23 - THE SUBJECT SEXUALITY WORKED IN WORKSHOPS IN A PUBLIC SCHOOL OF PARANÁ

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INTRODUCTION

This work has for objective to analyze the importance of working with the cross-cutting theme sexuality and also verify that this education is geared towards the formation of attitudes regarding sexuality way of living responsibly, i.e. develop essential choices responsibly, or merely pass information about sexuality, and has no association with individuality of each student.

Is relevant to remember second national curriculum Parameters (1998), the cross-cutting themes proposed concern the contents of social character, which must be included in the school curriculum, "transversal", i.e. not as a specific area of knowledge, but as content to be taught within the various areas established. Still claim the fundamental role of education in the development of society as a way to build citizens who understand the social reality and are prepared for the world of work.

The proposed placement by sexuality theme, as is the case with all cross-cutting issues, will be impregnating the entire educational practice. Each area will deal with issues of sexuality through its own proposal. To perform the contents of sexual orientation, will be spelled out your joints more evident of each block of content with the various areas (BRAZIL, sd).

The school, the main institution for training of citizens is understood as a place for execution of health education, since children and adolescents are the most vulnerable public (BRAZIL, 1998).

Therefore when working with the theme of sexuality in schools, seeks to be considered the same as something inherent to life and health, which is manifested in human beings from birth to death. Relates to the right to the enjoyment and the exercise of sexuality with responsibility. Include gender relations, respect yourself and others and the diversity of beliefs, values and cultural expressions that exist in a democratic and pluralistic society. Includes the importance of prevention of sexually transmissíveisAIDS and unwanted pregnancy in adolescence, among other controversial issues (RODRIGUEZ, 2010).

In this context, sexuality can also be defined as a set of factors that directly or indirectly relates to sexual activity and, however, prejudice, taboos and the experiences of a society are manifested in sexuality very obvious (BRAZIL, 2010).

In addition, the teenage student faces several bodily and emotional changes and these changes are related to sexuality. It is a matter of concern, because most young people do not make use of the various information they have access not putting into practice, several times, causing unwanted situations such as early pregnancy, DSTs (sexually transmitted diseases), family confrontations, hormonal disorders (GUARIGLIA et al., 2000).

Likewise according to Ribas and Junior (2007) the prematurity of the initiation of sexual practices among teenagers and curiosity of age in relation to sex, requires the teacher preparation to work this complex theme with teenagers. Unfortunately, the textbooks offered to present the contents of human reproduction, limited to describe the anatomy and physiology of male and female reproductive systems and the playback mechanism. Important issues related to this theme, such as sexually transmitted diseases and unwanted or early pregnancy in adolescence, are presented in shallow and uncommitted in the universe of students.

OBJECT

Report the experience experienced in educational practice with students from a public elementary school in the west of Paraná about sexuality covering the topics of puberty, Anatomy and physiology of male and female reproductive system, also about the contraceptive methods, and sexually transmitted diseases.

METHODOLOGY

The workshops were held in the school environment, the course of academic baccalaureate and teaching licensure in nursing at the Universidade Estadual do Oeste do Paraná (UNIOESTE), participating in the Institutional Program of Scholarship on teaching initiation (PIBID), along with students of the Colégio Estadual Marilis Faria Pirotelli and partner school of the PIBID and teachers of that institution.

The educational practice was held with the theme suggested by the school and happened in two phases. The first class was held with the presence of the teacher, where the theoretical content was verbally and with multimedia aid exposed, and also cured the doubts of the students.

After several discussions about the importance of educational practice covering the topic of sexuality, and also of the request to work the topic at school, the nursing academic members of PIBID, drew up the educational practice, where the first theme worked on the topic of sexuality was about puberty, Anatomy and physiology of the female and male reproductive system, after that the use of contraceptive methods, and has also been exposed about sexually transmitted diseases.

Were displayed in the multimedia device changes during puberty, and ask students to tell them what has changed in your body and which secondary characteristics of each sex after that enter in the internal and external genital Anatomy of both sexes and explained briefly about the physiology of same, later exposed himself to early pregnancy prevention covering all contraceptive methods and also sexually transmitted diseases that occur without the use of the method of barrier.

