

Educational intervention on violence with adolescents: possibility for nursing in school context^a

Intervenção educativa sobre violência com adolescentes: possibilidade para a enfermagem no contexto escolar

Intervención educativa sobre la violencia con adolescentes: posibilidad para la enfermería en el contexto escolar

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ABSTRACT

Objective: This study aimed to perform an educational intervention with adolescents on violence in schools context, using the Culture Circles. **Methods:** Action-research, with qualitative approach conducted in October 2011. Data collection include: participative observation with daily field notes, photographic recording and filming and production of the puppet theater group. Participants were 12 adolescents from a public school in Recife-PE. The analysis was performed by triangulating data in dialogue with the literature. **Results:** Problematization provided by Circle of Culture allowed the teenagers reveal the many manifestation facets of violence through situations of physical and verbal aggression among school members, threats against teachers and violence against property, even those symbolic practices involving forms of Bullying. **Conclusion:** The health education intervention has opened possibilities for nurse inclusion in the school setting in order to strengthen networking for the work to prevent violence.

Keywords: Violence; Health School; Adolescent; Health Education; Nursing.

RESUMO

Este estudo objetivou realizar uma intervenção educativa com adolescentes sobre a violência no contexto escolar, utilizando a metodologia de Círculos de Cultura. **Métodos:** Pesquisa-ação, de abordagem qualitativa, realizada em outubro de 2011. A coleta de dados incluiu: observação participante com diário de campo, registro fotográfico e filmagem, e, como produção do grupo, teatro de fantoches. Participaram 12 adolescentes de uma escola pública do Recife-PE. Para análise, recorreu-se à triangulação de dados em diálogo com a literatura. **Resultados:** A problematização proporcionada pelo Círculo de Cultura permitiu aos adolescentes desvelar as diversas faces de manifestação da violência, mediante situações de agressão física e verbal entre os membros escolares, ameaças contra o professor e violência contra o patrimônio, até aquelas formas simbólicas envolvendo práticas de constrangimento. **Conclusão:** A intervenção de educação em saúde abriu possibilidades para inserção da(o) enfermeira(o) no cenário escolar a fim de fortalecer articulações em rede para o trabalho de prevenção à violência.

Palavras-chave: Violência; Saúde escolar; Adolescente; Educação em saúde; Enfermagem.

RESUMEN

Objetivo: Realizar una intervención educativa con adolescentes sobre la violencia en la escuela, utilizando la metodología de Círculos de Cultura. **Métodos:** Investigación-acción, de abordaje cualitativo, realizada en octubre de 2011. La recolección de datos incluyó: observación participante con diario de campo, registro fotográfico y filmación, y como producción del grupo, teatro de títeres. Participaron 12 adolescentes de una escuela pública de Recife-PE. Para el análisis, se utilizó la triangulación de datos en diálogo con la literatura. **Resultados:** La problematización proporcionada por el Círculo de Cultura permitió a los adolescentes revelar las diversas formas de manifestación de la violencia, mediante situaciones de agresión física y verbal entre los miembros escolares, amenazas contra el profesor y violencia contra el patrimonio, además de prácticas de *Bullying*. **Conclusión:** La intervención de la Educación en Salud propició la inserción del enfermero en el escenario escolar para fortalecer articulaciones en red para la prevención de la violencia.

Palabras-clave: Violencia; Salud Escolar; Adolescente; Educación en Salud; Enfermería.

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INTRODUCTION

The school constitutes important space for civic training of children and adolescents, preparing them to live and work in society through mechanisms of sociality and integration between the different worldviews. However, what it is realized is that violent practices manifested in the school space are arising from the individualism, competitiveness, exclusion, humiliation and social inequalities produced in current society facing the unpreparedness of the school community in dealing with these problems¹.

