



## **Project faces and caretas: a fun self-portrait developed in a school**

### **Fortaleza city hall**

### ***Faces and expressions project: a fun self-portrait activity developed in a municipal school in Fortaleza***

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### **SUMMARY**

The construction of a child's self-image is an extremely important process for their development. formation as an individual belonging to a society. Several possibilities can be used to develop this self-image, and this article presents one of these possibilities, which was applied in a project called faces and caretas, which aimed to, develop self-portrait in a fun and playful way, in children at a school located in the city of Fortaleza. The general objective of this work is to present the Caras e Caretas project developed in a municipal school in Fortaleza. The objectives are specific, it is expected to present the concept of self-image in childhood; explain about possibilities of activities to develop the child's self-image; point out the main benefits of developing a child's self-image; and show the actions developed in the project Caras e Caretas. The methodology adopted in the work was that of review of constant literature at the time the theoretical framework of the work is presented, aligned with the explanation through a case study, which presents the actions developed within the aforementioned project, with the exact aim of developing the self-portrait of children from the aforementioned school's nursery school IV.

**Keywords:** Self-image. Child. Early Childhood Education. Development.

## ABSTRACT

The construction of a child's self-image is an extremely important process for their development as an individual belonging to society. Various approaches can be used to foster this self-image, and this article presents one such approach, which was applied in a project entitled *Faces and Expressions*. The project aimed to develop self-portraits in a playful and enjoyable way among children at a school located in the municipality of Fortaleza. The general objective of this study is to present the *Faces and Expressions* project carried out in a municipal school in Fortaleza. The specific objectives are: to present the concept of self-image in childhood; to explain possible activities that support the development of children's self-image; to highlight the main benefits of self-image development in children; and to describe the actions carried out during the *Faces and Expressions* project. The methodology used in this work was a literature review, which forms the theoretical framework of the study, aligned with a case study approach that outlines the actions developed within the mentioned project, with the specific purpose of encouraging the children from the Infantil IV class of the school to create self-portraits.

**Keywords:** Self-image. Child. Early Childhood Education. Development.

## ABSTRACT

The construction of the child's self-image is an extremely important process for its strength. mación as an individual belonging to a society. There are several possibilities for develop this self-image, and this article presents one of them, which was applied in a project This is titled *Caras y Caretas*, whose objective was to develop the self-portrait in a playful and fun for children at a school located in the municipality of Fortaleza. The general objective of This work is to present the *Caras y Caretas* project developed in a municipal school from Fortaleza. As specific objectives, it is intended to: present the concept of self-image in childhood; explain some possible activities for developing self-improvement child gen; highlight the main benefits of developing self-image in children; y show the actions developed in the *Caras y Caretas project*. The methodology adopted in this work it was the literature review, which constitutes the theoretical framework of the investigation. ción, aligned with an exposition through a case study, which presents the actions



developed within the mentioned project, with the specific purpose of promoting the boration of self-portraits by children at the Infante IV level of the school.

**Keywords:** Self-image. Niño. Early Childhood Education. I develop it.

## 1. INTRODUCTION

The self-portrait is a child's ability to identify themselves as a person, finding out as it is as a social subject, possessing its own characteristics that make it unique, and which need to be identified by it, for its expanded construction in other instances.

According to the DCNEI, in article 9, interactions and games are axes structuring the pedagogical practices of Early Childhood Education, enabling learning, development and socialization, through the appropriation of knowledge through actions and interactions with peers and adults. It is in this context of interacting and playing that child builds his/her curriculum, giving characteristics to his/her daily life, being able to develop, showing your potential.

Historical and rights-bearing subject who, in the interactions, relationships and daily practices he experiences, builds his personal and collective identity, plays, imagines, fantasizes, desires, learns, observes, experiments, narrates, questions and builds meanings about nature and society, producing culture (Brazil, 2009).

