48 - PHYSICAL EDUCATION AND HEALTH WITH ADOLESCENTS IN "PROJECT PESCAR": A PROPOSAL FOR IMPLEMENTING UNIVERSITY EXTENSION

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INTRODUCTION

This article presents a health education experience with adolescents participating in a university extension Project developed by UNISUAM (Augusto Motta University Center) in association, since 2008, with Project Pescar, an initiative of the Gerdau Cosigua Steel Plant located in Santa Cruz, in the city of Rio de Janeiro.

Involvement in the Project occurred via health education activities with adolescents selected to participate in the initiatives. It was based on educational workshops with themes proposed by the teenagers themselves. We began with the premise that, through health education, shared between adolescents and scholars, new knowledge emerges by way of interaction between the participants, creating ties and thus making the encounter more effective.

In this fashion, as Alves (2005) cites, adolescents practice active citizenship in regard to the problems presented, become acquainted with the meanings of the themes chosen, construct knowledge related to promoting health and reinforce the importance of meetings and discussions between students and teachers, based on construction and exchange between scientific and common knowledge.

According to Oliveria (2205), health education models exist. In the traditional model, educational initiatives in this area are always under biomedical scrutiny, of individual responsibility, which "blames" individuals for not adhering to the guidelines, which are based on scientific knowledge. This focus does not consider the prior "other" knowledge of health services, using an informative educational approach, in which the "other" know-how is "substituted" by scientific knowledge provided by the educator, without feedback. Also according to this study and those conducted by Smeke and Oliveira (2001) and Stotz (1993), with the aim of making changes, a new form of health education gained recognition within the context of Public Health, which is based on developing people's critical sense and on health promotion, by way of considering each individual's personal reality and stimulating the search for the collective cause of this reality, which involves and presupposes developing a plan of action to alter the situation experienced.

It is believed that one of the ways of altering this situation and avoiding problems, such as inactivity and silent epidemics, is to practice some type of physical and mental activity during the various stages of development. Since health is defined by Nieman (1999) as a state of complete physical, mental, social and spiritual well-being, and not merely the absence of illnesses and infirmities, concepts such as Health Promotion and Illness Prevention are gaining prominence.

Cunha (2013) advocates that, based on such healthful practices, one seeks to improve Life Quality; reduce mortalities, sedentary habits and risks of death from coronary diseases; and act toward regulating substances related to the Central Nervous System, thus improving the blood flow to the brain, staying off of drugs, recovering one's self-esteem and reducing anxiety, stress and depression.

This paper's aim is to describe the activities conducted in Project Pescar, by way of considering the importance of educational practices based on establishing bonds between adolescents and scholars in UNISUAM's Nursing and Physical Education courses.

The method used was to describe, by way of relating the experience, an educational practice developed in the extension Project with teenagers. Project Pescar's methodology is based on the "shared construction of knowledge," whereby engagement of the young people started with the creation of an appropriate space for debating subjects proposed by the adolescents themselves. Based on this shared methodology, a health education practice was developed that considers the day-to-day experiences of the participants involved, aiming at developing what Carvalho, Aciolo and Stotz (2001) consider a greater capacity, by individuals and common groups, to intervene in the social relations that influence the life quality of these people.

This type of practice involves factors (of both an educational and methodological nature) proposed by Paulo Freire and cited by Aciolo (2008) in a constructivist approach to learning.

DEVELOPMENT OF THE PROJECT

In this Project, according to Hemb (2008), the creation of this interactive space with the teenagers occurred in Project Pescar's Health Module, which is currently a part of organizations located in ten Brazilian states and in the Brazilian Federal District, totaling 111 units and over 13,700 trained youths. Additionally, the Project Pescar Foundation has received various awards in recognition of its initiatives that benefit youths and organizations. The Foundation is also the certifying authority of the Young Apprentice Program, with the vision of serving as a model agent for the social transformation of adolescent youths. This Project's mission is to implement, monitor and develop opportunities, in socially responsible organizations, for the professional training, personal development and active citizenship of young people in socially vulnerable situations.

