

THE IMPACT OF SEXUALITY WORKSHOPS: A REPORT ON THE EXPERIENCES WITH THE STUDENTS

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ABSTRACT

The space for discussing sexuality in schools is limited, even with the perspective of preventing Sexually Transmitted Infections (STIs). On demand from a high school, students linked to the Tutorial Education Program of the Psychology course and the STI/AIDS Prevention Pole Extension Project held workshops with adolescents. The objective of this project was to dialogue about sexuality and promote discussions for the prevention of STIs through 9 workshops, with the participation of 18 students. These workshops were evaluated using two questionnaires and the data were treated in three axes: Workshop Evaluation – Methodologies and Facilitators; Assessing Adolescents as Multipliers and Assessing the Theme Importance for Adolescents. It was concluded that the workshops provided a means to promote STI prevention behaviors, to encourage the responsible exercise of sexuality and enabled the formation of bonds between facilitators and adolescents.

Keywords: high school students; sexual health; sex education

O impacto de oficinas sobre sexualidade: um relato de experiência com estudantes

RESUMO

O espaço para discussão da sexualidade nas escolas é limitado, mesmo com a perspectiva de prevenção a Infecções Sexualmente Transmissíveis (ISTs). Por demanda de uma escola do Ensino Médio, estudantes vinculadas ao Programa de Educação Tutorial do curso de Psicologia e ao Projeto de Extensão Polo de Prevenção de ISTs/AIDS realizaram oficinas com adolescentes. O objetivo desse projeto foi dialogar sobre a sexualidade e promover discussões para a prevenção a ISTs por meio de 9 oficinas, com participação de 18 estudantes. Essas oficinas foram avaliadas a partir de dois questionários e os dados tratados em três eixos: Avaliação das Oficinas – Metodologias e Facilitadoras; Avaliação dos Adolescentes como Multiplicadores e Avaliação da Importância da Temática para os Adolescentes. Concluiu-se que as oficinas propiciaram um meio para a promoção de comportamentos de prevenção a ISTs, para o incentivo do exercício responsável da sexualidade e possibilitou a formação de vínculo entre facilitadoras e adolescentes.

Palavras-chave: estudantes do ensino médio; saúde sexual; educação sexual

El impacto de talleres sobre sexualidad: un relato de experiencia con estudiantes

RESUMEN

Aún con la perspectiva de prevención a las Infecciones Sexualmente Transmisibles (ISTs), el espacio para discusión de la sexualidad en las escuelas es limitado. Por demanda de una escuela de Enseñanza Secundaria, estudiantes vinculadas al Programa de Educación Tutorial del curso de Psicología y al Proyecto de Extensión Polo de Prevención de ISTs/AIDS realizaron talleres con adolescentes. El objetivo de este proyecto fue dialogar sobre sexualidad y promover discusiones a la prevención a ISTs por intermedio de 9 talleres, con participación de 18 estudiantes. Esos talleres se evaluaron a partir de dos cuestionarios y los datos tratados en tres ejes: Evaluación de los Talleres – Metodologías y Facilitadoras; Evaluación de los Adolescentes como Multiplicadores y Evaluación de la Importancia de la Temática para los Adolescentes. Se concluye que los talleres propiciaron el medio para promoción de comportamientos de prevención a ISTs, para el incentivo del ejercicio responsable de la sexualidad y posibilitó la formación de vínculo entre facilitadoras y adolescentes.

Palabras clave: estudiantes de la enseñanza; salud sexual; educación sexual

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INTRODUCTION

Part of human nature, sexuality has once been experienced and dealt with without prejudice or repression. Foucault (1999), in his *History of Sexuality I – The Will to Knowledge*, explains the freedom of speech, the act of speaking without reticence, and the uncensored sexuality present in the 17th century. Such phase was interrupted by the self-righteous, bourgeoisie, Victorian Era, in which “the heterosexual couple, validated for procreation, lays down the law” and there is no such thing as talking about sexuality, which is socially turned into taboo (Foucault, 1999, p. 8). The author critiques the hypocritical society that is being created, where “prostitution is relegated into marginality. Away from such marginality, “modern puritanism imposed the triple decree of interdiction, inexistence, and mutism” (Foucault, 1999, p. 9).

