

# Activity guide

Drug Awareness Week 2008

For groups of  
young people  
aged 15 to 21

Québec 

This year, during Drug Awareness Week from November 16 to 22, 2008, we suggest offering these original activities to students aged 10 to 14, who are completing elementary school or attending the first and second levels of secondary school.

## IMPORTANT |

➤ Refer to the DVD provided for Activity 4, *Don't spoil the chorus* (French only).

**Comment:** We recommend that during the rollout of all of these activities, you involve an auxiliary school staff member (psychoeducator, psychologist, specialized educator, substance abuse worker, social worker, etc.).

# Activity 1

## Cost/Benefit... Use your common sense!

By Antoine Beaudoin, Social Worker

### CONTEXT

This activity is intended for groups of young people aged 15 to 21. It calls on their judgement and the development of their ability to think critically. Its purpose is to increase the awareness of young people of the *cost/benefit* logic that should support each of their decisions.

### General objective

To equip young adults to make informed decisions with regard to using drugs and gambling.

### Specific objectives

- To increase the awareness of young people of the concept of making responsible choices and taking responsible actions.
- To develop their ability to identify the real issues underlying the “choice” to use.
- To provide young people with the tools enabling them to make informed decisions with regard to using drugs and alcohol.
- To inform young people of the risks related to drugs use (myths versus reality, factual data, etc.).
- To increase the awareness of young people with regard to their alcohol consumption, and use of drugs, and with regard to engaging in games of chance and gambling.
- To encourage young people to consider alternative solutions to drug use that will satisfy their needs to socialize, enjoy themselves, and have experiences.
- To encourage young people to engage in a reality-based dialogue oriented on the recognition of their strengths and their ability to make informed choices.

### MATERIALS REQUIRED

- Whiteboard;
- *Facilitator's Guide*: Avenues for intervention, and tips for engaging participants in a debate (see Appendix 1);
- *Cost/Benefit* Chart to hand out to the teams (see Appendix 2);
- Visual tools to display in class or to hand out to the students: *The User Cliff* (Appendix 3) and an example of the types of annual financial costs associated with excessive consumption (Appendix 4);
- *Self-Evaluation on Use*, a Questionnaire published by Action toxicomanie Bois-Francs (see Appendix 5);
- Meeting Evaluation Sheet (Appendix 6).

*These tools can be downloaded from the site [www.dependances.gouv.qc.ca](http://www.dependances.gouv.qc.ca) (Information Campaigns – Activities section).*

### FORMAT

Presentation and interactive activities in smaller groups.

### LENGTH

From 60 to 75 minutes, ideally during a class period in order to stimulate the motivation and involvement of the young participants.

### NUMBER OF PARTICIPANTS

One class group.

## ACTIVITY DESCRIPTION

1. The facilitator will present to the group his or her role and the objective of the meeting, which is to stimulate a dynamic and reality-based debate about the cost and benefit associated with using drugs in our society (at home, between friends, individually, and in a group). Note that youths are often surprised and pleased that they are being asked to speak freely about this topic. It is important for the facilitator to be able to appreciate and validate the maturity level of the group in order to ensure that the event unfolds smoothly. It is also important to specify to the group that the purpose of the meeting is not to validate one type of behaviour over another. Rather, the objective is to increase participant awareness of the importance of making informed personal decisions.
2. The facilitator will then create sub-groups consisting of four to six students.
3. The facilitator will hand out to each group the sheet entitled *Cost/Benefit Chart*, which is Appendix 2. In sub-groups, the participants must determine the reasons that could encourage them to use (benefit) as well as the negative aspects of using drugs (cost). The facilitator must call attention to various aspects of the debate (physical, psychological, relational, context of use, laws and regulations, etc.), without however leading them by the hand.
4. The teams will take turns presenting the cost and the benefit associated with making the choice to use. At this point, the facilitator will write the outcome of their brainstorming exercise in two columns (cost and benefit).
5. The facilitator will go over each of the answers and work to expand on the debate with all of the teams (using the questions in the *Facilitator's Guide* [Appendix 1]). The facilitator must strive to maintain an atmosphere that is conducive to discussion. In the process, the facilitator must strive to increase the students' accountability and their awareness of the real issues surrounding their personal decision of whether or not to use. It may however be necessary to call group members back to order if the discussions stray from the objective of the meeting, which should be a debate between up-and-coming young adults who are equipped with judgement and with the ability, depending on their age and maturity level, to make informed decisions.
6. The facilitator will hand out to participants the *Self-Evaluation on Use* questionnaire (Appendix 5) by Action toxicomanie Bois-Francis inc. The participants will be asked to complete the questionnaire individually. It is important to specify to participants that this questionnaire is private, and that they will not have to disclose their answers to anyone at all.
7. The facilitator will wrap up the meeting by informing the participants about the available resources both at school and in the area, for anyone who would like to speak to a neutral party (Drugs: help and referral, Tel-Jeunes, Kids Help Phone, social worker, psychologist, school nurse). The facilitator will tell participants that at their age, they have more and more responsibilities as well as choices (studying, work, using). In all aspects of their lives they will emerge as winners by getting informed, asking questions, and talking about it in order to make informed choices.
8. Optional: The facilitator will close the conversation by asking the participants to write down their comments about the meeting (see *Meeting Evaluation Sheet* [Appendix 6]). The facilitator will then ask if anyone wants to share their spontaneous comments with the other members of the group.

