

The socio-educational role of the school curriculum in preventive education¹

ARTICLE

Maria Eliana Soares¹ 

Associação Papa João XXIII no Brasil, Castanhal, PA, Brasil

Abstract

This article talks about the project School: Academy of Life (March/2017 to January/2018), which objective was helping the prevention to the risk of use and abuse of drugs by children, teenagers and young people, establishing attitudes of support and orientation to students of the middle school, through the interdisciplinary activities in the school curriculum. It refers to a volunteer project of the Pope John XXIII Association in Brazil and consists in one research-action of qualitative board. Data was collected through the application of questionnaires, daily observations and testimony, through a volunteer action at a municipal public school in Castanhal (PA). For the thematic discussion, the technique of discourse analysis was used (Bardin, 2016). The findings indicated that educating for the prevention involves more than teaching contents. The results reinforce that the social importance of the school, which is going beyond the official curriculum (Faleiros; Faleiros, 2008), preparing for life and strengthening against marginalization.

Keywords: School Curriculum. Socio-educational role. Preventive Education.

O papel socioeducativo do currículo escolar na educação preventiva

Resumo

Este artigo versa sobre resultados do projeto Escola: Academia de Vida (março/2017 a janeiro/2018), cujo objetivo foi colaborar com a prevenção ao risco de uso e abuso de drogas em crianças, adolescentes e jovens, estabelecendo atitudes de apoio e orientação a estudantes do Ensino Fundamental II, por meio de atividades interdisciplinares no currículo escolar. Trata-se de um projeto de voluntariado da Associação Papa João XXIII no Brasil e consiste em uma pesquisa-ação de abordagem qualitativa. Os dados foram coletados com a aplicação de questionários, observações diárias e depoimentos em uma escola da rede pública municipal em Castanhal (PA). Para a discussão temática, utilizou-se a técnica da análise do discurso (Bardin, 2016). Os achados indicaram que educar para prevenção envolve muito mais que ensinar conteúdos. Os resultados reforçam o papel social da escola, que é ir além do currículo oficial (Faleiros; Faleiros, 2008), é preparar a vida, é fortalecer contra a marginalidade.

Palavras-chave: Currículo Escolar. Papel Socioeducativo. Educação Preventiva.

¹ Experience report resulting from a socio-educational intervention project carried out in a municipal school in Castanhal (PA).

1 Introduction

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The young people of this century are permeated by mechanisms that, at the same time as they inform, they uneducate; that sustain a communication process and distance them from their peers and family members; that put them in front of the world through media communication, but keep them segregated in their bubbles. And sometimes they feel increasingly young for some things, when they are attracted to aspects that place them in certain groups, and increasingly old for others, when they feel outside that social interaction, which affirms them and keeps them inserted in groups using these mechanisms without realizing the risks they cause to their lives.

Among the factors that directly influenced the education of children, adolescents and young people at the educational institution in question, the absence of parents in school education; few academic-professional prospects; the distance between school and home; in some cases, the need to help parents with family farming; and, based on teachers' reports, the behavior of some students with regard to the misuse of cell phones in everyday school life, in parallel with some interpersonal conflicts, were considered to be the ones that most reflected in the low grades.

The target public was heterogeneous in terms of age group, from 11 to 18 years old, as well as family organizations and structures, and social conditions, with a predominance of low-income students, users of the Programa Bolsa Família (Family Allowance Program – PBF)² and other social programs, subsidiary to financial and social situations that do not justify, but contribute to the marginalization that surrounds the lives of many students, causing various manifestations of learning difficulties, repetition and even dropping out of school.

Children, adolescents and young people are more vulnerable to these situations due to internal and external factors. With regard to internal factors, the most important are feelings of frustration at the many family situations that take away their sense of security and affection.

² Brazil's federal government's cash transfer program, instituted under the Lula government by Provisional Measure 132 of October 20, 2003, and converted into law on January 9, 2004, by Federal Law No. 10,836.

As far as external factors are concerned, we can highlight the influence of groups that practice the incorrect use of social networks, in other words, the way in which they access technological tools and use them without meaning anything in their lives, as well as the lack of guidance on the dangers of digital culture. Depending on what it offers in its curriculum, the school can become a defender and propagator of good interpersonal relations, serving as a coherent instrument with young people as long as there are adults prepared to do so.

Adolescents are surrounded by countless stimulating realities, new experiences, situations that cause them various pleasures, some with positive results, others negative. There are few occasions when they are listened to and valued with their ideas and experiences, with their comforts and discomforts, with their curiosities and expectations; they often find themselves alone and helpless.

The family and the school don't know how to deal with these realities, so they push them away. In this way, young people who are alone feel welcomed by others who listen to them, give them reason and motivate them to live out their pleasures. Based on this reality, the aim of this experience was to help prevent the risk of drug use and abuse by establishing attitudes of support and guidance for middle school students through interdisciplinary activities in the school curriculum.

The idea came from a group of volunteers from an Italian therapeutic community based in Brazil, whose action was led by a psychologist and a pedagogue, volunteers from the institution, with the guiding/interventional proposal of the Escola: Academia de Vida (School: Academy of Life project), idealized by the Volunteer Coordinator of the Therapeutic Communities linked to the Associação Papa João XXIII (Pope John XXIII Association in Brazil): “A Ressurreição” (The Resurrection) and “Santíssima Trindade” (Holy Trinity), both operating in the city of Castanhal (PA), welcoming drug addicts and other dependencies for therapeutic treatment, with the aim of rescuing dignity and mental and spiritual sanity for life in society.

