

YOUTUBERS: POTENCIAL DE CONTRIBUIÇÃO NA EDUCAÇÃO SEXUAL

YOUTUBERS: POTENCIAL DE CONTRIBUCIÓN SEXUAL PARA LA EDUCACIÓN

YOUTUBERS: CONTRIBUTION POTENTIAL FOR SEXUAL EDUCATION

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RESUMO: O presente artigo tem como objetivo apontar a viabilidade de youtubers atuarem como educadores sexuais e contribuir na disseminação de informações em relação aos direitos sexuais e reprodutivos. A literatura vem destacando o potencial de engajamento por parte de seus seguidores em diversos comportamentos, principalmente de consumo. A mídia e estes profissionais já educam sexualmente, de maneira não formal, seu público, por meio de suas ações, temas aposentados e opiniões. Este ensaio, de natureza teórica, traz a contextualização social, exibindo ascendências e conexões deste fenômeno, através de referenciais teóricos que coadunam teorias educacionais, da psicanálise e teoria cognitivo-comportamental.

PALAVRAS-CHAVE: Educomunicação. Youtuber. Educação sexual. Prevenção a violência sexual.

RESUMEN: *Este artículo tiene como objetivo señalar la viabilidad de los youtubers para actuar como educadores sexuales y contribuir a la difusión de información sobre los derechos sexuales y reproductivos. La literatura ha destacado el potencial de participación de sus seguidores en diversos comportamientos, principalmente en el consumo. Los medios de comunicación y estos profesionales ya educan sexualmente a sus audiencias, de manera no formal, a través de sus acciones, temas y opiniones retirados. Este ensayo, de naturaleza teórica, contexto social, muestra ascendencia y conexiones de este fenómeno, a través de referencias teóricas. que coinciden con las teorías educacionales, el psicoanálisis y la teoría cognitivo-conductual.*

PALABRAS CLAVE: *Educomunicación. Youtuber. Educación sexual. Prevención a la violencia sexual.*

ABSTRACT: *This article aims to point out the viability of youtubers to act as sex educators and contribute to the dissemination of information regarding sexual and reproductive rights. The literature has been highlighting the potential for engagement by its followers in various*

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behaviors, mainly in consumption. The media and these professionals already sexually educate their audiences, in a non-formal way, through their actions, retired themes and opinions. This essay, of a theoretical nature, brings social contextualization, showing the ancestry and connections of this phenomenon, through theoretical references that combine educative theories, psychoanalysis and cognitive-behavioral theory.

KEYWORDS: *Educommunication. Youtuber. Sex education. Prevention of sexual violence.*

Introduction

The internet offers a range of content possibilities. Where previously there were only television and radio, as sources of entertainment available in households, currently there is YouTube, standing out for the large number of users who, regardless of age, access the platform in search of the fun and/or information offered.

Created in 2005, (KLEINA, 2017), YouTube is an interactive platform for sharing videos, where the user, in addition to watching videos, can share and create audiovisual content. Globally, the portal has more than 2 billion users connected monthly, who use the benefits of accessing the platform, whether to watch or disseminate content (YOUTUBE, 2019).

Similar to television, the website features channels with the most diverse themes, such as: comedy, tutorials, education, entertainment, news, among others, and the individual can change channels with just one click, in order to choose the desired subject. According to the rules for using YouTube, anyone can post content on the platform, whether they are individuals, legal entities or government agencies (PRIOSTE, 2016).

When an individual creates a channel and develops content with a certain frequency it is called a youtuber. Motta, Bittencourt and Viana, (2014, p. 4) conceptualize the term as: the individual who “posts videos according to the frequency that suits him, and his content can be watched by any internet user who finds his videos through research [...]”³.

The individual interaction between the user and the content producer is unique, considering that each channel owner develops their own posture, language and material, focused on the profile of their target audience, thus reaching thousands of views and followers.

Among the various channel owners who frequently post content on the platform, some stand out for their content and the number of followers, reaching the level of living from the income derived from their virtual work. Between June 2018 and June 2019, the top ten

³ “posta vídeos de acordo com a frequência que lhe convém, e seu conteúdo pode ser assistido por qualquer internauta que encontre seus vídeos através de pesquisa [...]”

YouTube channel owners raised about US\$ 162 million (BERG, 2019), by monetizing their videos.

