

Valoración del curso-taller “aprendiendo a decir 'no' al consumo de alcohol en estudiantes de la secundaria técnica número 1 de Acapulco, Gro., México

Evaluation of the workshop: "learning to say 'no' to the consumption of alcohol in students of the secondary technical school number 1 of Acapulco, Gro., Mexico"

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RESUMEN

El presente trabajo trata sobre la prevención del alcoholismo. Para ello se realizó un curso-taller en una población de 53 estudiantes de entre 14 y 15 años de edad pertenecientes a un grupo de tercer año de secundaria: 28 mujeres y 25 hombres. Para ello se utilizó un texto para aprender técnicas de afrontamiento ante la oferta del consumo de alcohol. También se propició la reflexión acerca de algunas declaraciones generadoras presentadas en dicho taller, así como comentarios-discusiones sobre un video que mostraba cómo lograr aprendizajes para “decir no” al alcoholismo. Se hizo un análisis del discurso de las participaciones, y se muestra cómo dichos estudiantes se apropiaron de mensajes educativamente significativos para ellos, con lo cual se puede valorar que dicho curso-taller fue productivo en especial para alejarse del alcoholismo. En ese sentido, también lo fue la obtención de información y sensibilización tendientes al favorecimiento de comportamientos saludables, y con ello el fomento a la salud de los participantes.

Palabras clave: prevención del alcoholismo, técnicas de afrontamiento, declaraciones generadoras, video, análisis del discurso, fomento a la salud.

Abstract

This paper deals with the prevention of alcoholism. For this, a training workshop was conducted in a population of 53 students between 14 and 15 years of age belonging to a group of junior year: 28 women and 25 men. This text is used to learn coping techniques to supply alcohol. Reflection on some generating statements presented in this workshop are also favored, as well as news-discussing a video showing how to make learning to "say no" to alcohol. Discourse analysis of shares is made, and shows how these students appropriated for them educationally significant messages, which can be assessed that the training workshop was productive especially to get away from alcoholism. In that sense, it was also getting information and awareness aimed at favoring healthy behaviors, and thereby promoting the health of the participants.

Key Words: alcohol prevention, coping techniques, generating statements, video, discourse analysis, health promotion.

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Introduction

This work is a continuation of another that was conducted with adolescent students of high school number 1 in Acapulco, Gro., in which a proposal was made to prevent alcoholism through the use of educational programs on DVD. Since it was considered necessary to strengthen it, to do so was this workshop: on December the 10th and 11th, 2013.

A part of the workshop consisted of giving a teaching material (text) about some coping techniques to learn how to "say no" to alcohol intake. Comentarries/Discussions on them were, and above all, led students to express what they learned from these techniques and could apply them in your life. Another part consisted of presenting a series of expressions that here we designate as "generating statements", which led to that students demonstrate they understood them and could apply them in your life.

Subsequently, on February 6th, 2014 a presentation was made to the students themselves of the results of the research, which were published in the magazine RIDE No. 12, January-June 2014, relating to the use of the above-mentioned educational programs. The event was also recovered by this work.

Information needed to measure the problem of alcoholism in MEXICO

According to the National Survey on Addictions (ENA, 2011) alcohol is the main problem of addiction in Mexico, teenagers being the most affected group. They found a significant increase in consumption: the consumption of "ever" went from 31.7% in 2008 to 42.9% for 2011, while the dependence rose from 2.7% to 4.1% over the same period. With respect to gender, it is important to note that adolescent women spent in the "ever" of 27.7% to 39.7%, and "last year consumption" of 20.6% to 28.1%. But in the category of "dependency", 2002 it was 0.6% and for 2011 amounted to 2.0%, that is, in that period increased slightly more than triple in them.

The author of this work invites readers to carefully analyze the results of the survey and another conducted by the Center for Youth Integration, of which more later and addresses the age of first alcohol use. Alcoholism is a serious public health problem and most consumers start their drinking as teenagers. On the other hand, it has increased dramatically this problem in the female population of secondary level and high school.