## Activity 2

### Test your knowledge

#### OBJECTIVES

- To increase the number of young people who are capable of recognizing the signs, behaviours, and risky situations involved in the use of alcohol or drugs, and when engaging in games of chance and gambling.
- To inform the participants of the resources available to them.

#### LENGTH

From 40 to 60 minutes.

#### NUMBER OF PARTICIPANTS

Variable.

#### FORMAT

Presentation and interactive facilitation in two groups.

#### MATERIALS REQUIRED

*Test your knowledge* PowerPoint presentation (including the facilitator's notes) which can be downloaded from [http://dependances.gouv.qc.ca/index.php?drug\\_awareness\\_week](http://dependances.gouv.qc.ca/index.php?drug_awareness_week).

#### OPTIONAL MATERIALS

Computer and multimedia projector for visual support (*Test your knowledge* PowerPoint presentation).

#### ACTIVITY DESCRIPTION

Using the *Test your knowledge* PowerPoint presentation (and the facilitator's notes in the PowerPoint presentation), the facilitator will invite the students to participate in a quiz. The facilitator may choose to divide the group into teams and to offer a prize for the team that selects the most correct answers.

#### Sampling of alcohol-free cocktails

The facilitator may choose to combine an alcohol-free punch sampling with this activity (recipes are provided in Appendix 7). The participants can be given copies of recipes for each punch. The recipe files can be downloaded from [http://dependances.gouv.qc.ca/index.php?drug\\_awareness\\_week](http://dependances.gouv.qc.ca/index.php?drug_awareness_week).

## Activity 3

### Quiz – Are you toxic?

#### ACTIVITY DESCRIPTION

The *Are you toxic?* Quiz is an overview of realistic scenarios. It calls on participants to exercise their judgment and to indicate how they would react in given situations.

#### LENGTH

15 minutes.

#### NUMBER OF PARTICIPANTS

Individual activity.

#### FORMAT

Quiz comprising ten questions. Refer to Appendix 8 for the answers. The interpretation of the quiz results can be conveyed to the group verbally by the facilitator or in writing by handing out photocopies to students.

## ARE YOU TOXIC? QUIZ:

1. You have been bored in French class for a very long time. In fact, you have never really liked French class. The kid sitting next to you has given you pills that are supposed to help you tune out completely. That would be perfect! He tells you that the pills will help you coast through the school year without feeling a thing.

  - a) You try the pills once, but it's as if the class lasted even longer. Your concept of time has always been off, and it's even worse with the pills. It's better not to take them and just wait it out!
  - b) You're already on your second box of pills and you can't even imagine going to class without taking them. You have taken them during other classes –even during art class, which you like a lot. On the weekend, while you are visiting your grandmother, you regret not having brought your pills with you.
  - c) You decide not to take the pills. You don't feel like suffering the possible consequences of the effects the pills could have on you – especially in the middle of class!
2. You have a good income for a student. Your wallet should be full, and you should be on the verge of opening a savings account.

  - a) For some reason, you are always broke. When you party with your friends, you spend all your money – there's always a party somewhere!
  - b) You already have savings in a bank account. You intend to use your savings to buy a car.
  - c) Savings? You could actually have some savings if you hadn't spent so much on an MP3 player. Now that you've made the purchase you can indeed start to save!
3. When changing schools, you also changed groups of friends. Your new group of friends uses a lot more than your previous one. For them, any occasion is a perfect opportunity to drink beer and smoke.

  - a) The situation is a problem, because you like them anyway. You try to copy them. Not only are you unable to keep up, but it isn't what you want to do. You stray from them a little and you keep in close contact with your former group of friends.
  - b) Finally – a group that's right for you! With them, you can finally use as much as you want without looking like the person who uses more than anyone else!
  - c) When you realize that this new group uses a lot, you find a clever way to distance yourself from them, and you create a new network at your new school.
4. Poker is the new in thing. Every Friday, you get together with your friends to play a few hands before going out. The poker games are getting longer and longer. You often spend all evening playing and stop going out.

