Youth Speeches Mediated on the Web Radio About Digital Games and Mental Health

Karlla da Conceição Bezerra Brito Veras[1*], Raimundo Augusto Martins Torres[2], Edine Dias Pimentel Gomes[3], Breno da Silva Albano[4], Josenice Vasconcelos Martins[5]

[1]Nurse. Doctoral Student of the Postgraduate Program in Clinical Care in Nursing and Health (State University of Ceará-UECE). Master in Health Education (State University of Ceará-UECE). Fortaleza, Ceará, Brazil.

[2]Nurse. Doctor in Education by Federal University of Ceará (UFC). Master in Nursing from the University Federal of Ceará (UFC). Fortaleza, Ceará, Brazil.

[3]Speech Therapist. Doctoral Student of the Program Clinical Care Graduate Program in Nursing and Health at the University State of Ceará (UECE). Master in Teaching in Health by the University State of Ceará (UECE). Fortaleza, Ceará, Brazil.

[4]Graduating in the Undergraduate Nursing Course at the State University of Ceará (UECE).

[5] Psychologist. Master's student in the Postgraduate Program in Public Policy at the Federal University of Ceará (UFC).

Abstract— Digital Information and Communication Technologies enable dialogues with youth about mental health and the overuse of digital games available in cyberspace. Thus, this study sought to understand the knowledge and sayings of youth about the use of digital games on the Internet and how their excess affects their mental health. We opted for a qualitative approach, exploratory-descriptive type, carried out in the cyberspace of The Web Radio AJIR, contemplating the communication content of the Program In Tune With Health - S@S in connection with the youth of public schools in the state of Ceará, Brazil. The participants were 85 young schoolchildren. The main knowledge and sayings of youths form, addictions in digital games, time limit on social networks, consequences of the abusive use of digital games, games and influences for violence, excessive games and elevation of anxiety and mental disorders, leading to depression and guidance to help people dependent on the use of social networks. Thus, the dialogues produced on the radio web were promoters of education for health care with school youths on the prevention of violence, digital dependence and what are the practices considered appropriate for the use of video games on the Internet.

I. INTRODUCTION

In recent decades, technological advances, especially in digital communications, have brought demands to the field of mental health for the excessive use of digital games that have become important leisure activities of youth. This prompted the health professionals to look at the mental health of this population in order to evaluate and develop care practices focusing on the prevention and promotion of youth health in the use of these devices attached to the Internet.

In this way, the National Household Sample Survey (PNAD, in Portuguese), carried out in 2015, teenagers between the ages of 15 to 17 and 18 to 19 years old constitute the group of people who most access the network with percentages equivalent to 82.0% and 82.9%, respectively[1].

In the survey on the use of the internet by children and teenagers by TIC KIDS ONLINE carried out in Brazil in 2018, by Cetic.br/NIC.br7, which interviewed children and teenagers between 9 and 17 years old, covering the

universe of 2,964 families, demonstrated that 86% were connected to the Internet, which corresponds to 24.3 million users, with regional and socioeconomic variations[2].

Therefore, cyberspaces on the internet are part of the daily lives of teenagers and young people in our country who configure the world wide web with their modes of languages, aesthetics and self-art, embroidering this place where millions of people exchange information, develop their labors and create their social bonds of human coexistence.

However, the internet started to be inhabited by the entertainment industry, in particular, the production of video games that discovered an important niche in the market, which is the attraction of children and teenagers for animation, action and adventure games available online for worldwide access. These games, still, were made available on the network as a technological novelty and what was a joke or distraction, became an increasingly active, attractive and desired entertainment mode for children and young people who assumed the command and control of the games, for mechanisms of action, interaction and direct influence through persuasion techniques[3].

Otherwise, this is because some games are programmed, computationally, through several stages with progressive levels of complexity, always challenging the player without him realizing that he is in a "trap" of beginning, attempt, loss and restart. This cycle focuses the psychic attention of children and teenagers on not finishing playing and, continuously, maintaining their social relationships of entertainment with these devices that capture their desires and their wishes, leaving them 24 hours focused on cyberspaces on the Internet that offer online games[3].