Methods was used to facilitate the assimilation of the contents, including the drafting of a drawing of the female and male genital Anatomy, by which students described the names and what the main function of each structure, was also proposed a revision exercise done through the textbook. Students also wrote the contraceptive methods and subsequently will expose their doubts to be remedied.

The theme of sexuality and pregnancy prevention arouse the interest of adolescents and easily when treated, from a scientific point of view, sociological, psychological difficulty in maintaining attention is diminished. The students were divided into four groups to carry out dynamic, all the evaluative activity of elaboration of anatomical drawings, description of contraceptive methods, and also participated in the dynamic where one game was used, was later given a time for questions, the teenagers were interactive and have shown interest in the proposed subject, also envisioned that they possessed basic knowledge on the topic after being taught the theory lesson in the first moment.

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The dynamics occurred in the form of a workshop, which was the alternative chosen for the development of activities with the target audience, "present themselves as effective instruments of prevention and health promotion" (JEOLÁ; FERRARI, 2003, p. 611). In them there is the participation of the subjects involved and of the coordinators, who are the people who are giving the workshop. Through the workshops it is possible that the team interact with participants who can then expose your questions and experiences, thus opening a discussion of experiences organized and facilitated by the coordinators. It is characterized, therefore, by a pedagogical strategy based on active participation of the subjects.

> O que define uma oficina é sua proposta de aprendizagem compartilhada, por meio de atividade grupal, face a face, com o objetivo de construir coletivamente o conhecimento. Os exercícios e os temas trabalhados estimulam questionamentos [...]. (JEOLÁ; FERRARRI, 2003, p. 612-613).

When discussed with students which meant sexuality, all referred only to sex the discovery of sexuality is almost always associated with the youth to a simple definition, where the vast majority relating the theme just to sex and the sexual act, both in its biological aspects. However, we as educators have an obligation to show young people that sexuality is a broad term and it involves other aspects besides the Biologics, such as cultural, social and socializing aspects of personal slant (concerning individual preferences and choices in the field of sexuality). According to the author Favero (2007) says that the way to obtain pleasure is linked directly to each individual and depends on the experiences lived by himself and the culture where it is inserted.

DISCUSSION

After the first moment of verbal Exposition on the subject, we realize that teens with which it was worked were with many questions and had no field of subject the topic of sexuality, the students had doubts about puberty, about the changes that have taken place in this phase, similarly had no field of Anatomy and physiology of the reproductive systems. Also previewed the unpreparedness before the topic of contraception, where many had common sense ideas that didn't match reality.

About the topic of sexually transmitted diseases students also had no domain, only they knew how to succinctly on HIV/AIDS, having no knowledge of other STDs that are common in sexually active population.

What we can see in educational practices, this issue is seen as a taboo, where some teachers don't feel stimulated and willingness to work and think it's the school's family that should address this issue, likewise the family also does not feel able to take care of it, according to reported by teenagers, they do not talk about this subject with the family, some out of fear, others by shame and insecurity, and also for not feeling comfortable with their families.

According to Rodriguez (2010) some teachers have certain fear of parental reaction to work with sexuality in school. It is observed that the question of sexuality is still a taboo in the school context, involved in a veil of guilt, doubt and repression that needs to be crafted and demystified. This behavior causes the subject to be treated far from reality. No one realizes the work with the cross-cutting theme Sexuality in schools, because the same is unknown by the teachers or not working correctly.

CONCLUSION

Demonstrates that teens need to enhance their knowledge about sexuality and the topics she covers, no knowledge thereof results in large rates of teenage pregnancy, where there are planned, and are also susceptible to getting sexually transmitted diseases and prevention, it is important that they can talk to your family about this themeIt is also necessary that family and school relate to improving information aimed at and and access for these teens breaking the taboos of society.

It is clear that teens have a lot of curiosity about the topic, and are interested in any subject area, therefore is identified the importance of teachers working on these issues, and not just in science class, because the same, this inserted in cross-cutting issues that must be dealt with in various materials and with different approaches, the method of using dynamics is favorable because the students assimilate quickly content and interact with each other at the same time.

In this walk, we note that the shame of students is reflection of a misconception that parents have about sexuality, that comes from meeting with the design of the elapsed time and the great religious weight.

