

## El uso del cine en el nivel secundaria para la prevención de las adicciones a sustancias tóxicas y otras prácticas sociales de riesgo

*The use of film in the secondary school level for the prevention of addiction to toxic substances and other social practices of risk*

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### Resumen

El trabajo presenta avances de resultados del proyecto de investigación: El uso del cine en el nivel secundaria para la prevención de las adicciones a sustancias tóxicas y otras prácticas sociales de riesgo en Acapulco, Guerrero, México. Se trata de una investigación cualitativa, etnográfica, que inició en septiembre de 2012 y concluirá en mayo de 2013. Se proyectarán 12 películas previamente valoradas de acuerdo con los factores protectores y de riesgo a 52 alumnos, 37 hombres y 15 mujeres. Todos ellos entre 14 y 15 años de edad y estudiantes de la Secundaria Técnica no. 1 de Acapulco. Luego de cada proyección realizamos un focus group sobre la temática de la película destacando los factores protectores y de riesgo. Seleccionamos a tres alumnos de este grupo para hacerles un seguimiento mediante la entrevista enfocada, semiestructurada, para registrar la incorporación a su discurso de las temáticas cinematográficas. Los documentos transcritos del material serán analizados en el programa Atlas ti. Los resultados en este primer análisis nos permiten conocer la interpretación que los alumnos hacen a los relatos de las películas con base en los factores protectores, para la prevención de adicciones y otras prácticas sociales de riesgo.

**Palabras clave:** Adicciones y adolescentes, Cine educativo, Factores protectores

### Abstract

The paper presents results of the project progress of research: The use of film in the secondary level for the prevention of addiction to toxic substances and other social practices of risk in Acapulco, Guerrero, Mexico. This is a qualitative, ethnographic, which began in September 2012 and will conclude in May 2013. 12 films will be screened previously assessed according to the risk and protective factors to 52 students, 37 men and 15 women. All of them between 14 and 15 years old and Technical High School students do not. 1 Acapulco. After each screening conducted a focus group on the topic of the film highlighting the risk and protective factors. We selected three students in this group to track them through the interview focused, semistructured, to record the addition to its thematic film discourse. The material transcribed documents will be analyzed in Atlas you. The results in this first analysis provide us with the interpretation that students make to the stories of the films based on the protective factors for the prevention of addiction and other social practices of risk.

**Key words:** Addictions and adolescents, educational film, Protective Factors

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### Introduction

The magnitude of the problem of drug use is increasing, it is more common to find people who use drugs regardless of economic and social level, or whether they are children or adults, men or women. Throughout the national territory this can be found, and something even more worrying is that it is associated with organized crime which is destroying society, and the future of the new generations.

Even when there are public or private institutions such as the Centers for Youth Integration, Oceanic, etc..., and that have knowledge about the causes that originate drug use, the consequences that it entails, the type of drugs most consumed, the effects they cause, even so the effort is not enough because anyone can fall prey to the consumption of harmful substances.

The existence of institutions to combat drug addiction, those dedicated to research on this subject, health workers, agree that an important factor to take into account is prevention. The school, the family in this sense have a great opportunity to educate for the health of the students or children. Thus, there is a proposal to use cinema for such prevention. It is better to be safe than sorry.

The educational context can be an appropriate and pertinent space for teachers (in the case of this project, social service providers), high school students and other educational agents to participate and build meaningful learning by relating what they see and hear in the films with their lives, with the intention that these contribute to developing protective factors in them.

The cinema can contribute to the formation of the character of the adolescent and that values are cultivated in it. It is not limited to the commercial aspect, it can also be educational since it can spread various social problems to which adolescents are exposed, in particular those related to drug use, drug trafficking, and everything that is derived or associated with the issue of drug addiction.

#### JUSTIFICATION:

Regarding the alcohol consumption of the adolescent population, according to the National Survey of Addictions, this increased significantly, since the consumption for "some time" went from 31.7% in 2008 to 42.9% in 2011. Dependence shot up from 2.7% to 4.1% in that same period. In adolescents, they begin to consume alcohol at 16.62 years, and in women at 19 years.

