

PREGNANCY IN ADOLESCENCE - LUDIC ACTIONS IN MIDDLE SCHOOL: REPORT OF EXPERIENCE OF EXTENSION PROJECT

Erica Dionisia de Lacerda*

Lorena Nascimento Carvalho**

Paulo Ricardo da Fonseca***

Anderson Gustavo Vital de Negreiros****

Kátia Maria Pereira*****

Vivyanne dos Santos Falcão-Silva*****

ABSTRACT

The university extension works with as diverse problems that involve community, helping it in a way that there is an exchange of knowledge. One of the adversities which involve society is teenage pregnancy, one of the problems of reproductive health. Faced with this impasse, it is essential educational actions that seek to guide and to expand the knowledge of adolescents to avoid an unplanned pregnancy. This paper aims to report an experience of undergraduates in a university extension project, developed in a public school in the city of Cuité-Paraíba. Four weekly sequential meetings were held, through pedagogical workshops. This methodological proposal emphasized the importance of a planned pregnancy, contraceptive methods, and in case of pregnancy, the necessary care for maternal and fetal health. The strategy used was ludic activities, such as facilitating interaction with students, as well as learning and involvement. The evolution of the students in each meeting was studied, according to their questions, attention, participation and effective attendance. Actions that are associated with positive feedback from students and management demonstrate that the goals have been achieved. In this way, the importance of university extension for socialization and sharing of flavors with the community was evidenced.

Keywords: Health education. Unplanned pregnancy. Teenage pregnancy.

INTRODUCTION

Adolescence is a phase in which physical changes and profound psychosocial changes in young people, specifically related to sexual maturation, are evident⁽¹⁾. The onset of sexual life has occurred prematurely, and most of the time young people do not present any sexual orientation, and usually do not seek health care for information acquisition⁽²⁾.

Therefore, working sex education in the school environment is timely and appropriate, investing in topics that portray how to prevent unplanned pregnancy and sexually transmitted infections (STIs), since school is a place where adolescents usually begin sexuality, express their doubts, are open to receive information and remain in that environment the longest time of their day^(3,4).

In recent years, the occurrence of adolescent pregnancy has been presented as a social complicating factor and a major public health problem, especially to the risks that the mother-fetus

binomial are susceptible during pregnancy, mainly due to the physiological immaturity of the adolescents to withstand the stress and evolution of pregnancy^(5,6). Another factor that endangers the mother-fetus binomial is teratogens, such as: inadequate nutrition, medicinal herbs, exposure to radiation, licit and illicit drugs, drugs and infections by microorganisms during pregnancy⁽⁷⁾. These environmental factors can cause congenital defects in the fetus, favoring a higher incidence of medical complications and hospital admissions, generating more expenses for the government without a favorable return.

Thus, guidance from health care providers and health education on the part of society are factors that together can reduce the rates of unplanned pregnancy, and if this occurs, the recommendations should be directed towards appropriate practices that prevent complications and favor a good health for the mother / fetus binomial throughout pregnancy⁽⁸⁾.

In this scenario, it is fundamental to stimulate and to prepare qualified professionals to provide

*Academic Nursing, Federal University of Campina Grande. Cuité (FUCG), PB, Brazil. E-mail: ericadionisia@hotmail.com

**Academic Nursing, FUCG. Cuité, PB, Brazil. E-mail: lorrycarvalho@hotmail.com

***Academic Nursing, FUCG. Cuité, PB, Brazil. E-mail: paulopr17@hotmail.com

****Academic Nursing, FUCG. Cuité, PB, Brazil. E-mail: agustavovidal@hotmail.com

*****Academic Biological Sciences, FUCG. Cuité, PB, Brazil. E-mail: katiapereira@fucg.com.br

*****Licensed and Bachelor Biological Sciences. Phd, professor, FUCG. Cuité, PB, Brazil. E-mail: vivyannefalcão@yahoo.com.br

relevant and quality assistance to the mother-child binomial. Thus, universities can act in the insertion of timely interventions, resulting in the training of qualified professionals engaged in the care of women and children⁽⁹⁾.

Therefore, university extension can act as an excellent bridge of interaction between the university and the community, acting as an interdisciplinary educational, cultural and scientific process; and that through their actions aim at responses to social transformation⁽¹⁰⁾.

At the same time, it is extremely important that extension agents work with playful actions, since these facilitate understanding and, consequently, learning about the various subjects that are addressed within the school context, with the educator having a primordial role, since he is the facilitator between teaching and learning, being responsible for creating adequate spaces, offering materials and participating in activities to provide learners with better learning⁽⁸⁾.

