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ORIGINAL ARTICLE

HEALTH EDUCATION IN SCHOOLS TO DEAL WITH HOMOPHOBIA EDUCAÇÃO EM SAÚDE NA ESCOLA PARA O ENFRENTAMENTO À HOMOFOBIA LA EDUCACIÓN PARA LA SALUD EN LAS ESCUELAS PARA ABORDAR LA HOMOFOBIA

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ABSTRACT

Objective: to report the experience of an educative intervention to confront homophobia conducted with adolescents in a school in middle school. **Method:** a descriptive study, the type experience reports on an educational intervention in the form of workshop for confronting homophobia built with adolescents from a research-action at a school reference in middle school. The participants evaluated the intervention by means of a questionnaire. **Results:** the workshop is composed of 5 meetings that addressed since contents about gender, sexual diversity, homophobia in schools, homophobic violence and human rights. **Conclusion:** the workshop constituted itself as a space for participation and dialog for the confronting homophobia in schools. This intersectorial activity obtained its relevance for health promotion and integral formation and a citizen of adolescents in relation to confrontation of social vulnerability and violence, considering the group as a project of social awareness. **Descriptors:** Health Education; School Health; Adolescent; Adolescent Health; Sexuality; Homophobia.

RESUMO

Objetivo: relatar a experiência de uma intervenção educativa para o enfrentamento à homofobia realizada com adolescentes numa escola de referência em ensino médio. **Método:** estudo descritivo, do tipo relato de experiência, sobre uma intervenção educativa no formato de oficina para o enfrentamento à homofobia construída com adolescentes a partir de uma Pesquisa-ação numa escola de referência em ensino médio. Os participantes avaliaram a intervenção por meio de um questionário. **Resultados:** a oficina compôs-se de 5 encontros que abordaram desde conteúdos sobre gênero, diversidade sexual, homofobia na escola, violência homofóbica e direitos humanos. **Conclusão:** a oficina constituiu-se como espaço de participação e diálogo para o enfrentamento à homofobia na escola. Esta atividade intersectorial obteve sua relevância para a promoção da saúde e formação integral e cidadã de adolescentes no que tange ao enfrentamento da vulnerabilidade social e violência, considerando-se pelo grupo como um projeto de conscientização social. **Descritores:** Educação em Saúde; Saúde escolar; Adolescente; Saúde do Adolescente; Sexualidade; Homofobia.

RESUMEN

Objetivo: reportar la experiencia de una intervención educativa para enfrentar la homofobia realizada con adolescentes en una escuela de enseñanza media. **Método:** se realizó un estudio descriptivo, el tipo de experiencia informes sobre una intervención educativa en forma de taller para enfrentar la homofobia construida con adolescentes de una investigación-acción en una escuela de referencia en la escuela intermedia. Los participantes evaluaron la intervención por medio de un cuestionario. **Resultados:** el taller consta de 5 encuentros que abordaron desde contenidos sobre género, diversidad sexual, la homofobia en las escuelas, la violencia homofóbica y los derechos humanos. **Conclusión:** el taller se constituyó como un espacio para la participación y el diálogo para enfrentar la homofobia en las escuelas. Esta actividad intersectorial obtuvo su relevancia para la promoción de la salud y formación integral y ciudadana de los adolescentes en relación con el enfrentamiento de la vulnerabilidad social y la violencia, considerando el grupo como un proyecto de sensibilización social. **Descriptores:** Educación em salud, Salud Escolar; Adolescente; Salud del Adolescente; Sexualidad; Homofobia.

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INTRODUCTION

The adolescence period, age group of 10 to 19 years of age, builds on the complexity of the growth, development and human maturity, intertwined of biopsychosocial factors that diversify the health condition and vulnerability of this population. Among the factors that compromise the health of adolescents and young people in Brazil are the injuries resulting from violence, the morbidity relating to sexual and reproductive health and illness by abusive use of alcohol and drugs.¹

In the dynamic health-disease process, it admits that social determinants interfere in the quality of life and health of the population; adolescents, from the difficulty of access to education, leisure, culture, health, among others.^{1,2} In the same way, the discrimination motivated by sexual orientation and gender identity concerns the social determination of health, setting up a social reality of stigma and prejudice, with implications for the health of adolescents.³⁻⁸

The National Policy of Integral Health of Lesbians, Gays, Bisexuals, Transvestites and Transsexuals (PNSILGBT) recognizes and shows *"all forms of discrimination, as in the case of homophobias, who understands the lesbofobia, gayfobia, biphobia, travestifobia and transphobia, should be considered in the social determination of suffering and disease"*.²

The approach to issues such as sexual and reproductive health and the guarantee of sexual and reproductive rights are in documents that guide the integral health care for adolescents as in the National Guidelines for Integral Care of Adolescents and Young Adults (DNAIAJ)¹, PNSILGBT² and also in the School Health Program (PSE)⁹, which has as one of its components the approach of health promotion and prevention also directed to education for sexual health.

