



Role of the family, the school and the community in the prevention of alcohol consumption in adolescents

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ABSTRACT

In our country, drug consumption in an irresponsible manner affects adolescence, with alcohol being one of the most common legal drugs, a problem we will deal with in our research, identifying causes and consequences, providing tools for the effectiveness of the work to be developed by the school-family-community trident in the prevention of alcohol consumption in adolescents at the middle school level, proposing a system of actions that will allow us to respond to the scientific problem posed. Theoretical methods used in the development of the study were the historical-logical, analytical-synthetic and induction-deduction and empirical methods such as: documentary analysis, surveys, observation, interview and mathematical methods. The practical significance consists in the fact that the contribution can be applied to different schools, families and communities, and the scientific novelty lies in the fact that the system of actions contributes to improving the quality of life of adolescents. These actions enhance the role of the family, the school and the community as a fundamental triangle in the preparation and formation of adolescents. The results obtained with the application of the proposal were effective and pertinent to solve the problem.

Keywords: family support, drug prevention, adolescent care, prevention policy.

INTRODUCTION

The Cuban school at the beginning of the 21st century is facing profound changes in educational policy and in the programs that are implemented to raise the general culture of citizens, which from its hegemonic centers of the economy and through the use of new information technologies, seeks to do away with the national and cultural identity of the people, perpetuating values alien to our social contexts.

There is a worldwide trend of increasing drug use, which is currently becoming a relevant problem that is linked to other factors of an economic, cultural, social and health nature.

In our country, irresponsible drug use affects adolescence, with alcohol being one of the most common licit drugs, a problem that we will address in our research by identifying causes and consequences. According to Durá: they are identified as one of the most vulnerable populations, given that this phase tends to demand a greater degree of independence, autonomy and individuality, although they are mainly dependent on their parents and they are a determining factor in the adolescent's crisis.

At this point, the consumption of addictive substances by the adolescent population assumes a multifactorial origin, which will be more severe when they come from dysfunctional or multiproblem households. This has an impact on society and mainly on adolescents who go through changing periods of health, mood and poor habits, where in many cases they are unable to reinforce emotional and physical stability, being easy targets for drugs.

Drugs are substances that, when introduced into the organism, produce an alteration in the natural functioning of the individual's central nervous system, and are also susceptible to create dependence, whether psychic, physical or both.

Drugs are classified as follows:

Depressants: these invade the central nervous system and slow down nervous activity and body rhythm (alcohol, heroin, opium and certain drugs).

Stimulants: activate the nervous system, resulting in an increase in bodily functions (cocaine, crack, caffeine and nicotine).

Hallucinogens: produce an altered state of consciousness, distort the perception of reality and invoke illusory images (marijuana, mushrooms and peyote).

Inhalants: these are free trade products (gasoline, glue and others).

Among the best places to avoid drug use is the family environment and the school, since in the community where the individual develops, different behaviors converge that could alter healthy lifestyles. This is a social problem evaluated with three basic characteristics: it is multi-causal because there are multiple variables that interact in its appearance and development; it is multi-factorial because there are many physical, psychological and social damages produced in adolescents; and it is complex because it is affected by a large number of factors that interact with each other with high dynamism.

Strengthening preventive work in the educational system implies an obligatory reflection on the reasons that motivate us to develop this topic. In recent years, preventive work has been strengthened and perfected. The above leads us to formulate the following social problem: The need to prevent alcohol consumption in adolescents in elementary school based on the role of the family, the school and the community. Determining as theme: The role of the family, the school and the community in the prevention of alcohol consumption in adolescents in elementary school.

In order to respond to the problem, the following objective was determined: To evaluate the impact of the proposal of actions that contribute to the prevention of alcohol consumption among adolescents in elementary school

DEVELOPMENT

Directing the teaching-learning process in today's Basic Secondary School requires a transformation in mentalities, and therefore, it is the first order task to make changes in the professional mode of action that will contribute to achieve higher quality learning.

