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**GUIDELINES FOR HIGH SCHOOL STUDENTS FOR  
EMOTIONAL CRISIS AND BULLYING IN THE SCHOOL  
SETTING**

**Leandra Jacinto Pereira**

Rio de Janeiro State University (Brazil)

[tutoraleandra@yahoo.com.br](mailto:tutoraleandra@yahoo.com.br) · <https://orcid.org/0000-0002-4808-7630>

**María Aparecida Santos e Campos**

Iberoamerican University Foundation (Brazil)

[amanda\\_pietra@hotmail.com](mailto:amanda_pietra@hotmail.com) · <http://orcid.org/0000-0001-7190-5438>

**Abstract.** This article seeks to discuss the Educational Guidance for adolescents on emotional crises, bullying, and Human Rights Education. The epistemological option to approach the present theme comes from a concern that involves intellectual perception, as well as the synesthetic experience in the labor field. The central objective is limited by analyzing how the Educational Counselor can assist in health and stress prevention among high school adolescents. This investigation is based on the qualitative approach, comprising the different interpretative techniques, relativistic assumptions, and verbal representation of data. The research field takes place in a State College of Três Rios (Brazil). The research subjects were 30 students with ages ranging from 14 to 19 years, regularly enrolled and attending high school attended by the Educational Guidance, between 2018-2019, who presented the picture of emotional crises. Data collection was done through observation and interviews. Data analysis occurred according to Minayo (2003, p. 74) who advocates for manifest content. The ethical aspects of the research met the assumptions of resolution 196/96 of the National Health Council. Result: It is concluded that the work of the EO at school is fundamental in welcoming students in emotional crises since it can identify and prevent and refer them to the mental health service, thus maintaining a connection with the health centers in the city. of stressor prevention.

**Keywords:** Educational Guidance, emotional crises, bullying, and Human Rights Education.

## **ORIENTACIÓN PARA ESTUDIANTES DE LA ESCUELA SECUNDARIA PARA CRISIS EMOCIONALES Y ACOSO EN EL ESPACIO ESCOLAR**

**Resumen.** El presente artículo busca discutir la Orientación Educativa para adolescentes, crisis emocionales, intimidación y educación en derechos humanos. La opción epistemológica para abordar el tema actual proviene de una preocupación que involucra la percepción intelectual, así como la experiencia de sinestesia en el campo laboral. El objetivo central está limitado al analizar cómo el Consejero Educativo puede ayudar en la salud y la prevención del estrés entre los adolescentes de secundaria. Esta investigación se basa en el enfoque cualitativo, que comprende las diferentes técnicas interpretativas, los supuestos relativistas y la representación verbal de los datos. El campo de investigación se lleva a cabo en una escuela estatal de Três Ríos (Brasil). Los sujetos de investigación fueron 30 estudiantes con edades comprendidas entre 14 y 19 años, matriculados regularmente y asistiendo a la escuela secundaria a la que asistió la Orientación Educativa, entre 2018-2019, que presentaron la imagen de las crisis emocionales. La recolección de datos se realizó mediante: observación y entrevistas. El análisis de los datos se realizó de acuerdo con Minayo (2003, p. 74) que defiende el contenido manifiesto. Los aspectos éticos de la investigación cumplieron con los supuestos de la resolución 196/96 del Consejo Nacional de Salud. Resultado: se concluye que el trabajo del EO en la escuela es fundamental para dar la bienvenida a los estudiantes en crisis emocionales, ya que puede identificarlos, prevenirlos y derivarlos al servicio de salud mental, manteniendo así una conexión con los centros de salud de la ciudad de prevención del estrés.

**Palabras clave:** Orientación educativa, crisis emocionales, bullying y educación en derechos humanos.

### **Introduction**

This article is the result of reflections on the work of the Educational Counselor in the face of the demands that adolescents bring to school concerning the emotional crises experienced in the 21st century. Being anxiety, panic, depression, stress among others, a constant presence in a large part of adolescents and young students of Moacyr Padilha State School.