  - a) You are the one who suggested that the poker games run longer and that you stop going out. The first time, it gave you the opportunity to win back everything you lost at the beginning of the game! At any rate, it wasn't ever fun going out after poker because you spent your time thinking about your best hands, and more especially, about your worst ones.
  - b) After realizing that the games are becoming increasingly serious and that the others weren't just playing for fun any more, you decide to stop participating in the poker games and to go out with the other members of your group instead.
  - c) You realize that the game is becoming increasingly harmful for you. You don't want to lose everything and you tell yourself that the next few times you'll stop playing when it's time to go meet the rest of the group.
5. After a school party, a big group gets together in the basement of a member of the group whose parents aren't home. Almost as soon as you get there, someone suggests a contest to crown the *coolest* person of the year. Everyone thinks it's a great idea. The big challenge will involve chugging beer.

  - a) There's no way you're getting involved in this kind of challenge! You tried it once and ended up vomiting your guts out. What's more, you had a moment of lucidity when you said to yourself: "Never again!"
  - b) Awesome! You'll win for sure! Your chances are excellent because you always win these types of challenges...
  - c) Same kind of challenge as always, and once again, you don't participate. Not drinking excessively lets you see the effects of alcohol abuse on others – you've known for a long time that you don't want to look like that!

6. If you had to summarize your alcohol and drug use in one sentence, it would be:

- a) I have never used or I have completely stopped using
- b) I use more or less often, and when I do use, it is often planned and is either so I can be like the others, or just out of curiosity.
- c) I use a great deal, I like mixing, and I use to disconnect from reality and to forget my problems.

7. At a party, about halfway through the evening, there is no beer left in the refrigerator. Nobody wants to go out to buy more. The party continues...

- a) Stop drinking now? It must be because of you that there's no beer left. You try, using all means possible, to get another beer, but you don't succeed. You go looking for your friend's parents' liquor stash.
- b) The party's out of beer? You didn't even notice you hadn't had any all evening!
- c) It's not so bad if there's not more alcohol – everyone is having fun. You spend the rest of the evening dancing and laughing with the others.

8. Your performance in basketball is in a downward spiral. You are no longer the athlete you used to be. A team-mate joins you on the bench. He slides you a little package and tells you: "Take this – then nothing will stop you!"

- a) You accept the package, but you know you won't use it. This gesture means that your team-mate has also noticed that your game has been going downhill. It makes you feel even worse... But you cheer yourself up by telling yourself that when you play well again, it will be because of your effort and not because of a drug.
- b) Amphetamines are known to give energy. You should have thought of it sooner! You go to the washroom and return in full force after the second quarter. Nothing can stop you now – especially not the other team!
- c) The package contains speed, and you know what effect it has. You tried it once before. You'll be on fire for a while and you'll feel like you're the best player on the team, but it won't be reality. You hand him back the package and smile. Now you understand why he's so anxious to get back on the court.

9. It's hell at home. Nothing is going right – your parents are yelling all the time, and when they aren't fighting with each other, they are yelling at you. You want to be anywhere, but home...

- a) You've found a supercool way to be somewhere else without making your parents freak out more than ever... You hide out in the basement in a world of your own - thanks to the pot you smoke. When they yell at you now, you even think it's funny!
- b) You discuss your problems with one or two close friends whom you trust. They invite you over more often... This allows you to escape the harsh reality of home once in a while.
- c) You have always been talented when it comes to music. Your guitar lessons help you unwind and release your emotions. When things are going badly, you go to your room and play your guitar until you feel better.

10. Raves are incredible! The ambience is electric, you become one with the music, and the crowd becomes an immense single body that is bathed in sweat to the rhythm of the all-night D.J. and ecstasy...

- a) Ecstasy is vital – ecstasy MAKES the rave!
- b) It's dangerous... I had to call 911 for Nadine last time... It was a good thing I was straight, otherwise nobody would have noticed that she had passed out.
- c) It's not so great because at raves you have to drink water constantly and worry about going to the toilet... but least with ecstasy it's easy to forget about all that!

## Activity 4

### *Don't spoil the chorus*

#### OBJECTIVES

- To increase the number of young people who are able to recognize the warning signs, behaviour, and high-risk situations at festive occasions such as nights out with friends and poker parties.
- To encourage young people to exercise their critical judgment with regard to high-risk behaviours and situations involving the use of psychotropic substances, games of chance and gambling.
- To inform the participants of the resources available to them.

#### LENGTH

From 40 to 60 minutes.

#### NUMBER OF PARTICIPANTS

Variable.

#### FORMAT

Video presentation and group discussion.