The aim was to prevent/intervene drug use and abuse in the chosen schools by including educational dynamics in interdisciplinary activities that would create a feeling of freedom of expression, reliability, respect and companionship, so that the students would

feel supported and understood. And, from this confidential openness, they shared their annoyances/frustrations with the education professionals in that space (Director, Pedagogical Coordinator, Teachers, Volunteer Pedagogue), as well as with the teaching staff and other professionals in the school, so that, through dialog, the students would acquire security and protection.

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In this sense, the purpose of the project was not only to continue the voluntary activities that had already been going on for around three years through orientation talks in state and municipal EJA schools in the city of Castanhal, but also to contribute to the training development process of children, adolescents and young people, through a more effective and meaningful intervention in their lives.

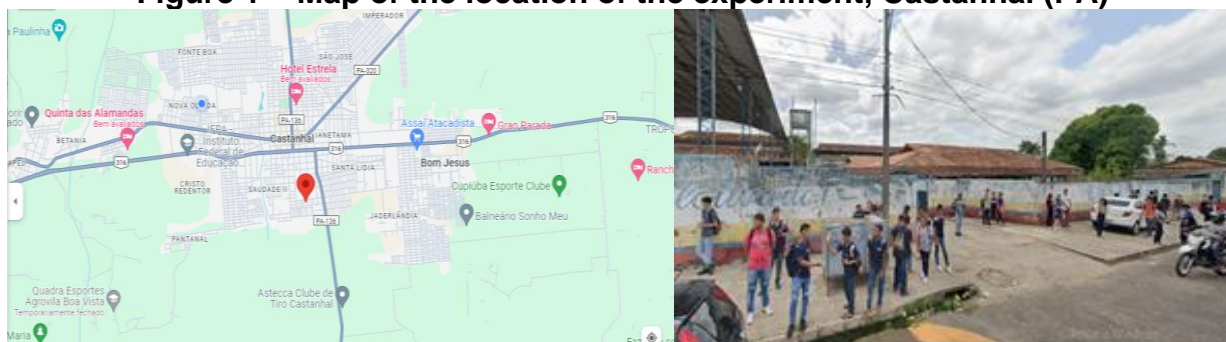
2 Methodology

In order to carry out this study, some methodological aspects were systematized a priori: based on information acquired from the Secretaria Municipal de Educação (Municipal Education Department – SEMED) in Castanhal (PA), educational spaces were identified with risk situation indices, especially in the neighborhoods furthest from the city center. As for the prevention project in schools, the information showed isolated actions included in the Pedagogical Political Project (PPP) of some of the schools, the information from which supported the development of the current project.

The proposal, with an experimental perspective, led to the choice of two schools in the municipal network, both offering the same levels – middle school – with students in the pre-adolescent, adolescent and young adult phases, most of whom came from the agro-villages and surrounding neighborhoods. We refer to the second school (see location in figure 1) for the experience reported. Founded in 1990, the institution serves the clientele of its social environment, with most of its students living in agro-villages, which meant that they had to use school transportation every day to travel between their home communities and the school. And because of the social reality of their public, some already carried out socio-economic activities to help their parents, a fact that influenced

their school life and, automatically, the organization of their family and social life, leading them to early maturation and, consequently, in school and family discipline, which was registered through conflicts in their social relationships.

Figure 1 – Map of the location of the experiment, Castanhal (PA)



Source: Escol.as.

The locus of this field research was deliberately chosen on the recommendation of SEMED/Castanhal (PA) in January 2017, because at that time it presented a comprehensive picture of the social problems addressed, which allowed for more open data collection, whose information was obtained with the contribution of the Director, the Coordinator, parents, teachers and students. Roughly speaking, according to Gil (2002), the field study has the possibility of a few stages, such as: “a) drawing up the initial project; b) preliminary exploration; c) formulating the research project; d) pre-testing the research instruments and procedures; e) collecting data; f) analyzing the material; and, g) writing the report.”

As this is a prevention/intervention experience, the field study was chosen because of its flexibility, which, according to Gil (2002, p. 129), means that there are more planning possibilities for this type of research, as “the specific nature of each field study ends up dictating its own procedures”. This highlights the importance of the subjects physical education, Portuguese, physical and biological sciences and arts, which, according to the methodologies adopted, contributed to the realization of the project.

In Physical Education, the teachers included conversation circles about healthy living in their activities, showing videos about substances that are harmful to health, and subsequently talking about the damage to the body and to life in society. In Portuguese, two teachers began to use the practice of reading, analyzing and discussing thematic and/or literary texts on affection, violence, self-love, fraternity, etc., bringing out moments of daily reflection.

With regard to physical and biological sciences, the showing of videos on violence against nature (deforestation, burning, visual, environmental and noise pollution, among other types) motivated interest in discussions and reflections on the themes, based on plays, musical expressions and the organization of illustrative panels, as a suggestion for changing attitudes. And, in art, the artistic reinterpretation of works by Tarsila do Amaral, Romero Britto and Edvard Munch, based on their personal and social realities, making it possible, through Expressionism, to touch the sensibilities of students who were unable to see the essence and subjectivity of history, nature and imagination through art.

