


**MULTIDISCIPLINARY APPROACH IN EDUCATION AND HEALTH:  
BORBOLETANDO PROJECT** <https://doi.org/10.56238/sevened2024.037-026>

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**ABSTRACT**

This study presents an analysis of the "Borboletando Project: at home you can also learn!", focusing on the multidisciplinary that involves the area of education, focused on health. The Project presents its relationship between health and education of the human being, in a virtual space. It aims to use playfulness through various resources such as the art of storytelling, music and animations produced in an artisanal way, integrated with digital technology in the continuum of informal education, enabling information and learning about the reality and imagination of children, meeting contemporary needs.

**Keywords:** Multidisciplinarity. Education. Health. Innovation.

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## INTRODUCTION

This study presents an analysis of the "Borboletando Project: at home you can also learn!", focusing on the multidisciplinary that involves the area of education, focused on health. The Project presents its relationship between health and education of the human being, in a virtual space. It aims to use playfulness through various resources such as the art of storytelling, music and animations produced in an artisanal way, integrated with digital technology in the continuum of informal education, enabling information and learning about the reality and imagination of children, meeting contemporary needs.

The virtual space is open/conducive to non-formal education (Libânio, 2010), providing opportunities for innovation scenarios to work on themes in the area of education, associated with the reality of the problems that arise and affect the community in general and becomes an opportunity to educate and educate oneself, making it possible to give wings to imagination, creativity and the formation of principles and values in children, young people and adults. Such a space has been used by educators, such as the Borboletando Project, the object of this study, which uses various educational resources (music, cordel and children's stories) in a playful, creative and innovative way to educate children, young people and adults interested in the information contained in the videos.

The Project emerged in 2020, instigated by the emerging theme in the reality experienced at the time – "Covid 19 - coronavirus", as part of an initiative that produced educational videos involving songs and stories for children and adolescents during the social isolation of that period. The experiences lived during the Project led to the understanding that, in addition to artistic and technical skills, knowledge and skills related to health education and the construction of values and principles were also achieved.

Such understanding raised scientific questions, triggering this qualitative study that started from the following problem: what are the characteristics of the Borboletando project in its multifaceted/multidisciplinary character? It was also questioned: what are the textual typologies of the videos? What is the reach of these stories as a vehicle for information and training? What are the stories that involve the interrelationship between Health and Education about?

To answer these questions, the study in question seeks to analyze the main characteristics of the Borboletando Project: at home you also learn!", in its multidisciplinary in the field of Education and Health. The following objectives are listed: to characterize the video-stories in terms of multidisciplinary and its contribution to health; present data on people's access/reach in relation to the Project Channel (number of views, likes and



comments); identify the messages that enable changes in attitude; analyze the contents of the stories in their various aspects.

With this in mind, the first video-stories of the Borboletando Channel, a repository used to publicize the actions of the Project, were selected: "Beware of the coronavirus"; "The three little pigs and the coronavirus"; "Dona Baratinha's wedding"; "Little Red Riding Hood and the Coronavirus"; "Goldilocks' disobedience; " Antivirus Squad"; "The Princess, the Frog and the Coronavirus"; "Coronavirus in Cordel". The justification for this choice is due to the fact that these videos were created with the intention not only of entertainment, but as a way to educate people about protection against the virus. This involves knowing what the virus is, the danger of contamination, health prevention care at a time when the whole world has been surprised by a pandemic.

To analyze the results achieved by the project, a qualitative study was developed, which has as its main source the set of videos posted on the channel, considered as virtual documents (Pimentel, 2001). It is based on Minayo (2014), on the understanding that qualitative research is linked to experiences and interpretation understood from the social phenomena in which education is inserted. A categorization of the information was carried out based on content analysis based on Bardin (2011).