Youtube is an entertainment and information tool, but it also acts as an instrument for influencing young people's behaviors, inspired by their virtual idols. Westenberg (2016) points out that children and adolescents imitate signs, jokes, and even the way of communicating that they consider interesting, even when disapproved by their parents. It is not by chance that youtubers are also called digital influencers. They stand out for becoming a reference, either through their opinions, actions or lifestyle, or because they can induce decisions by their audience in terms of consumption and behavior (KARHAWI, 2017).

This capacity for influence can occur directly, by inducing the viewer's opinion, through testimonials aimed at promoting a product, or even demanding that certain actions be carried out, which can happen indirectly, through merchandising, use of certain brand of clothing, electronics or cosmetics, for example, or even through the demonstration/promotion of a certain product through the channel.

Youtubers have become a reference not only for children and young people in relation to their behavior and attitudes, with this in mind, would it be possible for these professionals to act as a source of information in relation to issues related to sexuality and sex education? Is it possible that sex education can be carried out in the virtual environment and thus reach a larger number of individuals?

This essay, of a theoretical nature, aims to discuss the potential for engaging youtubers in the behavior, especially, of adolescents and children, and to reflect on how these professionals can contribute to the discussion of topics related to sex education. Divided into three sections, it starts the discussion about the power of YouTube content creators to encourage children's conduct and, later, discusses sex education and its foundations, concluding about the importance of inserting these professionals in sex education.

The power of Youtubers to instigate behavior

The use of the internet has been increasing annually, mainly with children, adolescents and people over 45 years old, whose main activity is to watch videos and movies online (CENTRO REGIONAL DE ESTUDOS PARA O DESENVOLVIMENTO DA SOCIEDADE DA INFORMAÇÃO, 2018; INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA, 2018).

The interaction with digital media no longer occurs passively, with the subject just receiving the information. New technologies have contributed to the production and dissemination of knowledge and information (SANTOS, 2017), in which the individual finds a range of possibilities for learning various contents.

Interaction has become the heart of social relations, where the individual builds his image in the real and virtual world. Guedes Vieira and Calazans (2017) point out that the fabrication of the image built in the virtual world, consists of the grouping of patterns and individualisms, so that the image is built on the eyes of the other, transforming private life into a spectacle. That is, in the virtual world it is possible to build an image of yourself through the application of behavioral patterns that can be typified, through the variety of photos and comments posted, which obey a pattern in the attempt to establish a positive image focused on the viewer and aiming to make a good impression.

In the case of YouTube, the goal of channel creators is not only to entertain, but to generate content that pleases and encourages the viewer to continue consuming the material offered, rewarding the producer through engagement and views on that channel. The relationship of influence between consumer and producer is a two-way street, considering that the youtuber produces videos aiming to please his audience and they comment, approving or not the content, giving clues about which path should be followed. The more views and engagements, the greater the channel's prestige.

The Cognitive Social Theory, developed by Alfred Bandura, with the contribution of other researchers, conceives that human behavior is rooted in social systems, in which the environment, particular factors and individual behaviors, would influence this relationship in a bidirectional way (BANDURA, 1986; 2008). According to the author, it is possible that the individual learns new behaviors through imitation, conceptualized as “a person's tendency to emit behaviors or attitudes similar to those exhibited by real or symbolic models”⁴ (BANDURA, 1962 *apud* COSTA, 2008, p 128). Learning can occur through the observation of behaviors performed by another person or through symbolic means through video or electronic media, known as modeling (BANDURA, 2008). This process of learning the subject, occurs throughout the development process, from childhood to adulthood, mainly in operational behaviors, in which the individual learns to perform certain commands. Parents and the family environment are the main behavioral models for learning behaviors.

⁴ “tendência de uma pessoa para emitir comportamentos ou atitudes similares àqueles exibidos por modelos reais ou simbólicos”

The cognitive social theory presents evidence on why youtubers influence the behavior of their subscribers, especially that of children who, before the age of 12, still lack intellectual and moral autonomy. In this period, the child tends to believe that the claims of authority and prestige figures are intrinsically true (SILVA; SANTOS, 2019).

