schoolchildren in the City of Uruguaiana, Brazil

Authors and Affiliations:

Jussara Mendes-Lipinski[1], Macarena Romero-Martín[2], Nerea Jiménez-Picón[2], María de las Mercedes Lomas-Campos[3], Rocío Romero-Castillo[4], José Antonio Ponce-Blandón[2]

[1]Federal University of Pampa, Unipampa, Brazil
[2]Spanish Red Cross Nursing School, University of Seville, Spain
[3]Faculty of Nursing, Physiotherapy and Podiatry, University of Seville, Spain
[4]Spanish Red Cross Nursing School, University of Seville, Spain

These authors contributed equally.

Corresponding Authors:

Rocío Romero-Castillo (rocio.romero@cruzroja.es)

Email Addresses for All Authors:

jussaralipinski@gmail.com
mromero@cruzroja.es
nejipi@cruzroja.es
mlomas@us.es
rocio.romero@cruzroja.es
japonce@cruzroja.es

Author Questionnaire

1. **Microscopy**: Does your protocol involve video microscopy, such as filming a complex dissection or microinjection technique? **NO**

2. **Software:** Does the part of your protocol being filmed include step-by-step descriptions of software usage? **YES, all done**

3. **Filming location:** Will the filming need to take place in multiple locations? **NO**

   If **Yes**, how far apart are the locations?

Current Protocol Length

Number of Steps: 9
Number of Shots: 14, only 11 for videographer

Introduction

1. Introductory Interview Statements

REQUIRED:

1.1. **José Antonio Ponce Blandón:** This study describes the profiles of schoolchildren with regards to their breakfast eating habits. It allows us to approach the possible factors that are involved in omitting breakfast.

1.1.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.

1.2. **José Antonio Ponce Blandón:** A reliable transcultural adaptation of the questionnaire on Eating Habits of the School Population was conducted. The questionnaires were applied in a representative sample of the city of Uruguaiana.

1.2.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.

OPTIONAL:

1.3. **Macarena Romero Martín:** Identifying risk factors of schoolchildren will make it possible to develop health educational programs in order to attain better eating behaviors and prevent nutritional disorders.

1.3.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.

1.4. **Macarena Romero Martín:** This methodology could also be used to know the sedentary practices and some life habits related to health among children from the school population.

1.4.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.

1.5. **Rocío Romero Castillo:** The two most difficult aspects of this protocol are achieving a high level of response from the child population and obtaining the necessary permits for research in minors.

1.5.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.

1.6. **Rocío Romero Castillo:** The visualization of the method will allow other researchers to reproduce the technique in other centers and obtain important data on the eating habits of schoolchildren.

1.6.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.

Ethics Title Card

1.7. Procedures involving human subjects have been approved by the Research Ethics Committee of the University of Unipampa.

Protocol

2. Design of the Research Instrument

2.1. Begin by creating a draft of the questionnaire using word editing software **[1]**. Include different study variables such as gender, age, family situation, and parents' occupation. Variables on breakfast habits include foods in the daily breakfast or classification of breakfast **[2]**.

2.1.1. WIDE: Establishing shot of talent at the computer creating the questionnaire.

2.1.2. Talent scrolling down the completed questionnaire draft.

2.2. Send a draft to external experts and ask them to review the translated questionnaire, keeping in mind aspects such as item comprehension **[1]**. Design a final version of the questionnaire and submit it to a scientific and ethical committee along with a research report of the project **[2]**.

2.2.1. Talent sending a draft of the questionnaire to external experts.

2.2.2. LAB MEDIA: Supplementary file 2.

3. Sampling Method

3.1. Conduct a cross-sectional descriptive study to characterize the breakfast habits of the schoolchildren. Contact the leaderships of all the participating schools to set the date and time for completing the questionnaires **[1]**. *Videographer: This step is important!*

3.1.1. Talent speaking with the school administrator.

3.2. Inform parents and obtain their informed consent. Children complete questionnaires individually but the consent of their patents is essential because they are minors **[1]**. *Videographer: This step is important!*

3.2.1. Parent signing a consent form and giving it to the child.

3.3. When the students are ready to complete the questionnaire, have the teacher ask for silence in the classroom **[1]**. Ask the students to be honest with their answers and select only one option for each question **[2]**.

3.3.1. Teacher asking the class to be quiet.

3.3.2. Talent passing out the questionnaire and giving instructions.

3.4. Each student should complete their questionnaire individually **[1]**. Allow them fifteen minutes to complete it, approximately one minute per question **[2]**. *Videographer: This step is important!*

3.4.1. Student working on his/her questionnaire.

3.4.2. Talent setting a timer for 15 minutes.

4. Statistical Analysis

4.1. Analyze the data with a statistical analysis program. Manually convert all written data to a database in a spreadsheet format. Open the database in the statistical program and analyze all parameters completed by the students **[1-TXT]**.