It is worth mentioning that from the beginning, in the creation of the first interactive electronic game by students of the Massachusetts Institute of Technology in the United States in 1962, the script of the confrontation and the feeling of satisfaction appeared when managing to control the threat presented in the game's content, demonstrating the superiority of heroes flying to the galaxy and fighting the forces of evil in science fiction, which was the terminology used in the classification of games for a long time[3].

It is also noteworthy that in 1974 the first video game device, the "Atari console" for the Pong game, a two-person tennis game or arcade game, was launched. Since then, electronic technologies have been improved and worked as objects of consumption that the middle and upper classes youth had as their primary consumers, with gifts dreamed of acquiring by their family members.

Nevertheless, the consoles for Nintendo's Game Boy games and Sony's Play Station, appearing in the third generation of video games, with classic button controls, which allowed greater mobility for players to develop better handling skills with access devices to the visual content of the games[3].

In 1990, 3D games appeared and at the beginning of the 21st century, industries in the field launched game content design that impresses through sharp graphics that project social reality on the virtual screen of games with a high specialization of computer programming. Therefore, games have become increasingly competitive, channeling the collective fear of killing unknown monsters and creating a new youth culture for video game players, permeated by the pleasure and challenge of always winning[3].

This culture was boosted with access to the Internet by youths who gained access to online games also in this cyberspace, with the possibility of transposing expanded virtual realities in which players will be able to build a "double" of themselves as protagonists of the narratives in virtual programmed reality in the online game.

Thus, the creative designs of electronic games are contextualized by the confrontations and challenges of wars, struggles and terror, as compensatory strategies for players' responses in training their reactions to everyday stress, aiming to learn how to control cortisol and channel the fear and then win the game and, at the same time, beat the enemy[4].

However, in contemporary many games with violent narratives, social networks are also available on the Internet that are accessed by video and webcam applications with online transmission between groups and adolescent colleagues[3].

Therefore, World Health Organization concerned about the potential illnesses arising from the use of video games and even their excessive use, used criteria from the version of the International Classification of Diseases (ICD-119) to define games as gaming disorder #6 C 51.0 (online) and #6 C 51.1 (offline) and # Q E 22 for hazardous gaming, as harmful to the health of youths, which can cause coma, choking, pneumonia, poisoning and other accidents[5].

In this way, health education goes far beyond the daily needs of protection, nutrition, hygiene and disease prevention only, it requires care about the excessive use of online games, problematizing the recreational use and problematic use of digital games and video games by youth.

In this sense, the content of the educational programming broadcast on Web Rádio AJIR, which is an

online dialogical communication channel for the production of web health care with school and university youths, which was sought through the "Program in Tune with Health", dialogue about the excessive use of digital games on the Internet.

It is noteworthy that the term, webcare refers to the devices of knowledge and power produced by the discursive practices of communication and health education in self-care, made possible by experiments with digital technological tools, as new ways of caring and teaching young people[6].

It is worth noting that the web radio is an online channel designed, computationally, as Digital Technologies of Communication and Education (TDIC), which enables pedagogical strategies for nurses to promote education for the web care and the prevention, promotion and rehabilitation of human health[7].

Thus, this research was carried out in the virtual environment of the web radio, as content of the "Program in Tune with Health", addressing "Mental Health and Digital Games" and aimed to understand the knowledge and sayings of youths about the use of digital games on the Internet and how excessive use affects your mental health. Yet, the following questions stand out: what are the speeches of school youths about mental health related to the excessive use of the Internet and Digital Games? And what is this audience's knowledge of health problems arising from the excessive use of social networks?

II.   METHODS

Qualitative research, exploratory-descriptive, carried out in the cyberspace of Web Radio AJIR, covering the communication content of the Program In Tune With Health in connection with public elementary, high school and professional schools in Sobral - Ceará.

