

ELABORATION AND VALIDATION OF AN EDUCATIONAL VIDEO FOR THE PREVENTION OF SEXUAL VIOLENCE IN ADOLESCENTS

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ABSTRACT

Objective: to evaluate the elaboration and validation process of an educational video for the prevention of sexual violence in school-age adolescents.

Method: this is a methodological study, developed from September 2018 to February 2021 in Recife-PE. Production of the educational video was carried out according to the methodological path proposed by Kindem and Musberg. The video was submitted to content validation and face evaluation by expert judges and school-age adolescents, respectively. In the data analysis, absolute frequency, Content Validity Index and binomial test were used.

Results: in content validation, agreement was satisfactory and the mean validity index for all video items was 0.92. In the face evaluation, the adolescents considered the video understandable, with a minimum agreement level of 92.3%.

Conclusion: the educational video elaborated was considered by the judges as valid to contribute to the knowledge and attitude of school-age adolescents regarding the prevention of sexual violence.

DESCRIPTORS: Sexual offenses. Health promotion. Educational technology. Adolescents. Education in health.

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CONSTRUÇÃO E VALIDAÇÃO DE VÍDEO EDUCACIONAL PARA PREVENÇÃO DA VIOLÊNCIA SEXUAL DE ADOLESCENTES

RESUMO

Objetivo: avaliar o processo de construção e validação de um vídeo educacional para prevenção da violência sexual em adolescentes em idade escolar.

Métodos: trata-se de um estudo metodológico, desenvolvido durante o período de setembro de 2018 a fevereiro de 2021 em Recife-PE. Foi realizada a produção de vídeo educacional de acordo com a trajetória metodológica proposta por Kindem e Musberg. O vídeo foi submetido a validação de conteúdo e avaliação de aparência, por juízes especialistas e adolescentes em idade escolar, respectivamente. Na análise dos dados, utilizou-se frequência absoluta, índice de validade de conteúdo e teste binomial.

Resultados: na validação de conteúdo, a concordância foi satisfatória e a média do índice de validade para todos os itens do vídeo foi de 0,92. Na avaliação de aparência, os adolescentes consideraram o vídeo compreensível, com nível de concordância mínima de 92,3%.

Conclusão: o vídeo educacional construído foi considerado válido por juízes, para contribuir no conhecimento e atitude de adolescentes em idade escolar sobre a prevenção da violência sexual.

DESCRITORES: Delitos sexuais. Promoção da saúde. Tecnologia educacional. Adolescentes. Educação em saúde.

ELABORACIÓN Y VALIDACIÓN DE UN VIDEO EDUCATIVO PARA PREVENIR LA VIOLENCIA SEXUAL EN ADOLESCENTES

RESUMEN

Objetivo: evaluar el proceso de elaboración y validación de un video educativo para prevenir la violencia sexual en adolescentes en edad escolar.

Métodos: se trata de un estudio metodológico, desarrollado entre septiembre de 2018 y febrero de 2021 en Recife-PE. La producción del video educativo se realizó de acuerdo con el recorrido metodológico propuesto por Kindem y Musberg. El video fue sometido a validación de contenido y evaluación de su aspecto a cargo de jueces especialistas y de adolescentes en edad escolar, respectivamente. En el análisis de los datos, se utilizaron frecuencias absolutas, el Índice de Validez de Contenido y la prueba binomial.

Resultados: en la validación del contenido, la concordancia fue satisfactoria y la media del índice de validez correspondiente a todos los ítems del video fue de 0,92. En la evaluación del aspecto, los adolescentes consideraron que el video es comprensible, con un nivel de concordancia mínima del 92,3%.

Conclusión: el video educativo que se elaboró fue considerado válido por los jueces, con el propósito de contribuir al conocimiento y la actitud de los adolescentes en edad escolar sobre la prevención de la violencia sexual.

DESCRIPTORES: Delitos sexuales. Promoción de la salud. Tecnología educativa. Adolescentes. Educación en salud.

INTRODUCTION

Sexual violence includes any sexual act, attempted sexual act, undesirable comments without the victim's consent and even commercialization and/or use, through imposing actions, of the individual's sexuality. This offense can occur in any age group, being more evident in children and adolescents, especially females, due to the existence of gender inequalities and the patriarchal values established in society¹⁻².