It is considered violence as a socio-historical phenomenon, complex and diverse in nature that has been going on in all societies and affecting the different social groups, in particular those most vulnerable such as children and adolescents. This phenomenon is intrinsically linked to the social and cultural inequalities, still being determined by behavioral and relational aspects². Within this school violence has been intensifying and reflecting on physical, psychological, cognitive, spiritual health, adolescents and other members of the school community, being for the most part, seen as standardization which complicates the work of knowledge of its causes and specifications.

The violence in the school environment has grown considerably in recent years, including focus media, featuring numerous conflict situations, being the physical fight through fights the most common manifestation of interpersonal violence³. However, we must not forget the existence of other veiled forms of violence that emerge in this scenario, which carry greater weight in adolescent self-esteem, in the teaching-learning process and personal life constructions.

Based on this understanding, the scientific literature has focused on the study of the specificities that violence in the school space features, focusing on better conceptualizing it in order to subsidize public policies and intervention proposals for their confrontation. Thereby, three dimensions on their classification are suggested: the "violence in schools", "school violence" and "violence against the school". Violence against the school is related to cases of direct violence against the school institution, and/or those who represent. Violence at school is one that occurs within the school space practiced by the actors themselves, with their behaviors and relationships. And finally, school violence is an institutional violence, symbolic, that teenagers suffer the way the institution and its representatives treat them⁴.

The concern of the authors of this study on intervene on violence in school context resulting from the need to add to their understanding and development of proposals for intervention of intersectoral mode, given the complexity of the phenomenon and how is impacting the health of adolescents and young people. Moreover, it becomes concern and urgent priority of the national policy of Integral attention to health of adolescents and youths with the proposition of national guidelines which aim to stimulate youth protagonism to changes within the framework of vulnerabilities of adolescents and youths² and other programs within the unified Health System (SUS), the example of the Health Program at school (PSE).

Within this conception, recent research of national and international scope point the need for policies and strategies for dialogue, where it can be shared questions and curiosities,

alerting teenagers and young people with regard to various situations of vulnerability, such as violence, experienced at this stage^{5,6}. To do so, the nurse(s) requires stripping a social notion that characterizes the teenager as a "rebel" and "uncompromising", enter in the "other" space to meet their customs, beliefs and experiences, and thus to build care actions that value autonomy and the exchange of experiences, even in specific scenarios, such as school. And it is in this space that micro-social interventions and social programs can become successful experiences, given its importance in the integral development of children, adolescents and young people.

Given the multiple faces and representations that permeate the violence at the school space, it is necessary to value a job that gives teens the power of speech, the stars-action, artistic expression, as an instrument unique to an educational action committed to critical conscience of reality and the empowerment of the actors involved. This strategy of work, electing the school as locus conducive to health promotion actions may constitute useful field for construction proposals for preventing violence.

This study aimed to conduct an educational intervention with adolescents for building the collective knowledge of violence at school space-themed, using the methodology of Culture Circles.

METODOLOGY

This is an action-research with qualitative approach, based on Culture Circles methodology proposed by Monteiro and Vieira⁷. The circle of culture is a place where all have the word, where all read and write the world. It is a workspace, research, exhibition practice, dynamic experiences that enable the collective elaboration of knowledge⁸ allowing critically rethink the limit situations that cross the experience of life.

The Culture Circle as a methodological referential of reference was conducted so systematized obeying the following dynamic: discovery of the vocabular universe, dynamics and host awareness building for questioning situations (to work guiding issue(s)), scientific-theoretical basis by stimulating critical reflection, synthesis of what has been experienced and evaluation⁷.

The Dialogic and participatory character of Culture Circles mediating an educational action critical considered the formation of small groups with the participation of 12 teenagers aged between 16 to 19 years old, from the first and second grades of high school of a public school in reference, half-integral mode, from the city of Recife, in the State of Pernambuco - Brazil. The selection of this scenario was because the school is in a community considered vulnerable, with high rates of homicide, presence of drug trafficking, violent conflicts between gangs, exposing social group of mostly adolescents and young people to violence.

