

HEALTH EDUCATION WITH CHILDREN ABOUT THE NEW CORONAVIRUS INFECTION: EXPERIENCE REPORT

EDUCAÇÃO EM SAÚDE COM CRIANÇAS SOBRE A INFECÇÃO PELO NOVO CORONAVÍRUS: RELATO DE EXPERIÊNCIA

EDUCACIÓN PARA LA SALUD CON NIÑOS SOBRE LA INFECCIÓN DEL NUEVO CORONAVIRUS: INFORME DE EXPERIENCIA

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ABSTRACT: This article aims to describe the activities of an education and health project, carried out with children enrolled in a Nursery School in a city located in Bahia. This is an experience report, with a descriptive approach, of the project “Health education with children on the infection by the new coronavirus”. The activities took place in July 2021 and took place at the age of eight. The methodology adopted in the approach of children to biosafety, based on children's culture, articulating the way they think and their languages. The realization made it possible for the children to reflect on the occurrence of the meetings in the discovery of their role with the construction of knowledge and scientific knowledge of the school community.

KEYWORDS: Education. Health. Kids. COVID-19.

RESUMO: Este artigo tem como objetivo descrever as atividades de um projeto de educação e saúde, realizado com crianças matriculadas em uma Creche Escola de uma cidade localizada na Bahia. Trata-se de um relato de experiência, com abordagem descritiva, do projeto “Educação em saúde com crianças sobre a infecção pelo novo coronavírus”. As atividades aconteceram no mês de julho de 2021 e foram voltadas para crianças de quatro a oito anos de idade. A metodologia adotada permitiu a abordagem da temática da COVID-19 e medidas de biossegurança, pautada na cultura infantil articulando o modo como as crianças pensam e suas linguagens. A realização dos encontros possibilitou que as crianças refletissem sobre seu papel na contenção da doença, contribuindo com a construção de saberes e divulgação de conhecimento científico na comunidade escolar.

PALAVRAS-CHAVE: Educação. Saúde. Crianças. COVID-19.

RESUMEN: Este artículo tiene como objetivo describir las actividades de un proyecto de educación y salud, realizado con niños matriculados en una Escuela Infantil de un municipio

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de Bahia. Este es un relato de experiencia, con enfoque descriptivo, del proyecto "Educación para la salud con niños sobre la infección por el nuevo coronavirus". Las actividades se llevaron a cabo en julio de 2021 y se direccionaron a niños con edad de cuatro a ocho años. La metodología adoptada permitió el abordaje del tema de la COVID-19 y medidas de bioseguridad, a partir de la cultura infantil, articulando su forma de pensar y sus lenguajes. La realización posibilitó que los niños reflexionaran sobre su rol en la contención de la enfermedad, desarrollando la construcción del saber y el saber científico de la comunidad escolar.

PALABRAS CLAVE: Educación. Salud. Niños. COVID-19.

Introduction

The project "Health education with children on infection by the new coronavirus" proposed activities based on education and health, with COVID-19 theme, aiming to value child participation in the search for knowledge and develop critical thinking and social responsibility in children.

The production of knowledge in the health area, through social actions, is a relevant element in the formation of the citizen, since it provides autonomy in health care, besides emerging reflections and changes in habits, helping in the joint well-being of society (PALMA, 2017).

In this perspective, the school has a fundamental role in the construction of the citizen subject, because in this cognitive environment knowledge is disseminated, in addition to social values such as respect and ethics, forming conscious and critical people, with great potential for transformation (PASSOS; ALMEIDA, 2017).

Thus, the proposal to elucidate the theme of COVID-19 in the school environment, allowed the contextualized construction of scientific knowledge, by stimulating the interest of children in analyzing the current pandemic context, through discussions and playful proposals. At the same time, they were encouraged to build new ways of thinking and proceeding in society, in a more prudent way, observing the risks and possibilities.

It is worth noting that, when using a playful methodology in teaching, it is noticeable the ease of children to participate in the proposed activities, besides provoking in them the interest in inserting changes in their daily life and also engaging and appropriating the chosen theme.

It reinforces the magnitude of treating a current and necessary theme such as COVID-19 in the school environment, since this is where children are in the process of learning and training, being encouraged to think about the prevention of diseases and diseases. Thus, this

article aims to describe the activities of an education and health project, carried out with children enrolled in a Nursery School of a city located in Bahia.

Method

This is an experience report, with descriptive approach, of the project "Health education with children on infection by the new coronavirus". The purpose of this aims to enable discussions about the pandemic, having listening as a way to insert child participation through multiple languages, favoring a dialogue on disease prevention and health protection.

The target population of the educational actions was formed by children who were between four and eight years of age, enrolled in a Nursery School of a city located in the interior of Bahia. The activities occurred during the morning period, in July 2021, totaling 16 meetings, which lasted an average of 30 minutes in each class.

The meetings developed were guided by health education and dissemination of awareness strategies about COVID-19 among children. The project included two stages: in the first, there was research to form the theoretical framework that based educational actions and preparation of playful workshops. Subsequently, this project was presented for the coordination/direction and teachers of the educational institution, followed by the activities with the children.

Results and discussion

During the development of the activities, the theme of COVID-19 was addressed, and several aspects were worked out, from the form of transmission to the prevention of the disease. The focus of the theme has always been based on children's culture, articulating, in a playful way, the way children think and their languages.

For this work, we highlight the understanding of the playful universe as a language that encompasses children's games, their games, expressions, representations and ways of thinking, speaking, listening, interpreting and drawing. Thus, it provides the person who lives it, a feeling of freedom, a state of fullness and total delivery to this experience.

