

Health education in a child school inside Amazonas: Experience Report

Educação em saúde em uma escola infantil do interior do Amazonas: Relato de experiência

Educación en salud en una escuela infantil dentro de las Amazonas: Informe de Experiencia

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RESUMO

Objetivo: descrever a experiência vivenciada por acadêmicas de enfermagem acerca da realização de educação em saúde em uma Escola de Ensino Infantil do Interior do Amazonas. **Método:** trata-se de um estudo descritivo, tipo relato de experiência. **Resultados:** os resultados do estudo foram divididos em quatro temáticas abordadas: 1. Dengue, 2. Pediculose, 3. Higiene corporal, parasitoses intestinais e tratamento da água. **Conclusão:** considera-se que a escola é um ótimo ambiente para criar formadores de opiniões, e, portanto, este tipo de ação de educação em saúde é de extrema importância não somente para os acadêmicos, que podem compartilhar seus conhecimentos adquiridos na graduação, mas também para a comunidade escolar.

Descritores: Educação em saúde; Pré-escolar; Educação infantil; Estudantes de Enfermagem; Enfermagem.

ABSTRACT

Objective: To describe the experience of nursing students about health education in a kindergarten in the interior of Amazonas. **Method:** This is a descriptive study, type experience report. **Results:** The results of the study were divided into four themes: 1. Dengue, 2. Pediculose, 3. Body Hygiene, Intestinal Parasites and Water Treatment. **Conclusion:** School is considered a great environment for creating opinion makers, and therefore this type of health education action is of utmost importance not only for academics who can transpose their knowledge acquired at undergraduate level, but also for the school community.

Descriptors: Health Education; Preschool; Child Rearing; students, Nursing; Nursing.

RESUMEN

Objetivo: Describir la experiencia de los estudiantes de enfermería sobre educación para la salud en un jardín de infantes en el interior de Amazonas. **Método:** Este es un estudio descriptivo, tipo informe de experiencia. **Resultados:** Los resultados del estudio se dividieron en cuatro temas: 1. Dengue, 2. Pediculose, 3. Higiene corporal, parásitos intestinales y tratamiento de agua. **Conclusión:** la escuela se considera un gran ambiente para crear formadores de opinión, y por lo tanto, este tipo de acción de educación para la salud es de suma importancia no solo para los académicos que pueden transponer sus conocimientos adquiridos a nivel de pregrado, sino también para la comunidad escolar.

Descritores: Educación en Salud; Preescolar; Crianza del Niño; Estudiantes de Enfermería; Enfermería

Introduction

Nursing has for a long time limited its area of operation to the hospital environment and primary care units, however, considering the need and reality in which we are inserted and the potential of the profession as a transformer and transmitter of information, there has been an expansion of nursing care to other fields. Thus, the school has become a favorable environment for nursing practice, as it is the place for the formation of critical sense, morality, basic life habits and mainly for the development of health education and disease prevention actions.¹

A school is an essential institution for the training process of critical and active people, as it encourages individuals and the community to act as transforming agents of the reality in which they are inserted with the objective of beneficiary as their next lives and those around them.² Therefore, the nursery school becomes an area to which nursing performance should be focused, aiming to promote educational actions in order to enable the exchange of information and knowledge between health professionals and the community.³

The assistance developed in schools is an essential action in the process of promoting child health, since it involves activities that act in the prevention of diseases, injuries and in maintaining the quality of life of children. However, it is necessary that health professionals are effectively inserted in these activities in order to collaborate with the identification and solution of problems that may affect the full growth and development of these children, thus promoting actions of education and health promotion that seek minimize health risks for these individuals.⁴

The nursing professional has the characteristic of caring in a complex and humanized way and has the necessary skills to perform activities for the health of children in the school environment, in addition to being knowledgeable about the entire process of growth and development of the child. So you are able to provide quality assistance at different levels.³ In this sense, health education is considered an instrument that transforms the environment in which it is inserted, and can bring positive changes, through educational and health promotion actions aimed at the development of new habits and attitudes.

Health education is inserted in the context of nursing performance as an instrument for the establishment of a dialogical-reflexive relationship between nurse and client, in which the former seeks to raise awareness of the latter about their health-illness situation so that this perceives himself as a subject of transformation of his own health. Therefore, it is necessary that educational actions allow a creative approach, which can facilitate individual and collective learning, seeking autonomy, the capacity for self-reflection and criticism in the care of oneself and the other. Thus, playfulness emerges as a primary instrument in the child's learning process, since it is a very efficient tool of communication, expression and knowledge, in which the exchange of knowledge is intensified and creativity is stimulated.⁵ In this perspective, playfulness is used to address various subjects in which there is a need to use creativity and imagination.

