



PROMOTING HEALTH EDUCATION IN A NON-FORMAL LEARNING SPACE

Promovendo educação em saúde no espaço não formal de aprendizagem

La promoción de la educación en salud en el espacio no formal de aprendizaje

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ABSTRACT

Objective: To investigate foster institution residents' conceptions of lifestyle and enable the promotion of health in this space through theory and practical pedagogical workshops. **Methods:** A study carried out from September to November 2015 in Santiago, Rio Grande do Sul, with 09 female residents of a foster institution. The present study was divided into three modules: (i) contacting those responsible for the foster institution; (ii) carrying out a preliminary evaluation by the residents on the topic of lifestyle using as tool the Pentacle of Well-being (PWB); (iii) elaboration and execution of theory-practical workshops addressing the themes: body hygiene, oral hygiene, sex education, healthy eating and physical activity. **Results:** With regard to body hygiene, all residents have the habit of washing their hands before meals. As for oral hygiene, more than half do not have the habit of flossing daily and only a minority undergoes periodical consultations with the dentist. On the topic of sex education, all residents know or have had contact with some contraceptive method. Regarding healthy eating, a majority is used to ingesting lots of sweets and rarely consume soft drinks. Less than half of the participants are used to incorporating the physical activity practice into their leisure experiences. From the PWB analysis, theory-practical pedagogical workshops were elaborated. **Conclusion:** It was observed that the participants presented a positive perception of the lifestyle according to the parameters of the instrument used.

Descriptors: Health Promotion; Collective Health; Quality of Life.

RESUMO

Objetivo: Investigar as concepções de residentes de lar de adoção sobre estilo de vida e viabilizar a promoção da saúde nesse espaço por meio de oficinas pedagógicas teórico-práticas. **Métodos:** Estudo realizado de setembro a novembro de 2015 em Santiago, Rio Grande do Sul, com 09 residentes femininas de um lar de adoção e dividido em três módulos: (i) contato com os responsáveis pelo lar de adoção; (ii) realização de uma avaliação prévia das residentes sobre estilo de vida por meio da ferramenta Pentáculo do bem-estar (PBE); (iii) elaboração e execução de oficinas teórico-práticas com as temáticas: higiene corporal, higiene bucal, educação sexual, alimentação saudável e atividade física. **Resultados:** Em relação à higiene corporal, todas as residentes apresentam o hábito de higienizar as mãos antes das refeições. Já na higiene bucal, mais da metade não têm o hábito de usar o fio dental diariamente, bem como, uma minoria se consulta periodicamente com o dentista. No que diz respeito ao tema educação sexual, todas as residentes conhecem ou já mantiveram contato com algum método contraceptivo. No quesito alimentação saudável, a maioria costuma consumir doces e raramente ingerem refrigerantes. Menos da metade das participantes costumam incluir a prática de atividade física no seu lazer. A partir da análise dos PBE, foram elaboradas as oficinas pedagógicas teórico-práticas. **Conclusão:** Observou-se que as participantes apresentaram uma percepção positiva sobre o estilo de vida de acordo com os parâmetros do instrumento utilizado.

Descritores: Promoção da Saúde; Saúde Coletiva; Qualidade de Vida.