According to Villatoro and others (2009, 2011), students measurements in Mexico City: "The prevalence of alcohol consumption was, in 2006, of 68.8% (68.2% men and 69.4% women); by 2009 this figure increased to 71.4%, the same percentage for both sexes "(ENA, 2011). This means it is almost equal alcohol consumption in men and adolescent women. 40.1% have used it in the last month. Also, following Villatoro and others (2012) "the overall results for the City of Mexico, indicate that 22.5% of students consumed 5 or more drinks on one occasion during the month prior to study, similar to the percentage reported in 2009, it was 23.3%. " And even when the results of this study were presented decreases in consumption of this substance, from 71.4% in 2009 to 68.2% in 2012, "it is important not to minimize this problem. The above results encourage reflection and expand

the coverage and intensity of preventive actions and [include populations] as preschool and primary are "(Villatoro and others, 2012)

According to ENA, 2011: Some factors that could be considered in the increase of alcohol consumption are low risk perception and increased tolerance or social permissiveness towards such consumption. The favorite drink is beer (53.6% in men, 29.3% women); followed by distilled as brandy, rum tequila, whiskey, brandy, vodka (23.6% overall), although there are 1.4 women beer drinkers distillate and 1.0 in men is 1.9 1.0. Following is table wine with 6.6% of the general population; then the drinks prepared with 4.4%; then fermented and finally the brandy and 96 ° alcohol, whose consumption has decreased significantly since 2002.

As regards the Youth Integration Centers (CIJ) -in patients presenting for the first time the main substances that motivate demand for treatment are: alcohol (19.9%), marijuana (15.6%), inhalants (14.1%) and cocaine (12.5%) (ENA: 2). Alcohol is the drug that generates most problems in our country. It is the fourth leading cause of disability for injuries and violence. In 2010, alcohol was present in 51% of all injuries associated with violence; 15% of deaths and disabilities were due to alcohol abuse in that year; the pattern of consumption (drinking heavily in one sitting, common in Mexican) invites accidents and violence. Medina Mora et al (2012) point out that:

"Alcohol is the main public health problem in the country [...] its abuse is associated with high rates of accidents and injuries due to violence [...] and by ingesting large amounts of alcohol per occasion consumption and high rates of disorders associated with chronic use [...] also] high levels of mortality resulting from cirrhosis and other diseases. "

The following results are presented ENA, 2011:

TENDENCIAS DEL CONSUMO DE ALCOHOL						
	En población de 12 a 17 años			En población de 12 a 65 años		
	2002	2008	2011	2002	2008	2011
TOTAL	%	%	%	%	%	%
Consumo Alguna Vez	35.6	31.7	42.9	64.9	61.3	71.3
Consumo Último Año	25.7	23.7	30.0	46.3	44.1	51.4
Consumo Último mes	7.1	11.5	14.5	19.2	27.3	31.6
Consumo alto	NC	13.1	14.5	NC	32.0	32.8
Consumo diario	0.3	0.3	0.2	1.4	0.9	0.8
Consuetudinarios	1.8	2.2	1.0	5.6	6.1	5.4
Dependencia	2.1	2.7	4.1	4.1	5.0	6.2
HOMBRES						
Consumo Alguna Vez	41.6	35.7	46.0	78.6	72.3	80.6
Consumo Último Año	30.6	26.9	31.8	61.1	55.9	62.7
Consumo Último mes	11.5	14.0	17.4	33.6	38.8	44.3
Consumo alto	NC	15.7	17.3	NC	45.0	47.2
Consumo diario	0.4	0.4	0.4	2.5	1.6	1.4
Consuetudinarios	2.0	3.0	1.7	9.7	10.5	9.6
Dependencia	3.5	3.1	6.2	8.3	8.5	10.8
MUJERES						
Consumo Alguna Vez	29.6	27.7	39.7	53.6	51.0	62.6
Consumo Último Año	20.9	20.6	28.1	34.2	33.2	40.8
Consumo Último mes	2.7	9.0	11.6	7.4	16.6	19.7
Consumo alto	NC	10.6	11.7	NC	19.9	19.3
Consumo diario	0.1	0.1	<0.1	0.4	0.3	0.2
Consuetudinarios	1.6	1.4	0.4	2.3	2.1	1.4
Dependencia	0.6	2.2	2.0	0.6	1.8	1.8

Source: National Survey of Addictions 2002, 2008 and 2011.

NC: not comparable.

Prevalence ever in life index that considers the population who reported having had at least one full glass of alcohol at some time in life.

Prevalence last year: index that considers the population who reported having had at least one full drink of alcohol a year prior to the interview.

High Drinker: Those who in the last 12 months have consumed five drinks or more on one occasion, in the case of men, or four or more drinks on a single occasion for women.

Heavy drinker. Those who take at least once a week five or more drinks (for men) or four or more drinks (for women) on one occasion.

Daily consumption. Consume at least a glass of drinks containing alcohol.

Possible alcohol dependence. It is the set of physical, cognitive and behavioral manifestations, including the presence of other symptoms such as tolerance, withdrawal, use longer or greater amount, persistent desire or inability to control use of long to get alcohol or recover its effects, reducing social, occupational or recreational activities, and continued use despite knowledge of having clear evidence of harmful consequences. [In the ENA it is considered a] possible case of dependence on individuals who had three or more of these symptoms within 12 months prior to the interview.