The Program In Tune with Health took place in October 2019 with the agenda Mental Health and Digital Games, with school youths in the cities: Fortaleza, Juazeiro do Norte, Ubajara, São Benedito and Sobral. The interviewee was a psychologist who problematized dialogues on this topic with the youth.

The web radio is a digital communication channel articulated between the Youth Association of Irajá with the Laboratory of Collective Practices in Health and certified by the Pro-Rectory of Extension of the State University of Ceará, registered with the Council for Teaching, Research and Extension of this University.

This channel counts 13 years of experiences of communication practices and digital education with the youths who access the Internet and produce their arts of

life as genealogical devices of know-power that "manufacture" their subjective synchronized by the daily archived discourses of social life.

Interactive discursive mediations were made possible by viewing the audiovisual content available on "Web Tv", which hosts the YouTube channel: http://www.uece.ajir.com.br and has repercussions for communication on the social networks of web radio. The content of the annual thematic program has the participation of youths, teachers, coordinators and principals of the school territories registered in the Program In Tune with Health. In the mediation of synchronous programs, the following are invited: researchers on sexualities, gender relations, teenage pregnancies, culture of peace, HIV and AIDS, sexually transmitted infections, violence, gender, bullying, Mental Health and Digital Games, among others.

It is noteworthy that the programming of the digital channel is diversified, featuring interactive content with youth in schools on topics related to health education[6]. (TORRES, 2015). In the studio, at the university and in school territories, the strategies were facilitated by the research coordinator of the project, research fellows and extension of the undergraduate course in Nursing and the Postgraduate Program in Clinical Care in Nursing and Health at the State University of Ceará and at reception of the communication of the programs, teachers of basic education that compose the team of pedagogical coordination and mediation in the school territory.

We chose terminology, young people/youth and youth(s), considering the experiences, places of speech, affective-social ties, group relationships and youth subjectivities produced in the cultural conviviality[8].

Thus, the participants were 85 young schoolchildren, 45 from the first year of high school aged between 15 and 16 years old and 40 from the eighth year of elementary school, aged between 13 and 14 years old from three public schools of Sobral in Ceará. Data collection was carried out on the web radio, Facebook and WhatsApp message board, with systematization of the "Questions-Discourses (QD)" that constitute discursive substrates of youth productions about self-care in interactions on the web radio[6,7]. (TORRES et al., 2015, 2018,2019, 2020, 2021). The analysis of the data was carried out by the composition of the question-speeches, as discursive practices that produce knowledge and powers engendered in the social life of youths[9].

However, the QPs were systematized in thematic categories: web radio: pedagogical devices that produce speeches with Youths on Mental Health, Internet and

Digital Games: speeches about excessive uses in social networks.

In effect, the research was approved by the Research Ethics Committee of the State University of Ceará, as opinion nº: 3,478,945, integrating a broad study entitled: "Use of web radio in training and health care: experimenting with communication strategies and health education with youths".

III. RESULTS

The young people's knowledge about mental health care using the internet to access digital games brought narratives in the mediations in the Program in Tune with Health on the online channel Web Radio AJIR-UECE, privileged locus of communication-discussion based on the dialogue with this public promoting nursing educational web care in schools school territories.

Thus, for the production of the interactive dialogues of the young schoolchildren with the guest-debater on the online web radio channel through the link: www.uece.ajir.com, they were encouraged to send questions/comments through communication software and the WhatsApp application, allowing a rapprochement between health professionals and students in a learning relationship, rapprochement with the language and culture of the youth audience.

The program started by problematizing the theme through the anchor question, which had the function of triggering the communication of the topic under debate as an extension of the communication in the social networks of the web radio. Then, the dialogue with the interviewee began, a psychologist who explored the vocabulary universe of youths, problematizing the consequences of digital games, their risks when using in excess in mental health, symptoms and treatment in the behavioral alert that resembled the "Game disorder".

