# 54 - PREVENTION PROJECT APPLICATION IN PUBLIC SCHOOLS DRUGS

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## 1. INTRODUCTION

The school and its social role and has an important role in the healthy development of their students, and for it and from it occurring the overall formation of citizenship on the basis of moral and ethical values. The prevention of drug use and an attitude to be gained from childhood and promoted throughout his life.

Thus, in this context the school function and educate its students to pursue and develop their identity and subjectivity, promote and educate and integrate the intellectual and emotional education, encourage citizenship and social responsibility, and ensure that they incorporate healthy habits in their daily lives.

Faced with this responsibility there is great concern in the promotion and development of projects and actions in the education sector (at school) aimed effect of enriching way the philosophy of prevention drugs, and through the pedagogical action in the educational process lead students to reflect the quality of life, making effective value the self-esteem and undermine any space where drugs can influence. These actions and projects are developed by government agencies as well as NGOs and other entities aimed at social and human support.

In the case of public schools the responsibility and government agencies, and a suit of co-responsibility to community, family and education professionals in more specific teachers at state schools if that can engage and develop these projects by the management of their schools.

This project aims to analyze critically and constructively in the implementation of the efficiency of drug prevention projects in public schools and through this analysis show weaknesses in their actions in order to to list optimization alternatives in educational activities, and consequently achieve full success in social cause of preventing this evil that destroys the lives of so many young people: drug use.

## 2. THE ROLE OF EDUCATION IN THE FIGHT AGAINST DRUG USE

### 2.1 EDUCATION AND SCHOOL: FUNDAMENTAL CONCEPTS

The conceptions of man, the world, society and social relations are present in our way of life, to pursue our ideals, to build our beliefs and work. These our conceptions have different implications both in our way of being and in our work.

First, let's think about the conception we have of school and on the relationship between school and education. Then we question what this design points are holding our professional practices, our representations, beliefs, attitudes and attitudes.

Clarity of design that is behind one's actions, values and behaviors, generates more intentionality in the planning of teaching and learning activities. We can consider that the entire organization and functioning of society constitute an educational situation, as they represent the demonstrations of production and human creations, which are transmitted through social relations.

> Thus, the origin of education is intertwined with the origins of man himself, when the educational processes coincided with the very act of living and surviving. The knowledge and power are important elements of the relationship between education, school and teacher. The way people within the school makes use of knowledge or knowledge and how it connects to the organization and distribution of the result of this work draws approaches or distances between the knowledge produced and its proper socialization. (OLIVEIRA, 2002).

For Charlot (1986) need to have an overview of what we transmit to our students and support in the pedagogical, educational alternative and creative learning, innovative and liberating, not to predominate techniques, methods, essentially repetitive tasks and knowledge, coercive, domesticating.

By enabling the construction and socialization of knowledge, the school "distributes" the power that comes from knowledge, providing everyone a fairer instrumentation to develop the necessary social changes.

The relationship established between students and between them and the teacher should promote conditions for everyone involved to build new knowledge, skills and meaning.

In the school context, the quality of relationships can influence both success and failure in school. The relationship between teacher and students are the basis for the organization of work in the classroom.

It is appropriate that all educators understand their role and responsibility in relationships established at school and able, by changing the quality of these relations, promoting a culture of success in their work.

## 3. DRUG USER TEENAGER

For adolescents, drugs, both licit and illicit, are part of social life, the festivities, the inclusion in the group, though not all make use of them.

In general, the teenager has resistance to admit that drug use can cause you problems and create a dependency, making it difficult to approach the issue. Moreover, the prejudice surrounding the user reinforces the underground in falling consumption practices and limits our broader understanding of the phenomenon and the possibilities of intervention.

Historically, teenage drug user has been treated either as patient or as criminal and approaches that accompany this dualistic vision have proven inadequate and ineffective in preventing and finding solutions to drug use

### 3.1 PROPOSALS AND ACTION FOR PREVENTION DRUGS

The proposals approved by the Fourth National Conference on the Rights of Children and Adolescents (2002) are summarized in the "Pact for Peace," which involves a coping agenda of violence, which children and adolescents are considered

the main victims.