This Project is part of a non-profit government initiative that Gerdau Cosigua (a Gerdau Group plant located in Santa Cruz, in Rio de Janeiro's West Zone) is developing in partnership with UNISUAM and with other private and public, national and international institutions. The course developed by Gerdau is offered to twenty students selected from the communities surrounding the plant, namely, teenagers from Santa Cruz. Gomes, Medeiros and Santos (2009) emphasize that one of the requirements for selecting and keeping these students in Project Pescar is that they must come from low-income families and be studying in a period different from the project's period.

Project Pescar is made up of one-year modules given daily in the morning. Students are selected based on exams, personal interviews, group dynamics and house calls. Since 2008, extension scholars of UNISUAM's Nursing and Physical Education courses have been working in the Health Module, developing health-education initiatives in a university-extension-project format. Selected by way of exams and interviews, these academics are trained to work in health education, using the shared-construction-of-knowledge methodology.

The Health Module is developed during ten meetings, which can be planned according to Project Pescar's coordinators. The meetings are based on workshops focused on adolescents, in which health-related subjects are discussed.

Nonetheless, the greater objective is related to accommodating these adolescents and interacting with the scholars.

The first day of the Health Module is very important because the teens themselves choose the themes of the meetings, after participating in interactive dynamics between teenagers and academics and perceiving that bonding is conditioned on the way in which these dynamics are conducted.

The schedule for the other days depends on the themes selected on the first day of the module, with the possibility of schedule changes resulting from interactions between participants to choose new themes, according to the group's needs, and from new considerations that could arise as time passes.

Most of the themes proposed by the students relate to sexuality, venereal diseases and AIDS, as well as issues concerning the body and contraceptive methods. Other highly popular themes include physical activities, personal and oral hygiene, the environment, first aid and basic life support, healthy eating habits and food recycling, self-medication, steroids and mental hygiene.

The workshops follow an action-reflection-action format, in which theme-related dynamics are conducted, followed by a discussion of the theoretical material available and, once again, a discussion of the themes, based on the adolescents' daily lives.

In general, each workshop lasts an average of three hours, with moments of reception (the way the participants are received), the core activity (previously chosen theme, with group dynamics involving cutting-and-pasting, painting, drawing, practical lessons, expositive discussion classes, and relaxation and meditation techniques, aimed at greater group interaction and better assimilation) and evaluation (with questionnaires, essays and complementary exercises). In this fashion, the workshops are based on discussions with/listening to others, taking people's prior knowledge as a starting point in the Teaching Process – prior knowledge resulting from their experiences of concrete situations, from sharing experiences and from constructing knowledge bridging technical know-how and common knowledge.

Project Pescar has been operating since 2008. The academics of the Nursing course have monitored the Project ever since its beginning, participating more and more each year. In the Project's first course group, only Health Module classes were given. In the next group, the researchers participated more in activities involving those responsible for the adolescents at bimonthly meetings, whose objective was to orient them concerning the health issues raised by their children during the workshops. In the following course group, satisfying the young peoples' requests during the events, the Physical Education researchers were included, also participating in the selection process of the next participants, conducting personal interviews, group dynamics and house calls.

The following themes were discussed during Project Pescar workshops: Physical Health (Life Quality; Human Development; Prophylactic measures for prolonging life and avoiding diseases; Factors that favor complete health; Strengthening the immunological system's defenses; Precautions with self-medication; Personal hygiene; Nutrition and eating habits); Physical Activities for Adolescents (Weightlifting; Soccer; Volleyball; Handball; Basketball; Athletics; Gymnastics; Fights); Health and Social Problems (Alcohol; Smoking; Drugs; Adolescents vulnerable to risks and associated factors; Pharmacological medications; Steroids; Contagious diseases); Sexual, Psychological and Mental Health (Sexuality; Safe sex; Contraceptive methods; Doubts concerning sexuality; Hygiene and genital disease prevention; Venereal diseases; Family planning); Environmental Health (Household hygiene; Silence; Water; Pools; Soil; Human waste; Household protection in the presence of undesirable rodents and insects); Accident Prevention and First Aid (Accident prevention; First aid; Accidents vs. first aid).