The criteria for selection of the teenagers who have formalized their intention in participating in action research were: be enrolled and attending the pedagogical activities regularly, and have filled out a registration form, which asked the teenager to express interest in participating in the Culture Circle.

The option by the criteria of intentionality is based on a proposal from the free and spontaneous participation of

adolescents to final composition of the sample. Strengthen the "spontaneous and conscious participation of young people is essential for the development of Culture Circles, in which exchange and awareness constitute relevant foundations of this method"^{7:71}.

Data collection occurred in two moments: visits to the school during the month of September and educational meeting guided by principles of Culture held in October 2011, and included: participant observation with annotations in field journal, photographic record and filming and as group production, the puppet theater. Four visits were carried out by researchers and graduate students in nursing and occurred in the afternoon, with duration of 1 hour. The educational meeting lasted two and a half hours, took place on the premises of the school, and was mediated by the researchers.

For analysis it was used data triangulation, which process refers to convergence or corroboration of data obtained by different methods and techniques used in research aiming at quality, depth and validity of qualitative analysis⁹, proposing, even to the researcher a critical analysis and broad interpretation of empirical material extracted from the phenomenon of interest. This process occurred through thorough description of events occurring in the Culture Circle, of the subjects' testimonials, comments, participation in discussions, attitudes, experience of group activities with emphasis on the production of puppet theater used to questioning of school violence, and the meaning of educational experience in the Culture Circle by social actors involved. The interpretation of the material took place in dialogue with the relevant thematic literature in a dialectic-critical movement.

The study was approved by the Research Ethics Committee of the University of Pernambuco, with Protocol N^o 076/11 and registration: 0062.0.097.000-CAAE 11. In line with resolution N^o 466/2012, which deals with research involving humans, was obtained the consent of the parents or guardians and teens upon signing of the Free and Informed Consent Term. The privacy of teenagers has been preserved through the use of pseudonyms, which were chosen by teenagers represent personal characteristics, during realization of a dynamic presentation and relaxation.

RESULT AND DISCUSSION

Visits to school - The Survey Universe vocabular

The step of the discovery of the universe vocabular of teens was the first time, by visits to school with observation of the social space and conversations with the school members and participation in recreational activities of adolescents. This posture approached and spurred the previous contact with the individual group.

Thus, it was possible to seize the social space of adolescent experience, knowing their tastes, preferences, habits, stories and life experiences as well as the way they relate to others. This moment was fundamental given the need to conduct an educational practice in which learning becomes an act of knowledge of objective reality, i.e. the actual situation experienced by the Group of teenagers, as a result of a critical approach of this reality.

Some critical points about the experience in school everyday were identified, and that influences the exacerbation of violence in its various forms: quality of teaching and faculty preparation for dealing with conflict situations, the school structure and physical resources, as well as social relations.

Educational meeting with Culture Circle - Relationship and coexistence in the school environment

The Culture Circle began with the game's touch, a group awareness dynamic, characterized by body movement in a pleasant enough interaction process between people. The dynamic began with the dispersion of the teenagers inside the room, prompting them to be comfortable and relaxed. To the sound of a lively and cheerful music, the teens circled in space, and the sign of the animator they should touch a colleague: 1 - arm with arm, 2 - foot with foot, 3 - arm with leg, 4 - Chin with shoulder, 5 - back with back. This dynamic had the objective of assisting relaxation, providing the contact between teenagers in a pleasing way, making it possible to feel and understand each other through touch. We realize that the group became quite euphoric with the moment, demonstrating wide interaction during dynamic, smiles, cries, kisses and one big group hug at the end.

With the group is already warmed up, we follow with the moment of problematization where each participant was asked to describe individually, on a sheet of paper, a particular experience: tell a problematic situation experienced at school and that most that caught my attention. Then, the teenagers were divided into 2 groups, where from the individual description held, they should observe the similarities and differences of the contents expressed by each one, and then build a story. With the stories in hand, teenagers were mobilized to present the content in the form of a play with puppets (Photography 1).