Among the actions we find the Statute of Youth, which was discussed during the first half of 2004 the Special Committee of Public Policies for Youth of the House of Representatives. The Statute aims to propose and monitor the consolidation policies in health, education, labor and justice, among others, as part of the National Youth Plan.

A recent major achievement for the young Brazilians was the enactment of Constitutional Amendment Proposal (PEC) Youth by the National Congress on 13 July 2010. The PEC, now transformed into the Constitutional Amendment. 65, enters the young term in the chapter of fundamental rights and guarantees of the Constitution, supplying a gap and ensuring rights to segments that have already been constitutionally guaranteed to children, adolescents, the elderly, indigenous people and women. (BRAZIL, 2005)

It also highlights the First Job Program, which aims to involve companies of different sizes in partnership with the Federal Government, in offering jobs to teenagers and young adults 16-24 years with no previous experience.

These are some examples of that worrying picture about the living conditions of youngsters can come to change soon in a manner favorable to them and to society. For the effective implementation of these proposals, it is essential that civil society organizations exercise their responsibility in monitoring and social control of policies and actions.

It is the task of everyone crossing these proposals from paper to reality so that create effective impact on quality of life and future prospects of young people and adolescents.

**3.2 PENALTIES FOR USERS AND DEPENDENT ALTERNATIVES**

The Brazilian legislation on drugs, dating from the 1970s, did not make the differentiation between drug dealers, users and addicts for criminal purposes. The new policies and legislation have led to a paradigm shift: propose the abolition of imprisonment for users and addicts who will undergo alternative sentences and sent to non compulsory free medical treatment.

In this regard, the proposals of the World Health Organization (WHO) and the Brazilian public policies converge, to treat the addict as "sick" and not as "delinquent". Thus, users and drug addicts who were once treated like bandits now considered to be people who need help or guidance. (BRAZIL, 2002)

Although the new approach will contribute to a more humanitarian view of these people, society still considers the drug user offender, morally unfit, trafficking sponsor etc.

**4. DRUGS, FAMILY AND ADOLESCENT**

Systems thinking about using drugs in adolescence leads us inevitably to the theme family. Adolescence is seen as a stage of the family life cycle that involves changes in the family as a whole. Drug use by teen acquires an important meaning in this phase of changes and impacts on family relationships.

By understanding the family as an open and evolving system, it is important to consider that it is constantly being influenced and also influencing the broader social context (group of friends, neighbors, schools and other institutions) in which it operates.

For this reason we refer to the social and family context. It's not just the teen changing, but the whole family turns to him in this way Fishman (1996) points out:

> The adolescent seeks to form their identity and establish their independence from the family. At the same time you need to make sure that in fact belongs to that family, to test the solidity of its authority references in order to enlarge them and drive your separation process, as well as performing their own desires.

The teenager faces mixed feelings related to addiction that he has parents and autonomy that he has to have. This conflict is characteristic of this age and is part of emotional separation process necessary for the construction of the adult identity. The problem of drug use in adolescence may indicate the movement of the young towards self-reliance and the conquest of independence.

The act of using drugs in adolescence is understood in this case as a challenge to parental authority, from which the close ties maintained in the peer group begin to form a new and affective complicities space, replacing the family.

With adolescence, the young man develops new needs that require changes in the way of relating with the family. There are crises in the family because the rules that once determined the relationships crash.

Soares (2000), refers to the family system is under pressure to change the routine life and to operate various forms and other structures. Families without the necessary flexibility strive to keep the old standard.

Drug use often holds a position of false independence. The drug, paradoxically, allows the young to be at the same time, near and far, inside and outside, be competent and incompetent in relation to his family.

Often we see the difficult and conflicting situations of the family as chaos and usually relate them to fail.

We found that the experience of families appear situations that they themselves define as a "family chaos." Parents live the discovery that the children use drugs as if suddenly everyone had plunged into total confusion with no possibility of leaving.