## **EDUCATION AND MULTIDISCIPLINARITY**

The transformations present in the world of work, caused by globalization, impose a level of qualification for new workers, which is reflected in the means of production, represented by more qualified, flexible workers, with a new technical and scientific basis, specifically constituted in the last century by information technology, currently (twenty-first century) focused on the domain of Digital Information and Communication Technologies (DICT). These transformations reflected directly on education, causing a trend in the productive sector, leaving the area of the discourse of valuing training, turning to investment in general training of professionals, in search of multifunctionality. In this sense, multidisciplinary is a reflection of multifunctionality.

Multidisciplinary is something present in education and consists of developing skills to bring together different fields of knowledge in order to achieve a means, a central objective. Nicolescu (et al. 2000) states that multidisciplinary corresponds to the search for integration between knowledge from different areas through the study of an object, a discipline or several disciplines at the same time.

It is observed that there is a certain exhaustion in the actions of teachers, in relation to the school, in seeking multidisciplinary in attempts to work together. In this perspective



of integration, each one deals with common themes from their own point of view, without an effective articulation. Thus, Almeida Filho (1997) states that in multidisciplinary, people, when it comes to the school curriculum, study closely, "but not together", expressing an idea of juxtaposition of disciplines.

Therefore, unlike just a collection of ideas, it can be said that multidisciplinary approaches an object or a certain subject from the perspective of several disciplines, in search of an overall view. It is considered that in the study carried out on the Borboletando Project: at home you also learn! There is the integration of knowledge (multidisciplinary) of plastic, musical, ethical, moral, and psychological arts, but specifically in the areas of health and education, which is dealt with in this text. In addition, it is necessary to highlight that the Project had the collaboration of professionals who work in different areas, in this multidisciplinary perspective.

### EXTENSION AS A MULTIDISCIPLINARY PRACTICE

It is necessary to highlight that the "Project 'Borboletando... At home you can also learn!' is part of the extension project 'In Search of Extensionists to Confront the Coronavirus' of the Dean of Extension and Culture (PREXC)", belonging to the Federal University of Piauí (UFPI), whose objective is to encourage and ensure the participation of extensionists, at the national level, for the development of extension actions remotely, with a view to confronting the coronavirus". The Project develops actions that seek to meet the needs of various segments of society, in areas such as: health, education, culture, technology, infrastructure, among others. (UFPI, 2020).

University extension, together with teaching, research and innovation form the pillars of higher education in Brazil. At the Federal University of Piauí (UFPI), extension activities are regulated through Resolutions No. 35/2014, No. 021/18, No. 022/18 and No. 085/18, issued by the Council for Teaching, Research and Extension (CEPEX). In this context, based on the principle of indissolubility between teaching, research and extension, Resolution No. 35/2014, in its Article 2, defines the latter as "an interdisciplinary, educational, cultural, scientific and political process that promotes transformative interaction between the University and other sectors of society" (UFPI, 2014).

Being interdisciplinary/multidisciplinary, the realization of an extension makes it possible to operate in various areas and fields of knowledge, without losing the focus of educational centrality. From this perspective, extension dispenses with innovation. It is noteworthy that in the specialized literature the term "innovation" is polysemic, has different conceptions, presenting itself under different theoretical approaches that vary according to



the field of knowledge and the branch of activity to which it refers (Faria; Fonseca, 2014). By this logic, the Project is innovative.

### **The Borboletando project: extension as a multidisciplinary practice**

Innovation is conceived as the expression of behavior or activities that aim to solve problems and achieve tangible objectives, as abstracted from the discussions of the referenced authors. It is understood that the Borboletando Project values not only an innovative posture, resulting from the needs imposed by digital technologies, but above all it is focused on the recognition of the importance of building an innovative culture, which requires the creation of a favorable environment, creative people who are willing to try new paths, capable of undertaking efforts and research to achieve satisfactory goals. And this culture is built on the basis of ethics and social responsibility. (Faria; Fonseca, 2014).

