



EDUCATIONAL APPROACH WITH TEENS ABOUT THE CONSUMPTION OF ALCOHOL AND OTHER DRUGS

ABORDAGEM EDUCATIVA COM ADOLESCENTES ACERCA DO CONSUMO DE ÁLCOOL E OUTRAS DROGAS

ENFOQUE EDUCATIVO CON ADOLESCENTES SOBRE EL CONSUMO DE ALCOHOL Y OTRAS DROGAS

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ABSTRACT

Objective: analyzing the teaching-learning process involving teenagers about alcohol and other drugs. **Method:** an interpretive and empirical study with a qualitative approach, in an educational institution of Vale do Paraíba Paulista, with the participation of 30 students, aged between 12 and 15 years old. The methodological framework used was the learning based on problems. The research project was approved by the Research Ethics Committee, Opinion 20/2009. An unstructured instrument with six questions was prepared. For analysis, we used the method of content analysis. **Results:** The students built the knowledge on the subject, questioning it in collective. **Conclusion:** they reflected about domestic and social violence, traffic accidents, deaths and misery, as related to the abuse of alcohol and other drugs. **Descriptors:** Adolescent; Pharmaceutical Preparations; Health Education; Nursing.

RESUMO

Objetivo: analisar o processo ensino-aprendizagem envolvendo adolescentes, sobre o consumo de álcool e outras drogas. **Método:** estudo interpretativo e empírico com abordagem qualitativa, em uma Instituição de Ensino do Vale do Paraíba Paulista, com a participação de 30 alunos, com idades entre 12 e 15 anos. O referencial metodológico utilizado foi o da aprendizagem baseada em problemas. O projeto de pesquisa foi aprovado pelo Comitê de Ética em Pesquisa, Parecer 20/2009. Foi elaborado um instrumento não estruturado com seis questões. Para a análise, utilizou-se o método de Análise do conteúdo. **Resultados:** Os alunos construíram o conhecimento a respeito do tema, problematizando-o no coletivo. **Conclusão:** refletiram acerca da violência doméstica e social, acidentes de trânsito, mortes e miséria, associando-as ao consumo abusivo de álcool e de outras drogas. **Descritores:** Adolescente; Preparações Farmacêuticas; Educação em Saúde; Enfermagem.

RESUMEN

Objetivo: analizar el proceso de enseñanza-aprendizaje con la participación de adolescentes sobre el alcohol y otras drogas. **Método:** un estudio interpretativo y empírico con enfoque cualitativo, en una institución educativa del Vale do Paraíba Paulista, con la participación de 30 alumnos, con edades comprendidas entre 12 y 15 años. El marco metodológico utilizado fue el aprendizaje basado en problemas. El proyecto de investigación fue aprobado por el Comité de Ética de Investigación, Opinión 20/2009. Se preparó un instrumento estructurado con seis preguntas. Para el análisis, se utilizó el método de análisis de contenido. **Resultados:** Los estudiantes construyeron conocimiento sobre el tema, problematizando-lo en colectivo. **Conclusión:** se reflejó sobre la violencia doméstica y social, los accidentes de tránsito, las muertes y la miseria, relacionándolas con el consumo abusivo de alcohol y otras drogas. **Descriptores:** Adolescentes; Preparaciones Farmacéuticas; Educación para la Salud; Enfermería.

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INTRODUCTION

The use of alcohol and other drugs in adolescence were identified from the 1960s. Currently, it is a global concern and organizations worldwide problem due to its harmful effects, losses and future consequences. Epidemiological surveys in Brazil indicate that there is a prevalence of substance use among adolescents.^{1,2}

This reinforces the importance of undertaking new educational practices for adolescents to be built as protagonists of social change and can detect and solve alone biopsychosocial problems related to alcohol and other drugs, with unique and creative solutions. In recent years in Brazil, there is a marked concern in conducting scientific studies related to alcohol and other drugs, with students from elementary and high school.³

Since 1986, studies have begun to employ questionnaires prepared by the World Health Organization (WHO), to ensure the standardization and improvement in the comparison of the data obtained. This resulted in a plethora of research on the prevalence of alcohol consumption and other drugs by adolescents.¹⁻⁴

The surveys conducted by the Brazilian Center for Information on Psychotropic Drugs (CEBRID) among adolescents indicate that this period is marked by an exhibition and greater vulnerability to alcohol and other drugs. Until the early 1980s, according to the data recorded by CEBRID, the number of adolescent consumers of psychoactive substances was in line with expectations. However, in recent years, these data become alarming.⁵⁻⁸

Most epidemiological surveys regarding the consumption of psychoactive substances is reported that between the transition from childhood to adolescence that begins the consumption of alcohol and other drugs.⁹

Generally, the factors related to predisposition to use are: availability, social tolerance, and ease in finding it among friends and relatives, family conflicts, individual freedom, desire for new experiences, among others.^{4-10,11}

The use of alcohol and other drugs is associated with physiological and psychological problems, social issues, traffic accidents and violence.¹²⁻³ The issue has become a very complex problem, a matter of public health.