The epistemological option to address this issue comes from a concern that involves the intellectual perception, as well as the synaesthetic experience in the work field, since everyday teenage students go to the school's Educational Guidance services to inform about their emotional states inside and outside the school, besides asking for help to overcome the difficulties they face.

Given the above, several questions are posed to the sieve of a reflection, such as why do so many teenagers present critical emotional pictures? What are the causes or stressors that lead a teenager to present such a picture? How can friends and family of this teenager not perceive the changes in behavior? What is the family's approach to the problem?

Several factors need to be investigated, but the focus of this article is on how the Educational Advisor can help other sectors and health professionals prevent emotional crises among adolescents?

The main literature sources accessed were Limo Gomes (2003) Fante (2003), Candau (2008), and Andrade (2009).

## **Method**

The objective of an investigation is the search for new knowledge, a process of knowledge construction whose main goals are to generate new knowledge and/or to confirm some pre-existing knowledge. It is basically a learning process both for the individual who carries it out and for the society in which it takes place. Therefore, the purpose of this research was to understand and clarify the disorders caused by a poorly applied evaluation.

On the other hand, it is a pedagogical research that is presented both in the psychopedagogical and emotional health fields and in the teaching and learning process and the management of the social interrelations of the students within the school

Thus, a qualitative approach was chosen, since this method comprises a set of different interpretative techniques, relativistic assumptions, and verbal representation of the data with the aim of translating and expressing the meaning of the phenomena of the social world, the researcher being an interpreter of reality (Bradley, 1993).

Thus, to develop this research we use the Case Study method, as Chizzotti tells us (2003, p.102):

The case study is a comprehensive characterization to designate a diversity of surveys that gather and record data from a particular case or several cases to organize an orderly and critical report of an experience, or to evaluate it analytically, with the aim of making decisions about it or proposing a transformative action.

### ***Field of study***

The research field was based on the Moacyr Padilha State School, a high school located in the city of Três Rios - RJ - (Brazil) with capacity for 2,300 students, which currently has about 1,261 students, located in the neighborhood of Vila Isabel, a community with the highest population rate in the municipality.

Like most Brazilian public education institutions, students in this field of research experience problems related to urban violence, inadequate transportation conditions, precarious housing, low wages for those responsible, alcoholism, and the use of illicit drugs, among others. Most of the students come from the neighborhood itself, but a considerable percentage reside in the city center and adjacent neighborhoods. The school receives many students from private schools each year.

On the other hand, the central problems of the school unit are considered: the series-age distortion, the growth of the number of students in partial progression, the dichotomy between personal and social ideals, the disintegration of the family, the conflicts typical of adolescence and coming from the locality, such as the selection of values, the conquest of status, the need of the young person to reclaim his space and to challenge the pre-established, the elaboration of identity and, above all, the need for insertion in his social and age group.

From this perspective, the search for self-knowledge, the understanding of society, and the discovery of their social place constitute the greatest challenges of the school unit, making it urgent to search for innovative pedagogical and educational proposals that make them aware of the importance of their academic, human, political and social formation.

### ***Sample***

For this research, a sample of 30 students between the ages of 14 and 19, regularly enrolled and attending the high school of the mentioned institution, attended by the Educational Guidance Service, between the years 2018 and 2019, who presented the picture of anxiety, panic, depression, self-mutilation, suicide ideation.

Inclusion and exclusion criteria: to be a student at the school, to be enrolled and attend school regularly, not to suffer from psychological problems that may alter the results of the study.

### ***Data collection***

The data collection phase is of great importance in the development of any scientific research. Every care has been taken to ensure the quality of the information to be obtained. Therefore, data collection was done through observations, interviews, and records at times of attendance. Questionnaires, interviews, and conversations were used to obtain the data.