RESUMEN

Objetivo: Investigar las concepciones de residentes de un hogar para adopción sobre el estilo de vida y viabilizar la promoción de la salud en ese espacio a través de talleres de pedagogía teórico/prácticos. **Métodos:** Estudio realizado entre septiembre y noviembre de 2015 en Santiago, Rio Grande do Sul, con 09 residentes mujeres de un hogar para adopción. El presente estudio se dividió en tres módulos: (i) el contacto con los responsables del hogar para adopción; (ii) la realización de una evaluación previa de las residentes sobre el estilo de vida a través de la herramienta Pentáculo del bienestar (PBE); (iii) la elaboración y ejecución de talleres teórico/prácticos con los temas: higiene corporal, higiene bucal, educación sexual, alimentación saludable y actividad física. **Resultados:** Respecto la higiene corporal todas las residentes tenían el hábito de higienizar las manos antes de las comidas. Sobre la higiene bucal más de la mitad de ellas no tienen el hábito de usar hilo dental a diario así como una pequeña parte va a la consulta periódica con el dentista. Respecto la educación sexual todas las residentes conocen o ya han usado algún método anticonceptivo. En el ítem alimentación saludable la gran mayoría come muchos dulces y raramente toma refrescos. Menos de la mitad de las participantes incluyen la práctica de actividad física en su tiempo de ocio. Se elaboraron los talleres de pedagogía teórico/práctico a partir de los análisis de los PBE. **Conclusión:** Se observó que las participantes presentaron una percepción positiva del estilo de vida según los parámetros del instrumento utilizado.

Descriptor: Promoción de la Salud; Salud Pública; Calidad de Vida.

INTRODUCTION

Along the last decades, the topic of health promotion has gained prominence in several areas of society. Health promotion, or even collective health, is closely linked to a set of values, such as solidarity, democracy, development, participation, partnership and quality of life, among others. It also works with the idea of multiple accountability, that is, with combined strategies linking actions of the State, community, health systems and, most of all, individual actions⁽¹⁻³⁾.

Such actions became recognized as a hopeful strategy for confronting the various health issues that burden human populations and their environment. Health promotion consists in carrying out activities that lead to transformation of the individuals' behavior, being related to all practices liable to provide an improvement in the quality of life of the population, not only restricted to solving disease-related issues, rather than aiming to increase health and the whole well-being⁽⁴⁾.

The fields of action of health promotion are linked to the development of personal attitudes and skills that favor health. It is thus essential to disseminate information on health education in all society environments, as such actions can be carried out in a diversity of social spaces and institutions⁽⁵⁾.

With that view, it becomes necessary to develop actions aimed at the promotion of education directed at children and adolescents, since adolescence is the phase when the main physical and psychological changes occur, and therefore represent a period of deep learning and maturation⁽⁶⁾.

Reference is given to health education in schools, as this is a large space for social interaction, favoring interpersonal relationships, besides being an environment where children and adolescents spend a major part of their lives^(7,8). There are other institutions, however, still in need of the society's concern and poorly investigated in research studies. As in schools, children and adolescents remain in foster institutions for much of their time.

Foster institutions represent a promising space for the conduction of activities focused on scientific education, mainly with regard to health promotion. According to the National Registry of Sheltered Children and Adolescents (2016), there are currently 45,000 children and adolescents living in shelters in Brazil. According to data, only the state of Rio Grande do Sul has approximately 5,000 sheltered children⁽⁹⁾.

Also called shelters, foster institutions are designed to accommodate and protect children and adolescents in vulnerable situations until reaching a resolution to these by legal action. Nevertheless, such is not the reality found in Brazil, as many of these young people do not have their situation resolved, or are not adopted by other families, and have the shelter as a permanent home until the age of majority⁽¹⁰⁾.

In view of that, ensuring the right to health for young people living in shelters certainly constitute a great challenge for workers in these institutions. The participation of education institutions in the objective of taking health instructions to the shelters is of fundamental importance for subsidizing improvements in the residents' quality of life, especially when health is understood as a social right⁽¹¹⁾.

Thus, the present study aimed to investigate foster institution residents' conceptions of lifestyle and enable the promotion of health in this space through theory and practical pedagogical workshops.

METHODS

The quantitative approach was used for the development of this study, which took place in the period from September to November 2015, in the city of Santiago, Rio Grande do Sul (RS), Brazil.

Data was collected at a foster institution, being invited to participate in the study literate children and adolescents, aged between 06 and 17 years, all female, without physical disability and with authorization by their legal guardians. During the period of data collection, the shelter had 11 residents, of whom 9 took part in the study.