As far as illegal drugs are concerned, their consumption has not decreased. 1.5% have consumed any type of them. 1.2% consume marijuana, 0.5% cocaine, and with a prevalence of less than 0.2% other drugs (inhalants, amphetamines and hallucinogens). The age of onset of consumption of this type of drug is 18.8 years. By type of drug, marijuana is the most consumed in all regions of the country, followed by cocaine.

From 2008 to 2011 there was an increase of 100,000 people who are dependent on the consumption of some drug. From 450,000 addicts, there are now 550,000.

Regarding tobacco consumption, there are 17.3 million Mexicans who are active smokers, 12.1 million are men and 5.2 million are women. Adolescents between 13 and 15 years old highlight that there was an increase in the prevalence of active smokers, since from 3.8% in 2008, it went to 8.1% in 2011. There are 1.7 million adolescents (between 12 and 17 years old) who smoke, of which 1.1 million are men and 1.6 million are women.

Why use cinema in addiction prevention? Among other reasons, because it can be used as a didactic resource with which secondary school adolescents are favored to create new horizons of being and feeling in the world, by making it more possible for them to generate new views, listen to other voices outside the academic itself. that are derived from art and that are related to situations, circumstances that accompany the characters of the films in certain sociocultural and historical contexts and that configure certain plots and human dramas.

Their own experiences and vicarious learning (learning from other people) generate processes of identification with viewers who become sensitive to what happens to the characters that appear in the movies. The foreign realities are not strange to oneself, this

provokes reflection, analysis, a greater openness to the world, knowing other cultures, knowing more about one's own, and recognizing values that persist in society (or their emergence).

With the application of this project, we hope that secondary school youth are prevented, analyze and reflect on the risk factors (dysfunctional families, friendships tending to self-destruction, lack of support figures, few social support networks, etc.) that conjugates favor the consumption of harmful substances and other risk behaviors associated with the destruction of human lives.

As is well known, it is important that there are proposals to prevent drug use, especially that protective factors are strengthened in adolescents (these are explained later) and that unfortunately are not solid enough to avoid destructive and self-destructive behaviors, because in the time we live in is one of great existential emptiness, in which strong pressures and demands are experienced and in the face of this, escape is sought through some soothing that can result in drug use, or in a compulsive search for pleasure; Thus, the consumption and abuse of mood alterers has been one of the consequences that emerges at this time.

Although it is true that the world of drugs gives the consumer an identity and a meaning to his life, it is also the loss of meaning and meaning of his own existence, pessimism and the absence of values, the fear of freedom and responsibility, the exaggerated and immediate search for pleasure and power, are just some of the problems associated with the drug culture. And a delicate aspect is that it has dragged young people to work in organized crime.

One of the priorities of our country is to combat insecurity and organized crime, due to the consequences of all kinds and at different levels that they entail and that cause the social fabric to break down, which is why our society deteriorates more and more. . That is why the importance of this project is great, because it tries to contribute to counteracting this social decomposition that is currently being experienced.

One of the purposes pursued by this study is that it can serve as one more contribution to prevent adolescents from incurring in everything related to drug use and avoiding risk behaviors, and that it distances them from everything that is associated with this. He pretends that he himself realizes that he must take care of himself and for himself, protect himself and shield himself from those attractions or temptations that drugs offer him..

The results of this study will be disseminated according to the responses provided by students from a secondary school in Acapulco. It will serve as a basis for future studies that use cinema for the prevention of addictions, which will benefit the personal development of the students who participate in this work, but also collaterally for their families by avoiding falling into addictions. One idea is to extend this work to other settings, other secondary schools in the future.

The way to approach the cinema as a resource in education is that it is signified by illustration through images and dialogues determined facts or ideas. We live in a world whose culture is eminently audiovisual. The image is one of the main sources of knowledge, so that is why this project is interesting, current and attractive. Cinema is a

useful medium, easily applicable and that can be generalized in different contexts of our country.

**GENERAL OBJECTIVE:**

Evaluate the cinema as a teaching resource for the prevention of drug use and other risk behaviors in third-year high school students.

**SPECIFIC OBJECTIVES:**

- 1) Encourage adolescents to learn about the risk factors associated with drug use.
- 2) Favor the development of protective factors in adolescents.
- 3) Analyze the discourse that adolescents make after having seen the films that are part of this project, linking it with protective and risk factors.