Therefore, in order to provide new experiences and qualify Nursing, Nutrition, Pharmacy and Biological Sciences students, the "Side-by-side: planned pregnancy x well-being of mother and baby" extension project, of Federal University of Campina Grande, through pedagogical workshops at the school, aimed to educate the adolescents of public schools about the importance of a planned pregnancy, guiding them about the use of contraceptive methods and informing them about teratogenic agents and their consequences.

In view of the above, this study has the objective of reporting the experience of extension workers through the implementation of ludic workshops in a

public secondary school in the city of Cuité-PB as a strategy for health education.

METHODOLOGY

The study consists of an experience report of extension workers of the Extension Project, UFCG. This report points to the development and practice of health education. The activities were developed in a state public school in the municipality of Cuité, PB. This school has good infrastructure, and most of its students are in middle-class / low-income families.

Before starting this work, the proposal was presented to the secretary of education of the municipality and to the director of the school. After authorization for the development of the activities, the management chose a 2nd year of high school class to begin planning and carrying out the activities in a vacant class schedule.

In order to provide a better theoretical basis, it was initially the reading and discussion of scientific articles, followed by the construction of activities, with the main focus being the themes, pedagogical workshops, playfulness, planned pregnancy, contraceptive methods, teratogenic agents and awareness building.

Each workshop was held in the classroom and developed in 120 minutes, weekly, with the average presence of 27 students. The activities were carried out from May to December 2016.

These activities were distributed and executed in four pedagogical workshops, each with different but interconnected subjects, contributing to a better understanding and learning, as shown in table 1.

Table 1. Resume of four pedagogical workshops

Meetings	Theme	Objectives	Strategies
1º	"Previous knowledge: Have you got pregnant? Why? What about now?"	To promote students' knowledge about the subject.	Dynamics
2º	"How to avoid an unplanned pregnancy?"	- To expose the anatomy and physiology of the male and female reproductive system and; - To present and to know contraceptive methods.	3D didactic part of the female and male reproductive system. Preparation of a comparative table and expository class.
3º	"Planned pregnancy: Prevention and treatment of infections by microorganisms"	- To highlight some teratogenic factors and; - To show the importance of prenatal consultations.	Theatrical play and video exposure
4º	"Planned Pregnancy: Future Mother's Health Care"	- To strengthen the care to be taken during pregnancy and; - To review and to observe the degree of knowledge that was acquired by the students during the workshops.	Gymkhana

After each workshop (2nd, 3rd and 4th), a qualitative satisfaction assessment based on the 5-point, confidential and anonymous Likert scale was carried out as a form of informal instrument, to analyze the level of satisfaction and the feedback from the teaching methods that had been used to transmit the program content of each pedagogical workshop.

However, instead of numbers (1 to 5) the degree of

satisfaction was replaced by happy and sad faces, associated with the feelings of "very bad" to "excellent" (FIGURE 1). The changes were made to facilitate the adolescents' understanding when they indicated their satisfaction⁽¹¹⁾. It was considered as a positive evaluation when the students indicated happy faces, referring to the "good" or "excellent" sensations.

<i>What do you think about the class today?</i>				
Very bad	Bad	Regular	Good	Excellent
				

Figure 1. Evaluation model completed at the end of each pedagogical workshop.

RESULTS AND DISCUSSION

Through the problematic of teenage pregnancy and the desire of many adolescents to become pregnant as a life Project⁽¹²⁾, it is important to discuss with young people the importance of planning pregnancy and pre-pregnancy care. Thus, we sought to address issues ranging from the prevention of an unwanted pregnancy, contraceptive methods, to the well-being of the mother and the fetus, environmental teratogens.

These themes were worked through pedagogical workshops with high school students, since these workshops allow the sharing of knowledge and act as a space for reflection, building on participants' learning experiences⁽⁸⁾. Next, the development and experiences of four workshops are described.

Developing the first workshop

In this, the initial proposal was to provide an exchange of knowledge between the extension agents and the students, aiming to know the reality of the young people and their previous knowledge about the thematic of the project. The first moment consisted in the presentation of the extension agents and the proposal of the activities, followed by the random formation of three teams of students.

In the second moment a dynamics was realized in order to demonstrate the importance of the collaboration and participation of the group for the development of the whole project.