These moments of interaction and learning are where aspects of individual identity of the child, and therefore needs to be stimulated through the use of fun and varied activities, so that the child can participate in these moments and learn without not even realize.

This work brings to the debate a project developed within the context of a public school maintained by the city government of Fortaleza, with the aim of developing children's self-portrait, a fundamental process of identity development and their variants.

The general objective of this work is to present the Caras e Caretas project developed in a municipal school in Fortaleza. As specific objectives, it is expected to present the concept of self-image in childhood; explain the possibilities of activities in development of the child's self-image; point out the main benefits of

development of the child's self-image; and show the actions developed in the project faces and grimaces.

The work is organized in this introduction, which presents its delimitation and objectives. One theoretical framework that brings aspects related to existing academic productions on the thematic, the first being intended to present the concept of self-image in childhood, in then, some possibilities for development activities are discussed.

child's self-image, ending this moment with the explanation of the main benefits of the development of the child's self-image. The following are shown the actions that were worked on in the project executed in the school unit, presenting. Finishing with the final considerations measured at the end of this work.

## 2. THEORETICAL FRAMEWORK

### 2.1 Concept of Self-Image in Childhood

Self-image is the mental representation that the individual has of himself, formed based on their experiences and the way they are seen by others. In childhood, this process is especially sensitive, as the child is still in the process of forming his or her identity. According to Papalia and Feldman (2013), children's self-image is composed of aspects cognitive, emotional and social, being shaped by the relationships that the child establishes with your environment.

For Wallon (2007), the construction of identity and self-image is a phenomenon deeply emotional and social. The child develops his "self" through interaction with the means, highlighting the role of affectivity in recognizing oneself as a being distinct from others. Thus, self-image arises not only from the perception of the body, but also the emotional appreciation that the child receives.

According to Vygotsky (1998), social interaction is the main driver of human development. Through language and dialogue with others, the child internalizes concepts about themselves and the world. Therefore, the way the child is named, praised, criticized or encouraged directly impacts the constitution of their self-image and self-esteem.

Winnicott (1983) also contributes to the understanding of this concept by highlighting the

importance of the presence of an environment good enough for the child to develop a feeling of continuity of being. When the environment is welcoming and responsive, the child can build a secure and integrated self-image; when he is hostile or neglectful, the self-image can be fragmented and fragile.

Furthermore, according to Antônio Damásio (2000), the construction of the consciousness of the "I" depends on the emotional experience integrated with bodily experiences. In childhood, the recognition of emotions and bodily sensations contributes to strengthening the self-image and for the emergence of an organized and cohesive "I".

Therefore, the concept of self-image in childhood is not just the physical perception or the child's vision of himself, but a complex construction that involves the body, the emotions, social relationships and the meaning attributed to experiences. Promote environments rich in positive stimuli is essential for this self-image to develop in a healthy.

## 2.2 Activities to Develop Children's Self-Image

Promoting the strengthening of children's self-image requires intentionality in pedagogical and family practices. Various activities can be proposed to promote self-knowledge and personal appreciation of the child, respecting their uniqueness, and will be some possibilities are presented at this point in the work.

A very effective activity is the production of self-portraits, combined with verbal descriptions of themselves. According to Abramovich (1997), when representing themselves through drawing and speech, children exercise the perception of their own characteristics and develop a narrative about themselves, which strengthens their identity.

Self-knowledge games, such as the game "Who am I?" or activities that involve the use of mirrors, are also valuable resources. Playing in front of the mirror and recognizing is an important experience in the construction of the self. Wallon (2007) highlights that mirror image is one of the first instruments for the formation of body identity.

Conversation circles, when well conducted, allow children to express their feelings and realize that their experiences are legitimate. According to Vygotsky (1998), mediated dialogue contributes to the internalization of values and ideas about oneself and about the other, favoring the construction of a positive self-concept.