Regarding the age of first use of alcohol according to the ENA 2011, more than half (55.2%) it starts at age 17 or less, unlike the 49.1% it was in 2008. This leads to the need for programs preventive to prevent alcoholism treatment programs or offer practically children. Also, we should discourage them from consuming alcohol programs and regulatory measures; with greater control of the clubs that sell alcoholic drinks; to prevent violence erupt between them associated with such use; and with respect to the adult population, with take serious measures to prevent traffic accidents (breathalyzer, for example).

The age of onset for alcohol consumption, according to ENA, shown in the following table.

	ENA 2008			ENA 2011		
	17 años o menos	18 a 25 años	26 a 65 años	17 años o menos	18 a 25 años	26 a 65 años
Sexo	%	%	%	%	%	%
Hombres	56.8	41.4	1.8	64.9	33.0	2.1
Mujeres	38.9	51.2	9.9	43.3	46.1	10.6
Total	49.1	45.7	5.3	55.2	38.9	5.9

Data obtained from the total consumers of alcohol.

Source: National Survey of Addictions 2008 and 2011.

Regarding this topic, you can not ignore the statistics presented by the ICJ on the population that goes to treatment in these centers:

De	Hombres	Mujeres
9 años o menos	347	76
10 a 14 años	4255	1105
15 a 19 años	4325	794

Moreno (2013: 112)

One thing that provides a closer approximation is that "In patients ICJ, the average age of onset of alcohol consumption stood at 14.6 years," Moreno (2012: 66). And Villatoro (2012) in their research on alcohol consumption in middle and high school students from Mexico City, has found that "the average age of onset has remained at 12.6 years." Undoubtedly, they are quasi-quasi-adult children. Is serious-and, therefore, not Menor-some consumers of this drug very early start this practice. Also, it is noteworthy that most adolescent girls begin to drink alcohol between 10 and 14 years of age between 15 and 19 years. This information is based on studies or research on alcoholism as possible targets to see the real picture of this problem. It is necessary to contribute to improving the quality of life of adolescents, or at least help keep their lives (and even other than regular or possibly relate to them) are exposed to physical and emotional damage from addiction .

ANALYSIS OF MEETINGS OF COURSE-WORKSHOP

Two sessions in which students tried to reflect, analyze and propose techniques to learn to say no to alcohol consumption were worked. At first, a didactic material was presented techniques to avoid alcohol intake. One is called "broken record". What students expressed about the same? In general, said they answer no, no, no, no and so on, precisely as rayado-disk before they could receive the invitation of others to drink alcohol. Melany said: "When a person comes to you and insists insists that you take alcohol, you will become repeat no, and no, and no. And if you still insists wanting to achieve their goal [of that drink alcohol], you're in the same position saying no, but sometimes get angry. " Something that is said in the group is not always a single technique is the most effective, but must use the (s) that is (are) best (s) according to circumstances. It was stressed that the important thing is to avoid engaging with the others when they offer them to drink alcohol.

Another technique discussed was that of the "sandwich". Monserrat understood it as follows: "If a friend tells you: 'Hey, try this', you do not feel bad for him will say: 'No thanks ... come with me, the better we will do this or that'. You'd be nice to him, but would drink with him and would avoid going into allegations ". This expression reflects emotional intelligence, and the response of Monserrat is positioned to protect itself, to avoid risks and promote healthy coexistence with people related to it. Something that was encouraged in this workshop was that through the shareholdings of the students themselves enter into dialogue, which could build meaningful learning in the aspect of transfer of their personal lives.

One way to avoid drinking alcohol expressed was that of "time out". Diego said: "Yes ... time out, because, that is, if I do not feel comfortable talking about [the subject to enter the consumption of alcohol], because what would it be to get away from that person to me is offering. Or, change the subject or situation. " Diego simply not enter the game who invites him to drink himself, would take away from this offer.

Regarding the technique of "disarming anger", Susana Guadalupe said: "For me would be if I ... are offering alcohol, learn to say no to this, and focus on what I want, be specific about what I want and prove that to that person. " Although we can not speak of that strictly it adheres to this technique, so she understood it, and that's what matters. The idea is not the rote-repeating what the texts say, but how they can be interpreted for the benefit of the personal lives of students learning. It is understandable that they are exposed to the supply of alcohol, and especially their peers or friends who can exert great pressure on them and insist they begin taking. It can be kind and courteous to them, thus avoiding they get upset; However, protecting teens is that they avoid giving in to such pressure, because if it were not so consumption could catch on.