It is up to the educators and health professionals program joint actions with school and family, to a greater knowledge and adoption of safe practices related to sexuality, plus information that aims to empower these students to exercise your judgment, in this context it is essential that the same acquire sexual responsibility. Educational practices must also respect the age range of students in persevering to obtain results that contribute to society. For this it is vital that this information to access the entire public and private education of educational institutions in Brazil.

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THE SUBJECT SEXUALITY WORKED IN WORKSHOPS IN A PUBLIC SCHOOL OF PARANÁ

ABSTRACT

The article reports the experience experienced by academics of nursing course to treat the subject sexuality with adolescents in the school environment. In adolescence the student faces several bodily and emotional changes and part of them are related to sexuality. Given this it is vital that the teachers along with their parents to extend their vision and work the theme of way lighter and unprejudiced, acting together with health professionals, aiming at an improvement in the quality of life and decrease in indicators of teenage pregnancy and sexually transmitted diseases. happened in two phases. The themes were worked in two phases, the first one was held in the presence of the teacher, where the theoretical content was verbally and with multimedia aid exposed, and also cured the doubts of the students. The second time we used a game called one remains, which is characterized by picking up one piece and make it jump over another piece, always horizontally or vertically, ending in an empty space. The piece that was skipped is removed from the Board. The game ends when you can no longer make any other move, at the end of practice the group who got more parts was the Group winner. Educational practices were identified that teenagers have a lot of curiosity and willingness to learn about sexuality in all its scope and when worked in form of workshops introducing games learning becomes more dynamic and fun. Sexual practices among teenagers and curiosity of age in relation to sex, requires the teacher preparation to work this complex theme with teenagers. Unfortunately, the textbooks offered to present the contents of human reproduction, limited to describe the anatomy and physiology of male and female reproductive systems and the playback mechanism.

KEYWORDS: Sexuality, health education, nursing.

LA SUJET DE LA SEXUALITÉ A TRAVAILLÉ EN ATELIERS DANS UNE ÉCOLE PUBLIQUE DU PARANÁ

RÉSUMÉ

L'article rapporte l'expérience vécue par des universitaires, des cours de soins infirmiers pour traiter de la sexualité du sujet avec les adolescents en milieu scolaire. À l'adolescence l'étudiant fait face à plusieurs changements physiques et émotionnels et partie d'entre eux sont liés à la sexualité. Il est essentiel que les enseignants ainsi que leurs parents d'étendre leur vision et de travailler le thème d'agir de façon plus légère et sans préjugés, ainsi que des professionnels de la santé, visant à une amélioration de la qualité de vie et de diminution des indicateurs des grossesses précoces et sexuellement transmises dans ces maladies. qui s'est passé en deux phases. Les thèmes ont été travaillées en deux phases, la première a été tenue en présence de l'enseignant, où le contenu théorique a été verbalement et avec aide multimédia exposé et guéri aussi les doutes des étudiants. La deuxième fois que nous avons utilisé un jeu appelé reste un, qui se caractérise par ramasser un totale et faire sauter par-dessus une autre pièce, toujours horizontalement ou verticalement, se terminant dans un espace vide. La pièce qui a été ignorée, est retirée du plateau. Le jeu se termine quand on peut faire n'est plus tout autre mouvement, à la fin de la pratique du groupe qui a obtenu le plus de pièces a été le vainqueur de groupe. Les pratiques éducatives ont été identifiés que les adolescents ont beaucoup de curiosité et de la volonté d'apprendre sur la sexualité dans toute sa portée et travaillé sous forme d'ateliers présentant les jeux apprentissage devient plus dynamique et amusant. Les pratiques sexuelles des adolescents et de la curiosité d'âge liée au sexe, exige la préparation de l'enseignant de travailler ce thème complex avec des adolescents. Malheureusement, les manuels proposé de présenter le contenu de la procréation, limitée pour décrire l'anatomie et la physiologie des systèmes reproducteurs mâle et femelles et le mécanisme de lecture.

MOTS-CLÉS : Sexualité, éducation à la santé, de soins infirmiers.

