

VULNERABILITIES AND POTENTIAL OF ADOLESCENTS ABOUT THE HEALTH ISSUES AND CITIZENSHIP

Vulnerabilidades e potencialidades de adolescentes quanto às questões de saúde e cidadania

Vulnerabilidad y potencial de los adolescentes sobre los problemas de salud y ciudadanía

Sílvia Helena Pereira Gomes¹, Valesca Patriota de Souza², Tatiane Gomes Guedes³, Luciane Soares de Lima⁴, Estela Maria Leite Meirelles Monteiro⁵

How to cite this article:

Gomes SHP, Souza VP, Guedes TG, Lima LS, Monteiro EMLM. Vulnerabilities and potential of adolescents about the health issues and citizenship. 2021 jan/dez; 13:317-323. DOI: <http://dx.doi.org/0.9789/2175-5361.rpcfo.v13.8593>.

ABSTRACT

Objective: To understand the potentialities and the situations of vulnerabilities that wrap the adolescents as for the questions of health and citizenship. **Methods:** Inquiry-action is treated as a study of qualitative approach of the type developed in a public school of the state net of teaching. They announced 21 school adolescents of the first year of the secondary education, being the sample not probabilística of the intentional type. The data were collected by means of the realization of circles of culture and analysed through the content analysis. **Results:** The knowledge was seen as a potentiality for execution of attitudes and practices adapted by the adolescents, and referenciado like positive factor for the enfrentamento of situations of vulnerabilities. **Conclusion:** The adolescents have potentialities that can be strengthened with the education in health, and the situations of existent vulnerabilities in his daily life can be faced with the stimulation of the protagonismo of this population group.

DESCRIPTORS: Social Vulnerability; Participación de la Comunidad; Health; Health Educacion; Adolescent.

RESUMO

Objetivo: Compreender as potencialidades e as situações de vulnerabilidades que envolvem os adolescentes quanto às questões de saúde e cidadania. **Métodos:** Trata-se de um estudo de abordagem qualitativa do tipo pesquisa-ação desenvolvido em uma escola pública da rede estadual de ensino. Participaram 21 adolescentes escolares do primeiro ano do ensino médio, sendo a amostra não probabilística do tipo

- 1 Nurse. Master in Nursing. Federal University of Pernambuco - UFPE. Recife (PE), Brazil. Email: silvia_helena1987@yahoo.com.br
- 2 Nurse. PhD student in Nursing. Assistant Professor of the Nursing Center at the University of Pernambuco. Vitória de Santo Antão (PE), Brazil. Email: valesca_patriota@hotmail.com
- 3 Nurse. PhD in Nursing. Professor of the Graduate Program in Nursing at the Federal University of Pernambuco. Recife (PE), Brazil. Email: tatiguedes@yahoo.com.br
- 4 Nurse. PhD in Nursing. Professor in the Graduate Programs in Nursing and Child and Adolescent Health at the Federal University of Pernambuco. Recife (PE), Brazil. Email: luciane.l.wanderley@gmail.com
- 5 Nurse. PhD in Nursing. Professor in the Graduate Programs in Nursing and Child and Adolescent Health at the Federal University of Pernambuco. Recife (PE), Brazil. Email: estelameirellesufpe@gmail.com

intencional. Os dados foram coletados mediante a realização de círculos de cultura e analisados por meio da análise de conteúdo. **Resultados:** O conhecimento foi visto como uma potencialidade para execução de atitudes e práticas adequadas pelos adolescentes, e referenciado como fator positivo para o enfrentamento de situações de vulnerabilidades. **Conclusão:** Os adolescentes possuem potencialidades que podem ser fortalecidas com a educação em saúde, e as situações de vulnerabilidades existentes em seu cotidiano podem ser enfrentadas com a estimulação do protagonismo desse grupo populacional. **DESCRITORES:** Vulnerabilidade social; Participação da Comunidade; Saúde; Educação em Saúde; Adolescente.

