



CHILDREN AND ADOLESCENTS AND THE CHALLENGES OF EDUCATING DURING THE PANDEMIC

AS CRIANÇAS E ADOLESCENTES E OS DESAFIOS DE EDUCAR NA PANDEMIA

NIÑOS Y ADOLESCENTES Y LOS RETOS DE LA EDUCACIÓN EN LA PANDEMIA

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ABSTRACT: The current reality of Brazilian education is a reflection of management decision-making at the national level. Many are the obstacles that beset children and young people in Brazil, including socioeconomic, political, cultural, and educational issues. Based on the above, this work is delimited from a qualitative bibliographic review, of the descriptive type. The objective is to analyze and discuss the impacts on children and adolescents resulting from the lack of coexistence and a school routine. Secondly, it aims to reflect on the importance of a look at the education and health of children and adolescents in times of social isolation. The results point to 25 selected articles that showed in their discussions the chances of Brazil to acquire knowledge and minimize the effects to the period of school closure. Finally, it is expected that the study can give greater visibility to the problem, since by sharing knowledge, it contributes to the improvement of the educator facing the current educational scenario.

KEYWORDS: Education. Inequality. Pandemic COVID-19. Occupational therapy.

RESUMO: *A atual realidade da educação brasileira é reflexo de tomadas de decisão na gestão a nível nacional. Muitos são os percalços que assolam crianças e jovens no Brasil, incluindo questões de ordem socioeconômica, política, cultural e educacional. A partir do exposto, esse trabalho delimita-se a partir de uma revisão bibliográfica qualitativa, do tipo descritiva. O objetivo é analisar e discutir os impactos em crianças e adolescentes decorrentes da falta da convivência e uma rotina escolar. Secundariamente, visa refletir a importância de um olhar para a educação e a saúde das crianças e adolescentes em tempos de isolamento social. Os resultados apontam para 25 artigos selecionados que mostraram em suas discussões as chances do Brasil em adquirir conhecimento e minimizar os efeitos ao período de fechamento das escolas. Por fim, espera-se que o estudo possa dar maior visibilidade ao problema, uma vez que ao serem partilhados os conhecimentos, contribui-se para o aperfeiçoamento do educador frente ao atual cenário educacional.*

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PALAVRA-CHAVE: Educação. Desigualdade. Pandemia COVID-19. Terapia ocupacional.

RESUMEN: La realidad actual de la educación brasileña es un reflejo de la toma de decisiones de gestión a nivel nacional. Son muchos los contratiempos que aquejan a los niños y jóvenes de Brasil, incluyendo cuestiones de orden socioeconómico, político, cultural y educativo. Con base en lo anterior, este trabajo se delimita de una revisión bibliográfica cualitativa, de tipo descriptivo. El objetivo es analizar y discutir los impactos en los niños y adolescentes derivados de la falta de convivencia y rutina escolar. En segundo lugar, pretende reflejar la importancia de una mirada a la educación y la salud de los niños y adolescentes en tiempos de aislamiento social. Los resultados apuntan a 25 artículos seleccionados que mostraron en sus discusiones las posibilidades de Brasil para adquirir conocimientos y minimizar los efectos al período de cierre de las escuelas. Finalmente, se espera que el estudio pueda dar mayor visibilidad al problema, ya que al compartir el conocimiento, se contribuye a la mejora del educador frente al escenario educativo actual.

PALABRAS CHAVE: Educación. Desigualdade. Pandemia COVID-19. Terapia ocupacional.

Introduction

The cinematic work *Harry Potter and the Deathly Hallows: Part I* (2010) begins through the pronouncement of the Minister of Magic Rufo Scrimgeour (Bill Nighy). In an emphatic speech, the Minister says: "These are dark times, there is no denying it. Our world has never faced a greater threat than the one it faces today [...]". This speech reflects the current condition we are witnessing, amidst the economic, social, and health crisis deepened by the pandemic of the new COVID-19 (BRAATZ; WICKERT; KRAMER, 2021). Although the excerpt refers to a fictional scenario, the reality is not far removed from the portrayals of the art world. Thus, we are left with the challenge of facing the abrupt changes and the adherence to new habits, such as: social isolation, *lock-down*, use of face masks, alcohol for constant disinfection of hands, environments, and objects (SANTOS; CARDOSO, 2021).

According to Ferraz, Ferreira and Ferraz (2021), it is no longer consumerism that integrates the faults of our time, since we are instigated only to spend what is necessary, to relate with the closest family members and to see our home as a place of leisure, work, education and a refuge of protection and permanent coexistence. Complemented by





Loiola, Diab, and Grullon (2021), in addition to the challenges pointed out above, we cannot disregard the damage caused to education worldwide, particularly in Brazil.