The third moment consisted in a previous evaluation of knowledge through questions with three alternatives (A, B, C) on topics that would be discussed in the other workshops; and a roulette, to

mark the score made by the extensionists. The representative of each group would rotate the roulette wheel and the score reached would be passed if they answered the question correctly, if it is wrong, the next group continues. Until all the questions were answered.

In view of this activity, it was notorious to observe that the students had a good knowledge about contraceptive methods, but they presented some gaps related to efficacy and the use of these methods and little knowledge about the influence of teratogens on gestation. These results were also reported in other studies, because although many adolescents are aware of the need and importance of using contraceptive methods, their knowledge is insufficient to implement regular and adequate use^(2,4,13).

And in the quest to share new knowledge with the students, as doubts and curiosities arose, they were stimulated and encouraged to attend the subsequent meetings to clarify their inquiries.

Developing the second workshop

With earlier sexual initiation, the possibility of unplanned pregnancies and the attainment of sexually transmitted infections (STIs) in young people are associated with the lack of a consistent use of contraceptive methods and protection against infections⁽⁸⁾. Faced with this reality, the second meeting at school demonstrated the anatomy of the female and male reproductive system, the different contraceptive methods, and emphasized the importance of condoms in the prevention of STIs.

In this meeting, the anatomy of the male and female reproductive systems was presented in an

expository manner with the aid of 3D didactic models to guide and to facilitate understanding about the performance and use of contraceptive methods. Then, the whole class made a comparative table with several contraceptive methods, female and male condom, IUD, oral contraceptive, morning-after pill, injectable contraceptive, schedule, coitus interruptus, and surgical methods. For this activity, images of these methods were previously fixed on the wall of the classroom and plaques were given to the class containing the form of use, prevention of STIs, health impairments, efficacy and availability in the Unified Health System, and it was asked that they rate the corresponding method through the plaques. In the end, the evaluation of the table and correction was always attentive, in a clear and succinct way to minimize the doubts.

At the time of presentation it was possible to note the interest, attention and effective participation of the students through questions about contraceptive methods and curiosities about gestation, fetal formation and abortion, thus showing that the objectives of the workshop were being achieved by assisting in the process of teaching and learning. In other interventions of pedagogical workshops on contraception and STI in schools, the authors also report this teaching strategy as a positive experience for students^(8,14).

Among the methods explored, the male condom was the most popular, although some reported incorrect or incomplete use. However, attention was drawn to the frequent and inadequate use of emergency contraception by portraying this method as first choice and used twice or more in the month, this misconception about inappropriate use was also observed by other high school students⁽¹⁵⁾.

In regard to the satisfaction rating, having a range of very bad to very good, there is an approval rating of 26/1. Given this evaluation, it was noticeable that the playful environment is an excellent way to teach.

Developing the third workshop

In addition to encouraging young people to avoid unwanted pregnancies with adequate use of contraceptive methods, it has been found that there is a need for more extensive care, since the adolescent sometimes desires, plans and even has been frustrated because the pregnancy did not happen⁽¹²⁾.

In this way, it is essential to raise awareness about the importance of a planned pregnancy by instructing them to maintain healthy habits and nutrition, to take vaccines and to avoid infections by microorganisms to ensure the health of the mother-fetus binomial. Some congenital defects, such as environmental etiology, may be caused by teratogenic agents, such as: licit and illicit drugs, maternal obesity, gestational diabetes, drugs, micronutrient deficiency, and microorganism infection⁽¹⁶⁾.

To this aiming, the third meeting began with the presentation of the term teratogenic agent, followed by a simple questionnaire containing some teratogenic substances or substances that do not pose risks to the health of the mother and the baby, in order to identify the previous knowledge of the about the possible substances with teratogenic action. At that moment it was noticeable to observe that the students presented from their everyday experiences a moderate knowledge about the subject, but many teenagers were surprised that some "herbs" of medicinal plants and drugs could act in a harmful way with embryotoxic effects and teratogenic effects.

In the second moment, a theatrical play was developed with the aim of simulating the misuse of contraceptive methods, associated with greater vulnerability to contracting diseases and an unplanned pregnancy, as well as proposing a reflection on health care and the importance of attending appointments prenatal care throughout the gestation period. In this activity, some comedic acts were performed, which provided a greater participation and involvement with the students.

The activities of the day were followed up by a video showing the embryonic/fetal development in detail according to the weeks of gestation, emphasizing during the presentation that the action of the teratogenic agents in the first trimester of pregnancy increases the probability of causing congenital anomalies, because it is the period of organogenesis and the embryo is more susceptible to external risks.

