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THE ORGANIZATION OF SPACE IN EARLY EARLY EDUCATION AND PEDAGOGICAL PRACTICE FOR BABIES AND VERY YOUNG CHILDREN: A STIMULUS TO CHILD DEVELOPMENT

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Abstract: The organization of pedagogical practice with or without educational technologies, in Early Childhood Education, covers different dimensions and presents peculiarities in relation to the other educational stages, leading to a curricular experience in which the curriculum is understood as a living process, in constant movement, constituting itself as a way of materializing innovative pedagogical practice. Aiming to raise children's awareness of the Sustainable Development Goals (SDGs), enabling them to exercise their perceptual, imaginative or fantasy potential, in addition to exploring the possibilities of body movement; to express ideas and feelings; stimulate the expansion of symbolic representation; pay attention to the other person's speech; develop fundamental movement skills, nursery rhymes, visual stimuli and auditory stimuli, through challenging environments, previously organized with tatami mats, mattresses, tires, elastic bands, rope, various toys, among others. It is important to note that the role of the teacher focuses on mediating the development of recreational activities in the educational process, avoiding the excessive use of media convergence.

Keywords: Child education; Innovative Pedagogical Practices; SDGs.

INTRODUCTION

According to Fröebel (2001), playing is the greatest expression of human development in childhood and, in itself, is the free expression of what is inside a child's soul.

The teacher must pay close attention to play in the early childhood education institution, as play, in addition to promoting the child's global development, encourages interaction and the formation of critical and reflective citizens, it must be a motivator and mediator for transformation to occur. in the process of training babies and very young

children in the act of playing as an innovative planned educational practice, with very clear objectives of what is intended to be achieved.

Provide babies and very young children with challenging games with innovative pedagogical practices, with or without educational technologies, with pre-organized environments, guaranteeing children in Kindergarten 1 spaces for social relationships that can awaken creativity through imitation and pretend play. It counts on playful play, raising children's awareness of the Sustainable Development Goals (SDGs). Making it possible to exercise their perceptual, imaginative or fantasy potential, providing little ones with moments to tell, create and re-tell, to express themselves and guarantee their well-being.

Playing is so important that it is a right guaranteed by law.

Federal Law 8069/90 – The Statute of Children and Adolescents, chapter II, article 16 in section IV – Playing, practicing sports and having fun. Providing opportunities, enjoying games and activities, is the duty of anyone who is with children, fathers, mothers, guardians, teachers. Every person, especially parents and teachers, is responsible for promoting the exercise of this right. Ensuring compliance with this law is everyone's duty.

Therefore, it is extremely important to work with children on the Sustainable Development Goals in Brazil, from the moment the child is introduced into the world of socialization, sensitizing children to develop intellectually on the Goal.

11.7 which highlights, "By 2030, provide universal access to safe, inclusive, accessible and green public spaces, particularly for women and children, elderly people and people with disabilities".

Specifically, in the area of play, Vygotsky and his disciples came to add, above all, the social context that determines playful activity

and the issue of social interactions. From this perspective, teaching in the municipality of Toledo PR follows Vygotsky's socio-interactionist line.

Thus, social inclusion only happens through interactions. Thus, in its Objective 10. Reduce inequality within and between countries, it highlights in item 10.2 that: "By 2030, empower and promote the social, economic and political inclusion of all, regardless of age, gender, disability, race, ethnicity, origin, religion, economic or other condition", should be started from Babies and Very Young Children.

From this perspective, there are so many transformations in the current reality that childhood is losing space for playing, being replaced by other passive activities such as watching television, playing computer games or video games. According to Brougère (1994, p.50), "Television transformed children's lives and culture, the references they have available to them. She particularly influenced its playful culture."

Regarding the use of screens for babies and very young children, they change children's way of life, reducing opportunities and spaces for play, which are so important in developing autonomy.

Most babies and very young children probably have access to technological resources, which is why it is necessary to bring this reality for young children into the CMEI. However, using technology in Early Childhood Education often ends up becoming a challenge for us teachers.

THE LANGUAGE OF PLAY: THE CULTURAL AND PEDAGOGICAL FUNCTION IN CHILDREN'S SPACES

According to Friedmann (2012), "children are born into a certain culture in which they will develop personal skills and acquire knowledge that previously and historically defines one or another social group". Culture is always transforming and changing.

The repertoire of each children's group is influenced by the coexistence of each cultural group that the surrounding area offers, through sociocultural reality, so activities to raise awareness of the Sustainable Development Goals must be carried out. That in its Objective 3 of ensuring a healthy life and promoting well-being for everyone, at all ages, activities are developed. Referring in pictures 01 to 05 about the influence of the representation of the symbolism of universal culture.



Picture 01 – Representation of symbolism
Picture: Loide Favaro



Picture 02 – Jogo simbólico
Artística Source:
Loide Favaro Alves



Picture 03 – Produção
Source: Emanuelli Renosto



Picture 04 – Artistic
Production
Source: Emanuelli Renosto



Picture 05 – Artistic
Production
Source: Emanuelli Renosto

use of terrestrial ecosystems, sustainably managing forests, combating desertification, stopping and reversing land degradation and stopping the loss of biodiversity, in its item 15.1, says that, by 2020, ensure the conservation, recovery and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in accordance with obligations arising from international agreements.

