

MENTAL HEALTH EXTENSION CURRICULARIZATION ACTIVITY FOR ELEMENTARY EDUCATION STUDENTS IN THE PUBLIC EDUCATION NETWORK

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Abstract: It is common knowledge that there is an increase in cases and records of psychological problems in all age groups in society, from childhood to old age. These problems can be, for example: depression, excessive anxiety, attention deficit disorders and bipolarity. With this in mind, within the practical scenario of the Extension Curricularization Activities (ACEX's), a Basic Health Unit in Curitiba was visited in order to learn about the environment that serves as an entry point for the SUS user, which was reported to be searching for health service by students from a school in the catchment area, after suicide attempts or reporting other psychological difficulties. Therefore, the need to work on mental health with adolescents at this school was noted, aiming to clarify some basic concepts and present the ways they can seek to resolve such situations before they are irreversible. To serve as many children as possible, within an hour available for work, between 1 and 2 medical students were assigned to work simultaneously in all classes, serving 150 students in total, as the objective was to address all medical classes. 6th to 9th year in the afternoon with a focus on a quality of mental health without bringing possible triggers for teenagers, it was chosen to present the most well-known emotions of everyday life in a playful way, for this the film "Inside Out" served as instrument to introduce emotions such as sadness, anger, joy, disgust and fear, which are common to feel, which for a teenager aged 11 to 17 can be interpreted as a burden beyond the ordinary, without mentioning the hormonal action in them gift. It is known that in this age range individuals go from children to actual teenagers, thus making it necessary to adapt the approach for each class, being a little subtler with the 6th and 7th year classes, and even subtly, but more realistic with 8th and 9th grade. The intervention consisted of a slide presentation

with an excerpt from the film representing emotions and a series of activities focusing on them, in addition to providing clarifications about such emotions.

After that, a space was opened for direct questions on the topic and then a question and answer game so that students could establish the concepts and solutions presented. Although the work did not present a consistent result at the time, the school's response during the completion of the project and the students' opinions after the presentation showed a positive opinion, which will indeed be notable upon return to UBS Ipiranga and the school itself. Although the results are more evident in the long term, even before the implementation, we obtained a practical situation to be commented on. During the visit to carry out the project, there was a teenager suffering from a serious anxiety attack during class time, unable to keep up with her classmates. However, she was able to be reassured by a member of the group and soon returned to the classroom with her colleagues and even participated in the presentation, showing how such support can and could be effective from start to finish, with results still to come.

INTRODUCTION

This work was constructed as part of the extension curriculum of Faculdades Pequeno Príncipe and carried out at Colégio Estadual João Mazzarotto, located in front of US Ipiranga, in the city of Curitiba, with the main focus being the debate on issues relevant to the development of mental health. of children and adolescents. After the first visit to the US, the need to work on the problem became clear, given the alarming increase in psychological problems in all age groups in the community served by the US in question, which ranges from childhood to old age, and in a more urgent with young people in the region.

OBJECTIVES

- Raise awareness about the importance of mental health dialogue
- Provide guidance on help tools available to students and the entire community.
- Demystify taboos related to mental health in a playful way
- Inform students about possible problems arising from emotional imbalance.

THEORETICAL FOUNDATION

The theoretical framework for this extension project will consist of authors who analyze and discuss issues about psychology and the human mind, mainly addressing emotions and their impacts on everyday life. Human emotions reveal a complexity that, at first glance, remains hidden from cognition. To better understand this issue, the book *Motivation and Emotion* by John Marshall Reeve was used. Thus, supported by the work, it was found that, for example, joy and fear emerge in human consciousness driven by the emotional aspect.

It is, therefore, inevitable that when an achievement is achieved, joy exudes from the core or, when there is a threat, that fear enters the psyche. Additionally, in another aspect of the book, Reeve asserts that emotions are multidimensional, a fact that was highlighted in the group presentations. From this perspective, a playful presentation was created for the school's students, in which the film "Inside Out" was used as an enlightening tool, especially for children's understanding.

Furthermore, it is worth mentioning the quote from Reeves that deals with the motivation of emotions (p. 201):

While feeling the anguish inherent in sadness, anger, or jealousy, people understandably ask themselves the question: "What is the purpose of emotions? - what are

worth for?" It's not uncommon for people who feel unpleasant emotions to want their emotions to go away and leave them alone. Who wants to feel sad?

