

Health care on the radio: debate about sexuality and gender relations with school students

Cuidados de saúde na rádio: debate sobre sexualidade e relações de gênero com alunos escolares

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ABSTRACT

This study aims at analyzing the speeches of young people about sexualities and gender relations while they participated in a radio program. It is a descriptive and exploratory study, with a qualitative approach. The participants were 49 young students from public schools, in the State of Ceará, in Brazil, who participated in the “*Program in Tuning with Health through Web Radio AJIR*”. Data analysis was carried out from this material and from the analysis of the speeches referenced by Michel Foucault. The study is in accordance with research ethics standards. The prior knowledge that the young students have about the topics discussed was formed within the society in which they live, in their families, in religious meetings, or in the school. Young people see Web Radio as a way to clarify doubts that often go unnoticed in their daily lives and in their family life. It is possible to reflect upon the importance of the methodology used by Web Radio to address issues such as Gender Relations and Sexualities. These results are expected to contribute to the promotion of young people's health through communication closer to the needs and reality of students.

Keywords: Youth. Sexuality. Gender Relations. Health Promotion.

RESUMO

Este estudo tem como objetivo analisar as falas de jovens sobre sexualidades e relações de gênero durante a participação em um programa de rádio. É um estudo descritivo e exploratório, com abordagem qualitativa. Participaram 49 jovens estudantes de escolas públicas, no Estado do Ceará, Brasil, que participaram do “Programa Sintonizando com Saúde pela Web Rádio AJIR”. A análise dos dados foi realizada a partir deste material e da análise das falas referenciadas por Michel Foucault. O estudo está de acordo com as normas de ética em pesquisa. O conhecimento prévio que os jovens alunos têm sobre os temas abordados foi formado na sociedade em que vivem, nas famílias, nas reuniões religiosas ou na escola. Os jovens veem a Web Radio como uma forma de esclarecer dúvidas que muitas vezes passam despercebidas no dia a dia e no convívio familiar. É possível refletir sobre a importância da metodologia utilizada pela Web Radio para tratar de questões como Relações de Gênero e Sexualidades. Espera-se que esses resultados contribuam para a promoção da saúde dos jovens por meio de uma comunicação mais próxima às necessidades e realidade dos alunos.

Palavras-chave: Juventude. Sexualidade. Relações de gênero. Promoção de saúde.

1 INTRODUCTION

Care and education for health care are the nurses' object of work, considering their capacity for transformation and the effects on social practice, especially on collective health (SILVA et al., 2011). In order to promote an effective care, Health Care needs to communicate with people, needing or not health services. The use of technological communication tools seems to be useful to achieve different layers of the population with their different needs.

Nursing professionals have used technological tools and followed the development of new trends for a specific area. Digital Information and Communication

Technologies (DICT) were introduced in the context of sexuality bringing innovative tools to be applied to health promotion (CRUZ, 1997).

In this context, we highlight gender relations, sexuality practices, reproduction, and care for the body because it is in their practices that individuals build and give meaning to their subjective desires, to their attitudes towards health production, and to the development of practices for self-care (TORRES, 2011; LOURO; NECKEL; GOELLNER, 1997).

This research answers two questions: a) how does health care take place through a debate on sexuality and gender relations among young people in schools? b) Are these individuals exposed to forms of discrimination, if they report sexuality related to male homosexuality? Loiola (2001, 2006) emphasizes that these young people conceive homosexuality as it is daily discussed in educational practices in schools, generally, issuing confusing statements about homosexuality. This study aims at analyzing the speeches of young people about sexualities and gender relations promoted by health education conveyed by the “Program in line with health” through the Web Radio AJIR.

2 METHOD

2.1 TYPE OF STUDY / APPROACH

The study is descriptive and exploratory, with a qualitative approach. This type of study was chosen because it allows us to address the complex questions about sexualities and gender relations among youths, by describing characteristics and establishing relationships between the variables. Besides, exploratory research aims to develop, clarify and modify concepts and ideas, in order to formulate other questions for further studies (GIL, 1994).

The qualitative approach considers the way in which the researchers use methods and techniques to dialogue with young people about their life experiences and understand their narratives (DAMASCENO; SALES, 2005). Thus, qualitative research requires immersion of the researcher in people's daily lives. The study is based on Michel Foucault (1979; 1984; 1985; 1988; 1996; 2006; 2007), which considers that reality is not static, but there are relationships that involve knowledge and powers, in productive dynamics of the participants.

In schools, it is observed that the speeches are tuned, for the most part, with production and reproduction of the ethics of young people and their relationship with

social and cultural context. However, in this study, we will consider either the content of explicit speeches or the unspoken messages, used to express their truths in different ways.