RESUMEN

Objetivo: Entender las potencialidades y las situaciones de vulnerabilidades que envuelven a los adolescentes en cuanto a las preguntas de salud y ciudadanía. **Método:** La acción de la pregunta es tratada como un estudio del enfoque cualitativo del tipo desarrollado en una escuela pública de la red estatal de la enseñanza. Anunciaron a 21 adolescentes escolares del primer año de la educación secundaria, siendo la muestra no probabilística del tipo intencional. Los datos fueron coleccionados por medio de la realización de círculos de la cultura y analizados a través de la análisis de contenido. **Resultados:** El conocimiento fue visto como una potencialidad para ejecución de actitudes y prácticas adaptadas por los adolescentes y referenciado como el factor positivo para el enfrentamento de situaciones de vulnerabilidades. **Conclusión:** Los adolescentes tienen potencialidades que pueden ser reforzadas con la educación en la salud, y las situaciones de vulnerabilidades existentes en su vida cotidiana pueden ser enfrentadas con el estímulo del protagonismo de este grupo *demográfico*. **DESCRIPTORES:** Vulnerabilidad Social; Participación de la Comunidad; Salud; Educación en Salud; Adolescente.

INTRODUCTION

Adolescence is a period of change for reaching maturity, with intense physical, psychological, social and cultural development, being the link between childhood and adulthood.¹ This period of life is marked by exposure to situations of vulnerability, which presents distinct situations taking into account three interconnected components: individual vulnerability, social or collective vulnerability, institutional or programmatic vulnerability.²

Individual vulnerability depends on the degree and quality of information that the subjects have about the problem, as well as their ability to order this information and group it into their daily repertoire and also on the effective possibilities to transform their practices. Social or collective vulnerability can be perceived as a reflection of social conditions, presenting a more serious situation the more restricted the possibility to intervene in decision-making.²

Institutional or programmatic vulnerability is closely linked to health services and the way they work to reduce contexts of vulnerability, with an emphasis on accumulated knowledge in policies and institutions that interact in different sectors/actors, such as: education, justice, culture, social welfare.²

Based on the understanding of vulnerability, developing activities for adolescents requires a broader focus, encompassing not only technical and biological aspects,

but also psychosocial, historical, social, cultural and political aspects³.

By adopting a view of adolescence considering the context in which it is inserted and the relationships of established links, it is possible to verify specific connections between individual and collective aspects, in addition to identifying challenges, potentialities and possibilities for developing the real competences of this age group.⁴

In this context, it is essential that health education with adolescents involves a participatory approach leading to critical reflection of reality, recognizing the factors that demand exposure to situations of vulnerability, as well as the decision-making factors for a healthy life.⁵

The health education model that favors youth protagonism requires the participation of adolescents in activities that go beyond their interests, individual or family, covering socio-community actions. Educational activities can be carried out at school and in the community, through movements, campaigns, and other means of mobilization.⁶

The participation of adolescents in activities aimed at youth leadership encourages self-knowledge and, therefore, the recognition of their potential and exposure to situations of vulnerability, capable of mobilizing their peers and intervening in reality to improve their health and of the collectivity. This article aims to understand the potentialities and situations of vulnerabilities that involve adolescents in terms of health and citizenship issues.

METHODS

Qualitative research-action study with an educational intervention in health, using the Culture Circle proposed by Monteiro and Vieira.⁷ The choice to develop a Culture Circle, envisioned the insertion of adolescents in their social context, by stimulating participatory experience based on dialogue, considering it is a proposal for reflection in the face of the situations experienced in the daily lives of these individuals.⁷

The research was carried out in the months of May and June 2015, in a public school in the state school system in the city of Recife, Pernambuco, Brazil. The study sample consisted of 21 school adolescents from the first year of high school, aged between 15 and 18 years old, 13 of whom were female and 8 were male.

The researcher made previous visits, inserting herself in the context of the adolescents who composed the sample, in order to establish a close relationship preceding the stage of execution of the Culture Circles. To select the sample, the research was presented in the classrooms of the first year of high school, advising on the need for the consent of the interested teenagers and their parents or guardians.

The choice of participants obeyed the following criteria: being enrolled and attending pedagogical activities regularly in the first year of high school, being in the age group of 15 to 18 years old, having an interest in participating in the study. How exclusion criteria established the absence of the adolescent in more than one culture circle.