Preventing is not only informing, true prevention is a permanent educational work that begins at home and continues in the educational institution. It is to offer adequate information about the harmful effects of the use of these substances for the organism, how personal and family relationships are affected, as well as the consequences for the conception of their future family, and it is not done in a day, but by adopting a daily behavior that facilitates growth in an environment of security for the development of self-esteem, a process in which affection, dialogue, understanding, opportunities for real participation and decision making, are the best tools.

Conceptual definition of drugs

Scientifically, the term drug is defined as "any substance that, when introduced into a living organism, can modify one or more of its functions". Therefore, and from this perspective, it is clear that drugs include many more substances than those we usually name as such. Some drugs are of natural origin, produced from plants (marijuana, alcohol), and others are of synthetic or artificial origin (ecstasy, cannabinoids, among others), without this implying that they cause greater or lesser problems at the time of consumption.

Socially, they are classified as legal, which are those socially accepted, produced and distributed within the legal circuit. Examples of these are: coffee, mate, tobacco, alcohol. Medicines are also among the legal ones, but since some of them have requirements to be acquired, they are differentiated as regulated legal substances, or intermediates, since they require a medical prescription offered by a health professional.

In chemical terminology, alcohols are a broad group of organic compounds derived from hydrocarbons containing one or more hydroxyl(-OH) groups. Ethanol (C₂H₅OH, ethyl alcohol) is one of the compounds in this group and is the main psychoactive component of alcoholic beverages. By extension, the term "alcohol" is also used to refer to alcoholic beverages.

It is any substance that, when introduced into the organism, produces an alteration of the individual's central nervous system and is susceptible to create dependence, whether physical, psychological or both.

There is no doubt that the true generalization of the use of psychoactive substances had alcohol as a pioneer drug, thanks to the appearance of pottery in the Neolithic, the easy access to wild life, the high reproduction of that plant and the inclusion of wine in the liturgies of more advanced religions, even though the recognition of the psychoactive effects of the opium *Amanita muscaria*, *Cannabis sativa*, mandrake and henbane were possibly identified by primitive man since his stage of collector-experimenter, long before his cognitive development made feasible the inferences that allowed him to elaborate

fermented beverages and after noticing the different effect of the water accumulated in the roots of a tree, when one of its fruits or honey had accidentally fallen on it, and despite the fact that for similar evolutionary reasons the first group of substances was used before for entheogenic purposes -pretending to establish contact with his divinities-, individually by the shaman and, later, as an offering in the sacramental banquets and other primitive rituals. For all these reasons, wine and beer have been consumed since the time of the Egyptians (more than 5000 years ago).

According to Dr.C. Ricardo Angel: The younger people start drinking alcohol, the more damage it causes.

Other authors value prevention in a general way, in some cases conceiving it as a social practice aimed at reducing risk factors MINED (2000) and authors such as Figueredo (1996) address the need to enhance human development in a comprehensive manner as a way to prepare children and in turn better enable them to assume the risks of life. In other words, this author considers that any activity that is carried out with the objective of achieving an integral development of the schoolchild's personality and that favors their growth, prepares them to face any possible risk.

Briñas (2007) defines it as: "a systematic, systemic, multifactorial and contextualized process aimed at the integral development of the personality of children, adolescents and young people.

Jellinek (Massachusetts, USA, 1890 - 1963), a physiologist who worked in Honduras, several European countries and Sierra Leone, claims that the effects are precisely: inhibition, depression, social isolation, increased muscle tone, insecurity, reduced self-esteem, serious family, school, work and community problems, degradation of moral values and abilities, as well as extinction of desire and normal sexual response. It is unfortunately, as it can happen to any human being, the classic "shot through the back door".

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Types of alcohol consumed by people:

Although ethyl alcohol or ethanol, from which wine, cognac, cider and champagne are derived, also integrates in some proportion the composition of other industrialized beverages, there are other types of alcohols depending on the raw material used, when it is not fruit, whose fermentation or distillation gives rise to ethanol or prototype alcohol. As they have different molecular weights, the different alcohols are identified by means of the so-called fractional distillation. Thus, alcohol derived from cereals is propyl alcohol, present in whiskey, vodka and beer; alcohol derived from stems and leaves such as sugar cane and maguey is butyl alcohol, present in aguardiente, rum, tequila and mescal; alcohol derived from potatoes or other tubers is amyl alcohol, more frequent in craft beverages; all are equally harmful when their consumption is not social.