When we work on games related to sustainable consumption in our pedagogical practice with babies and very young children, we raise awareness through actions mediated through play. The BNCC states that for Early Childhood Education, it is through “play and interactions with their peers, with adults, with objects and with nature that children build knowledge, develop and socialize”.

Children welcomed. I started mediating the playful pretend play: “Let’s clean the room”, which is referenced in picture 06. Already part of the game, I explained that the classroom was dirty (represented by the fitting pieces) and needed of a cleaning. I said that I was throwing water with my limp on the floor and walls and that I was filling the bucket with water to clean it and that it wasn’t supposed to stay in a certain place in the room, because the student didn’t leave and ended up getting wet and that now was the time of throwing powdered soap and that everyone should scrub the floor and walls and then remove the water with the squeegee and collect the dirt with the shovel.

Through pretend play, the teacher will work on the Sustainable Development Goals, because by playing he will mediate learning by explaining that we should leave the hose open when we wash the room. What should we do? Through imagery, he says to turn off the tap because otherwise water will leak. And this is how the construction of knowledge develops

For Friedmann (2012), games and toys carry values that generally relate to the culture in which children were born or raised. A large part of industrialized toys, or even handcrafted ones, come from the hands of citizens of nature and culture, that is, social actors who contribute their natural traits and cultural heritage. All of these toys imprint multicultural characteristics on play, even within the same family. The repertoire of each child or each children’s group, at the same time influenced by what nature and the surroundings offer, is permeated from domestic reality (since fathers, mothers, grandparents and relatives generally come from different sociocultural realities), from the culture of the coexistence group, from the culture disseminated through the media, from universal culture.

Activities are also developed on the importance of water, on responsible consumption, on the benefits of water for living beings, raising awareness among Babies and Very Young Children about water as an essential resource for human life.

In this way, children’s actions must be sensitized from a young age to Objective 6. Ensure the availability and sustainable management of water and sanitation for everyone. Item 6.1 By 2030, achieve universal and equitable access to safe drinking water for all.

As well as Objective 15 of Protecting, recovering and promoting the sustainable

from a young age. Through imagination, the child separates the toys into bins, which symbolically are recyclable waste, the construction of knowledge is taking place.



Picture 06: Make believe game: “Let’s clean the living room”

Source: Emanuelli Renosto

From this perspective, the toy becomes a challenge that stimulates new discoveries, leading it to develop in the imaginative sphere, real-life intentions, it is constituted the intellectual development of babies and very young children.

And so, it becomes easier to work with small themes like “Water Day” (picture 07). Playing is a game, providing the child’s encounter and interaction with the world.



Picture 07: Water day

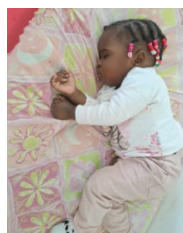
Source: Emanuelli Renosto

Strengthening item 11.4 that says “Strengthen efforts to protect and safeguard the world’s cultural and natural heritage”.

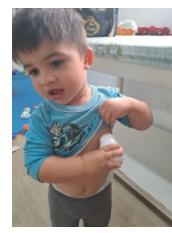
PLAY AND CHILDREN’S LANGUAGE

Relaxation and sleep (picture 08) are also part of caring for babies and very young children. When babies go for long periods without sleeping, they show signs of irritation, lack of appetite, and fall and get hurt more easily. Physiological events, such as the emergence of the first teeth and social events, such as a busy day contribute to lower quality or duration of sleep. The moment of sleep is another rich moment of exchanges between teachers and baby, because when rocking or being close to the baby guiding him to sleep, the teacher can connect with the baby through touch, music, speech, lap.

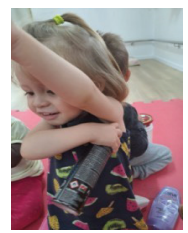
In the activity “playing with scraps”, we have countless possibilities to help the child’s development, in which learning situations arise. Student Théo (picture 09) plays with a rollon deodorant, lifts his t-shirt and rubs it on his body. I asked him: Is it my mother who uses Roll-on deodorant? He replied: No, it’s dad. Observing the child’s action with the object and the conception they have, we realize that through the imaginary and the object in question, their development is enhanced.



Picture 08: Sleep
Source: Emanuelli Renosto



Picture 09 – Make believe game.
Source: Emanuelli Renosto



Picture 10 –Make believe game
Source: Emanuelli Renosto

The main indicator of play among children is the role they assume while playing. When adopting other roles in play, children act in the face of reality, transferring and replacing their everyday actions with the actions and characteristics of the assumed role, using

substitute objects (picture10).

Play promotes children's self-esteem, helping them to progressively overcome their acquisitions in a creative way. Playing thus contributes to the internalization of certain adult models, within different social groups.