Table 1 - Planning of culture circles. Recife, Pernambuco, Brazil, 2015

CIRCLE	THEMATIC	GENERATING ISSUES	CULTURAL MANIFESTATIONS POTENTIALIZING THE PROBLEMATIZING APPROACH TO TEACHING
1 ^o	Being a teenager in the Brazilian reality	What is it like to be a teenager for you?	Music
2 ^o	Vulnerability and coping situations	What are the factors that expose adolescents to situations of vulnerability?	Cordel and Body Movement
3 ^o	The adolescent's view of diversities and health issues	How do you see the health situation in your neighborhood? How can you contribute to the good of the community?	Photos and theater

The predilection for working with a non-probabilistic sample of the intentional type was based on the proposal of free and spontaneous participation of adolescents. In the Circle of Culture, this conscious and spontaneous participation becomes essential to promote dialog in obtaining the perception of these adolescents regarding the theme.⁷

The following techniques were used during data collection: observations with notes in the field diary, photographic recording by recording and photographic images of the productions made by participants in the culture circles.

The Culture Circle as an instrument of collection and method of investigation, followed the following steps: investigation of the universe of the theme in the context of adolescents, dynamics to raise awareness, construction of problem situations, critical reflection, apprehension of collective data, synthesis of what was evidenced⁷. Each culture circle lasted an average of one and a half hours, in total three Culture Circles were carried out, organized according to table 1.

The data were categorized according to the objective of the content analysis framework, from the text clipping in record units, followed by the classification and aggregation of data in thematic categories.⁸

This study was carried out in accordance with Resolution 466/12 of the National Health Council, with approval by the Research Ethics Committee of the Federal University of Pernambuco (opinion No. 1,684,142), CAAE: 26766914.9.0000.5208, with approval date of 18 August 2016.

RESULTS AND DISCUSSION

For a better disposition in the analysis of the results, the categorization that emerged from the content analysis is presented, presenting the vulnerabilities and potentialities, in the adolescents' perception.

From the statements learned by the adolescents during the construction of critical and reflective knowledge in cultural circles, it was possible to elaborate two thematic categories: Vulnerabilities in adolescence and the potential of adolescents.

Adolescent vulnerabilities

This theme addresses the intrinsic aspects of vulnerabilities that adolescents are exposed to. When seeking to know situations of vulnerabilities commonly experienced by adolescents, alcohol and other drugs were mentioned as present in their daily lives:

The good thing is to drive drunk. (AM8)

If they can, they even drink bleach and don't know what it is. (AM2)

Marijuana is natural, it's not bad. (AM4)

I have a family member (drug user relative), they tried to kill him in my house. (AF8)

The use of alcohol and other drugs, described by the adolescents, involves the entire context in which this young man is inserted, constituting an environment of accessibility and encouragement. In Brazil, despite the prohibited sale of alcoholic beverages to people under 18 years of age, alcohol consumption by young people is a common practice that begins earlier and earlier.⁹

In a study conducted with adolescents aged 15 to 19 years, the prevalence of alcohol consumption was 50.3% and the use of this substance in an abusive way 36%, which suggests that alcohol consumption is frequent in this age group.⁹

The consumption of this type of drug can stimulate the consumption of other substances considered illegal, in addition to causing serious damage to the organism when ingested for a long time, as direct consequences there are changes in learning, reduced job prospects, inadequate attitudes in traffic and still exposure to acts of violence.¹⁰

In the adolescents' reports, it was evidenced that the family scenario did not assume a protective role, exposing them to living with alcoholics and even drug users. Family

relationships must establish protective bonds for early identification of risk behaviors of these young people.¹¹

Early sexual initiation, lacking the necessary health care, constitutes a vulnerability factor for teenage pregnancy and for contracting sexually transmitted infections. The adolescents in the study aged 15 years and over declared that they were informed about the necessary knowledge for safe sex, presenting the following string:

Only the truth to the world, Common thing to see. Sex at a young age, can safely be, condoms and pills. Other things in general. Health first. Pregnancy? It is optional. (AF5, AF7)

Cordel literature is a facet of Brazilian literary genre, very widespread and originating in popular Northeastern doors.¹² The identification of teenagers who have talent and interest in this type of instrument, reveals the magnitude of these young people in facing the vulnerabilities that exist in their daily lives.