#### MATERIALS REQUIRED

- Video screening of two 30-second ads that will be provided on DVD (in French only).
- Discussion sheet and facilitator information.
- Computer, multimedia projector and screen for viewing the ads.

#### ACTIVITY DESCRIPTION

The facilitator will present the first ad, *Vendredi*, without really commenting. The facilitator screens the video again to make sure all the students had the opportunity to watch carefully and understand it (two or three times). The facilitator will then present the four scenes, one at a time. After presenting each scene, the facilitator will refer to the discussion sheet and to the facilitator information to engage the group in a discussion. In closing, the facilitator will make sure he or she answers all of the questions asked by participants, and will review the main points in the discussion.

The facilitator will repeat the same steps with the second ad, *As de Coeur*.

#### **Sampling of alcohol-free cocktails**

The facilitator may choose to combine an alcohol-free punch sampling with this activity (recipes are provided in Appendix 7). The participants can be given copies of recipes for each punch. The recipe files can be downloaded from [http://dependances.gouv.qc.ca/index.php?drug\\_awareness\\_week](http://dependances.gouv.qc.ca/index.php?drug_awareness_week).

## VENDREDI Ad

|   |  |   |  |
|---|--|---|--|
| Scene 1   |  | Group discussion  |  |
| Pascal arrives at the party. He dances, he has fun, and he uses.  |  | What do you enjoy most about parties?<br>What other activities can offer this much fun?<br>What makes a party successful?   |  |
| Scene 2   |  | Group discussion  |  |
| He starts using more, he mixes drugs, he becomes the centre of attention, and his friends encourage him...  |  | In your opinion, what is reasonable alcohol consumption?<br>In your opinion, do boys drink more excessively than girls? If yes, why?<br>What is chugging?<br>Why do young people sometimes encourage their friends to chug?<br>Do you know how the body reacts to mixing drugs?<br>How can a person know that it would be a good idea to stop using?<br>Do you think it's funny to see others in a state of inebriation?<br>What could a person who is inebriated do that he or she might regret? |  |
| <b>Additional information for the facilitator</b>   |  |   |  |
| <p><b>Types of users</b></p> <ul style="list-style-type: none"> <li>• <b>Explorer:</b> uses sometimes, out of curiosity, to be like others.</li> <li>• <b>Occasional:</b> to have fun with friends at celebrations, parties, shows, etc.</li> <li>• <b>Regular:</b> uses regularly, every week, to have fun, to socialize, and to overcome shyness.</li> <li>• <b>Excessive user:</b> using has an important place in his or her everyday life, and his or her time and money are dedicated to using.</li> <li>• <b>Abusive:</b> uses in a way that is irregular and uncontrolled. Uses or mixes large quantities to relax or escape from his or her problems.</li> </ul> <p><b>What is chugging?</b><br/>Chugging involves drinking a large quantity of alcohol over a very short period of time. It is practiced by groups of young people for whom drinking a large quantity of alcohol represents a test or a challenge. Chugging can cause dangerous intoxication and even death. Reasons for chugging:</p> <ul style="list-style-type: none"> <li>• For attention;</li> <li>• In response to pressure from friends;</li> <li>• To be part of the group;</li> <li>• To make friends (to be seen as <i>hot</i>);</li> <li>• Etc.</li> </ul> <p><b>Effects of mixing</b><br/>The effects of mixing are often even more unpredictable than taking a single drug. Alcohol can cause serious complications when it is mixed with another drug, because the effects add up without the person really realizing it. Taking alcohol or medication with drugs, or mixing two drugs together can cause physical and psychological reactions that are extremely dangerous, uncontrollable, and sometimes even deadly. Just read the newspaper or watch documentaries on overdoses by stars.</p> <p><b>Signs of being high</b></p> <ul style="list-style-type: none"> <li>• More euphoric and bolder;</li> <li>• Less attentive;</li> <li>• Weakened ability to concentrate and make judgment;</li> <li>• Loss of coordination, etc.</li> </ul> <p><b>Direct and indirect consequences:</b></p> <ul style="list-style-type: none"> <li>• It can distance us from our friends;</li> <li>• Can lead to a loss of control, and drive us to do things that are undesirable (hit or insult someone);</li> <li>• Lowered sexual inhibitions and risk of unprotected sexual relations.</li> </ul> |  |   |  |