The stages took place chronologically during the 2017 school year, culminating in the submission of a report to SEMED at the end of the school year as feedback on the preventive action carried out during that period. The results of the actions were taken into account in the evaluation process in line with the curriculum matrices. Experiencing the stages in their own unique way brought the project participants closer together in a harmonious and cooperative way. In the openness of situations, the desire was to intervene in the reality of students who occasionally let slip their involvement in risky situations, whether in the sense of drug use, attitudes or behaviors that threaten human principles and values or simply maladjustment or disharmony in interpersonal relationships in the school and family environment.

The prevention/intervention project conformed to the assumptions of action research, which, according to Thiollent (1996, p. 14), consists of empirically-based social research “designed and carried out in close association with an action or the resolution of a

collective problem and in which the researchers and the participants representing the situation or problem are involved in a cooperative or participatory manner”.

According to the theorist, this type of research is based on affective conditions, whose explanatory and comprehensive characteristics of social reality permeate experimental action through dialectics, so that what is felt is externalized in a linear way, and what is seen as a problem is understood and dealt with, so the phenomenon was investigated with the possibility of change. This was possible because “in action research, researchers play an active role in solving the problems encountered and in monitoring and evaluating the actions taken in response to the problems” (Thiollent, 1996, p. 15). From this perspective, the actions were based on a re-signification of reality.

To discuss the results, we used content analysis, which Bardin (2016) considers as rigorous understanding, which goes beyond the immediate meanings, i.e. the first impression of what is observed, whose investigative field the author defines as “a set of techniques for analyzing communications”, i.e. the instruments through which the analytical description of the object investigated took place, in this case, the answers to the questionnaires, since “qualitative analysis, which is malleable in its operation, must also be malleable in the use of its indices” (Bardin, 2016, p. 73).

The information acquired was categorized based on Bardin (2016), who defines the qualities of analysis as: mutual exclusion; homogeneity; pertinence; objectivity and fidelity; and productivity, with the first two prevailing by disregarding the weight of some aspects and grouping others, whose performance led to the emergence of the axes of analysis discussed below, based on the representation of graphs and excerpts.

3 Results and Discussion

In order to understand the social reality of these adolescents and young people, the project's target public, a diagnosis was carried out by applying a questionnaire with objective questions involving the following aspects: school experience (Block I), family and school

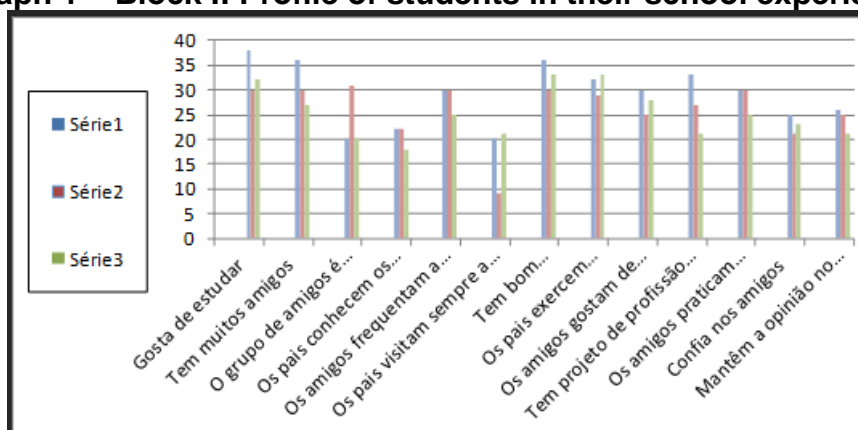
relations (Block II) and social organization (Block III). The aim was to acquire a diagnosis of these aspects and build up a profile of the students for the development of the project.

3.1 Diagnosis of reality

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Questionnaires were applied to students from the 6th to the 9th grades, but the diagnosis for this production was limited to the 6th grades A, B and C of the morning shift, in the sequential order of the table from left to right, including students aged between 10 and 16, as this is considered to be the stage of greatest vulnerability, which totaled 104 questionnaires with 40 questions, evaluated on a scale of 0 to the maximum number of participants, according to the number of students per class, as shown in graph 1.

Graph 1 – Block I: Profile of students in their school experience



Source: Researchers' archives, 2017.

With regard to 6th grade A, made up of 40 students, in which 38 questionnaires were administered, it is clear from graph 1 that, on a scale of 0 to 38, with regard to their school experience, these students showed a liking for their studies; said that they had many friends, but that they had a good relationship with their parents; that their friends liked to study; that they had professional plans for the future; that they had confidence in their friends; and that their opinion was held by their group of friends.

Although these characteristics showed social organization among the students, they did not ensure a good school experience because they let relationships with friends prevail, since “human beings, particularly during adolescence, constantly try to learn and assimilate the rules of behavior of their social and age group and want to behave according to the norms of the group to which they belong” (Brasil, 2010, p. 20-21). Because of this behavior, adolescents tend to preserve external social relationships and consequently come into conflict with their parents, as Cury warns (2003, p. 29): “There is a world to be discovered inside every young person, even the most complicated and isolated [...] Inappropriate behavior is often a cry for the presence, affection and attention of parents.” Listening and open dialog without threats are fundamental.