At the end of the 3rd workshop, a new satisfaction assessment was made, in which there was an approval rate of 26/1. However, the realization of the workshop allowed the majority of the students to integrate the theoretical contents in a more dynamic way, being evaluated positively.

Developing the forth workshop

In order to finish the activities in a fun way, and to review, to evaluate and to clarify the possible doubts of the contents that were given to the class, a gymkhana was held in this fourth workshop. The class was divided in two teams, and for the accomplishment of the competition a data containing the words: question, mime, passes and "how to use?" was made. Every six rounds of the dice, a treasure hunt was carried out through the school, where there were copies of contraceptive methods hidden by the institution's courtyard.

By closing the last activity, and presenting the winning team, the last evaluation of satisfaction was made. And according to the analysis of all the evaluations, the approval rating of this workshop was total.

With the experience of living exposed during the four weeks of coexistence in the group, it was noticed that the great majority of the students participated assiduously and actively of all the activities proposed by the project team, being notorious the demonstration of interest in contributing for the fluency of the workshops, and the positive comments of their students and their interest in participating in each new weekly meeting, even though it is a vacant schedule, in which they could be in their homes or in other daily activities.

In view of the above, we believe that the school can act as an adequate environment for the implementation of educational programs in the area of reproductive health, which seek an effective learning in the adoption of healthier life habits. In the meantime, it is necessary to educate in health, adopting a broader vision on health promotion that goes beyond isolated actions, and that penetrates into the daily life of all social subjects that are involved in community and culture, since they are essential factors in the process of determining health conditions^(17,18).

FINAL CONSIDERATIONS

In general, adolescents perceived a great acceptance of the activities developed, when they found satisfaction in clarifying their doubts, reducing disquiet and self-reflection about pregnancy prevention and the importance of maternal health. It is believed that the development of pedagogical workshops as playful teaching strategies acted as a dialogical space with students, by encouraging/facilitating learning, and especially making content more attractive for students, collaborating for socialization, sharing and obtaining knowledge about sexual and reproductive health.

Finally, it was evidenced that the realization of the four workshops was extremely important both for the extension workers and supervisors of this project, for having the opportunity to exchange knowledge, acquired in the academic and professional life, fulfilling in this way their roles of educators and employees together with society; as well as for the school life of the students, who had the opportunity to learn, to review and to consolidate their knowledge on fundamental and very present themes in their day to day. It is expected, therefore, that adolescents can act as multipliers of shared knowledge, as well as enable them to reflect and to rationalize their choices in a safe way about reproductive education.

However, health education still remains a frequent challenge in terms of effective learning that seeks to adopt healthier living habits. It is suggested to continue dialoguing with this public in order to capture their needs and curiosities in this field of sexual and reproductive health, and later, work them in an interactive and dynamic way facilitating teaching and learning.

GRAVIDEZ NA ADOLESCÊNCIA – AÇÕES LÚDICAS NO ENSINO MÉDIO: RELATO DE EXPERIÊNCIA DO PROJETO DE EXTENSÃO

RESUMO

A extensão universitária trabalha com as diversas problemáticas que envolvem a comunidade, auxiliando-a de forma que haja uma troca de conhecimentos. Atualmente, uma das adversidades que envolvem a sociedade é a gravidez na adolescência, considerada um dos problemas de saúde reprodutiva. Diante desse impasse, é imprescindível que haja ações educativas que busquem orientar e ampliar os conhecimentos dos adolescentes para evitar uma gravidez não planejada. Esse trabalho objetiva relatar a experiência dos graduandos em um projeto de extensão universitária, desenvolvido em uma escola pública do município de Cuité-Paraíba. Foram realizados quatro encontros semanais sequenciais, por meio de oficinas pedagógicas. Essa proposta metodológica enfatizou a importância de uma gravidez planejada, os métodos contraceptivos, e caso ocorra a gravidez, os cuidados necessários para a saúde materna e fetal. As estratégias utilizadas foram atividades lúdicas, as quais facilitaram a interação com os alunos, bem como o aprendizado e envolvimento deles. Vivenciou-se a

evolução dos estudantes a cada encontro, de acordo com seus questionamentos, atenção, participação e assiduidade efetiva. Ações estas que associadas aos comentários positivos dos estudantes e da direção, demonstram que os objetivos foram alcançados. Desta forma, evidenciou-se a importância da extensão universitária para a socialização e compartilhamento de saberes junto à comunidade.

Palavras-chave: Educação em saúde. Gravidez não planejada. Gravidez na adolescência.