Children and adolescents use the media to interact with their peers, producing content and meanings, building this network sociability, in which they submit, through interaction around themes of common interest, or through groups formed by affinities. A form of socialization occurs through interactions with the youtubers themselves, who share their daily lives, consumption preferences, opinions on the most varied topics and the interaction made through comments and, thus, a close relationship is created. A relation that supports the advertising content, carried out in the form of dialogue and generally positive opinions about the product presented.

The influence of videos made available on social networks when performing acts, be they beneficial or harmful, is undeniable. The "Ice Bucket Challenge" challenge, started in 2014 as a strategy to raise funds for a research on Amyotrophic Lateral Sclerosis (ALS), raised US\$ 220 million (REUTERS, 2019).

A more recent and not very positive example, of the power to "viralize" concepts and acts, was the "tripping challenge" or "skull break". Through a challenge posted on Instagram and Tik Tok, and widely shared by WhatsApp groups, on account of Youtuber Robson Calabianqui, known on social networks as "Fuinha", a joke, with possibly fatal consequences, began to spread through children's environments and juveniles, leading many children and adolescents to hospitalization.

Fuinha's post consisted of a video in which he and his brother hit their mother with a double trip, knocking her violently to the ground. The "challenge" went viral and many young people started posting on their networks the replication of the coup, which can be fatal. The colleague is made to stumble, when he is in midair and the individual falls on his back and normally hits his head on the ground (COSTA, 2020). The blow can cause head trauma and lead to death, as occurred with a 16-year-old girl from Rio Grande do Norte (ESTADO DE MINAS, 2020).

Sex education: concept and fundamentals

Since birth, the child is guided in relation to certain gender behaviors, such as playing and clothing colors, the use of genitals to distinguish between girl and boy, among others, this process is called sexual education. Ribeiro (1990, p. 2-3) describes that sex education:

It refers to continuous cultural processes since birth that, in one way or another, direct individuals to different attitudes and behaviors linked to the manifestation of sexuality. This sex education is given without a methodology, program or school and didactic concern, but it occurs in the family, in the neighborhood, with friends, on TV, in magazines and even at school, transmitting values and certain sexual standards of the time.⁵

This sexual education has an unintentional character, being carried out, initially by the family, then by peers and social groups, when it is the object of teaching with method, objective, organization, didactics and the formation and preparation of the professional to perform the action, becomes formal (MAIA; RIBEIRO, 2011).

Furlani (2013), describes that the role of sex education consists of problematizing the “unique truths” and hegemonic models of sexuality considered normal and, thus, questioning the interests involved in this power game so that it can be presented to multiple possibilities related to the sexual desire, as well as discussing the exclusion of different ones.

Maia and Ribeiro (2011) add that sexuality education should focus on going beyond traditional and well-known themes, not just sharing concepts related to Sexually Transmitted Infections (STIs) or teenage pregnancy, especially because these themes are generally taught from a medical and hygienist perspective, primarily focused on diseases and prevention strategies, but topics such as: sexual violence, sexuality of people with disabilities or chronic diseases, old age, gender equity, among others, are some of the various topics that sex educators can and should act on.

In order to be able to perform a job intentionally, it is essential that the professional has formation in the area of sexuality, through academic formation. The qualification can be carried out in person or online, through formation and postgraduate courses focused on the area of sexuality and sex education (LEMES; MAIA; REIS-YAMAUTI, 2015).

Professional capacitation, regardless of the place of performance, becomes essential so that scientifically based content can be taught (MAIA; RIBEIRO, 2011), in order to avoid the following harmful attitudes, described by Maia (2004): a) conservative attitude, when the

⁵ Refere-se aos processos culturais contínuos desde o nascimento que, de uma forma ou de outra, direcionam os indivíduos para diferentes atitudes e comportamentos ligados à manifestação da sexualidade. Esta educação sexual é dada sem uma metodologia, um programa ou preocupação escolar e didática, mas ocorre na família, no bairro, com amigos, pela TV, pelas revistas e até na escola, transmitindo valores e determinados padrões sexuais da época.

professional tends to abandon the discussion because he considers the topic delicate and complex; b) reproductive and superficial proposals, when reproducing what is known without adding content; c) enthusiastic and exaggerated, when responsibility and reflection are left aside, focusing only on pleasure; d) moralistic posture, when information is not scientifically based and based on personal and moralistic concepts.

