



RESEARCH ARTICLE

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THE PLAYFUL IN THE PROMOTION OF GOOD HYGIENE HABITS TO CHILDREN OF A SCHOOL, LOCATED IN THE MUNICIPALITY OF ANANINDEUA, PARÁ, BRAZIL

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ABSTRACT

Health and education are areas of formation and execution of knowledge destined for human development, converging in two spheres that implies educational action. This work aimed to promote hygiene habits in children from the fourth year. This action was performed with 17 students from an elementary school, where he presided over an interview, with the activity and practice of removing the paint. Of the total, 100% not colored hands completely. After explaining the correct washing, 76.4% were correctly. You can say that school is a place of guidance, where teachers and professional health should work in harmony. It is believed that the promotion of educational activities with preschool children is the main intervention strategy.

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INTRODUCTION

The history of Education and Health had an influence with the doctrine of hygienism, dating back to the 19th century inspired by the bacterial revolution. In the history of Nursing there was a lot of influence of hygiene, since Florence Nightingale with

environmental theory, where the individual whose natural defenses are influenced by a healthy environment or not. In Brazil of the military dictatorship, nursing adopted approaches to Health Education based on an authoritarian and traditional reference (BERBEL, et al, 2011; SILVA, 1989). Individuals share space with microorganisms scattered throughout the environment and their hands function as a vehicle for these

beings to reach the human organism. Many of them can cause parasitic diseases. Washing hands often is a good way to prevent this from happening, but routine and lack of personal hygiene habits cause people not to follow this rule to the letter. Health and education are areas of training and execution of knowledge for human development, whose convergence between these two spheres implies educational action, which underlies professional training referring to nursing care and identification of pedagogical sectors capable of potentiating this practice (PEREIRA, 2003). Nursing has in the educational action, one of its main guiding axes that is realized in the various spaces of realization of nursing practices in general and especially in the field of Public Health, whether developed in communities, health services linked to Primary Care, schools, day care centers, and other locations (ACIOLI, 2008). The school environment aims at care, education and development. Allied to this action, the Health Program at the School created is used, a policy that permanently integrates the Ministry of Health and the Ministry of Education aimed at addressing the vulnerabilities that compromise the development of children and young people, contributing to comprehensive training (BRASIL, 2013). In this sense, this study had relevance, because it was carried out within a school, pedagogical environment and a place conducive to the practice of health education since it is the place where children and adolescents spend more time of their day. And he sought to evaluate the students' knowledge about handborne infections and promote hand hygiene habits for fourth-year children of the Cantinho do Saber School, in the Forty Hours neighborhood, Ananindeua-PA.

METHODOLOGY

Descriptive, exploratory study of the type of experience report, which was developed in May 2016. The action included 17 fourth-year students, morning shift, of both sexes and age group of nine and ten years old, from the Cantinho do Saber School, in the forty hours neighborhood, Ananindeua-PA, who agreed to participate in the action. The information collection was performed in two moments. First, a lesson was taught that addressed hand-borne infections using visual resources and an educational video was broadcast about the walk-by-step hand washing.

Then, a collective questionnaire was applied containing six simple questions that addressed:

- Do you usually wash your hands before meals?
- Do you usually wash your hands after using the bathroom?
- Do you usually wash food before ingesting them?
- After playing with animals, do you usually wash your hands?
- Have you heard of handborne infections? If so, where? In school, on television, in books, other means;
- What handborne infections do you know?.

Subsequently, the performance of hand washing made by the children normally in their daily lives was analyzed, at that time the children closed their eyes and was placed ink in the center of their hands, simulating the soap. And ending with the application of this practice, previously taught, correctly. The infrastructure of the room chosen by the school coordinator was used to carry out the activities. The inputs were the competence of the students who performed the action, the visual resource was granted by the institution. Sanitary

standards in use in the institution were used, the tailings produced were adequately dumped according to the rules of separation of garbage, with minimal risk to the participants of the research.

RESULTS AND DISCUSSIONS

On May 20, 2016, 17 students participated in the interview and theoretical-practical activity, most of them were female, composing 58.8% (10/17) and the other part comprises males, 41.1% (7/17). Initially, a power point class was taught that addressed the main infections transmitted by the hands and was shown a dynamic and educational video, which illustrated the step by step of hand hygiene (Figure 1).



Figure 1. Students participate in the theoretical class

Table 1 shows the distribution of students' risk factors to acquire handborne infections, where 52.9% (9/17) said they usually wash their hands before meals; 82.3% (14/17) reported washing hands after using the bathroom and washing food before ingesting them; 100% reported not washing their hands after playing with animals and 70.5% (12/17) said they knew the infections transmitted by the hands, of these, 25% (3/12) was by family and/or friends, 25% (3/12) in school, 50% (6/12) by books or other media, when asked which infections transmitted by the hands, the most cited were: "belly ache, itching and conjunctivitis".

Table 1. Distribution of risk factors of students of the Cantinho do Saber School, located in the forty hours neighborhood, Ananindeua-PA, Pará, Brazil, May 2016

Variables	YES	NO
Wash your hands before eating	09	08
Wash hands after using bathroom	14	03
Wash the food before ingesting them	14	03
Wash your hands after playing with animals	0	17
Know handborne infections	12	5

Source: Field Search, 2016.

Washing hands often is a good way to prevent this from happening, but routine and lack of personal hygiene habits cause people not to follow this rule to the letter. After the

interview, the children went to an area next to the room, where they had sinks, and practical activity began with the paints, as illustrated in Figure 2.



Source: Field Work, 2016.

Figure 2. Hand washing simulation with paints



Source: Field Work, 2016.

Figure 3. Students removing paint with soap and water

It can be perceived that 100% of the students did not color their hands completely, and regions without paint color can be detected, especially between the fingers and wrist. Thus, students have noticed that they do not wash their hands completely and are subject to opportunistic infections transmitted by the hands. After explaining the walk-by-step hand washing with soap and water, it can be identified that

76.4% (13/17) performed hand washing correctly, while about 23.6% (4/17) remained with remnants of ink between the fingers and wrist, evidencing the deficit in learning, these students required greater attention, so that at the end of the action, all reached the same level (Figure 3). As Sonia Acioli states, 2008, the pedagogical field and the production of knowledge in Nursing have approximations, already having in some experiences of extension incorporated into its practice the development of other methodologies of knowledge that have as a principle the idea of knowledge and autonomy. The preventive strategy in child care that remains much of the day at school proved to be very favorable, since numerous doubts about infectious diseases transmitted through the hands were remedied. The theoretical-methodological proposal that guides the educational practice described in the work presupposes the need of the nursing professional as an expression of care, both in the school environment, and in formal and/or informal moments, planning the actions, evaluating and systematically reorienting from the reality and need of individuals.

Conclusion

It can be understood the need to strengthen links between educator/educator and educator/student, because where there is a relationship of trust, there is dialogue and acceptance of the educational proposal. In view of the above, it is believed that the promotion of educational actions with preschoolers is the main strategy of nursing intervention. Therefore, the school space can be transformed into a place of awareness and guidance, in which teachers and health professionals must work in line in search of interdisciplinarity, facilitating access to information focused on the field of health; in addition to the exchange of knowledge and articulation with teaching activities among undergraduate professionals, which indicates for nursing the opportunity to incorporate innovations in its practice.

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