After that, it was possible to characterize and explore Category 01 - Use of web radio as a pedagogical strategy with Youths on Mental Health and access to online digital games, internet and Digital Games.

In this sense, the participants expressed their doubts regarding mental health and the excessive use of digital games on the Internet, with emphasis on addictions, time on social networks, consequences of excessive use of games, excitement to violence, psychological suffering and illness of the victims expressed in the speech-questions:

Can "addiction to digital games" affect school performance? How can this happen? (Youngster 01, WhatsApp).

"How many hours on average can we spend on social media?" (Youngster 02, WhatsApp).

How can you manage your playing and studying time and fulfill your responsibilities? (Young 04, WhatsApp).

What are the consequences of the abuse of digital games? (Young 08, WhatsApp).

How to get rid of a game addiction in a person? (Young 09, WhatsApp).

Why do Games influence the mind? (Young 12, WhatsApp).

Do digital games engage in harmful actions like violence? (Youngster 14, WhatsApp).

Can the games that young people play often cause addiction or even become violent? (Young 20, WhatsApp).

What is the psychologist's opinion about the abusive use of games, as a way to "escape" from personal and social problems? (Youngster 27, WhatsApp).

Can digital games also help with mental health? (Young 23, WhatsApp).

Why do digital games generate anxiety problems in young people? (Young 36, Facebook).

Gambling addiction can lead to a variety of illnesses, but is there any that leads to taking certain unexpected actions like guns and suicides? (Young 44, WhatsApp).

Can antisociality cause addiction? And how to help a teenager who is addicted to social media? (Young 55, WhatsApp).

If I stop playing for two days can my anxiety increase? (Young 71, WhatsApp).

It was noted that the participants brought questions that demonstrated their interest in learning about digital games and mental health, with addictions, time on social networks, overuse, heightened anxiety and depressive states being central to them, and how to be helped when one has dependence on social networks.

These concerns of youths also arose when referring to navigation in the digital territory of the Internet, with excessive presence on social networks, as a way of interactions with their posts, dialogues with friends, among others, which is explored below.

Thematic Category 02 - Youth *Dialogues on Excessive Use of Social Networks and Repercussions on Human Health*

In this category, "Question-Anchor (QA)" was the trigger of the problems with the youths, which was related to the theme and has another way of exploring the dialogues as this is launched at the beginning of the program for everyone to respond and at the end is

problematized by the guest. Thus, she reported to know: What health problems can occur due to excessive use of social networks?

However, of the 85 participants, 21 of them answered the QA in the *Whatsapp* groups and the mobilizers passed it on to the program's production team. These Speech Questions (SQ) have been systematized below:

Loss of sense of time when young people begin to compare their lives with the lives of others (Young 14, WhatsApp).

Hearing loss, impairs vision, sedentary lifestyle, insomnia and becomes antisocial (Youth 27, Facebook).

Increased loneliness and depression, insomnia, pain, impairs vision (Youth 32).

Depression, addiction and sedentary lifestyle (Young 40, WhatsApp).

Impaired vision and hearing (Young 58, Facebook).

Vision problems, psychological problems, depression, etc. (Young 28, WhatsApp).

Insomnia, headaches, physical inactivity, leading to the situation of Antisociality (Young 62, WhatsApp).

Increased loneliness, depression, insomnia, pain and impaired vision (Young 76).

Loss of sense of time, dependence (Youth 81, WhatsApp).

Loss of sense of time, causing depressive problems, due to the comparison of his life with that of others, social isolation, abstinence from always posting photos, among others (Young 83, WhatsApp).

The SQs demonstrated provocations about prevention and forms of treatment to combat the addiction to the excessive use of the Internet in accessing digital games, which were mediated by the guest, alerting young people on how to avoid addictions to playing on the Internet.