I highlight that Goal 5 talks about Achieving gender equality and empowering all women and girls, in its item 5.1 End all forms of discrimination against all women and girls everywhere. It must be encouraged from a small child, as the child develops intellectually through playing, building and rebuilding their understanding of the world, where playing is essential to the child, constituting an aid in child development, in the emotional, intellectual, social and physical aspects.

According to Rojas (2004), "The Cloth Book as a toy, a vehicle for communicability in the construction of children's learning" (p.17). It's a play decorated with fabrics, with noises, with different textures, ribbons, bright, happy colors, united with meanings.

In the activity "Story time" Let's play? First the story... You choose. Then the re-reading, dramatization... And we will sing a song: Butterfly... The whale... The alligator... Among so many... Through storybooks, we work on Objective 14. Conservation and sustainable use of the oceans, seas and marine resources for development sustainable in its item 14.1 which talks about "By 2025, prevent and significantly reduce marine pollution of all types, especially that arising from terrestrial activities, including marine debris and nutrient pollution", as well as Objective 15. Protect, recover and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt the loss of biodiversity in its item 15.1 of "By 2020, ensure conservation, recovery and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular

forests, wetlands, mountains and drylands, in accordance with obligations arising from international agreements".

By valuing the moment of dramatization as shown in pictures 11 and 12. carried out by children from Kindergarten 1, the teacher encourages the development of babies and very young children through expressiveness, expressing symbolically imagined feelings, where she creates and recreates situations, re-signifying and inventing the real world. From this perspective, dramatizations can be carried out using toys and games, stories, stories, music, poetry, films, among others.



Picture 11 –Butterflower

Source: Emanuelli Renosto



Picture 12 – Whale

Source: Emanuelli Renosto



Picture 13: Cloth books

Source: Emanuelli Renosto



Picture 14 – Cloth books

Source: Alessandra Maria Basetti

We must provide moments of listening and reading stories to babies and very young children from a very early age, to discover the pleasure of reading and listening to stories. So, here are pictures 15, 16 and 17 of these moments in the Kindergarten 1 classroom, with babies and very young children, with children's stories about marine environments, working to raise awareness about the ecosystems of these environments.



Picture 33 –
Story telling
Source: Emanuelli
Renosto

Picture 34 –
Story telling
Source: Emanuelli
Renosto

Picture 35–
Story telling
Source: Emanuelli
Renosto

Berrelheim (1980) emphasizes that “For a story to capture a child’s attention, it must entertain him and awaken his curiosity. But to enrich your life, you must stimulate your imagination, help you develop your intellect and make your emotions clear, to be harmonized with your anxieties and aspirations; fully recognize their difficulties and, at the same time, suggest solutions to disturbing problems (p.13).

Children like stories. Using them in the most varied ways is the role of the Early Childhood Education teacher. (OLIVEIRA & SPINDOLA, 2008, p.75).

**EMANUELLI RENOSTO’S
EXPERIENCE AS A RESEARCH
TEACHER ON PLANNING
ACTIVITIES AND ORGANIZING
PEDAGOGICAL PRACTICE IN
EARLY CHILDHOOD EDUCATION
IN THE CITY OF TOLEDO PR**

We can say that Early Childhood Education is a little over a hundred years old in Brazil. The first official Brazilian kindergarten began operating on May 18, 1896, attached to the Escola Normal Caetano de Campos, São Paulo.

The kindergarten was created with the purpose of giving the child the opportunity to develop potentially, through games, games, music, songs, dances, painting, animal husbandry, stories, that is: exploring all the senses of the child (ALMEIDA, ESPÍNDULA, GHIRALDELLO, 2006, p.109).

Advances in the last two decades require quality care in public Early Childhood Education institutions. For Almeida, Espíndula and Ghiraldello (2006), quality service in public Early Childhood Education institutions requires, in addition to investments to improve the infrastructure of establishments and the provision of appropriate teaching materials, specific training and appreciation of professionals who work or will work at this level of education.

From this perspective, Cerisara (2004) emphasizes that, today, Early Childhood Education institutions are considered privileged spaces for coexistence, where opportunities are created for children to experience playful experiences, imaginary, games, interpersonal relationships, coexistence with nature and of reading the world, in an integral and integrated way. Since I started teaching Early Childhood Education in the Municipality of Toledo in 2011, Early Childhood Education has been in a process of constant construction in terms of teaching and child conception. When we are attending college, we do little mandatory internship time in early childhood education and we are unable to see the entire concept of what is happening.

in the classroom.

Farias (2007), asks some questions:

What do we learn in Pedagogy courses to be able to work with children who still don’t speak, don’t walk, don’t yet read or write with letters? (...) how do they build knowledge among themselves? (...) in fact, we have a profession that is being invented: teaching in early childhood education (...) (FARIAS 2007, p.01).

In the past, activity time was not as effective as it is today, it was often just more care, without planning, without an organized space, designed for the children and even the activities were not planned.

The speakers worked on continuing

training for Early Childhood Education, activities aimed at pre-school teachers and their guidance. The activities had to be adapted for the CMEIs, no one brought the already adapted activities. While it was all right to have continued training for early childhood education teachers, it was not effective in practice. Because there were no professionals with the knowledge to carry out the training, there was always the saying “just adapt”.