Communication in the family is completely unaffected, since no one else understands. It is visible the imbalance caused in the family system. These situations are common outpourings as "all hell broke loose for me,"! "Unknown to my son?", "Where did I go wrong," "do not expect anything, only that he return home alive," "than said all we did for him? "" I never thought I would have a marginal son,"What will tell our family?.

However, a new understanding of family chaos and what it represents in adolescent phase leads to a new vision, we come to see the adolescent as the subject transformer. The drug addict is not an isolated individual, because he often live with partners who guarantee their provision and sustenance.

> If he becomes dependent on one or more substances that transform their behavior or change their emotions, it is also true that it happens to depend on one supplier and means to get the money to pay for the drug. He agrees to maintain multiple contacts with their peers, it needs to have a lot of talent to survive, hide, manipulate, protect yourself and others. (Fishman, 1996).

A person addicted to drugs is over, at least, with two figures:

- A supplier - dealer, merchant, doctor, pharmacist.
- A lender - parents, boss, clients etc.

There are, inevitably, other papers distributed around the drug-dependent individual as receptors, etc. informants It is important to bear in mind that these functions can be performed by the person dependent guaranteeing supply, which makes it more committed and dependent on the additive system.

Because of this comprehensive conception of the addiction phenomenon, it is necessary, especially in working with teenagers, insert the size of the assessment of social networks.

As the focus is on the person situated in its context of social and emotional relationships, is acknowledged their participation in broader situation with several people invol

Systemic intervention shifts from the individual to their condition of inclusion and belonging in different contexts in which it establishes its affective and social relations. This proposal leads us to work in the community approach and social networks, using a methodology that encompasses the knowledge of this adolescent insertion network.

**5. THE NETWORKS AND DRUG USE PREVENTION**

Drug use has been shown to be a major public health problem with enormous social and economic repercussions for contemporary society. Despite the efforts of government and civil society in the search for alternatives, increased consumption and the earliness with which young people are experiencing various types of drugs, warn experts to a common direction: we must prevent!

Prevent to educate the individual to take responsible attitudes in the identification and management of risk situations that may threaten the option for life.

> This view emphasizes the adoption of prevention education not only as a "package" cumulative drug information, but as an ongoing learning process focused on the development of psychosocial skills that enable a social and emotional growth balanced the individual. (ANTON, 2000)

The articulation of different points of social networking can enhance positive living spaces that foster the exchange of experiences to identify situations of personal risk and possible social vulnerabilities, noting that, according to the World Health Organization (WHO), are risk factors of drug use:

- Lack of adequate information on drugs;
- Dissatisfaction with their quality of life;
- Little integration with the family and society;
- Ease of access to drugs.

**6. PRINCIPLES AND DRUG USE PREVENTION STRATEGIES IN EDUCATIONAL ACTIONS**

The issue of drugs is not a mandatory component in the curriculum of schools. Because of its importance and actuality, however, it is increasingly present in the educational proposals.

According to Article 26 of the Law of Education Guidelines and Bases (LDB), December 1996, the elementary and high school curricula should have a common national base and a diverse part. The latter, to be developed in each school system must take account of regional and local characteristics of the society, culture, economy and customer base. It is within this diverse part that many school systems, using their autonomy, include projects for the prevention of alcohol and other drugs. (BRAZIL, 2002)

In accordance with the general guidelines for national education, the subject "drugs" should be present in the school share, diluted in the different curricular activities. This topic is included in health promotion, considering that the initiation to drug use shows up as a risk factor in certain situations.

It is essential to recognize the local situation and develop scientifically based programs without imposing fear, differentiating drugs and showing its effects and risks.

> It is up to each school to define their strategies according to the guidelines of the national policy to promote the theme of integration of prevention of alcohol and other drugs with school activities. (Bucher 1991)

To enjoy the autonomy to decide on the components to be included in your resume, a significant number of schools develops and carries out projects in the area of drugs. This reveals the sensitivity and awareness of their educators faced with the task of carrying out a comprehensive education, to understand the different dimensions of the lives of students.

