108 - SEX EDUCATION UNDER THE PSYCHOSOCIAL PERSPECTIVE OF ADOLESCENTS

REJANE MILLIONS VIANA MENESES
BRUNO DE ANDRADE LIMA
DIANA KARLA CRUZ E SILVA
SUZANA TEREZA ARAÚJO DE MEDEIROS
VITOR TOSCANO BARBOSA
POSTGRADUATE PROGRAM IN NURSING, FEDERAL
UNIVERSITY OF RIO GRANDE DO NORTE,NATAL,BRAZIL
rejmillions@hotmail.com

INTRODUCTION

The adolescence may be seen as a phase of uncertainty and transition, being capable of conflicts and crises; a period of looking for freedom, in which the main features of personality are being consolidated. It is the stage of an individual's life that covers biological and psychological changes within a social-cultural context. This development makes possible the maturation of the reproductive capacity of the individual by starting the sexual life and continuing the biopsychosocial construction. (SILVA, SILVA & ALVES, 2004) (KROLL, 2005)

This construction follows the establishment of new relations of the individual with society in their physical and mental development, and can be represented by sexuality, an inevitable, relentless and irremovable part of the human being since birth. The psychological maturity is accompanied by maturity in terms of sexuality, which has the functions of love, pleasure, reproduction and relationships. Living in adolescence and learn to deal with the force of sexuality in a society that is going through major transformations such as ours, is particularly challenging. (SILVA, SILVA & DUBEUX, 2003) (RIBEIRO, 1993)

According to Oliveira (2002), talking about sexuality in the educational context is fascinating, given the singularity that it presents, and becomes more charming when you're writing about the importance of demystifying the negative charge that permeates the relationship of people with sexuality. It is noted that sexuality is an issue of society itself, a matter of citizenship, in effect, sexual orientation should offer a reflection focused on the multiple forms of expression of human sexuality: sex, desire, fear, love, the biological body and the social/sex roles. (OLIVEIRA, 2002)

Herzlich (2005), in his studies, emphasizes the importance of looking toward the social representations and its implications in our day-to-day, and approaches with Durkheim to say that our actions are the expressions of a reality built over our existence, at every moment, having, thus, own existence. On this assumption, it is of utmost importance to emphasize the Theory of Social Representations in our study.

The term "social representation" or "collective representation" was proposed by Durkheim, who wished to emphasize the uniqueness and the primacy of social thought in relation to individual thought. To this author, as well as individual representation should be considered an autonomous psychic phenomenon not reducible to the brain activity that justifies it, the collective representation is not simply the sum of representations of the individuals that live in society.

Through this study, we aimed not only to understand and reflect on the collective representations of adolescents about sexuality, but also make them conscious on ways to avoid unwanted pregnancies and to prevent against Sexually Transmitted Diseases (STDs), outlining proposals including health-education from the profile and lifestyle of adolescents, aimed at promoting a healthy sexuality. We looked, still, identifying, among the methods used at present, one that generates greater reflection about the practice of healthy habits related to sexuality.

METHODOLOGY

This is a qualitative-descriptive study, in which was used participatory methodology through focus groups with adolescents involved in the project. From there, we tried the recognition of social representations of these young people about a healthy sexuality, as well as the articulation of the same in actions promoting health.

The project was previously submitted to the Ethics Committee of UFRN, respecting the Resolution 196/96 because it is a study that involves human beings.

This study was developed in several stages, concurrent to the development of the extension project. The study was conducted in PETI (Program for Elimination of Child Labor) of Pium district, located in Parnamirim/RN. The research subjects were all adolescents who are between the ages of 10 to 15 years, living at Pium, registered in PETI.

Initially, there was a meeting with parents of teenagers involved in the project so that we could explain about the search and apply for consents. Following a pre-established roadmap of open and closed questions, there was an interview with the adolescents aiming to meet social, economic, cultural and living habits aspects (related directly or indirectly with sexuality). The quantitative data were computed, serving as grants that were traced the profile of these adolescents. The qualitative data were gathered, classified and evaluated through content analysis. The results were discussed and presented as a description, pictures and graphs, tables and reports of experience.