Also, according to the authors, under great pressure the educational community is, due to the immediate and unannounced closure of educational institutions from primary to university, complete paralysis of classroom teaching, cuts in the portfolio of the Ministry of Education - MEC, the discredit to teaching professionals and the numerous attacks on educational and research institutions. In addition, family members are exercising their professional activities and having to shoulder the education of their children at home (FERRAZ; FERREIRA; FERRAZ, 2021).

Mattjie (2020) enunciates that even before the COVID-19 pandemic, Brazilian education was already facing numerous obstacles. With the closing of schools, it would be no wonder that a huge impact would occur. Parents, teachers, educational institutions, and students are experiencing a great challenge.

Complementing what has been discussed, Guerra (2019) points out that according to social media we have witnessed significant changes, such as the fact that teachers have become *youtubers*, parents have become teachers, and some schools still think of only accounting for a content that often is not reverted to the reality of children and their families.

Also, according to the author cited above, there are also children who have learning disabilities, are target audience of Special Education, among other difficulties that, if before, in person, there were already obstacles to inclusion, currently it is very difficult to follow the teaching and learning in the online mode. There are other problems, such as the lack of access to the internet or digital technologies, like computers, tablets, or cell phones. The same goes for teachers who don't have these technologies, or don't feel qualified to use them.

Considering the above, the present article had the following question: What will become of our children and adolescents?

Based on this, the objective is to analyze and discuss the impacts on children and adolescents of the lack of social interaction and school routine. As a secondary objective, the work aims to reflect on the importance of a look at the education and health of children and adolescents in times of social isolation.



Methods

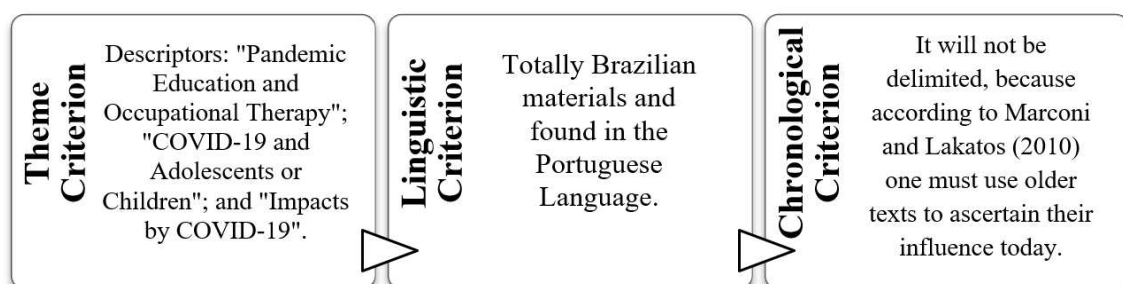
From the methodological point of view, this is a bibliographic review research, qualitative, of descriptive type. For Lakatos and Marconi (2001, p. 183, our translation), bibliographical research "[...] encompasses all bibliography already made public in relation to the subject studied [...] its purpose is to put the researcher in direct contact with everything that has been written, said or filmed on a given subject".

The qualitative approach, according to Triviños (1987 apud OLIVEIRA, 2011), seeks to work the data seeking their meaning, based on the perception of the phenomenon within its context. Also, according to the author, the descriptive study aims to describe "accurately" the facts and phenomena of a given reality.

To compose the theoretical framework, virtual environments were used in the following databases: *Brazilian Digital Library of Theses and Dissertations - BDTD*; *Google Scholar*; *Network of Scientific Journals of Latin America and the Caribbean, Spain and Portugal - Redalyc* and *Scientific Electronic Library Online - SCIELO*.

For the selection of the materials, we used as criteria authors that deal directly or correlate on the education of children and adolescents during the pandemic, and the materials were divided into three criteria, as shown in **Figure 1** below:

Figure 1 – Criteria



Source: Prepared by the authors

The analysis of the collected data was performed from the content analysis technique adapted from Bardin (1979), having the following analysis steps: (a) exhaustive reading of the articles aiming at a global understanding of their authors; (b) identification and classification of the central ideas of each article; (c) comparison and classification in which the authors' discussions revolved, and; (d) writing the interpretative syntheses of each theme.