Sex education acts as a tool in promoting subjects' sexual and reproductive health, through access to information on individuals' sexual and reproductive rights, characterized by terms conceptualized in the International Conference on Population and Development (CIPD), in 1994 as:

A state of complete physical, mental and social well-being and not simply the absence of illness or disease, in all matters concerning the reproductive system and its functions and processes [...]. This also includes sexual health whose purpose is to intensify vital and personal relationships and not simply counseling and assistance related to reproduction and sexually transmitted diseases (ONU, 1994, p. 62).⁶

The above document adds that insufficient levels of information on sexuality, inadequate services, high-risk sexual behavior and discriminatory acts are determining factors for the frustration in the reproductive health of adolescents, who are the most affected by the lack of information and by health services that do not contemplate their specificities.

Educational actions focused on sexuality should debate beliefs and taboos that affect the sexual and reproductive health of individuals. When stating that the best time for your sexual intercourse is when you feel prepared, the importance of using preventive methods even in the first relationship and that it is the individual's right to access information about contraceptive and preventive methods, as well as the choice of input that adapts to your needs, are ways to present sexual and reproductive rights (ONU, 1994).

Why and how to insert Youtubers in Sex Education?

The media contents exercise sex education in an unintentional way with their viewers, either by using specific colors or objects, to present associations based on gender, for example: Men and cars, beers, women and home care, beauty and fashion, or even using sexually appealing devices. Cecarello (2016, p. 176), describes that “the contents can present nudity

⁶ Estado de completo bem-estar físico, mental e social e não simples a ausência de doença ou enfermidade, em todas as matérias concernentes ao sistema reprodutivo e a suas funções e processos [...]. Isto inclui também a saúde sexual cuja finalidade é a intensificação das relações vitais e pessoais e não simples aconselhamento e assistência relativos à reprodução e a doenças sexualmente transmissíveis (ONU, 1994, p. 62).

(usually female), provocative sexual behaviors, physical beauty and the use of sexual symbols”⁷. If media content “educates” sexually informally, using different resources, we can and must occupy these spaces to carry out sex education in an appropriate and intentional way.

The use of the internet has been increasing annually and its users use it for different purposes (INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA, 2018). Because it is a free tool, requiring only a screen device and internet access, as well as presenting diverse content, users, with varying ages, use YouTube more and more, reaching billions of users accessing it monthly. It is essential that educators in general come to occupy this space, transmit the content in places that traditional channels and in-person actions do not reach the target audience. Whether through channels created by educators or through partnerships and consultancies.

By using simple and direct information, there is a reduction of barriers between the professional and the public, YouTube content creators are able to attract a large audience. Professionals who deal exclusively with the theme in their channels manage to demystify some taboos and clarify doubts, which the general public is often unable to express to a professional personally, due to guilt or fear.

Realizing the need to insert the theme of HIV/AIDS prevention, which is not achieved through traditional methods, especially for young people, and to promote the debate in relation to prevention, the Joint United Nations Program on HIV/AIDS in Brazil (UNAIDS) realized the potential of professionals who develop online media content and in 2018, invited Brazilian youtubers to participate in the “UNAIDS Challenge”. The challenge was to invite influencers to answer questions about the theme, producing content related to HIV on their channels, with the aim of promoting engagement between content producers and their fans in the virtual environment (Joint United Nations Program on HIV/AIDS in Brazil-UNAIDS, 2018).

Specialists in the area of sexuality who have YouTube channels, through their videos, perform sex education in different ways, either by answering questions or with specific content. As an example, the urogynecologist and specialist in female sexuality, Cátia Damasceno, in her channel “Mulher bem resolvida” has approximately six million subscribers and with videos with more than nine million views; Psychologist and sexologist Carla Cecarello, through her channel of the same name, has videos with thousands of views and subscribers, in which she discusses a multitude of topics, from answers to questions and presentation of content with the

⁷ “os conteúdos podem apresentar nudez (geralmente feminina), comportamentos sexuais provocativos, beleza física e emprego de simbologias sexuais”

proposal to discuss topics, such as “Sex Education”, where the professional invites reflection on sex education in the school environment.

The infectious disease physician Marcos Vinicius Almeida, mainly focused on the LGBTQI+ population, and João Geraldo Netto, who like other youtubers living with HIV, also explore specific themes, focusing primarily on the experience and specificities of this audience, through informative content and sharing their daily lives, as a person living with HIV/AIDS, break several taboos related to positive serology and post-diagnosis experience.