RESULTS AND DISCUSSIONS

From the'60s, there was an increase in interest in explanation of the phenomena of symbolic field, through the notions of representation and social memory. From there, there's the Theory of Social Representation (TRS), which can be seen as a way to "operationalize a concept to work with the social thought in its dynamics and its diversity". (ARRUDA, 2002)

Generally, the social representation does not come to bring a copy or a reflection of reality, but a translation or version of this (ARRUDA, 2002). According to Franco (2004), the "approach and conducting research on social representations may be essential ingredients for better understanding of society." Thus, this theory emerged as an important tool for studying the psychosocial sexuality from the perspective of adolescents.

Despite repeated campaigns about contraceptive methods and sexuality, a study by Oliveira (2008) found that 90% of young people interviewed were aware of contraceptive methods, yet 70% said they did not use any methods of contraception at first sexual relation.

Data shows that, in the whole world, one in three adolescents of 19 years is already mothers or pregnant of the first

child, only 30% of couples use contraception methods, and at least 1/3 of the 30 million people are infected with HIV between 19 and 24 years (SOUSA et al. *apud* ROCHA, 2004).

Even with the intensification of campaigns for the use of condoms and other contraceptive methods, rates of pregnancy and STD's in adolescence remain significant. Therefore, to understand this gap between knowledge and practice, we have to give prominence to the social context and social interrelationships (PAREDES & CAMARGO, 2007). In other words, we must understand the individual as a historic being, inserted in a family context that has experienced difficulties, different expectations and different levels of critical concern to reality (FRANCO, 2004).

On this assumption, we draw, initially, a profile of the 47 adolescents with whom we work. As results we obtained, among others, the following data: 21 of the interviewees were female and 26, male; 31 of the interviewees are to be aged 10 to 12 years, and 16 of them from 13 to 15 years. Regarding education, 23 of them present course from 1st to 5th degree and 24, from 6th to 9th years.

As to the social-economic aspects, we highlight the type of family organization and access to the media. At first, it was observed that: 18 of the interviewees have a nuclear family; from these, 9 have a family with a single parent, 9 live with a reconstituted family, and 11 with other types of family organizations. Regarding the second aspect highlighted, 97.8% of respondents revealed to have access to media, the TV being the most mentioned, followed by the Internet, magazine and newspaper.

Several other questions could also be analyzed, for example, what adolescents think about teenage pregnancy and sex education. Most respondents (74.4%) have a negative view on pregnancy in adolescence:

"An ugly thing, which would disappoint my mother..." (N.B.S., 12 years)

"I think it's an irresponsibility" (P.J.S., 14 years)

Also on pregnancy, a percentage of 34% believes the teenager as being very young to deal with parenthood. Regarding sex education, 55.3% of adolescents reported not know what it means.

A point to be highlighted is that only 2 of the teenagers said to have already started their sexual life. The first is male, has 12 years of age, had the first sexual intercourse at 11, without the use of contraceptive methods, was not previously focused on sexuality, considers the adolescent pregnancy "a good thing" and does not understand what AIDS is. The second, 12-year-old, female, began the sex life with the same age (having made use of contraceptive method), claims to have previously received orientation on sexuality, thinks the adolescent pregnancy "a horror" and, AIDS, a "disease that nobody should have".

Prescriptive discourses of how young people should live their first sexual relations and how to relate sexually are not rare to find. However, little is known about how young people in this age group plan these experiences in their lives (Altmann, 2007).

According Bretas & Silva (2005), parents have enormous difficulty with the sexuality of young sons and eventually transfer the educational role playing to others, reproducing disciplinary forms of control, thus perpetuating a cycle for many generations. Parents often have difficulty in addressing issues of sexuality with their children, precisely because they have not quite clear what happened to themselves. In this context, the majority of parents assign the task of the sexual orientation of their children to school and this, in turn, presents difficulties in fulfilling this task. In this sense, Murano says it is also important to consider the fact that teachers may feel unprepared to deal with issues of sexual orientation with their students (BRETAS & SILVA, 2005).