The 6th grade B students, on the other hand, with the same age group, on a scale of 0 to 31, stood out when it came to selecting friends, but they said they had many friends; they said they had professional projects; but they said they had their own opinions in the groups. In this case, there was a certain incoherence in the answers, because if there were a selection of friendships, the number would certainly be reduced, just as there is a contradiction regarding the firmness of one's own opinion, especially in the age group presented, the tendency is to be conflicting, dividing groups or excluding those who differ. They are usually influenced by other smaller groups or by a domineering leader.

With regard to 6th grade C, on a scale of 0 to 33, the students said they liked studying; they said their parents visited the school regularly; they said they had a good relationship with their parents; they confirmed that their parents exercised authority with affection; they said their friends liked studying; although they didn't define it, they said they had professional plans for the future; and that they trusted their friends.

The items highlighted follow a logical organization, given the current reality in which adolescents and young people are imbued with influences that can lead them to invert their values and become involved in situations that cause damage to their organic and social health. Identifying these conditions has given rise to the hope that it is possible for education to maintain a culture of peace, respect and human dignity, which is only

possible if the school and the family share objectives – a somewhat challenging action, but one that, with objectivity, can lead to satisfactory results, such as those experienced in the experiment in question.

Weiss (2016), in his studies on school failure, defines three types of perspectives that can directly or indirectly influence this process. The first corresponds to “the type of culture, the prevailing political, social and economic conditions and relations, the type of social structure, the dominant ideologies and the explicit or implicit relations of these aspects with school education” (Weiss, 2016, p. 19). Although these elements are not decisive, depending on the family structure, they can play a lesser or greater role in human formation.

According to the author, the second perspective is linked to the school, its physical, curricular, pedagogical and social structure and organization, considering that part of the learning results depend on how the teaching reaches the students. Hence the understanding that many records of school failure are inherent to the role played by the school, the results of which depend on what, how and for what teaching is carried out.

The third perspective focuses on the student's internal learning conditions, on interpersonal conflicts, in other words, on emotional, affective and psychological issues, which are developed in the individual from birth and expand over the course of human development, according to each stage and under the reflection of interpersonal and social relationships.

In this respect, the pillars of education highlighted by Jacques Delors (2003) – learning to know, learning to do, learning to live together and learning to be – are fundamental elements of school education, with emphasis on “learning to be”, as he considers that “education must contribute to the total development of the person – spirit and body, intelligence, sensitivity, aesthetic sense, social responsibility, spirituality” (Delors, 2003, p. 97). Likewise, “learning to live together”, which is related to relational skills, based on living together with others, which requires the school, in its educational/training process, to work on students' relational skills, in order to live together with their peers in a participatory, supportive and cooperative way.

Thus, as a strategy to address the internal conditions of students, according to Brasil (2014), partnerships were sought with care and protection networks, such as the Sistema Único de Saúde (Unified Health System – SUS) through the services provided by the neighborhood Health Unit; Centro de Referência da Assistência Social (The Social Assistance Reference Centre – CRAS), a body that works to promote the well-being of families in situations of vulnerability; and the Centro de Referência Especializado de Assistência Social (Specialized Social Assistance Reference Centre – CREAS), a basic unit that offers services under the Sistema Único de Assistência Social (Unified Social Assistance System – SUAS) to families in more complex situations because they face more intense social risk situations.

Another body of great importance to the implementation of the project's actions was the Conselho Tutelar (Guardianship Council), which assists children and adolescents whose rights have been violated or threatened, by referring situations to parents or guardians, through a statement of responsibility, and guidance talks with psychologists and social workers.

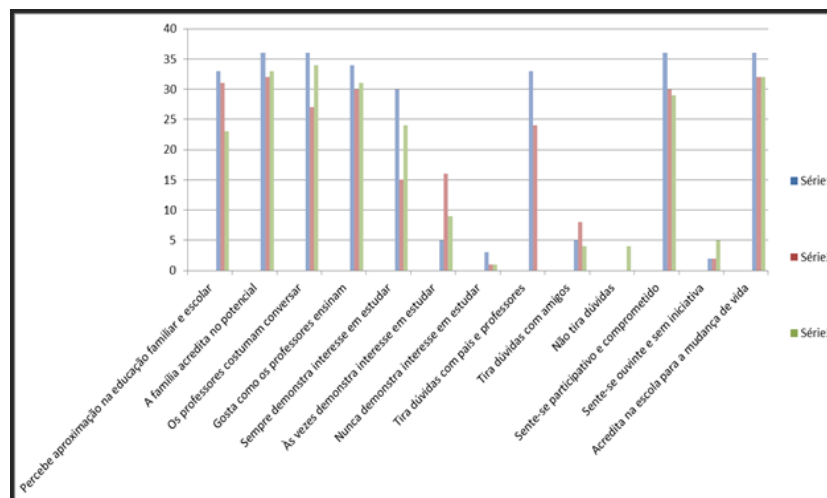
As there was already an initiative at the school to meet and fulfill requests from this body, the actions became more condensed and assertive, so that the management felt accompanied and more secure in its curricular actions, as the vice-principal (*In memoriam*) expressed during a conversation: “*It's very good when we feel that what we're doing for our students has legal backing, is understood and taken seriously.*” The expression given by the professional was one of lightness in solving problems, because he felt supported, so that the pedagogical work, although it had its demands, seemed to go smoothly.