LA SEXUALIDAD TEMA TRABAJADO EN TALLERES EN UNA ESCUELA PÚBLICA DE PARANÁ

RESUMEN

El artículo presenta la experiencia vivida por académicos del curso de enfermería para el tratamiento de la sexualidad tema con adolescentes en el ambiente escolar. El estudiante enfrenta varios cambios corporales y emocionales en la adolescencia y parte de ellos están relacionados con la sexualidad. Teniendo en cuenta esto es de vital importancia que los profesores junto a sus padres para ampliar su visión y trabajar el tema de manera más ligera y libre de prejuicios, actuando junto a profesionales de la salud, con el objetivo de una mejora en la calidad de vida y disminución en los indicadores de embarazo adolescente y sexualmente transmisión enfermedades. sucedió en dos fases. Los temas fueron trabajados en dos fases, la primera se celebró en presencia del maestro, donde expusieron verbalmente y con ayuda multimedia el contenido teórico y curado también las dudas de los alumnos. La segunda vez que usamos un juego llamado restos uno, que se caracteriza por recoger una pieza y hacen saltar sobre otra pieza, siempre horizontal o vertical, terminando en un espacio vacío. La pieza que se omitió se retira del tablero. El juego termina cuando ya no puedes hacer cualquier otro movimiento, al final de la práctica el grupo que tiene más partes fue el ganador del grupo. Se identificaron las prácticas educativas que los adolescentes tienen mucha curiosidad y voluntad de aprender acerca de la sexualidad en todo su alcance y cuando trabajó en forma de talleres introducir juegos de aprendizaje más dinámico y divertido. Las prácticas sexuales entre los adolescentes y curiosidad de la edad en lo referente a sexo, requiere la preparación de maestros a trabajar este tema complejo con adolescentes. Desafortunadamente, los libros de texto se ofrecieron a presentar el contenido de la reproducción humana, que se limita a describir la anatomía y la fisiología del sistema reproductivo masculino y femenino y el mecanismo de reproducción.

PALABRAS CLAVE: Sexualidad, educación para la salud, enfermería.

O TEMA SEXUALIDADE TRABALHADO EM OFICINAS EM UMA ESCOLA PÚBLICA DO PARANÁ

RESUMO

O artigo relata a experiência vivenciada por acadêmicos do curso de enfermagem ao tratar o tema sexualidade com adolescentes no ambiente escolar. Na adolescência o aluno enfrenta diversas mudanças corporais e emocionais e parte delas estão relacionadas com a sexualidade. Diante disso é imprescindível que os professores juntamente com os pais ampliem sua

visão e trabalhem o tema de maneira mais leve e sem preconceitos, agindo juntamente com os profissionais da saúde, visando uma melhoria na qualidade de vida, e diminuição de indicadores de gravidez na adolescência e doenças sexualmente transmissíveis. aconteceu em dois momentos. Foram trabalhados os temas em dois momentos, o primeiro foi realizado com a presença do professor, onde o conteúdo teórico foi exposto verbalmente e com auxílio multimídia, e também sanado as dúvidas dos alunos. No segundo momento foi utilizado um jogo chamado resta um, que é caracterizado por pegar uma peça e fazê-la "saltar" sobre outra peça, sempre na horizontal ou na vertical, terminando em um espaço vazio. A peça que foi "saltada" é retirada do tabuleiro. O jogo termina quando não mais é possível fazer nenhum outro movimento, no final da prática o grupo que ficou com mais peças era o grupo vencedor. Identificou-se nas práticas educativas que os adolescentes têm muita curiosidade e vontade de aprender sobre a sexualidade em todo seu âmbito e quando trabalhado em forma de oficinas introduzindo jogos a aprendizagem se torna mais divertida e dinâmica. As práticas sexuais entre os adolescentes e a curiosidade própria da idade em relação ao sexo, exige do professor preparação para trabalhar esse tema complexo com os adolescentes. Infelizmente, os livros didáticos oferecidos ao apresentarem o conteúdo de reprodução humana, se limitam a descrever a anatomia e fisiologia dos sistemas reprodutora masculina e feminina e o mecanismo de reprodução.

PALAVRAS-CHAVE: Sexualidade, Educação em Saúde, Enfermagem.