**THEORETICAL RELEVANCE:**

The stories told by cinema have affected generations of people through their arguments, their content, their images and ideas. Sabana posits that cinema is that space of our culture that offers the possibility “of transforming what is linked to our desires and our way of wishing. In fact, there are those who consider that only cinema has that power of transformation. Cinema is, in short, the number of our imaginary identity” (2010: 5).

But the cinema is not only an imagination, it goes beyond reality since it shows us clear ideas of the different social problems, for example the image of a film can make the viewer understand better than the mere consultation of a text. In this sense, the cinema constitutes a valuable didactic resource, even with an audiovisual impact, with staging and settings that a written document is not capable of providing. As Meier (2003) says, in the cinema there is an intertwining of visual stimuli with acoustic ones, combined with an activity which intensifies and deepens learning.

It is also important that young people do not see the cinema only as entertainment, but in a way that encourages critical-proactive thinking, reflection and understanding, that is why the cinema must begin to be valued more because it is a form that powerfully attracts to the spectators, in whom we want them to adhere to the messages that are intended to be transmitted in the films, in their different film genres.

García maintains that cinema is seen as a way of accessing visual and sound experiences that can contribute to enriching our thinking. For example, when the viewer has knowledge about a problem, but has doubts about it, the cinema can contribute to reinforcing that knowledge through the interest that the viewer shows in the message transmitted by the film (2010:47).

Not only the student must show interest but also the teacher, since the latter can serve as a guide so that the student can see the film in a critical-constructivist way and be more useful, because students can find a new channel in the cinematographic language. of expression that offers the possibility of promoting significant learning related to the environment in which various characters are found, and opening up to other cultural environments that offer learning.

¿Why use educational cinema in the classroom?

García expresses that the student "will not only learn a specific subject, but will reinforce his imagination, his character, his power of criticism and will increase his culture and, therefore, he will be enriched as a person" (2010: 47). That is why it is important that teachers use the cinema as a form of prevention on the risk factors that adolescents go through, hoping that this will help them to clarify the doubts that arise at this stage, so that it contributes to them being healthy and safe people.

The school, like the family, are the social groups with the greatest potential to become protective environments where their members can find a state of comfort and tranquility, in relatively controlled spaces that distance the risks that may threaten their physical, emotional and And social. However, according to the program (Safe School, Mexican government) it is not possible to keep children and adolescents "quartered at home or at school so that they do not run risks, so it is essential to train, instruct and prepare them so that they are alert at times when they are exposed to a risk situation.

High school students may have experiences related to alcohol, tobacco and drug use, which is why both parents and teachers are aware of what happens to adolescents of their physical and emotional changes. From this perspective, the preventive model through films seeks to strengthen students so that they have resources to face what addictions entail.

#### Cinema and its relationship with education

In the cinema there are many ways to tell stories. Most of them have to do both with the plot and with the way of placing the shots, moving the camera and using sound. When you see a movie with elements of judgment, it makes more sense. While criticism produces value judgments, analysis offers precise arguments to validate this or that value judgment. According to Sabana: The method of criticism is synthesis while the method of analysis is precisely the opposite: the fragmentation of objects in order to examine their specific elements. While criticism has the viewer's memory as its validation context, analysis has fragmentation criteria and interpretation methods as its validation context (2010:6).

The cinema has proven to be an effective resource for education, character formation and the transmission of values, especially in young people, which is why it is required that the school includes objectives that provide the pertinent information that allows students to understand and interpret the film texts, in such a way that educational goals and objectives can be achieved with this medium.

That is why both cinema and television are considered to be a great attraction for young people, since it can be used more frequently in adolescents because the cinema can be an excellent didactic resource that favors and motivates learning. of students regarding the prevention of addictions. For Vega (2002) he expresses it in the following way: "The cinema for educational magic is a great didactic resource for educators and learners to reflect not only on the issues that the films raise, but also on life itself".