In the Brazilian reality, occurrence of sexual violence shows that adolescents aged from 10 to 14 years old and females comprise the most vulnerable group². Worldwide, in a population of 120 million female children and adolescents, under the age of 20, it is estimated that one out of three adolescents have already been forced to have sex or exposed to situations of sexual violence, in addition to adolescents aged from 15 to 19 years old, in stable relationships, victimized by sexual violence perpetrated by their husbands or partners³.

Adolescents aged from 15 to 18 years old need to deal with the experience of body and emotional changes, with self-discovery of their own sexuality, amid the new social stances that are required in their process of seeking maturity⁴. For the adolescents, this requires considering the various risk factors associated with the occurrence of sexual violence, such as: excessive use of alcohol and/or drugs; casual sex; adolescent spectator or victim of family violence; belonging to families with low income and schooling levels; being homeless; and exposure to relationships in virtual environments. Macho attitudes in gender relations are also considered as an aggravating factor for occurrence of the offense⁵.

Young people who suffer this type of crime generally do not seek professional help and others are unaware that sexual violence is present in their daily lives³. The importance of considering the situation of vulnerability that involves this population group is highlighted, with access to knowledge that fosters clarification on their bio-psycho-socio-cultural and sexual development process, as well as their citizenship rights, to assume assertive attitudes with autonomy, committed to promoting health and preventing sexual violence⁶⁻⁷.

Nurses assume a preponderant role in primary care and in educational actions in health, which constitutes a fundamental strategy for intervention proposals in health promotion. It is worth emphasizing the basis of theoretical and methodological frameworks, inductive of teaching approaches and social criticism, which value popular knowledge and provide construction of contextualized knowledge committed to transforming reality⁴⁻⁵.

With this teaching intention, involvement of the adolescent population in their school context is ensured through the implementation of public policies that support the *Saúde na Escola* (Health at School) program, enabling intersectorial education and health settings and providing opportunities for training capable of minimizing the issues involving social vulnerability, such as situations of sexual violence⁴.

The use of educational technology can be a tool to assist in early identification of the problem, with a school environment suitable for the involvement of adolescents as protagonists in the elaboration of concepts and practices in the face of the situations experienced^{4,7}.

Encouraging youth protagonism with the implementation of educational technologies to prevent sexual violence allows adolescents, when considering the situations experienced in their daily lives, to be active agents, with critical thinking and a differentiated perspective at their daily lives, their relationship with their body and, through this, with the world⁴. When thinking about the body, it is necessary to consider the theoretical grounds of the Phenomenology of Perception, by Maurice Merleau-Ponty, who, in his arguments, speaks of the importance of recognizing the body to understand its structure as an element of interaction in social relations and that it requires to be respected and protected,

in addition to reporting that each individual has power and awareness, based on the understanding of the body, for the planning and execution of actions conducive to their growth and development⁸. Therefore, this study aimed at evaluating the elaboration and validation process of an educational video for the prevention of sexual violence in school-age adolescents.

METHOD

A methodological study, developed from September 2018 to February 2021 in Recife-PE. The research was based on Merleau-Ponty's Phenomenology of Perception, for an understanding of the dimension and complexity of sexual violence for adolescents, in order to provide tools regarding the type of approach and the contents to be listed in the development of an educational video⁸.

To elaborate the video, the methodological path proposed by Kindem and Musberg was used, which outlines the construction of audiovisual materials and consisted of three stages: pre-production, production and post-production⁹. Subsequently, the first version of the educational video was formulated, which was submitted to content validation and face evaluation and, as a last step, the final version was prepared.

Pre-production corresponded to the moment when the idea emerged, and the script was built until the storyboard was created for the recording⁹⁻¹⁰. After establishing the central idea of the video, writing of the script was followed, when the need for a review of the scientific literature emerged, which evidenced data on the adolescents' perception about sexual violence, environments with higher occurrence, profile of the aggressors, reporting modalities and legal framework on this offense. Subsequently, to deepen knowledge, an integrative review was developed, carried out from March to December 2017 and reviewed in June 2019. The search, carried out in the LILACS, MEDLINE, CINAHL and SCOPUS databases, as well as in the SciELO and ADOLEC electronic libraries, revealed the main risk factors associated with the adolescents' exposure to sexual violence, making it possible to apprehend the complexity of health demands in this group age.

In addition to the integrative review, a diagnosis of the knowledge and attitudes about the prevention of sexual violence in school-age adolescents was carried out, whose understanding of the information was based on Maurice Merleau-Ponty's Phenomenology of Perception. Choice of the educational technology took place through two focus group sessions, held in April 2018 with twelve adolescents from a state school in the city of Recife-PE⁴.