Diego said about the techniques of "empathic assertiveness" and "disarm with perks": "I would try to comprehend and understand the problems that people have when they engage in alcohol. Most times you have addictions are because people have problems. I invite those persons, for example, if they are applied, responsible at school, or good to practice sports, to reflect why do that to drink himself. " This response shows openness to be inclusive. Listen and communicate assertively with them are factors aimed at avoiding a possible (or more) damage to those who risk their physical and mental health by consuming alcohol.

As being referred to the technique of "positive greetings," Uriel said he would address that person or friend offers you alcohol in a way that feels recognized as a person: "First things addressed by talking about family issues or things like that because then the problem would [to invite me to drink alcohol] and I and then I would say no, refuse me, and that would be my answer. "

Xiomara, in the event that someone offered you drink alcohol, change the subject to one of "mutual gratification", which is another technique in which, for example, could meet some friends and try to "mutually we understood us, We listened to talk about our problems we have and try to resolve them in a peaceful way [rather than destructively with alcohol]. "

Susana participation supplemented this by saying: "If someone invited me to drink alcohol or something, I would open other avenues ... such that desahogara me, but with feelings, and no alcohol or other methods [harmful] ".

The above shares illustrated in various ways and degrees which students were able to understand about the techniques presented here. The essential idea is that they can have or develop healthier behaviors to avoid alcohol consumption.

After coping techniques to supply or offer to consume alcohol, he gave way to what is here called "generating statements." The first addressed was: "There is addicted to be happy."

Susana said he understood as follows:

"We often confuse the spirit, as they take at parties, binges, or whatever and is regarded as something to relax, live ... but there are some that are much go to extremes and they becomes an addiction. Whatever the type of this, whether in sport or in anything else, is not good and that makes a person unhappy, it can lead to various consequences ... to death ".

This participation clearly illustrates the risks or possible consequences of alcohol. They are well known, either for study or research, and even the public domain or common sense, the risks to which consumers are exposed alcohol. The cases in which it becomes an addiction, certainly far far from being healthy and happy situations. This complements the following statement: "Addictions are a project of destruction and death."

Jorge André said:

"What I understand is that addictions, long term, it may take you, not directly to death, but slowly. For example, a project is based on phases, and addictions as well. First you start

with one, then two, then a bottle, then another ... and so you're going to fall more and more. It begins to destroy itself the person, and can lead to death. "

Meanwhile, sahari said: "The consequences of drinking alcohol will happen in the long term, not going to happen in one or two days after you've taken. If you are drinking, the consequences are going to be producing the long term. " According to Melany, drugs, including alcohol, are very dangerous substances: "I greatly affect your body, it is not instantaneous as would swallow some poison, but it is the same thing ... only with delayed effects".

Another generator statement is: "Be kind to your body."

April said:

"I think that you have to take care and be kind to your body, it also has to do with self-esteem. Because if a person does not love herself, like, for example, get pills to lose weight or something ... and be as best, and begins to get high ... instead of improving their appearance is getting worse ... and it is wrong because it is due to their low self ".

The literature on addiction prevention suggests that it is not enough to have access to information, but also need to learn life skills, that is, that people become empowered, leading to resource development, especially emotional, for to deal with situations that arise. In that sense, learning and developing a healthy self-esteem, assertive communication adequate, practicing and live well grounded values, and have a plan of life in which people find meaning in what they are doing to have a better life, are (among other things) precisely protective factors that contribute to building a better quality of life. These students already had ideas about this, but now with this study retrieved learning.

Ricardo complemented: "Be kind to your body means you do not have to poison him with drugs or alcohol or anything like that ..."

"Take care of yourself and protect yourself at all times and circumstances." Given this statement generator, Uriel said: "I do sport because it keeps me healthy, and also discipline. I'm also learning to play a musical instrument and I have good friends ... and because these are examples of how I care. " With this participation you can illustrate some of the many

good practices or healthy practices that can learn and develop adolescents, which counteract the supply of alcohol.

Another worked statement this workshop was: "Treat yourself well, although others do not." Edwin said that while he sees that others "do not take care of themselves, that does not mean I'll do the same as them. Instead, I'll do the best that is for me to take care and be stable all day. " Meanwhile, Aori said: "I think that if others are not going to care or they will fall into things like alcoholism, not respect themselves and do not realize what they do, they are affecting themselves ... and then I will look for my sake. " Xiomara in this regard provided that: "You have to follow the same pattern as the others follow. Not because a person performs an action, you also have to make. You have to make your own decisions. It would be unreasonable you to follow the game of others and to get involved [in risky situations]. "

The speeches presented here reflect the appropriate level of development they reached students about alcohol prevention. Importantly, these speeches are for your benefit. The proposed training workshop is: the same group aimed to build meaningful learning to contribute to growth and personal development of participants.