**6.1 PRINCIPLES OF PREVENTION AT SCHOOL**

To think about the development of a project to prevent drug use in the school, first, it must know the philosophy and what principles will support the work.

> Prevention is better and more effective if aimed at developing the capacity of choice of individuals. A person well-informed and with a developed critical consciousness will have more possibilities to make decisions to avoid risks and promote their health. (ANTON, 2000)

Working with the prospect of reducing the risks of abuse and the harm caused by substance use is a more realistic, effective and ethical work of the drug issue.

To Detoni (2009) an action of prevention in school achieves better results when based on principles as described below:

1) Planning involving the integration of representatives of different school segments: directors, coordinators, faculty, staff, students, families and community.

2) Actions directed to students, families and the school community itself.

3) long-term programs developed throughout the schooling process, with specific actions for each age group.

4) interventions designed to reduce drug abuse risk factors and increase health protective factors.

5) Content that covers the different forms of drug abuse, including legal and illegal, and giving priority to the most consumed in the community.

6) Integration of prevention work on a set of health promotion actions.
7) Search of strengthening self-esteem and developing the capacity to face problems and make decisions.
8) Inclusion of interactive methods, objective and truthful information, without intent to frighten through outdated and biased information.

School education, associated with other sectors of society, is an important event in the development of people conscious, free, responsible and committed to ethical values to promote the individual and collective health.

**6.2 PREVENTION STRATEGIES DRUGS AT SCHOOL**

One of the challenges of the educator is to recognize the best way to work with students to prepare them to make conscious choices that contribute to their health and safety, in order to minimize the risks or harms associated with alcohol and other drugs. No way, alone, offers assurance that this objective will be achieved.

Some types of postures and activity have, however, more effective possibilities. Below we give some examples of attitudes and postures that embody the drugs prevention policy at school, considering that such examples are compiled from various literature sources studied:

**6.2.1 KNOWING WHAT STUDENTS THINK**

Instead of preparing a speech about drugs and their effects, or bring outsiders to give talks, it works better to have students in a circle and encourage the participation of all in a free debate, mediated and facilitated by the teacher. Through this activity, it can assess the knowledge and beliefs of students about drugs, their main doubts and needs and plan appropriate activities.

**6.2.2 CONSIDER THE REALITY OF STUDENT**

Ask students to, without identifying yourself, write down on small pieces of paper the reasons that lead people to abuse drugs and what reasons they would not do it. Collect responses and in an open debate, discuss with students their observations, identifying risk and protective factors regarding the use of alcohol and other drugs and ways of acting on them.

**6.2.3 ENCOURAGE REFLECTION**

Bringing problem situations on teens who excessively use alcohol or other drugs. Divide into small groups and ask them to do a dramatization about these situations, giving an ending to the story. Discuss the relationship between stories and their lives, trying to make them think about the effects and consequences of alcohol use and how to reduce risks. These actions favor the development of critical thinking about their own reality and experience as well as on local and global realities of the problem.

**6.2.4 DEVELOP SELF-KNOWLEDGE**

Do group activities, discussions, role plays and games that encourage reflection students about their behavior and about the influences that they suffer and play in the company for the use of drugs and encourage the pursuit of healthy behaviors. These activities must avoid personal testimonials about the use and on the other hand favor a personal analysis.

**6.2.5 TO ENCOURAGE THE CONSTRUCTION OF KNOWLEDGE**

Raise doubts and the information students have about the different drugs. Motivate the curiosity and interest in seeking information. Available scientific nature of material, in accessible language, about the main drugs used in our reality. Divide students into small groups and have each group study some drugs and make a synthesis to colleagues, addressing the effects, forms of use, legal status, availability, risks to health and society. In the end, review each synthesis, correcting the distortions and prejudices.

**6.2.6 TO ENCOURAGE THE EXPRESSION OF FEELINGS AND OPINIONS**

Use Afterschool program as theater, sports, music, volunteering, alumni, art, competitions, to promote the development of self-esteem, creativity and social participation. These activities, if not talk about drugs are important in developing social skills and interests that serve as alternatives to drug use.