Another alcohol derived from woody stems should be noted: methanol or wood alcohol, absolutely forbidden for human consumption because it causes death, permanent blindness or liver and kidney failure. The "m" in methanol is the "m" in death.

Finally, there is another industrial alcohol for purposes other than ingestion, known in our environment as bodega alcohol or reverbero alcohol, which is a denatured ethyl derivative, with variable proportions of methyl alcohol and benzene, which increase its toxicity, and what to say about alcoholic beverages worldwide included in the epidemiological category of unregistered alcohols, known by some as "*guarfarina*", "*chispa de tren*", "*coladito*" and other deservedly pejorative denominations. Within this context arises the idea of developing a comprehensive training program for activists and facilitators to address this problem that not only affects the individual, but also the family, school and community, that is, society as a whole to contribute to the need for prevention through knowledge in relation to the drug problem, with emphasis on the case of alcoholism, its causes and consequences. Also with the creation of a preventive culture in which a healthy lifestyle is promoted and the awareness of the family and the population about the consequences generated by the consumption of this drug and about the importance of joining forces to find solutions.

For these reasons, commemorative dates declared by the WHO and other organizations related to drug use prevention are proposed, in particular:

- World Health Day, every April 7
- World No Tobacco Day, every May 31
- International Day Against Drug Abuse and Illicit Trafficking, every June 26th

In 1948, the First World Health Assembly proposed the establishment of a World Health Day to commemorate the founding of the World Health Organization and to urge governments, organizations and companies to invest in health to forge a safer future. Each year, a specific health theme is chosen for the day to highlight a priority area of interest to WHO.

Each year on May 31, WHO and partners around the world celebrate World No Tobacco Day, dedicated to highlighting the health risks associated with tobacco use and promoting effective policies to reduce tobacco use.

In 1987, the United Nations General Assembly, expressing its determination to strengthen action and cooperation at the national, regional and international levels, with the goal of an international society free of drug abuse, and urging Governments and organizations to give due consideration to drug abuse control activities in formulating their programmes, decides to proclaim 26 June of each year as the International Day against Drug Abuse and Illicit Trafficking.

To understand the behavior of individuals, it must be taken into account that most of the factors involved are related to the person, his environment and the relationship between the two, highlighting:

1. Historical environmental conditions: the environment of the formation and learning of the person.

2. Historical biological conditions: those that influence the personality of the subject.

3. Basic behavioral repertoires: set of behaviors that constitute the personality.

4. Situation: the set of physical and social stimuli that make up a person's environment at a given time.

5. Antecedent stimulus: event that activates a behavior.

6. Organism: biological determinant that influences a given situation.

Behavior or response: any activity of the person (cognitive, verbal or motor) in response to the stimulus.

Consequential stimuli: actions that occur after the behavior in the form of positive or negative reinforcement that facilitate the repetition of the behavior.

The human being is not isolated, but is part of a community that has its own values and interests. Young people grow up in society with cultures, customs and values that are transmitted from generation to generation. Through the process of socialization, young people learn to behave, to make decisions, to think and act in a certain way and to function in the collective life of society. One socializing agent is the family; the child is taught behavioral models from birth. The school is the second agent after the family, it is conceived today as a social institution open to and part of an educational community in which students, teachers and families are integrated together with social institutions, offering the student rich and varied social experiences.

Parents spend less and less time with their children and delegate their educational role to the school, so that in the absence of increasingly constant communication causes, they do not know what their children think or do, so adolescents become more vulnerable to the opinions of the peer group or the influence of the media.

Being an adolescent a constant period of change, instability predominates in most cases. The adolescent is testing, analyzing possibilities, wondering what he wants to do with his life. The coherence and solidity of the models and values they have received up to now will contribute in a decisive way to the process of searching for their identity, a long and complex process that can last beyond adolescence. In addition to this, there is the need to achieve certain objectives imposed by society in order to be considered an adult, such as: emotional independence from parents, physical acceptance, and the adoption of responsible social behaviors.

