WORKSHOPS FOR THE PREVENTION OF DRUG USE: PERCEPTION OF ADOLESCENTS OFICINAS PARA A PREVENÇÃO DO USO DE DROGAS: PERCEPÇÃO DE ADOLESCENTES TALLERES PARA LA PREVENCIÓN DEL USO DE DROGAS: PERCEPCIÓN DE ADOLESCENTES

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ABSTRACT

Objective: to evaluate educational workshops for the prevention of drug use from the perspective of adolescents. **Method:** this is qualitative study, cross-sectional, with high school adolescents through interviews, transcribed and processed in the IRAMUTEQ software using for analysis the descending hierarchical classification and the generated word cloud. The results were presented in the form of figures and statements. **Results:** 18 interviews were analyzed, from which, from the descending hierarchical classification, two categories emerged for discussion: "What we found: methodology evaluation" and "What we want to know: evaluation of the content addressed". It is reported that, in the word cloud, the most frequent words were "no", "more" and "drug". **Conclusion:** a greater discussion and deepening on the part of the professionals who are at the end of the services of health and education are necessary so that these can carry out activities based on active methodologies in their places of action, related to the prevention of the use of drugs, so that adolescents are effectively involved in the educational process on the subject, considering their context and experiences. **Descriptors:** Adolescent; Health Education; High School; Software; Public Health; Nursing.

RESUMO

Objetivo: avaliar oficinas educativas para a prevenção do uso de drogas na ótica dos adolescentes. **Método:** trata-se de estudo qualitativo, transversal, com adolescentes do Ensino Médio por meio de entrevistas, transcritas e processadas no software IRAMUTEQ utilizando-se, para a análise, a classificação hierárquica descendente e a nuvem de palavras. Apresentaram-se os resultados em forma de figuras e depoimentos. **Resultados:** analisaram-se 18 entrevistas, das quais, a partir da classificação hierárquica descendente, emergiram duas categorias para discussão: "O que a gente achou: avaliação da metodologia" e "O que a gente quer saber: avaliação dos conteúdos abordados". Informa-se que, na nuvem de palavras, as palavras mais frequentes foram "não", "mais" e "droga". **Conclusão:** tornam-se necessários uma maior discussão e o aprofundamento por parte dos profissionais que estão na ponta dos serviços de saúde e educação para que estes possam realizar atividades baseadas em metodologias ativas em seus locais de atuação, relacionadas à prevenção do uso de drogas, para que os adolescentes efetivamente sejam participantes do processo educativo na temática, considerando o seu contexto e experiências. **Descritores:** Adolescente; Educação em Saúde; Ensino Médio; Software; Saúde Pública; Enfermagem.

RESUMEN

Objetivo: evaluar talleres educativos para la prevención del uso de drogas en la óptica de los adolescentes. **Método:** se trata de un estudio cualitativo, transversal, realizado con adolescentes de la secundaria por medio de entrevistas, transcritas y procesadas en el software IRAMUTEQ utilizando, para el análisis, la clasificación jerárquica descendente y la nube de palabras. Se presentaron los resultados en forma de figuras y testimonios. **Resultados:** se analizaron 18 entrevistas, de las cuales, a partir de la clasificación jerárquica descendente, emergieron dos categorías para discusión: "Lo que la gente encontró: evaluación de la metodología" y "Lo que la gente quiere saber: evaluación de los contenidos abordados". Se dice que, en la nube de palabras, las palabras más frecuentes fueron "no", "más" y "droga". **Conclusión:** se hace necesaria una mayor discusión y la profundización por parte de los profesionales que están en la punta de los servicios de salud y educación para que éstos puedan realizar actividades basadas en metodologías activas en sus locales de actuación, relacionadas a la prevención del uso de drogas, para que los adolescentes efectivamente sean participantes del proceso educativo en la temática, considerando su contexto y experiencias. **Descriptores:** Adolescente; Educación en Salud; Educación Secundaria; Software; Salud Pública; Enfermería.

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INTRODUCTION

It is known that adolescence, from ten to 19 years of age, is transient, watered by new experiences, attempts, mistakes, successes, exploration, the search for identity and its representation in the world.¹ In this context, the various questions of the adult world to come, the future and work prospects, the beginning of the sexual life, the development of sexuality and self-knowledge are observed, which are observed as a moment of experimentation, insertion in groups, to know limits and social interaction, being part of the range of processes that involve the development of this subject.