Indeed, the last sentence generator was: "I am to grow and develop and addictions will prevent me achieve my goals." Monserrat said: "addictions kill your children and adolescents, because they will always lead to something bad." Beyond a moralistic discourse, it is one of ethical character: addictions simply destroy their society and adolescents, the future human capital. If not countered effectively addictions, human welfare is compromised.

Ricardo said: "Addictions rather than make me grow, I will bring down [...] will have problems, and instead of wanting to face them, will sink me because addictions. Without these I better face my problems. "

Ayment joselin provided that:

"We've had some from small goal to achieve, and to achieve that we must grow. And as you get older you realize that life is full of obstacles and therefore must strengthen you, because if you hit some of these, you must not stay there, but move forward. At our age we will see much addictions, and if we grow and develop, all you must do is avoid them or avoid them. "

A good base to learn to live a healthier way is to have a guide that serves precisely to guide the actions of individuals, which is demonstrated by this participation. It is also recommended that people develop resilience to a possible adverse environment.

Diego participated in the following manner:

"We can make our own decisions and think for ourselves [...] There are some people who do not take the brain [sic.] It is wrong to think that consuming any drugs and introduce harmful substances into your body that will harm. We have one life and during it can perform many activities, meet many people, discover our capabilities. We would be very ignorant if we do not recognize that by taking a substance that makes us want to harm ourselves, do not we enjoy our lives. We would be denied the opportunity to study and be outstanding students. Drugs block the goals you have in life [...] will cloud vision of what can happen to you and only think about them, and that's as far as the architecture [reduced] panorama get to see, and no longer can have a broader vision of what life will be like in twenty, thirty or fifty years ... "

Alcohol prevention tries -to precisely the purpose of this work- provide some elements that contribute to the construction of foundations with which high school students get more resources to be directed towards a better future, or at least prevent a greater or lesser It shatters as the consumption of alcohol. Units of them-reflected in the speeches themselves are instructive elaboraron- for this purpose.

Another didactic resource used during this workshop was a video titled "The Danger Zone": "In one of the sequences [presented in this video] entitled 'saying no', discussed what the best way to make decisions appropriate no to drugs affect health. States that it must refuse to try, demonstrating safety and confidence. "Mazzarella (2007).

Melany said:

"What I saw in the video is that many children occupied the [response] typical that everything will be fine, you'll feel perfect ... and who knows what else. But I really do not know why they take drugs, if all you do is be stupid. They hallucinate, but then feel bad. Also, if not enough money, for example, to buy clothes we want, how we're going to have it to buy such filth? [Sic.] I then rather go to have fun, go with my friends to dance, I do not know ... to movies, buy clothes, to be spent on those things. "

Being aware of the effects of toxic substances on people, in its various aspects, they help themselves with evidence taken away and turn from their consumption of alcohol in this case. Readers of this paper to assess whether really worth destroying yourself and thereby affect others are invited. No construction or edifying in this. The training workshop tried to achieve the purpose of awareness as a first step towards protecting, and avoid unnecessary risks that could affect people. However, these are dormant, which clearly showed the video. In this regard, Atom said that even minors them sell drugs or who can easily get them in their homes: "The brothers incite to consume -in the video that eventuality arose, which becomes a spiral; first you give it to you and then later you incite others to consume it. So that causes most people to go uniting, and perhaps are losing more lives. "

Susana saw the video as follows:

"When we entered the danger zone is when we encourage and inhalants drinking alcoholic beverages, among other things [...]. I learned that the most accurate answer is 'no', and have the right skills. I also learned that instead of using our time in seeing misleading advertising, which encourages us to eat, we should aim to achieve anything but unrealistic fantasies, which can make spending time and effort and that is good for us. "

The values guide and direct the lives of people in their decision making, and that is very important. Also, they protect the values that help people to resist peer pressure when they try to introduce them to the consumption of toxic substances.

Continuing the theme of advertising, which promotes the sale of alcoholic beverages and obtaining economic gains, Uriel said: "The video I liked, learned that companies spend much money on advertising. They know that alcohol harms people. . Still disguised some alcoholic beverages to young people of our age start taking "Meanwhile, Luis said:" The advertisements showing images of people who are happy to drink alcohol ... is bullshit ... ".

Melany said to advertising disguised real things.