OBJECTIVE

- To report the experience of an educative intervention to confront homophobia conducted with adolescents in middle school.

METHOD

It is a descriptive study, the type experience report, which describes an educational intervention in workshop format, developed with adolescents in a school in Middle School (EREM), in Recife, Pernambuco. The workshop was followed in the context of a research-action¹⁰ for facing violence, where it was identified homophobia as the main

problems experienced by adolescents, manifested through prejudice, exclusion and discrimination in the school community.

The workshop entitled to Diversity and Citizenship, constructed collectively with 36 adolescents, students of the 1st year of high school, with ages between 14 and 18, held between the months of August to December 2016. This study, resulting from a doctoral research, has met the standards of ethics in research with human beings, of approval in the committee of ethics in research by CAAE 55281116.6.0000.5208, according to the norms of Resolution N° 466.¹¹

The intervention at school based on the steps of the methodology of action research, which comprised respectively: the identification of initial situations; the design of solutions; the implementation of solutions and the evaluation of the procedure.¹⁰ The activities developed in each step shown below.

Step 1: For the participants of action research, the homophobia in schools presented itself as the main problem. Pointed out as relevant content to the discussion since the role of men and women in society, the heteronormative, prejudice, family and social life, the relationship between religion and homophobia and homophobia in social networks, worked among adolescents in a participatory way, creative and dialogic, through games and dynamic.

Step 2: The planning of the workshop was structured in 5 meetings with an average duration of 2 hours each, dealing with aspects relating to sexual diversity in a context of respect for differences and training citizen, to deal with homophobia. For each meeting defined minimum composition of a dynamic heating, an educational activity, a debate, and closure, which followed as the plans of activities. In addition to the students, we obtained the collaboration of the team manager of the school, of pedagogical support and teachers, with contributions to the planning of activities, with the availability of technological resources, in addition to the release of the snacks at intervals of meetings. The workshop also had the active participation of undergraduate students of nursing throughout their development.

Step 3: If the workshop implemented in accordance to the planning developed collectively. It started with a focus on the discussion about gender, where discussed on the stereotypes of masculinity and femininity, the definition of social roles and a wide reflection on the social construction of

gender. The continuation of the workshop became a meeting place for the discussion about sexuality and sexual diversity, with debate based on the understanding of the participants on sex, gender identity, and sexual orientation, as well as on the determinations of compliance heteronormative in social and family context. In new encounter, it was on the homophobic violence in society and homophobia in schools, encompassing a reflection on Lesbofobia, Gayfobia, Biphobia, and transphobia. Adolescents allowed the free debate and critical about the theme, along with the presentation of some political milestones and laws to protect the LGBT population, as a contribution to their training citizen.

The last meeting dealt with respect to differences in schools and in society as a counterpoint to the experience of intolerance,

exclusion, prejudice, and discrimination, with discussion on homophobia as a form of violation of human rights.

Step 4: Evaluation of the workshop gave continuously, participatory and dialogical in closing of each meeting. As a product of the workshop has developed a portfolio that contains materials produced collectively in the form of murals of images, the creation of stories, educational posters, and reflections written in diaries of the participants. In all the activities met the problematization and ludicity through the exhibition of films, dynamic, materials from newspapers, storytelling and theatrical games, while show out tools for discussion and reflection. Adolescents also evaluated the workshop voluntarily responding to a questionnaire with open and closed questions about the experience.

RESULTS

Next feature: the detailed workshop (Figure 1) and the collective production of workshop (Figure 2).

Diversity and citizenship workshop

Problematic: Homophobia at school

Participants: 36 first-year students in high school

Objectives of the workshop:

- To promote the understanding of concepts related to sexual orientation and gender identity;

- Discuss the social reality and context of homophobia in the school and society;

- Discuss about sexual diversity within the school context;

- Promote respect for sexual diversity by improving relations between peers at school;

- Enable the development of innovative ICT-based content regarding sex education with regard to diversity;

- Provide a democratic interaction experience, with freedom of expression in respect of sexual diversity;

- Stimulate respect for differences and the exercise of citizenship among participants.

Suggested themes: Role of men and women in society, religion and homophobia, heteronormatization, family and social prejudice, social tribes and personal style, homophobia in social networks.

Suggested activities: dynamic, games, play.

Final product: Journal of reflections of the participants, Portfolio.

