How to solve a real problem in science classes: bringing our world into school.

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During November of 2021, in the appearance of Omicron, a Covid-19 varient caused by the lack of vaccination in Africa was spread worldwide, bringing many more deaths. This caused a huge impact in society. Considering that context, in a science class a project was proposed to 7th graders of Escola Internacional de Alphaville.

The main purpose of the project proposed was to directly spread information about the new variation of the virus and uncover fake news about the related topic consequently incentivizing people to vaccinate themselves. The way of informing different audiences was through social media, and in our case, we chose instagram and a website, as it is very accessible, practical and also gives the reader the choice between superficial or more deep information.

The project was based on a learning methodology called Design Thinking, which is used to develop innovative teaching practices that are more engaging for students, creating the necessary conditions to maximize the generation of insights and the best ways of applying them, emphasizing empathy, collaboration, teamwork and interactive prototyping, uniting as many different perspectives as possible. Design thinking is one of the many practices that the IB system englobes, and since our school is IB continuum (PYP, MYP and DP program), that means the program lasts from the beginning of a student's academic life until the end, engaging us to learn more abilities within the content during all stages of school, encouraging student relations and multiple methods of learning.

The need for methods to inform people about Covid-19 vaccines and the virus itself is the base of the prototype, reaching a big number of people was one of our goals. The project was structured to reach all audiences in a direct way and the social media 'Instagram' was the most effective way of spreading awareness and news about the disease in a communication channel that could reach all onlookers, especially teenagers. To begin with, a research was conducted, with the objective of understanding where and how the individuals within the community were informing themselves about the virus and its impacts in their daily lives.

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During that process, different media of communications were brought to consideration, however it was decided by the group that *Instagram* was the one we would use, once it was, not only accessible worldwide but, as our main audience was teenagers, it was the perfect way of hooking their attention in an almost effortless way. Secondly, a brainstorming session was held by the group to analyze the answers and plan the next steps and how they would be conducted. The next step was to lay out the social media account and make it with all the proper information, shared in an easy way to understand. During this part of the project, instagram content was created based on research from trustworthy sources, and following the purpose of making the information accessible.

Besides the social media account, a presentation was also created, containing more information about difficulties faced during the pandemic and a more detailed report about the project prototype. A website was also made, with detailed information, but with the same purposes.

Reflecting on everything that was made, not only new information and skills were added to each group member's repertory such as: collaboration, which is essential for every student curriculum, since it practices the following attributes: communication, reflection, team work, it also makes the students bond with each other and learn how to comprehend others' opinions. But also this project allowed the students to learn about the vaccines and the virus in a different way from the traditional one. During the production of it we were able to inquire about how COVID-19 changed our lives and our perspectives, which made us understand, from a different point of view, it possible for us to discover and understand the different types of vaccines and its effectiveness towards the virus.

This method of learning overall offered a unique experience to all the students involved and gave different feelings and emotions for each group member during the process, such as joy, accomplishment, motivation, and curiosity. We also experienced tiredness, since the project required a lot of effort, time and development in different skills, such as the ability to evaluate information sources by differentiating fake news from truthful ones and time management, that is also known as the ATL of Researching, one skill that we are not only using for the project but for the rest of our lives.

We could observe, during the process, that using *Instagram* as a tool was really effective for spreading veridical information, easily and rapidly. We learned that this social media is also valid for sharing trustworthy information, not only fake news, and was also extremely favorable, since most teenagers our age use this platform on a daily basis. Besides, the prototype was a great way to understand the theme and illustrate how we can learn throughout the process.