Results

They consisted of two stages of analysis of the results, the first stage being the literature survey, in which a total of 353,785 results were obtained from the following key words used:

- Descriptor, "*Education, Pandemic and Occupational Therapy*". About 40,100 results in Scholar Google, 4,585 for Redalyc, 226 from BDTD and only 17 in SCIELO;
- Descriptor, "*Impacts by COVID-19*". 22,100 results in Scholar Google, 11 in BDTD, 06 in SCIELO and only 02 from Redalyc;
- Descriptor, "*COVID-19 and children/adolescents*". 22.00 results in Scholar Google, 03 in SCIELO and zero in Redalyc and BDTD.

The result was a total of 44 articles, of which 23 were published in Scholar Google, 09 in SCIELO, 10 in Redalyc, and only 02 in BDTD. These are presented in **Table 1**:

Table 1 – Articles Identification

Scholar Google

- **ALGUNS APONTAMENTOS PARA UMA CRÍTICA DA EDUCAÇÃO A DISTÂNCIA (EAD) NA EDUCAÇÃO BRASILEIRA EM TEMPOS DE PAN-DEMIA**
(2020) Astrogildo Luiz de França FILHO; Charles da França ANTUNES; Marcos Antônio Campos COUTO
- **AULA EM CASA: EDUCAÇÃO, TECNOLOGIAS DIGITAIS E PANDEMIA COVID-19**
(2020) Camila Lima Santana e SANTANA; Kathia Marise Borges SALES
- **A ORGANIZAÇÃO DA SALA DE RECURSOS MULTIFUNCIONAIS EM ESCOLAS PÚBLICAS: ESPAÇO, TEMPO E ATENDIMENTO ESCOLAR**
(2015) Ivanilde Apoluceno de OLIVEIRA; Kátia do Socorro Carvalho LIMA; Tânia Regina Lobato dos SANTOS
- **ATUAÇÃO DO GESTOR ESCOLAR E OS DESAFIOS ENFRENTADOS NO AMBIENTE EDUCACIONAL**
(2020) Mônica Ferreira da Silva DANTAS
- **COVID 19 E EDUCAÇÃO: RESISTÊNCIAS, DESAFIOS E (IM) POSSIBILIDADES**
(2020) Andreia Cristina Freitas BARRETO; Daniele Santos ROCHA
- **DESAFIOS DA EDUCAÇÃO INFANTO-JUVENIL: OS EFEITOS DA COVID-19**
(2021) Aparecido Renan VICENTE; Paola Alves Martins dos SANTOS; Andreza Marques de Castro LEÃO; Diene Monique CARLO
- **EDUCAÇÃO E COVID-19: AS TECNOLOGIAS DIGITAIS MEDIANDO A APRENDIZAGEM EM TEMPOS DE PANDEMIA**
(2020) Verissimo Barros dos Santos JUNIOR; Jean Carlos da Silva MONTEIRO
- **EDUCAÇÃO ESCOLAR E PANDEMIA**
(2020) Carlos Roberto Jamil CURY
- **EDUCAÇÃO E INFÂNCIA: PANDEMIA, TECNOLOGIAS E O DISTANCIAMENTO DAS CRIANÇAS**
(2021) Maria Walburga dos SANTOS; Marilete Calegari CARDOSO
- **FAMÍLIAS E ESCOLA EM TEMPOS DE PANDEMIA: FACES DAS DESIGUALDADES EDUCACIONAIS EM POSTAGENS DO FACEBOOK**
(2020) Edna MARTINS
- **GANHOS E PERDAS NO APRENDIZADO PELA SUSPENSÃO DAS AULAS DEVIDO A PANDEMIA DO COVID-19**
(2020) SANTOS Valdeleia Batista dos; ALMEIDA, Giovanna Cecília de Melo; ALBUQUERQUE Camila Morais de, *et al.*
- **LEVANTAMENTO DAS RECOMENDAÇÕES PARA A VOLTA ÀS AULAS EM TEMPOS DA COVID-19**
(2020) Luis Claudio KUBOTA
- **IMPACTO EMOCIONAL IMEDIATO DO COVID-19 EM CRIANÇAS E ADOLESCENTES E SUAS FAMÍLIAS**
(2020) Paulo ALMEIDA; Victor VIANA; Margarida TAVARES; *et al.*
- **ISOLAMENTO SOCIAL: CONSEQUÊNCIAS FÍSICAS E MENTAIS DA INATIVIDADE FÍSICA EM CRIANÇAS E ADOLESCENTES**
(2020) Públio Gomes Florêncio JÚNIOR; Rone PAIANO; André dos Santos COSTA
- **O OLHAR DAS CRIANÇAS/ADOLESCENTES SOBRE A PANDEMIA COVID-19 E A PSICOLOGIA**
(2020) Alcobia, I.; Claro, C.; Lapa Esteves, M.
- **OS EFEITOS DA PANDEMIA DE COVID-19 NA SAÚDE MENTAL DAS CRIANÇAS**
(2020) Joyce Luzia Chaves DUTRA; Natália Cristina Correa CARVALHO; Thamires Aparecida Rodrigues SARAIVA
- **PANDEMIA DE COVID-19: GUIA PRÁTICO PARA PROMOÇÃO DA SAÚDE MENTAL DE CRIANÇAS E ADOLESCENTES**
(2020) Roberto Santoro ALMEIDA; Adriana Rocha BRITO; Ana Sílvia Mendonça ALVES; *et al.*
- **PROJETOS NO MUNDO PÓS-PANDEMIA SERÃO NECESSÁRIOS? REVISITANDO CONCEITOS E CONCEPÇÕES EXISTENTES NO CAMPO EDUCACIONAL**
(2020) Mauricio Aires VIEIRA; Rafael Silveira da MOTA; Marilice CORTES
- **PROTEÇÃO DE CRIANÇAS E ADOLESCENTES NO CONTEXTO DA PANDEMIA DA COVID-19: CONSEQUÊNCIAS E MEDIDAS NECESSÁRIAS PARA O ENFRENTAMENTO**
(2020) Enid Rocha Andrade da SILVA; Valéria Rezende de OLIVEIRA
- **REFLEXÕES SOBRE AS POSSÍVEIS CONTRIBUIÇÕES DA TERAPIA OCUPACIONAL NOS PROCESSOS DE INCLUSÃO ESCOLAR**
(2003) Eucenir Fredini ROCHA; Angélica LUIZ; Maria Aparecida Ramirez ZULIAN
- **RETORNO ÀS AULAS PRESENCIAIS NO SISTEMA EDUCACIONAL DO ESTADO DO PARÁ-BRASIL: OBSTÁCULOS E DESAFIOS DURANTE A EPIDEMIA DE COVID-19(SARS-COV-2)**



