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CHILD AT THE CENTRE OF THE DEBATE

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Child at the centre of the debate Conference Ebook

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# Index

## **Section 1 | Education**

Bullying, the child at risk

Structuring a music-based program for at-risk children

EPR's Paradox: Reading "The Einstein's Paradox and other Science Mysteries solved by Sherlock Holmes

Perceptions of Early Intervention Professionals and Parents About The Use Of Ages & Stages Questionnaires (ASQ-PT): Defining The Research Methodology

Gender issues in perspective: an educational experience

## **Section 2 | Law**

Deinstitutionalization – How?

## **Section 3 | Nutrition**

Nutritional Diagnosis for Educative Intervention in a Full Time Private School

Nutritional adequacy of the lunch consumed by children in a private school in the Metropolitan Region of Belo Horizonte / Brazil

Nutritional composition evaluation of a public school lunch from Contagem/Brazil

Diet in childhood as an obesogenic environmental factor: current evidence and challenges

## **Section 4 | Pediatrics**

Which adolescents come to the Emergency Department? – Study of a level III Hospital

Hospitalized adolescents in a Pediatric Service – Analysis of a Level III Hospital

Not always or never – the importance of a careful evaluation!

Voluntary Intoxication in Adolescents - 2 years experience in the Pediatric Emergency Service of a III Level Hospital

## **Section 5 | Psychology**

Attempts suicide in childhood: an in(visible) phenomenon

Sleep in childhood: perspectives and social and cultural practices

## **Section 6 | Social Service**

Adolescent victims of Cyber Violence: change of role for Social Work

"Francês", The Story of a Helping Professional Relationship with an Institutionalized Adolescent

Being Foster Family in Portugal: Motivations and Experiences

## **Section 7 | Sociology**

Interculturalism in adolescents and young people of Île-de-France region

Children of the 21st century. (I)mmobility and autonomy

## **Section 8 | Others**

Adolescents' Knowledge on tobacco: a question of health promotion

Health Promotion In School and Drug Use: Field Experience in a Municipality in Northeast Brazil

Occupational therapy: children and youth life cycle

# *Gender Issues In Perspective: An Educational Experience*

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## **Abstract**

Raising awareness of gender equality issues should start at an early age across every contexts of socialization including family, peer groups and school, among other instances. Through that, children and young people build, internalize and assimilate a social representation of what it is to be a man or a woman, according to the values, stereotypes and ideologies prevailing in the different realities.

Playing a vital role in citizenship-formation, schools encourage students to think and reflect on various contents related to this subject - namely the fact that gender is perceived in many realities as a legitimate and ideologically admissible basis for demarcation of rights, duties and powers, with an impact on the assumption and division of different roles -, (re) analyzing and (re) signifying their values, concepts and practices.

Based on this conception, the present work exposes and analyzes an educational experience which, using Sociodrama as a teaching-learning methodology, allowed students to deconstruct stereotypes and prejudices and collectively acquire knowledge related to this subject in an active and experiential way, with a view to adopt a reflexive, critical and interventive posture as citizens.

**Keywords:** Gender Equality; School; Sociodrama

## **Introduction**

Gender issues are a current and global challenge. In many realities, including Portugal, gender is still viewed as a legitimate and ideologically admissible basis for the delimitation of rights, duties and powers. This understanding has motivated political, social and civic movements to look at this reality and develop measures, projects and interventions to combat gender-based discrimination. The most recent example is the announcement made by the portuguese Secretary of State for Citizenship and Equality, on February 14, 2017, who, aware of the prevailing culture between men and women, proposes preventive measures to combat violence and gender stereotypes.

## **Gender Issues In Perspective**

Understanding gender issues requires a clarification of the phenomenon in analysis. Gender concerns to the culture construction of female and male

identity. Despite all societies taking the basic distinction between male and female according to the physiological characteristics related to procreation and biological reproduction, it is through development and within social contexts specificities that the gender identity is built, often marked by stereotypes and prejudice associated to discriminatory practices. Stereotypes are representative of the culture and time in which they are inscribed and provide a legitimate basis for – open/covert and/or hostile/benevolent – practices of discrimination and exclusion (Ferreira, 2004). The way stereotypes are conveyed includes information that is received from the family, peer groups, school, among other contexts of socialization (Quaresma, 2010; Ryan & Jetthá, 2012).