The dynamics through which the curricular actions for involving parents in the school were developed – Educational event, Meetings with parents, Lectures on Human Rights, Family at school – were part of the school calendar, and although they had been organized in advance by the directive team and the teaching staff, the absence of some parents still weighed on them. One coordinator emphasized this: “*The most absent parents are precisely of those students who give us the most trouble, those who need to*

hear the information the most. We create a whole environment, yet they still don't show up”.

Developing the protagonism of students and parents is a somewhat difficult and complex task, difficult because of their limited involvement in the school routine, complex because of the distance between objectives and goals, because there is a distance between the school's education project and that of the family. In this regard, one teacher vented: “*The distance between some families is so great that it seems that what the family expects from the school is not what the school wants, the school even gets lost in its actions*”. The teacher's outburst of concern during an educational event is related to the low attendance of parents in the teaching and learning process, which is evidenced in graph 2.

Graph 2 – Block II: Profile of students regarding family and school relationships



Source: Authors' archive, 2017.

When analyzing the profile of the students in terms of family and school relations, on a scale of 0 to 36, the students in 6th grade A stood out for their family's confidence in their potential; for the interaction between parents and teachers; for feeling involved; and for believing in school to change their lives.

Although the result presented does not determine a situation of risk for the majority of the adolescents in the classes investigated, even in smaller numbers, some still showed a lack of interest in their studies; others prioritized their friends to answer their questions; and others felt they were just listeners and lacked initiative. These behaviors can be interpreted from different angles: 1) immaturity in relation to their studies; 2) distancing from their parents; and 3) lack of dialogue with their teachers.

With regard to immaturity about studies, Nunes and Xavier (2015), when discussing the historical course of adolescence, address the aspects of the psychosociological periods in which transformations of the body, mind and consciousness occur, on which the authors emphasize that it is “necessary to consider that, during adolescence, the contexts in which young people participate and take on new roles expand” (Nunes; Xavier, 2015, p. 60), to which parents must surrender with affection and protection. And in this process of forming a self-concept, which consists of self-knowledge about oneself, others and the place the student occupies in society, both Nunes and Xavier (2015) and Weiss (2016) defend the need to recognize themselves as learners, in order to meet their demands in a constructive way.

With regard to parental distancing, Castro and Regattieri (2010) present four strategic types of school-family relationship, defined as: Family education, which encourages parents to attend school routinely and improves the exchange of information; opening up the school to family participation, through the participation and involvement of family members in school movements and collegiate bodies; interaction with the family to improve educational indicators, through which teachers, administration and families work together to improve learning performance; and the inclusion of students and their contexts, based on the relationship between the educational process and networked services.

The latter is the main purpose of the project, as it is a methodological strategy for bringing teachers and students closer together, because by including discussions about prevention in their lessons, a bond of affection and trust is created, and the demand that often goes unnoticed at school, or is misinterpreted in their attitudes, begins to change their

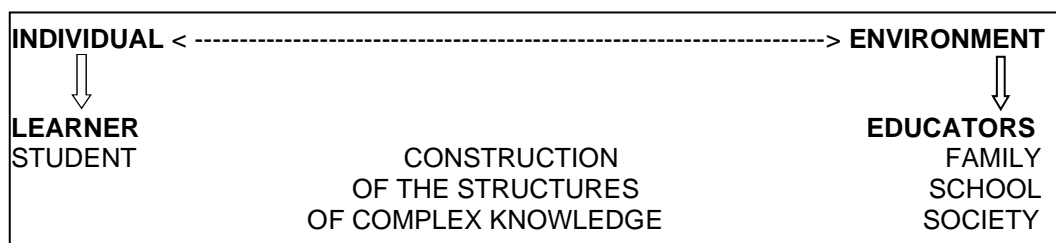
behavior, which is sometimes mistaken for indiscipline or learning difficulties, disqualifying basic education.

Alonso Tapia and Fita (2015, p. 30), in their psychological approach, when dealing with the emotional influence on the teaching and learning process, define:

[...] the basic idea of learning as a process of construction that takes place in the subject's permanent interaction with their surroundings. This environment is expressed initially by the family, then by the addition of the school, both permeated by the society in which they live. This construction takes the form of complex structures.

Based on the complexity of these structures, according to the family and social organization of the students, they can express doubts, fears, worries, disagreements, which sometimes sound like rebellion, generating family and school conflicts, whose behaviors imply learning results, most of which represent negativity (low grades and/or indiscipline), hence the need to consider these elements as aspects that imply learning.

This idea of the complexity defined by the authors in the teaching and learning process is represented in the field of Psychopedagogy by the following diagram:



Source: Alonso Tapia and Fita (2015, p. 30).

The diagram shows the student's correlation and interdependence with the other members of their social reality, with emphasis on the environment that surrounds the social relationships, the educators, from which the information acquired in the learning context emerges, considering that, although the information that learners receive is part of a learning process, not all of it is useful for a learning process with productive meaning.