- (2020) Gustavo Nogueira DIAS; Gilberto Emanuel Reis VOGADO; Wagner Davy Lucas BARRETO; *et. al*
- **TERAPIA OCUPACIONAL, COTIDIANO E PANDEMIA COVID-19: INQUIETAÇÕES ACERCA DO OCUPAR O TEMPO-ESPAÇO**
(2020) Derivan Brito da SILVA
- **TERAPIA OCUPACIONAL SOCIAL: REFLEXÕES E POSSIBILIDADES DE ATUAÇÃO DURANTE A PANDEMIA DA COVID-19**
(2020) Beatriz Prado PEREIRA, Carla Regina Silva SOARES, Débora GALVANI, *et al.*

SCIELO

- **A COVID-19 E A VOLTA ÀS AULAS: OUVINDO AS EVIDÊNCIAS**
(2020) João Batista Araujo e OLIVEIRA; Matheus GOMES; Thais BARCELLOS
- **AS CARACTERÍSTICAS INTRIGANTES DA COVID-19 EM CRIANÇAS E SEU IMPACTO NA PANDEMIA**
(2020) Marco Aurélio Palazzi SAFADI
- **ADOLESCER EM MEIO À PANDEMIA DE COVID-19: UM OLHAR DA TEORIA DO AMADURECIMENTO DE WINNICOTT**
(2021) Luiza Cesar Riani COSTA; Marília GONÇALVES; Fabiano Henrique Oliveira SABINO; *et al.*
- **DISTANCIAMENTO E ISOLAMENTO SOCIAIS PELA COVID-19 NO BRASIL: IMPACTOS NA SAÚDE MENTAL**
(2020) Rossano Cabral LIMA
- **GESTÃO ESCOLAR NA EDUCAÇÃO BÁSICA: CONSTRUÇÕES E ESTRATÉGIAS FRENTE AOS DESAFIOS PROFISSIONAIS**
(2018) Jussara Bueno de Queiroz PASCHOALINO
- **O PESADELO MACABRO DA COVID-19 NO BRASIL: ENTRE NEGACIONISMOS E DESVARIOS**
(2020) Gastão Wagner de Sousa CAMPOS
- **O USO INTENSIVO DA INTERNET POR CRIANÇAS E ADOLESCENTES NO CONTEXTO DA COVID-19 E OS RISCOS PARA VIOLÊNCIAS AUTOINFLINGIDAS**
(2020) Suely Ferreira DESLANDES; Tiago COUTINHO
- **TERAPIA OCUPACIONAL EM TEMPOS DE PANDEMIA: SEGURIDADE SOCIAL E GARANTIAS DE UM COTIDIANO POSSÍVEL PARA TODOS**
(2020) Ana Paula Serrata MALFITANO; Daniel Marinho Cezar da CRUZ; Roseli Esquerdo LOPES
- **TERAPIA OCUPACIONAL E EDUCAÇÃO: AS PROPOSIÇÕES DE TERAPEUTAS OCUPACIONAIS NA E PARA A ESCOLA NO BRASIL**
(2020) Beatriz Prado PEREIRA; Patrícia Leme de Oliveira BORBA; Roseli Esquerdo LOPES