The Commission for Citizenship and Gender Equality (2015), as well as a number of studies have pointed out the need to deconstruct gender stereotypes and consider practices that contribute to building a sense of life that reflects principles for an egalitarian and solidary citizenship, in accordance to the Universal Declaration of Human Rights.

"Citizenship education is a lifelong process. It starts at home and/or the children's immediate context with questions that arise in everyday life about interpersonal relationships, identity, choices, justice, good and evil, and develops as their life horizons expand" (Cardona, Nogueira, Vieira, Uva, & Tavares, 2010, p. 59). Schools play an important role in encouraging children and young people as citizens in development, to think of gender inequalities throughout history and in different cultures/societies and reflect on the fact that gender (still) legitimize, in everyday life of most realities, the differentiation of rights, duties and powers, with an impact on the adoption and division of different roles.

Since the earliest decades of history, the distinction between male and female have been based on relations of dominance/submission, superiority/inferiority, essentially translated into the overvaluation of the male against the feminine imperfection. Given their biological and psychological characteristics – and legitimized by religious, cultural, political and social values conveyed by agencies of socialization (Laresma, 2010, Ryan & Jetthá, 2012) –, men have assumed roles that require greater competence, autonomy and decision-making. For the same reasons, women have historically assumed roles related to serving and caring (Nunes, 2007).

Despite the social changes and gradual valorization of women observed in the last century – especially with women's access to education and the labor market, as well as with the progressive adoption of traditionally male/female roles by

women/men – gender stereotypes continue to influence expectations for female and male roles and functions, as it will be explored below.

### **Beliefs And Conceptions**

According to Marques, Paez and Pinto (2013), there is still a belief that females are more emotional, sensitive, maternal, obedient, fragile and vulnerable, and males are more adventurous, relaxed, extroverted, dominant, strong and disorganized. These beliefs denote the roles and duties that are attributed to and assumed by men and women in our societies. Men tend to assume roles of high status and remuneration and are entrusted as head of the family, meanwhile housework and family care represent the primary responsibility of women, in a reflection of the femininity stereotype (Oliveira & Amâncio, 2002).

### **Professional Dimension**

The gender-based division of the labor market is not a natural phenomenon but rather the result of historical, political and ideological conditions and different socio-economic systems. Despite the changes that took place in the last century – with the entry of women into the labor market and access to education – a stereotyped division of labor still prevails based on significant differences in career opportunities, income and finance control. Men usually earn more for the same functions and the top jobs are generally given to them, even though there may be women more qualified (Cerdeira, 2009). Within the professional context, women continue to have more difficulty entering into the labor market, since men are preferred, especially because they do not become pregnant and are able to devote more to work (Maciel & Marques, 2008; Neves, 2013; Oliveira & Amâncio, 2002). Thus, women are more likely to have precarious jobs, with low income, as well as being more vulnerable to unemployment (Cerdeira, 2009). The idea that men are expected to be the main breadwinner and women retain the main responsibility for care and domestic work is rooted in employers, particularly in companies that implement a gender-based division of labor opportunities (Maciel & Marques, 2008).

### **Family Dimension**

Regarding the family context, the differences between gender roles are quite evident.

Men's contribution to domestic work is traditionally placed in second place as the role of aid to women, since these tasks are not presented as a duty or a shared

responsibility (Nuncio, 2008). The same is true for children. Although maternity and paternity leave can already be shared by the couple (in Portugal, this right is protected in Article 36 of Law 99/03 of 27/08), women are the ones who traditionally assume the role of childcare since birth, given the prevailing stereotypes that this duty belongs to them and that men, when assuming such role, have their masculinity called into question (Nuncio, 2008).

While men are generally seen as the breadwinners and principal figure of authority, women still bear the main responsibility for guaranteeing the family care and well-being, thus restricting their gender role. When they choose to hold positions of great responsibility in the labor market, women tend to avoid marriage, in order to achieve a greater control and better management of their daily lives in favor of their professional activity. Generally, married women with children represent a minority in these top positions (Cardoso & Loureiro 2008). Although this reality is changing in western society towards a greater gender equality in opportunities and responsibilities, there is still a long way to go within families, work contexts and in educational (formal and informal) contexts.