Faced with the proposition that one of the functions of university extension is to place itself in a position of dialogue with society, seeking innovative solutions to contemporary problems, the opportunity arises for the development of the Borboletando Project. The Project found at the time of health emergency, and in view of the concern about the consequences of social isolation for mental health, especially of children, as well as for their schooling process, a possibility to take information about "COVID 19".

In view of these needs, the Project developed videos that integrate traditional resources such as "storytelling", through the making of artisanal resources (construction of puppets) and technical resources, as the stories told with puppets were then digitally edited and transformed into videos, highlighting their innovative character. In this way, it was possible to achieve the intention of addressing themes that permeate the discussions about health in a playful way with the use of stories and tales posted on the *You Tube Channel* \* that has the same name as the project.

Through storytelling, it is possible to envision a way to dialogue with children about these challenges, as it is understood that this art involves aspects related to Psychology, Education and Linguistics, as well as non-verbal languages, ethics and cybernetics (Dohme, 2008, p. 20).

From this perspective, the act of storytelling was invested in a multidisciplinary bias by combining linguistic (the act of telling stories), artistic (making puppets with recyclable materials), cultural (by taking advantage of popular textual genres such as cordels and parodies), digital (by recording and editing the videos of the stories) with educational and health information purposes. The educational issues were noted in particular, with the

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\* link canal: <https://www.youtube.com/@borboletandoemcasa/featured>.



concern to ensure the children's learning and the conduction of the pedagogical process, offering didactic sequences (Zabala, 1998), for each of the stories focused on health themes, being attached to the description of the videos. It is noteworthy, during the pandemic period, that these didactic sequences were requested by education professionals and some families, being made available by the Project's coordination, through a messaging application (WhatsApp).

It should be noted that currently, the literature in the area of Health has pointed to the need for a multidisciplinary approach when it comes to, in particular, treatments aimed at mental health, while in education there are current discourses on multidisciplinary, interdisciplinary, and transdisciplinary aspects that address the objects of knowledge present in the curricula of all levels of education (Pires, 1998). In this sense, seeking to establish a dialogue between these two areas, the term multidisciplinary is used in this text in allusion to health practices that approach teams from various areas of knowledge.

The Project thus acquires the sense of articulating the various knowledge and practices of different professionals who make up certain teams, aiming to ensure a more comprehensive service to individuals (Silva; Miranda; Andrade, 2017). This multidisciplinary perspective was achieved by the Project in the proportion that its team was composed of professionals from different fields (health, education, arts, computing, etc.) and they collaborated so that the videos offered had these different perspectives, enabling different readings in compliance with the desired areas and objectives.

The multidisciplinary/transdisciplinarity of the project that involves students from the Federal University of Piauí – UFPI, through **the Institutional Program for the Promotion and Induction of Innovation in the Initial Continuing Education of Teachers and School Principals – PRILEI/CEAD/UFPI, is ratified.**

## **THE BUTTERFLY CHANNEL AT HOME IS ALSO LEARNED! EDUCATING FOR HEALTH PROTECTION**

The Project "Borboletando: at home you can also learn!" created in 2020, in the context of the COVID 2019 Pandemic, whose immediate objective was to provide educational support to children who were in social isolation, became a health education tool.

The channel (Image 01) was created as part of the UFPI Extension Project, with the **Institutional Program for the Promotion and Induction of Innovation in the Initial Continuing Education of Teachers and School Directors – PRILEI/CEAD/UFPI. The Borboletando Project** : at home you also learn", initially aimed to make storytelling videos

available to children aged 3 to 7 years who were in social isolation as a result of the COVID-19 pandemic (Borboletando, 2022), later expanding with several extension actions with the participation of UFPI students.

Image 01: Canal Borboletando homepage: at home you can also learn



Fonte: internet - (<https://www.youtube.com/@borboletandoemcasa>), 2024.

The channel had 1,023 subscribers as of November 21, 2024 and can be accessed at the following address: <https://www.youtube.com/@borboletandoemcasa>. To date, 76 videos have been located in total. They are videos of various nature (stories, presentation of events, courses, workshops, testimonies, etc.), functioning both as a means of transmission and as a repository of the Project's actions.