In addition to the professionals, who already perform sex education, some youtubers have specific channels, with the content and audience delimited in this area of activity, and could eventually contribute to the process of non-formal sexual education, through specific educommunicative actions, on specific dates. or punctuating topics in your discussion. Actions based on educommunication, by acting at the interface between communication and education (MARQUES; BORGES, 2016) help, through the media, in the process of instruction of the individual and reflective thinking, not only in relation to the use of the media, but of topics that need dialogue, such as the use of the media for the discussion of sexual education.

Niches in which the traditional forms of teaching carried out by sex educators have difficulties in inserting discussions, such as children and the elderly, can contribute to specific topics related to the need for information for each age group, as presented below, some suggestions of topics and target audience that can be approached through actions on YouTube succinctly and without exhausting the literature.

Sex education with children

The child from the earliest age manifests sexuality, initiated through the body's self-discovery, through curiosity and self-manipulation. Freud demonstrated that sexuality is not like a switch that is activated in adolescence and that the child is asexual, but that sexuality is constituted, in a procedural way, in three phases: oral, anal and phallic and genital, “that will culminate in adult sexual life, in which the drives, previously partial, will be under the control of the genital zone”⁸ (COUTO, 2017, p. 1).

It is customary when talking to children about the body and its sexuality, that euphemisms in relation to the genitals (MONTEIRO; STORTO, 2019) contribute to the children's lack of knowledge in relation to their own body, since parents, when they fear or

⁸ “que vão culminar na vida sexual adulta, em que as pulsões, antes parciais, ficarão sob o domínio da zona genital”

ignore the scientific terminology, use terms to name genitals in a veiled way, without delving into the topic of sexuality.

The school environment is not immune to sexuality, because with living together and in differences one also learns, the construction of children's sexuality occurs through relationships with their peers, adults and media content provided by the school and family. The child, indirectly, receives a sexual education through media content aimed at them, in which the characters' behaviors present ideological values (PACHECO; MELO, 2015).

As described by Brancaleoni and Oliveira, (2015), the discourse that sexuality begins only in adolescence does not occur only with parents, but teachers also present this conception. By not conceiving the child as a sexual being, they prevent the children from having access to basic information about their body.

Spaziani and Maia (2015) state that the hegemonic discourse that the child is asexual and, therefore, does not need education in relation to his/her sexuality, is a factor that contributes to the lack of information regarding his/her rights. Sex education is a preventive tool, so that children can discern the acts of affection with situations of violence, ensure their right to deny touching and situations that they consider unpleasant, as well as those who ask for help.

Sexual violence against children and adolescents consists of violence that violates the rights of victims, the older individual, who may be male or female, takes advantage of the lack of knowledge for their sexual satisfaction, conceptualized as the

Unwanted and inappropriate sexual solicitation or exposure to a child by an older person (contactless abuse), genital touch or stroking (contact abuse) and penetration in terms of oral, anal or vaginal intercourse or attempted intercourse (ANDREWS *et al.*, 2004, p. 1853-1854).⁹

The prevention of sexual violence through the action of youtubers can contribute to the reduction of national percentages. Between 2011 and 2017, 184,524 cases of sexual violence were reported in the National Diseases and Notification System (SINAN), cases related to children and adolescents accounted for 46.5% (BRASIL, 2018).

The actions to be taken can be simpler, for example, talking about the child's right to refuse a hug or kiss, or more elaborate, by dedicating a video to explain, in a detailed way, on how to differentiate a loving touch from an abusive one. As most of the main channels are

⁹ Solicitação sexual indesejada e inadequada ou exposição a uma criança por uma pessoa mais velha (abuso sem contato), toque ou afago genital (abuso de contato) e penetração em termos de relações orais, anal ou vaginal ou tentativa de relação sexual (ANDREWS *et al.*, 2004, p. 1853-1854).

produced by children and for children, using their language, the content, under proper supervision and with content adapted and specific to each theme, has the potential to reach an audience that traditional actions cannot reach, mainly due to the reach of child influencers who have millions of followers.

Person with disability

Representations in relation to people with disabilities have been changing, mainly in relation to intellectual disability, which in addition to segregation limited their potential (CARNEIRO; COSTA, 2017), mainly in relation to their sexuality.

