

Abstract 2062

A PLAYSONG FOR ENHANCING STROKE KNOWLEDGE AMONG PRESCHOOLERS

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Group Name

The FAST Heroes

Background And Aims

Singing, moving and playing with music consist inherent ways of learning for young children, since they enhance incidental and implicit learning as well as contribute in crystallizing the acquired knowledge. The present study describes an intervention approach that uses a play song to teach preschool children to recognize stroke symptoms and form an urgent action plan.

Methods

A play song was developed along with an animation of the protagonist of FAST Heroes, Timmy, describing the FAST mnemonic with age-appropriate words and movements. Through an interactive methodology, the play song was presented to preschoolers and a music educator sang and accompanied the song with a guitar and two instructors from Super Grand League Team sang and demonstrated the lyrics. Direct classroom observations determined the engagement level of children. The song was presented throughout a 5 week educational program, 'FAST Heroes 112'.

Results

Preschoolers participated and demonstrated that they recalled the lyrics of the play song and were able to initiate song lyrics by themselves, with minimum verbal and non verbal singing cues from the instructors.

Conclusions

Our findings indicate that the use of play songs is an effective learning tool to be used as part of a holistic educational program and enhances teaching stroke knowledge gains. We demonstrate that incorporating educational elements from the arts, such as music, may improve retention of stroke symptoms among children and enhance their ability to appropriately activate emergency services for acute stroke. This finding has implications for teaching children on a global level.

Trial Registration Number

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