In this context, in addition to watching the presentation, students from the school in question participated in an activity in which they were invited to report their personal experiences related to each of the emotions covered in this work, an opportunity in which the underlying meaning and function were clarified. to each of them. Furthermore, this moment of explanation allowed students a deeper and clearer understanding of each emotion analyzed.

From this perspective, the contribution of Henry Gleitman (2009), bachelor and master in psychology, became fundamental, as it allows for in-depth understanding of the emotions that permeate everyday life and guarantees understanding of the importance of taking care of these emotions, in order to empower the group to discuss this relevant topic with children and adolescents.

Gleitman, one of the main references in psychology, states that by not knowing how to take care of emotions, there is a greater chance of having difficulties in carrying out everyday activities. From this, the importance of raising awareness about mental health stands out.

With the aim of making knowledge about mental health more didactic and understandable for listeners, the book "Training in emotion recognition" by Livia de Castro Rocha, 1st edition of 2021, was used. recognition of the primary emotions listed as joy, anger, sadness, fear, disgust, surprise, contempt and love, through social situations and reactions, and thus stimulate the self-knowledge of children and adolescents. Rocha points out that it is necessary to promote the development of recognition of basic emotions, in order to make identification in everyday life more evident and subsequently

lead to reflection on how these are applied in human reactions, especially in childhood, highlighting that emotions are subjective and understanding and respect must be considered when we come across people with feelings different from ours. The author declares that recognizing emotions is fundamental to completing problem resolutions and making decisions, since accepting feelings and knowing how to manage them, whether positive or negative, makes people react emotionally appropriately and develop a better quality of life. Furthermore, the author explains that it is necessary for them to relate their experiences with triggering events such as behaviors, body changes and thoughts, whether voluntary or involuntary, this way training responses to the emotions felt. From this perspective, the writer states that it is necessary to communicate to children and adolescents about the importance of understanding how uncomfortable emotions exist and there is no way to avoid them, but one can work with the behaviors they generate, therefore resembling with the extension activity whose main objective was to help school students understand emotional imbalance and how to work to return them to a normal state, and in more serious cases direct them to look for a professional.

PLANNING

The project was designed with the purpose of serving the community linked to the Ipiranga Health Unit, with a specific focus on students from the 6th to the 9th year of ``Colégio Estadual João Mazzarotto``, located in the Capão Raso neighborhood, in the city of Curitiba. This neighborhood comprises a diverse area that includes regions of notorious social vulnerability, such as the community of Papelão.

During the first visit to the Ipiranga Health Unit, on September 6, 2023, the frequent

emergence of cases of attempted suicide among students at the school was a warning point. This drew attention to the need to develop an initiative that addressed mental health in an innovative, relaxed and accessible way, especially aimed at the target audience, with the aim of breaking with the social stigmas that often surround this delicate topic, thus contributing, to change this sad reality.

To effectively plan this action, a detailed visit to the school's facilities was carried out, guided by the director of the educational institution. This exploration allowed us to gain a deeper understanding of the community's social context and more precisely identify its needs and challenges. Based on these findings, the preparation of an expository presentation began based on solid theoretical principles of pediatric psychology, combined with the carrying out of a competition, with the aim of making the work more attractive and dynamic, making it more effective in promoting mental health and student engagement.

DEVELOPMENT

With the help of the Magueres Arc theory, the group concluded that the problematization of the Curricularization Activity would be the mental health of children and adolescents at school. Therefore, the theme was directed towards emotions and it was decided that it would be approached in a positive way, so that the children felt comfortable during the presentation.

Thus, the children's film "Inside Out" was chosen for contextualization, and, with that, the emotions that would be unraveled: Joy, Sadness, Disgust, Anger, Fear and Love. The members began the theorization step, researching psychology and emotions books about the chosen feelings.

At a future meeting, material was produced that would be distributed to students and at school. Panels to be placed in classrooms, with

a succinct and simplified explanation of what emotions were and their importance, and an activity that would be given to the children, in which each student would define their feelings in their own words after the discussion that would be held in the classroom, were prepared.