Teaching in a playful way enables the child to increase their spirit and motivation for the development of knowledge, facilitating the learning process and providing the formation of knowledge in a more pleasurable and meaningful way in childhood (FISCARELLI; MORGADO; UEHARA, 2017). Thus, the proposals designed for and with the children played

the role of ludicity as a way to offer the creative exercise of their ideas, formulations of opinions and awareness of reality from their symbolic universe.

The first workshop, called "Anti-coronavirus League" (Figure 01), took place by reading a story about a class of superheroes made by the adult, summoning the children to fight the villain COVID-19. Later, it was requested the production of drawing of the symbolic elements that referred to the context of heroes, such as the shield, covers, among others, which made the children feel part of the team and wished to fight the coronavirus.

Figure 1 - Anti-coronavirus League



Source: Search data

Storytelling for children helps in stimulating the imagination, developing their intellectual and emotional intelligence, making this methodology not only a form of children's entertainment, but also a possibility to encourage the search for knowledge (SILVA, 2017).

The use of superheroes in early childhood education allows the child to develop empowerment, as he elaborates on the idea that, like the hero, she also has the powers to overcome obstacles and battles (WESCHENFELDER; FRADKIN; YUNES, 2018).

The second workshop, entitled "Magic Finger" (Figure 02), took place through an experiment in which two containers were separated, one with soap and water, and the other with water and black pepper, which symbolized COVID-19. The child was asked to insert his finger into the dish with the spice and then into the container with the soap and, finally, again, in the place where the pepper was. The students observed that the pepper particles moved away when they witnessed the soap, thus teaching the importance of hand hygiene.

This experiment made it possible to discuss with the children about the relevance of hand hygiene with soap as a protective measure for coronavirus infection, as well as other pathologies.

Figure 2 - Magic finger



Source: Search data

The experiment was used because, according to Silva (2019), it allows the child to explore his curious side and his senses, creating a relationship between theory and practice, besides helping to make the theme worked more attractive and the student has an interest in learning.

The third workshop, "Hand washing" (Figure 03), took place with the use of paint and glove, in which the child was taught about the correct movements for proper hand hygiene. The ink, which symbolized soap, did not appear in places where the child did not wash efficiently.

Figure 3 - Hand washing



Source: Search data

In this sense, the approximation with scientific knowledge since early childhood education helps the student in the easier understanding of aspects of COVID-19 and biosafety protocols, established for this moment of pandemic, besides providing reflections on the subject.

The fourth workshop, "Coronavirus Game" (Figure 04), followed a game dynamic, in which the child ran the roulette wheel and the number drawn was correlated with a message on the board, which contained guidance on how to protect himself from COVID-19.

Figure 4 - Coronavirus Game



Source: Search data

Games and games help children in the development of their motor, cognitive and social aspects, improving orality, writing and logical reasoning (COTONHOTO; ROSSETTI; MISSAWA, 2019). In addition, the dynamics of play produces in the child the courage to face challenges, the sense of creating strategies and thinking about their actions, increasing childish curiosity.

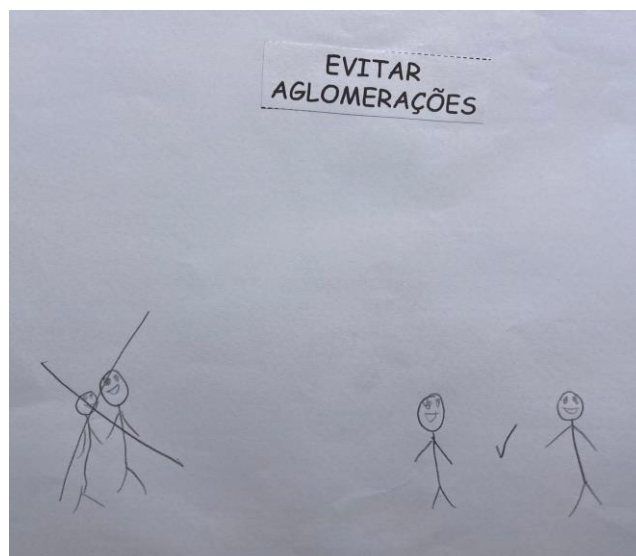
The fifth workshop, "The language of drawing" (Figure 05 and Figure 06), was developed with a draw of papers that contained information on forms of transmission and prevention of COVID-19, being asked that children draw what that element means in their perception.

Figure 5 - The language of the drawing



Source: Search data

Figure 6 - The language of the drawing



Source: Search data

In child development, children's voices are characterized by verbal language and graphic representations. The design allows records of feelings, emotions, desires and experiences, expressing the subjectivity of childhood (SARMENTO; TREVISAN, 2017).

The drawing becomes a form of expression and autonomy of the child. On the blank sheet she can build her story in a unique way, using her imagination to develop her own world and culture, through the empowerment of her speech.

Final considerations

The education and health actions carried out with the children allowed this group to understand the theme of COVID-19 and to reflect on its role in containing the disease, contributing to the construction of knowledge and dissemination of scientific knowledge to the school community.

Thus, the importance of health education activities within the school is highlighted, since this environment is characterized as an information disseminator and a trainer of critical and politicized beings, being a favorable place for health promotion.

It is also perceived the adequacy of playful activities to explain subjects among children and the need for active methodologies in the teaching and learning process, which allow children to be protagonists, valuing their subjectivity and autonomy.

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