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Unit of teaching link"Conserving the environment by means of the rule of Three R`s: Recycle, reuse and reduce, in the Hospital of Pediatric Specialties, Tuxtla Gutierrez, Chiapas"

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Abstract

The program continues to learn ... in the hospital, provides education to children inside the hospital, so they can continue or complete their studies regardless of the grade level in which they are. It is for this reason that this year, support was given to the hospital through a Unit of Teaching Linkage (UVD), with students of pedagogy and Spanish American Language and Literature, of the Universidad Autónoma de Chiapas (UNACH), fulfilling it The three strands of the universities -docencia-investigation-extension, addressing in the project, several of the objectives of sustainable development by 2030 and promoting social responsibility in students with actions of solidarity with children. The teaching of reading and writing and care for the environment in the development of the teaching-learning process of hospitalized children is of great importance for them to acquire through it a comprehensive teaching, reading habit and care for the environment , Building reading, communication skills, developing the imagination together with their creativity.

Bonding, Environment, Pediatric Hospital

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1. Introduction

The university, within its substantial functions, constantly seeks the close participation of students with society, in this sense, to understand the importance of the participation of these in the teaching linking units, the concept of UVD that the University manages is mentioned. Universidad Autónoma de Chiapas, UNACH (2017, parr.1), on its official website and which says:

> *"They are flexible instruments that allow adapting the thematic contents of the study plans to the solution of the problem of economic, social and cultural development; they were not designed to replace or modify the curriculum, but to enrich it. These are processes that, at the same time that have an impact on social phenomena, have positive effects on academics, boosting substantive functions".*

The UVD was carried out within the framework of the parameters set by the UNACH, and seeks to adapt the thematic contents to the solution of the educational inclusion problem that children have in the hospital, so, throughout the entire process, it is enriched to the curriculum, having the sufficient contribution in phenomena of social character, integrating in all the asesorias to his professors.

The project was carried out with the participation of five full-time faculty from the Academic Body "Educational policy, management and education in and for diversity" as well as forty-five pedagogy students from the third semester, and two belonging to the Language and Hispano-American Literature of the Faculty of Humanities C-VI of the UNACH, during the period of January-June 2017, in the Hospital of pediatric specialties, in Tuxtla Gutiérrez, Chiapas.

2. Problem

The UVD is named "Preserving the environment through the rule of the three Rs: recycle, reuse and reduce, in the Pediatric Specialty Hospital, Tuxtla Gutierrez, Chiapas", is focused on support in reading, writing and creativity of the internal children that for reasons of their long stay, abandon their regular studies, becoming students of the program "keep learning .... at the hospital".

The problem revolves around the diagnosis that was made and that resulted in the difficult situation of the three teachers who attend substantially alone, around 200 inmates and others who arrive daily and spend all day in waiting rooms or treatments. Within the problem, at the same time it was found that the most prevailing area of need is that of reading and writing and, therefore, these aspects were chosen for the project, proposing to serve them through planned activities.

3. Objectives

3.1. General objective

Develop awareness for the care of the environment, literacy and creativity, through the concept of three R's, in non-regular internal children in the pediatric specialties hospital of Tuxtla Gutiérrez, Chiapas.

3.2. Specific objectives

- Encourage literary creation in the children of the hospital through recreational activities, to improve their literacy process regarding environmental education.
- Implement learning techniques through crafts, and encourage creativity.
- Encouraging children to care for their environment and teach the importance of literacy in everyday life.

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2. Theoretical framework

The teaching of reading and writing has been a reflection of the way they have been conceived, on the one hand, the learning process, and on the other hand, the written language as an object of knowledge together with all the variables that determine it.

For this reason, in order to develop the project, it was necessary to strengthen the concepts of recycling, refusal and reduction, and to spin them with literacy and creativity. Reduce, the best we can do for the planet is to exploit it as little as possible, with a fair, ethical approach and use their resources in a sustainable manner. At the center of the environmental crisis is our consumer society.

Here are some questions you can ask yourself before buying: Is it really necessary what I am about to buy?, Is this product designed in a way that does not pollute or sustainably? Will it last a long time? Will it contaminate the being? discarded?, Where was it manufactured and under what circumstances? Were the materials used to make them reusable or recyclable? Is there a similar product but with less packaging? The idea is that each of us make a reasoned consumption, not buy to buy without looking at who or what we can harm... Reuse, because we live in a "disposable society", we are constantly urged to buy "new" items or "improved" even when the one we have can be reused or repaired...