Therefore, this investigation aims to describe the experience lived by nursing students about carrying out health education in a School of Early Childhood in the interior of Amazonas.

Method

This is a descriptive study, like an experience report. The student's experiential immersion occurred during the practical class of the discipline of Nursing Assistance in Child and Adolescent Health II of the Nursing Course of the Institute of Health and Biotechnology (ISB) of the Federal University of Amazonas (UFAM) in a children's school located in the municipality of Coari, State of Amazonas. The period of practical activity took place in July 2019.

The city of Coari is located in the interior of Amazonas, in the so-called Médio Solimões and has a distance of 368 km in a straight line and 440 km from the capital Manaus. The main means of transport is fluvial. The population in the municipality is estimated at 70 thousand inhabitants, from urban and rural areas.⁶

As for the educational activities developed, six students from the ISB / UFAM nursing course were responsible for the organization and execution, under the guidance of the preceptor of the discipline's practical classes. The health education activities started with two meetings between the academic participants of the action, in which discussions were held about how the subjects would be approached and which instruments would be used to carry out the educational activity at the School. Therefore, it was opted for a play, with the use of puppets, focusing on the playful, in addition to the use of didactic and self-explanatory videos. During the first meeting, the academics put together the play script and their respective characters. In the second meeting, the participants of the action recorded an educational video on dengue, addressing its main symptoms and ways of prevention.

On the day of the presentation at the school, the students arrived at the place early, to organize the materials used during the activity. They made use of Data Show and microphone. The themes chosen to be addressed in the play were: dengue, pediculosis, body hygiene, intestinal parasites and water treatment. The characters that were part of the play were "Milena", "Luana" and "Julia" and two puppets responsible for narrating the theatrical staging.

Results

The planning of the educational practice had as an academic facilitator point of the Nursing Course, together with the discipline's tutor. The activity was previously scheduled with the school coordinator. On the day of the educational activity at the School, all academics arrived at the site early to check the environment and organize the room and the materials needed to carry out health education actions.

The target audience of the actions were 90 students from the 1st to the 6th year of elementary school. In all, the presentations covered four classes, to which the aforementioned themes were presented. At school, playful pedagogical activities were developed, enabling interaction with children and early childhood education.

1st Theme: dengue

The approach to this theme was made through the exhibition of an educational and dynamic video, recorded by the academics themselves, containing a song and a choreography created with the intention of attracting the attention of children. During the presentation of the video, the academics explained about the clinical manifestations of dengue, characteristics of the mosquito and ways of preventing the disease. The students' interest was noticed and it was noticed that many already had previous knowledge on the subject.

The relevance of talking about this topic for children is due to the fact that the school where they study is located in a place extremely conducive to the proliferation of the dengue mosquito, due to the floods that affect the region, a factor that contributes to high rates of people affected by the disease. Thus, the topic addressed promoted the effective participation of children, contributing to their learning and teaching them the correct way to fight dengue, in addition to enabling the dissemination of information through students and school staff who were present on the day of the event. presentation.

Regarding the obstacles reported by academics, the activities directed at children represented greater difficulty, since it is an audience that requires dynamic and creative activities. However, these difficulties were overcome with the guidance and help of the tutor.

2nd Theme: pediculosis

Playful activities were developed with the children to address the theme pediculosis, which involved a play with the use of puppets and characters, in addition to the exhibition of a didactic video. The play's script told the story of three characters, "Milena", "Luana" and "Júlia", who were playing together, when "Milena" is startled when she encounters a giant louse on the head of "Luana"; from then on, a question about pediculosis arises.

The guiding questions of the play were: what is pediculosis? How do you get lice? Forms of Prevention and Treatment. Through the play, all these questions were answered. During the presentation, the academics, when interacting with the children, emphasized the importance of tying their hair when going to school as a means of prevention, the correct way to care for their hair when lice infestation occurs, the proper way of using the comb and how capillary hygiene is essential.

To reinforce the knowledge passed on and the fixation of learning, a video with a song with the title "Talent Clown Louse" was exposed and the children were encouraged by the students to dance and sing. In this way, all the children played and expressed themselves through gestures, laughter and applause, creating a moment of learning and relaxation.

The explanation of the content in a playful way proved to be an innovative way of developing health education, in view of the fact that it brought essential information to children, who learned

about the care they should have with their hair and the importance capillary hygiene to prevent pediculosis. The need for healthy habits and the correct way to develop them were reinforced. In this perspective, educational actions like these contribute to the modification of children's behavior and help to minimize pediculosis infestation in the school environment through healthy habits.