Since today it is very common for young people to be immersed in the drug culture, and according to Vega (2002): "The basic objective of drug education would be to teach how to live healthy in the midst of drug culture. Precisely for this reason it is very important that adolescents learn to coexist with it, trying not to be affected, so they must develop

coping strategies in which risk and protection factors are recognized to prevent addictions. The protective factors are the following:

- ❖ Family communication. It is essential that there is good communication between father and son since it is the basis of a healthy relationship. It is also very important that parents learn to listen to what their children want.
- ❖ Limits. It is necessary for the family to establish norms and/or rules that must be followed, and to determine the extent to which certain things can or cannot be done, knowing the consequences, to keep adolescents healthy and safe.
- ❖ Empathy and expression of feelings. This factor is important for students to recognize and understand the feelings of other people, and for them to develop an emotional language in which they incorporate the affective presence of others, recognizing their own and others' emotions.
- ❖ Self-esteem. People believe in themselves, in their scope and limitations, appreciating and valuing themselves as they are, and they are also able to face any type of circumstance because they love themselves, without falling into discouragement or depression.
- ❖ Resilience. This factor is important because you can face the adversities of life and overcome them, coming out stronger in the face of the difficulties that arise.
- ❖ Assertiveness. That young people learn to respect their rights and those of others without harming anyone, and that they can communicate it clearly.
- ❖ Troubleshooting. Have the ability to manage and give adequate and pertinent procedures through which the problems that arise can be solved in a positive and consistent manner.
- ❖ Decision making. that students make any decision being aware of both the positive and negative consequences that may arise in their daily lives.
- ❖ Values. They are the principles that guide our actions and guide us in making decisions. They enable us to discern or differentiate between what we should or should not do in order to feel good about ourselves. It is the importance that certain aspects or factors of life have for one.

The risk factors are the opposite of those already mentioned.

The purpose of cinema as a didactic resource is that through it the student learns to be a good spectator and that he can not only assess the quality of a film message, but also that it generates messages that promote significant learning: that is, the adolescent student can relate what happens to the characters that appear in the movies with what happens to them or can happen to them with their lives.

The intention of this project is not to analyze the quality of the film, its argument, its characters based on the specific cinematographic parameters, but rather to identify the drug problem in the relevant sequences of the film, what is the combination of factors that intervene in the appearance of addictive behaviors and other risk behaviors, how to protect yourself and avoid falling into them. There are many factors for both risk and prevention of addictions that it is very important that teachers take into account that when broadcasting a movie, it must have some aspects that must include the factors

mentioned above, so that adolescents become aware of the problem that it can cause them if they try some kind of drug.

The following table shows the protection and risk factors already classified (Pick et al., 2002) that each film to be screened has and that were previously assessed.

PELÍCULAS	FACTORES DE PROTECCIÓN								FACTORES DE RIESGO								Fecha de proyección	
	C	L	E	A	R	A	S	T	I	A	B	A	A	F	S	A		T
1. El estudiante	X		X		X	X	X	X										17 de oct
2. Con ganas de triunfar					X	X	X	X										24 de oct
3. Lazos de familia			X				X	X										31 de oct
4. Todos los caminos llevan a casa		X	X		X													17 de oct
5. El valor de la amistad	X		X		X													7 de nov
6. Una vida mejor	X				X	X	X	X										14 de nov
7. Ciudad de Dios					X			X	X	X	X							28 de nov
8. Juno			X					X	X	X				X			X	5 de dic
9. El niño									X	X	x			X				9 de enero
10. Temporada de Patos									X	X		X	X	X			X	16 de enero
11. A los 12 sin miedo									X	X	X	X		X			X	23 de enero
12. Las drogas la antesala del infierno									X	X	X	X	X	X	X		X	30 de enero

METHODOLOGICAL DESIGN

Given that this research proposal is theoretically based on constructivism, in its sociocultural variable, critical theory and the dialogical paradigm of education, the methodological perspective can only be qualitative. The development of the project will adhere to the following characteristics of this type of research:

- It is inductive, or rather quasi-inductive; its methodological route is more related to discovery and discovery than to verification or verification.
- It is holistic. The researcher sees the setting and the people in a totality perspective. People, scenarios or groups are not reduced to variables, but considered as an integral whole, which obeys its own logic of organization, operation and meaning.