### **Educational Dimension**

Despite access to education being protected in art. 26 of the Universal Declaration of Human Rights of 1948, in many realities, schools are not yet accessible to all and educational opportunities differ between men and women. In Portugal, the compulsory formal education, does not necessarily mean that everyone has the same opportunities.

Since school is one of the most significant contexts of socialization, it plays a decisive role in the education of children and young people by conveying concepts, values and practices, which can influence expectations and equality of opportunities in terms of training and professional paths.

If children and young people are educated to recognize the value of equality, gender differences will tend to decrease. Changes have already occurred at this level, although gender differences are still evident as can be seen, as an example, in the following dimensions.

The areas of knowledge are hierarchical in our society, with the exact sciences occupying more relevant places than languages, social and human sciences. The former are essentially associated with men, who are supposed to have characteristics such as rationality, objectivity, coldness and impersonality;

(Saavedra, 2005, cited by Nogueira & Saavedra, 2007). In addition, the second group is mainly associated with women, because of the emotionality, subjectivity, expressiveness and sensitivity attributed to them. In respect to this differentiation, school textbooks have their own contribution through the massive presentation of male elements associated to science areas, which lead women to grow embedded in the idea that these areas are particularly reserved for males (Saavedra, 2005, cited by Carvalho, 2010). On the other hand, boys and young men who evidence good results in reading and writing are frequently compared to girls and young women given their attributes in stereotypically feminine domains, which involve more reflection than action (Gilbert & Gilbert, 1998, quoted by Nogueira & Saavedra, 2007; Saavedra, 2005, quoted by Carvalho, 2010).

Nevertheless, in the Portuguese reality it has been observed that boys and young men do not always obtain the best academic results. In higher education, in particular, it is noted that the relation male/female is 4:7, contrary to the European average. According to Nogueira and Saavedra (2007), courses in the fields of medicine, agriculture, forestry and fisheries, which, in general, have a higher male frequency, have a significant female presence in Portugal - 61% and 63.5% respectively. However, in areas such as civil engineering, electronics and electricity the female presence is still significantly reduced, 30.1%, 16.3% and 11.2%, respectively.

Finally, the way male and female students identify with different professions make career choices often mirror social expectations, repressing some preferences and exalting others (Lorenzi-Cioldi, 1988, quoted by Nogueira & Saavedra, 2007).

Despite the unquestionable changes in this field, as previously discussed, for gender equality to be a reality it is fundamental to intervene from early on and throughout life, in individuals' contexts of socialization. According to Vega Caro (2012), prompting a new gender culture implies that a new view on social relations is built, based on equality. Bearing this concern in mind, Catarina Marcelino, the current Portuguese Secretary of State for Citizenship and Equality, announced the most recent strategy of Education for Citizenship. Beginning in the academic year 2017-18, topics related to the promotion of equality, the fight against violence and gender stereotypes will be included in the schools' curriculum, from pre-school to Grade 12. "This proposal aims to bring to the classrooms, conducted by educational professionals, the topic of human

rights and gender stereotypes, including issues of violence and inequality, " (Marcelino, 2017, cited by Faria, 2017).

If in basic and secondary education, addressing these issues is essential for promoting a culture based on equality and intolerance towards gender violence and discrimination, in higher education this is mandatory, particularly in courses that seek to foster human development and ensure the fulfillment of human rights, as is the case of the Social Education course in the School of Education from Porto Polytechnic.

### **Gender Issues In Curricular Context**

First of all, a brief framework on Social Education needs to be made. As stated by Timóteo and Bertão (2012, p. 16), being emancipatory and transformative, social education shares the "vision of a more egalitarian, supportive, inclusive and democratic world, based on the sociocritical paradigm and the view of human beings as capable of looking at themselves and at the world in a critical and informed way and able to intervene by following intelligible and conscious values".