Currently, much progress has been made as the municipality of Toledo has been working on the Curricular Reference Document for the Toledo Education System for Early Childhood Education.

When we talked about “caring and educating”, we thought a lot about changing, feeding, cleaning the baby, especially changing diapers. However, it goes much further than that, such as mediating conflicts, actions, at all times educating and caring, not detaching themselves, providing children with opportunities for playful, imaginary, game experiences, interpersonal relationships, coexistence with nature and reading of the world, in an integral and integrated way.

A few years ago, we were exploring early childhood education, as nothing practical was happening. And from practice, our perspective changed in relation to our practice in the CMEIs, today we have references, through images, videos, records, “we don’t need to adapt”.

Today, we have reference on the activities to be developed in Early Childhood Education, to create, plan, mediate, provide welcoming environments, stimulation, challenges, among others. From our practice, we see that “caring and teaching” cannot be separated, as it is clear that every day the same environment, the same space, does not allow the child to develop, create, interact with both objects, such as between children, adults, among others.

Regarding the issue, Horn (2004, p.15) states that: “The gaze of an attentive educator is sensitive to all the elements that are placed in a classroom. The way we organize materials and furniture, and the way children and adults occupy this space and how they interact with it reveal a pedagogical conception.

When children’s daily environment is planned, organized, and thought of in their developmental phase, it becomes richer in challenges. Making it important to know which periods your student is in.

Generally, children are not in the same process, at the same stage of cognitive, emotional, behavioral and social development. Therefore, it is important to have a diversity of activities in Early Childhood Education, because at the same time as we work to stimulate a child’s development, there must be other challenging environments for other children who have already overcome that process.

Thinking about child development for children in Kindergarten 1, at the Municipal Center for Early Childhood Education Arlindo de Campos (CMEI) in the city of Toledo Pr, teacher Emanuelli Renosto, who is part of the Professor Researcher Program, accompanied by collaborators and teachers Renata Pereira da Cruz, Alessandra Basseti, Julvana Gonçalves Netto, Loide Favaro Alves and intern Erika Camili Willwoch Canofer, refers to the research carried out during the year 2023, on The Organization of Space in Early Childhood Education and Pedagogical Practice for Babies and Very Young Children: A Stimulating Child Development. Thinking about activities planned daily according to the individual needs of the child development of babies and very young children.

Considering that the Kindergarten 1 morning classes have 12 children and the afternoon classes consist of 18 children enrolled, both classes are made up of a

heterogeneous age group in their phases of socio-emotional, behavioral, cognitive and psychosocial development.

In this way, to achieve Objective 9. Build resilient infrastructures, promote inclusive and sustainable industrialization and foster innovation, in its items:

9.5 Strengthen scientific research, improve the technological capabilities of industrial sectors in all countries, particularly developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per million people and spending public and private in research and development; 9.b Support national technological development, research and innovation in developing countries, including ensuring a conducive political environment for, among other things, industrial diversification and adding value to commodities;

9.c Significantly increase access to information and communication technologies and strive to offer universal and affordable access to the internet in least developed countries by 2020.

For a more effective education, thought was given to organizing the routine and environment for Early Childhood Education, providing opportunities for constant learning for babies and very young children, with planned activities, providing a stimulating, challenging, welcoming environment, strengthening pedagogical action and contributing to the integral development of babies and very young children, through interaction with the environment and with others, allowing autonomy and developing skills fundamental to human formation, such as communication, perseverance, critical thinking, in addition to the capabilities cognitive and motor.

Resolution 02/2017 CNE/CP, which establishes and guides the implementation of

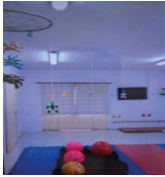
the National Common Curricular Base, when addressing the BNCC in Early Childhood Education, presents six rights of learning and development in Early Childhood Education: coexist, play, participate, explore, express and get to know each other. These rights must be considered and contemplated based on the curricular organization and permeate all pedagogical practices carried out in educational institutions, ensuring that the child is respected as a subject.

Thinking about the space of the Kindergarten 1 classroom, we took into consideration three parts of the room: the floor, the ceiling and the walls, we saw possibilities to guarantee interesting and challenging experiences for babies and very young children, through environments planned as follows in picture 01. Thus, the Kindergarten 1 classroom environment was changing throughout 2023, according to the need to stimulate the integral development of children. Making it necessary to remove the cribs and strollers that occupied the classroom space, planning a safe and stimulating environment for the integral development of babies and very young children.

In this way, what Sustainable Development in Brazil says about physical education facilities in Objective 4 in its item “4.a Build and improve physical facilities for education, appropriate for children and sensitive to disabilities and gender, and that provide environments safe and non-violent, inclusive and effective learning environments for all”.

From this perspective, Maria A. S. Martins, Cândida Bertolini, Marta A. M. Rodriguez and Francisca F. Silva, in the chapter entitled “A nice place for the baby”, published in the work of Rossetti-Ferreira et al, (2007) observe that, normally, the space reserved for babies in most daycare centers is taken up by cribs, leaving little opportunity for little ones to explore the environment and move around safely.