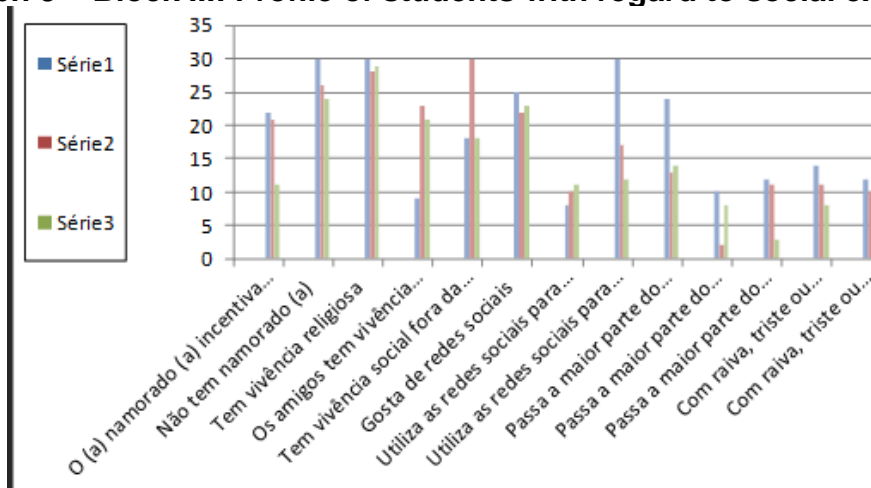
What's more, the educators can occupy the opposite positions, i.e. they can be other learners in the position of educators (student teaching student) or, although they occupy their actual positions (parents or family members teaching children or family members), they can also not teach in a healthy way, which means that information or education, regardless of where it takes place, can be harmful to the learner. This is why there needs to be effective monitoring by parents, guardians, teachers, administrators, pedagogical coordinators and all the professionals involved in the educational process, so that the guidance received from the aforementioned is not weakened by the influence of other members who appear in social relationships.

From this perspective, Castro and Regattieri (2009) present the following strategies for school-family interaction: education for families, by involving them in thematic meetings; opening up the school to family participation, by involving families in the school's committees and associations; interaction with families on strategies to improve indicators such as attendance, assessment, drop-out rates, etc.; and the inclusion of students and their context, by involving them in the social protection network.

Similarly, in graph 3, on a scale of 0 to 30, the majority of students in 6th grade A said that they were not yet dating and that they had a religious background, but said that they used social networks to pass the time. It is worth pointing out that the use of media or social networks as a pastime can be as harmful as the use of narcotics because, depending on the amount and intensity, it can cause damage, both in terms of physical health, where the individual can become sedentary and have bad eating habits, and in terms of mental health, such as isolation, becoming introverted, in other words, having difficulties in establishing social relationships; as well as a loss of motivation to study and, consequently, a drop in academic performance; maintaining friendships or getting involved with strangers; and even becoming addicted to the internet; acquiring anxiety and depression, all of which can become a gateway to drug use. In this respect, networking is fundamental, as intersectorality is the strategy for the co-responsibility of all segments (Brasil, 2014).

These aspects need to be prevented through guidance and support from parents and educators, so that children, young people and adolescents can have a healthy experience in and out of school. In line with this idea, Brasil (2014) suggests that they work to protect adolescents who are at risk due to their involvement with drugs: 1) Measures in defense of the rights of children and adolescents; 2) Protective measures; and 3) Socio-educational measures, which are included in the actions implemented at the school through partnerships, in order to contribute to a formative process for students to live in society. Graph 3 shows the profile of students in social life, highlighting aspects that can define risks.

Graph 3 – Block III: Profile of students with regard to social experience



Source: Authors' archive, 2017.

Excessive and unmonitored exposure to the media puts children, adolescents and young people in contact with content that, due to immaturity or lack of knowledge, is not assimilated correctly, which can automatically lead them to engage in behaviors defined as bullying, harassment, cyberbullying and other types of violence that are very common nowadays, caused by misuse of the internet, and which are sometimes practiced involuntarily, due to ignorance of the cause. These are some of the triggers and

motivators for drug use and abuse, which is why they need to be addressed in school education.

Lévy (1999), when dealing with the impact of technologies, takes a temporal and cultural approach, referring to the power that technologies have assumed throughout human history, whose evolution has been marked by techniques and what they have caused to human beings, depending on how they are used. This is why guidelines on this aspect need to be included in the school curriculum because, according to the author, it is man who gives new meaning to techniques and transforms them into necessary and/or harmful ones, based on his reading of the phenomena and the interpretation given to them. Thus, in a direct relationship between society and culture, techniques can take on different meanings, so there is a need for young people to be warned about the dangers.

In this respect, it is up to the school to provide guidance in this regard, to explain the importance and usefulness of the equipment correctly, in a meaningful way. To this end, according to the guidelines of the “Curso de prevenção do uso de drogas para educadores de escolas públicas” (Drug use prevention course for public school educators) (Brasil, 2014), preventive actions were developed through interdisciplinary pedagogical activities, activities that involved critical and reflective actions on life in society, in political, social, environmental, physical and mental aspects, in order to motivate them to change their attitudes.