Redalyc

- **A EDUCAÇÃO E A COVID-19**
(2020) Érika DIAS; Fátima Cunha Ferreira PINTO
- **AINDA TEMPOS ESTRANHOS**
(2020) Sonia Martins de Almeida NOGUEIRA
- **CONVIVÊNCIA VIRTUALIZADA ENTRE ESCOLA E LAR EM TEMPOS DE PANDEMIA: UMA REFLEXÃO SÓCIO-EDUCATIVA**
(2020) Pablo Nahuel di NAPOLI
- **CORONAVÍRUS E DESIGUALDADES EDUCACIONAIS: REPOSICIONANDO O DEBATE**
(2020) Diego dos Santos REIS
- **ENSINO A DISTÂNCIA, DIFICULDADES PRESENCIAS: PERSPECTIVAS EM TEMPOS DE COVID-19**
(2020) Thais Janaina WENCZENOVICZ
- **ENSINO REMOTO PARA ALUNOS SURDOS EM TEMPOS DE PANDEMIA**
(2020) Elsa Midori SHIMAZAKI; Renilson José Menegassi; Dinéia Ghizzo Neto Fellini
- **OPORTUNIDADES DE APRENDIZAGEM COM APOIO DA COMUNICAÇÃO AUMENTATIVA E ALTERNATIVA EM TEMPOS DE COVID-19**
(2020) Renata BONOTTO; Ygor CORRÊA; Eduardo CARDOSO; *et al.*
- **PARAR PANDEMICO; EDUCAÇÃO E VIDA**
(2020) Paola ZORDAN; Verônica Domingues ALMEIDA
- **PROFESSORES EM TEMPOS DE PANDEMIA: TECENDO E RE-TECENDO CONHECIMENTO DA PROFISSÃO**
(2020) Analia ERROBIDART; Maria Fabiana CARUSO; Maria Eugenia GAITE
- **TEMPOS DA ESCOLA EM TEMPO DE PANDEMIA E NECROPOLÍTICA**
(2020) Walter Omar KOHAN

BDTD

- **ENSINO REMOTO NA PANDEMIA: URGÊNCIAS E EXPRESSÕES CURRICULARES DA CULTURA DIGITAL**
(2020) Carolina Gil Santos WOLFF
- **PROGRAMA SAÚDE NA ESCOLA (PSE) E OS DESAFIOS DA INCLUSÃO**
(2020) Shearley Lima TEIXEIRA

Source: Prepared by the authors

In the second step, an exhaustive reading (of the titles, abstracts, objectives, and results) was performed using content analysis; it was noted upon re-reading that certain publications did not meet the criteria, leaving 25 selected articles that have relevant content for this research.





Discussion

Teaching and Learning with Pandemic COVID-19

The world goes through transitions and so does education, but Aguiar (2020) says that teaching does not change overnight, the pandemic has been proving this daily with the challenges that arise. Nhantumbo (2020) complements in this sense, that *online* platforms are not that easy to work with.

Chart 1 – Inequalities in remote education

Article	Goal
[3] Alguns apontamentos para uma crítica da educação a distância (EaD) da educação brasileira em tempos de pandemia	Present a basic framework that articulates three fundamental elements of this process.
[7] Convivência virtualizada entre escola e lar em tempos de pandemia: Uma reflexão sócio-educativa	To think in these times about the reconfiguration of the space-time coexistence between school and home based on three aspects: school temporality, school format, and contexts of educational inequality.
[8] Coronavírus e desigualdades educacionais: Reposicionando o debate	It intends to address both the strategies adopted by educational institutions, with the predominance of technological mediations and the use of digital tools, and the challenges of educating democratically in the current context.
[9] COVID-19 e educação: Resistências, desafios e (im)possibilidades	Weaving reflections on the impacts and challenges of COVID-19 in education.
[11] Educação e infância: pandemia, tecnologias e o distanciamento das crianças	To present the tensions arising from the debate around the so-called distance education in early childhood education.
[12] Ensino a distância, dificuldades presenciais: Perspectivas em tempos de COVID-19	Analyze the difficulties imposed to the accomplishment of the teaching-learning process due to the impositions of the pandemic affecting the Human Right to Education.
[13] Famílias e escola em tempos de pandemia: Faces das desigualdades educacionais em postagens do Facebook.	To analyze the social discourses regarding the impacts of the pandemic on the field of education from the images of a "viralized" <i>post</i> and the comments generated on the social network <i>Facebook</i> on the subject.