Storytelling with diverse characters and situations of overcoming is another important strategy. According to Bettelheim (2002), stories help children to project internal conflicts and find ways to deal with difficult emotions, strengthening your resilience capacity and, consequently, your self-image.

Another powerful resource is life projects adapted to childhood. Ask the child about their dreams, their desires and what they would like to learn allows them to visualize future possibilities, strengthening the belief in their own potential. This is essential for develop the feeling of personal efficacy described by Bandura (1982) as fundamental for building self-esteem.

These activities must be carried out in a systematic and affective manner, without derogatory judgments or comparisons, respecting the rhythm and individual characteristics of each child, so that the development of self-image happens in a positive way and safe.

### **2.3 Benefits of Developing a Child's Self-Image**

Strengthening self-image in childhood brings countless benefits that reverberate throughout life. Children who develop a positive view of themselves have more ease in dealing with challenges, establishing healthy relationships and maintaining motivation to learn.

A positive self-image favors school performance. According to Bee and Boyd (2011), children who believe in their cognitive and social abilities make more of an effort to learn and persist even in the face of difficulties. Thus, building a good Academic self-concept is one of the pillars for academic success.

In the emotional aspect, children with a good self-image have lower vulnerability to disorders such as anxiety, depression and low self-esteem. Damásio (2000) highlights that the ability to recognize one's own emotions and to perceive oneself as an agent of own story is essential for mental health.

Socially, a positive self-image allows a child to develop relationships more empathetic and respectful. Winnicott (1983) states that a child who feels secure in your own value can open up to the other, develop mutual trust and experience richer and more meaningful social relationships.



Another benefit is the strengthening of autonomy. Children who perceive themselves as capable to perform tasks and overcome obstacles are more independent and take on responsibilities from an early age. This contributes to the development of an active attitude towards life, as defended by Vygotsky (1998) in the idea of historical and social subject.

Furthermore, the development of self-image directly impacts the formation of adult identity. Wallon (2007) highlights that the way in which the child perceives himself in his early years of life influences their construction as a subject, affecting choices professional, affective and social.

Therefore, working on developing self-image from childhood is a practice which favors not only the child's immediate well-being, but also its constitution as adult capable of facing challenges, building life projects and establishing social relationships based on respect and self-confidence.

### 3 EXPERIENCE DESCRIPTION

The proposal presented at that time was born through the chosen textbook and used by the City Hall of Fortaleza, *Between the Lines for you!* In the Children's room IV-A of CEI Chico Anysio a proposal emerged that became a project, which was carried out by the classroom teachers.

By working on feelings and emotions, we enable each child to understand them as something that is part of your own being, talking, identifying and reflecting on your feelings and about oneself, seeking to learn how to deal with the most varied emotions and changes of feelings, thus leading them to negotiate with colleagues and teachers and to recognize joys, fears, anger, sadness.

Human beings in their process of evolution have always brought with them the desire to leave their marks, marks of their own image, a self-representation that during the course of years has been changing, taking on various forms of doing so. Canton (2004, p.11) tells us that the "Self-portrait is a form of recording in which the model is the artist himself".

The mirror has always been a desired and loved object for human beings, through it we see our reflected image. The artist or designer has always used and uses this object to portray, the self-portrait can emerge through drawing, photography, collage or whatever the artist prefer. In it the artist expresses his current emotional state, the characteristics he sees or the



that he wanted to have, his internal image. The self-portrait is the mirror of the artist (Canton, 2004).

### **Step 1. Mirror image**

We started the proposal in April 2023, and as the book's guidelines progressed we expanded the experiences until May 2023. There were two months of interactions and games around the subject.

From Core 2 - Feelings and Emotions of the textbook "BETWEEN THE LINES FOR YOU!" where we would explore the universe of feelings, with the purpose of taking the children to perceive them and learn to deal with them. The proposals would lead the child to talk, identify and reflect on your emotions, learning to experience frustrations, negotiate with peers and adults around you, recognizing joys, achievements, fears and anguish. We observed the children's joy and interest in the proposed experience.