**6.2.7 PRESENT REALISTIC CONCEPTS AND NOT PREJUDICED**

Discuss with students the different types of drug use (occasional use, frequent, damaging, chronic and dependence) and make them understand that there are drugs that can do well as prescription drugs through prescription, and that can hurt such as the abuse of alcohol, tobacco and other drugs. Also show that each type of use has different consequences.

**6.2.8 DEVELOPING THE THEME "DRUG" INTEGRATED WITH EDUCATIONAL CONTENT**

Explore the theme of transversality relating it to the experience of the students and the content covered in class. Examples: Portuguese class, working the interpretation of texts, based on current information and scientifically based on the use and abuse of drugs; in science class, do a search on the constitution and the effects of using the main psychotropic drugs; in physical education class, relate respiratory capacity with the use of cigarettes, discuss the use of anabolic etc. Integrate the topic of drugs with other health content such as diet, physical activity, sexual orientation, among others.

**6.2.9 TO STIMULATE STUDENT INTEREST AND CRITICAL THINKING**

Promote games with drug information and news presented by the media of discussions, making students reflect on the veracity of the information, the hype, prejudice and the need to have a realistic and correct view on the subject.

Besides all these actions, it is very important that the school is ready for an open dialogue. It is essential that students trust the institution that studies and feel comfortable to seek help when they have questions or problems.

Participation in activities and school decisions, as well as social integration and the positive bond with people and learning are important factors in preventing the use of alcohol and other drugs.

Although there is no single formula to ensure the effectiveness of prevention work, components such as integrity, objectivity, dedication, respect and trust are factors that contribute to the success of our intentions and must be present throughout the project development.

**7. INTEGRATING DRUG SUBJECT TO THE COURSE CURRICULUM**

The Department of Basic Education, through the Department of Secondary Education Policy, prepared the document Curriculum Guidelines for Secondary Education, with the intention of contributing to the dialogue between teacher and school on the teaching practice and perform for teachers a set of reflections to feed their practice.

The proposal was developed from the need expressed in meetings and discussions with managers of State Departments of Education and those in the universities, have been researching and discussing issues concerning the teaching of different subjects.

The demand was the resumption of the discussion of the National Curriculum Parameters of high school, not only to deepen the understanding of points that deserved clarification, as well as point and develop indicative that could provide didactic and pedagogical alternatives for the organization of the pedagogical work, in order to meet the needs and expectations of schools and teachers in curriculum structure for secondary education (National Curriculum Guidelines for Secondary Education - PCNEM, 2006).

Taking into consideration any guidance that may arise can not get to the teaching staff as a limitation period for the work to be done, in view of the Pedagogical Project and the Curriculum of the School should require broad discussion so that their proposals come close always more real curriculum that is effective within the school and each classroom, the Curriculum Guidelines for Secondary Education proposed, including the contents to be covered by the teachers, the inclusion of topics such as: inclusion / exclusion; notion of citizenship; diversity and cultural pluralism; inclusion; diversity and multiculturalism; the school as sociocultural space and diversity, to be worked in schools in an integrated manner to traditional content.

With the approach of these themes in the curriculum of Brazilian schools is intended to restore the dignity of the human person, equal rights, active participation in society and the co-responsibility for social life.

From this perspective, the traditional disciplines would no longer be viewed as "end" in education and would be regarded as "means" to achieve other purposes, purposes these integrated with the interests and needs of the population, in order to provide avenues for construction citizenship and a more just society.

Thus, something that may contribute to work the subject of such a nature in an integrated manner to traditional subjects at school is to build an interdisciplinary project, which, according to Finance (1999), does not teach, nor to learn: one lives exerts itself. What characterizes the interdisciplinary approach is the boldness of search, research; is the transformation of insecurity in an exercise of thinking and build. This insecurity can be diluted in exchange, dialogue and accept the thinking of the other. It requires the passage from subjectivity to intersubjectivity.