### ***Data Analysis***

According to Minayo (2003, p. 74), content analysis tends to verify hypotheses and/or to find out what lies behind each manifest content. "(...) what is written, spoken, mapped, figuratively drawn and/or symbolically explained will always be the starting point for the identification of the manifest content (whether explicit and/or latent)". The analysis and interpretation of the contents obtained are adjusted to the conditions of the processes to be followed.

According to Bardin (1977, p. 42), the analysis of the content is conceptualized as:

(...) a set of communication analysis techniques that aim to obtain, through systematic and objective procedures of a description of the content of the messages (quantitative or not) that allow inferring the knowledge of the production/reception conditions (inferred variables) of those messages.

Therefore, the analysis of the data is the process of classification of the contents, and these will be analyzed and classified trying to base them in a coherent way demonstrating reliable results.

### ***Ethical Aspects of the Research***

The ethical aspects of the research followed what is determined by Resolution 196/96 of the SNC, Ministry of Health.

Anonymity, confidentiality of information, and images that could reveal the identity of the participants were ensured. In this way, pseudonyms have been adopted for their identification in this article.

The confidentiality of the testimonies was safeguarded since the analysis of the data was carried out preventing any type of identification or origin of the exposure.

## **Results**

This research is expected to contribute through the analysis and interpretation of the role of the Educational Advisor, as a professional who uses dialogue as one of the main tools to help and control the emotional crises experienced by adolescents in the post-modern era. In addition to the role that the school and its pedagogical team assume in the process of prevention of future behavioral and emotional disorders of their students in the

construction of their identity, considering the diversity of stressors in the educational environment such as bullying and others.

We also consider the relevance of the pedagogical practice of the Educational Advisors, together with the teachers in the continuous training courses offered by the pedagogical team to work with diversity and its effects in the school environment.

The daily life experienced by a Counselor in the context of this field of research involves multiple tasks that range from seeking to provide the basic needs of the students' families, such as paying water, electricity, gas, and food bills, to welcoming them during episodes of emotional crisis.

In the exercise of the function and seeking to know the students, their families, and the context in which the institution is inserted, it is possible to raise a large set of records of the experiences brought by students to the Orientation room.

Although in Brazil the month of September is the milestone of suicide awareness and prevention, at the Moacyr Padilha State School it was necessary to extend this process throughout the school year given the numerous cases of emotional crises presented by the students.

Thus, the pedagogical team and the students interested in the situation proposed to carry out a survey through questionnaires and together with the teachers to analyze the real situation of behavioral and emotional problems and their consequences. Below are the proposals for possible solutions to the table presented.

The following graphic images show the results obtained by these students. These results were displayed in the school's hallways in July 2019, according to figures 1 and 2.



*Figure 1.* Number of suicides in Brazil per year. Poster displayed at Moacyr Padilha State School on 08/07/2019.

*Note:* prepared by the author herself (2019).



Figure 2. Grand total of idealization and suicide attempts at Moacyr Padilha State College.

Note: Poster exhibited at Moacyr Padilha State College on 08/07/2019, prepared by the author herself (2019).

The educational unit is a public institution in the interior of the State of Rio de Janeiro/BR. Its clientele is composed mainly of social minorities: blacks, the poor, the LGBT population, and women who suffer from the myth that Brazilian society is living a racial and social democracy. Such a society uses the mask of democracy to hide its racist, xenophobic, LGBT-phobic, sexist, and unequal face.

A society that through imposed culture exerts extreme pressure on adolescents. In this context we can say that the behavior of adolescents can be influenced by those who are by their side, however, denying any kind of support and welcome can lead the individual to develop emotional diseases.

On the other hand, the school can play a fundamental role for these adolescents, since according to Andrade (2009, p. 42) school education has a fundamental role to play in the construction and appreciation of a truly plural world, in which each and every one of them fits in, and in which diverse cultures, ethnicities, and identities are respected. The school is an institution that is part of society and must be open to contributing to and giving visibility to cultural diversity.