It is added, according to the literature, that discoveries and new experiences, mainly related to sexual and reproductive health, drugs and chemical dependence, are among the topics of greatest interest among adolescents, however, they are still subjects little explored in the school and family education.²⁻⁵ Early sexual activity has been initiated, associated with a lack of knowledge about sexuality and contraceptive methods, causing a greater frequency of sexually transmitted diseases (STDs) and of cases of unwanted pregnancy.⁷⁻⁸ It is reported that in 2013, in Latin America, approximately ten new cases of human immunodeficiency virus (HIV) infection occurred every hour, with Brazil accounting for 47% of them.³ It is pointed out that, although it is a current and quite relevant topic, not all health professionals and teachers in the school network are prepared to approach it within the classroom, be it by taboo, religiosity or lack of knowledge.

In a study carried out in private and public secondary schools in São Paulo, 78% of the students said they knew about STDs, while in private schools, 100% had knowledge, and also at school. In particular, the greatest diversity of known STDs was perceptible; with regard to the transmission of STDs, private school students were more aware of the diversity.⁷ Education is considered as a transformative strategy, mainly in poorer populations.

It is noticed, although the Statute of the Child and the Adolescent, in its art. 81, prohibit the sale of any type of alcoholic beverage for children under 18 years, which is increasing the number of adolescents who start using it early.⁹ Among the most commonly consumed drugs, alcohol is the most prevalent drug, and the reasons for early initiation vary from curiosity, family influence, boredom and confusion to drinking, and as reasons for continued use are social acceptance by peers / groups, the relief of hunger and pain, the escape from reality and pleasure. One sees the use of the drug as a solution and not as a problem. It is explained that the problems and the consequences of the use have influence, depending on the

context of life of each adolescent: family influence, sex, motivation for the use, place of use, among others.⁵⁻¹⁰ Knowledge about the risks of drug use and abuse is reported and demonstrated by most adolescents, however, some do not know how to discuss.¹¹

The Health in School Program (HSP) was established in 2007 by Decree 6.286, which aims to carry out permanent education and health actions, thus articulating the actions of the public health network with the public basic education network, viewing the school as a space for critical and political development.¹²

The Health in the School Program is coordinated by the Family Health teams (FHT), whose tasks include mapping the area of action and assessing health conditions in all community settings. It is believed that both health professionals and educators are responsible for promoting awareness and discussion, and in view of the above, there is a clear need for educational interventions. Health education, as well as its promotion and prevention, and, together with the community, to carry out actions and educational projects, with the intention of granting autonomy to the subject, make it the author and protagonist of his care in the various health settings.¹³⁻⁴

The adolescents' view of educational practices in schools is important because they are the ones who have the doubts and who experience school actions on a daily basis and can contribute to the construction of more effective actions and interventions.

It is necessary, in order to reach this audience, that the chosen approaches are attractive for the adolescents, since, in the present times, the aggrandizement and recognition of the active methodologies in the educational environments where all interact and are holders of important knowledge.¹⁵

Considering the relevance of health education in the school environment, in 2016, educational workshops were part of a research project, promoted by the research group Mental Health and Quality of Life in the Life Cycle of the Nursing Department at UFPE, in two schools located in the city of Recife-PE. The activities of the participating students were evaluated at the end of each workshop, and at the end of the project, interviews were conducted to evaluate all the workshops and the project in general.

It is hoped that qualitative analysis of the interviews from the perspective of the students will allow the academic community and the teachers to have information that will contribute to the improvement of new projects and activities in the classroom with a better basis on how the active methodologies can help personal aggrandizement, self-knowledge, social interaction and the formation of active subjects in

society. It is also hoped to contribute to the improvement of Nursing performance in the different education and care settings.

OBJECTIVE

- To evaluate educational workshops for the prevention of drug use from the point of view of high school adolescents.

METHOD

This is a qualitative, transversal study that is part of the project "The Effect of Educational Interventions on Substance Use in High School Students", which gave rise to the extension project titled "Caring for the Future: Drug Use Prevention for Adolescents of the High School ". The extension project was constituted by four workshops, and 64 workshops were carried out in total, with participants from the first to the third year of high school in the year 2016, comprising the school period of the school where they were performed. Self-knowledge and self-perception as a teenager were worked out in workshop 1, with the aim of encouraging reflection on their attitudes towards different types of relationships. In Workshop 2 on health, self-knowledge and self-care, both health in general and sexual and reproductive health were discussed. Work and future themes were discussed in workshop 3, the perspectives of the schoolchildren and how the school assisted in this process. Drug-related issues were discussed in the workshop 4, clarifying doubts and identifying pre-existing knowledge, and all workshops were carried out using active methodologies, using music, posters, games and talk wheels for discussion of the proposed theme, always taking into account the opinion and pre-existing knowledge of the adolescent.