It is also important to analyze the history of homosexuality, which has always been a fact of life that is also present in other animal species. In the beginning, it was seen as something natural and it caused no feeling of strangeness. There were homosexual relationships in several civilizations, such as the Roman, the Greek, and the Asian. With time and the influence of religious agreements and political matters, homosexuality started to be seen as a sinful, immoral thing and homosexual people as sick and in need of treatment (Moreira Filho & Madrid, 2008).

Regarding today’s Brazil, it is important to emphasize the observation of permanence by different types of violence, subordinations, exclusions, interdictions, and disputes concerning sexuality themes, according to what was observed in the discussions for approval of the “Plano Nacional de Educação”, or National Education Plan, and “Planos Municipais de Educação”, or Municipal Education Plans. The objective is to better understand notions such as Gender and Sexual Orientation. Therefore, it is indispensable to persist on the fight for the extension of epistemological proposals that are part of contemporaneous social inclusion policies (Dal’Igna, Meyer, Dornelles, & Klein, 2019).

Cultural processes lead to sets of beliefs that individuals keep, and such beliefs have an impact on their form of socialization. With their historical and social changes, these subjective experiences are modified, while further complicating the ways to be in the world due to belief clashes and transitions. According to Sibilia (2016), the current subjective experience is crossed by the globalization of markets and internet access.

There is still taboo concerning sexuality and the difficulties that appear in the school environment. As a consequence, young people very often go to the internet in order to have their questions answered and question the authority of the school environment, for

example, as a consequence of incongruence between their discourse and what is actually put into practice (Sarlo, 1997). Due to its importance, however, the theme requires reflection and discussion. Especially during adolescence, it is possible to observe an endless number of ideas, perturbations, expectations, and questions. Young people tend to go for relations that will help in their development and provide answers to their questions, either from friends, educators, or family. However, families might often feel unprepared to mediate discussions on sexuality with their children (Almeida & Centa, 2009).

The concept of sexual education that is being adopted in this article was defined by Figueiró (1996) as: “All teaching/learning actions on human sexuality, be it at the level of knowledge of basic information or of reflections on values, norms, feelings, and attitudes related to one’s sex life” (p. 51). According to Reis and Vilar (2004), considering the constant exposure of young people to overt as well as hidden messages on sexuality, help is necessary in order to adequately process all this information.

Besides that, it becomes essential for schools to take action, aiming at the possibility of professionalization, which leads to improvement towards more dialogue-based, inclusive practices for conversations on sexuality. Another point is that schools are places for the formation of younglings into creative, critical, responsive, and autonomous people, according to the “Base Nacional Curricular Comum”, or Common Curricular National Base (Ministry of Education [MEC], 2017). In order to do that, it is necessary to dialogue on themes related to Human Rights, especially with teenagers, especially after considering the fact that their learning process includes “enhancing their ethical formation and the development of intellectual autonomy and critical thinking” (Law no. 9.394, 1996).

Within the set of human right themes, the sexuality theme promotes the development of individuals’ comprehension of their own bodies, their limits and desires, and, also, on the differences and similarities concerning other people. Therefore, laws and guidelines, such as the “Base Nacional Comum Curricular” (MEC, 2017), which advocates that school curricula provide debates on Human Rights and the Maria da Penha Law (Law no. 11.340, 2006), indicate that debates on gender matters, of sexuality and of women’s rights protection might contribute to the end of domestic violence.

Although there is a context that nurtures such discussions and that teachers might recognize the necessity to talk about sexuality, many teachers still feel insecure and hesitate to approach the theme to avoid causing discomfort. Another factor is that their formation does not include sexuality themes (Figueiró, 1996; Brol & Martelli, 2018). Besides that, our society

represses topics concerning sexuality, which is linked to concepts such as sin, prohibition, and immorality, while creating taboo, prejudice, and negative feelings regarding the theme and, consequently, causing scarcity of places for communication (Figueiró, 2009).