Total time: 10 hours

Theme	Goals	Activity proposal	Load time
Definition of the intervention and planning	Agreement and General Planning of workshop and expectations	Dynamics of heating for presentation of the group and expectations	2 hours
		Definition of the core problem and related issues	
		Construction of a collective mural	
		Closing	
Gender	The questioning of gender and diversity in society (gender expressions, gender roles)	Dynamics of heating "Tell your story"	2 hours
		Dynamic adapted "life story"	
		Film animation	
		Debate on gender and social roles	
Sexuality and diversity	Discussing sexuality and sexual diversity (concepts of sex, gender, sexual orientation)	Closing	2 hours
		Dynamics of heating in pairs	
		Game about concepts in sexuality	
		Documentary film	
Homophobic violence and homophobia at school	Debate about violence with emphasis on sexual orientation and gender expression	Building mural on sexual diversity	2 hours
		Debate on sexual diversity	
		Closing	
		Dynamic heating about school everyday	
		Articles in newspapers and magazines about homophobia at school	2 hours
		Confronting homophobia game	
		Debate on homophobia in the school and society	

Respect to differences	Reflection on prejudice, discrimination and respect for differences in school and in society	Closing Dynamic heating adapted "step forward" Debate on discrimination X respect to differences Free mural on the experience of the workshop Closing Collective snack	2 hours
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Figure 1. Details of the workshop. Recife (PE), Brazil, 2018.



Figure 2. Images gathered from the collective production of workshop, Recife (PE), Brazil, 2018.

According to the adolescents' responses to the questionnaires, we evaluated the experience of the workshop as good by 73.6% of the participants, 68.4% considered appropriate support material used as videos, newspapers, books, images, and 89.4% felt great driving the workshop.

The participants described the experience as *"very good"* and *"excellent"*, affirmed as a *"good design of social awareness"*, capable of promoting the *"breaking barriers in relation to different"* and *"a new look for the next"*, as a form of exercise of respect for differences, the construction of a posture of citizenship and empathy. The responses have stated the importance of learning about the theme, as well as a greater openness to discussion about sexual diversity in school, while content of general interest and of the experience of adolescents.

In the assessment of participants, it was stated that the workshop contemplated an educational gap in school, and pointed out the needs to persist in activities with an emphasis on the thematic strategy on sexual diversity, identifying it as of great importance for the confronting homophobia in schools. Also reinforced the necessary expansion to the school community in general, including teachers and staff. In addition to this, suggested to other relevant themes to be worked on in school, they are fights at school, Labels, inclusion and exclusion in schools, social and economic inequality, Sustainability and Pregnancy in adolescence.

DISCUSSION

The effect of the intervention in school beheld issues such as the prevention of violence and the sexual health in their complexity; guarding the aspects of sexual diversity, sexual and reproductive rights and citizenship, in conformity with the code that calls for full attention to adolescent health.^{1,2,9} To do this, in all the activities of the workshop we used active methodologies for health education, so as to encourage critical thinking and reflective, through collaborative practices and in context with the reality of adolescents.^{9,12}

The whole time, we sought to give voice to the participants, the permission, and encouragement to reflection on sexual diversity, opposed to the imposition of sexual-affective determinations as Heteronormative values. In their speeches, reported to homophobia experienced by prying, insults, exclusion, prejudice, and discrimination that denigrates the adolescent's sexual diversity. Before the problem has not dealt with the

application of vague speech on diversity in the school, but the pursuit of a signification through a real stimulus to reflection on the power relations that are established producing spaces of marginalization and violence, in the context of educational and social problems.¹³ Thus, does not fit the prescription solutions, but the permission of free questioning of adolescents in the face of socially inserted standards.¹⁴

It was noticeable that the approach to the issue of sexual diversity in school is still something difficult to achieve, presenting veiled tensions in the school community.¹³ The workshop was characterized as an educational intervention, preventive and health promotion, with a pedagogical character, recognizing that the expression of sexuality and sexual and reproductive experience have repercussions on the social production of health of adolescents.^{1,2,9} In terms of the school, it was admitted it and experienced it as a collaborative space for the development of critical thinking, political dialog, construction of values, for a citizen formation, the full enjoyment of human rights and dealing with social vulnerabilities, in the context of integral health and education.⁹

CONCLUSION

The actions of health education in school scenario are productive; however, need to be more stimulated an intersectorial relationship and continuous character of health promotion. It was noticed that the health professionals' actions together to schools must be flexible, contemplating the demands and interests submitted by the school community, including teenagers. Such demands were in addition to the clinical aspects, but embraced issues with social determination of health, the example of the problem of homophobia pointed out in this study.

This experience has demonstrated the importance of the involvement of health professionals in collaboration the integral formation of adolescents, it being understood that the social generation of health also permeates the complexity regarding social vulnerability, for human rights and the necessary construction of a posture of social, political and citizen, based on the criticality for individual and collective empowerment.

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