



REVIEW ARTICLE

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## REPORT OF HEALTH EDUCATION ABOUT PARODY OF ABO SYSTEM IN THE NURSING TECHNICAL COURSE OF A PRIVATE INSTITUTION LOCATED IN BELEM, PARA, BRAZIL

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### ABSTRACT

The teaching of Biology suffers from the lack of perception of students, who see no validity in what they study, as well as unprepared teachers, who cooperate with this scenario. The use of different and innovative practices in the routine of the students stimulates the fixation and learning in an easy and fast way. Thus, this study aimed to report the experience of teaching about the ABO system for students of the nursing technician of a private institution located in Belém, Pará. A descriptive, exploratory, experience-type study carried out in a technical teaching institution located in Belém, Pará. During the class of hematopoietic system and ABO system, was approached in a theoretical way and then the parody entitled Song of the transfusion of authorship of the Bio Team, acting in the state of Pará was performed. Students of the technical nursing course. It is observed that the accomplishment of the parody made the students to assimilate more easily ABO system contents, collaborating in this way to fix and systematize the content. Knowing the importance of learning for vocational education, the relevance of work is perceived not only as a diversification strategy of the classes, but as a tool for health education of the population, reaching the students, leading them to act as an agent multiplier of this action within your community.

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### INTRODUCTION

The ABO blood group system became known in the first four decades of the twentieth century, individuals who have a given antigen on the surfaces of their erythrocytes have antibodies against the ABO antigens in their bloodstream, that is, type A individuals have agglutinin Anti-B, B-type individuals already have anti-A agglutinin, while anti-A agglutinins have agglutinin and anti-A agglutinin (GUYTON, 2006). Teaching is a systematic form of transmission of knowledge used to instruct and educate, which undergoes transformations over time in order to adapt and improve learning (Mascarenhas, 2017).

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The teaching of Biology suffers from the lack of perception of students, who see no validity in what they study, as well as unprepared teachers, who cooperate with this scenario. This problem grows in relation to genetic contents, which requires a lot of students' imagination. One of the problems is the preference that some educators give to always expositive classes, in which the student does not participate and becomes a mere spectator. Another problem pointed out is the great collection of repetitive exercises that value more the memorization than the learning (HERMAN, 2013). The theory of multiple intelligences states that each student has his own learning form and that it is up to each teacher to discover teaching and learning mechanisms that contribute to the development of students' qualities and competences (GARDNER, 1985). This factor, coupled with the difficulty of teaching some contents of the biology discipline, indicates the

need for didactic alternatives that allow effective learning (MORATORI, 2003). The use of different and innovative practices in the routine of the students stimulates the fixation and learning in an easy and fast way. In order to improve the student-teacher interaction, teaching learning requires dynamic and multi-directional processes, generating the need to create mechanisms of construction different from those traditionally used in educational institutions (SILVA, 2014). The use of alternative pedagogical tools such as play activities can help and arouse students' interest and can be applied at all levels of education (CABRERA, 2006), including at the technical level. Among the several methodological alternatives of teaching that have been applied in the classroom, music stands out, which has played an important role in the development of the human being, whether in the moral, social and / or religious aspect, contributing to the formation of values indispensable to the exercise of citizenship (LOUREIRO, 2003). The use of parody as a didactic resource in addition to helping in learning, facilitates the memorization and assimilation of scientific names and key words, contributing to improve student performance by making use of the playfulness and the good acceptance of this alternative by working in a dynamic and joyful way, since it assimilates songs from the daily life of young people with the contents of biology addressed (SILVA, 2014). In order to do so, it must be emphasized that the use of parodies does not mean that it is an activity of simple memorization, given that this resource leads to the possibility of situating music in the students' reality, even allowing this reality to be problematized and contextualized (SILVEIRA, 2008).

**Objective:** Thinking about music as a form of expression of art and in all the cultural richness that it represents, we propose the use of parodies in the teaching of Biology, aiming at this work, to report on the experience of teaching ABO system for students of nursing technical education of a private institution located in Belém, Pará.