The final script was based on six specific elements: idea, conflict, characters, dramatic action, dramatic time and dramatic unit¹⁰. The speeches were constructed with accessible language for the target audience and based on Maurice Merleau-Ponty's Phenomenology of Perception⁸. For the storyboard, visual elements were inserted, totaling 15 images, distributed in 8 scenes that comprised the sequential screens of the video elaborated.

In the production stage, performed with the recording process itself, the information from the previous stage was inserted into the *Video Scribe* platform, in the *Whiteboard animation* format, which contains ready-made illustrations in its collection, as well as it allows Internet searches for images not available¹¹. For proper acoustics, the video's audio was recorded in Studio Apollo 17. This audio accompanied the images inserted in the scenes, elucidating incomprehensible concepts and abstract ideas, in an attractive and pleasurable way. Post-production, which was initiated with the capture of all production material to formulate the audiovisual content planned in pre-production, consisted of editing the images and inserting the audio into the *Video Scribe* platform, configuring itself as the first version of the video, converted to MP4 format.

After elaboration, the video was submitted to content validation by experts in sexual violence. The judges were selected according to Jasper's criteria¹². Sampling by sample calculation

was chosen, based on a previous study¹³. The following formula was used: $n = (Z\alpha)^2 \cdot P(1-P)/d^2$, where “n” represents the number of experts, “Z” is the desired significance level, “P” indicates the minimum proportion of experts to consider the item/instrument appropriate, and “d” is the estimate’s precision degree. Application of the 85% acceptance ratio among the judges and a 95% confidence interval resulted in 22 expert judges¹³. However, an odd number of evaluators was adopted to avoid ambiguous questions¹⁴.

To ease selection of the participants, the sample was assembled using the snowball technique. The first judge was chosen from the lattes platform and the others were selected through indication or recommendation of previous subjects, according to the established criteria. The nominees were contacted via their email addresses¹⁵. The content validation instrument, sent via email in Google Forms® electronic form format, was based on the study by Leite et al¹⁶, showing the criteria that must be analyzed in a content validation. This self-administered instrument consisted of 52 items, with a space for comments and/or suggestions, and a dissertation question.

Of the total number of items, 16 corresponded to identification and socioeconomic characterization data, and the others were distributed in the following sections: objectives (purposes, goals or aims); structure (presentation, organization, strategy, coherence and adequacy); and relevance (significance, impact, motivation and interest)¹⁶. To assess the agreement level of each item, the “yes” or “no” answers were considered as criteria. As for the relevance degree assessment, the criterion used for each item was as follows: 0 - irrelevant, not representative; 1 - partially relevant, needs revisions to be representative; 2 - really relevant, representative; and 3 - very relevant, extremely representative.

In the analysis of the items’ relevance degree, the Content Validity Index (CVI) was calculated, with a score equal to or greater than 0.80 being considered desirable, following these three forms¹⁵:

- I-CVI (item-level Content Validity Index): for each item, the I-CVI computed the number of judges who positively evaluated the item, that is, relevant/representative and very relevant/extremely representative;
- S-CVI/Ave (scale-level Content Validity Index, average calculation method): the I-CVI mean of all items in the scale;
- S-CVI/UA (scale-level Content Validity Index): proportion of the items assessed as relevant/representative and needing minor correction by all judges.

The instrument was made available to the judges for a period of 30 days. For the participants who did not meet the deadline, another 20-day period was given, excluding those who did not send it within the stipulated period. After data analysis, the video was modified according to the changes proposed by the judges.

Face evaluation, carried out with school-age adolescents from a state school in the city of Recife-PE, was based on the following inclusion criteria: being enrolled in the educational institution, age from 15 to 18 years old and not having cognitive limitations incompatible with evaluation of the video. Incomplete filling out of the instrument and absence from school activities due to illness or suspension were the exclusion criteria.

Intentional non-probabilistic sampling was used, which does not employ random forms of selection since, in this analysis, the interest is focused on the opinion of the target audience, but not on its numerical representativeness¹⁵. The number of participants was based on a previous study carried out with students to validate educational material, totaling thirteen adolescents¹⁷.

