



PLAYFUL ACTIVITIES IN SCHOOL SCENARIO FOR DRUG USE PREVENTION: NURSES EXPERIENCES

ATIVIDADES LÚDICAS NO CENÁRIO ESCOLAR PARA PREVENÇÃO DO USO DE DROGAS: VIVÊNCIAS DE ENFERMEIROS

ACTIVIDADES LÚDICAS EN EL ESCENARIO ESCOLAR PARA PREVENCIÓN DEL USO DE DROGAS: EXPERIENCIAS DE LOS ENFERMEROS

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ABSTRACT

Objective: to report the nurses experience with educational, pedagogical and recreational activities on the prevention of drug use on a municipal school of Santa Maria (RS), Brazil. **Method:** a descriptive study, experience report type of the activities developed in the period from June to December 2010, in morning and afternoon shifts with 23 teachers and 439 students. There were musical performance, singing contest and recitation of students and teachers; drama about childhood dreams disrupted by drugs and presentation of puppet show demonstrating the consequences of drug use. **Results:** teachers reported a searching and the acceptance of the guidelines by the students, which facilitated discussions and work with the subject in classrooms **Conclusion:** the joint activities between academia and the school allowed to share different spheres of knowledge, providing moments of reflection on the prevention of drug use. **Descriptors:** Health Education; Disorders Related to Substances Use; Schools; Nursing.

RESUMO

Objetivo: relatar a experiência de enfermeiros com atividades educativas, pedagógicas e lúdicas acerca da prevenção ao uso de drogas em uma escola municipal de Santa Maria (RS), Brasil. **Método:** estudo descritivo, tipo relato de experiência das atividades, desenvolvido no período de junho a dezembro de 2010, nos turnos da manhã e tarde, com 23 professores e 439 alunos. Ocorreu apresentação musical, concurso de canto e declamação dos alunos e professores; dramatização sobre os sonhos da infância interrompidos pelas drogas e apresentação de um teatro de fantoches demonstrando as consequências do uso de drogas. **Resultados:** os professores relataram ter havido procura e uma melhor aceitação das orientações por parte dos alunos, o que facilitou discussões e trabalhos com a temática em questão nas salas de aula **Conclusão:** a articulação de atividades entre a academia e a escola permitiu compartilhar diferentes esferas do saber, proporcionando momentos de reflexão acerca da prevenção ao uso de drogas. **Descritores:** Educação em Saúde; Transtornos Relacionados ao Uso de Substâncias; Escolas; Enfermagem.

RESUMEN

Objetivo: relatar la experiencia de Enfermeros con actividades educativas, pedagógicas y lúdicas, acerca de la prevención al uso de drogas en una escuela municipal de Santa Maria (RS), Brasil. **Método:** estudio descriptivo, tipo relato de experiencia de las actividades desarrolladas en el período de junio a diciembre de 2010, en los turnos de la mañana y tarde con 23 profesores y 439 alumnos. Hubieron presentaciones musicales, concurso de canto y declamación de los alumnos y profesores; dramatización sobre los sueños de la infancia interrumpidos por las drogas y presentación de un teatro de títeres demostrando las consecuencias del uso de drogas. **Resultados:** los profesores relataron haber búsqueda y una mejor aceptación de las orientaciones por parte de los alumnos, lo que facilitó discusiones y trabajos con la temática en las salas de aula **Conclusión:** La articulación de actividades entre la academia y la escuela permitió compartir diferentes esferas del saber, proporcionando momentos de reflexión acerca de la prevención al uso de drogas. **Descriptores:** Educación en Salud; Transtornos Relacionados al Uso de Sustancias; Escuelas; Enfermería.

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INTRODUCTION

Drug use is now a major public health problem resulting in serious personal and social consequences to the population.¹ Among the types of drugs consumed in Brazil there are the legal drugs (especially alcohol and tobacco) due to legalization of the free use of these substances, and the use is higher than the illegal drugs (marijuana, cocaine, crack, etc.).²⁻³

The young population is considered vulnerable to drug use because they are resistant to guidelines of family members, health professionals and education for the possible problems. Young people tests the possibility of being adult, to have power and control over themselves.⁴ Besides the factors already mentioned, the vulnerability of the young people to the drug is very common because their affinity groups are experimentally consuming, sometimes they feel pressured to use too, with the conviction that acting in this way they will be accepted by peers.¹