The theatrical group titled its story: "Routine at my school - aggression". In the staging, the teenagers showed attitudes of juvenile delinquency, verified by acts of physical and verbal violence against teachers, staff and other students; evidenced by disrespectful and aggressive attitudes. It was reported the provision for physical aggression between groups of different classes; consumption of tobacco and other drugs by adolescents in school; tolerance by school management in the face of violence expressed by the students; and situation of the school institution prejudice against some homosexuals.

It was identified that the two groups of teenagers, divided initially for construction of their histories, had regard to convergence central themes, and complementarity of content, through the development and re-creation of problem situations experienced in daily life. The goal of this playful activity was to awaken the creative capacity of participants to think, reflect, architecting, lapidary, manipulate and act in the face of a problem through art and the game, which proved to be an efficient piece of this educational game for nursing actions along the school adolescents.

The playful is one of the essences of human life that introduces and provides new ways to enjoy the social life, marked by exaltation of the senses and emotions, blending joy and anguish, relaxation and tension, pleasure and freedom, conflict

Photography 1. Puppet theater on the interaction and relationships in the school setting, prepared by adolescents during the Culture Circle



and compromise. Therefore, it becomes important to nurse(s) working creatively and playful as the playful activity serves to mediate between the relational world and the symbolic world, worlds in which inserts all human behavior¹⁰.

The scenic expression through theater is innovation and renewal tool for the practice of nursing health education actions, creating an atmosphere of welcome and mutual learning, in overcoming fears, resistors and¹¹ speech limits imposed by the reality of violence.

Through the characters created from puppets, teenagers staged violence and made a critical appraisal and reflective of this reality, as it turns out in the following reports:

All of the days that occur practically we showed in the play [...] I think people have become accustomed (Life).

I consider these actions as vandalism, which is a violence inside the school because it destroys the public patrimony [...] sometimes we are afraid to say who destroys and breaks things at school [...] they are always the same people who do that [...] (Scholar).

I think nowadays there is more respect between student and teacher as before [...] (Love).

It has a particular teacher here that everyone mistreats her [...] once she even cried inside the classroom (Hope).

Some teachers are afraid to complain student who disrupts or uses curse words in his face, because many of them have already been threatened here [...] (Friendship).

It had a situation that I was threatened with death because of a school project that I made about violence in the crowd, they called out for my house and my mother was very nervous [...] (Courage).

Another thing that we know he has and talked in the presentation is the bullying which is characterized by the use of violence, aggression, nicknames and when you feel excluded from a group, this is worse than a physical aggression [...] (Creativity).

It had the issue of prejudice as homophobia and that whether or not it is also bullying [...] it has to be spoken not only in school but at home and on the street (Perfectionist).

I think it is lack a bit of attitude from the direction of the school, things should not get away with it, or because they simply happen (Joy).

Teenagers in their lines revealed a troubling scenario, in which violence in the school context appears in the form of disrespect, aggression, prejudice, exclusion and indifference to the other, mediating interpersonal relations and creating a standard of sociability among the subjects what makes settling as social norm. These practices are defined by values, rules and social principles produced by different members, school teachers, students, managers, employees. "The differences are socially produced and link to the power relations that allow including or excluding people, demarcate borders, differentiate between the "we" and "they"^{12:16}.

A phenomenon highlighted in the lines was the naturalness with which some teenagers see the violent acts at school, because as they become increasingly frequent in everyday life often is difficult to recognize what is violent than what is not violent, even those small acts. This reality competes for a certain acceptance of this phenomenon within the school, trivializing what contributes to attitudes of incivilities at levels more severe and life threatening.