"There are spirits that are advertised on t-shirts to encourage consumption. So they do in cases for cell phones, necklaces ... in many personal items. But I really do not because they want people to be fashionable, but because they want to sell more and earn more money. "

Critical analysis allows these students take better care of themselves and avoid being influenced by misleading advertising. Jorge also illustrated this with your participation: "For example, many commercial that present alcohol as if they were the glory, like something too good ... and this is not ...". Something besides the publicity-is what some friends or peers who pressure their colleagues for the close relationship between them, and if is also easy to buy alcohol and this is compounded by a low perception of risk consumption of alcohol, then a teenager, in the words of Atom: "Easily you buy a beer, vodka and other alcoholic beverages, but as we saw in the video, this is very dangerous because it first makes you happy, but then later you're going to hurt yourself, depending on how much you go to drink. "

Susana expressed in relation to the harm caused by alcohol:

"Some people alcohol makes them feel happy, makes them forget their problems. Mainly they drink to look good to other people and forget about everything else. But I learned that eventually can cause cancer, brain damage, memory loss and slow learners; also affects the performance of your activities and decreases your life expectancy and quality. "

Monserrat said other possible consequences of drinking:

"Go in a car with someone who has drunk alcohol is very dangerous. Perhaps you arrive home, but maybe not. You can have an accident, get injured, paralyzed or killed. Also if you drink alcohol you can lose track of where you are or being a victim of rape or something else very strong. "

Edwin was very terse and simply said: "I learned ways to say no, to simply stay out of trouble and now ...". Meanwhile, although the participation of Miguel was very brief, he said the video said to him, "the ways of saying no to invitations to consume alcohol. Now I have clear what I have to do to say no, there are tactics and how to perform them. " No need to go into a detailed discussion that might make you lose sight of the purpose of this workshop. Miguel answered the question. What is important is that no need to dwell much on the subject, or that your answers are mechanically tested in compliance with certain "institutionalized forms" to obtain, for example, a high rating by the responsible of this workshop. How valuable is useful and helpful to this course can be for him and his

companions, who can relate to their interests and values, and contribute to their training and personal development.

For Julian, the danger zone exists. He considered that a risk is:

"When one is exposed to your friends pressure you to use drugs or drink alcohol [...] I think we should talk with security, looking at them in the eye and saying without hesitation that you do not want to consume these substances. Other ways are to change the subject, or ignore the invitation made by giving us the 'plane' or ['batearlos', that is, let them stay with their invitations without getting caught or hooked, get out on a tangent, away from them as much as possible], converse with other people present there, or withdraw from those who pressure us ".

It was important to see this video because visually, hearing, with performances, environments and representations of teenage actors are able to generate and promote more and better investments in group sessions. These flowed better; they were also more agile and expressions or prepared speeches about what I learned emerged from freer way, unlike master classes, lectures or presentations in which, in his words, "bore us." Also, with the videos used could be identified with the situations and characters. There is plenty to take advantage with the use of video and film. This was our experience.

Lisette said:

"In life there may be people who encourage you to take or try new things. Then self decides to accept or reject the invitation. Although I know that some accept to know how it feels, so we must always keep in mind it is to recognize our limits and not lose our self-control, because if so ... start addictions. "

Pleasantly surprised that the student understanding are they who must move away from the consumption of alcohol. Its shares throughout this workshop demonstrated. Another student said that with the consumption of alcoholic beverages:

"I do not enjoy life because you function not fully as a person. You feel dizzy and the next day or even perhaps you remember what happened. I am an alcoholic uncle who was drunk when I was ten years old, and as a bonus had his party did it again. There was a motley on that occasion and he made the completely ridiculous because began to fight her and the next day he did not even remember. I mean, really you lose the right ... "

Alcohol addiction destroys. It's important to try to have a better than drinking alcohol as others do to "be liked by others" wittingly do we hurt ourselves or social pressure, since this leads to a myriad of problems life. It invites readers to draw their own conclusions.

In the final session of this workshop she discussed the publication of this work, on preventing alcoholism in high school teens through videos in the magazine RIDE No. 12. The following students presented their findings:

Luis Angel said that publication on the internet, "helps us because it invites us to stop drinking if they do. And if not, then we are already warned of the damage done. "

Kevin said his comments and those of some of his companions were interpreted somewhat differently from when they had expressed, "but at least tried to express what I wanted to communicate." It should be noted the importance of proofreading work in publishing.