In view of such conservatism, it was difficult to conquer spaces for explanations and discussions concerning the sexuality theme in the Brazilian context. The process of implementation of debates on sex education at schools has come across Brazilian society conservative ideology and aimed at conquering spaces in politics. In the beginning of the 20th century, discussions and movements started, although with a hygienist, eugenicist character, for accomplishing sex education in schools (Aquino & Martelli, 2012). These movements, prevalent circa 1920, were influenced by French, hygienist, medical trends, which included the objective to advocate against masturbation and sexually transmitted diseases (Arruda, Ricardo, Nascimento, & Fonseca, 2011). In 1928, the National Congress of Educators approves the Sex Education Program, which would have been developed for the population of children after the age of eleven (Aquino & Martelli, 2012). In 1930, a Rio de Janeiro educational institution for boys, Colégio Batista, added to its curriculum sex education and Darwinian ideas on the evolution of species, influencing other public schools that also included sex education in their curricula. However, these schools were severely repressed by part of the Catholic Church and some families (Arruda et al., 2011). From this period until the 1960s, there were subtle changes, but even then the search for debate spaces never ceased.

In the 1960s, the world was going through transformations in their moral values. Despite that, only in the 1980s did information proliferate and measures were taken towards sexual and reproductive health in Brazil. These changes were also connected with the first identified case of the HIV virus in Brazil, in the year of 1982, and they led to schools further opening their minds for lectures and related activities, this time with a preventive approach towards the HIV virus (Sayão, 1997).

Thus, the “Parâmetros Curriculares Nacionais (PCNs)”, or National Curricular Parameters, proposed the Sexual Orientation themes as transversal, where schools, with their social function, would also add discussions on social issues to educational proposals. The contents were organized into three blocks: Body: sexuality matrix; Gender Relations and the Prevention of Sexually Transmitted Diseases/ AIDS. Besides, the PCN for sexual orientation seeks an approach to sexuality in a simple, direct, flexible (in a way that includes all diverse contents and situations), comprehensive (though without reducing its complexity), and systematic way, leading to continuous development and learning

(Secretaria de Educação Fundamental [SEF], or Basic Education Bureau, 1997).

It is crucial that schools be seen as environments for discussion and sharing information. Thus, they can become favorable places for the development of diverse analysis on sexuality, since they are spaces where adolescents spend a considerable part of their time, which makes school the most suitable places for discussions (Camargo & Ferrari, 2009). For these reasons, we must highlight the importance of the theme as part of the curriculum for students and we must also strengthen the social role that schools play in society.

Thus, it becomes necessary to rethink the formation of professionals that operate in the school context, leading to preparation and the acquisition of knowledge and proper techniques to debate the theme with adolescents (Figueiró, 1996). The Bases and Guidelines for National Education propose the amplification of knowledge on the numberless challenges threatening the educational field (Law no. 9.394/96). The law projects, which nowadays are being processed in the National Congress, lead to more powerful critical positions regarding debates on curricula that make a difference when it comes to protecting the rights of the lower classes, gender equality, and the appreciation of diversity. In addition, the curricular reforms in basic education have been propelled by pressure towards a more democratic, egalitarian state, by means of inclusive politics that favor discussions on the reduction of inequalities (Arroyo, 2014).

According to the new curricular guidelines for High School, young students are regarded as protagonists in their educational process in order to develop human formation, by means of a participative experience at school (Dayrell & Carrano, 2014). However, even after the 20th anniversary of the Bases and Guidelines Law for National Education (Law 9.394/96), there are still countless challenges. Favorable to a curriculum for the defense of the rights of the lower classes, of gender equality, and of the appreciation of diversity, debates have been regarded as indoctrination, which does not contribute to the emancipation of young people and to student protagonism (Rodrigues, Freitas, & Jesus, 2017).