The investment against the equity raised by teenagers was characterized by depredations of equipment and school supplies; graffiti from walls, classrooms; food waste from lunches and leave dirt in the yard and it is referred to as violence against school who portray themselves as acts of vandalism and attacks on the public assets¹³.

It was verified in the testimonials of participants some difficulties in relationship with the teacher, culminating in disrespectful attitudes and verbal and physical assaults. The lack of mutual respect it is as the most crucial point of the relations that they establish between the actors, leading to actions of reciprocities that, in certain situations, strengthen the scenarios of violence. It is noticed also that many of these understandings would be easily preventable, and are related to the students' desire for more respectful relationships¹⁴.

Faced with the lack of limits of some students with regard to situations of violence reported, highlighting the action of groups, led by another student(s), triggering an atmosphere of fear and insecurity through threats against teachers, professionals and other students, if the acts are denounced as their authorship and those responsible have to answer along the direction of the school.

Was evidenced in the lines of teenagers a rather significant seizure of the concept of bullying and of its intense presence in school life today. The bullying reveals small "everyday violence", "micro-victimization" or "incivilities", performed in a power relationship in which some students are weakened, because of certain personal characteristics, certain differences¹⁵. It is characterized by repeated acts of oppression, discrimination, intimidation, swearing, name-calling, teasing, abuse of power, assault on people or groups, providing a lifetime of pain, stress and fear to ones and of conformity to other¹⁶.

Unlike physical violence, which draws more attention, the silent violence, implied, hidden, veiled, can be equally or more cruel than physics, as manifested through the repression and deprivation of the right to be and think differently from other¹.

In national survey that aimed to size the occurrence of situations of embarrassment among teenagers in schools of the Brazilian capitals, losses on the learning process of the students and the insecurity at school. This study points out that both victims and aggressors lost interest in teaching, did not feel motivated to attend classes and even not safe at school before the occurrence of bullying therefore deprive of the characterizing the school as an area of protection and learning³.

In this context the bullying is associated with situations of homophobia, as one of the subjects said. These attitudes through the name-calling and the representation of the person's motor acts, gestures and stereotypical speech, the scientific literature is characterized as a kind of homophobic bullying¹⁷.

The importance of socializing actions committed to socio-cultural values, composing the pedagogical practices at school, contributing to sensitize and enlarge the vision of students about issues of human plurality. It should be noted that the inclusion of this agenda in the school diary is almost non-existent, and when interacting with the unknown, the different and the pattern is not studying problems, interpersonal relations are grounded by conflicts, confrontation and violence¹⁸.

It implies that these issues must be democratically shared and worked on school, family and community allowing teenagers to build school experiences without the presence of violence. There is no more room for sexual assaults, homophobia, ignorance and non-recognition of sexual diversity and cultural¹⁷.

An interesting fact pointed to by teenagers was charging about the role of school management that should engage and follow school dynamics printing new elements to the practice to identify and understand the manifestations of violence in their daily lives in order to combat them. However, this attempt to re-establish a new order must exceed strict disciplinary actions with punishments, expulsion, police involvement and imposition of rules of coexistence, able to produce an institutional violence which excludes those that seem inappropriate to this new order. Stigmatization aspects and exclusion from this posture are part of our current school, and are at the heart of the conflict, motivating attitudes of outrage by the students¹⁴.

Understanding the interface between school and practices of violence involves the reconstruction of the complexity of social relations in the school space. Thus, the climate that should be set up within this environment is a practice of negotiating differences and conflict mediation, creating responsibilities between school members themselves with the development of a supportive, humanist and cooperative environment¹⁹.

In order to articulate the knowledge of adolescents, contextualizing their reality with the scientific literature, it was started the moment of reading a scientific text adapted: the subtleties of the faces of violence in school practices of adolescents, authored by Camacho²⁰. The participants held spontaneous reading and carefully navigating through lines that compose such rich knowledge.