Recycle, Instead of throwing an item when you can no longer use it, recycle it! Even though recycling is not perfect - since it requires energy and the processes to change something into something else often produce unwanted and sometimes toxic byproducts - it is better to send what you disposed of to garbage dumps or what is worse, incinerate them! (Greenpeace Mexico, 2017, par.1-3)

The interesting thing was to link ecological concepts, with pedagogy, while pedagogical activities were developed, holistically ecological and creativity issues were also strengthened, understood by this according to Grinberg cited by Esquivias María (2004, p.7) as the "The brain's ability to reach new conclusions and solve problems in an original way. It is related to the effective integration of both cerebral hemispheres. "

Hiraldo, (2016) suggests that while we read, we force our brain to think, to organize ideas, to interrelate concepts, to exercise memory and to imagine, which allows us to improve our intellectual capacity by stimulating our neurons. Reading also generates conversation topics, which facilitates interaction and social relationships, another key aspect to keep our brain exercised

In effect, new ways of teaching writing and reading are needed, both linked to communicative processes, in oral expression and comprehension with a formative and functional purpose. Therefore, the approach of reading is important from the moment you have access to language. Being the language the main and most basic of the tools to encompass all other learning. It is not that the individual decodes words or texts, but learns that their literacy training is linked to the intellectual, emotional and social processes in which you can see related in your life.

3. Research Methodology

The qualitative approach was used with the research method and techniques -action, through which direct contact was made with the children, interacting, investigating and acting on their needs aligned with the purpose. After making the diagnosis and designing the project, the university students had to be in situ, since it is the place where the vulnerable children are and the mission of the project.

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The students of pedagogy and Spanish-American language and literature, lived with the students of the hospital, and supported through didactic support, everything planned, without ever losing sight of the constant link with the curricula, in addition to taking into account social care, taking as a standard the theme of the Universidad Autónoma de Chiapas, which literally says: "For the awareness of the need to serve." The schedule of the Fridays was chosen during three months because the days are exactly what the study program indicates are the days for practices, being guided and reviewing advances by the coordinator supported by the collaborators, to have certainty of the process and the relevance of it.

4. Result

The children benefited from developing new competences, and the intrinsic relationship between knowledge and care of the environment was achieved, all through the various didactic activities implemented, being mainly of a playful nature.

The activities that were carried out were focused on the improvement of reading and writing as well as the development of creativity and awareness of the environment. The purposes for developing the activities were:

- **Learning to socialize with others.** Encourage children to live with others and in the process acquire a reading habit through caring for the environment.
- **Knowing the animals of the farm and its different sounds:** That the student learn and know the different animals that live on the farm and at the same time identify the sound that each one reproduces.
- **Creating figures:** Developing children's creativity
- **Learn to recycle:** Stimulate the children's oral expression while they know the three R.
- **Children's day event:** Celebrate children in their day, performing modern dances, games and dynamics.
- **Let's use the three rrr knowing our body:** Develop the skills of reading comprehension, imagination and memorization.
- **Recycle easy, recycle well:** That the children understand that the teacher will always be there to support him even in the slightest doubt and that creating and letting his imagination fly is part of learning.

Evidence activities

1. We will elaborate an alphabet, as well as learn to form words according to the creativity of each individual, with the help of their parents.
2. Presentation of the team through clothing (Fruits, bottles, etc.)
3. Song: the vowels
4. Make your favorite animal in the bottle, it will be named organic and inorganic. In which the child will be told to classify their drawings in which bottle they belong and classified, they will cut it and stick it in the bottle, in the same way the bottle will serve as a pen holder.
5. Photos of the child's day event.
6. Puzzle.

5. Conclusions

The UVD project implemented in the Hospital of Pediatric Specialties, Tuxtla Gutiérrez, Chiapas was of great importance for both parties, since through the theme of the three Rs, children and young people, not only became aware of the care of the environment - The problem that concerns today's society - at the same time, favored in the process of improving their writing and reading, fostering creativity in unison.

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We all have the ability to learn to read and write, but both are skills that are learned in the process of our lives, since we are not born with them. Learning, goes beyond the understanding of symbols and their combinations, is essential knowledge of their proper use and the creation of habit.

In the course of this project we could see how the children were improving their spelling, calligraphy, reading comprehension, with the various activities that were implemented, the progress in each student was noted. He also favored his citizenship competencies, making them participative, respectful and kind. It should be mentioned that within the group of children cared for, there were those with inclusion needs, but that was not an impediment for them to be attentive and carry out the activities.

For the students of the UNACH, there are great lessons learned, which will help them to build their professional skills, and mainly to become aware of the social responsibility that comes with studying the career of pedagogy and Spanish-American Language and Literature..

7. Annexes

Figure 1

Figure 2

Figure 3

Figure 4

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Figure 5

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