Reflection of such lack is the predominant way of the type of sex education, where the educator tries to eliminate their own sexuality, and is expected to suffocate, also, the sexuality of students. Since we talk about anatomy and physiology, all is good, and better yet if we expose standards that confuse the sexuality. One of the sentences said by adolescents about sex education well represents that line of thought:

"It's a class talking about sex and our body" (J.A.C., 13 years)

In this model, we hardly tolerate the educator entering a discourse on the essence of the problem, which is the binomial pleasure vs. love (BERNARDI, 1985 *apud* BRETAS & SILVA, 2005). Knowing the own limits, acknowledging the complexity of the issue and exercise their role with dignity: this is the way that educators can help ensure that students know that sex is natural, that may give pleasure, but that, for that to happen, maturity and responsibility are need (SAYÃO, 1997).

During the meetings with adolescents, we take into account their social-economic and psychological profile, always leaving us guided by the Theory of Social Representations. During the project, we try to carry out at the end of each meeting, an evaluation of the methodology practice used, to ascertain the receptivity of adolescents to them, describing positive and negative points. Thus, we could see they were more effective and promoted a better response from those teenagers who took meetings outside the environment of the classroom, which was used in an informal language, using dynamic followed by reflection. Moreover, it was quite effective in practice to emphasize the good side of a healthy sexuality, breaking the current paradigm that works to sex education from the perspective of fear and negativity.

The use of focus groups was also important, allowing us access to the vision of the world and perceptions of each teenager; it was a moment of exchange of experience between them, in full relaxation, which favored the creation of ties among adolescents and between them with us. This link could also be strengthened from the exposure of life experiences brought to our own adolescence, which allowed a greater rapprochement between "educators" and "educated".

In general, we find that, over the course of this project, young people were shown to be safer to talk about sexuality issues and at the same time, more interested in it.

FINAL CONSIDERATIONS

The impact of globalization on the lives of children and adolescents points to major changes arising in their daily lives. The complexity in revealing the impact of these several changes is a challenge for our collective imagination and analytical capacity. But we cannot join this task without the participation of children and adolescents, because they are key actors who can help us understand how it will react and adapt to these changes. (RIZZINI *apud* BUSH AND GORDON, 2006)

At a time when excesses of sexual stimuli are promoted by the media, providing incentive for the sexual act without being passed a minimum sense of security, television, cinema, the press and propaganda floods the daily lives of young people with sex appeal never seen by other generations. And so is born the fantasy that all sexual intercourse is wonderful, because the teenager is no longer influenced by that flood. (CROSS & OLIVEIRA, 2002)

Although a lot is spoken about sexuality, what we see today is that young people are working increasingly vulnerable: grow every day the rates of pregnancy and STDs in adolescence. In this way, we realize that sex education, in actuality, is being crafted in such a way that the information submitted does not cause changes in habits. Thus, when working with adolescents, it is important to consider the social representations about sexuality, the meaning of this phase for them and the stage of psychosocial development of each individual belonging to this group in order to establish guidelines that can actually do with that the teenager

performs a critical view and a transformer praxis on their sexuality.

In this context, public health is directing special attention to young people, noting the need to adopt programs aimed to ensure the path of youth towards the full exercise of citizenship.

To that end, the health professional's primary health care, especially the nurse, should take to compromise in his role as educator to effectively combat the high rates of unwanted pregnancy and STDs in adolescence, which are, in a macro vision, a serious public health problem. So, are of extreme importance proposals for intervention integrating Health and Education in view of promoting health, with emphasis on healthy sexuality of adolescents.

In this sense is that, for the expressive importance of the issue, there is a need to create spaces for reflection and discussion about sexuality, based on the characteristics of adolescence and in the vision of adolescents on this subject. Only then, we will broke with the paradigm of sex education worked in actuality, that is little effective and based purely on biological factor, in imposition of fear and in negativity.

REFERENCES

ALTMANN, H. **Educação sexual e primeira relação sexual**: entre expectativas e prescrições. Rev. Estud. Fem., Florianópolis, vol.15, n.2, p.333-356, mai./ago. 2007.

ARRUDA, A. **Teoria das representações sociais e teorias de gênero**. Disponível em: <www.scielo.br>. Acesso em 08 de maio de 2008.