In this context, a study attempting to determine the origin and history of drug use showed that the more traditional classification divides the risk factors for using endogenous (genetic vulnerability, low self-esteem, lack of life perspective, curiosity, among others) and contextual factors (low socioeconomic status, drug availability, crime, lack of family bonding, low compliance with school activities, such as delays and failures, pressure and influence user friends).⁵

Given this reality that affects national and international dimensions, in 2005 in Brazil, the National Policy on Drugs (PND) was adopted, whose principle is shared responsibility, adopting a strategy of cooperation and joint efforts to raise awareness of the importance of inter-sectoral and decentralization of actions on drugs in the country.⁶

Addressing this problem requires joint action and sharing of responsibilities, including the efforts states, municipalities, universities, schools, communities, families, civil society and the productive sector. These efforts must be conducted together with guidelines and strategies defined in a participatory manner by the various actors involved.⁵

In accordance with the principle of joint and shared responsibility advocated by the PND, the members of the Group of Studies and Research in Nursing (GEPES) of the Federal University of Santa Maria (UFSM), in their

research of "Education, Care Nursing and health" felt committed to developing a set of educational, pedagogical and recreational activities aimed at preventing drug use in the school where they operate.

The choice of the school scenario, to develop these playful activities on the prevention of drug use is justified because the school has most young people and it is where some of them spend most of their time. In this context, it is necessary that health professionals and the institution of higher education act in coordination with school education, to approach this population and recommend oriented objectives to current social needs.⁷

Thus, an extension project called "Solverde Project: reading as a promoter of health education and citizenship" was developed, with the main objective of pedagogical and playful educating the elementary school students, teachers and the school community. In this context, the aim of this study was to report the experience gained through the implementation of educational, pedagogical and recreational activities on the prevention of drug use, developed in a municipal school of Santa Maria-RS/Brazil.

METHOD

Descriptive study of experience report type of the activities developed by nurses and nursing students members of GEPES/UFSM, in an extension project called "Solverde Project: reading as a promoter of health education and citizenship". This project is proposed to run the development of activities along a Municipal Elementary School in the city of Santa Maria, providing extensive discussion on the topics health and citizenship.

The practice of this project includes social and cultural nature activities, organization and awareness of the role that each plays in the social context. It seeks to add value able to make each project participant, both students and professionals, look for improvements of the school and community environment, individually and collectively, exercising civic attitudes. To carry out this extension project, members GEPES/UFSM, started from the understanding that education and citizenship in schools are also the responsibility of health professionals.

It is the teacher who experience part of students' daily lives, being a mediator and facilitator in the development of activities, stimulating learning through motivating, developing intelligence, skills, competencies and abilities.⁸ Thus, to choose the subjects

that were addressed, meetings with schoolteachers were earlier scheduled to discuss and plan activities to the real needs of the place.

After the choice of themes to be worked, there was the planning of activities, followed by dynamic specific proposal by the participants of GEPES together to schoolteachers. This paper reports the experience of the activities developed during the period July-December 2010 through three meetings, which were aimed at preventing the use of drugs.

There were 23 teachers and 439 school students from first to ninth grade participating in the activities, divided into shifts in the morning and afternoon. As methodological strategies, members of GEPES developed recreational and educational activities, such as musical performance, theater, puppets, involving the issue of prevention and awareness to drug use. After the presentations held, there were discussions and evaluations of them to check the reflection and understanding gained by participating teachers and students.

Because it is a university extension work, it was not necessary an opinion from the Research Ethics Committee. However, all activities of this report is guided by the principles of academic ethics, since it did not expose students and teachers who were the focus of action, given to the description/narrative of the developed process.

EXPERIENCE DESCRIPTION

The nurse is the professional responsible for the systematization of care in different scenarios in which he operates. In this way, he must establish a unique relationship with each patient, family and community as well as perform health education actions in the pursuit of shared construction of knowledge. This process should include dialogue, consider and value the experiences of patients, in this case the teachers and students of a primary school, so together they enhance health education activities that meet the health promotion and disease prevention.⁹

Regarding the period of childhood, some children have contact and begin at an earlier age using drugs, because access to it is often easy and fast.⁸ Currently, countless children are assisted throughout the world, leaving behind children's games because they found the drugs a source of pleasure and fun. Thus, it is crucial to carry out activities that promote the prevention of the use of such

substances for recreational and educational way, especially because it is in the school scenario that children and adolescents learn about different social aspects and are subsidies to build their citizenship.⁵

Prevention activities to drug use in the school community proceeded in three stages. The **first stage** was held on June 30, 2010, during morning and afternoon shifts, which was held in the artistic-cultural musical presentation with an academic guest of the UFSM Music Course. Also, students and teachers were invited to sing and recite voluntarily.

