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TALK ABOUT IT  
STAND UP FOR YOURSELF



07-001-12A

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Santé  
et Services sociaux  
Québec 

With the participation of:  
• ministère de l'Éducation, du Loisir et du Sport

**DRUG AWARENESS WEEK**  
**NOVEMBER 18 TO 24, 2007**

Québec 

# ACTIVITY GUIDE

This year, we are offering you suggestions for interactive activities for grade 5 and 6 students during Drug Awareness Week, which will take place from November 18 to 24, 2007. You will also find other activities on the [www.dependances.gouv.qc.ca](http://www.dependances.gouv.qc.ca) Website.

## OBJECTIVES OF THE ACTIVITIES:

- To recognize protection and risk factors associated with the consumption of psychotropic substances (alcohol and other drugs).
- To enable young people to use their critical judgment when it comes to behaviours related to the consumption of psychotropic substances (alcohol and other drugs).

### ACTIVITY 1 Contest Entry Coupon

The contest entry coupon that has been produced for Drug Awareness Week this year is essentially an invitation for young people and their parents to interact. We encourage you to ask students to take the contest entry coupon home so that their parents can answer the questions that are addressed to them.

Then, in order to motivate all of your students to participate, we invite you to gather all of the completed entry coupons together and mail them in a single large envelope.

If you haven't ordered any entry coupons, you can order them online, at [www.prosante.com](http://www.prosante.com) (Drug Awareness Week section). Please note that quantities are limited. You can also download the coupon at [www.dependances.gouv.qc.ca](http://www.dependances.gouv.qc.ca) (Drug Awareness Week section).

### ACTIVITY 2 Role-Playing Game

#### Description of the activity

This is an interactive activity in which the students are asked to play roles in scenarios that last 3 to 4 minutes each.

The day before the activity, hand out copies of the scripts to everyone who will play a role, so that they can prepare. You can play the role of narrator, and lead the group discussions following the scenarios. The following four scenarios call on young people to think about the protection factors that will help them to prevent the risks associated with the consumption of alcohol or other drugs. The scenarios will reproduce "real life" events young teens face. The four themes that are addressed include standing up for yourself; parental guidance; problem solving; and self-esteem.

#### Length of activity

Between 20 and 25 minutes: 3 to 4 minutes for each scenario and 15 to 20 minutes for the group discussion.

#### Materials required

The young actors should have a copy of the script for the scenario in which they are participating.

### Dialogue N° 2.1 STANDING UP TO YOUR FRIENDS

**Teacher:** We are going to listen to a conversation between two friends, Vera and Lisa. The two friends enter the classroom and sit next to each other. You will see that Lisa has a difficult choice to make. Listen carefully.

**Vera:** Hi Lisa!

**Lisa:** Hi Vera!

**Vera:** Hey, Lisa, you know what?

**Lisa:** No, what? What's up?

**Vera:** Well, Evelyn Grant has some cigarettes, and at recess, the whole gang is going to smoke outside behind the gym wall. Are you coming with us?

**Lisa:** (Hesitates) Um, no, I don't think so, I don't really feel like it... And besides... We might get caught. You know, the teachers are everywhere.

**Vera:** Oh, come on. Don't chicken out. Come with us. Nothing bad will happen. The teachers won't see anything, and it'll be fun. Come on!

**Lisa:** No. I told you I don't want to come. I hate stuff like that, and I'm telling you, we'd smell like cigarettes.

**Vera:** Every time we want to do something fun, you don't want to do it. Besides that, you're a chicken... So what are you going to do?

**Teacher:** Lisa has a difficult choice to make. On one hand, she really likes Vera, and enjoys being part of a gang. On the other hand, she doesn't like smoking at all. She doesn't feel like going to smoke with her friends. What should she do? Go and smoke with the gang, or not go? What will happen if she doesn't go? How will her friends react? Discuss it as a group for a few minutes, and then we'll return to the script to find out what Lisa decides to do.

#### Resumed script

**Vera:** Every time we want to do something fun, you don't want to do it. Besides that, you're a chicken... So what are you going to do?

**Lisa:** I'm not a chicken. I don't want to go and smoke with you, that's all. I'm not interested... and it doesn't do anything for me. Go if you want, and I'll find something else to do.

**Vera:** Are you sure?

**Lisa:** Yes, I'm sure. It doesn't bother me not to be with the gang. I'll see you at lunch. I'd prefer that.

**Vera:** Okay, okay. It's fine. You don't have to come... (hesitates) and anyway, I might not go either... It doesn't do anything for me either, and it's true that we'd smell like cigarettes when we get back to class.