The research was carried out at a full-time Reference School in EREM (RMS IV) of Recife-PE, a participant in the master project. According to the Secretary of Education of Pernambuco (2017), the full-time EREM is charged with 45 hours of weekly classes during five days of the week, with classes being taught in the morning and afternoon periods, and, in Recife, there are currently 300 EREMs.¹⁶

The inclusion criteria were: for the sample to be between ten and 19 years old; participate in at least three workshops and, in the case of minors under 18, bring the Free and Informed Consent Form signed by the legal guardian. As exclusion criterion, it was considered not to be in the school at the time of data collection, and, on the basis of this, all 18 students who met the inclusion criteria. Through the list of attendance of the workshops, a list with the names of the adolescents that met the inclusion criteria was made, and from that, the active search of those in the school for the interview.

As a data collection instrument, a pre-structured questionnaire containing eight guiding questions was used, with questions 3, 4, 5 and 6 being considered as "manga" questions, which would help in the interview, if the participant had answers that were not very informative to the previous question. Following are the questions:

- 1- Do you remember the workshops that were held at the school? Can you list them?;
- 2- What did you think of the workshops held at the school?;
- 3- Which workshop did you enjoy most? Why?;
- 4- What activity did you find most interesting? Why?;
- 5- Have the workshops contributed in any way to your life? Talk about it;
- 6- Have you learned anything from the workshops you attended? Talk about it;
- 7- Did you not like something in the workshops?;
- 8- What theme would you like to have been explored at other times?

The workshop participants were invited to give the interviews for the evaluation. The speeches were stored by recording the audios duly authorized, by a recording device, in a private place indicated by the school management, at convenient times for the students, with the presence of only the interviewer and the interviewee. It is reported that the library was the place provided by the school, and each student was taken separately for the interview.

For the textual analysis of the audios, the software IRAMUTEQ (Interface of Analytical Multidimensionnelles of Textes et de Questionnaires), developed by Pierre Ratinaud, which allows different forms of statistical analysis on the textual corpus and the tables of individuals by words. Five types of analysis are possible, through Iramuteq, among them: classic textual statistics; research of specificities of groups; descending hierarchical rank; similitude and word cloud analysis. It is explained that Iramuteq is a software and, therefore, it is not considered a method of analysis, but a useful tool in the data processing. The words are quantified by their frequency and submitted to statistical calculations, and the type of data processing used is the descending hierarchical classification (DHC) method and the word cloud.¹⁸

The text segments are classified in DHC according to their vocabularies. Classes of text segments are generated and, from there, the software organizes the data in a dendrogram, which will illustrate the relations of the classes and allow a contextualization of the vocabulary of each class; already the word cloud helps to identify the frequency of the words so that the researcher later systematizes the data for the

discussion.¹⁹⁻²¹ It was chosen, for a better theoretical analysis, by the joining of classes according to the common trunk seen in the generated dendrogram, since, because they arise from the same trunk, this showed similarity in the theme (words, verbs and adjectives).

In the development of the study, the guidelines of Resolution 466/2012 of the National Health Council, which regulated the norms applied to research directly or indirectly involving human beings, were registered with the ethics committee under number 60159316.5 .0000.5208.

It is clarified that, in order to participate in the research, the students signed the Free and Informed Assent Term (FIAT), and the legal guardian under the age of 18 signed the Free and Informed Consent Term (FICT). Participating students were identified with the identification "student" followed by the sequence of the interviews with the numbers from 1 to 18.

RESULTS

A total of 18 students were interviewed, of which 14 (77.7%) were female and four (22.2%) were male, aged 15-19, and first and third year high school students were interviewed. After transcription, six classes with 111 text segments and 3922 occurrences of words with 789 distinct forms were observed. The corpus was divided into 89 elementary context units, of which 111 (80.18%) were matched by descending hierarchical classifications, indicating the degree of similarity of the six resulting classes. The six classes were grouped for a better discussion into two categories, according to the common trunk they have. Classes two and six were added, which dealt with the operationalization of the activities and criticisms made by the students, naming it "What we found: methodology evaluation", and classes one, three, four and five that dealt with the content of the activities and the way the activities were approached and carried out, naming it "What we want to know: evaluation of the contents addressed".

Figure 1. Dendrogram. Recife (PE), Brazil, 2017.

Figure 2 shows the words used in IRAMUTEQ associations in relation to each generated class.

