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RESEARCH ARTICLE

IMPLEMENTATION OF LEISURE ACTIVITIES AS A STRATEGY FOR THE CONTROL OF SPINTERS IN INITIAL LEVEL STUDENTS

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ABSTRACT

Early stimulation is a set of means, techniques and activities that are used in children from birth to six years of age and in order to develop the ability to interact with their environment as well as promote health and individual well-being. Thus, the objective of the following communication is to inform the findings of implementing recreational activities as a strategy to improve sphincter control in early education students of a kindergarten in the city of San Francisco de Campeche. To do this, we will proceed to observe the characteristics of the children of the school, investigate gross motor skills, playful activities will be selected, applied to achieve sphincter control and finally the expected advances will be evaluated. It is concluded that the stimulation is of great relevance and that a significant improvement in the control of sphincters can be determined and with it, the decrease in the use of diapers during the mornings.

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INTRODUCTION

One of the problems today is; offering an adequate service with the new updates of inciting at the initial level (child development from 45 days to 6 years), is a continuous and permanent process of interactions and quality social relations, which offers the infant opportunities that facilitate capacities and skills to life. In such a way, that stimulation represents an opportunity to promote the development of the infant, since it is a set of means, techniques and activities that children use from birth to six years of age in order to develop capacities to favor areas of link and interaction (Unesco, 2013). In Mexico, the National Development Plan 2013 - 2018 promotes the Comprehensive Approach Attention Model for Initial Education, this with the purpose of raising awareness about the importance of early stimulation in the initial level schools. To do this, Martínez (2014) refers to the importance of including these types of activities for the benefit of children's quality of life. It should be mentioned that in the early childhood education the acquisition of good health, hygiene and nutrition habits is of great importance. These habits not only contribute to the care of one's own body and the spaces in which they live, but they are also fundamental to the autonomy process. Sphincter control is a very important and difficult process that leads to growth and transformation of the baby to a small child.

It is a multi-sensed learning. On the one hand, it controls 2 openings of the body, mouth and anus. Remembering that before they worked without any conscious handling by him.

On the other hand, Ortega (2012) states that timely attention in early childhood is a guarantee for the good development of the human being. This is because the success of a child in school depends on the experiences in his first years of life. Similarly, there may be factors and conditions that affect the child's subsequent development.

METHODOLOGY

To carry out this project the control of sphincters requires be pleasant environments, praise mode relationship and adequate to achieve the objectives. It was necessary to carry out a series of activities that were fundamental to achieve meaningful learning in students. As a first action, it was observed and characteristics were detected in the children who gave a plan with a sensitive purpose, to be able to give the infants different sensations, to develop strategies to be able to detect their needs.

The director was informed about the activities to work on the control of sphincters in the social work area about the new changes they will have when they enter the CENDI, the psychologist, to give parents a talk about What is control of sphincters?, How to work at home?, consequences of how to treat their children? In a meeting the teacher talked about the materials that were needed to carry out the activity. The

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planning presented was three weeks with a duration of 30min each day.

First day: Activity: watch a video called “song to leave the diaper (peep), Objective: Arouse interest and the steps to follow to use a bathroom.

Development: show a doll and a doll, carry a potty and through the instruments mentioned teach them how to pee a girl and as a boy, from taking off her clothes and panties. Using also water painted with dye so that they see and hear how the potty is after peeing.

Evaluation: Observe how many followed the steps such as taking off your clothes and then sitting down and doing your needs.

Second day:Activity: Know where the bathrooms are located, placing them with an image of a boy and girl, enter one by one.

Objective: To detect within the room the spaces that occupy the bathrooms that they identify that there is one for girls (toilet) and one for boys (urinal). Implement hygiene measures after using the bathrooms.

Development: The teacher shows how to use the bathrooms and then hygiene measures after using the toilets (wash hands and use toilet paper).

Evaluation: The observer may have many interests or fear and be very careful with the bathroom.

Third day:During the course of the day, talk with them to let them know when they want to pee or poop, take them to each one even if they don't feel like going to the bathroom, before and after each activity. Approximately and encourage him to use the bathroom.

Activity: With a plastic cup and water, they will paint the liquid with dye and then with a syringe absorb the water and expel the liquid in green areas. The objective is to stimulate the use of the bathroom, direction, the sensation of expelling liquid and the idea of continence.

Objective: Stimulate continence control and use of the bathroom.

Evaluation: Observe if they are using the bathroom, the time they need it and how many do not realize that they are already made.

Fourth day: Continue to take the child to the toilets during the course of the day; as it was done the day before, but now without using the diaper.