The present study was carried out in three stages: (i) contact with those responsible for the foster institution; (ii) carrying out a preliminary evaluation by the residents on the topic of lifestyle using as tool the Pentacle of Well-being (PWB); (iii) elaboration and execution of theory-practical workshops addressing the themes: body hygiene, oral hygiene, sex education, healthy eating and physical activity.

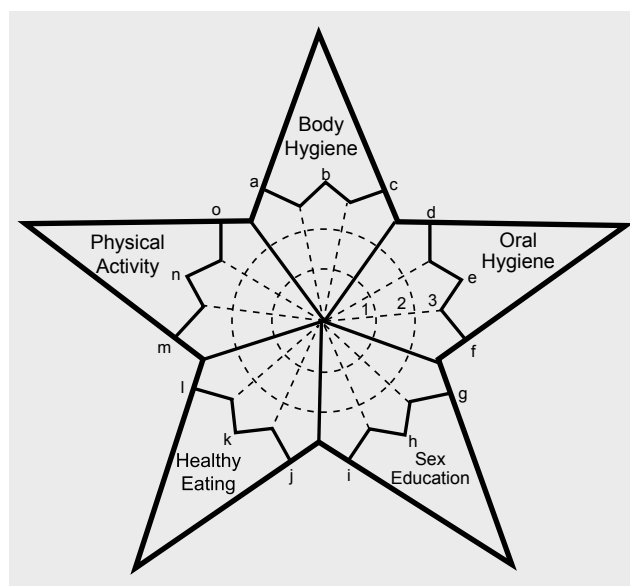
The first stage was carried out using information provided by the Santiago City Hall (RS) and its Social Development Secretariat. The second stage aimed to identify the foster institution residents' main conceptions of health promotion. For this, the Pentacle of Well-being (PWB) was used as pedagogical tool. This is a lifestyle assessment method that can be used as a basis for individual or group interventions, aiming at changes related to behavior and health promotion^(12,13).

The tool consists of a questionnaire with 15 multiple choice questions of self-assessment (Chart I) and a PWB for coloring (Figure 1). The average application time is between 10 and 20 minutes, comprising five dimensions: body hygiene, oral hygiene, sex education, healthy eating and physical activity. Each dimension contains three questions, which can be answered with use of a four-point Likert scale, in which the participant states that: 1 = nothing/never; 2 = little/rarely; 3 = moderately/sometimes; and 4 = totally/always.

Chart I - Questionnaire applied in the study. Santiago, RS, 2015.

Questionnaire
<p>Axis relevant to body hygiene</p> <p>a) Do you bathe daily?</p> <p>b) Do you keep your nails clean and cut?</p> <p>c) Do you wash your hands before eating?</p> <p>Axis relevant to oral hygiene</p> <p>d) Do you brush your teeth after every meal?</p> <p>e) Do you floss?</p> <p>f) Do you go to the dentist?</p> <p>Axis relevant to sex education</p> <p>g) Do you have knowledge of any contraceptive method for pregnancy prevention?</p> <p>h) Have you ever heard of STD?</p> <p>i) Do you know the contraceptive method called "condom"?</p> <p>Axis relevant to healthy eating</p> <p>j) How often do you usually eat sweets (candies, chewing gum, chocolates ...)?</p> <p>k) At what frequency do you usually consume soda?</p> <p>l) Do you usually have a varied diet (proteins, carbohydrates, fats, fibers, minerals)?</p> <p>Axis relevant to physical activities</p> <p>m) Does your leisure include the practice of physical activities?</p> <p>n) Do you perform exercises that involve strength and muscle stretching at least twice a week?</p> <p>o) Do you walk or pedal as a means of travelling and preferably take the stairs rather than the elevator?</p>
<p>STD: Sexually Transmitted Diseases. Source: Adapted⁽¹²⁾</p>

Considering the answers to the 15 items, the participant then starts coloring the PWB as follows: leave blank if you have marked 1 for the item; fill in from the center until the first circle if you have marked 2; fill in from the center until the second circle if you have marked 3; and fill in from the center until the third circle if you have marked 4. Filling the star is always conducted from the innermost point to the outermost point, and the use of different colors enables the identification of the most prevalent item in the participant's lifestyle⁽¹²⁾.