You can see in picture 02 just below, initially the cribs and strollers occupied space in the room, with their removal, the environment began to change, changing, with new perspectives and perceptions of a safe, spacious and stimulating environment for babies and very young children.



Picture 01 –
Challenging places
Source: Emanuelli
Renosto



Picture 02:
Planned place
Source: Emanuelli
Renosto



Picture 03 –
Free games
Source: Julvana
Gonçalves Netto

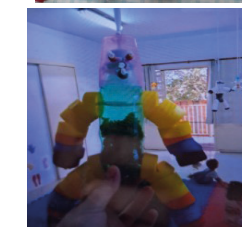
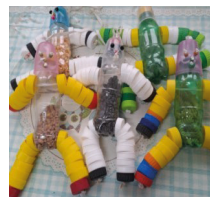
In the same class there are children at different stages of motor development, where some were already walking, others were in the stage of moving around by dragging and crawling with attempts to take their first steps. And other children with resistance to exploring the space, being a heterogeneous class, making it necessary to have environments planned for the different phases, because while the teacher carries out activities to stimulate the motor development of some children to move around, there has to be other environments for the children who have already overcome this phase are exploring. And due to the need to stimulate the development of babies and very young children, teachers realized that this pedagogical environment needed to be modified, changed, with new perspectives.

Innovative environments were planned, where children had to pass under the table, made up of intertwined elastic bands that we called “spider’s web”, through sequences of mats placed in the classroom to work on the children’s balance, with sequences of tire obstacles. As children overcame these obstacles, the classroom environment was reorganized, changed, changing, challenging children with new possibilities. In the “motor

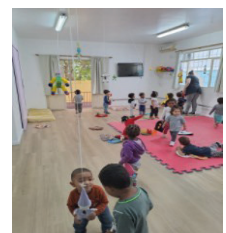
circuit” activity, containing footprints of feet and hands on the floor and walls, it is another possibility of working on motor coordination in early childhood education, because in addition to developing motor skills in children, they provide acceptance, participation and evolution of children in the CMEI environment.

Pedagogical practices were also adopted that involve literature as storytelling that mediates the formation of babies and very young children in all aspects, especially in the formation of their personality, through aesthetic development and critical capacity, guaranteeing them reflection on their values and beliefs, and those of society.

In this environment you will also find toys made with pet bottles, with beans, stones, corn, among others, placed inside the pets so that children can move the toys and hear the noise they make, and work on the sensorimotor part as shown in the picture. 04, these toys were hung with elastic bands from the ceiling of the room, allowing children to handle them (picture 05).



Picture 04: Toys made
with plastic bottles.
Source: Emanuelli Renosto



Picture 05: Interaction.
Source: Emanuelli Renosto

There is no point in selecting objects. Taking into consideration, sensory diversity, if the teacher is not attentive to the way he relates and interacts with children, it is necessary to

consider socio-interactionist engagement related to the CMEI, the classroom, the teacher, the family, to teaching material, issues of learning, affectivity and socialization, physical impairments, development, among others.

Playful experiences enable us educators to mediate, know and better understand the child's development. Being a way of accessing the deepest experiences of babies and very young children, which helps our work to guide innovative pedagogical actions in favor of an increasingly healthier development of children.

Within this context, classes were planned with cardboard boxes of different sizes, made available to babies and very young children, making it possible for us educators to initiate and mediate activities, enabling children to create their own environment to play, where a box cardboard transformed from a building to a train, through "free play" children expressed their creativity, transforming "Playing with Cardboard Boxes" into imaginary toys, stimulating movement and exploration. As it can be seen in picture 21, below.



Picture 06: Cardboard box games

Source: Emanuelli Renosto

Playful games with cardboard boxes (picture 06) expand the possibilities for babies and very young children to exercise autonomy, initiative, interaction between children when the space is organized, allowing them to be freer to observe children interacting, carry out records, mediations, children resolving conflicts between peers and, when necessary, mediation. It also allows the teacher to get involved with a small group of children, with a specific activity.

She suggested I build a building, with some children, while others formed a train to play, others were involved with different objects and different places in the room, as shown in the pictures. In this way, through pretend play we can raise children's awareness of Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable, in item 11.1 that By 2030, guarantee everyone's access to housing safe, adequate and affordable, and basic services and upgrade slums and their surroundings 11.2 By 2030, provide access to safe, accessible, sustainable and affordable transport systems for all, improving road safety through expansion of public transport, with special attention to the needs of people in vulnerable situations, women, children, people with disabilities and the elderly.

Thus, Rossetti – Ferreira (2007), regarding the space for babies, warn that "they must always be attractive and stimulating for babies. Therefore, they must be observed, evaluated and changed by educators as they develop and become interested in new things" (p.148).

Still on spaces for babies, I agree with educators Rossetti and Ferreira (2007), who also bring some suggestions for us to think about spaces for babies.