However, access to information is not always sufficient to ensure safe sex behaviors and attitudes, as can be seen in the following statement:

A teenager doesn't want to date (...) he just wants to kiss, have sex, when she gets pregnant he vanishes. (AF6)

In the present study, adolescents demonstrated knowledge about ways to prevent the consequences of sexual intercourse, however, attitudes differ from the understanding expressed during the discussions. A study carried out throughout the Brazilian territory, showed that adolescents know condoms as a form of prevention, but little is known about the correct and continuous use of this method among adolescents, in addition it was also observed that condoms and other contraceptive methods are excluded when this audience is in longer-lasting relationships, and it is noticeable that knowledge differs from practice because they are inexperienced young people.¹³

The example of the adolescent AF6 is noticeable, the understanding that sexual practice is devoid of a relationship of mutual respect and commitment, being referred to as a trigger for the dissonance between scientific knowledge and the practical application of safe sex. The influence of male cultural protagonism emerges, by disseminating self-centered conceptions, that pregnancy in the female body, attracts only the greatest burden of responsibility, demanding adaptations and changes in her life project.¹⁴ It falls to a second level, the concern of adolescents with sexually transmitted infections, when they present a naive thought, for associating this risk with older population groups and the presence of physical characteristics of illness.

It is highlighted that the support of the partner and the family, in the experience of pregnancy in adolescence, allows motherhood to be exercised with responsibility and safety, with the perspective of a better future for the mother-child binomial.¹⁵

Faced with the new socially assumed roles, the adolescent finds a possibility of overcoming barriers with the internet to spread information. However, when using the internet, critical reflection is required regarding the knowledge accessed and the communication objectives, because when used improperly, they can contribute to denigrate and weaken relationships.

Facebook destroys everything, friendship, relationships, spreads gossip. WhatsApp is also sad. (AF10)

It is possible to verify that the adolescents showed a concern with the inadvertent use of social networks and the internet in their social environment. In recent years researchers have been studying the changes that the internet introduces in the daily lives of individuals, as well as the psychological and social consequences of these changes, the data found are divergent, especially with regard to the issues of promoting sociability or social alienation.¹⁶

Among so many media, the social network Facebook and the multiplatform instant messaging and voice calls app for WhatsApp smartphones are highlighted, as they are considered an easily accessible means of communication, enabling the exchange of information, news, images, videos and instant messages. However, the excessive use of these social networks has implications for the lives of adolescents, such as virtual violence or cyberbullying, a consequence of the vulnerability of these young people who are in search of their identity.¹⁷⁻¹⁸

Violence is intrinsic in the reality of these adolescents, they witness aggressive situations in the community, reflecting on feelings of insecurity and fear. As observed in statements taken from a stretch of cord produced by the group:

It's sad, but it's real. Our reality,

What we are experiencing in our community. It is inhuman and disloyal, the disrespect to the citizen who works all day for their support. (AM8)

The police do not care to distinguish, who is a criminal and who is not [...]. (AM7)

I see only the bullet running [...]. (AF1)

The two of us have already been followed (...) I told my mother and she said: walk with the stylus in your hand. (AF2)

The understanding of violence by adolescents, portrays the proximity of this phenomenon, without realizing the complexity of its damage. The violence experienced by

adolescents concerns the historical passivity and acceptance in the face of situations of violence built from relationships in which power is in the other.¹⁹ This appears quite striking, when adolescents report, naturally, the situations of violence experienced, idealizing that violence is unjustifiable, and in practice each one should assume a posture of continuous alert to identify in violent attitudes, as an option to safeguard their protection.

Violence with a silent character can be found in the daily life of social inequalities, the absence or ineffectiveness of public policies, and the adolescent is seen as a being with characteristics that favor the occurrence or experience of this public health problem.²⁰

It is notorious, the lack of knowledge to implement appropriate attitudes and practices in the face of these unexpected situations, access to information, the possibilities of disseminating them and the power to aggregate them in the daily lives of these adolescents, will favor protection and coping with situations that cause vulnerability.²¹

When discussing the situations of vulnerability to which adolescents are exposed, the importance of identifying coping strategies was questioned. In the collective production of the poster, the adolescents presented words or phrases to represent strategies (Figure 1).

Figure 1 - Poster produced by adolescents to identify situations of coping with violence. Recife, Pernambuco, Brazil, 2015



The words or phrases present on the poster to deal with situations of vulnerability were portrayed by collage of figures such as, pregnant adolescent; adolescent consuming alcohol and illicit drugs; condition of housing devoid of sewage and garbage collection; adolescent involvement in illegal acts, the adolescents proposed to assume attitudes of protagonism, with the proposal of protection and empowerment measures.