Based on this vision, several curricular units of the Social Education course from ESE/IPP reflect the concern to analyze, discuss and problematize a variety of value themes, through the use of different teaching-learning methodologies. In the curricular unit of Personal and Social Education, in the second year, students have the opportunity to discuss and analyze various topics related to their academic education, as well as their role as citizens committed to change for a fairer and more equal society. It is, therefore, a curricular unit that challenges not only students to a theoretical-conceptual reflection, which occurs mainly in theoretical and theoretical-practical lessons, but also to a experiential work, developed in practical lessons around value-based issues that guide their attitudes and behavior (Veiga & Monteiro, 2013).

Concerning the (in)equalities among social relations, Vega Caro (2012) argues that new models, methodologies and practices should be considered. In that regard, in practical lessons, the main teaching-learning methodology used is Jacob Levi Moreno's Sociodrama (eg, Moreno, 1997/1946, Veiga, 2009; Veiga, 2014). This methodology, through its structure, dynamics and principles, allows exploring the multiplicity and complexity of issues involved in this reality in a creative and experiential way.

### **An Educational Experience...**

Lessons from the Personal and Social Education curricular unit follow the principles, assumptions and praxis explained by Moreno (cf. Moreno, 1997/1946; Veiga, 2009; Veiga, 2014). They take place in large classrooms that enable the building of the Sociodramatic setting, and generally focus on students' issues, concerns and/or needs found in every moment of their education, as well as on their school and social experience. In these lessons, the intent is to work, above all, on collective issues and roles and avoiding, as Blatner (2006) and Veiga (2009, 2014) argue, the exploitation of more private roles. The sociodramatic dynamic result of the interplay between protagonist<sup>1</sup> and auxiliary egos<sup>2</sup>, directed by professor-director<sup>3</sup> who suggests a set of scenes and techniques to explore the theme in question and the development of spontaneity in the protagonist (Veiga, 2009, 2014).

In one lesson of this curricular unit within a class composed just by women, the warm-up phase<sup>4</sup> focused on gender issues, when a student spoke about a video in which an interviewer asked opinion about Hillary Clinton as a candidate for the presidency of the United States of America, and one lady replied that she did not agree with her application, because the presidency is a place for men. This has triggered an intense debate on the different views of women's roles in society and issues about gender equality and social justice. Questions raised in this debate included: "What is the current situation of gender equality? What prevents / hinders gender equality? Are men fighting against women's power? Or are women who condition other women who want to move forward?" While recognizing the evolution of women's role over time, students argue that stereotypes and prejudices embedded in society, revealed both by men and women themselves, not infrequently lead to discriminatory attitudes towards women.

Following this first phase, the dramatization<sup>5</sup> phase began, and by the request of the professor-director, a sculpture of the contemporary woman was held on the stage<sup>6</sup>. The group enthusiastically got involved in the task, which resulted in the following representation (Figure I):



The spokeswoman for the group explains the sculpture, noting that two women were placed ahead, representing those who managed to break stereotypes and barriers and achieve success; behind them were three women fighting for their ideals of equality to achieve what men have almost for granted, but have restrictions (fears, prejudices, role expectations, power differences) represented by the hands of the five women who grab them. These represent some contemporary women who do not understand the need to fight for gender equality, or who by not believing in this possibility, prevent others from following their dreams and achieving what they want; and finally, four women passive towards the fight that was happening right in front of their eyes were at the back of the group.

When reflecting about this activity, each student was able to tell her story, from the standpoint of the role assumed, evidencing: first, the struggles they faced, the stereotypes they broke and the incentives/support they received; the second, above all, spoke of their desire to move forward, and some achievements they already achieved, but also the intensity and pressure of the restrictions, represented by the hands that grip them, many of them belonging to women who prevent themselves from going further and achieve autonomy and empowerment (Figure II).



The women representing the restrictions reveal a conservative view, in which men are still expected to have the power and women retain the main responsibility for childcare and housework. In these reflection still emerges gender stereotypes related to male supremacy in labor and intellectual issues, which explains why power positions are attributed to man. "I took the place of some women's conscience that tell them they cannot be better, preventing them to move forward and transmitting this idea to women trying to move forward" (Written reflection by one of the protagonists). From the group of passive women, one says that this position is due to the fact that this fight has no interest to her, because she feels comfortable, other justifies she is conformed and accommodated to the idea that, regardless of what is done, equality is an unreality. The third group assumes the critical discourse regarding women who desire change, legitimizing a stereotypical view of the men role.