Source: Adapted⁽¹²⁾

Figure 1 - Pentacle of well-being. Santiago, Rio Grande do Sul, 2015.

The third stage involved the creation and application of pedagogical workshops, addressing the aforementioned themes, in a playful way, and encouraging health education in foster institutions. These workshops contained information on contamination by microorganisms, the importance of toothbrushing, maximum food exploitation, and the practice of physical activities. The actions were always carried out in the late afternoon, when all the residents were present at the institution.

It should be emphasized that the research data was obtained from the analysis of the answers presented by the residents in the PWB.

The ethical aspects were respected during the development of the present research, which underwent evaluation by the Research Ethics Committee of the Integrated Regional University of Alto Uruguai and Missões - Santiago Campus, and was conducted only after approval, in accordance with Resolution 466/12 of the National Health Council (Opinion: 1,212,676).

RESULTS

The study included 9 female residents aged between 6 and 17 years. All of them go to public school, and only one of them is in the secondary education level, while the others are in primary school. All the residents, as well as the coordinators of the institution, were participative and receptive since the first meeting, an attitude that favored the interpersonal connexion and the accomplishment of the proposed activities.

Based on the analysis of the results, we highlight some points such as on the topic of body hygiene, in which all the participants were in the habit of hand hygiene before meals.

As for the topic of oral hygiene, when asked about flossing, 5 residents (55.5%) reported not being in the habit of flossing daily. Other point worth noting is the frequency of visits to the dentist, in which only 2 residents (22.2%) reported periodical consultations with this professional.

Another important point is related to the topic of sex education because, when questioned about the knowledge of contraceptive methods, including condoms, all 9 (100%) residents reported knowing them or having been in contact with some method.

Regarding the topic of healthy eating, on the frequency of consumption of sweets, 6 (66.6%) residents answered that these are part of their daily life, while the same percentage pointed their consumption of soda as "little or rarely". Finally, 8 residents (88.8%) stated that they have a varied diet (proteins, carbohydrates, fats, fibers, calcium and other minerals).

On the topic of physical activity, it is noteworthy that 4 residents (44.4%) reported the inclusion of physical activity practice in their leisure time.

By analyzing the PWBs individually, it is possible to observe that the participants in the activity presented the positive level (from 31 to 45 points) for the analyzed criteria.

From this analysis, theoretical and practical pedagogical workshops were elaborated (Chart II), which were held during five meetings with maximum time length of 2 hours.

Chart II - Description of theoretical and practical pedagogical workshops. Santiago, Rio Grande do Sul, 2015.

Theoretical / practical workshops	Goal	Strategy used
Body hygiene	Stimulate good hygiene habits, aiming at a better quality of life, as well as to sensitize to healthy, conscious and responsible choices regarding health and well-being.	Some basic hygiene concepts were approached with use of PowerPoint. After that, the dynamics entitled “ <i>That handshake</i> ” was developed: a model of pedagogical activity on immunization. The residents were divided into two groups: the contaminating group and the infected group. The contaminating group sprinkles alcohol with marking ink on the hands and then gives a “handshake” in the group that will be infected, where the purpose of the activity was to demonstrate, in a playful way, that the liquid sprinkled by the contaminating group could represent a sneezing of someone infected by some antigen and, in the absence of necessary hygiene, it dissipates among the individuals in the infected group through a simple handshake.
Oral hygiene	Sensitize to the importance of maintaining good oral hygiene habits.	Initially, an informal conversation was held in order to verify the residents’ conceptions of the addressed subject. Afterwards, there was a PowerPoint presentation on the theme. The action was closed with the preparation of a homemade toothpaste with a natural product that does not pose risks to the health of teeth, mixed to bicarbonate, salt, glycerin, mint/peppermint in amounts at one’s will.
Sex education	Recognize the different contraceptive methods. Meditate on the importance of preventing pregnancy and sexually transmitted diseases.	Residents were prompted to answer to some questions by means of images related to the theme: Do you know any of the methods exposed in the image? Which one is effective against sexually transmitted diseases and unwanted pregnancy? Afterwards, the theme was presented with use of PowerPoint. At the end, a bingo was proposed to the residents, aiming to support the information storage in a playful and interactive way.
Healthy eating	Provide information on healthy eating habits, encourage healthy eating.	An informal conversation was held for assessment of the residents’ conceptions of the theme. This was then addressed in an expositive way with the aid of PowerPoint. The activity was closed with the workshop, in which a detox juice was prepared, in addition to a cake made with reuse of banana peels.
Physical activity	Recognize the value of physical activity and workout as factors that contribute to health and quality of life.	Students enrolled in the Physical Education undergraduate course were invited to provide residents with information regarding physical activity and its importance for a healthier life. The first moment was an informal conversation about the importance of practicing physical activities and the benefits that it can bring to health. After that, an initial warm-up with physical exercises was carried out, followed by jokes liable to stimulate this practice.