Among the coping measures, access to education and projects that stimulated the formation and insertion of adolescents in the world of work were highlighted, making it possible to reconcile the extreme financial need of the family with the continuity of school activities. As in the outburst expressed in the following stretch of cordel:

I want to change the world, and there is only water in the refrigerator. (AM5 and AF6)

In order to promote adolescents' self-knowledge, reorienting their roles as citizens in building their future, with the identification of their skills and potential, a poster was produced highlighting relevant factors (Figure 2).

Figure 2 - Skills identified by the group of adolescents. Recife, Pernambuco, Brazil, 2015



The adolescents also mentioned the need for changes in responsible behavior, as evidenced in the following statements:

Be different. Be the difference. (AF6)

Overcome obstacles. (AM4)

Have love for yourself and your family. (AF4)

Contribute to a better world. (AM3)

It is always necessary to believe. (AF2)

Believe in your potential. (AM3)

The demands of adolescents are significant in contexts of psychosocial precariousness, in which material deprivations, due to the restricted purchasing power of their family, associated with a state of lack of respect for social norms, result in interpersonal relationships marked by violence, which the adolescent becomes a victim and a breeder.²⁰

Given the depth with which the adolescents expressed their difficulty in maintaining their dreams within the reality experienced, it shows how much social inequality can be a

barrier to the development of this population that is in the process of construction.

Potentials of adolescents

The adolescents identified as their potential: sports activities, artistic and cultural activities, domestic skills, forms of expressions and essential gestures in interpersonal relationships of affection. The paradigm of youth protagonism recognizes in adolescents potentialities and essential values to act in the integral development of young people and in improvements for the community.³

Throughout all circles, efforts were made to discover and stimulate the potential of each young person. The belief in each individual's own knowledge and in the potentialities inherent to them in their self-discovery, contribute to instrumentalize an educational intervention committed to autonomy and awareness of issues that involve their reality.²²

The actions of prevention and health promotion with the principle of youth protagonism had contributed positively in the construction of the autonomy of these young people, providing a creative, constructive and solidary participation, in the solution of real problems in their daily lives.²³

On the one hand, there is the victimization of the adolescent who is not contemporary, with the social problems caused by the crisis, unemployment and urban violence; on the other, the enthusiasm of these young people who have the joy of life, their creativity and autonomy. This enthusiastic side of adolescents may be the foundation for the construction of youth protagonism through prevention and health promotion actions, inhibiting social differences and stimulating the development of life projects for these adolescents.²⁴

The adolescents recognized their potential to overcome vulnerabilities and exposed them through the poster, highlighting: following dreams; Take care of yourself; not using drugs; bad influences do not influence good minds; be aware of what you do; it is necessary to always believe that the dream is possible, the sky is the limit and you are unbeatable; be happy; overcome obstacles; be different; always look for your improvement; have love for yourself and your family; contribute to a better world; be the difference; believe in your potential; giving up is for the weak, persisting is for the few who truly believe in their dream and goals.

FINAL CONSIDERATIONS

The use of the culture circle as a research methodology, made it possible to apprehend data from a protagonist construction of the participants. It emerged from the adolescents to discuss the duality of feelings experienced, in view of the desire to complete high school and the need to enter the world of work, to ensure some financial gain in helping low and inconstant family income.

Risk exposure behaviors by adolescents were evidenced in correlation to situations of social vulnerability, with drug and alcohol consumption being reported; involvement in

situations of violence and contagion with sexually transmitted infections has emerged.

With a view to promoting protagonism, school adolescents highlighted their interest in contributing to a better world, nurturing dreams and life projects. However, they stressed that the achievement of dreams involved institutional support capable of ensuring the exercise of citizenship and a proactive stance, in facing situations of vulnerability and their repercussions on physical and mental health.

The study, when presenting the perception of a specific reality, limits the generalization of the results and reinforces the need to know the situation experienced by different regions. The results found can contribute to the construction of educational actions that will positively imply the decision potential of adolescents, by instigating the implementation of participatory methodologies, which favor the self-knowledge and the protagonism of this target audience, to deal with everyday situations, aware of the right to safeguard healthy development and aim for a promising future.