According to Gomes (2003, p. 75) culture, whether in education or in the social sciences, is more than an academic concept. The word culture not only has a meaning but is constantly under construction and reflection. To speak of culture in education is to speak of a space where people of different realities have interpersonal relationships. Each person carries within him or herself the context of the place from which he or she came, whether in speech, values, or beliefs.

Brazilian society, however, was built on inequality. Power, goods, and rights were distributed unequally among people. This is still the case in today's society, as minorities

live on the margins, are denied, and have their rights not respected, without knowing what equality, much less equity, is.

However, our examples refer to the speeches of some students in moments of consultation with the pedagogical team: *“I told my mother that I am a lesbian. After that, only the misfortune of her life calls me. That I just dislike it.”* (Ag, 16 years old, 2018).

The role of the school is to prepare the entire school community to welcome these students, demonstrating that it is harmonious, safe, healthy, and conducive to learning, respecting, recognizing in its pedagogy the differences, whatever their origin, and valuing them.

Gomes (2003, p. 75) emphasizes that the emphasis in the debate on culture in the educational field should not be limited to a simple praise of differences, nor be reduced to studies in the field of curricula and school culture. In this way, there is a risk of not exploiting all the wealth that such variation can bring. The school cannot have a simplistic interpretation of the diverse cultures that surround it.

In Vianna's studies (2015, p.791-806), we observe that in Brazil the LGBT movement, whose gender identity is not continuously aligned with the sex that was designated at birth (transvestites, drag queens, transformers, among others), was born in the late 1970s and early 2000s, also integrating the bisexuals, who began to demand recognition from civil society.

The discourse that follows raises some questions about racial inequality in society and school:

*Today, I went to the house and stopped inside the condo where I live to watch a fight between two women. I went up to my apartment and minutes later I heard screams: where was that little black girl who was here? My cell phone is gone. It could only have been her.* (Lz, 18 years old, 2019)

Before such a story, it is necessary to reflect that culture, in a way, dictates the way of life of the individual. It is a historical social construction that is transmitted from generation to generation, with time and according to society, it changes, however, culture is dynamic. Brazil is a pluralistic country, composed of diverse cultures, so the school must be prepared to face the proposed challenges. As a result, the school becomes a reproducer of culture, discrimination, and prejudice. And when it fails to recognize this cultural diversity in pedagogical practice and curriculum, it can segregate students outside the cultural norms created by society.

Law No. 11.645, of March 10, 2008, Art. 1 O Art. 26-A of Law No. 9.394, of December 20, 1996, in force, states:

Art. 26-A. In primary and secondary schools, both public and private, the study of Afro-Brazilian and indigenous history and culture becomes mandatory.

§ 1 The programmatic content referred to in this article will include various aspects of history and culture that characterize the formation of the Brazilian population of these two ethnic groups, such as the study of African and African history, the struggle of blacks and indigenous people in Brazil, Brazilian black and indigenous culture, and blacks and indigenous people in the formation of a national society, highlighting their contributions in the social, economic, and political areas that are relevant to Brazil's history.

§ 2 The contents referring to the history and culture of Afro-Brazilian and Brazilian indigenous peoples will be taught throughout the school program, especially in the areas of arts education and Brazilian literature and history (NR).

In educational institutions in Brazil and around the world, black students end up being subjected to violence and segregation. This is one of the evils that the school needs to fight with all possible tools. The teaching profession must be permanently reflected, since articulating equality in differences is a challenge for today's education, it is necessary to deconstruct a whole culture that has been impregnated in society over time.

Thus, the report by Sb:

*My mother receives a very low salary. My father is a drug addict and has been gone for months. Now my brother has decided to sell drugs so he can buy the things he wants. Only I know this in my house and I can't take it anymore. (Sb, 17 years old, 2017)*

This is a common story in the Orientation Room that reflects the social inequality in the school environment. However, the school must constitute a socio-educational space of equality and hope for social mobilization. Educational professionals must be more attentive to the behavioral and emotional variations of students, seeking to create occasions to listen to differences, such as conversation wheels, GVGO, among others that value the educational process and respect for differences.