## MATERIALS AND METHODS

It is an experience report, with an exploratory descriptive qualitative approach. It was held in September 2017, by academics of courses in the area of health and biological, all members of a league of a private institution of higher education, according to brief appointment with the group and coordination of the private technical education institution, located in Belém. Included in the work were students who were regularly enrolled in the institution, and who were present and accepted to participate in the action. And those who were not present or enrolled were excluded. Initially, we researched and downloaded through YouTube® the parody that approached the ABO system, emphasizing that this form of dissemination represents an important strategy for the use of this pedagogical tool that contributes to content fixation because it contains animations and schemes that facilitate the understanding, in addition they can be accessed by any person, besides being used during the classes of the course. Then we got in touch with the authors of the parody entitled "Song of the Transfusion" of the Bio Team, a group of high school biology teachers, working in the state of Pará, and had the authorization and support of these authors.

The lecture on the hematopoietic system and ABO system was started theoretically using visual and auditory resources, to exemplify the heredograms and genograms. In the class, basic

contents on: Blood composition and function, hematopoiesis, blood plasma and serum, erythrocytes, platelets, hepatopathies and blood donation were discussed. Then the parody was broadcast. The first transmission was for the students to mix with the music and content, the second repetition was explained each rhyme and giving them reference to the previous class, so that the student not only decorated but learned the whole process.

## RESULTS AND DISCUSSIONS

On the day in question, 32 students from the nursing technical course were present. During the theoretical explanation the students behaved with timidity and resistance regarding the interaction, but very attentive to the class. When we proceeded to apply the parody by delivering the printed lyrics we heard some students sing the original lyrics of the singer Wanderley Andrade, artist well known in the state. At the end of the lesson it can be observed that the use of the parody made the students to assimilate ABO system contents more easily, since the students questioned about the subject, arriving at a moment in which one student responded to the other, making the teacher a mere viewer, where he listened to the reports of his daily experiences.

In addition, he noted the interest and enthusiasm of the students for the song, which motivated participation in an exciting, spontaneous and participatory way, stimulating the students' disinhibition capacity, causing them, with the help of the teacher, to connect the rhymes with the class prioritized, stimulating the reading to develop the critical sense, thus achieving the main objective of the project. It is noticed that the parodies are important mechanism that collaborate for fixation and systematization of the subjects, evidenced by the beginning of debate and questionings only after the use of the parody, the same evidenced in the report of Luna, 2015 that affirms that this tool can be used in other disciplines, mainly in the discipline of Natural Sciences and / or Biology due to the complexity of the contents. A few months later, the teaching institution linked to the Hematology and Hemoterapia Center of Pará Foundation (HCPF) participated in the blood donation campaign and the students welcomed the donors with the parody provided by the bio team. According to the students was extremely stimulating to action with the HCPF, because it demonstrated the importance of having basic knowledge on public health, because in addition to the parody can link the experience with society.

### Letra da "Song of the transfusion"

Come donor do not be afraid like this  
They need you donating blood at last.  
If it's "O" please donate, agglutinin does not exist there  
If it's blood "A" come already, if you have anti-B you're the one who says  
You make the transfusion, blood "B" received  
Does not have anti-B, anti-A is found

Missing to see the "AB"  
This is not so rare.  
Antigens have antibody missing, it's a rare gem.  
I fulfilled my role!  
Solidary being is like having donated blood; receive and live.

The universal giver is like this.

Recessive is its role has no antigen to the léo  
 However, their antibodies may agglutinate  
 Receiver heater in case of mistakes  
 I just do not accept this guy not wanting to donate  
 The universal giver is like this.  
 Recessive is its role has no antigen to the léo  
 However, their antibodies may agglutinate  
 Receiver heater in case of mistakes  
 I just do not accept this guy not wanting to donate.  
 Equipe Bio.

### Conclusion

Knowing the importance of learning for vocational training, we can see the relevance of the work described, not only as a diversification strategy for Biology classes, but as a tool for health education of the population, reaching the students, taking it to act as a multiplier agent of this action within their community, the guiding axis of the course studied. In addition, the breakdown of traditional teaching makes learning easier, advantageous and fun, also favoring the student-teacher relationship.

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