The adolescents were invited in the institution’s premises, with prior appointment and at the teaching coordination’s convenience. The Free and Informed Consent Form (FICF) was made available

to those adolescents aged at least 18 full years old and to the parents of the participants aged less than 18 years old, who also had to sign the Free and Informed Assent Form (FIAF). After approval by the parties involved, the educational video was displayed in a private room at the educational institution, so that it could be fully evaluated by the adolescents, with an individual face evaluation form being filled out.

The self-applicable form in the face evaluation, prepared and adapted from other studies that evaluated educational materials, contained data regarding identification and evaluation of the following aspects¹⁷⁻¹⁹:

- organization: the logical way in which information is arranged;
- writing style: clear and accessible language for the population;
- appearance: distribution of the information, layout adequacy, font and illustrations;
- motivation: the material has the ability to interact, promoting interest and/or motivation in the target audience.

To assess the agreement level of each item, the “yes” or “no” answers were considered as criteria, with a space for comments and/or suggestions¹⁷.

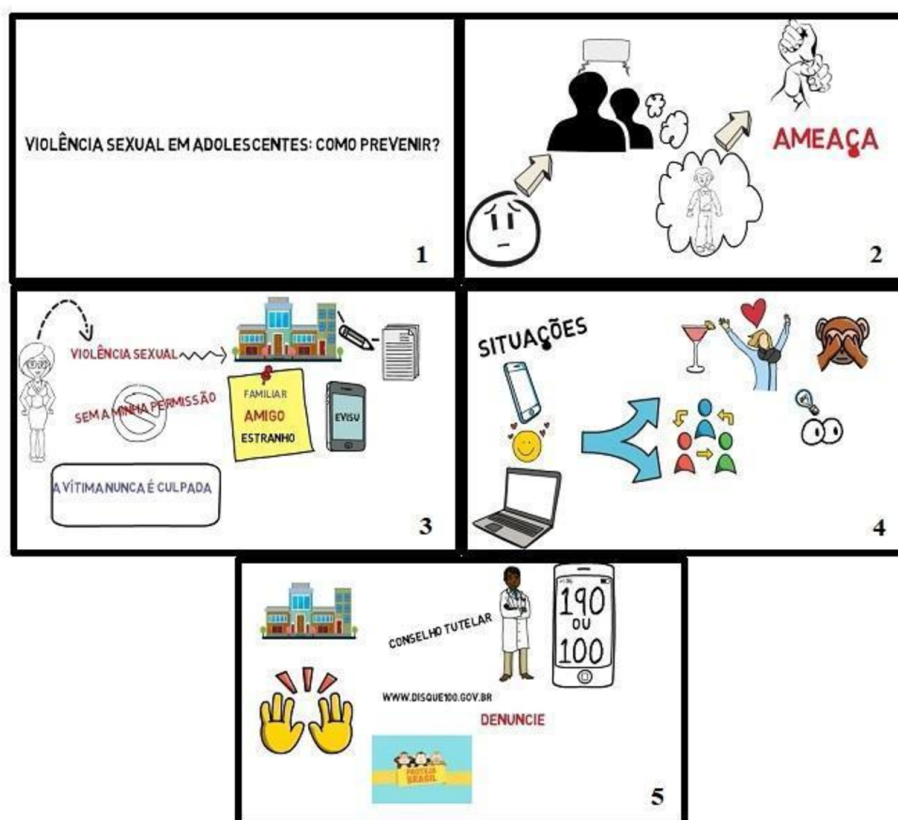
The content validation data were analyzed using SPSS, version 20.0, and organized according to descriptive statistical analysis, with absolute and relative values. At the end, the data found were presented in tables. The suggestions and contributions for changes in the video assessed were presented in charts. Merleau-Ponty’s Phenomenology of Perception was also necessary for the analysis of data collected from the judges and adolescents, in relation to the recording of suggestions and comments on the technology assessed, contributing to apprehending incorporation of the pertinence and importance to provide opportunities for knowledge and discussions on the topic.

In addition, the Binomial Test was applied to compare the agreement ratio among the judges, with an agreement rate equal to or greater than 85% ($P > 0.85$), considering a 5% significance level¹⁵. Face evaluation followed the same organization of the content validation data, only with descriptive statistical analysis being performed, with absolute and relative values. After this evaluation, the final version of the educational video was prepared.

RESULTS

The final version of the video lasts seven minutes and eight seconds, consisting of opening; definition of sexual violence; adolescents’ knowledge and attitudes towards acts of sexual violence; situations that expose adolescents to sexual violence; and ways to file a report, as depicted in the scenes in Figure 1.