Catherine Walsh (2012, p.33) in the text "Interculturality and (de)coloniality: critical and political perspectives", discusses that in South America:

“interculturality is present in public policies and in educational and constitutional reforms, and is important both at the national-institutional level and in the area of inter/transnational cooperation”.

It is understood, however, that the interculturality present in Brazilian public policies does not constitute state benefits to the various social minorities, but rather palliative mechanisms to contain the masses of economically excluded people in the country who fight for their rights through organized groups.

It can be seen that social inequalities are surprising in the face of a capitalist-based organization. These inequalities prevent the satisfactory integration of individuals and groups into socially established rights and privileges.

The development of critical and transforming human potential through intercultural paths is fundamental to a proposal for emancipatory education that aims at training for autonomy by overcoming fragmented individualism. This individualism sees people as simple tools at the service of economic development.

The mission of the school is to lead students to realize that each social group has its own uniqueness and that there is no one culture better than another, thus leaving behind the paradigm of the superiority of one group over another. Brazilian schools have a long way to go to make respect and appreciation of cultural identities effective.

This is how it is presented to the reports of the students who are fictitiously named for data protection:

*"Teacher, it seems that everyone around me is upset with me. Nobody talks to me, I always deserve to be alone, I am always alone. What have I done wrong?"(Br, 15 years old)*

*Today I went to give a message to my class about tomorrow's test. The teacher asked me. They wouldn't let me speak. They told me to keep my mouth shut. Otherwise, they would be beating me up. It's always like that. When the year is over, I will miss the teachers, the staff, the school building. I will never miss the students. I'm not used to being beaten up all the time. (Lv, 17 years old)*  
*I really wanted to go on the school trip, but the announcements were passed on to the Whatsapp group. When there's an important message, they take me out of the group. Two days later they add me again so I don't see what was agreed upon and I'm left out. The students in my class seem to hate me. (Rn, 16 years old).*

### ***School strategies in bullying prevention***

Bullies always take repetitive and aggressive actions with one great characteristic: acts with an imbalance of power. Fante (2005, p. 80) says that the imbalance of power occurs in several ways, because the victim is shorter and physically stronger than the aggressor, because he is in the minority because he has no capacity for defense and little psychological flexibility towards the aggressor.

The phenomenon of bullying can manifest itself in all places where there are interpersonal relationships, such as in the virtual world. But in this case, it has another variant, cyberbullying. The impact it causes can be very serious and sometimes irreversible. There are cases of individuals who, after being bullied, had their emotional life completely or partially shaken. Such behavior at school can interfere with the teaching and learning process, often leading to school avoidance and trauma, including emotional and other disorders.

Silva (2010) and Neto (2005) emphasize that the phenomenon of bullying is a public health problem, causing emotional and psychological problems. Therefore, education and multi-professional professionals must work together in this fight to promote healthy and safe social interaction.

Neto (2005) also points out that the school is a reproductive instance of external violence, influenced by the aggressive interpersonal and social relationships present in society. But he points out solutions to this problem, which would be to create safe and healthy schools for the intellectual and social development of students, without violence causing them physical and psychological harm. By proposing these forms of combat, it aims to reduce aggressive behavior among students by clarifying its nature, as well as the possible consequences for those involved in the act.

Thus, the school must be committed to bringing to light debates, talks, conversations to provoke reflections together with the students about harassment, and some rules govern the institution against any act of violence, discrimination, or prejudice, developing the autonomy of the students to create their own actions of anti-bullying behavior.

There must be means to prevent bullying in the school space, which must be addressed pedagogically. Therefore, teaching practices must be (re)thought critically and reflexively, so that the school does not continue to be the current scenario of this type of violence or any other.

The educational institution has a social commitment, and it is necessary to develop projects and plans to overcome such situations. Actions must be created to prevent and combat violence, although it is very difficult to eradicate it completely, efforts must be constant. Besides stimulating dialogue, it is important to invest in an empathic and

affective relationship between students and the pedagogical team, and the participation of the family in this mission becomes indispensable.