Melany was very forceful with your comment. She believes that everyone has their own way of thinking, "... their way of seeing things, and because my thinking is it's stupid that make young people want to belong to a social group that pressure you to drink alcohol and you give in to that pressure. "

A Miguel seemed very important that this workshop is published, as "informed us [reinforced] the subject of alcoholism [previously already been dealt with earlier videos] also informed me of things I did not know; Well, some already knew but others learned them, and I already have the information necessary to deal with this problem ".

Aldo emphasized the damage that alcohol causes the body, especially the brain, and said that if someone were to ask you how it affects them, "we already know what to answer by participating in this project."

Arely it considered that the information presented by the publication is very comprehensive, "but the one thing [I do not like] is that several comments were repeated the same person. They missed many comments of other colleagues [...] and I think it would be fair to also include in the publication of the work. "

Karen felt that with the sessions in your group may prevent alcoholism, and that the work published in the journal "explains very well what we were doing."

Joselyn said that when he read the work in the online magazine:

"I did not remember all the videos we had seen and read the document I remembered them. It made me very nice that we have seen because we were taught [...] to see new things. [At

our age] we want to experience new things, and something we will see everywhere is alcohol; This work with us will help us to avoid consumption. "

Sahori stated that he liked the work and that all information provided in the videos was profitable for her. "They come also comments of my colleagues, and although they have improved a bit corresponding to the subject and what they wanted to communicate."

Lucero stressed how alcohol affects people, to family life and school performance, and that "if we eat, we should stop because it affects us a lot."

Susana also liked the published work, because with the experience they gained with the sessions: "No one told us that pure concepts really bored; but we showed videos and that was entertaining as they had testimonies [other than the characters that appeared there] even our own colleagues [...]. We realized the truth that is all around us. "

Xiomara, after consultation document on the website, considered that such work:

"It complemented the ideas that we had acquired with videos [...] is good that people will read it to know that if there are cases of alcoholism in teenagers. They were also well that have changed the names of those who gave their testimonies, because this prevents them make bad jokes ".

Edwin said that the sessions of this proposed work to prevent alcoholism, he had "learned that because of them not fall into alcoholism."

Atom she considered that this work had served long and had noticed that some of his colleagues "perhaps did not want to admit it because they did not want the scold" and it was the best they were informed to avoid the consequences of consumption alcohol.

Aldo praised the work published as something others should read "so they know our opinion as adolescents and for those who drink alcohol know that it is best not to drink."

Michael showed his liking for his opinion was published, but his displeasure because "lacked some comments that other fellow also did."

Monserrat said:

"When I saw the work published in the magazine and appeared on the Internet, and saying the names of our companions ... I felt pretty! ... Aaahh !, look .. my colleagues! It will go down in history something expressed by us. I remember the sessions and what Diego said Joselyn ... this session and others. It feels nice that we could cooperate in something, and we did something productive ... jejejejeje."

Ricardo explained that the work already published on the Internet, everyone can read and learn from the experiences they had to "and learn from them and avoid making the same mistakes others have already made."

A Lizeth liked the work, but some comments have not been taken into account: "And it feels ugly that have participated and, after being published work, have not seen your name. So you do not just want to participate, because you do not take into account ".

Joselyn said by Lizeth reinforced when he said he had been very nice to participate in this educational experience, but unfortunately:

"Many of the views of my colleagues did not come out in the published work, and the names and comments of some much repeated. It's OK to have quite involved, but at every turn as they saw their names, their names and names. It would have been better than others also were taken into account, showing his comments with their names. "

Sahori said:

"I liked the feeling of working together. The project helped us to reflect on what is alcoholism and alcoholic behavior ... go to society as normal, but in reality it is not. Furthermore, in the course of the project many of my classmates they were opened and into confidence, which facilitated the expression of their problems and the understanding of them by others. "

Susana made the following contribution:

"When a person comes to consult the internet to work we did, you may realize that they are the views of teenagers, and not just adults. They can also reflect on what we think, how we see it from our own point of view, because a big person and can tell his life alcoholic, that alcoholism can not leave, but has the same opinion as us on experience ".

Areli thought it was good that his colleagues participate with their comments "because we knew beyond them. Many think that someone would not happen, he has no problems, and do not really know what happens to him or his family. It's good that they include and exclude avoid. "

Atom said: "If your family, so to speak, is good, that does not mean they do not have their flaws. Some members may fall into temptation influence of friends or even for problems that can cross, that way can get to alcoholism. "

A Gustavo annoyed that many of his colleagues share their emotions when they unveiled their comments, and have not taken into account when publishing the work; however, he acknowledged that read the publication can serve "not to fall into alcoholism by depression, family, school problems, a breakup, etc."