The content validation participants were ten (43.4%) judges from the Brazilian Southeast region, seven (30.3%) from the Northeast, and five (22.0%) from the South; as well as one (4.3%) from the state of Morelos, Mexico. Of the participating judges, fourteen (60.9%) were nurses, two (8.7%) were physicians, two (8.7%) were psychologists and the other professionals (social worker, physical educator, physiotherapist, nutritionist and sociologist) totaled one (4.3%) participant each; ten (43.5%) had PhD degrees, seven (30.4%) had Post-PhD degrees, four (17.4%) had Master’s degrees and the rest were specialists. As for their professional activity, twenty-one (91.3%) had experience in research and teaching on the topic and sixteen (69.6%) had experience in the care practice involving sexual violence in adolescents.



Key: (1) opening; (2) definition of sexual violence; (3) adolescents' knowledge and attitudes towards acts of sexual violence; (4) situations that expose adolescents to sexual violence; and (5) ways to file a report.

Figure 1 – Representation of the scenes from the educational video entitled "Sexual Violence in Adolescents: How to Prevent It?". Recife, PE, Brasil, 2020.

In content validation, there was a minimum agreement of 86.9% in the items referring to the objectives, structure/presentation and relevance, except for item 15, which deals with the length of the video and presented 60.9% agreement. The nine judges who disagreed with item 15 reported that the video was extensive and had too much scientific information, which could become tiring for the target audience. Thus, the length of the video was reduced and the legislation and information considered difficult for adolescents to be understood were excluded.

There was 95.6% agreement among the judges in items 3, 9 and 17. In items 3 and 17, the judges who disagreed did not provide reasons. In item 9, the only judge who disagreed presented the use of the "infant prostitution" term as a reason, considered a disused expression, as adolescents do not prostitute themselves, it is someone else who exploits them. Thus, the aforementioned term was removed and changed due to "sexual exploitation". In items 4 and 14 there was unanimity of agreement among the judges, who highlighted providing a reflection on the problem of sexual violence, in addition to the topicality of the subject matter, respectively (Table 1).

Table 1 shows the relevance of the items, expressed by the I-CVI calculation, with the S-CVI/AVE value. In most of the items evaluated, the I-CVI was >0.90, except for item 15, with a CVI of 0.65. In relation to the objectives, agreement was 92.14% and S-CVI/AVE = 0.94; in structure/presentation, there was 87.8% agreement and S-CVI/AVE = 0.90; and for relevance, 89.8% agreement and S-CVI/AVE = 0.92. The proportion of the instrument's items that achieved full agreement (partially relevant, really relevant and very relevant) obtained an S-CVI/UA value of 0.93. The mean CVI for all video items, representing the overall video content validity (S-CVI/AVE), totaled 0.92, above the desirable CVI¹⁹.

Table 1 – Judges' agreement regarding the objectives, structure, presentation and relevance of the educational video. Recife, PE, Brazil, 2019.

Items	Judges' agreement		p [‡]
	n (%)*	I-CVI [†]	
Objectives			
1.It includes the topic proposed	20 (86.9)	0.90	0.869
2.It is suitable for teaching and learning	21 (91.3)	0.95	0.913
3.It clarifies doubts about the topic addressed	22 (95.6)	0.96	0.956
4.It provides a reflection on the topic	23(100,0)	1	1
5.It encourages behavior change	20 (86.9)	0.90	0.869
Agreement percentage (S-IVC/AVE) = 0.94			
Structure/Presentation			
6.Appropriate language for the target audience	20 (86.9)	0.90	0.869
7.Appropriate language for the educational material	20 (86.9)	0.90	0.869
8.Language allows interaction/involvement	21 (91.3)	0.95	0.913
9.Correct information	22 (95.6)	0.97	0.956
10.Objective information	20 (86.9)	0.90	0.869
11.Clarifying information	21 (91.3)	0.95	0.913
12.Necessary information	20 (86.9)	0.90	0.869
13.Logical sequence of the ideas	21 (91.3)	0.93	0.913
14.Current topic	23 (100.0)	1	1
15.Suitable video size	14 (60.9)	0.65	0.608
Agreement percentage (S-IVC/AVE) = 0.90			
Relevance			
16.It encourages learning	20 (86.9)	0.90	0.869
17.It contributes to knowledge in the area	22 (95.6)	0.97	0,956
18.It arouses interest on the topic	20 (86.9)	0.90	0.869
Agreement percentage (S-IVC/AVE) = 0.92			

*Number of judges who considered the item as adequate; [†]Item-level Content Validity Index; [‡]Binomial test

A total of 13 adolescents participated in face evaluation: 7 (53.8%) male, 9 (69.2%) aged 18 years old and the others aged 16 and 17; all attending high school. The adolescents considered the video understandable, with a minimum agreement level of 92.3% in the organization and appearance aspects; there was unanimity in agreement regarding the writing style and motivation (Table 2).