Considering the need to deal with this problem of Public Health and believing that it begins with the adoption of strategies to

prevent the problem, the authors of this study set out to conduct research with adolescents who are enrolled in elementary school. For that, a methodological strategy, this might work and discuss the problematic of alcohol and other drugs consumption with other teenagers of the same age.

OBJECTIVE

- Analyzing the teaching-learning process involving teens about alcohol and other drugs.

METHOD

This is an interpretive and empirical study with a qualitative approach, having as object of study the consumption of alcohol and other drugs. The methodological framework used was based learning problems, with the use of arc method¹⁴, investigated in the light of Curriculum Methodology.¹⁵

This pedagogical methodology¹⁵ has the function of developing the student's critical thinking, based on the method of arch¹⁴, which develops from a reality classified into five stages: observation of reality, key point, theorizing, hypothesis of solution and application to reality (practice).

The study was conducted in a High School of Vale do Paraíba, State of São Paulo, with 30 students, aged between 12 and 15 years old. Inclusion criteria were a previous signing the informed consent of their parents and condition and are regularly enrolled in the research institution.

Once obtained the formal authorization of the institution with the signing of the consent form, the guardians were reported by students through the Charter of information about the objectives and implications of the research, ensuring their anonymity.

As Paulo Freire¹⁵, the authors of this article believe that teaching involves two moments of gnosiologic cycle: one in which they teach and learn existing knowledge and working knowledge of what does not yet exist.

The survey obtained a favorable opinion by the Research Ethics Committee of the Integrated Colleges Teresa D'Avila, filed under number 20/2009. There were observed all recommendations of CONEP Resolution 196/96 for human research in Brazil, in the preparation of the Statement of Consent signed by the participants.

The research was conducted in two phases:

Phase 1: In this phase, as teachers and nurses, some of the authors of the study developed with the scholarship students, with students participating in the School of Application of the Institution, which is a

charity institution, with degrees in elementary, secondary and higher education. The headquarters are in the town of Lorena, in the Vale do Paraíba Paulista. Thus, participated in the survey 10 adolescents aged between 12 and 14 years old, four females and six males, enrolled in the eighth year of elementary school of the School of Application of the Institute Santa Teresa - IST.

This phase lasted three months, from March to June 2011, at weekly meetings of 50 minutes. The meetings were conducted by one of the researchers involved in the study, using the Arc Method of Maguerez.¹⁴

Phase 2: 20 adolescents participated in this phase of the community, ages 13 and 15, enrolled in CEMARI, philanthropic unit linked to the IST. Ten boys and four girls responded the questionnaire.

For this step, the students of the eighth period of elementary school IST developed along with an author, a related drug audiovisual presentation containing information on general aspects and possible effects on the individual and society. The film lasted eight minutes, containing photos related to the social problems caused by alcohol and other drugs. The objective was to introduce students to the CEMARI, reviewers of the study, problem-solving of the research object: the consumption of alcohol and other drugs. Subsequently, the authors developed a non-structured instrument containing six questions about alcohol and other drugs, to be applied after the lecture held, lasting 50 minutes.

The authors concerned with the guaranteed participants anonymity, reference the employees in the text by means of fictitious names. Since the answers were repeated several times, we used the saturation criteria. The statements of 14 participants were selected and presented below. For better understanding of the reader, both the results as the discussion will be presented in two separate parts: the IST students and students of CEMARI.

For analysis of the contents of the speeches of social actors, we used the framework of qualitative content analysis, which features the work of field as a possibility of not only an approximation to what you want to study, but also create a knowledge based this reality.^{16,17}

Results IST

First Stage - Observation of Reality (Issue)

Presented the film produced by IST students with images taken from the Internet related to alcohol and other drugs. Then the students recorded what they perceived to be

thinking about the causes of the problem.

After reading the syncretic images, students conducted a systematic record of observed reality, which allowed the identification of difficulties, failures, shortcomings, deficiencies of various orders, which began to be problematized through the selected images.

At the end of this step, we prepared a summary to be used as a reference for the other stages of the research.

Second Step - Key Point

At this time of the survey, the students made a reflection on what are the possible causes for degrading situations that viewed the images of violence, traffic accidents, deaths and misery. It concluded that the main reason for the observed social disorder as a determinant in the images had "the abuse of alcohol and other drugs."

After determining the key point of the problem issues have been identified to be studied and researched in order to understand them in greater depth and with the aim of finding ways to interfere with reality, through the presentation and formulation of hypotheses that could contribute.