Source: Prepared by the authors

The author of the article [12] chose to give voice to one of the most significant links in education, having interviewed 10 educators, five from public schools and five from private schools. Such experiences indicated that in times of pandemic, teaching-learning is surrounded by doubts and not by certainties: despite the viable communication with students, the virtual requires a high and structural commitment, as well as the teachers' health.

These aspects have triggered problems, such as: invasion to privacy in the lives of teachers; stress in the preparation and organization of classes (something that would last 50 to 60 minutes, has changed into 04 or 05 hours for the creation of a single video lesson). Associated to this we also witnessed the teachers' obstacle in using the technological tools and applications to prepare the remote activities (many are now understanding how to use them) (FERRAZ; FERREIRA; FERRAZ, 2021).

Also, according to the authors, such events bring to the teachers complications, such as: fear, the impression of insecurity, and mainly the precariousness of their work,





because too many attributions were delegated to the teachers, as well as to the students and their families. These subjects with their indecisions, uncertainties, and difficulties.

In addition to the existing adversities, the pandemic revealed how serious is the lack of access to digital technological resources of information and communication. Thinking about this and about knowing the reality of the impacts through social networks, the author of the article [13] analyzed the comments generated from a "viralized" *post on Facebook*.

The educational practice must be carefully observed in order to appreciate the situation of students who are racially and socially vulnerable, and to seek measures aimed at accessibility, in cooperation with the community and education professionals, in accordance with human rights (REIS, 2020).

Castells (1999) and Harari (2016) pointed out the damage to digital technological advances and novelties for life and the aggravations related to digital exclusion, leading to discuss the emergency access of the expansion to digital means of information and communication, since public managers and productive sectors of Brazilian society have misunderstood and neglected this issue for decades, thus considering it to be something nonessential for people's survival and that there were other priorities for investment.

According to Martins (2020), DE will come to an end, not because it has succumbed, much less because it has not contributed to the increase in the number of people who have completed formal middle/higher education. Its end will be the confirmation that its dismemberment as a category, "different" from normal education: this no longer makes sense since there is no longer Distance Education or Face-to-Face Education. We need the "whole" Education, a strategic and integral process that supports us in building a better future for humanity.

Impacts of COVID-19 on Children and Adolescents

In times of crisis, we have countless concerns, especially when we tell children and/or young people, since they are the most affected, because they are emotionally more fragile. 10 publications (Chart 02) show how this group is dealing with this new and totally different reality.





Chart 2 – Emotional and everyday impacts

Article	Goal
[1] Adolescer em meio à pandemia de Covid-19: Um olhar da teoria do amadurecimento de Winnicott	To reflect from Winnicott's theory of maturation on the implications of the Covid-19 pandemic and social isolation measures for adolescent mental health.
[06] Impacto emocional imediato do COVID-19 em crianças e adolescentes e suas famílias	To study the emotional reactions of parents and children to the diagnosis, as well as symptoms of anxiety, depression and stress one week later; to determine factors associated with the perception of the disease; to evaluate the emotional impact of a crisis intervention program.
[14] Isolamento social: Consequências físicas e mentais da inatividade física em crianças e adolescentes	It presents the possible consequences for the physical and mental health of children and adolescents, who will be quarantined for long periods because of the COVID-19 pandemic.
[15] O olhar das crianças/adolescentes sobre a pandemia COVID-19 e a Psicologia	To try to understand how children view this crisis known as "quarentena", "pseudo-holidays", "war", "forced break from school", "hidden enemy", and how psychology can or could intervene in a positive and simplified way.
[16] O uso intensivo da internet por crianças e adolescentes no contexto da COVID-19 e os riscos para violências autoinflingidas	It seeks to discuss the implications of social isolation due to the COVID-19 pandemic for intensive internet use among children and adolescents and its possible consequences for the practice of self-inflicted violence.
[18] Os efeitos da pandemia de COVID-19 na saúde mental das crianças	To describe and analyze the effects of the Covid-19 pandemic on their mental health from the discourse of elementary school children.
[19] Pandemia de Covid-19: Guia prático para promoção da saúde mental de crianças e adolescentes	Provide the pediatrician with useful recommendations to help families minimize the impact of pandemic COVID-19 and social isolation on the mental health of children and adolescents.
[20] Proteção de crianças e adolescentes no contexto da pandemia da COVID-19: Consequências e medidas necessárias para o enfrentamento	To draw attention to some of the main areas that can affect children and adolescents at the present time and in the post-pandemic period and that demand responses from families, society, and the state.
[23] Terapia Ocupacional, cotidiano e pandemia COVID-19: inquietações acerca do ocupar o tempo-espaço	Problematize the professional practice of the occupational therapist in face of the Pandemic COVID-19 phenomenon.
[25] Terapia ocupacional em tempos de pandemia: seguridade social e garantias de um cotidiano possível para todos	Occupational therapists' response to the CoVID-19 pandemic, noting the pro-found impact on the lives, health and well-being of subjects, families and communities around the world.