According to the authors, from observing their own practice, they realized that:

[...] There is a good way to organize the nursery, organizing it with mattresses, hollow boxes, low furniture, which allows

the educator to observe all the movement in the room and the baby as well. This way, the baby can calmly go in search of an object that has aroused his curiosity, as he sees that the educator is still in the room. This allows him to interact more with other babies. The educator is then available to those who are demanding their attention at that moment. (ROSSETTI-FERREIRA, 2007, p. 147).

In this context, we must make some reflections on “Playing and Interacting” in Early Childhood Education. As long as Early Childhood Education teachers believe that “Play and Interact” involves spreading toys and objects on the carpet in the room and remaining as “spectators”, we will continue to dishonor our professional competence, not reflecting on our pedagogical practice and authorship.

One of the greatest resources to make available to babies and very young children is the teacher himself, who has a lot to do with the conception of how the teacher understands playful play, with planned and mediated activities, because if he does not know how to mediate, participate by engaging for babies and very young children with resources or not, there is no point in just making toys and objects available.

Continuing, we carried out the activity “The visit of the Turtle and the Tortoise”. Through our innovative pedagogical practice, we carry out the “Peace Group” activity, referring to picture 07, stimulating children’s learning in an atmosphere of peace and not – violence against animals and we extend it by relating with our classmates, that “our hands are for caring for a friend”, enhancing learning, with a view to sensitizing children to attitudes of awareness, cooperation, communication and solidarity. Thus, SDG Goal 4.7 highlights that “By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including, among others, through education for sustainable

development and sustainable lifestyles, human rights, gender equality, promoting a culture of peace and non-violence, global citizenship and valuing cultural diversity and the contribution of culture to sustainable development”



Picture 07: Peace group
Source: Emanuelli Renosto



Picture 08: Peace group
Source: Emanuelli Renosto



Picture 09: Bottle cap toys
Source: Emanuelli Renosto



Picture 10: Peace group
Source: Emanuelli Renosto

On that day, turtle souvenirs were also made with pet bottle caps, referenced in picture 09.

About Professionalism and responsibility for the development of children at Cmei

Sacristán (1995) understands teaching professionalism as “[...] the affirmation of what is specific in teaching action, that is, behaviors, knowledge, attitudes and values that constitute the specificity of being a teacher” (p.65).

Among the professional qualifications that make an early childhood educator a quality professional, neither motherhood nor maternal feelings are included. These attributes even exclude the possibility of men accessing work in children’s schools, while

their participation is essential and must be encouraged (Bandeira & Freire, 2006, p.60).

Thus, the SDG Objective in its item 4.c provides that “By 2030, substantially increase the number of qualified teachers, including through international cooperation for teacher training, in developing countries, especially less developed and small countries island developing states”.

Within this context, the curriculum is one of the instruments we educators have to guide our actions and according to the BNCC for Early Childhood Education, the age groups serve children from zero to 5 years and 11 months. Therefore, to define the appropriate learning objectives for each age group of children, the Base is divided into three age groups:

- Babies (zero to 1 year and 6 months);
- Very young children (1 year and 7 months to 3 years and 11 months);
- Young children (4 years to 5 years and 11 months).

According to the Base in Early Childhood Education, interactions and games are structuring axes of pedagogical practices, both interactions and games are present in activities with children. Based on this, the Base stipulates six learning and development rights, which are: Coexist; To play; To participate; To explore; Express yourself; Get to know yourself.

To ensure the six rights listed above, the BNCC is structured into five fields of experience so that babies and very young children can learn and develop. Thus, learning rights are covered within each of the Fields of Experience, which are:

- The Self, The Other and We: Social Skills, Autonomy and Identity;
- Body, Gestures and Movements: Body Skills;
- Listening, Speaking, Thinking and

Imagination: Field of Orality and Literacy;

- Traces, Sounds, Colors and Shapes: Musical Expression and Dance, Expression in Visual Arts, Expression in Pretend Play, sounds, shapes and imagination;

- Spaces, we have, Quantities, Relations and Transformations: Knowledge of the world: nature, science and mathematics.

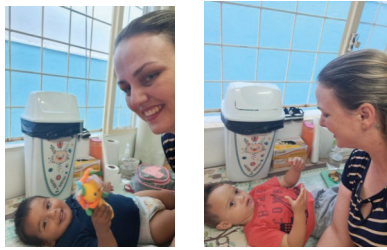
Our responsibility is to understand why and why we should pay attention to the child’s cognitive, motor, social and emotional evolution and for this it is necessary to understand child development.

DIRECT EMOTIONAL COMMUNICATION

Social interactions and emotional development are fundamental. The child learns to express emotions, establish emotional bonds and interact with other people. She begins to develop empathy, recognize feelings and share experiences.

Therefore, Direct Emotional communication is a fundamental moment for healthy child development to occur. It is during the first months of life that children rely heavily on emotional communication from adults to understand and regulate their own emotions.

It can be seen that Objective 6 says “Ensure the availability and sustainable management of water and sanitation for all” in its item 6.2 which projects that “By 2030, achieve access to adequate and equitable sanitation and hygiene for all, and end with open defecation, with special attention to the needs of women and girls and those in vulnerable situations”, should be worked on from early childhood in moments of face-to-face communication, raising awareness.