Activity: With a balloon for each child fill it with water and make a small perforation so that they can sink the liquid that comes out of the balloon into a deep plate.

Objective: Stimulate use in the bathroom, direction, the sensation of expelling liquid and continence.

Evaluation: Observe the positions they take by initiative when using the balloon, identify those who are fretting and the

continuity in the observation of the use of children who are using the bathroom.

Fifth day:Continuity to go to the bathroom during the day without a diaper.

Activity: Make chocolate chip cookies with flour, sugar, egg, butter and vanilla.

Development: Let the toddlers mix all the ingredients.

Objective is to sensitize and stimulate the sensitive area.

Evaluation: Observe their expressions when they feel the ingredients in their hands and who are the children who begin to show patterns of needing to use the bathroom.

Sixth day:Continuity to go to the bathroom during the day without a diaper.

Activity: Prepare grape juice, strawberry and lemon and with the help of a funnel pour the soda into bottles, live drinking their juices.

Development: Each child with their funnel, bottle and soda pour the liquid alone from the glass to the bottle.

Objective: To stimulate the use of the bathroom, direction, the sensation of expelling liquid whenever they want and the idea of continence.

Evaluation: Observe the rhythm in which the liquids are poured, who are the ones who keep urinating and the guidelines they are giving of wanting to go to the bathroom.

Seventh day:Continuity to go to the bathroom during the day without a diaper.

Activity: Listen to a story La casita del pis.

Development: Play with modeling clay freely.

Objective: Sensitize and stimulate the sensitive area.

Evaluation: Observe what they do with the clay, and those who continue to use the balon on initiative.

Eighth day: Continuity to go to the bathroom during the day without a diaper.

Activity: Make colored gray with plaster, water, dye and molds of plastic figures to make cookies.

Development: Go out to paint in the yard.

Objective: Sensitize and stimulate the sensitive area and continence.

Evaluation: Observe their expressions to go to the bathroom, who continue to add and who show no interest.

Ninth day:Continuity to go to the bathroom during the day without a diaper.

Activity: Listening to the song I no longer want to wear a diaper while playing in a plastic sandbox with water leaving creativity, exploration and imagination free.

Objective: Sensitize and stimulate the sensitive area and continence.

Evaluation: Observe their expressions to go to the bathroom, who continue to add and who show no interest.

Tenth day: Continuity to go to the bathroom during the day without a diaper.

Activity: Make a dessert by crushing the mantecados with your hands, stir the crushed sweet bread with nutella and make balls with your hands and then share it with the parents and classmates.

Objective: Sensitize and stimulate the sensitive area.

Evaluation: Observe their expressions to go to the bathroom, who continue to add and who show no interest. Without leaving aside that, within the period of sphincter control stimulation, congratulates each time they manage to go to the bathroom.

Conclusion

There is no doubt the need for stimulation and the need for guidance to achieve progress and learning in the child during their different stages of growth, in this way both the institution and the toddlers, managed to demonstrate their abilities, skills and abilities, being competent, participatory, active children with an integral development, in order to face the different situations of their life and the different areas in which they operate. This project based on experiences among teachers, support staff, parents and children; it tells us about a shared upbringing; For the benefit of the child, it is a tired and constant work but that manages to obtain results of meaningful learning where the welfare of the infant is the priority based on understanding, patience and affection. It is the control of the sphincters, the ability to voluntarily urinate and defecate at the appropriate time and in the right place that is the toilet. The general purpose is that through play, the infant develops strategies that provide opportunities for physical, intellectual and social development that motivate him through trial-error. It is necessary that there is a maturation at the physiological level.

The most important muscles involved in the process are the sphincters, usually the ability to voluntarily control these muscles. We should know that the differences in this between children can be very large. That occurs approximately between 18 months to 36 months. To obtain these results, stimulation was very important; because, it is the development of the behaviors of children of a certain society. These measures help to create or observe what are the achievements that during its different stages of life shows, that is why a boost program must devote most of the activities to develop in the child the skills demonstrated. It is important the observation in this shared upbringing, are the guidelines and characteristics presented by the infant that will give us the game to give him the necessary support to the success he will have in this sphincter control.

The continuity of this routine of going to the bathroom can not be interrupted for several months because the child's age indicates that he needs the supervision and support of an adult, for hygiene, help in clothing and order in the classroom between children. The objectives of this project were fulfilled in a complete and satisfactory way for all involved, 95% of the population achieved a significant improvement in the control of sphincters and decreased the use of diapers during the mornings.

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