BRETAS, J. R. da S.; SILVA, C. V. **Orientação sexual para adolescentes**: relato de experiência. Acta Paul. Enferm., São Paulo, v.18, no.3, p.326-333, jul./set. 2005.

DURKHEIM, E. **Representações Sociais**. Sociologia e filosofia. São Paulo: Ícone, 1994.

FRANCO, M.L.P.B. **Representações sociais, ideologia e desenvolvimento da consciência**. Disponível em: <www.scielo.com.br>. Acesso em 8 de maio de 2008.

HERZLICH, C. **A problemática da representação social e sua utilidade no campo da doença**. Disponível em: <bases.bireme.br>. Acesso em 20 de maio de 2008.

KROLL, A. F. et al. **Adolescência e Sexualidade**: um dialogo necessário. Disponível em: <www.esp.rs.gov.br>. Acesso em 13 de abril de 2008.

MOSCOVICI, S. **A representação social da psicanálise**. Rio de Janeiro: Zahar, 1978.

OLIVEIRA, N.R. **Gravidez e Maternidade de adolescentes de periferias sociais e urbanas**: reflexões à luz da Psicologia Ambiental. Relatório de Pesquisa (pós doutorado). Departamento Materno infantil, Faculdade de Saúde Pública, USP, 2002.

OLIVEIRA, W.M. **Uso de métodos contraceptivos por adolescentes**. Disponível em: <www.portaldasexualidade.com.br>. Acesso em 19 de março de 2008.

PAREDES, A.S. & CAMARGO, B.V. **Contribuições para a Teoria e o Método de Estudos das Representações Sociais**. João pessoa: EDUFPB, 2007.

RIBEIRO, Marcos (org.). **Educação sexual**: novas idéias, novas conquistas. Rio de Janeiro:
Rosas dos tempos, 1993. 413 p.

ROCHA G.L.H. **Adolescência e sexualidade**. Disponível em: <www.geocities.com.br>. Acesso em 11 de março de 2008.

SAYÃO, ROSELI. **A educação sexual nossa de cada dia**. Série Idéias, n. 28. São Paulo: FDE, 1997.

SILVA, M.S.; SILVA, M.R.; & ALVES, M.F.P. **Sexualidade e Adolescência**: É preciso vencer os tabus. Disponível em: <www.ufmg.br>. Acesso em 12 de maio de 2008.

D. José Pereira Alves Street, 457- Petrópolis. Natal/RN, Brazil. Postcod: 59014-450.
Phone: 55-84-32153772/ 84-91296525. E-mail: rejmillions@hotmail.com

SEX EDUCATION UNDER THE PSYCHOSOCIAL PERSPECTIVE OF ADOLESCENTS

ABSTRACT:

Sexuality is inevitable, relentless and irremovable part of human beings since birth, and in adolescence it begins to be experienced with more intensity. On this basis and in the Theory of Social Representation (TRS), proposed by Durkheim and produced by Serge Moscovici, this study aimed, among other things, identifying methodological practices best suited to psychosocial characteristics of adolescents, as well as their consciousness about the importance of the development of a healthy sexuality and a critical view on it. While respecting the ethical principles of Resolution No. 196/CNS/1996, the search was conducted with adolescents from the Program for Elimination of Child Labor (PETI) of Pium district, in the city of Parnamirim-RN, through meetings in which were worked a variety of topics related to sexuality issues, as well as other topics of interest of adolescents. After such meetings, we realized that many methods used in current practice are unsuitable for adolescents and, therefore, do not cause a change of attitude. With the passage of this project, the adolescents were more interested and safe when approached about sexuality, both with teachers and with parents.