April offered a different point of what he had heard from his colleagues about comments omitted from the publication view: "I think it's okay because ... sorry ... were [holdings] that were stronger [...] as it is written also have to take some theory. I think that helped us a lot because we are at the stage where everything is supposed to give us curiously, and some want to try everything, that drugs and alcohol. And to read the text and see the videos ... become aware of things that are associated or derived from alcohol consumption".

The academic coordinator of the school in which this research project was conducted, Flor de Maria, said:

"Many of the comments are there ... but they can not go all the names of all people [...], I would ask them 'do not feel' if they did not show their comments with their names [...] called them all sit actors but not their names appear, because all were important in that job and congratulations, not only those who were released his name and comments, but to everyone. "

With respect to this proposal work, and if this should also apply to other groups, some students commented that:

Edwin said he also had "shared with another group, because nothing we have a right to know what it is about alcoholism, but also others."

Isaac called the work "should be shared with other groups, because they may have some colleagues with alcohol problems."

Kevin suggested that there should be more work sessions on this issue "because these interventions may come to switch to the students."

Melany proposed that the work should not only be limited to the junior year, but also the first and second, because "although we do not want to believe, there are children first who

are addicted to drugs or alcohol. Many say they are small because they are eleven or twelve, but some go ten and still are addicted. "

Julian said that the information obtained from this work should be shared with other groups because: "I at least I learned several things. There are cases where relatives of some of the students are alcoholics, and this is not only in our group but also in others. "

Ricardo said that with regard to the problems caused by the drinking of alcohol, the point of view of students is very important that this should be disclosed and conducted further research and publications on the subject.

Aylin mentioned that this work must be shared with other groups:

"For the simple fact that we are young and we live stage, let's go to parties and stuff, we're curious, not only the third, but also the first and second. All [may be] induced to try alcohol or drugs. So I think we all should know all the information that we already gave us. "

Xiomara said:

"As we had the courage to share with others our situations, and we could never have known that [of alcoholism and its consequences in many different aspects], I think others should also know about the topic. Perhaps some are failing in school or have some problem and the teachers do not know how to fix it, maybe students are failing in several things [and may therefore resort to drugs to alcohol]. "

Luis highlighted the damage caused by drugs and alcohol to the brain, and that the consumption of these teens "can not develop well."

One aspect that addressed and fully corresponds to one of the purposes of this study, which was aired in a session the teacher Hilda, and everything indicates that also detects Professor Ana Lucia, guardian of this group of third year. The first stated that in our Mexican culture it is difficult to learn to say 'no'. It is expected that this educational experience has taught high school students to say no to alcohol. And from the information-awareness gained in this workshop, have greater assertiveness, they are more care of themselves and have greater self-esteem that will serve to develop a life plan. And Feldman (2009: 110) argued that "we must promote an intellectual and emotional development that allows individuals to

decide in favor of a healthy lifestyle, without needing drugs, despite their availability. In conclusion, do not just say no to drugs: we must say yes to life”...

CONCLUSIONS.

This work was conducted to address the main problems existing in Mexico addictions, alcoholism, where many people begin, according to various research on the subject, at an early age (12.6 and 14.7 years on average and less than 17 years). The social, economic, labor, family and emotional costs are too high, so it is considered necessary preventive intervention programs and even to face this addiction and its consequences, which could be avoided or at least reduced. An essential aspect is to look after the human capital of the company: teenagers. If they consume alcohol as risky habit away their future development and human welfare.

The information provided herein is current and provides an overview of the problem of alcoholism in Mexico. The results of various studies clearly show the magnitude of this problem, especially in one of the most vulnerable to the onset of alcohol use: teens, men and women.

To assess this workshop on the prevention of alcoholism was taken into account the participation of students. An analysis of his speech was about the techniques for dealing with invitations to consume alcohol, as well as their thoughts on generating returns.

Emphasized the valuable contribution of video as a teaching resource that facilitates the teaching-learning process, even recognized by the participants of this course: the working sessions were more agile, more fluidity is given to holdings, motivation in students It increased and the working sessions resulting in a more meaningful learning lightened. Also, identification processes were favored by teenagers with certain situations and characters.

Being a public health problem, alcoholism must be addressed from different areas. This paper proposes the feasibility of providing proposals for school work. In his capacity training workshop it shows that students from developing their own speeches, can assimilate basic information that enables them away from alcohol and also sensitized to take better care of themselves, thereby promoting your health. It is suggested to be the same students who are taught together. They have been very sobering their participation and feedback-discussions in the collaborative environment of this educational experience.

Hopefully, this work has contributed to that teens who participated in it, now have more tools and resources to help them look for themselves healthy practices that depart from addictions.

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