#### END

**Teacher:** Lisa chose to stand up to her friend, and Vera accepted Lisa's choice. Do you think that it can sometimes be difficult to stand up to others and to express what you really think? Do you think it's better to follow everyone else, even when you don't really want to?

## Dialogue N° 2.2 IF ONLY PARENTS WOULD JUST LEAVE US ALONE

**Teacher:** *It has been three days since Steve and Simon have been able to see each other after school. This evening, they plan to spend some time together catching up.*

The doorbell rings. Steve goes to open the door.

**Steve:** Oh, hi Simon! Come on in, let's go to my room.

**Simon:** I'm right behind you.

**Simon:** This is excellent, Steve! You're free at last! Your mom's finally letting you out again. It's about time. Being grounded for three days – that's a punishment and a half. But what you did wasn't so bad. You just missed your curfew – big deal!

**Steve:** Yeah, I got home a bit late. I told my mom I was at Gabriel's and that I'd be home at around 8:00. But then we went over to Luke's, and I didn't realize what time it was because we were having so much fun. It was after 10:00 by the time I got home.

My mom really wasn't very happy.

**Simon:** You know parents! They're always after us for something. They want to know everything. (Imitating his mother's voice) "Who are you going out with tonight?", "Where are you going?" "What time are you coming home?" They never stop asking questions.

Sometimes it seems they think we're babies. They don't trust us. They want to control our lives. I can't wait for them to leave me alone and let me do what I want without getting on my back all the time. No more questions, and I get to come home when I want. How about you?

**Steve:** Yes, I guess sometimes I do feel like my mom takes things too far. But she tells me that she makes the rules in the house and she expects me to respect them because she loves me. She tells me that if she lets me come home at whatever time I want, it would mean that she isn't interested in what I'm doing or who I'm out with, which would also mean that she isn't interested in me and doesn't care what happens to me. What do you think?

**Teacher:** *Parents, eh? What do you think makes them act like that? Have you ever been in the same situation as Steve? Do you think that it is important to have rules about how to behave in the family and at school? Talk about it as a group for a few minutes.*

**Simon:** My dad also tells me that he makes rules at home for my own good, because he loves me. He tells me that it's because he wants me to be happy, and doesn't want me to run into any problems, and because he is interested in my studies, my friends, and my activities. When you think about it, he's probably right, because I gotta admit that I find it reassuring to know that he's there and looking out for me.

**Steve:** Yeah, you're probably right. Deep down, I like knowing that my mom is there for me and cares about what I do, even though I don't always agree with her.

**END**

## Dialogue N° 2.3 OVERCOMING FEAR

**Teacher:** *I'd like you to listen to a conversation between two friends, Oliver and Nicholas. You will see that Oliver is dealing with a fear that he is admitting to his friend Nicholas. Listen carefully.*

**Oliver:** Hi Nicholas!

**Nicholas:** Hi Oliver!

**Oliver:** How are you?

**Nicholas:** Great, and you? What did you think about what my big brother's friends were saying about high school the other day? High school sounds pretty cool, eh?

**Oliver:** I don't know. I have to admit that it scares me. I'm afraid of changing schools. Don't forget – there are hundreds of students at high school – it must be huge! I feel like I'm going to be lost when I get there.

Then there's the whole idea of changing classes as many as four times in the same day! I'll have to buy myself a watch, or I'll be late for class.

I'm torn. On one hand, I can't wait to change schools, but on the other hand, I'd really like to stay here.

**Nicholas:** I know what you mean, Oliver, last year when my brother started high school, I was just like you. I was scared too. I thought I'd never make it, and that if I had to take the bus to go to my brother's school, I'd get lost. I almost felt sick at the idea of being in classes with people I didn't know.

**Oliver:** You're not scared anymore?

**Nicholas:** No, because I decided to talk about it with my brother. I told him about my fears and I asked him how he handled all the changes. He explained to me that he was afraid at first too, but that after visiting the school and understanding that the teachers and supervisors were there to answer students' questions, his fear soon disappeared.

**Oliver:** I'm happy to hear that! I feel better already. I hadn't thought about it, but maybe I'll talk to Isabella's sister. She's starting Secondary 1 this year. I'll ask her how she handled changing schools.