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| <b>Scene 3</b>   |  | <b>Group discussion</b>   |   |
| Pascal loses control and collapses...  |  | What happens when someone drinks excessive quantities of alcohol?                     | What pleasure can be obtained from drinking excessive amounts of alcohol? |
|  |  | What are the signs that a person is intoxicated?                                      |   |
| <b>Additional information for the facilitator</b>  |  |   |   |
| <p><b>Signs of advanced intoxication:</b></p> <ul style="list-style-type: none"> <li>• Significant decrease in response to stimulation;</li> <li>• Feeling of being dazed accompanied with numbness (loss of sensitivity and slowing of mental activities);</li> <li>• Marked poor coordination of movements;</li> <li>• Vomiting.</li> </ul> <p><b>Consequences of intoxication:</b></p> <p>Alcohol consumed in record time can cause dangerous intoxication for your health which can lead to death. In fact, the person can fall into a state of unconsciousness and risk choking on his or her own vomit, which can block his or her airways. His or her pulse may become extremely slow...</p>  |  |   |   |
| <b>Scene 4</b>   |  | <b>Group discussion</b>   |   |
| His friends panic...   |  | What should you do if a person is intoxicated?  | What should you do if a person faints?                                    |
|  |  | What can you do for a person who thinks he or she has problems associated with using? |   |
| <b>Additional information for the facilitator</b>  |  |   |   |
| <p><b>How to help a person who is intoxicated?</b></p> <ul style="list-style-type: none"> <li>• Call 911, stay with the person who is intoxicated and secure the premises;</li> <li>• Lie the person on his or her side to prevent them from choking on their vomit.</li> </ul> <p><b>List of resources:</b></p> <ul style="list-style-type: none"> <li>- A teacher or other worker at school.</li> <li>- An adult whom the student trusts in his or her family or circle.</li> <li>- Free and confidential services (24 hours a day, 7 days a week):</li> <li>• <b>Tel-Jeunes</b> at 1-800-263-2266 (Montréal region, call 514-288-2266).</li> <li>• <b>Drugs: help and referral</b> at 1-800-263-2626 (Montréal region, call 514-288-2626).</li> </ul> |  |   |   |
| <b>CONCLUSION</b>  |  |   |   |
| <p>Do we need to use to have fun?</p> <p>There are more risks than benefits when it comes to excessive use.</p>  |  |   |   |

The Ministère de la Santé et des Services sociaux has published information documents that you can consult to obtain more information about using drugs. These documents can be downloaded from the [dependances.gouv.qc.ca](http://dependances.gouv.qc.ca) site (Documentation section). The following titles are available:

- *Drugs... Let's Talk about it*
- *Young people and designer drugs*
- *Young people and alcohol*
- *Teens & cannabis*
- *Teens and amphetamines (provisional title)*
- *The dangers of chugging alcohol*
- *Crystal Meth*

## AS DE CŒUR Ad

| Scene 1   | Group discussion  |
|---|---|
| <p>Josh is in love and he just won a jackpot at poker. He is happy, and he buys his girlfriend a ring..</p>   | <p>Does Josh owe all his gains to his skill as a poker player?<br/>Do you believe that the more you play, the better you get at poker?<br/>Is it possible to master the game?</p>   |
| <p><b>Additional information for the facilitator</b></p> <p><b>What is chance?</b><br/>Chance is not something you can master.<br/>Games of chance are games whose outcome is partially or totally related to luck.</p> <p><b>In poker, how important is strategy?</b><br/>Even if we master the rules of the game and how we play, we cannot master or predict chance.<br/>Winning or losing depends largely on the cards a person is dealt. Furthermore, the game depends on the cards the other players are dealt. It's impossible to master that!<br/>(réf.: <a href="http://www.education.mcgill.ca/gambling/en/problemgambling.htm">http://www.education.mcgill.ca/gambling/en/problemgambling.htm</a>)</p>   |   |
| Scene 2   | Group discussion  |
| <p>He plays poker with his friends. As the evening progresses he loses more and more money. He is furious.<br/>He has lost everything. He has to sell the ring. His girlfriend dumps him...</p>   | <p>Why is it fun to play poker with friends?<br/>Are there other ways to have the same kind of fun?<br/>Is it possible to have fun playing poker without playing for money?<br/>Why do you think Loto-Québec generates such incredible profits?<br/>Why do you think casinos are so wealthy?<br/>How can you tell a player with problems?</p> |
| <p><b>Additional information for the facilitator</b></p> <p><b>It is a known fact that the more a person plays, the more he or she loses.</b><br/>According to statistics, you lose more money than you win.</p> <p><b>Chance is always against the player which is why the industry is so lucrative.</b><br/>The game generates several billion dollars in Canada, but not for the players!</p> <p><b>It is also important to know how to set limits, to not get in over your head, and to not bet any amount that you cannot afford to lose.</b></p> <ul style="list-style-type: none"> <li>• Bet only what you can afford to lose.</li> <li>• Play for fun.</li> <li>• Set limits in terms of time, money, frequency, and types of games.</li> <li>• Do not play when you are sad, angry or having problems.</li> </ul> <p><b>Ten tips for detecting a gambling problem:</b> (source: <a href="http://jeu-aidereference.qc.ca">jeu-aidereference.qc.ca</a>)</p> <ol style="list-style-type: none"> <li>1. Lying</li> <li>2. Wanting a rematch</li> <li>3. Borrowing money</li> <li>4. Always wagering more</li> <li>5. Being preoccupied by the game</li> <li>6. Not being able to stop playing</li> <li>7. Playing out of need</li> <li>8. Playing to forget</li> <li>9. Stealing or defrauding others to play</li> <li>10. Playing is more important than anything else</li> </ol> |   |