Classes	Related example words
Class 1	School, drug, student, duty, friend, knowledge
Class 2	Draw, talk, body, lay, floor, cool, human, music
Class 3	Wrong, help, right, friendship, problem, think, mind, drawing, life, body
Class 4	Enjoy, learn, reflect, think, workshop, dynamics, life, sexuality, theme
Class 5	Know, learn, world, want, play
Class 6	Burst, After, Remember, Leave, Leave, Foot, Interesting, Activity, Now, People

Figure 2. List of classes and examples of words related to each category. Recife (PE), Brazil, 2017.

♦ Interpretive Analysis: educational workshops from the perspective of students

"What we found: methodology evaluation"

It was chosen, by the common trunk that the classes presented, for discussing two classes, 2 and 6, in the same category. After analyzing and interpreting the context of the interview, the criticisms that the students had about the educational workshops were highlighted. It is better illustrated, by means of some lines, what was expressed by the students.

[...] I remember nothing that I did not like, everything was according to my favor, she knew

how to listen and also knew how to answer the questions. (Student 2)

[...]the workshop that I liked the most was the one of games because I have that my most competitive side. I was able to learn new things. I found the workshop more interesting to lie on the floor and know the body parts, reflect on you. (Student 3)

[...]she did a workshop that she had never done here, that way, that usually has lecture something like that, class, but not with a workshop to learn having fun. (Student 15)

The themes proposed in the activities were also discussed, as they stimulated critical thinking, and

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in all the workshops there were moments of reflection, where students were asked to reflect on the life they were leading, the relationships that were being built and how much that influenced the choices of life, desires for the future, work perspectives, about the body and its changes throughout adolescence, among others.

[...]there was one that lay on the floor and she asked to go knowing the body, I was thinking: before I did not know my body the way I met in that workshop. Oh, when she asked me to reflect, I stopped to think about what I was doing; I was not making any headway, and I started a new story, a new life. (Student 12)

[...]I think it was good, I liked it a lot, it contributed in the day to day, so with my friends, I learned that you have to listen to the other, that you have a lot of this respect business with the other. (Student 13)

[...]the one that blew the ball to answer questions, that made us learn some more things that is from day to day, but that we do not give importance, makes strengthen the knowledge more. (Student 16)

"What we want to know: evaluation of the contents addressed"

Classes 1, 3, 4 and 5 were grouped in this category by the similarity of the common trunk. The comments and criticisms about the content addressed and the approach adopted in the workshops were observed. It was demonstrated during the interpretation and contextualization that some subjects were pertinent in the critics of the students.

[...] I believe drugs because I intend to make children and, like, at school, which is the people's place, he has to have a knowledge about that, and that at school does not talk much about drugs because I do not know if it is illegal. It should be as if it were a school board: "Look, damn it, that can cause this and that," and at school it does not. It seems illegal for this subject to be played in school. (Student 2)

[...] was the drug, talked a lot of drugs, she explained that we did not know so much, and she deepened, right, because we only knew the basics. (Student 6)

[...] talk about drugs. Not only drugs, thus, which are prohibited, but also remedies; this is very important, a lot that I must value both me and my family and friends. (Student 11)

It is understood that the drug theme was one of those that emerged as a need to be more commented on in future activities and that, during the workshops, it was well used by the students to discuss and take questions.

Sexuality and body knowledge were highlighted with other themes.

[...]I think it was that of the body. I had never imagined doing an activity like that, like, you draw your body and go looking for some defects in the head, in the limbs, that had never crossed

Workshops for the prevention of drug use...

my mind to reflect on it or do something like that. (Student 5)

[...]sexuality is a topic that is not much discussed. It is difficult for the people to speak, I do not know, shame, and the adolescents are very doubtful of this and are ashamed. The family does not talk about it. Often others speak, but others do not. It's embarrassing and the teenager is the one with the most questions to ask and there is not a person to respond to him or even a friend, a friend, who they will ask, does not explain in a correct way and this can hurt them. (Student 6)

[...]the drawing that we designed, designed the body in a paper that we could say what we did not like in our body and we could talk to her and she could explain some things that we had doubt. (Student 16)

It was also identified, through the speeches, the need to continue activities.

[...] because it lasted a short time, I would like it to last longer, so we could learn a little more about everything from all the subjects. (Student 11)

In the speeches the word **did not** refer, in most cases, to the conclusions that the young people took from the workshops and the justification. Following are examples.

[...]the fact of reflecting on life, the fact of not giving up when we see adversities in front of us and always continue to struggle. (Student 1)

[...]are things that do not teach in the world out there and I learned in here. I remember nothing I did not like, everything went according to my favor. (Student 2)

[...]taught me that it is bad to use drugs and even because I did not use it, you know; there, but it strengthened more so that I did not use, opened my eyes more. (Student 3)

It is perceived that the word **more** appeared in the sense of adding, and the adolescents expressed how the educational workshops added knowledge to them.