Bullying devastates learning, school life, and socialization, and its consequences often leave a mark and can be felt throughout life. Some develop disorders, depression, insecurity, low self-esteem, anxiety, stress, and other ills.

Victims, aggressors, or bystanders need special attention depending on the role they play. Everyone should be treated in such a way that this problem is solved. Victims need attention and follow-up to overcome the trauma. Abusers need treatment to find out the origin and reasons for their assault in order to find a solution.

Bullying devastates learning, school life, and socialization, and the consequences often last even after the violence ends and can be felt throughout life. Some develop disorders, depression, insecurity, low self-esteem, anxiety, and, in the most serious cases, suicide can occur.

Victims, perpetrators, or bystanders need special attention depending on their role. All must be treated in such a way that this problem is solved. Victims need attention and follow-up to overcome the trauma, perpetrators need treatment to find out the origin and reasons for the assault in order to find a solution. Not least, bystanders also need a lot of attention because they may be guilty of not being able, for example, to react when they see a friend being harassed, and the hostile environment, even if not in the role of victim or aggressor, is totally bad for the teaching-learning process.

For those who have been victims, it is necessary to overcome, to see the world from a different angle, not to give up, and not to stop advancing. Some events are never forgotten and it takes strength to overcome every mark left by bullying. And yet, for those who were spectators who took the blame, they absolve themselves, it is not always possible to do what one feels, but there is overcoming for those who fight, going from spectators to performers.

It should be noted that all of the authors of the above-mentioned reports have been subjected to intimidation, attend sessions with psychologists and use medications prescribed by psychiatrists.

### ***From human rights to educational work***

One possibility for overcoming the most obvious violence at school would be human rights education. For Candau (2008, p. 67) it is not enough to denounce violations and protect the victims, it is also necessary to create actions and processes aimed at prevention, the affirmation of human rights in all spheres of society, the family, and public policies. This is the purpose of Human Rights Education, an intense and daily search for peace at school and also in society through the prevention of the problems they face.

The official website of the UN - United Nations Organization points out that historically the first human rights charter in the world took place when Cyrus the Great conquered the city of Babylon in 539 BC. He freed the slaves, declared the right to choose religion, and established racial equality. All acts were engraved on a clay cylinder that became known as the Cyrus Cylinder.

It is noted that the determinations of this cylinder correlate with the first four articles of the Universal Declaration of Human Rights. Such ideas reached India, Greece, and Rome, where the concept of "natural law" was constructed, as it was understood that people had the vocation to conduct themselves by means of unwritten laws. Roman law is based on rational ideas derived from the nature of things.

The documents that recognize individual rights can be identified as the Magna Carta (1215), the Petition of Law (1628), the United States Constitution (1787), the

French Declaration of Human and Citizen's Rights (1789), and the United States Bill of Rights (1791).

After World War II, delegates from fifty countries met in San Francisco in 1945 at the United Nations Conference at the International Organization to form an international body for the promotion of peace and the prevention of future wars with the following ideals in mind: "We, the peoples of the United Nations, are determined to save future generations from the scourge of war, which twice in our lifetime has brought untold suffering to mankind. This Charter of the new United Nations came into force on October 24, 1945, and is celebrated each year as United Nations Day.

On December 10, 1948, following meetings of the UN Commission on Human Rights, the Universal Declaration of Human Rights was officially published and adopted by the United Nations:

Art.1 - Lack of knowledge and disregard for human rights has led to acts of barbarism that stir the conscience of humanity, and the advent of a world in which human beings are free to speak and believe what they will, free from terror and misery, has been proclaimed as Man's highest inspiration.... All human beings are born free and equal in dignity and rights.

It is noted that all United Nations Member States have become signatories to the Declaration of Human Rights and have committed themselves to promoting its contents. These rights are at the basis of the constitutional laws of democratic nations, including the Constitution of the Federal Republic of Brazil. However, the crisis of humanity experienced in Brazil, marked by racism, intolerance, xenophobia, sexism, elitism and other evils, impedes intercultural and harmonious relations among Brazilians.