In the last sculpture, students climbed to a chair, joined by a rope representing union and equality among all (Figure III).



From this place, women in the group express their feelings of victory, because they have achieved equal rights, are empowered and autonomous (Figure IV).



Nevertheless, they point out that this is utopia, very difficult to achieve. Still on the chairs, each group member was asked to state how they could contribute to gender equality in their life contexts.

In the comments<sup>7</sup> phase, the progress made in this field was shown, nonetheless gender stereotypes still prevail in society, and some women seem to hamper or condition the struggle for equality in gender rights and gender obligations. In the condition of citizens and professionals, students recognize that it is their duty to be aware of their social representations, preventing their own stereotypes to

condition their role as women and professionals in practice. They are more aware of the importance, and also difficulty, of challenging stereotypes and prejudices in their daily lives, but also of the required urgency, if they are looking for a fairer and more egalitarian future. As future social educators, students say that they feel particularly committed to the effort for deconstructing prejudices and stereotypes of themselves and others, so that the opportunity is given to each one to be seen as unique, with a unique course and history, despite being part of a group with a collective identity.

#### *Written reflection of a student*

"The ongoing reflections within the curricular unit of Personal and Social Education, as well as the confrontation with practical situations that we will deal in the future, help us to develop attitudes more adjusted to the contexts in question. Gender stereotypes, racism, xenophobia, among other biased beliefs, are serious obstacles to the development of more just and equitable societies. Often what is at stake is the desire for power, imposing ways of being, living and looking at the reality. This can be a reality that happens in the daily life of each one, but also in the practices of so many professionals. How many social work professionals have we met endorsing inferiority beliefs about their interlocutors and other cultures? Respecting and understanding that what is unfamiliar is not necessarily bad, is crucial to cultivate an empathetic, honest and caring attitude towards others (...). Further, an essential step for a personal change includes learning to get a better understanding of ourselves and this can only happen when we face real situations and discuss these issues within the group"

"Social educators, as professionals whose practice is based on relationships and proximity, act as promoters of equality, in particular between genders, supporting individuals in the various social dimensions and spheres.

In the field of labor market, it would be necessary to raise employers' awareness towards the provision of equal opportunities between men and women. For the intervention to be more effective, it is also important to raise awareness of genders' equal needs in terms of the economic subsistence, the rights to work and responsibilities within the family.

In the family field, the social educator can work with family members so that everyone can collaborate in the same tasks and participate in family decisions, sharing the same rights, namely for leisure, work and education, among others. Social educators should also encourage parents to transmit these values to their children, so that they can adopt them in school and throughout their lives.

In the school field, professionals can intervene with the school community through awareness raising actions aimed to demystify stereotypes and change discriminatory practices. "

### **Final Considerations**

Human beings develop and build their gender identity in the relationships with others (real or symbolic) present in their different socialization contexts and instances.

Being one of the main instances of socialization for children and young people, schools should be concerned not only with students' academic formation, but also with their overall education. Preparing students to become active, participatory, responsible and creative citizens - who have a critical and transformative role in the reality they participate and are co-responsible - is a guarantee that a more just and egalitarian society can be established. In this sense, schools should introduce practices seeking to educate students about diversity and equality values, respect for rights and individual and collective freedoms.

In everyday school and/or in the curricular context, issues of gender (in)equality can and should be, since early ages, addressed, worked out and reflected. The educational experience described in this paper showed how, through Sociodrama, students could, in an active and experiential way, address the role of women in society, reflecting on the restrictions - stereotypes, prejudices and discriminatory attitudes - that prevent them from achieving the desired equality. With each other, in the here-and-now, students were able to share, debate and collectively build knowledge about this theme. More aware of what can contribute to gender (in)equality - in particular the contaminating and undesirable effects of the numerous gender stereotypes - students have been able to commit to the change that needs to happen, in society, in reality and also in each individual.

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