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## PROEX-MOMENTO SAÚDE: EDUCATION AND HEALTH FOR YOUNG PEOPLE

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**Ana Clara Gê Pinto Ribeiro**

Graduating in Medicine, UNIFAA

**Bruno Iecker Felix**

Graduating in Medicine, UNIFAA

<http://lattes.cnpq.br/5256675492575224>

**Cezar Ernani Mancini**

Graduating in Medicine, UNIFAA

<http://lattes.cnpq.br/0695730838893810>

**Daniel Nassau de Araujo**

Graduating in Medicine, UNIFAA

<http://lattes.cnpq.br/3385210540137008>

**Maria Luiza Gê Pinto Ribeiro**

Graduating in Medicine, UNIFAA

<http://lattes.cnpq.br/3753236624764738>

**Tayana da Silva Moura Garcia**

Graduating in Medicine, UNIFAA

<http://lattes.cnpq.br/137253777477292>

**Rachel Brinco de Souza**

PhD in Public Health, Professor at Unifaa

<http://lattes.cnpq.br/8735736428879625>

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**Abstract:** The aim of our project was to provide information and promote health among adolescents and young people through quick, easy-to-speak educational talks in the educational environment of the Firjan SENAI technical school in the city of Valença, Rio de Janeiro. Topics relevant to the age context were covered, with a focus on knowledge and guidance on various aspects, following local demand. The lectures were given by health professionals who were able to convey the proposed topics clearly to the students. With the aim of self-evaluation and information for the students, we tried to leave learning solid. As an evaluation tool, we used forms with questions before and after the lectures on the topic covered, so that we could measure the changes and evaluate the collective evolution. In this way, we provide educational information to the target audience in partnership with the management of Firjan SENAI, which seeks the socio-economic development of the city and a commitment to the professional and personal training of its students.

**Keywords:** health education; health and well-being; adolescents and young people; interprofessionalism.

## INTRODUCTION

Health promotion and health education play key roles in building a healthier and more aware society. In the specific case of young people, it is of the utmost importance to provide adequate and timely information on health, especially with regard to sexual health. With this in mind, this project aims to provide information and promote health through educational talks that are quick and easy to understand in the educational environment.

As advocated by the World Health Organization (WHO), health goes beyond the mere absence of disease and encompasses complete physical, mental and social well-

being. However, it is clear that many young people face challenges when dealing with issues related to sexual health, such as the prevention of sexually transmitted diseases and the promotion of healthy relationships. Lack of adequate information can lead to risky behavior and have a negative impact on both the physical and emotional health of these young people.

Given this panorama, it is essential to rethink the current healthcare model, which tends to be excessively biologicist and disease-centered. The focus on curing and treating illness is important, but it is equally crucial to adopt a preventive approach. Investing in prevention means empowering young people with the knowledge, skills and attitudes that will enable them to make informed decisions about their health and avoid future problems.

In this sense, health education is a fundamental strategy for changing the current paradigm and focusing on prevention. Educational talks provide an opportunity to convey relevant information in a clear, accessible and attractive way. By addressing topics such as contraception, disease prevention and healthy relationships, these talks seek to empower young people to adopt healthy behaviors from an early age.

Holding these talks in the educational environment is a strategic choice, since this space brings together several key players, such as teachers, health professionals and family members, who can contribute to promoting young people's health. In addition, interprofessionalism becomes indispensable, as it involves professionals from different areas, such as nursing, psychology and education, who, working in an integrated manner, provide a more comprehensive and effective approach to health (BARRETO CAVALCANTI et al., 2015).

By providing educational information and prioritizing prevention, we aim to give young people access to resources and strategies that help them make informed decisions about their health and well-being. We believe that this approach is capable of promoting healthy behaviors, preventing illnesses and contributing to building affective and respectful relationships.

## ACTIVITIES CARRIED OUT

Our project used lectures with clear language suitable for the age group of the students at the Firjan Technical School, inviting professionals from the health sector who were able and suitable to talk about the proposed subjects. Forms were developed before and after the lectures to assess whether the lecture was productive and enriching for the students, whether we could change anything in the next ones, whether we used an appropriate and clear way of understanding, and if they had any questions they could contact the project group to try to resolve all the students' personal doubts. Our goal was to collect data on changes and evaluate the

students' collective evolution using the forms before and after the lectures. Our aim was for the students to attend at least two Health Moment activities, so that we could reach 100% of the young people. We checked with the course coordinator so that we had access to the young people who were attending and those who weren't. We contacted the young people who weren't attending to find out why they weren't taking part in the project.

## FINAL CONSIDERATIONS

We had the opportunity to pass on our knowledge acquired in class and in the outpatient clinics, as well as previous knowledge from *researched* studies and *guidelines*, and to answer questions in a clear and appropriate manner. This allowed us to make a didactic and enriching contribution to training young people and adolescents to make informed decisions about their health and well-being. We hope that new actions will be proposed to promote activities aimed at improving quality of life and thus providing and encouraging intelligent and healthy habits among this public.

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