Among these materials, 8 (eight) videos were selected, with an average duration of 5 minutes. All videos were published during the pandemic period and are related to the theme of COVID-19 prevention, demonstrating the multidisciplinary nature of the Project.

## WHAT THE CONTENT EXPRESSED IN THE VIDEOS IS ABOUT

The characterization of the stories told in the videos can be analyzed both by their textual typology and by the contents addressed. In this sense, based on the Content Analysis (CA) guided by Bardin (2011), the following categories were developed: textual typologies of the stories; reach of the stories by people in relation to the Project (subcategory 1 – quantitative aspects – number of views, likes; and subcategory 2 – qualitative aspects: comments); key messages; content of stories.

As for the textual typology of the stories told, 06 short stories and 01 parody were found, 01 cordel according to table 02.





## Category I - Textual typology of stories

This category, presented in the following table, demonstrates multidisciplinary with linguistic knowledge, which demonstrates the various communicative purposes.

**Table 01: typologies represented by the videos**

	Kind	Quantity	Securities
01	Tales	06	Beware of the Coronavirus; The three little pigs and the Coronavirus; The wedding of Dona Baratinha; Little Red Riding Hood and the Coronavirus; Goldilocks' disobedience; Antivirus Squad.
02	Parody	01	Coronavirus Parody
03	String	01	Coronavirus in Cordel The princess, the frog and the coronavirus
	Total	08	

Source: internet - Canal Borboletando... At home you can also learn! 2024.

It is also added that the stories told "provide a context with which to work in different ways, making children invited to create". (Dohem, 2008, p. 138). Thus, several possibilities are opened up for the creation and recreation of what the child watches, as well as for parents and teachers to explore the videos didactically. In this sense, the channel provides didactic sequences that can be used by educators in order to organize a more consistent educational practice (Zabalza, 1998).

It can be seen that the videos produced during the pandemic period are based on traditional children's tales, whose plot and character are in the public domain and therefore easier to assimilate by Internet users. The aesthetics of the videos are simple, possible to be reproduced by children and therefore close to their taste. Taking advantage of the known plot, the first notions about what the disease was, what its forms of contagion were and how to avoid them were presented to children, in order to reduce the feeling of fear of an unknown disease and how to protect themselves from contagion. In this sense, the Project made use of one of the functions of storytelling, which is to address thorny themes in a way that children understand and thus improve their emotional condition (Dohme, 2008), since the structure of a fairy tale allows us to address the nature of evil as the situations and characters of the tales are presented.

In general, it is understood that the stories told, given their functions, can "help emotional stability, to incite imagination, attention and critical sense, either to form narrative competence, or to motivate reading and to help the formation of a scale of values" (Dohme, 2008, p. 51). They become an attractive means of transmitting basic health information,





allowing children more security to deal with the stress caused by the pandemic. In this way, children and adults were able to assimilate how COVID-19 affected people.

Another approach strategy used by the Project was the use of cordel, a form of literature that is very popular in the Northeast of Brazil and which uses the resource of rhymes and rhythms to address any theme in a playful way and in simple language.

## CATEGORY 2 - REACH OF STORIES

In relation to this category of analysis, the criterion was chosen to verify the reach of the stories posted on the channel, observing the relevance of the Channel as a vehicle of information and trying to present the preventive ways to act in relation to the pandemic.

It is reinforced that children, like most adults, like to listen to stories and this becomes a preponderant factor in a communication process, as it can constitute a channel for communication between adults and children.

Storytelling favors affectivity and awakens trust, increasing the possibility of dialogue, making communication clearer and more productive. (Dohem, 2008, p. 30). It is necessary to remember that through stories one can explore a variety of themes and with that, also express the most varied messages. Thus, it is possible to send messages in a way that children understand what was meant. Therein lies the educational and multidisciplinary character of the stories.