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| <b>Scene 3</b>   |  | <b>Group discussion</b>   |  |
| <p>Josh returns from playing with his friends, and he tries Internet poker. He can't make up his losses. He has to borrow money.</p>   |  | <p>Do you believe that if you continue to play you can make back your losses?<br/> Do good poker players have better chances of winning over the Internet?<br/> Why do people become addicted to gambling?<br/> Is this addiction less serious than an addiction to alcohol or drugs?</p> |  |
| <b>Additional information for the facilitator</b>  |  |   |  |
| <p><b>Every game is independent. A person cannot be sure of winning, it's only a matter of chance.</b><br/> The results don't depend on the player, but on chance!</p> <p><b>We only see winners in the media, and there aren't many!</b><br/> <b>We don't see the majority, who are losers.</b><br/> Chances of winning the 6/49 are one in 14 million!</p>   |  |   |  |
| <b>Scene 4</b>   |  | <b>Group discussion</b>   |  |
| <p>We see him leaving a loan shark. Because he cannot repay the guys, they run after him.</p>  |  | <p>What are the consequences of a gambling addiction?<br/> What can you do for a person who has a gambling problem?</p>   |  |
| <b>Additional information for the facilitator</b>  |  |   |  |
| <p><b>The consequences of excessive gambling on the player himself or herself:</b><br/> Although his behaviour may have repercussions on the lives of various people, the excessive player always hurts himself or herself most. Here are the negative effects that his or her gambling problem can cause:</p> <ol style="list-style-type: none"> <li>1. Mental health problems (depression, anger, solitude, suicidal thoughts, etc.).</li> <li>2. Physical health problems (stress, insomnia, headaches, etc.)</li> <li>3. Substance abuse problems.</li> <li>4. Social problems (lying, manipulation, violence, etc.).</li> <li>5. Financial problems.</li> <li>6. Legal problems (theft, fraud, counterfeiting, etc.).</li> <li>7. Problems at work or at school</li> </ol> <p>(source: <i>jeu-aiderreference.qc.ca</i>)</p> <p><b>List of resources:</b></p> <ul style="list-style-type: none"> <li>- A teacher or other worker at school.</li> <li>- An adult whom the student trusts in his or her family or circle.</li> <li>- Free and confidential services (24 hours a day, 7 days a week): <ul style="list-style-type: none"> <li>• <b>Tel-Jeunes</b> at 1-800-263-2266 (Montréal region, call 514-288-2266).</li> <li>• <b>Gambling: Help and referral</b> at 1-800-461-0140 or 1-866-SOS-JEUX (Montréal region, dial 514-527-0140).</li> </ul> </li> </ul> |  |   |  |
| <b>CONCLUSION</b>  |  |   |  |
| <p>Play for the right reasons and not to escape or win money.<br/> Play for fun and know how to set limits.<br/> Don't forget that nobody can control luck!</p>  |  |   |  |

# Appendix 1 – Activity 1

## FACILITATOR'S GUIDE

### INTRODUCTION

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The topic of drug use is delicate for education professionals and for parents. Several ethical questions emerge, and the answers differ depending on how we look at things. Some people will be open to dialogue and to minimizing the use of substances. Others will focus on not using, and will promote good health as a reason for encouraging our youths to not use. Could we say that these two approaches are valid? They may even be complementary.

The most important thing is how we get our message across. Young people aren't stupid. They like to be made to feel that their opinions matter, and that the adult standing before them is considering them as being whole and coherent in his or her speech. This accompanying guide was designed from this perspective. Its purpose is to help you to establish a reality-based dialogue about the issue of drugs with the teens around you (at school, at home) without losing the meaning or compromising your own values. Note that the recommended philosophy used for the facilitation of the *Cost/benefit* group can easily be transposed to a completely different context (individually, within the context of a different type of debate, etc.). Appendix 2 contains an example of this.

### BASIC PRINCIPLES

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As adults, we have a considerable arsenal when it comes to the advice and experience we want to pass along to the youths around us. The question we must ask ourselves is the following: "How can we help our young people become responsible citizens, without making them run away every time we open our mouths, especially when it comes to delicate topics such as drug use? The *Cost/benefit* activity is, without a doubt, a good method to use to achieve our goal. Here are a few **basic principles** to consider for a successful in-class debate.