Source: Prepared by the authors

Amid the current crisis, the mental health and behavior of the little ones is being shaken. It may not be apparent, but children and young people have been facing the pandemic in numerous ways. To better understand how this audience is coping, the authors of the article [15] interviewed 23 children and adolescents between the ages of 4 and 18. Most participants reported feeling sad, bored, upset, angry, and missing being able to do the things they loved, outside of their homes.

The preparation for emotional regulation of children and adolescents in a time of isolation is a primary condition, concerning with the emotional dysregulation capable of taking place in this new situation, in which emotions are at their "flower-of-skin", being necessary for children and adolescents to assimilate and generate awareness of their feelings (KIVISTO *et al.*, 2015).

Psychologist Fabrício Ribeiro comments that "The pandemic of COVID-19 has subjected the routine to an adaptation of adults, children and adolescents alike". For the specialist, this causes numerous disorders generated by intense cohabitation and lack of activities in public spaces. However, it is alerted to the realities experienced by the public, such as: the financial conditions of the family, the structure of the homes, the conditions of the neighborhood or by the possibility of performing or not the social isolation etc (COSTA, 2020).





In this sense, the present moment of facing COVID-19 needs us to reflect about how we have been occupying our time during this period of social isolation, either individually or collectively. The authors of articles [23] and [25] suggest a consultation with an Occupational Therapist, due to the difficulty in planning and/or performing their daily tasks and activities. According to Silva (2020), the Occupational Therapist is a professional who studies and applies his knowledge to provide people with strategies to organize their time, according to the context in which they are inserted, their interests and needs facing social expectations.

The Australian Occupational Therapists Association, focusing exclusively on the daily lives of the population, published a guide called "Normal life has been interrupted: managing disruptions caused by COVID-19" (OTA, 2020), which was translated into Portuguese by the Associação Cultural dos Terapeutas Ocupacionais do Estado do Paraná - ACTOEP, under the title "Practical guidelines for healthy routines: learning to deal with routine changes due to COVID-19" (ACTOEP, 2020). This document provides key information for planning daily life in terms of productivity, self-care, leisure, environment, routine, and personal exercise. It also suggests practical tips for performing daily activities in home isolation, along with guidelines and recommendations for maintaining physical and mental health.

Although it is a fundamental measure, social isolation is expected to cause harmful psychological effects, being able to expand to physical ailments in different age groups, especially in children and adolescents who have stopped being in school (LOURENÇO; SOUZA; MENDES, 2019).

In line with what the authors of the articles [06], [14], and [19] point out in their studies, it is necessary to reflect on some effects of Covid-19 on children's mental health, trying to bring important suggestions to support families with the purpose of reducing the impacts of the pandemic and social isolation on the mental health of this public.

Rich (2020 apud Marcelino, 2020) states that entities such as the United Nations Children's Fund - UNICEF count on the development of guides to support parents and caregivers of children and adolescents with the most appropriate way to talk to the public about the current reality.

Articles [16] and [20] point out that school is an important support network for children and adolescents who do not see home as a safe place. However, approximately 1.5 billion of these children and adolescents worldwide are out of school, according to the





United Nations Educational, Scientific and Cultural Organization - UNESCO (2020), due to COVID19.

Bassan (2020), Golfieri, Andrian (2020), and WHO (2020) point out that different countries, such as Brazil, China, the United States of America, France, and the United Kingdom, have noted the increasing violence against women, children, and adolescents during social isolation, when conducting a brief review on the subject in social media and the Internet.