Therefore, the strategies problematized by the guest were to observe her and her friends' behavior, for social isolation, excessive absences in commitments, unusual silence, among others. The need to develop preventive actions was concentrated in a week dedicated to the theme to carry out dialogues and promote open and participatory communication among youth, thus valuing their speech acts.

IV. DISCUSSION

Digital technology in the daily life of human beings has brought new social and behavioral problems because its early, excessive and prolonged use in Internet cyberspaces, cell phones, social networks and video games, online and offline, will produce alerts about the accountability of all, especially professionals who take care of the health of adolescents and young people.

The survey TIC KIDS ONLINE – Brazil (2018), carried out by Cetic.br/NIC.br7 in a representative sample of 2964 families with interviews with Brazilian children and adolescents between 9 and 17 years old, showed that 86% are connected to the Internet, which corresponds to 24.3 million users, with regional and socioeconomic variations[10].

In Europe, about 94% of adolescents have access to the network in their own homes and use it for more than 20 hours a week (RIAL et al., 2014). As portions of these Internet users remain connected for a period that varies between 1 hour and 2 hours daily. Nevertheless, there is a percentage of them that exceed this connection time, remaining on the network for more than 3 hours (SECADES, et al., 2014). This was found in the "internet addiction" survey in 70.6% of adolescents, showing a higher percentage in girls (77.5%) than in boys (64.5%)[11].

Thus, from the speech-questions prepared by the participants during the transmission of the Program in Tune with Health, on the web radio channel it was possible to perceive curiosities about the risks that the excessive use of digital games on the Internet and its repercussions on mental health. Also, it was observed that the use of the web radio in the educational and communicative process turned the discussions into curiosities and exchanges of knowledge between youths plugged into the online channel.

In digital technology area, social networks related to the activity of playing video games refer to the greater popularization on the internet and, consequently, the proliferation of online spaces with the use of video games. Still, there are many blogs, websites, forums, YouTube channels and other platforms, designed to promote discussions between experienced gamers with digital newbies.

In fact, by facilitating access to the Internet and online games, one can play and have another life, outside of reality, a virtual life, within game spaces, establishing confrontations and challenges of wars, struggles and terror that become strategies for to provoke player response movements and thus, to train their reactions to the stress of the circumstances, with the objective of learning to control the cortisol and to channel the fear and then, to win the game and, at the same time, to beat the enemy[4].

However, in Brazil, since 2005, there was already a virtual games production, as if they were sports activities with the possibility of playing in a network, between teams of teenagers and young people. The winners earned

rewards in cash prizes by participating in national and world championships, making the online gaming market booming in the cyberspace of the Internet, in addition to encouraging the player to undertake to generate financial income for themselves and their family[12].

In this way, the player who is immersed in digital games culture is not only modulated as if he were inserted in an external reality and independent of himself, but both are reciprocal source of modulations with each other, as practical actions related to playing video games are established[13].

The youth's question-speeches on "Mental Health, Internet and Digital Games" pointed out violence as a complex social problem with many factors involved. Among them are video games that "naturalize" violence as a learning model in living with other peers, increasing impulsiveness and aggression towards the weakest. Though, aggression and the practice of violence, such as emotions and behaviors in the real, family and social context, are expressed in the ways of playing on the Internet, giving way and encouraging players to create their targets and eliminate them [14,3].

However, not every player is potentially aggressive and violent because for him to follow the specific system of rules, different from our reality, defined by gameplay[15], is also to draw parallels with social rules, seeking to understand that violence can be practiced in the fictional gaming environment and not in a social coexistence environment.

In this sense, although video games do not directly generate violence, where their content is not directly transposed to reality, youths can produce different discourses of opposition to the practices of excessive use that generate violent behaviors, but, if they observe themselves and when necessary, seek help professional.

Some young people also asked about addiction to digital games and school performance. The early and long-term use of online games, social networks or various applications with films and videos on the Internet can cause difficulties in socializing and connecting with other people and school difficulties[17].