In this way, one can understand that extension programs provide a space for the teaching-learning process, integrating assistance and research, and advocating active-citizenship issues defended by Alves (2005). The proposal always requires interaction and the exchange of knowledge, in a constructive, creative and essentially trans-disciplinary dynamic.

FINAL CONSIDERATIONS

One of the most relevant issues in Project Pescar was perceiving the exteriorization of various specific aspects of adolescence that are often suffocated by life's diversities, such as social vulnerability, difficult housing, unemployment and family conflicts, abandonment by one's parents, early pregnancy, drug abuse and even participation in drug traffic groups in the community.

In the social interaction between teens and academics, the problems encountered along the way were minimized. The creation of bonds between the groups showed us how it is possible to transform individuals through shared, emancipating health education. The abandonment by several adolescents of several illicit practices, such as steroid use, was observed at the end of the meetings, as many of them attested.

Often conducted in a formal, planned or informal manner during breakfast, lunch or class-break discussions, the Project's educational initiatives served to form a solid bond between students and the Health team.

As proposed by this Project, health (when viewed in a multidimensional manner) always requires interaction through reception, bonding and the exchange of knowledge. If a relationship of trust and dialogue exists between the people involved, then there will be acceptance of the educational proposal. The social interaction and respect acquired end up being a facilitating teaching factor alongside the group, more than technical knowledge does. Accordingly, the extension course served as a potential space for sharing experiences and knowledge and incorporating interests (interests that could indicate conceptual innovations), thus giving rise to new forms of thought, of knowledge and of implementing educational initiatives. Through the sharing of experiences and the construction of knowledge that bridges technical know-how and common wisdom advocated by Acioli (2008), health education becomes a renewing, transformative instrument.

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PHYSICAL EDUCATION AND HEALTH WITH ADOLESCENTS IN "PROJECT PESCAR": A PROPOSAL TO IMPLEMENT UNIVERSITY EXTENSION

ABSTRACT

This Project seeks to integrate scientific know-how into popular knowledge in university extension. This academic article's objective is to describe the experiences undergone in the Project "Health Education in Project Pescar." Along these lines, we seek to integrate teaching, research and extension into the transformations experienced with a group of socially vulnerable teenagers, by way of health education as a form of care and prevention, aiming at transforming these teens into healthy citizens that participate in their own professional training for inclusion in the job market. The methodology used was a qualitative approach, with a description of an experience involving the participation of a group of extension-course scholars from Project Pescar's Nursing and Physical Education courses, developed in a partnership between the University and the Gerdau Cosigua Steel Plant. During Project Pescar's workshops, we discussed themes such as Physical Health; Physical Activities for Adolescents; Health and Social Problems; Sexual, Psychological and Mental Health; Environmental Health; Accident Prevention; and First Aid. The results indicate that university extension made a teaching-learning space possible, for both the academics and adolescents involved in it. We believe that health education conducted via extension courses – as an educational space focused on CARING FOR THE BODY and as a form of PRODUCTING KNOWLEDGE – helps individuals make intelligent choices, decisions and changes in their lives, to achieve life quality and active citizenship, independent of existing socio-economic conditions.

KEYWORDS: Health Education, University Extension, Adolescents in Project Pescar.