> The interdisciplinary practice in the classroom context, implies living the spirit of partnership, integration between theory and practice, content and reality, objectivity and subjectivity, teaching and assessment, teacher and student, reflection and concrete action. (LUCK, 2003)

Importantly, there is no revenue for interdisciplinary construction at school. This constitutes a process intercom teachers built by means of agreements and disagreements, difficulties and hesitations, advances and retreats etc.

However, for an interdisciplinary project that integrates the traditional disciplines and themes debated socially to succeed, it is necessary that is not limited to isolated and disconnected actions of a broad and solid design. Therefore, if the action is not continued, will not be effective. If it is not included in the school's educational project, there will be no time to be treated, or will be easily dismissed.

The pedagogical proposal of a school is the result of the interaction between the objectives and priorities set by the school community that lead to actions necessary for the construction of a new reality. It is a job that requires commitment from everyone involved in the educational process: teachers, technical staff, students, parents and the community as a whole.

This practice of building a project must be supported by sound theoretical concepts and assumed improvement and training of its agents. Only then they will be broken resistances in relation to new educational practices. The educators should feel attracted to this proposal, a committed and responsible attitude in the collective achievement of a space for the exercise of autonomy.

In this context, we see real conditions for the implementation of a Drug Abuse Prevention Program able to keep long-term bear fruit and the beneficial effects of transformation on the individual and society.

Thus, include the issue of drugs in the various disciplines and the school's educational project can be seen as one of the most effective forms of prevention in school.

**8. RESEARCH METHODOLOGY**

All research has as main objective the production and dissemination of new knowledge, both technical and scientific nature, as of social context in the pursuit of improving the lives of man and the environment in which it operates.

> "The research, both scientific effect as a professional, involves the opening of horizons and the presentation of basic guidelines that can contribute to the development of knowledge." (OLIVEIRA, 2002).

The procedure of research is grounded in systematic criteria and procedures that require a discipline profile to investigative process, especially when it comes to your goals that can be characterized as scientific publications. This scientific methodology criteria must be quite planned and developed methodically and even systematic, as stated Oliveira (2002):

> (...) For the proper development of the scientific study, it needs careful planning and research in accordance with the norms of scientific methodology, both those related to the way the related content.

The results obtained in this study and presented in this article are based on methodological research process to documentary collections through information sources; They will also be used bibliographic collections through relevant information and related to the theme; and lastly we will use the simple observation technique, watching the events occurring in the studied area.

This research has the following classification:

- Nature: applied, addressed to specific troubleshooting.
- Problem approach: qualitative, there is a dynamic relationship between the real world and the subject
- Objectives: explanatory, deepening the knowledge of reality.

Technical procedures: documentary research, by materials that have not received analytical treatment

**9. CONCLUSION**

Search through this research is to identify and recognize the weak points in the implementation of Educational Project Prevention Drugs in public schools in order to list of optimization alternatives and success in these educational activities;

Foster the development and optimization of Educational Projects Drug Prevention in school and make teachers recognize ways to work together with their students through educational actions, assistance, cultural and health promotion, in order to prevent the use of drugs.

Aims with this research contribute by interpreting statistical data and the formulation of a critical-constructive analysis that demonstrates the real effectiveness of development Drugs Prevention of Educational Projects in schools public, and how from the recognition of points weaknesses of the actions of these projects can create optimization alternatives thereof.

In this sense, empower educators is, in addition to scientific information about drugs, make them knowledgeable of their own reality and able to awaken in its students a sense of defense of life and social values from the awareness of the factors risk and also the protective factors present in each school.

Know the reality also means transform classroom experiences and community examples for reflection and decision-attitude, instilling in his students a spirit of citizenship and participation.

It is important to remember that prevention is also makes the appreciation of life, when dealing with topics such as inclusion / exclusion notion of citizenship, diversity and cultural plurality, inclusion, school and sociocultural space and diversity and other issues, while recognizing that it is important deal with the theme of specifically drugs.