Picture 11: Direct Emotional Communication

Source: Emanuelli Renosto

In the first months of life, children depend on adult actions to ensure that their basic survival needs are met. During this period, intense development and learning occurs, as babies are learning to have their needs met through crying and, later, to communicate with laughter, crying, babbling, facial and body expressions.

For Facci, Leonardo & Franco (2023), the first year of life, the baby's communication happens through the mediation of the teacher, naming objects, situations, emotions, calling the baby by name, using an expressive voice, doing what we call communication direct emotional.

FOOD AND NUTRITION EDUCATION AND HOW ARE THESE MOMENTS ORGANIZED AT CMEI?

The menus are prepared by the nutritionist from the Toledo Municipal Department of Education to meet all the children's needs. Special menus are offered for people with diabetes, celiac disease, lactose intolerance, vegetarians, among others.

According to Passos (2007), for the child's physical and psychosocial development process to occur satisfactorily, it is necessary to ensure a balanced diet, that is, with foods that meet their basic nutrient needs (carbohydrates, proteins, lipids, vitamins, minerals). and water).

Meals are balanced and diversified,

including products from family farming, to meet the nutritional needs of students. Eating habits are respected within the parameters of federal legislation, law number, 11,947.

From this perspective, Goal 2 of the SDG says: End hunger, achieve food security and improved nutrition and promote sustainable agriculture in its item 2.3 provides that "By 2030, double agricultural productivity and the income of small food producers, particularly women, indigenous peoples, family farmers, pastoralists and fishermen, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-agricultural employment".

Within this perspective, moments of healthy eating, with the Children's children, follow the pictures below:



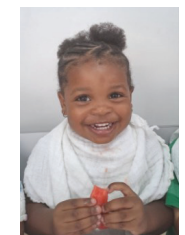
Picture 12: Shanhe
Source: Emanuelli Renosto



Picture 13: Matheu
Source: Emanuelli Renosto



Picture 14: Hadasa
Source: Emanuelli Renosto



Picture 15: Ani Mariana
Source: Emanuelli Renosto

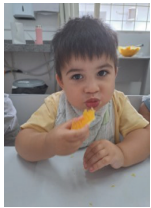


Picture 16: Benjamin
Source: Emanuelli Renosto



Picture 17: Natã
Source: Emanuelli Renosto

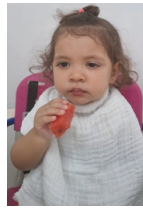
In this sense, CMEIs make an important contribution by providing a balanced diet that meets the nutritional needs of the children under their responsibility, but also by educating them so that, knowing the importance of a good diet for their health, they acquire eating habits healthy since childhood. Here are some more pictures relating to meal times at CMEIs:



Picture 18: Théo
Source: Emanuelli Renosto



Picture 19: Jhon
Source: Emanuelli Renosto



Picture 20: Helena
Source: Emanuelli Renosto



Picture 21:
Thessica
Source: Emanuelli Renosto



Picture 22:
Alimentaçon
Source: Emanuelli Renosto



Picture 23:
Feeding
Source: Emanuelli Renosto

The National School Food Program (PNAE) values the provision of healthy foods. Recently, in 2020, a new resolution emerged in this legislation that further limited the supply of sugars and banned ultra-processed products in school meals, including guaranteeing the mandatory and frequent supply of micronutrients important for learning and that Brazilian children have shown deficiencies, such as iron and vitamin A.

2.1 By 2030, end hunger and ensure access for all people, in particular the poor and people in vulnerable situations, including children, to safe, nutritious and sufficient food throughout the year

2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, internationally

agreed targets on stunting and wasting in children under five years of age, and meeting the nutritional needs of adolescents, pregnant and lactating women and older people.

As stated above, it is clear that, without adequate nutrition in quantity and quality, it is impossible to guarantee adequate growth and development for children.

The theme of good nutrition permeates the daily lives of CMEIs during meal times and also the curricular components. Some children still breastfeed, there are lactations and breastfeeding corners in the CMEIs. Mothers can use the space or leave breast milk to feed their baby.

Regarding the introduction of solid foods into the baby's diet, research and guidance in the area of childcare indicate that the practice of good eating habits in the first thousand days of life (gestation and the first two years) is the basis of future good nutrition and healthy life. More than that, it matters not only what you eat, but the relationship that is established at that moment (BRAZIL, 2018).

From this perspective, Passos (2007) is based on the RCNEI on the relationship between food and care and education.

“The act of eating aims, in addition to providing nutrients to maintain life and health, to provide comfort by satisfying hunger, pleasure by stimulating the palate and contributes to socialization by covering it with rituals. Furthermore, it is a source of countless learning opportunities” (RCNEI, 1998, p.55).