Egypto (2005) describes the consequences of the lack of information concerning sexuality themes for adolescents. This lack of knowledge on the topic tends to feed prejudice, which leads to the dissemination of diverse types of discrimination. Thus, it becomes relevant to motivate adolescents to reflect on the theme and go deeper into this knowledge by means of criticizing and questioning.

The dialogue on sexuality with adolescents also concerns the realization of actions for prevention of Sexually Transmitted Diseases (STDs), considering the fact that this population presents specific vulnerabilities

such as, for example, the inexistence of interesting communication on sexuality with people that are able to provide adequate guidance, abuse of alcohol and other substances, and negligence concerning the use of condoms, which are factors that intensify the exposure of young people to hazardous situations. As a consequence, there is early, undesired pregnancy, sexually transmitted diseases, evasion from schools, and so on. Considering the fact that situations of exposure to STDs are connected to diverse factors, which can be biological, psychological, cultural, socio-economic, and political, it is possible to observe that actions for prevention among adolescents must be conducive to their participation, as well as recognize that this population cultivates its own knowledge and is the protagonist of change (Ministry of Health, 2006).

Considering the importance of the construction of knowledge among peers, we have elected the workshops as a means of group intervention. Besides that, workshops constitute spaces for reflection and intervention for participants, which leads to the formation of information multipliers. Workshops are regarded as a pedagogical tools that promote the engagement of students because they provide young people with the opportunity to express their opinions, debate with classmates and play an active role in their educational process in an autonomous way (Soares, Amaral, Silva, & Silva, 2008).

Based on the receptivity of an educational institution in the Federal District to realize actions in sex education and extend actions by the Aids and STDs Prevention Center of the University of Brasília (UnB), workshops were developed with High School students of a public school with the objective to share and discuss issues related to sexuality, considering the possibility that they will become active multipliers of these contents.

The objective of this study was dialogue on sexuality and the promotion of discussions for the prevention of STDs by means of theme-based workshops. Later, a research was conducted in order to check on the impact of these workshops, in order to verify the behavioral repertoire related to the set of themes developed with these High School students. One of the analyzed factors was the verbal behavior represented by the skills to dialogue on the topic, which has its way of influencing prevention behaviors in the relationships among young people.

METHOD

Participants

18 High School students from a public school in the Federal District participated. However, that initial number shifted due to the fact that some students interrupted their participation while other joined the research during the semester. Concerning

the assessment of the workshops' impact, twelve students, at the average age of 16.8 years, answered Questionnaire One, and eight of them were female while four were male. Seven students, at the average age of 17.4 years, answered Questionnaire Two, where four were female and three were male.

Instruments

The Workshops

As a pedagogical strategy, nine weekly theme-based workshops were used for a period of four months (from August to December 2016), with the objective to generate reflections, critical thinking, and the possibility for students to develop skills in order to become information-multiplying agents. The workshops' design was based on a book entitled "*Saúde e prevenção nas escolas: guia para a formação de profissionais de saúde e de educação*, or Health and Prevention at School: A Guide for The Formation of Health and Education Professionals (Ministry of Health, 2006). The approached themes were Identity and Self-esteem, Stereotypes, Human Life Sexuality, Sexual Life, and Reproductive Health.

The workshops were facilitated and conducted by seven students of the Psychology course in the University of Brasília, members of the PET-Psychology/UnB, and connected to Extension activities in the Aids/STDs Prevention Center.

The Questionnaires

In order to assess the workshops, two questionnaires were used at different moments. The first one was for the assessment of activities in the first two months, and the second one was designed to assess the workshops in the last two months. Both instruments were provided with discursive as well as objective questions. In the objective questions, a Likert scale was used and the answers ranged from 1 to 5. 1 meant very low, 2 meant low, 3 meant medium, 4 meant high, and 5 represented very high.

Procedures

The workshops

The workshops lasted, in average, 1 hour and 45 minutes and were realized in a classroom or in the school yard. They were previously planned with a consideration towards the available time and the set of themes to be discussed. Initially, the facilitators aimed at creating a connection with the students by means of informal conversations that were conducive to reflection, and with the objective to raise awareness on the current set of themes. Subsequently, there were activities such as: role play, round tables, case studies, theme-based games, and the debate on multimedia (Appendix A).