EMBARAZO EN LA ADOLESCENCIA – ACCIONES LÚDICAS EN LA ENSEÑANZA SECUNDARIA: RELATO DE EXPERIENCIA DEL PROYECTO DE EXTENSIÓN

RESUMEN

La extensión universitaria trabaja con diversas problemáticas que involucran la comunidad, auxiliándola de modo que haya un intercambio de conocimientos. Actualmente una de las adversidades que afectan la sociedad es el embarazo en la adolescencia, considerado uno de los problemas de salud reproductivo. Ante este escenario, son imprescindibles acciones educativas que busquen orientar y ampliar los conocimientos de los adolescentes para evitar un embarazo no planeado. Este trabajo tiene el objetivo de relatar la experiencia de los graduandos en un proyecto de extensión universitario, desarrollado en una escuela pública de la ciudad de Cuité-Paraíba-Brasil. Fueron realizadas cuatro citas semanales secuenciales, por medio de talleres pedagógicos. Esta propuesta metodológica enfatizó la importancia de un embarazo planeado, los métodos anticonceptivos, y caso ocurra el embarazo, los cuidados necesarios para la salud materna y fetal. Las estrategias utilizadas fueron actividades lúdicas, que facilitaron la interacción con los alumnos, así como su aprendizaje y participación. Se percibió la evolución de los estudiantes a cada cita, de acuerdo con sus cuestionamientos, atención, participación y asiduidad efectiva. Estas acciones, asociadas a los comentarios positivos de los estudiantes y dirigentes, demuestran que los objetivos fueron logrados. De esta forma, se evidenció la importancia de la extensión universitaria para la socialización y el intercambio de saberes junto a la comunidad.

Palabras clave: Educación en salud. Embarazo no planeado. Embarazo en la adolescencia.