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**PREVENTION PROJECT APPLICATION IN PUBLIC SCHOOLS DRUGS**

**ABSTRACT**

Drug use among students has become a health concern public, because of increased use in social environment and the constant drug seizures in school settings. The first experiences with drugs often occur during adolescence, and therefore at this stage that young people are vulnerable psychological and social point of view. Studies claim that the severity of this problem shows that it is necessary to find new ways to address the issue, with the involvement of the whole society. The current National Education Policy and the National Policy on Drugs, Brazil, consider the school as the fundamental space to accommodate vulnerable young people through creative projects and actions that guarantee the right of the comprehensive development of students, providing teaching resources, welfare, cultural and health promotion, for the prevention of drug use, as well as its full removal of associated risk behavior.

**KEYWORDS**: Prevention; Drugs; School.

**APPLICATION PROJET DE PRÉVENTION DANS LES ÉCOLES PUBLIQUES DROGUES**

**RÉSUMÉ**

La consommation de drogues parmi les étudiants est devenu un problème de santé publique, en raison de l'utilisation accrue dans l'environnement social et les saisies de drogues constants en milieu scolaire. Les premières expériences avec la drogue se produisent souvent pendant l'adolescence, et donc à ce stade que les jeunes sont point de vue psychologique et social vulnérable de vue. Des études affirment que la gravité de ce problème montre qu'il est nécessaire de trouver de nouvelles façons d'aborder la question, avec la participation de toute la société. La politique actuelle Éducation nationale et de la politique nationale sur les drogues, le Brésil, considèrent l'école comme espace fondamental pour accueillir les jeunes personnes vulnérables à travers des projets créatifs et des actions qui garantissent le droit de le développement global des élèves, de fournir des ressources pédagogiques, le bien-être, la promotion culturelle et de la santé, pour la prévention de l'usage de drogues, ainsi que son élimination complète des comportements à risque associés.

**MOTS-CLÉS**: prévention; Médicaments; Ecole.

**SOLICITUD DEL PROYECTO DE PREVENCIÓN EN ESCUELAS PÚBLICAS LAS DROGAS**

**RESUMEN**

El consumo de drogas entre los estudiantes se ha convertido en un problema de salud pública, debido a un mayor uso en el entorno social y las incautaciones de drogas constantes en el entorno escolar. Las primeras experiencias con las drogas a menudo se producen durante la adolescencia, y por lo tanto en esta etapa que los jóvenes son el punto psicológico y social vulnerable de vista. Estudios afirman que la gravedad de este problema muestra que es necesario encontrar nuevas formas de abordar el tema, con la participación de toda la sociedad. La actual Política Nacional de Educación y la Política Nacional sobre Drogas, Brasil, consideran la escuela como el espacio fundamental para dar cabida a los jóvenes vulnerables a través de proyectos creativos y acciones que garanticen el derecho al desarrollo integral de los estudiantes, proporcionar recursos didácticos, el bienestar, la promoción cultural y la salud, para la prevención del consumo de drogas, así como su eliminación completa de los comportamientos de riesgo asociados.

**PALABRAS CLAVE:** Prevención; Drogas; School.

**APLICAÇÃO DE PROJETOS DE PREVENÇÃO AS DROGAS NAS ESCOLAS PUBLICAS**

**RESUMO**

O uso de drogas pelos jovens estudantes tornou-se um motivo de preocupação de saúde publica, devido ao crescente uso em ambiente social e as constantes apreensões de drogas em ambientes escolares. As primeiras experiências com drogas ocorrem freqüentemente no período da adolescência, pois e nesta fase que os jovens são vulneráveis do ponto de vista psicológico e social. Estudos afirmam que a gravidade deste problema mostra que e preciso encontrar novas formas de tratar a questão, com o envolvimento de toda a sociedade. A atual Política Nacional de Educação e Política Nacional sobre Drogas, do Brasil, consideram a escola como o espaço fundamental para acolher os jovens vulneráveis, por meio de criação de projetos e ações que garantir o direito do desenvolvimento integral dos alunos, oferecendo recursos pedagógicos, assistenciais, culturais e da promoção de saúde, com vista à prevenção do uso de drogas, bem como seu pleno afastamento de comportamento de risco associado.

**PALAVRAS-CHAVE:** Prevenção; Drogas; Escola.