The Questionnaires

The questionnaires were applied in a classroom that had been equipped for the realization of workshops, where the ambience was silent and organized. Initially, the facilitators explained the objective of the questionnaire, followed by the presentation of the Informed Consent Form (TCLE). These procedures were applied both in the first and in the second questionnaire.

RESULTS

Data Analysis

In order to analyze the data from the assessment of the workshops, measures of central tendency were used for objective questions and description of the answers for discursive questions.

The results were divided into three analysis axes: Assessment of the workshops – methodology and facilitators; Assessment of the adolescents as multipliers and Assessment of the importance of these themes for adolescents.

Assessment of the workshops: Methodology and Facilitators

Considering this analysis axis, researchers worked on questions from Questionnaire One and from Questionnaire Two. The set of questions of the first questionnaire approached the quality of the method used in the workshops and required suggestions for perfecting new subthemes that were of the students' interest.

Analyzing the group of the group of answers on the assessment of the workshops for questionnaire one, it was perceived that most of the students rated favorably the used methodology, with suggestions for more extra-curricular activities. Besides that, participants reported their satisfaction with the approached themes, such as the information, treatments, and cure for STDs, according to what can be observed in the following comment: *"I am really happy with the topics approached*

in the classroom."

In Questionnaire Two, the students' interest in the workshop was explored, and there was an assessment of the moments for the exchange of speeches, the organization, the knowledge of the facilitators, the preparation of workshops, the use of time, and the support for the students. When asked about what they had enjoyed about the workshops, the answers highlighted the knowledge of the facilitators on the discussed topics and also the dynamic activities realized with the group, in addition to the sets of themes in general. Some of the most appreciated comments were: *"The dynamic activities and the fact that all explanations were quite expensive. And everyone's entertainment"* and *"The open dialogue on all topics"*.

Concerning the objective questions, they all presented an average greater than four, which suggests that the students rated the workshops positively (See Table 1). Question 8 of Questionnaire Two required an assessment of the execution of the suggestions given by the students on the first meeting with the facilitators, where the result was 4.14 in average, which might be a hint that the students had a positive perspective on the attention paid to their demands in the first meeting.

Assessment of the adolescents as multipliers

In Questionnaire One, question seven inquired on the influence of the workshop in the everyday life of the students. By analyzing the answers, it was possible to come to the conclusion that the workshop was playing its role in conducting reflections on sexuality. The following answers are examples of this perception: *"[...] I started looking at the world in a less prejudiced way"* and *"[...] now I am more informed and precautionous (sic)"*. In the second questionnaire, questions one, two, and nine approached questions on the participant's self-concept and aptitude to promote debates, discussions, and lectures at the school on the theme approached in the workshop and how prepared participants

Table 1. Assessment of the workshops by the students regarding the methodology and the performance of the facilitators.

Questionnaire One			
Question	Average	Standard Deviation	Mode
5. Interest in this workshop	4.67	.49	5
8. Method used in the workshop	4.58	.51	5
Questionnaire Two			
6. Interest in the workshop	5	0	5
7. Assessment of the workshop regarding the organization and knowledge of the facilitators, preparation of the lessons, use of time and support to the students in case of doubt	4.86	.38	5
8. Execution of the suggestions of themes and dynamic activities required in the first meeting	4.14	1.46	5

consider themselves when it comes to sharing advice with friends, classmates, and family members the information obtained in the workshops. It was possible to observe a low variability of the results and the students' self-awareness as potential multipliers.

Still in Questionnaire Two, participants were asked whether there was any change in their behavior due to the workshop experiences. The answers proved positive to the objective of the workshops. The following answers are examples: "[...] *I feel safer now*" and "[...] *preventing (sic) future behaviors*".

Table 2 presents the data from the measures of central tendency in the Analysis of the students as multipliers.