The proposal brought the story: NINO WANTS A FRIEND. After reading it, Teacher, our conversation circle turned to questions about history.

- Anamaria: I'm happy when I go to the beach!
- Sarah: What a boring boy who threw sand!
- Yudi: Poor Nino!
- Raquel: I liked the dog!
- Kaue: I like going to the beach!
- Rihanna: I feel sad when my dad fights with me.

In the part where NINO was happy when he looked in the mirror and made faces, we noticed a lot of laughter, talking and imitations, We talked about the story. Then the children had the opportunity to watch/listen to the story on video and again I realize the animation for the grimaces.

A mirror goes into the classroom, all children are invited to look at themselves and make grimaces, it was just an animation, many grimaces were repeated, copying a colleague is a process of learning too. I told the class that I would photograph their faces in the mirror.

Photographic records were taken, each person saw themselves in the image on their cell phone.





Note: Some children did not feel comfortable making faces and looking at themselves in the mirror. These were respected. Who knows, maybe in the future they will be able to overcome this barrier.

### **Step 2. Interference drawing**

Printed photographic records. Each child had fun seeing their printed images, there were lots of comparisons, laughter and more grimaces. All the children were invited to draw on your own printed images. I noticed the satisfaction in carrying out the proposal, everyone curious to know what the other had done.

During the execution of the interference drawing, several of the children's statements were registered:

- Ana Lis: My hair is tied up, it will stay like this.
- Ana Clara: This drawing is really cool! I'm going to put my eyes like this (she made long eyelashes).
- Sarah: I have a lot of hair! (used bigger, firmer strokes to get the hair done).
- Kaleb: Hmm I'm going to draw eyelashes and paint the eye. (He made a nice outline on his eyes).

### **Step 3. Fun Self-Portrait**

We prepared cardboard plates for the children, various materials for gluing such as: threads wool, colored strings, pieces of sponges, beans, pasta, images of eyes and funny mouths printed. The proposal would be a fun self-portrait through collage of the materials chosen by each child.

This proposal was the one that most pleased the children, especially those with the autistic spectrum. Gael, as soon as he realized the dynamics of the proposal, sat down near the island of construction and never left, he created his funny self-portrait and stayed there for a long time attentive to each colleague who was going to do his, Gael showed great satisfaction at all times of the proposal and always tried to help in some way in carrying out the proposal, assisting with the materials, showing the possibilities of gluing.

Icaro: I want that crooked mouth and those evil eyes!

- Esther: My hair will be like a sponge.
- Enzo: Hmm, that rolled eye and that crooked mouth, my hair is going to be ma-  
big car.

#### **Step 4. Your self-portrait**

With the help of the mirror, children were encouraged to create their own self-portrait. One by one in their time they had the opportunity to portray themselves. It was a moment very significant, as each one brought their own unique characteristics and those they would like to have.

- Kaylan: I cut my hair!
- Yudi: My eyeball is down here.
- Maria Clara: Can I draw my legs and arms?

#### **4. CONCLUSION**

In early childhood education we follow unusual paths, paths indicated by children, in the act of observing and investigating the interests of boys and girls we have the possibility of carrying out rich and treasure-filled experiences. Every day we are surprised by their desires and interests, it is up to the teacher to bring to the curriculum the that children bring.

We realize how important it is to work on the child's image, how they see themselves, see the world. another, how she enjoys the game of making faces and imitating the other. How she would like that was, the interferences made in the photograph, in the reports of the details in the self-portrait. Talking about feelings, about what we can do when we are sad, about knowing respect the differences of others, to realize that no one is the same. And we can also realize that we already have children with problems with their image because they can't look at themselves in the mirror, by not accepting being photographed, but with everyday life and realizing these blocks we will be able to propose proposals to overcome these challenges.

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