Thus, Michel Foucault's studies support the methodological approach, providing ways to understand and identify the school as a place of production of speeches about sexuality and gender relations that imply practices and knowledge about young people's life management.

2.2 PARTICIPANTS AND RESEARCH FIELDS

The participants were 49 young students from public schools, in the State of Ceará in Brazil, who participated in the “*Program in Tuning with Health through Web Radio AJIR*” during the years 2013 and 2014. It is a project that develops educational health care in public schools of two towns, Hidrolândia and Sobral, and in the capital of the state, Fortaleza, through a *Web Rádio AJIR* (www.uece.ajir.com.br).

This program aims to learn how educational health care, promoted via virtual environments alters, causes, stimulates and expresses new behaviors in the participants to take care of themselves. The program produced weekly live and joined students and teachers from various schools to interact with specialists invited to debate themes related to public health.

The program is produced in a studio room in the State University of Ceará and all the material is edited and posted on a blog for collective access. Doubts and concerns of young people are discussed by Skype¹ (juventude@ajir.com.br) and also through chat on the digital broadcaster's website. Although schoolchildren are our target audience, other participants have access to participate and watch the program.

2.3 DATA COLLECTION AND ANALYSIS

The data were collected through interactions through the digital communication channel, the web radio, in the days when the programs *Em Tune with Health* were produced and broadcasted with public schools in the State of Ceará.

The data collection instrument was a digital field diary, in which all the interaction material produced (the radio website and *skype sections*) was synthesized. The moments of participation in weekly programs (*Attachment*) were collected and transcribed from the MP3 files generated in the live programs.

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Data analysis was carried out from this material and from the analysis of the speeches referenced by Michel Foucault. This discourse, according to Foucault, expresses a desire of young people to know and say about the sexualities and gender relations experienced in their daily lives. The discourse exposed by young people is related to their experiments, practices, influences, social and historical context (FOUCAULT, 2006).

The identifications of the reports are addressed by codes that make reference to the research subjects, being identified by numbers (from 01 to 05) and the schools by the letters of the alphabet (X, Y to Z). The thematic categories and the observations in the studio-room at the time of the interactions via Skype and the radio website are analyzed according to the theoretical framework of this study (FOUCAULT, 2006). The organization took place through tables distributed according to the themes: 1) Sexualities and 2) Gender relations.

2.4 ETHICAL ASPECTS OF RESEARCH

Regarding research ethics issues, the provisions of Resolution 196/96 of the National Health Council on research involving human beings were obeyed (BRAZIL, 1996). This research project integrates a larger project, which focuses on the use of Digital Technologies and Nursing, promoting educational health care as a formative proposal through Web Radio AJIR, submitted to the Research Ethics Council at the State University of Ceará, under registration 424380/2011.

3 RESULTS AND DISCUSSION

The results were categorized according to the themes of the series Reproductive Health, broadcasted in the web radio programs, with emphasis on Sexualities and Gender Relations. The discursive categories were distributed, in Sexualities and Gender Relations, organized in Tables to carry out the qualitative analysis and to highlight the quantitative data referring to the participants, as well as the analysis of the practices of young people's speeches in the programs carried out in 2013 and 2014.

Table 01 - Speeches on Sexualities and Gender Relations (programs broadcasted in 2013)
Discursive category: Sexualities

Discursive Categories	Participant and school	Speeches
Sexualities	Student 09 – School X – 9 th grade	1. How can we help some friends who are afraid to assume their sexuality?
	Student 10 – School X – 9 th grade	2. How should a mother guide a child when she realizes that her attitudes are different from her sexuality?
	Student 11; Student 12; Student 13; Student 14; Student 15; Student 16; Student 17; Student 18; Student 19 - School Y - 1st year and 2nd year of high school	3. Is there a specific way of working on sexuality at school with regard to sex / gender difference, given that schools have to work on inclusion and there is now a sexual option that has diversified a lot, with regard to gays, lesbians, etc?

Table 02 – Speeches on Sexualities and Gender Relations (programs broadcasted in 2013) Discursive category: Gender relations

Discursive Categories	Participant and school	Speeches
Gender relations	Students 20 and 21 – School X	1. Do you think men and women are treated in the same way (in relation to work, chores and so on)?