4.1.1. Talent at the computer filling out the spreadsheet, then opening the database in the statistical program and analyzing all parameters completed by the students. **TEXT: Analyze | Descriptive Statistics | Crosstabs | Statistics | Kappa | Accept**

4.2. Perform the descriptive analysis by calculating the frequency distributions of the main qualitative variables, as well as the measurements of central tendency and dispersion of the quantitative variables **[1-TXT]**.

4.2.1. SCREEN: 61490_screenshot_1(3.1).mp4. Frequency distributions of the main qualitative variables, measurements of central tendency, and dispersion of the quantitative variables calculated. **TEXT: Analyze | Descriptive Statistics | Explore | Confidence interval for the mean 95% | Accept**

4.3. Perform hypothesis contrast by using the Chi-square test **[1-TXT]**, then perform the Student's t-test if necessary **[2-TXT]**.

4.3.1. SCREEN: 61490_screenshot_2(3.2).mp4. Chi-square test performed. **TEXT: Analyze | Descriptive Statistics | Crosstabs | Statistics | Chi-square**

4.3.2. SCREEN: 61490_screenshot_4(3.3).mp4. Student's t-test. **TEXT: TEXT: Analyze | Compare averages | T test for independent samples**

Results

5. Results: Analysis of the Association between Breakfast Frequency and Different Breakfast Habits Variables

5.1. The questionnaire was administered in 12 school centers. A total of 470 children participated in the study **[1]**. The mean age of the children was 9.8 years old, 54% were girls, and 46% were boys. The main sociodemographic results of the sample are summarized here **[2]**.

5.1.1. LAB MEDIA: Table 1.

5.1.2. LAB MEDIA: Table 2. *Video Editor: Scroll down the table as VO speaks.*

5.2. Variables linked to breakfast are summarized in this table **[1]**. Out of all participants, 24% had not eaten breakfast on the day they completed the questionnaire **[2]**.

5.2.1. LAB MEDIA: Table 3.

5.2.2. LAB MEDIA: Table 3. *Video Editor: Emphasize the number and percent of participants who answered "no" to the first question.*

5.3. When the children were asked how often they have breakfast with either parent, 49.3% said every day, 6.4% said 4 to 6 days a week, 14.7% said 1 to 3 days a week, 11.1% said less than once per week, and 14.2% never had breakfast with either parent **[1]**.

5.3.1. LAB MEDIA: Table 3. *Video Editor: Emphasize the various answers to the third question and numbers that correspond to those answers.*

5.4. When asked how many days per week they have breakfast, 18% of the school children reported having breakfast every day, another 18% said 5 to 6 days a week, 6.9% said 1 to 4 days a week, and 51.8% stated that they did not have breakfast on any days of the week **[1]**.

5.4.1. LAB MEDIA: Table 3. *Video Editor: Emphasize the various answers to the fourth question and numbers that correspond to those answers.*

5.5. No statistically significant difference was observed between having had breakfast and gender or with co-living situation **[1]**. No correlations were observed with whether or not the father or mother worked, or with the type of work they did **[2]**.

5.5.1. LAB MEDIA: Table 4, just the Sex and Family Living Situation data.

5.5.2. LAB MEDIA: Table 4, just the 4 father/mother work and occupation data. *Video Editor: Scroll down the table as VO talks but please keep the header of the table on screen.*

5.6. However, a significant relationship was found between the frequency of having breakfast with their father or mother and having had breakfast on the day of testing **[1]**.

5.6.1. LAB MEDIA: Table 4, just the breakfast with parents data. *Video Editor: Keep the header of the table.*

Conclusion

6. Conclusion Interview Statements

6.1. **Rocío Romero Castillo:** The most important parts of this protocol are designing the final version of questionnaire and conducting a reliability analysis to analyze its consistency and reproducibility at two different moments.

6.1.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.

6.2. **Macarena Romero Martín:** There are diverse sociodemographic parameters which haven't shown statistical significance with the breakfast habit; this motivates us to conduct new studies including variables to explore the reasons for omitting breakfast.

6.2.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.

6.3. **José Antonio Ponce Blandón:** Analyzing children's breakfast habits allow us to research their diet and eating patterns. This study expands the variables related to quality of the diet.

6.3.1. INTERVIEW: Named talent says the statement above in an interview-style shot, looking slightly off-camera.