REFERENCES

- Moreira, TMA, Sousa DF, Silva SET, Santana WJ, Luz DCRP. O papel do enfermeiro na assistência prestada às adolescentes grávidas. *Rev e-Ciência* [online]. 2016 out [citado 2016 dez];4(1):43-53. Disponível em: http://www.fjn.edu.br/revista/index.php/eciencia/article/view/98/pdf_27
- Fiedler MW, Araújo A, Caetano MCS. A prevenção da gravidez na adolescência na visão de adolescentes. *Texto Contexto Enferm*. 2015 jan/mar. [citado 2017 ago 24];24(1):30-7. Disponível em: <http://www.redalyc.org/articulo.oa?id=71438421004>
- Cedaro JJ, Boas LMSV, Martins RM. Adolescência e sexualidade: um estudo exploratório em uma escola de Porto Velho - RO. *Psicol Ciênc Prof*. [online]. 2012 [citado 2016 nov 3 2016];32(2):320-39. Disponível em: http://www.scielo.br/scielo.php?pid=S1414-98932012000200005&script=sci_abstract&tlng=pt
- Camargo EAI, Ferrari RAP. Adolescentes: conhecimentos sobre sexualidade antes e após a participação em oficinas de prevenção. *Ciênc Saúde Coletiva*. 2009 maio/jun. [citado 2017 ago 24];14(3):937-46. Disponível em: <http://www.scielo.br/pdf/csc/v14n3/30.pdf>
- Duarte SJH, Borges AP, Arruda GL. Ações de enfermagem na educação em saúde no pré-natal: relato de Experiência de um projeto de extensão da universidade federal do Mato Grosso. *Rev Enferm Cent Oeste Min*. [online]. 2011 abr 15 [citado 2016 out 3];1(2):277-82. Disponível em: <http://www.seer.ufsj.edu.br/index.php/recom/article/viewFile/13/122>
- Dias ACG, Teixeira MAP. Gravidez na adolescência: um olhar sobre um fenômeno complexo. *Paideia* [online]. 2010 jan. [citado 2016 out 3];20(45):123-31. Disponível em: <http://www.scielo.br/pdf/paideia/v20n45/a15v20n45>
- Rocha RS, Bezerra SC, Lima JWO, Costa FS. Consumo de medicamentos, álcool e fumo na gestação e avaliação dos riscos teratogênicos. *Rev Gaúcha Enferm*. [online]. 2013 jun. [citado 2016 out 3];34(2):37-45. Disponível em: <http://www.seer.ufrgs.br/index.php/RevistaGauchadeEnfermagem/article/view/27191/26036>
- Cameiro, RF, Silva NC, Alves TA, Albuquerque DO, Brito DC, Oliveira LO. Educação sexual na adolescência: uma abordagem no contexto escolar. *Rev Sanare* [online]. 2015 jun. [citado 2016 out 3];14(1):104-8. Disponível em: <https://sanare.emnuvens.com.br/sanare/article/view/617/334>
- D'Artibale EF, Machado AA, Dinardi JL, Genovez CB, Ichisato SMT, Serafim D. Atuação do acadêmico de enfermagem no banco de leite humano: relato de experiência. *Ciênc Cuid Saúde* [online]. 2013 jul/set. [citado 2017 ago 25];12(3):582-88. Disponível em: <http://periodicos.uem.br/ojs/index.php/CiencCuidSaude/article/view/19230>
- Benetti PC, Sousa AI, Souza MHN. Creditação da extensão universitária nos cursos de graduação: relato de experiência. *Rev Bras Ext Univ* [online]. 2015 jun. [citado 2016 out 3] 2016;6(1):25-32. Disponível em: <https://periodicos.uffs.edu.br/index.php/RBEU/article/view/1951/pdf>
- Silva Júnior SD, Costa FJ. Mensuração e escalas de verificação: uma análise comparativa das escalas de Likert e Phrase Completion. *Rev Bras Pesq Market Opin Mídia* [online]. 2014 out [citado 2016 dez 4];15(1):1-16. Disponível em: http://www.revistapmkt.com.br/Portals/9/Volumes/15/1_Mensuração e Escalas de Verificação uma Análise Comparativa das Escalas de Likert e Phrase Completion.pdf
- Sena Filha VLM, Castanha AR. Profissionais de unidade de saúde e a gravidez na adolescência. *Psicol Soc*. [online]. 2014. [citado 2017 ago 25];26:79-88. Disponível em: <http://www.scielo.br/pdf/psoc/v26nspe/09.pdf>
- Vieira EL, Pessoa GRS, Vieira LL, Carvalho WRC, Firmo WCA. Uso e conhecimento sobre métodos contraceptivos de estudantes da rede de ensino pública e privada do município de Bacabal-MA. *Rev Cient ITPAC*. [online]. 2016 ago. [citado 2017 ago 25];9(2):88-107. Disponível em: http://www.itpac.br/arquivos/Revista/78/Artigo_10.pdf
- Queiroz MVO, Alcântara CM, Brasil EGM, Silva RM. Participação de adolescentes em ações educativas sobre a saúde sexual e contracepção. *Rev Bras Promoç Saúde* [online]. 2016 dez [citado 2017 25 ago];29(Supl):58-65. Disponível em: <http://periodicos.unifor.br/RBPS/article/view/6390>
- Chofakian CBN, Borges ALV, Fujimori E, Hoga LAK. Conhecimento sobre anticoncepção de emergência entre adolescentes do Ensino Médio de escolas públicas e privadas. *Cad Saúde Pública*.

[online]. 2014. [citado 2017 ago 25];30(7):1525-36. Disponível em: <http://www.scielo.br/pdf/csp/v30n7/0102-311X-csp-30-7-1525.pdf>

16. Belarmino GO, Moura ERF, Oliveira, NC, Freitas GL. Risco nutricional entre gestantes adolescentes. Acta Paul Eenferm [online]. 2009 [citado 2017 ago 25];22(2):169-75. Disponível em: <http://www.scielo.br/pdf/ape/v22n2/a09v22n2.pdf>

17. Pinto MB, Santos NCCB, Albuquerque AM, Ramalho MNA, Torquato IMB. Educação em saúde para adolescentes de uma escola municipal: a sexualidade em questão. Ciênc Cuid Saúde [online]. 2013

set. [citado 2016 dez 4];12(3):587-92. Disponível em:

<http://periodicos.uem.br/ojs/index.php/CiencCuidSaude/article/view/18470/pdf> .

18. Queirós OS, Pires LM, Oliveira PC, Chaveiro LG, Pereira EP, Souza MM. Tecnologia de grupo na promoção da saúde sexual e reprodutiva na adolescência. Cienc Cuid Saúde [online]. 2012. [citado 2016 dez 4];11(4):820-26. Disponível em:

<http://periodicos.uem.br/ojs/index.php/CiencCuidSaude/article/view/10287>

Corresponding author: Erica Dionisia de Lacerda Academic Unit of Health, Federal University of Campina Grande, Cuité, Paraíba state, Brazil. E-mail: ericadionisia@hotmail.com

Submitted: 17/12/2016

Accepted: 27/05/2017