- It is interactive and reflective. Researchers are sensitive to the effects that they cause on the people who are the object of their study.
- It is naturalistic and focuses on the internal logic of the reality it analyzes. Qualitative researchers try to understand people within their own frame of reference.
- Does not impose previous visions. The qualitative researcher temporarily suspends or departs from his or her own beliefs, perspectives, and biases.
- It is open. It does not exclude the collection and analysis of data and different points of view. For the qualitative researcher, all perspectives are valuable. Consequently, all settings and people are worthy of study.
- It is humanistic. The qualitative researcher seeks access by different means to the private or the personal as particular experiences; captured from the perceptions, conceptions and actions of those who star in them.
- It is rigorous, although in a different way from so-called quantitative research.

Although qualitative researchers seek to solve the problems of validity and reliability through exhaustiveness (detailed and deep analysis) and intersubjective consensus. (Interpretation and shared meanings). (Sandoval, 1995: 41-42)

The method to be used is ethnography. Hammersly and Atkinson (In Sandoval, 1995) point out that ethnography is a method of social research that seeks detailed descriptions of the concrete experiences of life in a given culture, its rules and patterns. Ethnography aims to understand the behavior of the human being after accessing the meanings that guide that behavior.

In a summarized way, Atkinson and Hammersley (In Sandoval, 1995: 61-62), characterize ethnography as a form of social research that substantially contains the following features:

- A strong emphasis on exploring the particular nature of social phenomena, rather than testing hypotheses about them.
- A tendency to work primarily with “unstructured” data, that is, data that has not been coded prior to collection into a set of closed analytical categories.
- An investigation of a small number of cases, sometimes just one case, in detail
- An analysis of data that involves the explicit interpretation of the meanings and functions of human actions, a product that takes the form of descriptions and verbal explanations mainly, with a role of quantification and analysis subordinated to the maximum.

The target population of this study is made up of 52 students. 37 are men and 15 women. All of them between 14 and 15 years old, all students of the third year of secondary school, from group A. They are located between the lower and middle class.

12 films were chosen, 6 predominantly on protective factors, and the same 6 on risk factors, which were valued in each of them. The focus group technique is applied to the entire school group and the semi-structured interview to 3 students. They were selected by the social service providers and the thesis student after making the first projection and their respective analysis according to their participation and a certain affinity that inclined them to select their future interviewees. On Wednesdays of each week the films are

projected in the place that the authorities provided us (first in the auditorium and then in the computer room), the latter site has been preferred for having better audio conditions. After the projections, the focus group is carried out immediately after, and the interviews have been applied according to the time availability of the students and the researchers, who apply them in the place designated by the school authorities or in the preferred place. by the students and researchers, not passing the interviews seven days after said projections.

The Focus Group, according to Aravena (2006) can be defined as:

A qualitative data collection technique, which has an exploratory nature and consists of conducting group and semi-structured interviews around a specific topic [...] The purpose is to collect first-hand information about opinions, preferences, tastes and perceptions of a particular segment of the population, to then develop strategic plans that are effective in terms of a message, a campaign or brand. (p.76)

Regarding the educational field, this technique is used with the aim of designing policies aimed at a particular sector with the purpose of making them more effective. In the case of this project, it is to encourage collective reflection about the protective factors found in the movies and to account for their incorporation into the discourse of adolescents for the prevention of addictions and other risk behaviors. An advantage of this technique is that spontaneous opinions are collected from people about certain topics, but there is also the possibility of delving into their responses. It is also possible to know the tastes, preferences and opinions of people.

Regarding the semi-structured individual interview that is being applied, a basic idea is that the three interviewed students express their points of view in a freer and more open situation. It consists of a focused interview whose objective, in the case of this project, is to recognize the protective and risk factors (thematic areas), how they can incorporate into their own lives some messages and values that are transmitted in the films that allow them to Recognize them to shield themselves from drug use and avoid assuming risk behaviors, this will be reflected in the speech they elaborate during the interviews.

#### PRELIMINARY RESULTS:

The results that we present so far are preliminary: a first reading of the reflections, interpretations, the inner world of our participants shaken by cinematographic narratives. We have shared 8 films with them, our three subjects of focused analysis Oswaldo, Noemi and Hemed have been interviewed the same number of times, so we have a total of 32 transcribed documents, to analyze in the Atlas ti qualitative analysis program.

Description of the students:

**Oswaldo:** He is fourteen years old, he was born in Acapulco. She lives only with her mother and sister, her father abandoned them when she was seven years old, so he feels responsible for taking care of both of them. She channels her emotions and energy into sports, especially soccer. In the group he is one of the most participative and usually establishes good relationships with his companions.