Assessment of the importance of the set of themes for adolescents

In Questionnaire One, participants were asked about the importance of sexuality in the students' academic formation, personal formation, interest in the theme, and the importance of the theme to be approached in the school. When asked about the importance of approaching the theme at the school, the answers were divided into two groups: 1) The theme is important for raising awareness and prevention and 2) The theme is not approached but it is important. When asked on the presented contents that they consider relevant, the students stated that all contents were important. However, they emphasized: Gender, Sexuality, Prevention to STDs, LGBTI, and Body.

In the second questionnaire, questions three, four, and five concerned the relevance for personal and academic formation and the interest on the approached topics. All answers obtained averages greater than four (Table 3), which indicates that the students assessed the set of themes as important and highlighted the fact that the theme is of great interest.

DISCUSSION

The psychology students were treated well by the members of the school, especially after considering the fact that the planning of the workshops was realized after an invitation by the institution itself in order to discuss the set of themes. This could be an interesting analysis because it is possible to feel the emergence of cultural change by administrators, according to the

students' reports. The set of themes had been scarcely discussed so far due to the quite recent opening of schools to the possibility of approaching the theme (Sayão, 1997). Until then, there had been a prevailing belief that approaching such themes would stimulate students to engage in inadequate behavior.

During the workshops, it was possible to see the receptivity demonstrated by the students towards the facilitators and the discussion of the proposed themes, although there was no certainty concerning the intrinsic motivations of the students for the theme. Bronk (2011, as quoted by Pinheiro & Arantes, 2017) points at the fact that adolescence is stage in human development in which individuals search for their own identities in order to solve issues regarding gender and identity, as well as sexuality.

The workshop, as an intervention instrument for shared learning, uses debates as facilitators and mediators that help adolescents share their experiences, values, questions, and opinions, which leads to an amplification of self-protection resources (Camargo & Ferrari, 2009). Besides that, educational workshops are one of the resources that promote intense interaction among adolescents, for leading to a dynamic participation and awakening interest and curiosity by young people on the approached topics (Lourdes, Barroso, Silva, & Guedes, 2014).

Thus, in order to have a dialogue between adolescents and mediators, it is necessary to pay attention to the execution methods in the workshops during the planning of the actions; it is necessary to analyze the activities that will be proposed, considering their potential to create opportunities for individuals' engagement and interaction (Figueiró, 2009).

The workshop has the potential to promote a supportive environment that provides opportunities for dialogues aiming at changes in attitude and thoughts. It is an efficient, pedagogical way to work important contents with students. Camargo and Ferrari (2009) realized a research in order to assess the adolescents' knowledge on sexuality after the workshops for STD prevention. The authors emphasize that the workshops have an impact on the life of adolescents and lead to improvements in communication and relationships with health professionals, in addition to promoting

Table 2 Analysis of the adolescents on their self-awareness as multipliers.

Questionnaire Two			
Question	Average	Standard Deviation	Mode
1. Preparation to promote debates, discussions and lectures	3.14	.91	4
2. Aptitude to share advice and information obtained in the workshops with friends, colleagues, and family members	4	.08	4

Table 3. Students' assessment on the importance of the set of themes for adolescents.

Questionnaire One			
Question	Average	Standard Deviation	Mode
2. Relevance of the topics for academic formation	3.67	1.15	3
3. Relevance of the topics for personal formation	4	1.13	4
4. Interest in the approached topics	4.33	.09	5
Questionnaire Two			
3. Relevance of the topics for academic formation	4.14	.9	5
4. Relevance of the topics personal formation	4.43	.53	4
5. Interest in the approached topics	4.43	.79	5

discussions based on the sharing of knowledge. They are also conducive to self-reflection, which in turn brought out internal changes, and the reconsideration of values and behaviors.

The use of workshops also leads to the opening of spaces for adequate information since adolescents most often do not have spaces for speaking and listening and end up having conversations with peers, who do not always have the necessary knowledge, especially concerning STD prevention (Camargo & Ferrari, 2009). Thus, this method might represent the beginning of approaches on sexuality and encourage later actions, which might be complemented by the family, by the school, and by political activities (Jeolás & Ferrari, 2003).