Table 03 - Speeches on Sexualities and Gender Relations (programs broadcasted in 2014) Discursive category: Gender relations

Discursive Categories	Participant and school	Speeches
Gender relations	Student 1 – School Z	What is a gender relationship?
	Student 3 – School Z	Has male and female behavior, when it comes to love relationships, remained the same?
	Student 4 – School Z	Why is there still so much discrimination against women in love today?
	Student 3 – School Z	Why is there so much gender change these days? Woman wanting to be a man and man wanting to be a woman?
	Student 1 – School Z	What can we do about the gender relationship of people who do not take on their side of being?
	Student 2 – School Z	Is there any punishment for those people who practice bullying at school? What are they?
	Student 1 – School Z	In the gender relationship, are there ways to prevent discrimination today?
	Student 2 – School Z	A 15-year-old girl who has been dating for some time, likes her boyfriend but has an attraction for women, do you have any explanation for that?

Table 04 - Speeches on Sexualities and Gender Relations (programs broadcasted in 2014) Discursive category: Sexualities

Discursive Categories	Participant and school	Speeches
Sexualities	Student 2 – School Z	There are many students who, for fear of showing their sexual side, become depressed. What can you do to prevent this from happening?
	Student 2 – School Z	In schools there are many games as nicknames. How does this influence something in someone's sex life?
	Student 5 – School Z	When is the right time to assume sexuality?
	Student 5 – School Z	Can a person discover his sexual side after being married?

Table 05 - Distribution of students by program “In tune with health”, about thematic Gender Relations and Sexualities

DATE	QUANTITY OF STUDENTS PRESENT
05/22/2013	15
05/29/2013	27
06/11/2014	7
TOTAL	49

NOTE: Data extracted from the records of the live programs.

The Tables with the questions sent by the young people in 2013 and 2014, as well as the number of students present in the programs demonstrated how powerful and rich the dialogical exchanges were. These interactions exposed the needs of communication and health education that young people have in their daily lives.

The interest in the topic, Sexuality and Gender Relations, had arisen when the program's director asked the students about themes, they were interested in. The analysis of the speeches shows this interest as the students discussed and developed conversation with enthusiasm. in the theme of Sexualities and Gender Relations, being observed due to the participation of these subjects.

The prior knowledge that the young students have about the topic was formed within the society in which they live, in family life, religious meetings or at school. As society is sometimes sexist, the differences between men and women are much debated, subjects want to understand **the reasons for** these differences, **for discrimination** and what to do to overcome this. They seek to understand what gender relations are, what sexualities are and what attitudes express this discrimination and these differences.

With regard to sexualities, they seek explanations and support, some questions refer to the fear of assuming sexuality and the doubts that arise in the face of it.

The influence of the television media on students' questions can also be considered, since in current TV programs, homoaffective relationship issue has been naturally presented. Homoaffective relationships on TV may have greater social acceptance and, as a result, a decrease in prejudice. As an example of this, we can highlight the following question, in which the student questions a situation that is being shown in a soap opera, and that may or may not be present in any way in his life.

“Can a person discover his sexual side after being married? (Student 5- School Z)”.

Young people often talk about gender discrimination, and what should be done about it, why these differences exist, how to accept and be accepted. This is important because the issue of respect, acceptance of the other and acceptance itself can be transmitted to young people still in formation (TORRES, 2009).

Young people see Web Radio as a way to clarify doubts that often go unnoticed in their daily lives and in their family life. Communication is established by sending their speeches, which often refer to a friend, relative, father, mother, who are sometimes their own questions.

Web Radio provides answers to questions that are sometimes not asked in the daily lives of young people, whether due to fear, fear, ignorance. Offering the young man's anonymity and non-judgment through his question. This ends up giving the subject a feeling of confidence, which allows for greater interaction (TORRES et al., 2012).

4 CONCLUSION

Youths always seek to break the standards imposed on them, whether by religion, family or even by society. It is in the social environments where these people draw most of their conclusions about various themes of their daily lives. It is still noticed that youth practices belong to a kind of society where the male sex predominates, from cultural movements such as dance, sports groups to more discussed points, such as labor positions where the female sex is still seen as a weak pillar.

It can be concluded from the programs **broadcasted** that the youth do not conform to the existing prejudice against the female sex and, sometimes, against the male, as there

are many concerns presented by young people. In addition, it is noticed that young people want to discuss more about the themes of sexuality and gender relations. If they are questioned, there will be a better understanding of societies and young people.

From the Tables with the discursive categories, where it may infer the doubts and concerns of the young people. It is noticed that the reality experienced by each one is related to the most varied situations, from prejudice for sexual orientation to how to stop prejudice in the work environment job.

Based on the demand brought by young people, it is possible to reflect the importance of the methodology used by Web Radio to address issues such as Gender Relations and Sexualities, in addition to promoting a constructive debate, young people are encouraged to go further and seek the power of transformation that each one has.

Therefore, these results are expected to contribute to the promotion of young people's health through qualified communication that has a digital / virtual space / tool that generates these dialogical possibilities with these subjects in school spaces.

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