In this context, it is analyzed that global educational agendas value connectivity since the interconnected world needs to improve the understanding between individuals through intercultural dialogues, the market, and the globalization of knowledge. However, these global agendas affect both large urban centers and small villages and vice versa. Cultural barriers do not fit into the world connected by technological bridges, otherwise, there is an overvaluation of "optical fiber" to the detriment of "ethical fiber", which can constitute the principle of self-destruction of the human species. Thus, a large investment is needed in education and in movements against discrimination and those that promote the empowerment of social minorities.

The student, in this context, needs to be stimulated to cultivate the desire to learn, to elaborate future projects, to practice respect and acceptance of differences, rejecting labels and prejudices. This position of childhood and youth can only be driven by experiences - aesthetic, cultural, intellectual, and relational - towards the construction of a more egalitarian society that adopts the culture of peace. The student, however, does not establish a self-training creation of interpersonal values. He needs the intermediation of the dialogue with the teachers who constantly look for updates in the continuous formation. Teachers also connected with global and local agendas about the necessary permeability of cultural boundaries to the empowerment of the creativity of each human being.

Intercultural dialogue goes beyond being racist, homophobic, sexist, xenophobic, and elitist. It is inferred by assuming anti-homophobic, anti-sexist, anti-xenophobic and anti-elitist positions, that is, it is not enough to attend to the market of the "politically correct", it must be a conception of life.

This is where the fundamental figure of the pedagogical team comes in, in a work based on the formation and orientation in movement together with other educational actors towards the gradual construction of men gifted with knowledge, senses, emotions, and humanity. This professional can be capable of promoting true intercultural encounters instead of the conflicts that impregnate daily life and that involve all the "different" in the times of the globalization of industrial capitalism.

We can see that the culture of each people is not a simple statistical data, but an authentic historical construction that justifies the identity of each being.

Candau (2008, p. 47) points out that a systematic effort has been made to defend and protect fundamental rights, both by the government and by civil society organizations, at least in recent years. In the last 30 years, through different stages and in constant articulation with the different political and social contexts experienced by countries, Human Rights Education has been affirming and building its way both in the school space and outside the school walls.

In Brazil, in the public policy arena, initiatives have been expanded, especially after the enactment of the National Plan for Human Rights Education in 2003, such as seminars, conferences, courses, etc., which are produced by non-governmental organizations, universities, and public bodies. However, Candau (2008, p. 67) states that the concept of human rights education that guides these initiatives is not always clearly explicit, an issue she considers extremely important.

Brazil is experiencing a reality that differs from all that this educational model implies. Candau (2008, p. 68) points out that we live in a context of neoliberal policies, the weakening of civil society, persistent indicators of marked social inequality, and discrimination and exclusion of certain socio-cultural groups.

The above statement shows that Brazil has a long way to go to make human rights education effective in and out of schools. Brazilian society needs a radical change to make respect for diversity truly effective. Brazilian schools need to make students recognize themselves as beings of rights through their pedagogy, day by day, and also show them ways to know how to act correctly when these rights are violated.

### **Debate and conclusion**

One of the great challenges of Brazilian education concerning the counselor's work in confronting students' behavioral and emotional disorders, which interfere in the progress of the teaching-learning processes, in school administration and in the work of the teacher and the counseling team, is the role of confronting the emotional crises experienced by adolescents in post-modernity, which involve students as well as teachers and professionals working in education.

Currently, the episodes of anxiety, panic, depression, and other more serious situations are directly related to the social imaginary and the pressure it exerts on adolescents, which can lead to the discrimination bias of not accepting differences in general, and these manifestations are present in the school space.