**Naomi:** She is fourteen years old, originally from Acapulco, lives in one of the most popular and marginalized neighborhoods in the port. She has a strong character, she knows how to defend her opinions even if she occasionally confronts a classmate. She is the second of four children, two girls and two boys. Her mother got pregnant very young, because she is a hard worker, she is the example and strength of her family, her father has an alcoholism problem and on many occasions she enjoys her house more when he is not there. She is very oriented to studies because she considers that it is the way in which she will be able to get ahead, she would like to study nutrition, medicine or veterinary medicine, she loves animals.

**Hemed:** He is also 14 years old, he is from a middle-class family in Acapulco, his parents are professionals. He is a young man oriented to study, to analysis, he is the one who approaches the themes of cinema with more reflexive force, less emotional, so it has cost us a little more to guide him towards linking the themes with his inner life. He is the oldest of 4 brothers. He wishes to study medicine.

In the first film session, at the end of the group analysis, we asked one of our students participating in the project to select the student they wanted to interview for personal reasons. This is how we selected and we have known these three students more and more.

#### **Assertiveness, problem solving and decision making:**

For the students participating in this study, there is a constant in the analysis of cinematographic themes: exalt the importance of assuming the responsibility of each one towards their own destiny. Therefore they constantly link these three protective factors. The characters, as they present it, are right and wrong all the time in making decisions that guide the resolution of the problems raised in the themes:

"I liked the part where everyone reacts, when this man, after having given them all his teachings, the young people react: the one from the bar goes and hits the one who sold the cocaine, everyone grabs a value, right? When the man goes and hits the teacher for having made the student pregnant, when everyone is already exceeding their goals, when everyone is taking this path of values, and when everyone is having that willpower to do things "( Hemed, The Student).

"The one of overcoming and the one of effort, I like as a brand well overcoming, that at the beginning it may cost you a bit of work to accept that you need to be giving more of yourself, put more effort to leave some things, but that at the end of the day they always lead you to goals that are really worthwhile" (Naomí, Eager to Succeed).

"It caused me an emotion to see how the students who were shown there, some with family or economic problems, or because of the same racism that exists in the family, got ahead, and an emotion that is not seen in any movie; that very few know how to demonstrate" (Oswaldo, With desire to succeed).

Decision-making is closely related to the orientation of the characters to achieve an aspiration and they suggest that those that are oriented to risk situations are so because the characters want to be accepted in a social group:

“He was a boy who was used to being like all boys of that age: wanting to join a group of gangs, from there I feel because they have power, but in reality that was not going to leave him anything and as he saw what his father was doing, to get ahead he began to change his mind about everything he did, he began to have a better perspective of what he wanted” (Naomi, In search of a better life).

#### **Self-esteem, resilience and limits:**

High self-esteem is important according to the association of students to be resilient. A person who trusts himself will successfully overcome adversity; while low self-esteem leads to making bad decisions, such as the use of drugs, but they are solutions that do not solve problems, for which it is necessary to be resilient:

“Some seek the solution with drug addiction or with other things, but in the end they will not overcome it. Then they say that if you smoke a cigarette it goes away, but on the contrary, it upsets your nerves, so all of this is very important, in addition to raising awareness and seeing what is good and what is bad, take into account this resilience, which is facing problems, regardless of whether it is bad or good, if I got into it, I must overcome it” (Hemed, The student).

“The boy had all the characteristics, to be a child addicted to drugs and alcohol, since he was rude, he had no limits and he had family problems. And since he was lucky enough to fall, so to speak, into a rural environment, where there is hardly any of that ”(Oswaldo, All roads lead home).

Limits are highly valued by students as a protective factor:

“In general, if the child had been imposed perhaps more limits, he would not have reacted in that way and perhaps if the mother had been somewhat affectionate with him, more patient, the child would have had a different response to the situation of staying with him. her grandmother in that time frame” (Naomi, All Roads Lead Home).

