

The Portfolio as significant activity used in violence prevention at schools: An occupational therapy approach

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Introduction: This study focuses on Occupational Therapy education practices used to deal with the consequences of the problem of violence in the school environment. **Objective:** Analyze the use of the portfolio as a significant activity of Occupational Therapy in the prevention of violence in schools. **Methods:** A qualitative approach was applied and a participative research undertaken. The study took place in a primary and secondary public school in the district of Fortaleza-CE, Brazil, between August and September 2008. 10 adolescents of both sexes and from 12 to 15 years old took part. Data was collected via interviews by the focus group and the collective construction of the portfolio. For the interpretation of the results the theme analysis by Minayo was used. **Results:** The findings describe that pupils consider violence to have a direct relationship with aggression, lack of respect and demoralization between pupils, teachers and pupils and vice-versa, in addition to vandalism in the school environment; among the most common manifestations are the different kinds of aggression, and the ways to solve the problems are, according to the pupils, related to practicing arts and sports. **Conclusion:** The construction of a portfolio with the mediation of an Occupational Therapist gave the adolescents the possibility to reflect about their attitudes and answers as far as the problem of school violence is concerned. **Contribution to practical work:** Make educational actions possible in the school environment through the practice of significant activities and considering the clients' profiles, interests, occupations and the context.

Key-words: violence; health at school; Occupational Therapy; education; health promotion.