On the day of the Curricularization Activity, the group went to the school and was divided so that all classes participated in the activity at the same time. In each room, an initial excerpt from the film was presented, the activities were handed out and a conversation was started. In an informal and relaxed way, conversations about each emotion were held and time was given for students to ask their questions and participate in the conversation by adding their opinions and experiences. In the end, a contest with questions about the subject that was previously discussed took place, in which the student who got the question right won two bullets, and the one who got the question wrong, only one. In cases of doubts or errors, the subject was explained again and the doubts were resolved.

RESULTS

The team had an immediate and satisfactory result during the presentations. The students were very participative, interacted with the team and during the competition we held it was possible to see that the children assimilated the content and reacted positively to the activity. There was a real-time experience with a ninth grade student, the girl was having an anxiety attack and was unable to keep up with her classmates, one of the academics who was teaching the activity put her research into practice and calmed the girl down, who returned to class along with his classmates to watch the presentation. In total, 150 students were served (from the sixth to the ninth year, between 11 and 17 years old), in addition to the students who were indirectly impacted through the posters that were distributed

throughout the school. It is expected that students take these teachings into life, after all mental health is a criterion for maintaining public health. The children took the activities home so that their guardians also had access to this campaign, and it is expected that they were impacted along with the students.

CONCLUSION

The growing concern about mental health at all ages demands immediate attention, given the increase in problems such as depression, anxiety, attention deficit disorders and bipolarity, a focus of interest for academic and health communities.

Participation in Extension Curricularization Activities (ACEX's) and the visit to a Basic Health Unit in Curitiba provided an acute insight into the difficulties faced by students at a local school. Many of them sought help due to suicide attempts or other serious psychological challenges. This reality highlighted the urgency of specifically addressing the mental health of adolescents, aiming to provide information and strategies to prevent irreversible situations.

The interaction with around 150 students from grades 6 to 9 aimed to promote awareness about mental health, using the film "Inside Out" to address challenging emotions for teenagers. Adapting the approach to the age group allowed for a more sensitive and realistic interaction, considering the students' emotional development.

Despite the difficulty in quantifying the immediate results of adolescent mental health interventions, the positive response from the school and the quick reaction of students after the presentations showed an immediate and promising impact. During a student's anxiety crisis, the quick intervention and support offered by a group member allowed her to return to the classroom and participate actively, demonstrating the effectiveness of

emotional support.

This experience highlights the importance of Extension Curricularization Activities (ACEX's) as a valuable opportunity for academics, complementing theoretical knowledge with practical experience. Early and continuous contact with mental health issues prepares future health professionals to deal with complex challenges, contributing to collective health care.

Despite the limited scope of these activities

compared to broad public health challenges, supporting vulnerable adolescents has a transformative impact, contributing to a healthier and more resilient community.

Therefore, it is crucial to expand and maintain similar initiatives, as they not only benefit adolescents, but also enrich the academic and professional training of future health professionals, promoting more comprehensive and humane care for society.

SELF-EVALUATION

ACEX TEAM SELF-ASSESSMENT

TEAM SELF-ASSESSMENT	The student met expectations	The student needs to improve	The student did not meet expectations
1. All team members actively participated in the meetings, contributing to the definition and construction of the developed ACEx.	X		
2. The team encouraged colleague participation in ACEx planning, development and reporting.	X		
3. The team developed communication skills by working with colleagues and within the community/target audience where ACEx was held.	X		
4. The team used their time productively in building the ACEx project, planning and reporting.	X		
5. The developed ACEx was defined based on the demand identified through situational diagnosis in the target locations/community/ audience.	X		
6. ACEx articulated the learning objectives of the module(s)/ discipline(s) to the need identified in the community/target audience.	X		
7. The team observed that the ACEx developed contributed to academic training.	X		
8. Everyone on the team contributed to the literature review (research) for the construction of the ACEx project and report.	X		
9. All team members developed ACEx with the target community/ audience.	X		
10. All team members participated in the construction of the results in view of the ACEx carried out.	X		
11. The subject/module teacher contributed to the entire process from construction to application of ACEx.	X		
12. How was the team's contact with the community/target audience when applying ACEx?	X		