KEYWORDS: Adolescents, Sexuality, Social Representations

L'ÉDUCATION SEXUELLE SANS VUE PSYCHOSOCIAL DES ADOLESCENTS

RÉSUMÉ:

La sexualité est inévitable, sans relâche et inamovible de l'être humain depuis sa naissance, et à l'adolescence, elle commence à être connue avec plus d'intensité. Sur cette base et dans la théorie de la représentation sociale (TRS), proposée par Durkheim et produite par Serge Moscovici, cette étude vise, entre autre, à identifier les meilleures pratiques méthodologiques adaptés aux caractéristiques psychosociales des adolescents, ainsi que l'importance de leur consciences à développer une sexualité saine et un regard critique sur eux mêmes. Tout en respectant les principes éthiques de la Résolution N ° 196/CNS/1996, la recherche a été menée avec des adolescents Program élimination du travail des enfants (PETI) Pium du quartier, la ville de Parnamirim-RN, par le biais de réunions dans lesquelles nous avons travaillé étaient une variété de sujets liées à la sexualité, ainsi que d'autres sujets d'intérêt des adolescents. Après ces réunions, nous nous sommes rendu compte que de nombreuses méthodes utilisées dans la pratique actuelle pour les adolescents ne sont pas inadaptées et donc n'a pas incité au changement d'attitude. Dans le cadre de ce projet, les jeunes étaient plus intéressés et en sécurité lorsqu'il est sollicité au sujet de la sexualité, à la fois avec les enseignants et les parents.

MOTS-CLÉS: adolescents, la sexualité, les représentations sociales

LA EDUCACIÓN SEXUAL BAJO UNA PERSPECTIVA PSICOSOCIAL DE LOS ADOLESCENTES
RESUMEN:

La sexualidad es inevitable, inexorable y inamovible de los seres humanos desde su nacimiento, y en la adolescencia ella empieza a tener experiencia con más intensidad. Sobre esta base, y en la Teoría de Representación Social (TRS), propuesto por Durkheim y producido por Serge Moscovici, este estudio es destinado, entre otras cosas, a la identificación de las prácticas metodológicas que mejor se adapten a las características psicosociales de los adolescentes, así como su conciencia sobre la importancia del desarrollo de una sexualidad sana y de una opinión crítica sobre el mismo. Respetando a los principios éticos de la Resolución N º 196/CNS/1996, el estudio fue realizado con adolescentes del Programa de Eliminación del Trabajo Infantil (PETI) del barrio Pium, en la ciudad de Parnamirim-RN, a través de reuniones en que hemos trabajado una variedad de temas relacionados con la sexualidad, así como otros temas de interés de los adolescentes. Después de esas reuniones, nos dimos cuenta de que muchos métodos utilizados en la práctica actual son inadecuados para los adolescentes y, por lo tanto, no causan un cambio de actitud. En el curso de este proyecto, los jóvenes estaban más interesados y seguros cuando se acerca de la sexualidad, tanto con los profesores como con los padres.

PALABRAS CLAVE: adolescentes, sexualidad, representaciones sociales

EDUCAÇÃO SEXUAL SOB A PERSPECTIVA PSICOSSOCIAL DOS ADOLESCENTES
RESUMO:

A sexualidade é inevitável, inexorável e irremovível do ser humano desde o nascimento, sendo na adolescência que ela começa a ser vivenciada com mais intensidade. Com base nisso e na Teoria das Representações Sociais (TRS), proposta por Durkheim e elaborada por Serge Moscovici, o presente estudo objetivou, dentre outros pontos, identificar práticas metodológicas mais adequadas às características psicossociais dos adolescentes, bem como conscientizá-los quanto à importância do desenvolvimento de uma sexualidade saudável e uma visão crítica sobre a mesma. Respeitando os preceitos éticos da Resolução nº 196/CNS/1996, a pesquisa foi realizada com adolescentes do Programa de Erradicação do Trabalho Infantil (PETI) do bairro Pium, município de Parnamirim-RN, através de encontros nos quais foram trabalhados uma diversidade de temas relacionados à temática sexualidade, assim como outros temas de interesse dos adolescentes. Após tais encontros, percebemos que muitas práticas metodológicas utilizadas na atualidade não se adequam aos adolescentes e, por conseguinte, não provocam mudanças de atitude. Com o decorrer deste projeto, os adolescentes mostraram-se mais interessados e seguros quando abordados sobre sexualidade, tanto com os professores como com os pais.

PALAVRAS-CHAVE: Adolescentes, Sexualidade, Representações Sociais.