Students were instructed to search on alcohol, tobacco, marijuana, cocaine, crack, amphetamines, ecstasy, LSD, heroin, solvents or inhalants, anabolic steroids, benzodiazepines, mushrooms and other hallucinogenic plants, caused defining the biological, psychological and social effects by these substances. Students also were asked about what would be the references for the study.

Step Three - Theorizing

This stage was characterized by the organization of research, at which time the students- researchers organized the information about the object-problem. The data were analyzed, discussed and evaluated by the group, with the purpose to resolve the problem. The research allowed students to be authors of the knowledge process, paving the excess of his personal experience to scientific knowledge.

The group met and each student presented their research to the group. Then the contents were discussed.

The group mounted an audiovisual presentation about the approach of psychoactive substances listed in the description of the previous step. The information devices brought about the composition, presentation, physical, psychological effects and withdrawal syndrome.

After the theoretical and scientific development in relation to the topics presented, the students were led into the fourth step of the method Maguerez Arch.

Fourth Stage - Solution Hypothesis

The moment we understood the problem, after extensive research, students were able to develop hypotheses; having a brainstorming.

After discussing the hypotheses related to the problem as, video clips, slides and talks to other teens in the same age group to be the most vulnerable to the risk of alcohol and drugs were selected according to Brazilian epidemiological studies.

Next, the group suggested to submit a talk to teens CEMARI, linked to the educational institution where students study.

Fifth Step - Application to reality (practice)

At this stage the hypothesis become reality and the students worked for the development of tools for the suggested activities, audiovisual presentation and interview.

In a second step, the students-researchers presented to the adolescents of CEMARI, a lecture prepared for them, lasting 50 minutes.

Following will be presented the interview results regarding the consumption of alcohol and other drugs, conducted with adolescents of CEMARI.

RESULTS

◆ Results of CEMARI

When being interviewed before the presentation: - **The thought that over consumption of alcohol and drugs?**

The students of CEMARI answered:

I thought many people could go crazy, coming up to kill (Bonato)

I did not think it was that bad, did not even know could lead to death [...]. (Ricardo)

That alcohol and other drugs are a total mess in the body of the person using them and anywhere. (Laís)

When interviewers questioned: - Your perception changed in relation to alcohol and drugs, after the lecture? Justify.

The participants of CEMARI spoke:

I realized that it is serious [...] alcohol and other drugs spoil a lifetime. (Laís)

Yes, because with the lecture I learned more and now I will be careful with whom I walk. (Letícia)

Yes. The lecture helped me to see that drugs and alcohol cause many problems, more than I thought. (Ricardo)

The third question made by the students-researchers was: What did you think of the images shown in the video about the

substance? We requested a justification for the answer.

The answers of adolescents assisted by CEMARI were:

A disappointment, as if people were aware of what is right or wrong, there would be fewer accidents. (Antônio)

Interesting, because then we know the danger that alcohol and drugs can cause. (Laís)

Very sad, especially traffic accidents and children smoking crack. (Rômulo)

It was great to have seen the pictures, it helped me reflect. (Bonato)

When they were asked: Do you think the talk has been useful to you will not use alcohol and other drugs? It was also asked to justify their answers.

The adolescents answered:

Yes, because I told my dad and he is stopping drinking. (José Luís)

Yes, I have not drank or smoked, so now, not dead. (Ricardo)

Yes, because drugs are a danger and knowing that prefer to stay well away from them. (Letícia)

Yes, because so many bad things that happen, you cannot even dare to see, much less use. (Antônio)

The next question was: For you it was valid to talk about alcohol and drugs? Justify:

Yes, because then I will not mess with that stuff. (Bruno)

Yes, because they warned me about many things. (Antônio)

Yes, we know the dangers of drugs, which can cause and stay away from them. (Letícia)

Yes, because it showed the reality. (José Luís)

The last question was: When a person buys drugs, is funding crime. The authors asked: - Do you agree with this sentence? They asked the teens to justify.

Yes, because if the person buys or sells is already committing crime. (Arnaldo)

I agree with this sentence because the person buying drugs is supporting violence. (Antônio)

Yes, because it helps the criminal to increasingly buy weapons. (Luís).