In the second category of the study, "Youth dialogues about the excessive use of social networks", the young students mentioned several negative points such as: loss of sense of time, hearing loss, impaired vision, sedentary lifestyle, insomnia, antisociality, anxiety, depression between others.

Thus, early, constant, increasing, and prolonged exposure, in terms of hours per day, the use of violent games can be extremely harmful in developing adolescents, when the limits and rules for use are not clearly established in the routine and in the family context.

According to Rossi[16], at the same time that technology facilitates our lives, it generates extreme pressure, in terms of immediacy, with the speed of information, it also causes problems of stress and high anxiety.

In this context, dependence on the media causes mental problems, increased anxiety, violence, cyberbullying, sleep and eating disorders, physical inactivity, hearing problems due to the use of headphones, visuals, postures and repetitive strain injuries (RSI). And they also involve sexualities, such as greater vulnerability to grooming and sexting, including pornography, easier access to pedophilia networks and online sexual exploitation, access to drug use, self-harm and suicides with "jokes" or "challenges" can cause coma due to cerebral anoxia or death[17].

Associated with these problems, addiction to games can be associated with other comorbidities, such as mental and behavioral disorders, most often with mood disorders (depression and bipolarity), impulse control disorders, anxiety disorders (mainly social anxiety), disorders attention deficit and hyperactivity disorder (ADHD) and autism spectrum disorders (ASD) (mild degrees) and obesity and physical inactivity, among others[3].

There are some circumstances that serve as warning signs to differentiate recreational use versus problematic use of digital games and video games by youths, paying attention to warning signs, time of using screens or games, greater than 2-3 hours/day for teenagers aged 11-18, frequent episodes of playing more than 4-5 hours/day or "spending the night" playing video games, habitual and progressive isolation in the room to play alone or with friends in groups, drop in performance, failure, dropout, cyberbullying practices, among others[3].

As stated above, on the channel the web radio made it possible to guide healthy lifestyle habits, physical activity, sports, food, immunization and coexistence with understanding human diversity, as well as stimulating the potential development of all young people to nourish themselves with art, culture and health.

V. CONCLUSION

Youths produce their subjectivities in the movement in which society also produces their ethical and moral values, thus enabling the actions of educational health care using digital technologies on the Internet, such as the web radio, it will be able to minimize the risks and empower them for the web take care of themselves and others.

However, youths are captured by the consumer market of digital games made available on social networks on the

Internet, they are subjected to health vulnerabilities when there is excessive use and loss control of social rules, still, promoting computerization and communication with interactive dialogues with specialized professionals will be able to avoid damages and risks to the individual and collective health of this public.

Thus, the interaction of school youth in mediations on the web radio, demonstrated that dialogical communication is pedagogical in the production of the web with care in mental and collective health with the youth population.

REFERENCES

[1] INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA (IBGE). Pesquisa nacional por amostra de domicílios: síntese de indicadores 2015 [Internet]. Rio de Janeiro: IBGE, 2016 Disponível em: https://biblioteca.ibge.gov.br/visualizacao/livros/liv98887.pdf [Links]. Acesso em: 6 jul. de 2020.

[2] Comitê Gestor de Internet no Brasil, Núcleo de Informação e Coordenação do Ponto BR, Pesquisa Tic Kids Online Brasil, 2018. Disponível em https://cetic.br/tics/kidsonline/2018/ criancas/ Acesso em 21 julho de 2020.

[3] SOCIEDADE BRASILEIRA DE PEDIATRIA (SPB). Manual de Orientação #MENOS TELAS #MAIS SAÚDE. Grupo de Trabalho Saúde na Era Digital (2019-2021). Sociedade Brasileira de Pediatria. 2020. Disponível em: <https://www.abc.med.br/p/saude-da-crianca/1360668/sociedade-brasileira-de-pediatria-lanca-manual-de-orientacao-menos-telas-mais-saude.htm>. Acesso em: 21 jul. 2020.