As a strategy for presenting this category, two subcategories emerged: Subcategory 1 - quantitative reach of the stories, represented in chart 02, and Subcategory 2 - qualitative reach - comments.

Table 02 – Subcategory 1 - quantitative scope of the stories

Story Name	Number of views	Number of likes
Beware of Coronavirus- Story 1	2.800	81
The three little pigs and the coronavirus"	8.400	192
Dona Baratinha's wedding	938	38
Little Red Riding Hood and the Coronavirus	1887	54
The Princess, the Frog and the Coronavirus	287	16
Coronavirus in Cordel	280	16
Antivirus Squad	399	13
The disobedience of the Goldilocks	756	34

Source: Canal Borboletando, 2024.

The relevance of the analyzed videos can be inferred in terms of communication and people's reach in relation to information about health and prevention of the coronavirus. There is a total of 1.23 thousand subscribers, with the second video being the one that most interested Internet users, with the highest number of views and likes, which



quantitatively demonstrates the interest of Internet users in relation to the videos and when making a parallel with the face-to-face presentations, it is considered positive, for expanding this reach. In this sense, the category on the quality of the videos, inferred from the comments, was highlighted.

### Subcategory 2 - qualitative reach: comments from internet users



This subcategory is based on the qualitative aspects presented, most frequent and common, in the comments, with opinions that portray the content and importance of the information. Some comments/messages stand out:

This project is very good;  
Wonderful educational video. Congratulations to you! My 3-year-old son was able to follow the story and loved it;  
The children are following and liked it";  
Do you have the script of the story?

Liked!!! Congratulations! Excellent initiative;  
Congratulations on your initiative to entertain our children or better our near future.  
"Hugs xeloss";  
How good to value these professionals.  
Very wonderful. Congratulations;  
Wonderful congratulations  
Congratulations prof. Sandra. Excellent explanation;.  
Excellent creative helps all family educators  
I liked it, very good  
Creative how to work with coronavirus.

A sample of the common ideas of the posted messages was raised, noting that positive comments predominated. It is necessary to highlight that, in the case of messages such as: "Would you have the script of the story?", it denotes that the internet user understood the video in its educational and pedagogical aspects, since the script characterizes a didactic concern. In this case, it is inferred that the Project achieved its intentionality of qualitative scope – to bring information in a scientific/playful/educational way, collaborating with the school through informal education. The script is considered by educators such as Zabala (1998) as a didactic sequence necessary for a good development of work with children, specifically by professionals in the field of education.

In comments such as: "Wonderful educational video". "You are to be congratulated! My 3-year-old son was able to follow the story and loved it"; "The children are following and liked it" – you can extract important information such as:

\*\*Follow-up by parents/family;

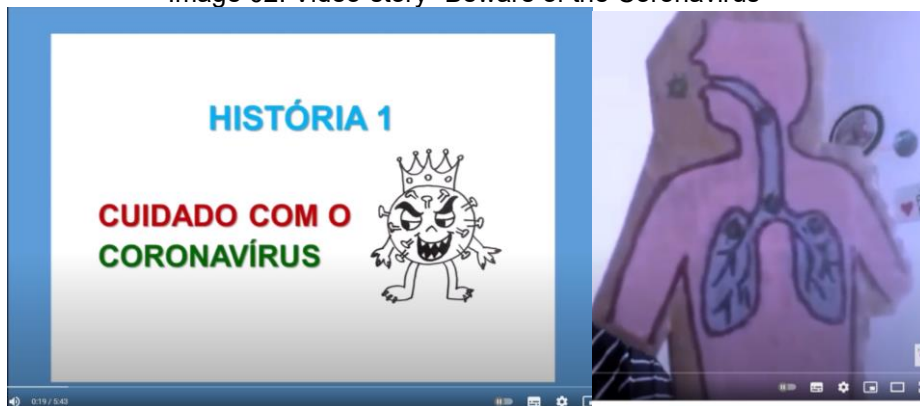
\*\*The educational/pedagogical quality of the videos.