REFERENCES

1. Souza MS, Silva HDM, Mata JR, Amaral EO. Paternidade na adolescência: expectativas e sentimentos frente a essa realidade. *Rev enferm UFPE on line*. 2016 [acesso em 2019 Jul 05]; 10(Supl.1):309-15. Disponível em: <http://10.5205/reuol.7901-80479-1-SP.1001sup201616>
2. Oviedo RAM, Czeresnia D. O conceito de vulnerabilidade e seu caráter biossocial. *Interface (Botucatu, Online)*. 2015 [acesso em 2017 Mai 12];19(53):237-49. Disponível em: <http://dx.doi.org/10.1590/1807-57622014.0436>
3. Sampaio J, Santos GC, Agostini M, Salvador AS. Limites e potencialidades das rodas de conversa no cuidado em saúde: uma experiência com jovens no sertão pernambucano. *Interface(Botucatu, Online)*. 2014 [acesso em 2017 Mai 12];18(supl.2):1299-312. Disponível em: <http://dx.doi.org/10.1590/1807-57622013.0264>
4. Zappe JG, Dell'Aglio DD. Adolescência em diferentes contextos de desenvolvimento: risco e proteção em uma perspectiva longitudinal. *Psico (Porto Alegre)*. [Internet]. 2016[acesso em 2018 Jun 21];47(2):99-110. Disponível em: <http://dx.doi.org/10.15448/1980-8623.2016.2.21494>.
5. Vieira LJES, Silva RM, Cavalcanti LF, Deslandes SF. Trainig for the challenges of sexual violence against children and adolescents in four Brazilian capitals. *Ciênc Saúde Colet*. [Internet].2015[acesso em 2018 Jun 21]; 20(11):3407-16. Disponível em: <http://dx.doi.org/10.1590/1413-812320152011.20512014>.
6. Ferreira CPS, Marques JF, Rozendo CA, Ferreira CB, Pinto LMTR, Ferreira AS. Educational strategies for health education with tens: a review integrativa. *Rev pesqui cuid fundam*. [Internet]. 2016 [acesso em 2018 Jun 22]; 8(2):4197-211. Disponível em: <http://dx.doi.org/10.9789/2175-5361.2016.v8i2.4197-4211>
7. Monteiro EMLM, Vieira NFC. Educação em saúde a partir de círculos de cultura. *Rev bras enferm*. [Internet]. 2010 [acesso em 2018 Jun 22]; 63(3):397-403. Disponível em: <http://dx.doi.org/10.1590/S0034-71672010000300008>
8. Bardin L. *Análise de conteúdo*. 4 ed. Lisboa(POR):Edições 70; 2009.
9. Jorge KO, Paiva PCP, Ferreira EF, Vale MP, Kauachi I, Zarzar PM. Alcohol intake among adolescent students and association with social capital and socioeconomic status. *Ciênc Saúde Colet*. [Internet]. 2018[acesso em 2018 Jun 24]; 23(3):741-50. Disponível em: <http://dx.doi.org/10.1590/1413-81232018233.05982016>
10. Carvalho AP, Silva TC, Valença PAM, Santos CFBF, Colares V, Menezes VA. Alcohol consumption and physical violence among adolescents: which is the prediction? *Ciênc Saúde Colet*. [Internet]. 2018 [acesso em 2018 Jun 24]; 23(3):741-50. Disponível em: <http://dx.doi.org/10.1590/1413-812320172212.06172016>