Thus, it should be considered that “school is also a health promotion context and should help not only students, but the entire school community, to build healthier lives and create environments that are favorable to everyone's health” (Brasil, 2014, p. 24).

Voluntary action was carried out regularly at the school by involving students in lectures, conversation circles and explanations on the dangers caused by drug use and abuse, which range from the simplest use of an over-the-counter medicine to the use of narcotics out of simple curiosity, which can become a vicious practice and harmful to health, as well as calling parents to the school, whose actions were defined by perceptions and are described below.

3.2 Perceptions and intervention actions

In order to discuss perceptions, we started by collecting information in and about the environment, based on daily occurrences, as well as situations that arose in the school's day-to-day life as the actions took place. Thus, the term “perception” was taken to mean taking cognizance of the information acquired, based on what Silvia Lane (2006) presents in Social Psychology about human behavior, requiring an understanding of the social aspects that interfere in realities and distort some ways of being and staying, mischaracterizing cultures and personalities, as well as helping others to emerge more intensely and to be understood, respected and preserved.

According to the author, the “focus of social psychology is to study the behavior of individuals as it is socially influenced” (p. 8).

In other words, social psychology studies the essential relationship between the individual and society, which is understood historically, from how its members organize themselves to ensure their survival to the customs, values and institutions necessary for the continuity of society (Lane, 2006, p. 10).

In this respect, the dialogic strategy with the families made it possible to get closer and, at the same time, to strengthen the parents' co-responsibility in their children's education, through routine dialog at school, especially with those who were more absent. The school is also a space for forming a critical conscience about caring for physical and biological nature and social relations in general.

Faleiros and Faleiros (2008, p. 31), when discussing violence against children and adolescents, classify it as usually physical, psychological and sexual violence, with emphasis on the last type, as “sexual violence is classified as sexual abuse and commercial sexual exploitation; sexual abuse as intra- and extra-familial; sexual exploitation as prostitution, pornography, sex tourism and human trafficking for sexual purposes”.

Sexual use and abuse was one of the problems identified in that reality when, discreetly, after a lecture on the subject by CREAS/Castanhal (PA) technicians for one of the aforementioned classes, made up of children and adolescents aged between 10 and 13, a

girl asked to talk in private and, with an innocent and truthful attitude, brought out a complaint. There was then a close contact with her family to get to know the situation and, from then on, effective psychological and social intervention was necessary.

It is common for cases of sexual violence to be hidden due to a lack of clarification and opportunities for dialog, which highlights the need for this openness to be offered by the school, in an ethical, safe and guiding way for children as victims and/or for parents who may neglect the situation, and contribute to strengthening the issue.

Information is the first step, because dialog is the bridge to psychological intervention and psychosocial care. To this end, the actions of the Conselho Tutelar (Guardianship Council) have made it possible to guarantee the child's rights and protection. With the steps followed in the intervention with that situation, the school acted according to social, ethical and legal rules with satisfactory results on the case, and one of the conditions for the quality of the action was the preservation of the child's identity, according to the Estatuto da Criança e do Adolescente (Statute of the Child and Adolescent – ECA) in Art. 143: **Sole paragraph**: “Any news about the fact cannot identify the child or adolescent, prohibiting photography, reference to the name, surname, affiliation, relationship, residence and even initials of the name and surname”. By following these criteria, the school fulfilled its social role effectively.

According to studies in the field of psychology by Mielnik (1999), parents play a very important role in their children's upbringing, as it is their duty to guide them, set rules and create punitive or corrective strategies responsibly, with affection, love and care, which is why the theorist draws attention to the difference between education and guidance. While the first focuses on a long-lasting process that goes through all stages of life, the second is more restricted, focusing on enlightening themes and subjects, both of which are linked in a complementary way.

To this end, some basic attention needs to be paid to sexual orientation, which is nothing more than the clarifications, notions and guidance given deliberately and intentionally to children and adolescents by people other than their parents (Mielnik, 1999): 1) Keep the information in proportion, so as not to omit it or exaggerate it; 2) The educator or advisor

must take the personal factor into account, i.e. they must insert themselves into the educational context; 3) The counselor/educator must take into account the varying feelings about the children's progress, as each one has their own pace of development; 4) Educators should value their professional training and seek out information on the subject in order to feel safe when providing guidance; 5) Always practicing the truth when discussing sexuality, never forgetting to relate it to feelings, sensations, touch and fantasy, which is why it's so fascinating, so pleasurable – that's how important this understanding is, in order to avoid using it prematurely, irresponsibly or as a form of submission and violence. Only by ending the taboo will the school and the family not lose out to the mass media.

Another unexpected situation arose when an 11-year-old sixth grader was found to have stolen school belongings from his classroom. He was called to attention two or three times and, after the third episode, his family was called and the school management was faced with a delicate situation. The boy is the first-born child of his father's first marital relationship. At the age of three, he lost his mother to violence, due to her involvement with drugs. From then on, he lived with his father.

After talking to the volunteer psychologist, it became clear that the boy's behavior reflected a childhood trauma, which led him to manifestations of aggression, requiring the school to take effective action with him. With the support of the protection agencies (Conselho Tutelar, CREAS and CRAS), effective listening, therapy, guidance, care and affection were necessary to alleviate the domestic violence manifested by the “absence of physical, emotional and social care, due to the condition of lack of assistance to which the family is a victim” (Silva, 2002, p. 35).