In other comments, there is recognition of the initiative and collaboration in an educational way, in the dissemination of relevant information about health care, in a timely manner for the moment, ratifying the appreciation of informal education through virtual communication vehicles. Highlights: - Congratulations on your initiative to entertain our children or improve our near future. "Hugs xeloss"; Excellent creative helps all family educators

### CATEGORY 3 – CONTENT OF THE STORIES

In this category, videos with images, content and aspects of ethical formation, values and customs, as well as information focused on health and its protection in the prevention of coronavirus – COVID 19 are presented.

Image 02: Video-story "Beware of the Coronavirus"



Source: Canal Borboletando: at home you also learn, 2024.

In the video "Beware of the Coronavirus", the first scientific information we had about the disease was presented, in a very accessible language and in a very didactic way. He drew special attention to the care of the elderly and the ways in which the virus is transmitted. Also noteworthy is the musical background placed throughout the duration of the video, being a cheerful and bold arrangement, with its various aspects that value playfulness.

It is interesting to highlight the artisanal character for the production of the material used in the video, integrating traditional practices with technological innovation. This

demonstrates the creativity and capacity of teachers/education professionals to adapt resources and produce didactic-pedagogical materials in the context of DICTs.

It is then observed that although there were few comments, the video reached a large number of Internet users, which leads to the inference that at that moment safe information reached several homes, making up for the lack of formal schooling in that context, since classes were initially suspended.

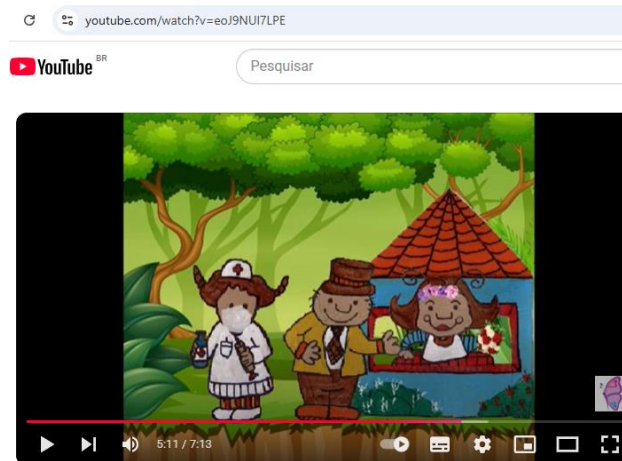


Source: <https://www.youtube.com/watch?v=9cUvCRoRk7A>

The video merges the traditional narratives of the children's tale with the scientific information presented, at the time, on the prevention of COVID. The Three Little Pigs has the coronavirus as its antagonist, highlighting the use of masks as a prevention tool. In the preparation of the material to produce the videos, the use of scrap stood out for the making of storytelling resources. These materials were made and painted manually, to represent scenarios, characters, among other elements used to contextualize the story. It is interesting to note that the resources of the classic story were maintained, such as the music, but making mention of the 'coronavirus' in its lyrics. Despite the simplicity of the resource used, the reach was satisfactory, as it reached 8,400 views.

The third story posted was "The wedding of Dona Baratinha", an adaptation of the popular tale of the same name, presented below.

Image 04: Scene from "The Wedding of Dona Baratinha"



Source: <https://www.youtube.com/watch?v=eoJ9NUI7LPE>

Using a popular tale, the insertion of the theme about the disease took place at the moment in the story when the character Baratão begins to invite the animals to his party, being prevented by the pandemic. On the occasion, the need for isolation and the possibility, at that moment, of interactions being held virtually is reinforced.

It is considered that the story was a timely way of convincing the children to understand the need to stay at home, as the festive activities could be carried out online and be celebrated later in person.

The next video-story analyzed was "Little Red Riding Hood and the Coronavirus" (Image- 05). This story reached 1887 views and 54 likes.

Image 05: Little Red Riding Hood and the Coronavirus



Source: Canal Borboletando, 2024.