[4] STRASBURGER, V. You can´t blame the media – or canyou? In: Strasburger, V. The death of childhood, reinventing the joy of growing up. London: Cambridge Scholars Pub, 2019. p. 31-36.

[5] INSTITUTO DIMICUIDA [Internet]. Fortaleza: Dimicuida – Brincadeiras perigosas: conhecer, compreender, prevenir. Disponível em: http:// www.institutodimicuida.org.br/ Acesso em 6 mar. 2020.

[6] Torres RAM, Freitas GH, Vieira DVF, Torres ALMM, Silva LMS. Tecnologias digitais e educação em enfermagem: a utilização de uma web- rádio como estratégia pedagógica. J Health Inform [Internet]. 2012 [cited 2018 Apr 21];4(1):152-6. Available from: http://www.jhi-sbis.saude.ws/ ojs-jhi/index.php/jhi-sbis/article/view/248 11.

[7] TORRES, R. A. M. Tecnologias da Educação: passado, presente, futuro. Fortaleza: Edições UFC, 2018. p. 159-173.

[8] DAMASCENO, Maria Nobre. Juventude: educação e cidadania no contexto da diversidade cultural. Anais. VI Congresso Português de Sociologia. Mudos sociais: saberes e práticas. Universidade Nova de Lisboa, 2008.

[9] FOUCAULT, Michel. A Arqueologia do Saber. 7. ed. Tradução de Luiz Felipe Baeta Neves. Rio de Janeiro: Forense Universitária, 2008. 244 p.

[10] COMITÊ GESTOR DE INTERNET NO BRASIL. Núcleo de Informação e Coordenação do Ponto BR. Pesquisa Tic Kids *On-line* Brasil, 2018. Disponível em: https://cetic.br/tics/kids*on-line*/2018/ criancas/. Acesso em 21 jul. 2020.

[11] GONZÁLEZ, M. A. *et al*. Uso y riesgos de las tecnologías de la información y comunicación en adolescentes de 13-18 años. Acta Pediatr Esp [Internet]. v. 73, n. 6, p. 126-35, 2015. Disponible en: https://medes.com/publication/101197. Acesso em: 6 jul. de 2020.

[12] ESTEFENON, S. G. B. Videogames, jogos *on-line* e jogos eletrônicos. In: ESTEFENON, S. G. B.; EISENSTEIN, E. (Orgs). Geração Digital, riscos e benefícios das novas tecnologias para as crianças e adolescentes. Rio de Janeiro: Vieira & Lent, 2008. p. 54-62.

[13] KROEFF, R. F. S. *et al*. Entre Pais e Filhos: Encontros com a Cultura dos Videogames. Revista PSI UNISC, Santa Cruz do Sul, v. 3, n. 1, jan./jun. 2019, p.<172-172>. Disponível em: https://*on-line*.unisc.br/seer/index.php/psi/article/view/12548. Acesso em: 6 jul. de 2020.

[14] AMERICAN PSYCHOLOGICAL ASSOCIATION. Resolution on Violent Video Games. 2020. Disponível em: https://www.apa.org/about/policy/resolution-violent-video-games.pdf/ Acesso em: 6 jul. de 2020.

[15] Squire, K. D. (2011). Video games and learning: teaching and participatory culture in the digital age. New York: Teachers College Press.

[16] ROSSI, A.; MEURS, J. A.; PERREWÉ, P. L. Stress e qualidade de vida no trabalho: stress interpessoal e ocupacional. São Paulo: Atlas; 2015.

[17] SOCIEDADE BRASILEIRA DE PEDIATRIA (SPB). Violência Saúde de Adolescentes e Jovens – Como o pediatra deve proceder? Disponível em: https://www.sbp.com.br/fileadmin/user_ upload/21077c-GPA_-_ViolenciaSaude_de_ adolesc_e_jovens-ok.pdf. Acesso em 7 jul. 2020.