“We saw that the lady was very close to her grandson despite everything she did to her. The grandmother would have been an important factor so that the child did not fall into drugs, because of the love she had for him, and the dedication, since the child, in the end, learned to set his own limits” (Oswaldo, All roads lead to House)

#### **Empathy and family communication**

Empathy is one of the protective factors that was new for many of the students, but that they find in most of the stories, they identify a lot with it because they are at an age in which their group of friends is highly valued. In the film *The value of friendship* Hemed highlighted that the group of friends that had formed between the three main characters was very important and among other factors he highlighted:

“Yes and empathy for what it is that this lady had like... she felt depressed because her son had died and it was like she remembered and felt bad about herself, in addition to the fact that she had left her husband and well she didn't have much support of people (Hemed, *The value of friendship*)

In the film *Lazos de familia*, Oswaldo made a clear relationship between empathy and family communication, highlighting the theme of forgiveness:

"The message he conveyed to me was that despite the conditions you go through or have gone through, you always have to learn to forgive and that for the good of the family you have to know how to forgive" (Oswaldo, Lazos de familia).

This same film led Naomi to open up and talk about her relationship with her father who suffers from alcoholism and her maternal grandfather who also had this illness and who abandoned her family:

Interviewer: The film talks about forgiveness, would you forgive him? (to her grandfather)

Naomi: No. I have the same grudge against my dad, because he's one of those people who gets drunk and doesn't show up for a week. Sometimes within all that they end up scamming you, whether they like it or not, they say ugly things to you, they hit you.

Interviewer: Does your father hit you?

Naomi: Not anymore since I learned to put my hands in. No, but he keeps hurting me with words, because I'm a woman, but all the same all those comments he makes make him a zero in my life, he doesn't fit into my decisions, even if they say he's your dad, my mom is the one who supports me .

For this adolescent, her mother is the one to whom she tells everything, she is her main support and she guides the value of family communication. This protective factor was also highlighted by Hemed:

"My parents always instill in us that we should tell them anything, when we have a problem, it is always customary for us to come home from school and tell them what we did, that even if we don't want to tell them everything, we tell them even half" (Hemed, The student).

Other protective contexts:

The students mention other areas that are decisive for them to protect themselves from falling into addictions in addition to their family. Hemed is very study oriented, he is very participative and in his conversation he highlights the school as a protective environment: "It is reinforcing (the values) what is the matter of civic and ethical education and what is the orientation and tutoring workshop, which in fact caught us in a good subject because right now in orientation and tutoring we are seeing what are the risk factors, it was like a feedback, it was something that helped us to know more about this topic (Hemed, The student).

About the project:

So far, the comments from teachers and students participating in the project have been positive for it, which encourages us to continue:

I really liked the film, I imagine that this type of conference and messages can help us, with perseverance it can make a difference, we have to instill decision-making taking into account certain bad consequences that can be had, we have to inculcate values that we don't have, that movie teaches us them, or tender messages, solidarity, love, friendships, the respect that we should have, I hadn't seen that movie but I liked it, I would like to download it from the internet my family sees it, it fills you with feelings and you get a lump in your throat (Naomi, The student).

I think that nothing else should be done here in technique one (the project), it should be done in all the other schools, so that we all have knowledge, right? It is important that it occurs in all the other schools so that we all have this awareness that this culture of values is promoted (Hemed, The student).

I would like him to continue giving this type of conference, not just applying it to a group, perhaps not with that follow-up, but from time to time, applying it to other groups, to the school in general, because they can make a difference because it is something that catches our attention and although we do not see it as a job subliminally changes us, it leaves us a message (Naomi, Eager to succeed).

### conclusion

We agree with scholars of cinema as a teaching resource that it is an effective means of education for the formation of character and the transmission of values. In relation to the prevention of addictions and other risky social practices, we can preliminarily conclude that the young participants in the study incorporate the stories of the movies into their personal discourse, making an analysis that flows between the movie story and their personal life.

The projection of films valued for containing stories related primarily to protective factors generate a convergence of ideas in the adolescents' comments, building a group dialogue; however, the productions that mainly highlight the risk factors (so far we have only projected two) generate debate among them, the divergence of opinions and confront them with more complex realities in their understanding. Group 3 A of Technical High School no. 1 in Acapulco, Guerrero, Mexico, is made up mostly of highly participatory students and purposeful teachers committed to education. So much so that they openly respond to innovative work proposals such as this project in progress that we hope to conclude successfully with your enthusiastic participation.

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