**Nicholas:** That's a good idea, Oliver. You should talk to her about the things you're worried about.

**Oliver:** Yeah. I'll talk to her later today, and I'll tell you about it tomorrow. Okay?

**Nicholas:** Great! Hey – recess is over – we have to get back to class.

**Oliver:** That makes me wonder, Nicholas, do you think we'll have recess in high school?

**END**

**Teacher:** *For some time now, Oliver has been concerned about the idea of changing schools and starting high school. His friend Nicholas suggested a great way to resolve his problem: talk about it. Can you think of any other problems we can resolve by talking about them? (Examples for a teacher: conflicts between friends, academic problems, taxing, heartbreak, intimidation, failure, grief, etc.) Who can we talk to about our problems? (Examples for the teacher: a parent, teacher, big brother, friend, aunt, grandparent, coach, etc.)*

## Dialogue N° 2.4 LEARNING TO ACCEPT WHO WE ARE

**Teacher:** In this scenario, we will listen to Paola, who has very little self-confidence, and has a hard time accepting who she is.

**Paola:** Hey Kim! You look like you're in a good mood! Why are you so happy?

**Kim:** Naomie invited me to her birthday party on Saturday. Her parents are taking us to the swimming pool first, and then we'll be going to Naomie's house for supper. It sounds like fun. Did Naomie invite you too?

**Paola:** Uh... No... Uh... I mean yes.

**Kim:** Oh come on Paola! Did she invite you or not? Naomie is one of your best friends, isn't she?

**Paola:** Well, she invited me, but I told her I couldn't go because I had something else planned.

**Kim:** Can you please tell me what could possibly be more important than one of your best friends' birthday parties?

**Paola:** Well to be honest, I don't have other plans. It's just that I don't want to go to her party. I'm sure it'll be boring, and I'm not that close to her. Sometimes I think she only talks to me because she feels sorry for me.

**Kim:** Oh come on – she feels sorry for you? What are you talking about? Naomie was talking to me about you yesterday. She said that you're one of the nicest girls in the class – you're always in a good mood, you're funny, and you're always willing to help.

**Paola:** She said that? Listen Kim, I'm not blind. I'm not pretty and I'm fat. If you think I'm going to go to the pool with you so you can laugh at me, there's no way. I'd rather stay home. I don't want people to invite me along because they feel sorry for me, and I especially don't want them laughing at me.

**Kim:** Poor Paola. There, I feel sorry for you. We all have parts of ourselves that we like less than other parts. My problem is that I'm bad at math, but you always get it right away. But that's no reason to stay away from people, especially when they show you that they want to be friends by inviting you to a party. Nobody expects us to be perfect. Everybody thinks you're great! You're the only one who's down on yourself.

You're passing up having fun when your friends want to spend time with you and have fun with you!

**Paola:** Yeah, Kim, the more we talk about it, the more I realize that I'm not so bad. Even if I am a little chubby, it doesn't mean I'm worthless. You know what? I think I'll go and see Naomie and tell her I've cancelled my other plans and would love go to her party, and even to the pool!

**Kim:** Good for you Paola! You won't regret it. We'll have a great time!

### END

**Teacher:** Being comfortable with who we are means accepting ourselves as we are. Paola thinks she's fat, and because of that, she thinks that nobody wants to be around her. Her friend Kim helped her to see that she was wrong. Can you think of other reasons why someone might not feel comfortable with who they are? (Teacher examples: shyness, lack of athletic skills, newcomer to the school, etc.) Do you think these are good reasons for rejecting someone? How do you think it feels to be rejected?

## ACTIVITY 3 Accompanying the Scenarios

In the form of a group discussion, in work teams, or in another way (in writing, as homework, etc.), ask the students to find the answers to the following questions.

### Length of activity:

Variable, according to the selected format (in groups with verbal or written answers).

### First question

Why do you think some people develop alcohol or drug abuse problems?

*Teacher answers: Because the person doesn't like himself or herself, has family problems, has problems at school, is alone, feels rejected, is depressed, etc.*

### Second question

Do you think a person feels better when they drink alcohol or take other drugs?

*Teacher answers: No, we cannot find the solution to our problems in alcohol or other drugs. These substances give us the illusion of feeling better, but the problem remains and even gets worse.*

### Third question

What do you do when you have a problem?

*Teacher answers: Talk about your problem with someone you trust, ask for help.*

### Fourth question

If a young person has a problem, who should they talk to?

*Teacher answers: Parents, brothers and sisters, friends, teachers, coach, aunts or uncles, grandparents, school nurse, etc.*