In the final version of the video, an easy-to-understand dialog for the target audience was presented, with the adoption of more contextualized and compact content, which ensured a reduction between one scene and another, in addition to the insertion of more representative and significant images, providing greater interaction and motivation of the adolescents.

Table 2 – Adolescents’ assessment of the organization, writing style, appearance and motivation of the educational video. Recife, PE, Brasil, 2019.

Items	Answers		Agreement (%)
	Yes	No	
Organization			
1.The beginning of the video draws the attention and indicates the content of the material	12	1	0.923
2.The length of the video is adequate to provide knowledge and attitude information about the topic	12	1	0.923
Writing style			
3.The font type, color and size in the video ease understanding	13	0	1
4.The language presented in the video facilitates communication	13	0	1
Appearance			
5.The images, colors and characters are appealing	12	1	0.923
Motivation			
6. The way in which the scenes were constructed motivates the adolescents to watch the video	13	0	1
7.The scenes presented inform how to prevent sexual violence	13	0	1

DISCUSSION

The scientific evidence showed that the adolescents’ knowledge and attitude about the prevention of sexual violence proved to be incipient, and this data contributed to the elaboration of an educational video on the theme, validated by national and international judges⁴. The educational video constitutes a promising tool in the aspect of preventing sexual violence in school-age adolescents, as it contributes to unveiling this vulnerability, providing discussion and awareness of the target audience in dealing with this problem. It is important to recognize the complexity of the vulnerability factors in order to implement educational actions aimed at combating this crime.

The results showed that the educational video is adequate, as it presents a clear and contextualized content, evidencing phenomena that need to be problematized, interpreted and understood by the adolescents. Maurice Merleau-Ponty’s perception theory enables a deeper understanding of sexual violence, by conceiving that the body is intimately integrated with consciousness, which determines the intentionality of behaviors and attitudes, signaled by the body movement in the execution of daily routine actions and activities⁸.

To be considered positive, intentionality requires that the adolescents recognize their bodies and are able to set limits, so that their space, body, privacy and physical and emotional integrity are respected. Consciousness reveals understanding of the body as an essential and integrated element in the construction of knowledge and attitudes for coping with sexual violence⁸.

Adolescents who suffer sexual violence tend to have devastating complications, compromising bio-psycho-social aspects⁷. Thus, they need to develop self-perception of their body and movement, in order to apprehend knowledge and positive attitudes in dealing with sexual violence. For Merleau-

Ponty, perception differs from sensation, considering the former as an act governed by consciousness to apprehend a given object and the latter as an instrument to attain an objective, with the need to emphasize that sensations are understood in movement and perception is directly related to the body attitude, which is constituted as real, based on different perspectives about the world⁸.

A qualitative study carried out with adolescents revealed the precocity for the onset of sexual relations without the victim's consent, as presented in the educational video elaborated⁴. Every adolescent has the right to health and life, and exposure to situations of sexual violence is unacceptable. Even so, the number of cases in childhood and continuing into adolescence is high²⁰⁻²².

In most of the situations, adolescents find it difficult to identify the attitudes present in their daily lives as acts of sexual violence, and the importance of the school for the insertion of systematic identification and prevention strategies is evident²³. The school constitutes a favorable environment for the implementation of actions aimed at preventing sexual violence, as presented in the educational video, which strengthened the school's role as a support network for the adolescents in the construction of knowledge and attitude towards existing situations in their daily lives. In addition, the government and society in general should pay attention to the adolescents' interactions in the school network, as most of the cases reported refer to school-age adolescents, with the place of occurrence of the offense not being clear²³.