The video takes advantage of the original tale to thematize the situation of health professionals, who had to be on the front line of the fight against the virus and at the same time have the challenge of not transmitting it to their families. It is noteworthy that all the characters portrayed appear wearing masks. On the date the video was posted, the lethality of the virus was accentuated and this also did not go unnoticed by the Channel, taking advantage of the stories to intensify preventive care, especially for the elderly. From a

technical point of view, the video shows an improvement in the quality of the drawing and in the animation of the story, giving more life to the characters and more rhythm to the narration, important elements to hold the attention of those who follow stories.

Next, the adaptation of the popular story "The Princess and the Frog" is presented with the name "The Princess, the Frog and the Coronavirus". This video was viewed by 287 *You Tube users* and received 16 likes.

Image 06: Scene from "The Princess, the Frog and the Coronavirus"



Source: Canal Borboletando, 2024.

The video stands out for two characteristics: the story is told in the form of cordel literature, within the metrics generally used in popular culture. In addition, the richness of the illustrations stands out, made through the woodcut technique, an art that is representative of the Northeast region of Brazil, whose images used in the texts of the cordels are first carved in low relief on wood, dyed and then compressed on paper to generate the impression. It was a strategy that the Channel found to take health messages through a popular genre appreciated especially in rural regions and small towns.

On the mainstay of popular culture, the video "Coronavirus in Cordel, which got 280 views and 16 likes", was posted, as seen in the image below.

Image 07: Scene from the video "Coronavirus in Cordel"



Source: Canal Borboletando, 2024.



The video uses the same resources as the previous one, with the difference that the information about the Coronavirus is passed on in the form of music, using the melody of the popular song "Teresinha de Jesus".

It should be noted that in these two stories, the narratives and songs that circulate, especially in the Northeast of Brazil, were used. Analogous to the art of storytelling, it can be said that both the cordel and the popular songs, in which rodas were played, are remnants of the ancestry of a people, who perpetuate their culture and knowledge every time they update their traditional forms of expression. So, the Channel innovates when it preserves this type of manifestation of popular culture with the mediation of technology, integrating multidisciplinary knowledge related to education and health.

The next video-story (Image 08), analyzed in this survey, is entitled "Antivirus Squad".



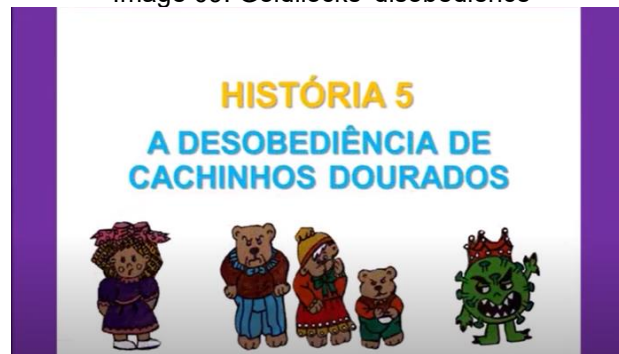
Source: Canal Borboletando, 2024.

The story is a tribute to the professionals who were at the *forefront* of the battle against the pandemic: doctors, nurses, and other health professionals. In the video, these professionals are equated with contemporary superheroes. The intention was to recognize the professionals, value them in their heroic actions to face a highly lethal disease and comfort their families, especially the children who had difficulty accepting the absence of their parents – health professionals – in their homes.

The last story analyzed in this process of integration of themes on education and health dealt with in this period of the "Coronavirus" is presented below (Image – 09).



Image 09: Goldilocks' disobedience



Source: Canal Borboletando, 2024.

In this adaptation of the classic tale "Goldilocks", the representation of the main character receives physical characteristics of a regional ethnicity, different from the original tale, making it possible for Internet users to recognize ethnic and cultural diversities, since the traditional character is represented as white and with blond hair (golden curls).