- Each member of the group has a CSD (common sense dialogue) that develops over time. It is nonetheless our responsibility to equip young people to use this tool by validating them and making them accountable. It would be a good idea to point out that the CSD system (located in the frontal lobe, which houses our ability to reason) is in a development phase during the teenage years, and is not always on target. For instance when a young person uses, goes to bed late, or is irritated or angry, interferences can occur and derail his or her CSD system.
- It is however the facilitator's responsibility to evaluate the group's maturity level and its ability to participate in a debate about drugs. This activity is not recommended for young people under the age of 15 unless the professionals heading the project deem that the context is appropriate.
- Reminder: Before starting the debate, the facilitator must specify his or her role. His or her primary task is to focus the participants and stimulate discussions between the group members in order for them to use respect and maturity. To achieve this, please refer to the Facilitator's Guide - Avenues for intervention, and tips for engaging participants in a debate (Appendix 1).
- Humour won't hurt, but on the other hand, trivializing the issue will not help. There is a fine line between a facilitator who is open to spontaneous comments from participants and one who seeks to please the crowd at any cost (by validating the pleasurable aspects and downplaying the risks).
- The more we forbid a type of behaviour without giving fair and valid reasons, the more participants are tempted to engage in this type of behaviour. Paradoxically, when we ask them to think about a problem that affects them, their discussion often tends to be more cutting-edge and stricter than ours.

## FACILITATOR'S GUIDE (CONTINUED)

### FACILITATOR'S GUIDE AVENUES FOR INTERVENTION AND TIPS FOR ENGAGING PARTICIPANTS IN A DEBATE

Once each team has taken the time to reflect about the cost and benefit related to using alcohol and drugs, and gambling, the facilitator can start the debate. The questions and comments indicated below are provided as examples. The purpose of the factual data presented is to broaden the reflection process. It may also serve as a complement to student comments. The important thing to remember is that the students are the ones who are at the heart of the debate.

#### Relevant questions to ask

##### First question

- Generally speaking, in what situations do people use? Do you think that some situations are more conducive than others? Here are a few examples to fuel the debate:
  - Here are two situations: A teen shares a beer with his dad after mowing the lawn. Another drinks a beer in the morning before heading out to a class at CEGEP. Are these situations different?
  - Mr. X drinks alone every day and his neighbour Y drinks only while sharing meals with friends. In what way are the situations different?
  - If a person plays at the casino a few times per year, are the repercussions the same as those experienced by someone who plays the video lottery terminal at a bar every day?

##### Second question

- In your opinion, do amphetamines give you energy?  
It's an illusion! In reality, they focus all of your vital energy on one thing, thereby depleting the natural resources you need for everyday living. This partly explains why regular amphetamine users often have the flu, and are thin, sick and irritable, not to mention their terrible outbreaks of acne.

#### Facilitator comments:

*(Drugs: Know the Facts Cut your Risks, CQLD)*

As an adult, I have a hard time thinking that a young person would not eat vegetables prepared by his own mother, but is tempted to use illicit substances without asking what is in them and about their real effect on the body. Without preaching, I would like to go over some of the negative effects related to the use of designer drugs with you.

- Ecstasy can cause the heart to speed up, as well as cardiac arrhythmia, high blood pressure, and a variety of cardiovascular disorders.
- A high dose of GHB can cause convulsions, hallucinations, a slow heart rate, low blood pressure, respiratory distress, and loss of consciousness.
- Often under-estimated, the use of cannabis can lead to a psychological dependency, anxiety, a feeling of persecution, a lack of motivation (lack of interest, concentration problems). Of course the reactions differ from one person to the next.
- Regular cocaine use can cause brain damage, episodes of paranoia, hallucinations, suicidal thoughts, violent behaviour, serious damage to the respiratory tract, and respiratory or heart failure that can lead to death.

**Facilitator’s comment (continued):**

You probably already know all this. If you choose to use, it’s undoubtedly because you think it’s worth the gamble. But the problem with pushers is that they sell on commission. They push their products without specifying the risks for your health and your relationships. It’s up to you to learn the rules of the game. You have the option to benefit now and pay later, or to prevent this from happening by adopting responsible behaviour instead of having to be rehabilitated.