A study²⁴ developed in all the Brazilian regions revealed high rates of sexual abuse against children and adolescents, with females being the most vulnerable. Naturalization of this type of offense constitutes a detrimental social attitude, forged by alienation regarding the conception of women as the weaker sex and blaming of the victim, constituting a fertile field for the occurrence of sexual violence. The educational video developed will allow demystifying preconceived concepts, which fragment and feed taboo postures, by revealing that, regardless of gender, knowledge is an indispensable tool to prevent sexual violence.

The video that was elaborated considered sexual violence from two approaches: with and without physical contact. In Brazil, a study carried out with adolescents shows that most cases occur without physical contact. This data can be associated with the difficulty reporting sexual abuse with physical contact, as nearly two thirds of those who suffer sexual violence never reveal the event, as well as the majority of cases are not referred to the competent authorities¹⁸.

In too many situations, the victims carry with themselves the feeling of guilt in the face of the occurrence of an act of sexual violence. Even though it is clear in the legislation that the victim is never guilty, society, in most occasions, insists on strengthening this slander. In addition to that, reports are often neglected by the victims, for fear of being accused of causing the offense, as discussed in the educational video.

A research study found that the time elapsed between the sexual act and the report varies from hours to one year and two months, with this interval being directly related to the kinship degree between the aggressor and the victim. The survey also detected that, of the 29 victims who filed the report within 72 hours from the offense, in 43.5% of the cases the aggressor was a stranger, in 20.4% it was the intimate partner, and the rest were family members. For reports after this initial 72-hour period, in most cases, the aggressor was a stranger²⁵. The educational video elaborated boosts the magnitude of the report, regardless of the kinship degree, as notification of the cases provides feasibility for combating the emergence or recurrence of sexual violence acts.

In the video, it was presented that the aggressor could be a family member, a friend or a stranger. The scientific evidence reveals the high percentage of aggressions perpetrated by family members, with 21.5% among adolescents aged from 10 to 14 years old and 25.7% among those aged 15 to 19²⁵. Another research study showed that from two-thirds to three-quarters of the sexual assaults

against adolescents are committed by a relative or acquaintance; and the younger the adolescent's age group, the greater the occurrence of sexual violence by a family member²⁶. On the other hand, a study that identified extra-family sexual violence presented strangers as aggressors in the first place, followed by friends and people with an institutional relationship. When referring to the intra-family cases, violence perpetrated by the spouse/boyfriend, stepfather, biological father and brother stood out. When comparing the victims' age group, in relation to intra- and extra-family sexual violence, it became clear that the adolescents suffer intra-family violence in greater numbers²⁷.

Other scenes presented in the video extend to diverse information related to risk factors associated with the adolescents' exposure to sexual violence, highlighting the use of alcohol and other drugs and relationships in virtual environments as vulnerability segments for adolescents. In addition to the risk factors highlighted, others should be considered, both by nurses and other health professionals, in their conversations with the adolescents, whether at school, in the health unit or in other places, with a view to implementing prevention actions, eliminating the oppressing results that sexual violence can produce in that young person's life⁵.

When evaluating the video content, the judges considered it adequate for the teaching and learning process. In this conception, experimental studies should be encouraged in order to assess the effect of the educational video on the prevention of sexual violence in adolescents, with a view to making available robust scientific results in the community under study.

To approach education in health with adolescents, it is necessary to use devices that enable the teaching and learning process specific to this population, as it has characteristics inherent to the transition phase between childhood and adulthood, resulting in aspects that should be considered in designing the technology. Considering adolescence as a phase in which individuals have little experience in relation to knowledge of their body, it is necessary to emphasize that experiencing the body is a field that creates meanings, as perception is not a metalistic representation, but a corporeality event that represents existence⁸.

Merleau-Ponty's Phenomenology of Perception makes its relationship with the current study evident, as adolescence is the phase in which the experience of its subjectivity and historicity is developed, with cultural objects, social relations, dialog, tensions, contradictions and love as an amalgamation of the affective experiences. Thus, there is development of the subjects' recognition with their body, with the other, with the world of culture and social and affective relationships⁸.

Recognition of characteristics and stance, present in the adolescent population, such as restlessness, search for the new, inexperience, agility with electronic means, lack of attention and borderline patience, requires the attention of the professionals involved in the development of educational technologies aimed at this target audience, in order to develop brief texts with clear language and objectives; short blocks of information; images that provide opportunities for interaction; enhancement of contrast and animations; speeches that portray their age group; and places that refer to their everyday reality^{4,19}. This finding sharpens the data apprehended in a research study conducted in Asia, which developed an educational video as a tool to raise awareness about suicide among adolescents. The video was characterized for presenting information relevant to the target audience, in clear language and with a short duration, to be considered adequate to the adolescents' daily life¹⁹.