DISCUSSION

The results obtained in the present study make it possible to discuss some important points regarding the foster institution residents’ lifestyle. According to the data described by the PWB, it is possible to perceive the meaningful residents’ conceptions of the topics addressed. Even in conditions of social abandonment or marginalization, lacking conventional parental care, the

individuals and the group as a whole have knowledge of the topics covered, and the score presented in the test evidences that all the participants have a positive lifestyle. Such data validates the application of this methodology as a tool to assess the lifestyle of a sample.

Other studies adopt the PWB as a research tool for the quality of life of several populations. In a research⁽¹⁴⁾ carried out with 43 students, about to graduate in Physical Education at the University Center of the East of Minas Gerais (Unileste-MG), the tool was used to analyze lifestyle variables (eating habits, physical activity habits, and ways of spending leisure time). The research data showed that the group's lifestyle profile was positive, but below the expectations with regard to the physical activity component. A positive result was expected for this component, since the participants were students in the last semester of the Physical Education undergraduate program, who already had theoretical and practical knowledge on the topic.

With that aim, the present study evaluated the residents' lifestyle and obtained positive results as for the practice of physical activities, since they presented good knowledge of the subject. It should be emphasized that they are not prevented from practicing physical exercises, nor from having theoretical and practical information about the subject, despite the conditions they face, and unlike the students who have a great theoretical and practical support and are below the expectations.

Other studies also portray the application of the technique in the context of lifestyle analysis of the elderly population, adolescents enrolled in high school, and in the assessment of workers' perceptions of the environment and the working conditions in which they are inserted⁽¹⁵⁻¹⁷⁾.

In spite of the positive finding on lifestyle, it is important to reaffirm or demonstrate health-promoting attitudes and/or practices. The topics selected for the workshops are among the most relevant subjects addressed by research on health education, allowing transversality and teaching in coherence with scientific literacy⁽¹⁸⁻²⁴⁾.

In a study⁽¹⁸⁾ carried out with Medicine and Nursing undergraduate students aiming to evaluate the perceptions of the body hygiene care of residents of a peripheral area of Marília (SP), and adopting the method of analysis and educational workshops, intense interaction was observed among the participants, with exchange of information and affections, which leads us to think that activities of this nature represent a possibility of progressing in the construction of new models of teaching and care.

Likewise, by analyzing the data of the present research, it was possible to observe that the participants demonstrated a positive level of knowledge regarding the main components of hygiene care, as well as demonstrated involvement in the activity. It is therefore possible to reaffirm that, in order to achieve changes in the way of acting, it is necessary to overcome the limits of the mere transmission of information and to advance towards the effective participation and creative involvement on the part of the actors.