Then the following reflections were submitted through this reading:

[...] It is important to know that education does not come not only from the family but also from school and what you do outside is to practice and learn out there, you'll also practice at school, such as vandalism, verbal and physical assaults against colleagues and possibly one day against their own parents (Courage).

Some violence are invisible [...] and these are difficult to combat (Resilience).

We have to learn to deal with conflicts, and the school and the family are there for this [...] (Friendship).

When assessing the testimony of teenagers, it was the development of a deep critical thinking putting the existing violence in school as a result of threats present in the social context which is part. I.e. it implies saying that violence is a phenomenon that "originates in society and is reflected in the school, whose dynamism is from 'outside' to 'inside'". And it is within this framework that the educational institution "has difficulty to identify forms of violence generated by the school itself, not seeing the school culture as a source of production and reproduction of violence"^{21:142}.

This reality could be observed when the teens pointed at the play the tobacco use, marijuana and other illicit drugs used by some students at the school in the courtyard and restrooms. This action comes from the presence and the influence that drug trafficking inhabits the surrounding urban communities at schools. It is worth noting that this type of violence, manifested in the school, refers to those produced outside of school and crossing its walls⁴.

The social values that spread at school and they are not subsidizing the pedagogical practices favor the formation of prejudices, stigmas, conflicts. Therefore, it is essential to analyze the practices, values and information that are conveyed within schools seeking the unveiling and not the cover-up of discriminatory acts and of intolerance that can generate violence among teenagers and young people in the school context, and between them and the adults¹².

At the moment of synthesis discussions weaving considerations the importance of recognizing the potential of the school environment were resumed, that even being responsible for the generation of violence it has the ability to combat them, encouraging actors to renounce violence through the construction of a dialogic space transformer leading citizen training and inclusive spirit of the local collectivities with the school institution. This position allows mobilizing resources.

To question established truths, denaturalizes banal practices, problematizing the everyday actions, facing together the challenge of thinking about alternatives for other operation modes if set up in everyday escolar^{22:468}.

Thus, it is necessary that the school show for society, committing themselves and raising awareness about the problem of violence, because this school is not located in an area isolated from society, as an island, far away from the problems. We must overcome the development of a pedagogy that sidesteps the conflict, preventing contradictions appear, denying reality and which prepares for a world that does not exist, or rather, prepare for what there is¹⁶.

The moment of evaluation consisted in the testimonials as to the perception that the experience awakened in the group, experienced as can be appreciated in the following lines:

I liked it, because in a moment we will be child [...] especially for me that I didn't have so much childhood because I lived with my dad in São Paulo, and it is a very large city, I was more at home, because my father was afraid to be on streets (Creativity).

It was great, wonderful, I just realized everybody kind of tense, not to say too much, because these themes that work is hard to talk about (Joy).

The opportunity to use the puppet theatre as a tool for questioning allowed bring in concrete life scene attracting the attention of the group, promoting relaxation, moments of joy and disinhibition, establishing connections dialogical causing teenagers if effective ownership of the content and turn into knowledge, as well as stimulated the rescue of personal and group skills and talents.

As health education technologies, the Culture Circle and the puppet theatre, can be stimulated in the practices of midwives care nurses; the Circles because they favor the establishment of linkages and the potential development of dialogic, critical and reflective; the theater because it configures in strategy able to entertain, represent ideas and behavioral attitudes of daily life¹⁰, allowing a glimpse of new paths and alternatives for the construction of knowledge and critical reflection of reality without losing sight of the uniqueness of being a teenager.

Thus it was possible to perceive in reporting of Joy that even with the difficulty of raising debates about the topic in question, his experience reaffirmed the principles of critical education and liberating, empowering young people in the construction and (re)construction in the ways of being, and to relate to the world articulating possibilities for physical and emotional growth and development.