Regardless of the emergence of the COVID-19 pandemic, the situation of boys and girls who experience violence in their homes was already worrying, since many times the abuser or aggressor is someone close to the victim (SILVA; OLIVEIRA, 2020).

Still according to the authors, the rate of violence is likely to increase as the pandemic continues, due to some economic problems, unemployment, or abuse of alcohol and other drugs, which increase household conflicts.

Although studies do not indicate that such violence in the daily life of Brazilian families is related to poverty, since there are numerous other influences that contradict the natural character constantly given to this junction, it is not possible to disassociate the pattern of family coexistence from economic and social issues, which limit the ability of families to ensure the survival of their children (AZEVEDO; GUERRA, s/a apud AMARO, 2003).

The authors add that during the period of COVID-19 the vulnerability of families will increase, especially the urgent support for children and adolescents in the fight against all types of violence, while at the same time the duty of institutions that have the obligation to care for their rights is doubled, such as: the guardianship councils, the assistance by dial 100, the operation of police stations, and the courts of justice for childhood and adolescence.

Going back to School in COVID-19 times

Many countries are returning to school activities. China is an example of a country that is returning with numerous cautious precautions to school activities. Thus, four publications report their concerns and attention to planning in other countries:





Chart 3 – Concerns and attention to planning

Article	Goal
[2] A Covid-19 e a volta às aulas: ouvindo as evidências	Examines downtime situations, time use, and the impact of technologies on school performance.
[10] Ganhos e perdas no aprendizado pela suspensão das aulas devido a pandemia do COVID -19	To point out the gains and losses described by the students in the face of remote classes.
[17] Levantamento das recomendações para a volta às aulas em tempos da COVID-19	To consolidate recommendations that have already been published on the subject, seeking to contribute to education managers at different levels.
[22] Retorno às aulas presenciais no sistema educacional do estado do Pará-Brasil: Obstáculos e desafios durante a epidemia de Covid-19 (Sars-Cov-2)	Investigate and alert the population and the educational management bodies in the State of Pará of the effects caused by the COVID-19 Pandemic.

Source: Prepared by the authors

The authors of the article [2] report that the most obvious escape route seen for the post-pandemic is the trinity between: remote teaching, the use of technologies, and increased course load, but that there is unlikely to be a robust response to minimize the deficits in the school calendar break. Given what the literature advocates: despite being intensely inserted into the daily life of schools, these options mentioned above are unlikely to include components to support the improvement of the most disadvantaged students.

In Brazil, we have already had cases of teaching restarts that didn't work out; that's why the authors of the article [22] point out that we should observe and follow the other countries that are being able to get out of the pandemic.

Dias, Vogado and Barreto (2020) state in their studies that school activities are those in which numerous individuals are concentrated. Thus, it is known that only with vaccination the risks would end and we would advance in the educational field.

Following with articles [10] and [17], the authors mention about the recommendations laid out in various organs about the reopening of educational institutions, calibrating with the other articles used for the research, such as: a) hybrid teaching (part of the students in class and another part at home); b) signs alerting to the signs of COVID-19 and how to sanitize hands and use masks; c) sanitization of school environments and waste management; organization of arrival, recess and departure times to avoid crowding; d) social distancing (reducing the number of students per class); e) specific policies for students and professionals from risk groups; f) isolation places for those who present symptoms during classes, etc.





Final considerations

It was possible to see through the literature review the impact that education has been suffering due to the pandemic, even bringing to the surface, again, problems that seemed to have already been solved, such as the lack of access by teachers, students, and their families to the Internet and electronic devices, and skills and competencies that many did not have.

Since education is a right for all, it is essential to argue about social inequalities, especially for the peripheral population, and it is crucial that public policies are implemented over a long period of time, with greater coverage and emergency measures.

This is because, despite the various difficulties encountered, numerous national and international publications, Brazil has the chance to acquire a wealth of knowledge in minimizing the deleterious effects of the school closure period.

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How to reference this article

FLEXA, N. S.; MAIA SÁ, N. M. C. Children and adolescents and the challenges of educating during the pandemic. **Revista @mbienteeducação**, São Paulo, v. 14, n. 2, p. 445-460, maio/ago. 2021. e-ISSN: 1982-8632. DOI: <https://doi.org/10.26843/v14.n2.2021.1133.p446-461>

Submitted: 10/03/2021

Required revisions: 20/05/2021

Approved: 10/07/2021

Published: 01/08/2021

Responsible for the translation: Editora Ibero-Americana de Educação.

English version by: Alexander Vinicius Leite da Silva - ORCID: <https://orcid.org/0000-0002-4672-8799>.