We must remember that it is important to approach the set of themes by means of a broader perspective that involves the sexuality pleasure and the search for new experiences. This concept is still quite unexplored in the context traditional classrooms, even though this perspective is included in the National Curricular Parameters. Instead, it is common to see emphasis being placed on sex and danger, sex and diseases, or sex and guilt (Meyer, Klein, & Andrade, 2009). These relations were evident in the participants' speeches, which highlighted the behavioral change resulting from awareness of what might happen: "[...] *Now I feel safer and more aware of the dangers and of what might happen to me*", "[...] *I have better notion of the risks i might be taking*". This was one of the difficulties for approaching the theme with the students because many of them had already formed preconceived notions and discourses on sexuality, which were produced by traditional culture and the school environment (Meyer, Klein, & Andrade, 2009).

Milner and Calvetti (2008) promote a reflection on the pedagogy adopted by the Brazilian Ministry of Health, where there is an educational proposal targeting the problematization of the set of themes concerning sexuality, more specifically the field of Aids/STDs prevention. Actions such as this one have the objective to not only develop knowledge and skills. They also

aim at preparing students to think critically, reflect and change. Consequently, it becomes important that these prevention actions turn educators into interlocutors, rather than tutors in the students' relations with this topic. The interest in the perspective of turning adolescents into multipliers stems from the possibility to minimize these problems by means of clarifications during adolescence. There is an amplification of young people's capacity to become agents and creators of their school and socio-community context, and they become protagonists in their development process. Thus, education among peers proves a very effective strategy for the promotion of health among adolescents, while facilitating the formation of young citizens. The development of such multipliers in the school community guarantees the constant flow of updated information, while leading to the creation and maintenance of suitable spaces for critical and reflective analysis. The role played by the multiplying student consists of realizing an amplification of the discussion for all segments of the school, and becomes a reference, which includes critical situations that might take place.

It is important to emphasize the fact the term used in the workshop was Sexually Transmitted Diseases (STDs), due to the period where activities were realized (August to December of 2016); however, months later, the Ministry of Health adopted the term Sexually Transmitted Infections (STIs). Thus, the materials produced at the time of the workshops use the term STDs (Ministry of Health, 2016).

We come to the conclusion that, by means of the debates that took place in the workshops realized by the facilitators, it was possible to raise issues and themes of interest for adolescents. Such issues and themes could be better explored by the facilitators. It was verified that the workshops are efficient instruments for the construction of dialogue, leading to changes in behavior concerning matters related to sexuality.

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APPENDIX A – WORKSHOP EXAMPLE

WORKSHOP PLAN 4

RISK OR VULNERABILITY

WORKSHOP OBJECTIVES: understand and apply the concept of vulnerability, establishing comparisons with the risk concept.

Date: 09/15/2016	Duration: 1h45min Time: 15h15 to 16h45	Facilitators: facilitators' names.		
Content	Duration	Activities / Procedures	Resources	Actions
Assessment of the risks conducted by the students themselves	30 min.	Every student will write on a piece of paper a situation in which there is risk of infection and any type of STD, and then they will put their notes into a box. We will separate the students into 3 groups and the facilitators will randomly pick 2 notes for each group and they will be expected to reach a consensus on the level of risk for each case.	Box, paper, pen, instruction sheet.	Instruction sheet.
Explanation of the concept of vulnerability	15min	Play hangman with the workshop key word: VULNERABILITY. After explaining the concepts and the three types of vulnerabilities.	Pen and white-board.	Prepare our explanation in a clear, objective way.
Group Readings on vulnerability	25min	Each group will be provided with a piece of the support text that explains each type of vulnerability (each group will receive one type) and then they will have to read, and produce a poster in order to explain the concept to other students.	3 cartolinas, canetinha, fita e o texto.	Print the text.
Identify the three types of vulnerability in the story	25min	The facilitators will create a story that involves the three types of vulnerability, and then the students will have to identify their type of vulnerability within their groups and share the information with the class.	Story.	Create Story.
Conclusion	10min	Closing of the topic, final questions and considerations.	-	-