

Didactic games on intestinal parasites for deaf and hearing impaired students

(Heloá Caramuru Carlos, Ruth Maria Mariani Braz, Suzete Araujo Oliveira Gomes).

Heloá Caramuru Carlos (Graduada em Ciências Biológicas pela Universidade Federal Fluminense. Mestranda em Diversidade e Inclusão pela Universidade Federal Fluminense.).

Ruth Maria Mariani Braz (Professora da Rede pública de Ensino do Estado do Rio de Janeiro. Orientadora do Curso de Mestrado Profissional em Diversidade e Inclusão – UFF. Doutora em Ciência e Biotecnologia – UFF.).

Suzete Araujo Oliveira Gomes (Professora Adjunta da Universidade Federal Fluminense. Orientadora do Curso de Mestrado Profissional em Diversidade e Inclusão – UFF. Doutora em Biologia Parasitária – FIOCRUZ.).

Intestinal parasites can be pointed as one of the major public health problems in developing countries, being their occurrence associated to the lack of basic sanitation and health education. It is estimated that in the world, 3.5 billion people are parasitized, of which 450 million are infant. Data from the literature report that the parasites diseases most commonly found are Ascariasis and Ancylostomiasis, caused by *Ascaris lumbricoides* and *Ancylostoma duodenalis*, respectively. Although the parasitology contents are approached in elementary school classrooms, there is a great difficulty in approaching this subject for deaf and/or hearing impaired students. In addition, the lack of appropriate didactic resources, have provided understanding problems and low assimilation of the associated contents. For this reason, the purpose of this work was to create and apply games on the matter, guiding and constructing notions of health education and personal hygiene, contributing on the teaching-learning about Ascariasis and Ancylostomiasis. The games were applied at Education Institut Professor Ismael Coutinho at Niterói - RJ for deaf students only and at National Institute of Deaf Education of Rio de Janeiro. In the first board game, the houses are hidden and in order to advance, the students had to identify them, since each one represented organs that are part of *Ascaris lumbricoides* life cycle in the host. Therefore, in order to find the correct "way", tips were given with the characteristics related to each organ. In the second board game about Ancylostomiasis or Amarelão, we rely on Jeca Tatu story created by Monteiro Lobato, who reports that the poor patient becomes a healthy millionaire. In this case, the students answered the cards questions about this parasite which was commented in the classroom and each correct answer, the students advances a house towards the cure and thus wins the game. Through the use of images in a recreational activity, we verified a better understanding of the applied contents, besides the exploratory and reflective capacity of the deaf and hearing impaired. Our results demonstrated that the games can provide the maximization of the teaching-learning process on these intestinal parasites.