The theme of oral hygiene was explored in a research⁽¹⁹⁾ conducted with 101 individuals, aged between 12 and 16 years, enrolled in three public institutions that care for adolescents from different social insertions, in the city of Bauru (SP). The study aim was to evaluate the impact of participatory educational methods when approaching the subject. Data analysis supported the conclusion that those educational programs on oral health which apply participatory methodologies, such as pedagogical workshops, play a fundamental role in changing oral hygiene habits among adolescents, regardless of their social insertion.

Aspects regarding healthy eating were addressed in a research⁽²⁰⁾ with the purpose of offering workshops aimed at teaching proper food preparation, in a didactic and pleasurable way, also intending to evaluate such action as a strategy for promotion of healthy eating practices. The study included adults and elderly people of both sexes, diagnosed with one or more noncommunicable diseases and conditions, specifically obesity, diabetes and hypertension. The results pointed out the assimilation and application of knowledge in daily life, as well as a strong intention on the part of the participants to change some attitudes in the preparation and consumption of food⁽²⁰⁾.

These findings may further reinforce the fact that traditional interventional and teaching methods must give way to more dynamic and interactive actions. During the development of the workshop on the topic of healthy eating, the residents of the current research were enthusiastic and willing participants in food preparation; a positive fact, since practical activities facilitate the learning process as well as stimulate changes in behavior.

The theme of physical activity was approached in a research⁽²¹⁾ with the aim of investigating the relationship between participation in sports and the quality of life of adolescents of a public school in the city of Araras (SP). According to the results, sports during adolescence are reaffirmed as facilitators in the action, aimed at improving quality of life. The current study also developed activity that stimulated sports practice, as well as helped residents to optimize the shelter space, as it had been in disuse.

Finally, the topic of sex education has been the focus of numerous studies, with a wide range of theoretical and practical approaches⁽²²⁻²⁴⁾. One study⁽²⁵⁾ explored the theme with the objective of approaching the use of pedagogical workshops as a health education strategy. The research was conducted at a municipal public school in the city of Fortaleza (CE) by means of four pedagogical workshops with 30 adolescents. The workshops aimed to promote reflection/action among the participants on the axes: sexuality, gender, STD/AIDS and contraceptive methods. The results showed that the use of pedagogical workshops can stimulate the adolescents to rethink the experience of sexual and reproductive health from the perceived vulnerabilities⁽²⁵⁾.

In view of the above, and as already mentioned, the theme of sex education is present in several studies, as in the present research. From the analysis, it was verified that this was the theme that most instigated the residents. This fact may be associated

with the adolescence phase, since this is a phase of great transformations in the physical, hormonal, psychological and social domains, generating great curiosity on the part of adolescents⁽²⁶⁻²⁸⁾.

On the other hand, there is currently a banalization of sex through eroticization, which is present in the households through television, newspapers, radio, magazines and mainly the internet. Moreover, adolescents are initiating their sexual lives at an earlier age, usually in an unprotected manner, which often leads to pregnancy of girls who have recently left childhood, and to sexually transmitted diseases as well^(29,30).

In this sense, throughout this discussion and given the situation in which these adolescents are found, the search for new teaching techniques becomes fundamental. New ways of acting, discussing and daring are means that enable contributing to increase the residents' possibilities of becoming citizens capable of living a healthy life, taking advantage of their pleasures in a responsible and conscious way. Thus, the use of pedagogical workshops can significantly contribute to health promotion in foster institutions, since they enable the establishment of a space for reflection and sharing of knowledge in an engaging and playful way.

Nevertheless, there are still very few works addressing these spaces, which constitute an extremely pleasant and rewarding environment for the development of research, yet to be explored. Thus, it becomes necessary to conduct new works directed at health promotion in these spaces.

CONCLUSION

The present study, carried out with the residents of a foster institution, pointed out a positive perception of lifestyle according to the parameters of the instrument adopted. The use of pedagogical workshops as a mediating tool for the health education process proved essential for the development of this study, since they allowed the residents to participate actively in the construction of an education process and enabled reflections on attitudes and behaviors that favor the well-being of the individual.

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