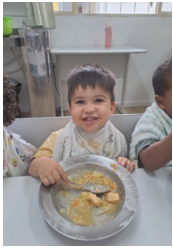
Picture 24: Luiz
Source: Emanuelli Renosto



Picture 25: Elaine
Source: Emanuelli Renosto



Picture 26: Ani Mariana
Source: Emanuelli Renosto



Picture 27: Théo
Source: Emanuelli Renosto



Picture 28:
Antonela
and Maria
Source: Emanuelli Renosto



Picture 29:
Lorenzo
Source: Emanuelli Renosto

Within this context, awareness-raising activities are often carried out with children regarding the Sustainable Development Goals (SDGs).

From this perspective, SDG 4 says: Quality education. Learning begins before birth. So much so that studies show that actions in favor of early childhood development are the basis for children to be able to learn, have academic success and lead a productive life.

According to Pia Britto (2023), head of Early Childhood Development at Unicef, emphasizes that the focus of SDG 3: Health and well-being is:

“To ensure a healthy life for society as a whole, it is worth remembering that the sooner you invest in the baby or child, the more the chance of them developing cardiovascular and non-communicable diseases throughout their lives is reduced. Therefore, it is important to point out how fundamental health actions and programs carried out early in life are to ensure the child’s well-being and avoid problems in the future. To this end, highlight, through examples or studies, the importance of detecting diseases/disorders early and that children are assisted by multidisciplinary teams (doctor, psychologist, social worker, teacher, etc.)”.

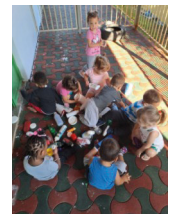
However, even though the SDGs do not directly mention children under 6 years of age, it is important to highlight that they are all relevant to the development and future of

children, especially in the protection of their rights. The UN agency states that the SDGs “are a historic opportunity to improve the rights and well-being of every child, especially the most disadvantaged” and makes it clear that without fair opportunities for girls and boys there is no sustainable development (PIA BRITTO, 2023, p.01).

Thus, item 12.5 says that “By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse” and in item 12.8 “By 2030, ensure that people, everywhere, have relevant information and awareness for sustainable development and lifestyles in harmony with nature”. Thus, the reuse of materials in early childhood education is used to play, learning through scraps and using tires to stimulate the development of gross motor coordination, as can be seen in the following pictures:



Picture 30: Scrap games
Source: Emanuelli Renosto



Picture 31: Games
in the solarium
Source: Emanuelli Renosto



Picture 32: Organize
the objects
Source: Emanuelli Renosto



Picture 33: Playing
with tires
Source: Emanuelli Renosto

From this perspective, the SDG can and should start in Early Childhood Education. Thus, in its Objective 13 it says “Take urgent measures to combat climate change and its impacts” in its item 13.3 Improve education, increase awareness and human

and institutional capacity on mitigation, adaptation, impact reduction and early warning of climate change climate

In its Objective 4. Ensure inclusive, equitable and quality education, and promote lifelong learning opportunities for all in its item 4.1 which states that “By 2030, ensure that all girls and boys complete primary education and free, equitable and quality secondary education that leads to relevant and effective learning outcomes” and in its item 4.2 “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education -school, so that they are ready for primary education”.

Inclusive education must begin in early childhood education, as we see in LDBEN (9,394/96):

“Article 29°. Early childhood education, the first stage of basic education, aims at the integral development of children up to six years of age, in their physical, psychological, intellectual and social aspects, complementing the action of the family and the community.”

With the creation of the Child and Adolescent Statute (Law 8,069/90), the importance of education in the formation of man became even more evident. According to the statute, children and adolescents have the full right to education for their full development in order to form for the world of work and citizenship.

FINAL CONSIDERATIONS

The objective of this article was to present the importance of playing for child development. It appears that playing is a means of acquiring learning in a spontaneous and pleasurable way, favoring the understanding of reality, the construction of identity and the discovery of the world around one.

Play should not be considered as a simple distracting activity for a child, as it plays a

huge role in a person's life, it challenges the child to develop, promotes socialization and the discovery of everything that is around them. It seems clear that in the educational context for children, playful activities are more efficient when the aim is to optimize the learning process.

Playfulness is significant for children, as it allows them to know, understand, build their knowledge and become citizens of this world, being able to exercise their citizenship with dignity and competence. It also contributes to the formation of autonomous citizens, capable of thinking on their own, knowing how to solve problems and understanding a world that requires different knowledge and skills.

It is by seeking new ways of teaching through innovative pedagogical practices, engaging teachers and students whether or not they use technology through a commitment to education, that we will achieve quality education that can truly meet the child's interests and needs.

It is worth highlighting that you need to know how to enter the child's world, their dream, their game and, from there, play with them. The more playful space we provide, the more joyful, spontaneous, creative, autonomous and affective it will be.

We propose that early childhood educators transform playing into pedagogical work so that they experience, as mediators, the true meaning of learning with desire and pleasure.

It is necessary for the teacher to assume the role of creator of a curriculum that privileges the learning conditions that playfulness contains in its various domains, affective, social, perceptual, motor and cognitive, boldly explaining it as a goal of the educational institution.

If you have read this work so far, it is because engagement occurred through emotional involvement, enhanced with a common purpose: through a connection between an

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