DIDACTIC MODELS OF PARASITOLOGY AS AN INCLUSION IN THE TEACHING OF THE VISUALLY IMPAIRED AND AS A PEDAGOGICAL AND SCIENTIFIC DISSEMINATION TOOL IN NON-FORMAL TEACHING SPACES

[1]ANA LAURA VILAS BOAS MAGALHÃES PAES,[2] MARCOS JOSÉ MARQUES, [2] ISABELLA MARIA MONTEIRO DE SOUZA, [2,3] ANDREA M. AMARANTE-PAFFARO

1-Biological Sciences student, 2- Biomedical Sciences Institute, 3-Museum of Memory and Heritage

FEDERAL UNIVERSITY OF ALFENAS (UNIFAL-MG), MINAS GERAIS, BRAZIL

The aim of this work was to create reliable three-dimensional models of parasitology using recyclable materials (*Ascaris lumbricoides*, *Taenia saginata*, *Taenia solium* and *Schistosoma mansoni) in order to* promote the inclusion of visually impaired people in the teaching of parasitology and to explore an innovative approach to disseminating scientific content to children at the university museum.

The models were made from simple materials such as EVA putty, durepox, PET bottles, scrap metal such as bicycle chains and sprockets, foam, spaghetti floats, toilet paper rolls, plastic rings and pieces of hose. The pieces were attached with Loctite Super Bonder glue or hot glue and the models were painted with latex paint.

For the visually impaired, the didactic models made it possible to follow the content taught alongside the sighted students, filling a significant gap in terms of accessibility. According to a visually impaired student who used the material, the diversity of textures and shapes made it easier to interpret and understand the content studied.

At the museum, the models promoted a new form of teaching, allowing visitors to interact directly with the content of the exhibition, drawing attention to the subject and helping to stimulate children's scientific curiosity. The models were also presented in parasitology workshops, impacting the children and enabling playful and interactive learning.

In summary, the models made allowed visually impaired students to build appropriate mental images of the content, promoting their academic inclusion. And in the museum, they provided a more engaging and participatory approach, helping to disseminate science.

Keywords: Museum, Teaching models, Inclusion