DISCUSSION

The observation of reality marks the beginning of construction of knowledge from their experiences and learning. The content is not plastered, but questioned, so that students discover relationships, adapting them and rearranging them through a systematic record of observed reality.¹⁴⁻¹⁸

Regarding the theme "alcohol and other

drugs", a study conducted in 2008, aimed to develop a critical analysis of the need for educational measures in the prevention of drug use among adolescents, found as a result, the need for participation of health professionals and their intervention in health education with adolescents, families and educational institutions, which were part.¹⁹

From a reflective thought, the key points were established to reach the possible cause of the problem: Why do these problems exist? These problems are social, economic or political? What are the possible determinants?¹⁴

This moment was marked by contact with a diversity of values, beliefs, habits, attitudes and perceptions of students in relation to the proposed questions. The social problems are complex and multifactorial generate complexity, which requires attentive, insightful and critical studies.¹⁴⁻¹⁸

Departing for the theorization of the problem, we felt an organic quality research while students of IST sought scientific information on the issue, within each key point previously defined. There were libraries in search of books, specialized, newspapers and magazines to research on the Internet.¹⁴⁻¹⁸

Then starts raising the following questions: What needs to happen before the problem is solved? What needs to be provided? What can really be done?

These issues are supported in a study in which the authors examined data on the consumption of alcohol, tobacco and other drugs most common in Brazil, concluding that alcohol and tobacco are the most used and abused substances among adults. Among the students of elementary and high schools, alcohol is also the most commonly used drug (80,5 % used at least once in their lifetime, 18,6 % use often). Here the distance smoking (28% at least once in life, often 5,3%), inhalants (17,3% in life, often 2,1%) and psychotropic drugs (tranquilizers: 7,2% life, often 0,8%; amphetamines: 3,9% in life, often 0,5%). Last plane appear illicit drugs such as marijuana (3,4% in life, often 0,5%) and cocaine (0,7% in life, often 0,1%).²⁰

The study also draws attention to the responsibility of health professionals to tackle the problem and the potential to impact positively on the prevention of the abuse of these substances.²⁰

Then, students were instructed by one of the researchers to confront their hypotheses with the constraints of reality itself, being led to the view that it would be ideal. At this time, become transforming agents.¹⁴

It is the school that adds much of the youth in the community and that is where they spend most of their time. This context is that health professionals should intervene in inter-institutional partnership, to approach this population and work to prevent the use of psychoactive substances.

Other studies corroborate with the above, when their results indicate that health education is essential for reflection and behavioral change in an individual's life and should be understood as an important aspect for the preservation of his biopsychic health.^{21,22}

The study conducted with adolescents' lectures and conversations used in their methodology, and obtained satisfactory results because it increased the level of information on the subjects worked: alcohol, other drugs and unsafe sex.²³

During this study, it was noticed that the teen feels sensations needs, and be involved in a project teaching practice brought much satisfaction to the group.

When teens were asked to prepare the material and present it to the other group, the process exceeded the intellectual learning, since the decisions were executed or sent. There were presented at that time the social and political components. The practice that corresponded to that step resulted in a compromise of those youngsters with their social environment. Through the observed problems and led to a response through his studies, come to turn it to some degree, as stated.¹⁴⁻²⁴

It was observed in the group, the mobilization of their social potential. Students studied scientifically in order to be agents of social transformation, participating in the construction of society, acquiring criticality.

CONCLUSION

The authors concluded that through the teaching and problem-based learning, students in the eighth year of IST become authors of their process of knowledge construction. At that moment, they showed the ability to take responsibility as agents of social transformation to realize the educational approach to adolescent of CEMARI, with the aim of preventing the use of psychoactive substances.

It might also be noted that the responses given by adolescents of CEMARI, students-researchers were able to link the consumption of alcohol and other drugs with the social and individual harm caused by them.

The method employed in this study allowed

students to interact with reality involved a continuing relationship with the environment they live in, being agents of their own history. Therefore, the authors conclude that the work proposed by the problem-solving methodology is enriching and offers students the opportunity to take an active role in the teaching-learning process, can become agents of change in their society.

Finally, the students - researchers were able to develop creative strategies for the prevention of problems related to alcohol and other drugs. Thus, the proposed method worked in this study can be an important tool to be used by professionals working in the areas of education and health, the prevention of substance use among children and adolescents. Moreover, it also constitutes an important didactic-pedagogic development of other issues involving youth participation, thus contributing to the knowledge in those areas tool.

The authors call attention to the fact that in the scenario that developed the study, adolescents had a critical attitude regarding the consumption of alcohol and other drugs, consumption of disapproval, which is positive, opposite the present social scenario, where consumption is growing in this age group. Therefore, the authors suggest that further studies are developed with Teenagers, by nurses in health and educational services, to carry out health education, more dynamically, which allows teens to be actors of their teaching-learning.

Thus one must consider the context in which the adolescent is inserted so that it is feasible to intervene, based on the needs, weaknesses, priorities and capabilities involving their friendship.²⁵

ACKNOWLEDGEMENTS

Thanks to CNPq for PIBIC Scholarship.

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Pereira MO, Farias SMC, Silva SS et al.

Educational approach with teens about...

Submission: 2013/11/16
Accepted: 2014/01/31
Publishing: 2013/03/01

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