When working with the teenage audience there are needs to be commitment, confidence in this group, hear them in his wisdom and above all allow himself to enter into the new, travel with the group, providing the concreteness human existential in their actions to create and recreate different realities. Leaving this way, it is notorious the appreciation of cultural activities, recreation, leisure and socialization of groups as a strategy to promote self-esteem, learning in the establishment of social relations, as essential proposals in the educational activities of nurse(s) on health promotion among the teenagers²³.

Based on the understanding of health education as the main instrument for the promotion of health and of its numerous creative possibilities for the exercise of citizenship, it should be noted that such practice has acquired little participation in the health care systems. Therefore, it stands out the need of nurse(s) receiving ongoing education covering new methodological possibilities for the exercise of health education²⁴, as well as new ways to intervene in reality adolescents' health in its various contexts of vulnerabilities.

In the context of this study, based on health promotion actions, even local, it allowed to approach school and nurses

"the violence problem and initiating actions with transformative potential, rescuing the Constitution of school space as locus safe and pleasant learning"^{11:521}.

FINAL CONSIDERATIONS

The development of this study made it possible to conduct an educational intervention with adolescents about violence in the school space. Working with this complex theme with teenagers demanded a sensitive, welcoming, dynamic, innovative stance in the process of construction and deconstruction of thoughts and attitudes, and, in this case the Culture Circle emerged as a strategy of health education for nurses providing active participation of the subjects, critical reflection of reality with the political commitment to its transformation.

In times of visits, with the discovery of the vocabular universe of teenagers, it was evidenced that the presence of the various forms of violence that emerge within the school, where teenagers spend most of the time, it can be considered the product of social violence that devastates their community and beyond the walls of the school, intensifying and expressing new ways to relate to each other.

During the methodology of Culture Circle, it was possible to acquire the Group's confidence, strengthen the involvement and interaction between participants and animator, allowing work feelings such as shyness, insecurity, shame, and awakening in every teen to critical reflection of reality. This posture was essential to the educational work on the complexity that surrounds the theme violence and its many faces and representations that takes the lives of each teen.

It appears that the playful while recreation, fun activity that encourages the individual to travel through imagination, was an educational resource highly profitable given the scale of the phenomenon of violence and the limits in which it demarcates border. So, young people felt free, relaxed, overcoming challenges, assuming postures of accusation and political commitment in a reality that can be transformed.

Teenagers have shown themselves annoyed by the situations of violence that occurred at school, which, according to them, are becoming very frequent, leaving not only physical marks, but especially emotional damage, which influence on teenagers' learning and social and family relations.

It was revealed by teenagers that violence in the school space manifests itself visibly, through acts of threats against other students and teachers, interpersonal, verbal aggression, especially among students, but also the teacher versus the student, and against the school equipment and materials, as well as the presence of drugs in the school environment; and invisibly, by bullying practices, situations of homophobia, and tolerance of school management to the experienced situations. In this way, it is realized that the school to be located in a community that reaches high levels of violence, it is not free of problems surrounding penetrate in their space, either, that their practices disseminate within the family.

It is within an intersectoral paper proposal of professional nurse gains strength, engaging in the fight to ensure a careful, with due allowance for the teenager in its completeness, promoting the establishment of public policies in the fight against

violence. In this context, it is expected to be incorporated into the act professional health promotion ideas for changes in nursing actions that press against the autonomy of the subject and the achievement of citizenship, allowing further broaden the practice scenarios with the development of emancipative care spaces.

To conclude this study it became clear the need to strengthen the joints in the power supply system for violence prevention work in the school space, because the school alone is unable to encompass with the social dimension of violence, what remains, therefore, the invisibility of the problem. Thus, it becomes crucial to integration with the health units, universities, community leaders, churches and other organizations in society for a horizontal work in defense of the collective free of violence.

Finally, the application of the Culture Circle in the research in the area of health and nursing involves opportunities and challenges. Opportunities in order to enable new methodological paths in pursuit of knowledge. And challenges in order to make new faces for the qualification in health and nursing care committed to autonomy and social well-being.

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