ÉDUCATION PHYSIQUE ET SANTE AVEC LES ADOLESCENTS SUR "PESCAR PROJET": UNE PROPOSITION A FAIRE UNIVERSITY EXTENSION

RESUMEN

En la extensión universitaria busca integrar el conocimiento científico para aprender popular. Este artículo de investigación tiene como objetivo describir las experiencias del Proyecto "Educación para la Salud en el Proyecto Pescar". Así que tratamos de integrar la enseñanza, investigación y extensión, los cambios experimentados con un grupo de adolescentes en vulnerabilidad social, a través de educación para la salud y el cuidado y la prevención, tratando de convertirlos en ciudadanos saludables y participantes en su formación para la inserción en mercado de trabajo. La metodología fue de enfoque cualitativo, que describe el relato de experiencia en la participación de un grupo de extensión académica de la Enfermería y Educación Física en el Proyecto Pescar, desarrollado en colaboración con la Universidad y Mill Gerdau Cosigua. Temas como la salud física, actividades físicas para los adolescentes, la salud y los problemas sociales, salud sexual, salud psicológica y mental, prevención de accidentes y primeros auxilios Ambiental se abordaron durante el Proyecto Pescar talleres. Los resultados indican que la extensión universitaria permitió un espacio para la enseñanza y el aprendizaje, tanto para los académicos como para los adolescentes que en él figuran. Se considera que la educación para la salud dirigido por extensión, como un espacio de formación orientada y cómo CUIDADO CORPORAL PRODUCCIÓN DE CONOCIMIENTO, ayuda al individuo a tomar decisiones inteligentes, decisiones, cambios en el estilo de vida, para lograr la calidad y la ciudadanía, con independencia de los socioeconómicos.

PALABRAS-CLAVE: Educación para la salud. Educación para la salud. La extensión universitaria. Los adolescentes del Proyecto Pescar.

EDUCACIÓN FÍSICA Y SALUD CON ADOLESCENTES EN "PESCAR PROYECTO ": UNA PROPUESTA PARA HACER DE EXTENSIÓN UNIVERSITARIA

RESUMEN

En la extensión universitaria busca integrar el conocimiento científico para aprender popular. Este artículo de investigación tiene como objetivo describir las experiencias del Proyecto "Educación para la Salud en el

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PALABRAS-CLAVE: Educación para la salud. La extensión universitaria. Los adolescentes del Proyecto Pescar.

EDUCAÇÃO FÍSICA E SAÚDE COM ADOLESCENTES NO "PROJETO PESCAR": UMA PROPOSTA DE SE FAZER EXTENSÃO UNIVERSITÁRIA

RESUMO

Na extensão universitária busca-se integrar o saber científico ao saber popular. Este artigo acadêmico tem o objetivo de descrever as experiências vivenciadas no Projeto "Educação em Saúde no Projeto Pescar". Desta forma busca-se integrar ensino, pesquisa e extensão, às transformações vivenciadas com um grupo de adolescentes em vulnerabilidade social, através da educação em saúde como cuidado e prevenção, buscando transformá-los em cidadãos saudáveis e participantes de sua formação profissional para inserção no mercado de trabalho. A metodologia utilizada foi de abordagem qualitativa, com a descrição do relato da experiência sobre a participação de um grupo de acadêmicos extensionistas dos cursos de Enfermagem e Educação Física no Projeto Pescar, desenvolvido em parceria com a Universidade e a Usina Gerdau Cosigua. Temas como Saúde Física, Atividades Físicas para Adolescentes, Saúde e Problemas Sociais, Saúde Sexual, Psicológica e Mental, Saúde Ambiental, Prevenção de Acidentes e Primeiros Socorros foram abordados durante as Oficinas do Projeto Pescar. Os resultados apontam que a extensão universitária possibilitou um espaço para ensino-aprendizagem, tanto para os acadêmicos quanto para os adolescentes nele inseridos. Considera-se que a educação em saúde realizada por meio da extensão, enquanto espaço de formação voltada para o CUIDADO DO CORPO e como PRODUÇÃO DE CONHECIMENTO, auxilia o indivíduo a realizar escolhas inteligentes, tomada de decisões, mudanças no estilo de vida, para alcançar qualidade e cidadania, independente de condições sócio econômicas existentes.

PALAVRAS-CHAVE: Educação em saúde. Extensão universitária. Adolescentes do Projeto Pescar.