According to Maldonado (1998, p. 116), “[...] no one is born violent, although aggression is part of human nature”. It is in living with others that triggers for aggression occur, which is why it was necessary for the school to look for the causes and/or reasons for that student's aggressive behavior and intervene in a meaningful way with affection. Most of the time, aggressive behavior is to get attention, it's a cry for help and affection and, in that particular case, the emotional issue was the driving force behind such behavior.

Another case that caused concern arose at a meeting with parents about the types of behavior that characterize involvement with drugs. On this occasion, a mother voluntarily decided to talk to the Director and Pedagogical Coordinator about her son, who was in the 7th grade and 17 years old. After listening to the student's family reality, it became clear that the problem of his involvement with drugs was already a reality and emerged in the family itself, due to his father's dependence on alcohol and other drugs.

But what should be done when these rules are used in a negative way? In other words, when the punishment is in favor of the punisher. This was the reality of that student who felt threatened if he did not fulfill the task delegated to him by his own father. As a result, already in the process of addiction, he showed rebelliousness, acts of violence, petty theft and, at school, he showed a lack of interest in his studies, which led him to fail that school year.

The intervention strategies in this situation were as follows: 1) Closeness with his family, specifically his mother, who guided him in a healthy way; 2) Inclusion in a social program, for therapy and learning beyond school; 3) Looking to enroll in a Educação de Jovens e Adultos (Youth and Adult Education – EJA) class at another school, with the prospect that, in the company of students older than him, he could acquire a new way of thinking, new habits, and build a purpose in life.

At the same time, when some situations of friction between students were recorded in everyday school life and teachers complained, it was identified that one of the causes of friction between students was the difference in age. In a survey on age-grade distortion, 13 students aged between 16 and 18 were identified as being in the 8th grade, which guaranteed them the right to be enrolled in 4th stage EJA classes, as long as they were able to attend regularly.

Sales and Silva (2011, p. 18), when dealing with parenting styles and youth violence, define two types of discipline: inductive and coercive. While the former is geared towards the internalization of moral standards, the latter “is characterized by the direct application of parental force and power, physical punishment, threats and deprivation of privileges and affections to control the child's behavior”. The inductive

approach underestimates the child's ability to understand, while the coercive approach encourages a relationship of denial of reality, generating dissatisfaction and rebellion on the part of the children towards their parents.

4 Conclusions

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Thinking about actions to prevent drug use and abuse in the school environment, based on a volunteer project, establishing attitudes of support and guidance for middle school students, through interdisciplinary activities developed in the school curriculum, was a somewhat challenging action, firstly because of the use of the expression “drug use prevention”, due to the preconceived idea that still permeates society, so that some tend to ignore the subject, feeling uncomfortable because of the social practice of drinking and smoking; others, as a reflection of their lack of knowledge of the cause or even their fear of dealing with the subject with family members, who often, because of the social reality in which they find themselves, see the issue as something natural and harmless. Others simply prefer not to get involved, tending to live in the midst of situations, remaining anonymous, without taking sides for or against, naturalizing situations whether they are conflicting or not.

Consequently, the inclusion of preventive education subjects in the school curriculum has been of great value, considering that more and more teenagers and young people who were immersed in situations that corrupted them, that deceived them, that influenced them to deviate from the family and school purpose, have come to see school as a space for social transformation, of importance for their lives.

The School: Academy of Life project, as an experimental action, contributed to the prevention of drug use and abuse, based on a multidisciplinary approach, considering that the globalization of knowledge was necessary in the context of the formal education of children, adolescents and young people, the public involved, considering that, in family and social dynamics, many situations of violence occur due to a lack of information.

According to the occurrences, in each case, the pedagogical actions became a reference for their apprentices, giving them the opportunity to reflect and make healthy, constructive and meaningful decisions for themselves and others. The interventions showed the essence of the project without any quantitative pretensions about the cases, although, discreetly and with ethical conduct, the results were satisfactory, revealing that the problem elucidated was real and the proposed objectives were successfully achieved.

Contributing to the relationship between school and family in a process that trains current generations was a rich learning experience. The actions implemented in the school curriculum were aimed at overcoming social conditions that marginalized children, adolescents and young people who, because they were victims, lived with self-defense behaviors, which made it possible to mobilize strategies to strengthen bonds that had been weakened by time and situations.

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ⁱ **Maria Eliana Soares**, ORCID: <https://orcid.org/0000-0001-8269-6184>

Secretaria de Estado de Educação

Secretaria Municipal de Educação/Castanhal (PA)

Associação Papa João XXIII no Brasil

Doutorado em Educação em Ciências e Matemáticas; Mestrado em Docência em Ciências e Matemáticas; Especialização em Educação Especial e Inclusiva; Especialização em Dependência Química; Licenciatura Plena em Pedagogia. Voluntária da Associação Papa João XXIII no Brasil.

Authorship contribution: one of the creators and executors of the project and author of the experience.

Lattes: <http://lattes.cnpq.br/9877259421987347>

E-mail: marianaile2011@hotmail.com

Responsible publisher: Genifer Andrade.

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