3rd Theme: body hygiene, intestinal parasites and water treatment

In this theme, health education was carried out on the importance of body hygiene, hand hygiene, intestinal parasites and water treatment in the form of a theatrical performance, with the presentation of puppets, associated with a body hygiene video from "RÁ- TIM-BUM Castle "and the use of masks made with rubberized paper that represented intestinal parasites, being titled by the academics: " The Lord Amoeba", " The Yellow Lord" and "Lady Worm". The explanation of these subjects happened through the dialogue between the characters: "Milena", "Luana", "Júlia" and the two puppets.

The play explained how the lack of hygiene with the body, hands and food can cause diseases, especially parasitic diseases. In view of the need to prevent these injuries and take care of the children's health, the academics explained the importance of maintaining healthy habits, such as taking a shower daily, brushing your teeth three times a day, washing your hands before and after meals. and playing and taking care of the food and water ingested.

Therefore, children were taught the technique of hand washing according to the literature. In order to make the action performed more dynamic, the students were placed to carry out hand hygiene movements together with the character of the play "Luana", who, during each movement, emphasized how much it is necessary to wash their hands well to avoid disease. The character "Júlia" showed the children the correct way to brush their teeth and the participants performed all brushing movements. In addition, emphasis was placed on water treatment with the use of hypochlorite as a means of disease prevention.

In the theme of worms, the students put on the masks that represented the parasites and explained to the children about the symptoms of these diseases and how to not acquire them. During the explanation of this theme, it was possible to notice the interest of the children, who were very attentive and participative. The use of masks was intended to facilitate children's understanding of the subject in question.

The exhibition of the "RÁ-TIM-BUM" Castle video aimed to emphasize in a playful and dynamic way how essential a good body hygiene is, to maintain health and prevent diseases. During the video presentation, the children remained very attentive to what

was being exposed, in addition to having fun and interacting with the mediators of the presentation.

At the end of each educational activity, the academics reviewed the topic with the children and reinforced it, providing feedback to the participants on the actions developed. Thus, it was noticed that the children interacted a lot with the academics and showed interest in learning about each theme presented. The idea of carrying out educational activities in a playful way emerged with the purpose of disseminating information related to health in such a way that children obtained a greater understanding of each content.

In this perspective, the development of health education in schools has the purpose of promoting the integration of the child audience with new themes that are relevant to build and adopt new knowledge about health. For nursing students, these actions were essential for their training as future health professionals, specifically in Nursing.

Discussion

The health education process in the school environment has become an important tool for health promotion by the nursing professional, whose purpose is to promote actions that contribute to the growth and development of children, taking into account the reality in which are inserted in order to modify behaviors and attitudes that lead to illness.

In this sense, nursing care allows attention focused on the child's practices and knowledge process, so that the health professional's performance is in line with the principles of family and child-centered care, culminating in the development of several social agents that have repercussions for the process of growing and developing in this way.³

Thus, health education activities in schools are necessary, aiming to encourage good health practices among children so that they can act significantly in the environment where they are inserted. Then, it is essential that these activities are developed in a creative and dynamic way, in addition to being easy to understand so that these children can absorb as much knowledge as possible. The playful activity, through games and games, gains visibility in the educational process, as it serves as a stimulus for the construction of human knowledge. It constitutes an important aspect of personal, social and cultural development, collaborating with the improvement of the quality of life and health.²

Diseases such as intestinal parasitic infections, pediculosis and dengue can be prevented based on good health and hygiene practices. Therefore, it is essential to instruct children about healthy habits and preventive measures. Since children are in a phase of full learning, instruction by health professionals is essential in their teaching-learning process.

In this perspective, teaching techniques such as hand washing, body hygiene, preventive measures against dengue and tooth brushing is an attitude that reinforces health promotion in the school phase. The construction of integrative ties resulting from joint practices and actions is fundamental for the development of preventive thinking and health promotion in the school environment.⁷

Conclusion

The school is a great environment to create opinion makers, and, therefore, the action of health education is of extreme importance not only for academics who can transpose their knowledge acquired during graduation, but also for the local community, society as a whole, who can share that knowledge. Thus, the popular knowledge of those children is complemented by scientific knowledge, so that they are distributors of knowledge and teach their parents, family and the community in general about such learned content.

The health education carried out was a success, based on observations of how the target audience was interested and interacted both with the topics covered and with the speakers. They showed, after the lecture, mastery of the learned content, interest to clarify their doubts and questions and exchange of popular / scientific knowledge. However, it is necessary that continuous health education actions are carried out to change inappropriate health behaviors, which requires the joint participation of health professionals and school managers.

This action also contributes to the teaching-learning process of the academics and in practice on how to carry out health education for children, since it is a public that needs more playful and simple approaches, since technical and extensive lectures do not usually draw the attention of children and can make learning poor. Thus, from this activity, many experiences were acquired, contributing to academic and professional training.

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