In the judges' evaluation, the educational video presented correct, objective and clear information to the target audience. The data presented by the judges are similar to the findings of two Brazilian studies, which dealt with the elaboration and validation of educational technology as guidance for prevention, in different spheres¹⁸⁻¹⁹. Content validation is highlighted with major significance for offering an educational technology with correct and objective information, in addition to content aimed at the population that will benefit from it¹⁵.

In content validation, the participating judges agreed that the video allows the health educator to encourage reflection on the theme, providing opportunities for the adolescents to apprehend knowledge and attitudes in the prevention of sexual violence. The dialogic and reflective process that was made possible contributes to expanding their knowledge and succeeding in more assertive attitudes, given the situations experienced in their context. Another educational video, elaborated and validated with deaf people about cardiopulmonary resuscitation, also confirmed, in the analysis by judges, the competence of providing reflection on the topic, being indispensable when the proposal requires a leading attitude¹⁹. This property of reflection, provided by the educational technology evaluated, is a relevant point when working on the prevention of sexual violence in adolescents, as this age group has specific characteristics.

When considering the adolescents' specificities, the judges proposed changes related to the length and verbal language of the video and to the inappropriate use of the "infant-juvenile prostitution" term. In a Brazilian research study that validated an educational video developed on vaccination against papillomavirus, the judges also suggested that the video should avoid using technical terms, favoring more accessible language to the target audience and reduced length, so as not to be tiring¹⁸. The change in the "infant-juvenile prostitution" term is due to its inadequacy, as adolescents do not prostitute themselves, but are victims of sexual exploitation. By applying the changes proposed in the video, understandable, non-literary and objective language was sought, with reduction and articulation between the scenes, establishing thematic understanding and meeting didactic requirements, in order to ensure a more appealing product for the adolescents.

In this scenario, the importance of the adolescents' participation in the evaluation of the educational video's appearance was perceived, as it made it possible to observe their interaction and identification with the video. This face evaluation enabled a more reliable technology to what it intends to do, providing more coherent information with the presentation of contents that facilitate construction of knowledge and development of attitudes by the adolescents for the prevention of sexual violence.

With regard to the evaluation of the illustrations used in the composition of the educational video, the adolescents stated that they were thought-provoking, with aspects similar to reality. Evaluation of this precept, similarly, was carried out in other research studies that produced educational videos¹⁸⁻¹⁹. By portraying everyday life, the illustrations presented in the video made interaction with the adolescents possible, enabling greater emotion and a reflective stance about the images. The information presented in video format allows communication in the educational, social and economic context of these young people, facilitating the interruption of limits, such as the low schooling level seen in a country with inequalities. As an easily accessible instrument, it enables the dissemination of health information, considering individuals in different circumstances^{4,18-19}.

This study is limited by the fact that the face evaluation of the video was carried out only with adolescents from a public educational institution, which may differ from adolescents attending private institutions, due to the socioeconomic reality itself.

CONCLUSION

The elaboration, content validation and face evaluation of an educational video on the prevention of sexual violence in adolescents resulted from the interlocution of diverse scientific knowledge, evidenced in the literature, in dialog with prior knowledge, concerns and demands of the adolescent population, in order to implement a proposal committed to the role of the target audience in all development stages of the video.

Sexual violence symbolizes a theme that is complex to approach, especially when discussed with adolescents. In this sense, the fact that the study was based on Maurice Merleau-Ponty's Phenomenology of Perception theory instrumentalized the requirements of sensitivity and consistency in the content

presented in the video, ascending to the construction of knowledge, from the contextualization of situations that require critical discernment to recognize them and ask for help in order to break the cycle of violence.

The video stimulates discussion on the topic by contributing to the adolescents' recognition of situations considered as sexual violence and that could generate insecurity and fear, as well as it provides guidance on the possibilities of safeguarding their protection rights, in the face of reporting this crime to obtain the necessary support.

The video entitled "Sexual Violence in Adolescents: how to prevent it?" can be used by nurses and other professionals to promote health education strategies, in line with the school health public policies. However, it is suggested to carry out experimental studies with application of the video in question, to verify its effectiveness with adolescents.

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NOTES

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CONTRIBUTION OF AUTHORITY

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