11. Elicker E, Palazzo LS, Aerts DRGC, Alves GG, Camara S. Uso de álcool, tabaco e outras drogas para adolescentes escolares de Porto Velho-RO, Brasil. *Epidemiol serv saúde*. [Internet]. 2015 [acesso em 2018 Jun 26]; 24(3): 399-410. Disponível em: <http://dx.doi.org/10.5123/S1679-49742015000300006>
12. Oliveira AAAP, Soares MCP. Cordelistas no processo migratório: a expressão da experiência feminina e nordestina. *Ponto e Vírgula*. [Internet]. 2016 [acesso em 2018 Jul 02]; 20(1):83-103. Disponível em: <https://revistas.pucsp.br/pontoevirgula/article/view/31167/21604>
13. Borges ALV, Fujimori E, Kuschnir MCC, Chofakian CBN, Moraes AJP, Azevedo GD. ERICA: início da vida sexual e contracepção em adolescentes brasileiros. *Rev Saúde Pública*. [Internet]. 2016 [acesso em 2018 Jun 26]; 50(supl.1): 1s-11s. Disponível em: <http://dx.doi.org/10.1590/s01518-8787.2016050006686>.
14. Watts MCNC, Liamputtong P, Mcmichael C. Early motherhood: a qualitative study exploring the experiences of African Australian teenage mothers in greater Melbourne, Australia. *BMC public health* (Online). 2015 [cited 2018 Set 17]; 15(873):1-11. Available from: <http://dx.doi.org/10.1186/s12889-015-2215-2>
15. Rodrigues ARS, Barros WM, Soares PDFL. Reincidência da gravidez na adolescência percepções das adolescentes. *Enferm foco (Brasília)*. [Internet]. 2016 [acesso em 2018 Nov 06]; 7(3/4):66-70. Disponível em: <http://biblioteca.cofen.gov.br/wp-content/uploads/2017/03/Reincid%C3%AAncia-da-gravidez-na-adolesc%C3%AAncia-percep%C3%A7%C3%B5es-das-adolescentes.pdf>
16. Assunção RS, Matos PM. Perspectivas dos adolescentes sobre o uso do facebook: um estudo qualitativo. *Psicol Estud* (Online). 2014 [acesso em 2018 Nov 06]; 19(3): 539-47. Disponível em: <http://dx.doi.org/10.1590/1413-73722133716>
17. Beserra GL, Ponte BAL, Silva RP, Beserra EP, Sousa LB, Gubert FA. Communication and the use of social networks from the perspective of adolescents. *Cogitare enferm*. [Internet]. 2016 [cited 2018 Nov 06]; 21(1):01-09. Available from: <http://www.saude.ufpr.br/portal/revistacogitare/wp-content/uploads/sites/28/2016/10/41677-169627-1-PB.pdf>
18. Mahdizadeh M, Solhi M, Azar FE, Taghipour A, Farid AA. Psychosocial experiences of the internet in a group of adolescents: a qualitative content analysis. *Med J Islam Repub Iran*. [Internet]. 2017 [cited 2018 Nov 06]; 31(46):1-8. Available from: <https://dx.doi.org/10.14196/mjiri.31.46>
19. Freitas RJM, Moura NA, Monteiro ARM. Violence against children/ adolescents in psychic suffering and nursing care: reflections of social phenomenology. *Rev gaúch enferm*. [Internet]. 2016 [cited 2018 Nov 28]; 37(1):1-4. Available from: <http://dx.doi.org/10.1590/1983-1447.2016.01.52887>.
20. Botelho AP, Moraes MCMB, Leite LC. Violências e riscos psicossociais: narrativas de adolescentes abrigados em unidades de acolhimento do Rio de Janeiro, Brasil. *Ciênc Saúde Colet*. [Internet]. 2015 [acesso em 2018 Mar 08]; 20(1):7-16. Disponível em: <http://dx.doi.org/10.1590/1413-81232014201.18112013>
21. Brandão-Neto W, Silva MAI, Aquino JM, Lima LS, Monteiro EMLM. Violence in the eye of adolescents: education intervention with culture circles. *Rev bras enferm*. [Internet]. 2015 [cited 2018 Apr 11]; 68(4):617-25. Available from: <http://dx.doi.org/10.1590/0034-7167.2015680407i>
22. Morais RS, Silva MAM, Viana RS, Moraes DL, Oliveira CM. Potentials and challenges in carrying out educational workshops with adolescents. *Rev enferm UFPI*. [Internet]. 2017 [cited 2019 Jan 19]; 6(2):30-6. Available from: <http://dx.doi.org/10.26694/reufpi.v6i2.5752>
23. Silva KVLG et al. Training of adolescent multipliers from the perspective of health promotion core competencies. *Rev bras enferm*. [Internet]. 2018 [cited 2019 Jan 19]; 71(1):89-96. Available from: <http://dx.doi.org/10.1590/0034-7167-2016-0532>
24. Assis SG, Avanci JQ, Cristiane S. Adolescência e saúde coletiva: entre o risco e o protagonismo juvenil. *Ciênc Saúde Colet*. [Internet]. 2015 [acesso em 2019 Mar 08]; 20(11):3296. Disponível em: <http://dx.doi.org/10.1590/1413-812320152011.19942015>

Received in: 06/03/2019
Required revisions: 29/08/2019
Approved in: 14/10/2019
Published in: 15/03/2021

Corresponding author

Valesca Patriota de Souza
Address: Rua do Alto do Reservatório, S/N, Bela Vista
Vitória de Santo Antão/PE, Brazil
Zip code: 55.608-680
Email address: valesca_patriota@hotmail.com

Disclaimer: The authors claim to have no conflict of interest.