The proposal consists of three stages, which are described below:

1-Preparation stage:

The objective of this stage is to contribute to enhance the preparation of teachers, families and students in the theoretical foundations related to alcohol prevention in adolescents as an anti-alcohol strategy.

It will be developed during the first stage of the school year, based on the diagnosis and follow-up of each member of the process, taking into account their needs and potential.

2-Execution stage:

This stage is aimed at the implementation of actions aimed at preparing adolescents and community factors to achieve adequate prevention of alcohol consumption.

3-Control stage:

It will be carried out throughout the implementation of the proposal with the objective of assessing the changes that are taking place in the adolescents; it is systemic and dynamic in nature, based on needs and potentialities.

The following aspects should be taken into account for the implementation of the proposed actions:

The teacher must be fully aware of the normative documents and actions that are required to reduce alcohol

consumption among adolescents.

Both the teacher and the family should be aware of their role in the prevention process: the former as a guide of the process and the latter as a protagonist from the community. The proposal includes actions for the school, family and community, providing tools that contribute to the prevention of this addiction.

Results and impacts of the implementation of the proposal:

To enhance the role of the school, family and community in the prevention of alcohol consumption in adolescents was a challenge of our research, by promoting a set of innovative actions aimed at teachers, parents and students where they applied with great interest and motivation to solve the problem detected, emphasizing the need for the relationship between school, family and community as an essential support in society, especially in young people.

The following proposed actions were carried out according to the following schedule:

1st action: Neighborhood Debate

This first activity was carried out in January, in the community (neighborhood), for the realization of the same was chaired by the 9th grade teachers, students and members of the community. The activity had positive results since it highlighted the participation of students through cultural activities, bringing to the community in a novel way the consequences of alcohol consumption; obtaining the following results: of 15 members of the community who participated, all reached the same conclusion regarding the debate that took place after the activities were finished, which represents 100%.

2nd action: Knowledge meeting.

This action was carried out with the students of the experimental group in February in the classroom; during the development of this activity, the students showed enthusiasm and interest, achieving the following results: out of 28 students (100%), 27 achieved the objective pursued in this activity (92.3%) and only 1 (20%) did not clarify their answer.

We can highlight that when analyzing the data, the group to which the initial diagnosis was applied with respect to the results obtained in the experimental group showed a good result, which allows us to affirm that the objective of this research was effectively achieved.

3rd action: Family Education School

We must emphasize that the activity was a success since it achieved the effectiveness of the action carried out, in which the parents of the experimental group participated and the whole activity was directed by the guest experience teacher, achieving the following results: out of 28 parents who participated, all of them answered the questions that were taken into account in a positive way, which represents 100%.

4th action: Competition at school level

It was held in March at the school center and was chaired by the school principal, the preventive work group and the teachers; it highlighted the participation of students in the different artistic manifestations. The activity was successfully developed, highlighting the motivation of the students to be able to express their knowledge and skills, achieving the following results: of 15 students who participated representing 100%, 10 won prizes, that is, 3 places for each grade and the best work at school level, the rest of the students obtained special mention.

5th action: Preparatory talk for adolescents

It was carried out in the school library with the active participation of the teachers who showed great interest in the topic addressed, giving the activity a high quality output. 20 teachers participated in the activity, representing 100%, all of them responded positively to the talk given after analyzing different bibliographies.

CONCLUSIONS

With the realization of this work we can conclude that the relationship between school, family and community is fundamental for the formation of new generations in the prevention of drug use such as alcohol. The role of the school is fundamental to strengthen and to iron out all those convictions that were taught to the child or young person at home, contributing to improve his or her preparation for life. The family continues to be an important functional organizational structure for social progress and it is in society where different members of society interact and put into practice various forms: habits, lifestyles and behaviors. In our research, a series of actions are applied to raise the prevention of alcohol consumption in adolescents, with the support of different structures.

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