Comments: _____

ACEx TEACHER SELF-ASSESSMENT

ACEx TEACHER SELF-ASSESSMENT	The student met expectations	The student needs to improve	The student did not meet expectations
1. All members of the student team actively participated in the meetings, contributing to the definition and construction of the developed ACEx.			
2. The professor encouraged student participation in the planning, development and reporting of ACEx.			
3. The teacher used the module/discipline productively to build the ACEx project, planning and report.			
4. The developed ACEx was defined based on the demand identified through situational diagnosis in the locations/community/target audience.			
5. ACEx articulated the learning objectives of the module(s)/discipline(s) to the need identified in the community/target audience.			
6. The developed ACEx contributed to teaching reflection regarding academic contributions in the community/target audience.			
7. The team developed teaching with research for ACEx.			
8. ACEx resulted in a research project approved by the CEP and developed.			
9. The professor noticed the interinstitutional mobility of students and professors.			
10. The professor corrected the steps in the ACEx report during the semester.			
11. The teacher carried out continuous evaluation and feedback throughout the ACEx construction process.			
12. The teacher accompanied the ACEx in the midst of community/target audience.			
13. How was the teacher's contact when applying ACEx with the community/target audience?			

Comments: _____


REFERENCES

GLEITMAN, H.; REISBERG, D.; GROSS, J. *Psicologia*. 7.ed. Porto Alegre: Artmed, 2009.

REEVE, J. *Motivação e Emoção*. 4.ed. São Paulo: LTC, 2006.

ROCHA, L. C., et al. *Treino em reconhecimento de emoções*. 1.ed. São Paulo: Manoele Ltda., 2021.

ATTACHMENTS

	REPORT FROM THE STUDENT AND/OR TEAM OF STUDENTS WHO TAKEN ACEx		
	UNDERGRADUATE COURSE IN MEDICINE		
	SUBJECTS/MODULES/CUs		
	IEC 1		
	PERIOD: 1	YEAR: 2023	SEMESTER: two
	TEACHERS: Karin Rosa Persegona Ogradowski		
	COURSE LOAD OF DISCIPLINE(S)/MODULE/UC(S): 72 HOURS COURSES CURRICULARIZATION EXTENSION BY SUBJECT/MODULE/CU: 70 HOURS		

ACTIVITY TITLE	MENTAL HEALTH EXTENSION CURRICULARIZATION ACTIVITY FOR ELEMENTARY EDUCATION STUDENTS IN THE PUBLIC EDUCATION NETWORK
GROUP IDENTIFICATION	Group A - UBS Ipiranga
NUMBER OF STUDENTS INVOLVED	9
FULL NAME OF STUDENT(S) IN THE GROUP	Cecília Marcondes Kanning Bruno Oliveira Martins da Silva Bárbara Pacheco e Silva Melissa Nicolle Coutinho de Oliveira Bruna Matsumoto Vumderverde Demétrio Igor do Nascimento Aiury Vinícius de Souza Moura André Batisti De Macedo Clara Maria Fernandes
TEACHERS INVOLVED	Karin Rosa Persegona Ogradowski
ACTIVITY MODE	Course () Workshop () Service Provision (x) lecture, themed group, waiting room, etc. Events ()
AREA(S) OF SOCIAL COMMITMENT IDENTIFIED IN ACE _x	Communication () Culture () Human Rights and Justice () Education (x) Environment () Health (x) Technology and Production () Work () Social and Planetary Sustainability Actions ()
POLICY(S) IDENTIFIED IN ACE _x	Environmental education () Ethnic-Racial Education () Human rights () Indigenous Education () Women's Health () Men's Health () Children's Health () Elderly Health () Health of Vulnerable Populations () Inclusion () Another (x) Which one? Mental health
PLACE (COMMUNITY) WHERE ACE _x WAS HELD	Faculdade Estadual João Mazzarotto, Capão Raso, Curitiba - PR
AUDIENCE (COMMUNITY) WHERE ACE _x WAS HELD	Elementary II students at ``Colégio Estadual João Mazzarotto``
MEANS USED FOR EXTENSION ACTION (DEPENDING ON THE MODE)	Posters, folder, slideshow.
NUMBER OF PEOPLE FROM THE EXTERNAL COMMUNITY IMPACTED BY THE ACTION	150