The sexuality of people with disabilities is an invisible theme in media discussions, and its presence is negligible, when comparing the most frequent themes related to sexology studies. This population is generally conceived as asexual or without the possibility of having a loving relationship, especially with people who do not have any type of disability (SOUZA; DENARI; COSTA, 2017).

Maia *et al.*, (2015), found through the application of an intervention program focused on people with intellectual disabilities, that the participants, despite being unaware of the concepts of sexuality, sexual education and themes related to STI prevention, experience their sexuality like any individual, however, tend to be watched and monitored by an adult without a disability.

Parents and guardians must participate in the educational process, to break their taboos in relation to sexuality, and change their behaviors and beliefs related to their children's sexuality (ALBUQUERQUE, 2011), in order to educate them in an emancipatory way so that they are able to exercise their rights.

Therefore, the discussion in the media must have as a protagonist those who live the reality and expose under their optics the prejudices experienced so that the public can understand that sex is performed normally, only with the necessary adaptations for the disability possessed, highlighting that each individual has its peculiarities.

Old age

Society establishes rules regarding behaviors and, in the case of sexuality, dictates the rights and duties, permissions assigned to each age group, with the elderly being the most pruned in relation to their sexual rights (FRUGOLI; MAGALHÃES JÚNIOR, 2011).

Despite the belief that the elderly person is asexual or should give up their desire due to their age, this population remains sexually active. The last 'Knowledge Survey Attitudes and Practices in the Brazilian Population' (BRASIL, 2018), found a percentage of 71.5% of individuals aged between 45 and 64 years who had sexual intercourse in the last 12 months of the research and who 20.4% of the population of the same age group used a condom in their last sexual intercourse. Another data that points out that the elderly are increasingly sexually active are the percentages of HIV diagnosis in individuals over the age of 50 years, especially when comparing the percentages between 2008 and 2018 of individuals aged between 55 and 59 years and over 60 years, which showed an increase of 69% and 85%, respectively.

The standards of beauty are focused on youth, and there are physiological changes resulting from age, comorbidities and the need for medication are some factors that influence the sexual desire of older people (ALENCAR *et al.*, 2014). Sex education helps the elderly to know about their body, the physical changes and the desire resulting from this phase, so that they can maintain and achieve sexual activity, with themselves and with their partners, in a satisfactory and beneficial way for both men and women, because their sexuality is punished by prejudices (FUGOLLI; MAGALHÃES JÚNIOR, 2011), reaching the point where the sexually active elderly are assigned pejorative adjectives.

Elderly people are occupying more and more space as protagonists in society and social networks. Digital influencers of the elderly do not follow the standards adopted by young people regarding behavior and media content. Regarding this audience, we highlight the American businesswoman and influencer, Iris Apfel, the nonagenarian, considered an icon of style and one of the few living and non-designer people to have her collection exhibited at the *Metropolitan Museum of Art* (L'OFFICEL, 2019). The Brazilian channel *Avós da Razão*, presented by three ladies aged 77, 82 and 91 years old, address different themes in their videos, including sexuality and, through the content covered, seek to reduce prejudice against the elderly (AVÓS DA RAZÃO, 2019).

Final considerations

Digital influencers have great power to induce the behavior of individuals, indirectly performing actions that can stimulate certain behaviors, using various tools to promote the engagement of their followers.

This potential, to stimulate participation, can be used to promote sex education and disseminate information that can contribute to individuals' sexual and reproductive health.

Sexual action can be performed through the media, so that it can reach the largest number of individuals and reach locations that face-to-face actions have difficulty reaching.

Media producers working on YouTube can contribute through specific or continuous educational activities, through capacitation or support from professionals specialized in sexuality, to determine the target audience and the most appropriate content to be taught.

Because sexuality is a process that begins at an early age and continues throughout the individual's development, actions can cover all audiences and age groups, the specifics of each audience, such as the LBGT population, children, among others, can be discussed using commemorative dates, such as the national day to combat abuse and sexual exploitation of children and adolescents, celebrated on May 18.

This work, by contributing to the discussion about the possibility of carrying out educational actions with the contribution of youtubers, can stimulate empirical research that addresses both the power of influence of these professionals and the power of influence in relation to information and behaviors related to sexuality.

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