[...]ah talked about the licit drug, also talked about the body, the parts, also talked about our school too, so it was things that awakened us more to life, to see better. (Student 6)

[...]it was possible to listen to the reality, that we have to be more adapted with the people. In my maturation, day by day. To get rid of various things that influence life, like getting rid of drugs, drinking. (Student 10)

DISCUSSION

The positive criticisms made by the adolescents are identified with the affirmations, affirming that the educational workshops have served as a new form of learning, more relaxed, playful and spontaneous, consequently creating an open space for new discussions and a better understanding between the students themselves.

It is observed that workshops that bring an atypical material to that used by schools, such as

games and illustrations, are evaluated as great by students, and there is a suggestion to continue with this type of activity in the institution, since it is a moment that opens space for participation of adolescents.⁶

This method of learning is anchored in Paulo Freire's discourse, in which the educational practice should serve as an open dialogue, with the participation of all those present, and instigate reflection, starting from the reality, of the experiences and experiences of the users. The bridge is made, leading to the practice of Nursing, in which the nurse is considered an educator and in which the professional who is involved in basic care and who has access to interventions in the school space must use these methodologies to improve their actions.⁴⁻²²

It is verified by the speeches how important it was to generate this reasoning in the adolescents, because, in this phase of life, the acts are often not thought and balanced, generating, in the future, some undesirable consequence. The crisis of identity in adolescence propitiates the increase in the search for the new and the constant change of personality and needs.⁸ It is understood that the vulnerability of the adolescent is a complex subject that needs to be widely discussed in the society by the various instances and, due to this educational, social and political vulnerability, these subjects often do not receive the information and the education essential for the construction of the necessary knowledge to lead a healthy life and with a decrease in risk factors.¹¹

It is understood that the phenomenon of psychoactive substance use is complex, and it is necessary to increase this discussion in school spaces, articulating health and education programs. The need for these interventions in schools is clear, because, as seen in the speeches, adolescents end up learning from day to day (friends and family) and not from professionals who provide more scientific information, vulnerable to abuse and possible problems and consequences such as dropping out of school, poor school performance and going into crime.^{5-6,10}

Another theme brought by the adolescent speeches with the exploration of sexuality that, in the present times, is still considered a taboo, and, through the discourse of these subjects, is evident the gap left by the lack of this discussion both in the school environment and at home. It is pointed out that the school, as a learning space, needs to be able to address these issues, but unfortunately, the approach is often superficial or a taboo between professionals and does not meet students' discussion and learning needs. It is noted that issues such as STDs, correct use of contraceptive methods, female menstrual cycle and female and male physiologies are extremely important issues during this phase, however, still little discussed,

and consequences are seen in the short term, such as unwanted pregnancy and dissemination of STDs.⁸ In this sense, the importance of integrating health programs such as the Family Health Strategy (FHS) and the Health in School Program (HSP) in the school environment is important because they have trained professionals such as nurses, to address such issues with adolescents. It becomes the link between health and education essential to promote a sexual quality of life for adolescents in a libertarian way.²²

The active methodology adopted was presented as an excellent tool to promote adolescent health and personal criticism, always striving to give the subject autonomy in his quest for an improvement in the quality of life. The active methodology was seen as favoring the interaction of the participants and the directors, opening a space for doubts, discussions and dialogued education.

Health education should be unique, taking into account the context, beliefs, autonomy and experiences of each community, since it is a permanent process that is adequate to the needs of the population, taking into account their potentialities and knowledge, and the role of the professional working in this space is to instigate adolescents to rethink their attitudes, through dialogue and shared education, to teach what they know about the issues that arise and, thus, to promote health.²²

CONCLUSION

It has been found that adolescents in the public school network interviewed are still experiencing considerable social, educational and political vulnerability, and because of this important issues and issues about the changes in that stage of life are a gap that demands to be filled by a professional during the school stage.

The analysis of the interviews was understood as the criticism of the adolescents regarding the way the workshops were done and the subjects discussed, but all the criticisms were positive and revolved around the perception of how much time and space the workshops were enriching for teenagers. There were moments of play that allowed for self-knowledge and self-reflection, as well as an open space with no judgments for the discussion, learning and demystification of topics little or never explored in school (such as drugs and sexuality), through dynamics different from those already proposed and instituted in the educational network.

It is concluded that there is still a lot of discussion and a lot of commitment on the part of the professionals who are at the end of the service in order to be able to perform active methodologies in their workplaces, so that the system is more malleable with its actors so that changes and advances can and that these changes

can reach the teenagers who need the most information, who are in the public schools and who live in the periphery.

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