Therefore, education faces the important challenge of positive changes in society, constantly reflecting on curriculum planning, building new active methodologies that are meaningful to students, as well as preparing all professionals in the school institution to deal with diversity, working together with parents and the school community. However, it is necessary to prepare projects that aim at this cultural diversity in their pedagogical political project, with the participation of all those who are directly or indirectly linked to the school.

In this way, it is necessary to develop a pedagogy based on democracy, to create a new society, where students can be supportive, empathetic, respectful, and able to live together in harmony.

It is important to emphasize that Brazilian public educational institutions are the result of public policies and, unfortunately, they are not state policies, but government policies and they are subject to the discontinuity of those who take power. Therefore, there is a risk, at this historical moment, of a gigantic regression that will sustain inequality, discrimination, and exclusion.

The popular achievements in Brazil must be reinforced every day, considering that in the alternation of governments everything can go backward.

Walsh (2013, p. 34) addresses diversity in public policy as follows:

... this presence is effective and the result of the profits of the socio-political-economic movements and their demands for recognition, rights, and social transformation, can also be seen, in turn, from another perspective: that which links it to the global designs of power, capital, and the market.

The power of capital and the market have an impact on public policies involving the issues of cultural diversity that social movements have historically established in Brazil. According to Touraine (1985, p. 749), "social movements are the conflictive action of agents of social categories fighting for control of the historical action system". It is understood, therefore, that social movements arise through daily situations of inequality and aim to establish a new order, new perspectives, and ways of life that are guided by equity. These social movements can appear in a passive way when they try to maintain social structures to preserve recognized rights actively when they break with institutionalized social patterns that project intense social transformations.

According to the author (1985, pp. 749-787), the definition of a social movement is based primarily on three basic principles: the principle of identity, the principle of opposition, and the principle of totality, whatever that may be:

1. Principle of identity: corresponds to the self-definition of the social actor and his awareness of belonging to a group or social class. A social movement can only be organized if this definition is conscious. However, the formation of the movement precedes this consciousness. It is the conflict that constitutes and organizes the actor.
2. Principle of opposition: A movement can only organize if it can name its opponent, but its action does not presuppose this identification. The conflict brings out the opponent, forms the consciousness of the actors;
3. Principle of totality: the actors in conflict, even when circumscribed or localized, question the general orientation of the system. A social movement is only intelligible in the struggle to "control historicity", that is, the models of behavior from which a society produces its practices.

In addressing the concept of urban social movements, Manuel Castells (1999, p. 94) analyzes that it is a "system of contradictory social practices, that is, it questions the order established based on the specific contradictions of the urban problem".

In this way, a civil society organizes itself by forming NGOs, forums, knowledge networks, protests, and political pressures in the movement for democracy and the guarantee of citizenship; demanding public policies oriented towards a project that minimizes social inequalities, mainly through large public demonstrations.

The poor, black, indigenous, and other social minorities in the country are the groups most affected by social exclusion, mainly through the education offered in public schools committed to the physical structure, teaching and learning models, and the devaluation of the teaching profession. Thus, even after the advances in legal instruments, schools continue to impose a cultural standardization with the knowledge that the State establishes as adequate to the population, without taking into account the social diversity of the actors that compose it.

Being an environment of interaction among students, the school institution needs changes for a quality education that values differences and promotes recognition and respect among all, supporting and educating for the exercise of citizenship within and outside the school as a universal right. In this way, respect for fundamental human rights can prevent situations such as bullying and its consequences.

On the other hand, human rights education aims at inclusion through the pedagogy of cultural diversity, the promotion of respect for differences, and the construction of free and autonomous human beings. Issues that must be addressed from early childhood education, a period in which students are beginning to understand the world and its values. Thus, from the earliest age, they identify the differences and build from them, the similarities. We are all biologically equal, preferences change.

Therefore, the key to educational guidance to help the student's growth, whether psycho-pedagogical, educational or health, and in the prevention of disorders among adolescents is education for conscious citizenship, thus overcoming the antagonism between equality and differences, factors that must be articulated to avoid the negative emotional manifestations of violence and bullying.

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