The video explains, among other issues, the reason for the name of the virus and the necessary care to protect all people. In this regard, the narrative focuses on the child's disobedience, providing the opportunity to discuss the need to obey, in a specific way, the sanitary norms at a time when the country needed to follow health protection protocols/norms/impositions.

From the above, in this text, it can be stated that the analysis of the posted video stories point to the understanding that storytelling in social networks promotes the intertwining of various areas of knowledge, and its effects can be dimensioned in several aspects, specifically here the educational and health aspects stand out.

In the educational - the stories posted on the channel allowed the children, at the beginning of social isolation, to continue with their learning process, as the didactic sequences made available by the Project served as a guide for families to approach the videos in an educational way.

Looking at the aspect of the Health area - it can be said that the objectives of providing the channel's audience with the scientific information that was available at that time were achieved, always in a playful and lighthearted way. It is inferred that the illustrations used in the videos may also have helped in this process. It is also worth highlighting the collaboration of video stories for the formation of hygiene habits (such as correct hand washing and the use of masks), as well as attitudes, such as safeguarding the elderly and understanding the situation of mothers and fathers who are health professionals.

It is also considered that the stories posted on the Channel have the potential to improve the psychological conditions of children and adults in that context, as the way the



"Coronavirus" pandemic and its lethal effect were treated in a playful and gentle way, which can help contain the anxiety and fear caused in people, since the stories always pointed to an end where there was an overcoming or positive reaction to the problem.

In this context, it can be said that storytelling on the channel fulfills the same functions as traditional storytelling, as Malba Tahan (1964) emphasizes, when she highlights important aspects provided by this art: the educational aspect, which is related to the expansion of children's language, mentioned above, to the stimulation of intelligence, to the acquisition of knowledge, socialization, respect for differences, to the formation of social and moral habits and attitudes, to the development of sensitivity and imagination, memory, attention and even awaken interest in reading.

Likewise, we agree with Dohme (2018), when he corroborates the statements about these aspects mentioned in this text and adds the development of critical sense, observation and creativity, necessary skills in both the areas of Health and Education.

One cannot fail to draw attention to the aspects of the interactions that were made possible by the videos, especially due to the use of colloquial language, being able to reach the audience of different characteristics.

## FINAL CONSIDERATIONS

We sought to raise elements that can establish the relationships between education and health, making use of multidisciplinary approaches that encompass these two areas, among others. In the context of the Borboletando Project, this dialogue was made possible by making use of storytelling in virtual media.

Used as a strategy, this ancestral art of passing on knowledge and knowledge, of creating habits and strengthening values and attitudes, allowed, throughout the Project and in the situation of social isolation caused by the pandemic, to disseminate the available scientific information about the Coronavirus and how to prevent contagion to children and their families, in a didactic and playful way.

In this sense, when proceeding with the survey of the video-stories posted on the Borboletando Channel during the pandemic period, it was found that the textual genres short stories, parodies and cordels were used, according to the classification understood by the producers of the videos. These genres were adapted to the present day and being inserted in the plots, information and characters related to the theme of the Coronavirus, thus providing a multidisciplinary vision associated with playfulness.

As for the quantitative aspects indicative of the achievement of the Project's objective, it can be said that they were positive, considering that it is a Channel formatted in



the molds of school practices of telling stories and planning the educational intentions of the stories, produced by amateurs in the area of digital media. In this sense, the views were satisfactory, if one takes into account the size of the audience that would be reached if the activity were developed in person.

As for the messages conveyed by the stories, they focused on scientific information, which circulated until the date of the posts, as well as on guidelines aimed at the formation of hygiene habits and assertive attitudes about living with the pandemic situation. Seen in this way, it is inferred that there was a positive impact for Internet users who accessed the Channel.

Observed from another perspective, it can be said that the extension experiences developed by the Project are a beacon to guide discussions on health and education in times of technological mediation, raising data and reflections on how educators and health professionals can use the strategies to achieve the objectives of their respective areas, allowing a multidisciplinary look at the theme.



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