After this activity, some balloons were distributed randomly among students, and those who received the balloons were asked to write a sentence on the prevention of drug use. Among the phrases there are some highlighted, such as *"do not use drugs"*; *"My father is 'drugged', he smokes all day"*; *"Drug is a drug"*. This activity enabled the GEPES members to know the understanding of children about this issue, fact that guided the language to perform the next activities. In this sense, the child's potential to realize the facts that guide the family environment should be considered, because it has the means to understand what is right or wrong.¹⁰ Thus, it is necessary to integrate health professionals, teachers and students in the pursuit of health promotion and prevention of drug use in the school scenario.

During the activity, a teacher was asked to voluntarily spoke a message of optimism. The message chosen by the teacher expressed the importance of each student in the school environment. At that moment, it was possible to observe the excitement of a teacher to say a few words of affection, respect and motivation, becoming unanimous attention and respect of children at this time. The interaction between students, teachers and members of GEPES was effective and dynamic, thus facilitating the organization and evaluation of activities. On this occasion, the group members prepared a puppet show depicting the loss of childhood moments due to drug use.

The **second stage** occurred on November 22, 2010, in morning and afternoon shifts, with a dramatization done by the Franciscan University Center of nursing students (UNIFRA). The dramatization of content focused on the theme "Dreams" where academics dramatized dreams/childhood expectations that were interrupted by the use of drugs. Then, there was a discussion with teachers, students, GEPES members about what has been developed, providing

opportunities for discussion and clarification about the harm caused by drug use. After a video developed by GEPES members with pictures, messages and music for elucidating the impact of drug use was exposed. It was requested that students describe in a paper what is the meaning of drugs for them to finish the activity, getting answers like: “I never use drugs, they do evil”; “Drugs ruin dreams”; “Drugs never”.

The **third stage** took place on December 7, 2010 ending the activities in this theme. Members of GEPES presented a puppet theater to demonstrate the serious consequences caused by drug use. While puppets dramatized by the members of the group dialogued with the school community, “the drug” entered represented by a student of GEPES, dressed in a black costume, consisting of hat and black balloons around him.

This representation triggered a strong reaction from the students, as they ran toward the “drug” to destroy it. They blow balloons and said the “drug” to go away, not to destroy the dreams. This activity allowed some reports, among them a boy who expressed the feeling of sorrow to mention that the parents were drug users.

It is known that drug use at home can negatively influence children and adolescents, and create conflict since the household participates in the formation of the personality and contributes to the character of the consolidation, adoption of ethical notions and solidarity.¹¹ Thus, the need to contemplate the context in which the young people falls for it to be feasible to intervene was emphasized, based on the needs, weaknesses, priorities and assets involving their friendship.¹²

The activities developed in the school environment enabled the achievement of the link between teachers, students and members of GEPES, since the students felt encouraged to report their experiences, relating to the theme above.

CONCLUSION

After this experience report, there was a satisfaction in performing the activity with the school community, with premises in ethical and pedagogical principles that include all project participants in building their autonomy and empowerment. The prevention of drug use activities were planned, considering and understanding that education should involve teaching cooperative and collaborative relations between the subjects involved in the construction of knowledge

about their reality and strategies to act collectively and critically about it.

It should be noted that the integration between the two educational institutions mentioned throughout the report was essential for the proper development of activities, because they shared knowledge from different walks towards the same goal, rescuing values, citizenship rights and providing moments of reflection on the consequences that the use of drugs can cause.

As practical results, so far, the activities promoted side spaces of debate in the classroom. As provided for in planning activities, members of GEPES returned to talk to teachers about the possible achievements or behavioral changes in students after carrying out recreational activities. Teachers reported that there was a demand and the acceptance of the guidelines by the students, which facilitated further discussions and work with the subject in classrooms. This demonstrates the importance that the pedagogical work on this theme is to build citizenship, making citizens more aware and critical of the use of drugs.

This report allowed to view the wide role that nurses can develop, giving them experience different realities, which contribute to the professional and personal growth. While enabling the community, in this case teachers and students to socialize knowledge, reflecting the critical and reflective awareness of everyone involved.

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