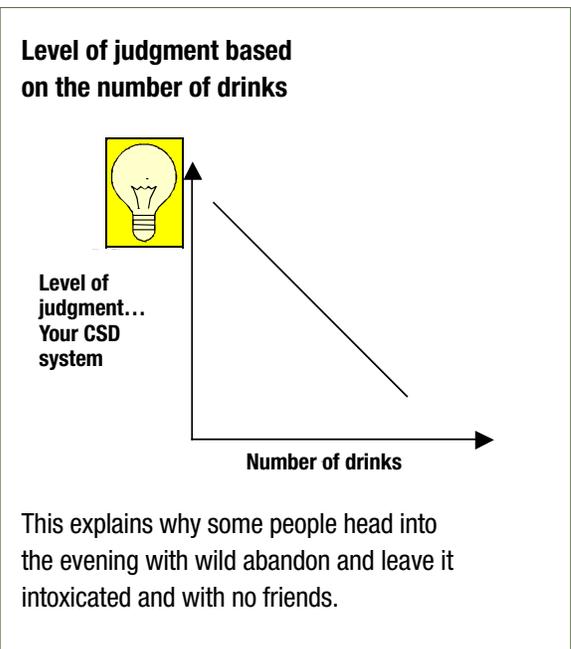
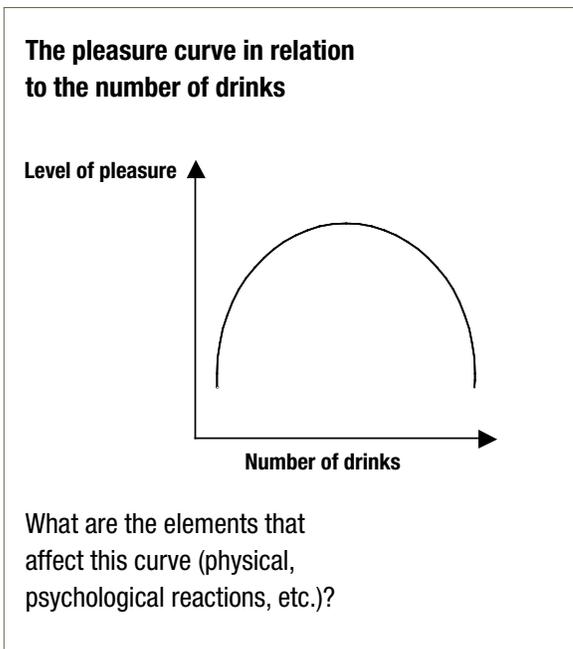
**Examples of responses that work with the *Cost/benefit* philosophy**

- Scenarios with a little added humour:

First scenario - You arrive home after a hard day, and your mother is waiting for you in the kitchen with a pot in her hand. She hands you a spoon and says: “Taste this – it’s excellent!” The appearance of the concoction is questionable, and so is the aroma. In this situation, will you ask her questions before you taste it? (There is a good chance that the students will answer yes.) Why? After all, your mother made it. Second scenario - As you are leaving school after a hard day, a guy comes up to you to offer you “happiness” and “ecstasy” in the form of little pills. He tells you “They’re excellent!” Will you ask him what ingredients are in the pills and what the side effects are?

- **Teen:** Drinking relaxes you and helps you to socialize.

**Facilitator:** It is true that alcohol has this effect for many people. But is it still a benefit after several drinks? Have you ever seen a guy approach a girl after seven or eight beers? Do you think she’ll be interested in him, especially if he reeks of liquor, is slurring, and doesn’t respect her personal space? The problem with using alcohol is that the fun deteriorates with use, as does our judgment (see chart below). You are undoubtedly aware that alcohol depresses our central nervous system, which is in fact our internal computer. It’s as if you inject a virus into your brain and the virus wipes out all of your inhibitions, meaning the little voice in your head that stops you from doing something (depending on your values, temperament or education). But keep in mind that the day after a night of heavy drinking, your CSD will resurface.





## Exemple 1

**Prevailing attitude:** Drugs use

### Cost

- Loss of judgment: High-risk sexual behaviour, actions you will regret the next day, getting sick.
- Short- and long-term biological consequences: altered judgement, overall impact on the brain and body.
- Loss of trust from parents when you get into trouble.
- Legal consequences (criminal record).
- Etc.

### Benefits

- It's a *blast*, it gives you strong sensations (see User Cliff – Appendix 3).
- It helps pass the time.
- It helps us to make friends.
- Sense of pride... dispels the notion of being “mommy’s boy or girl”.
- It doesn't cost a lot to have *fun*... Are you sure about that? (Refer to Bianca’s financial costs – Appendix 4).
- Etc.

The facilitator will then repeat some of the comments made by participants and stimulate the debate...

- How can you satisfy your need to have fun and socialize without using?
- Are you sure it takes courage to use?
- Do you think the consequences are immediate?

## Exemple 2

This activity can easily be transposed to deal with other issues affecting young people. Here is an example of the *cost/benefit* chart used for an individual meeting with a troubled young boy.

**Prevailing issue:** I am the class clown.

### Cost

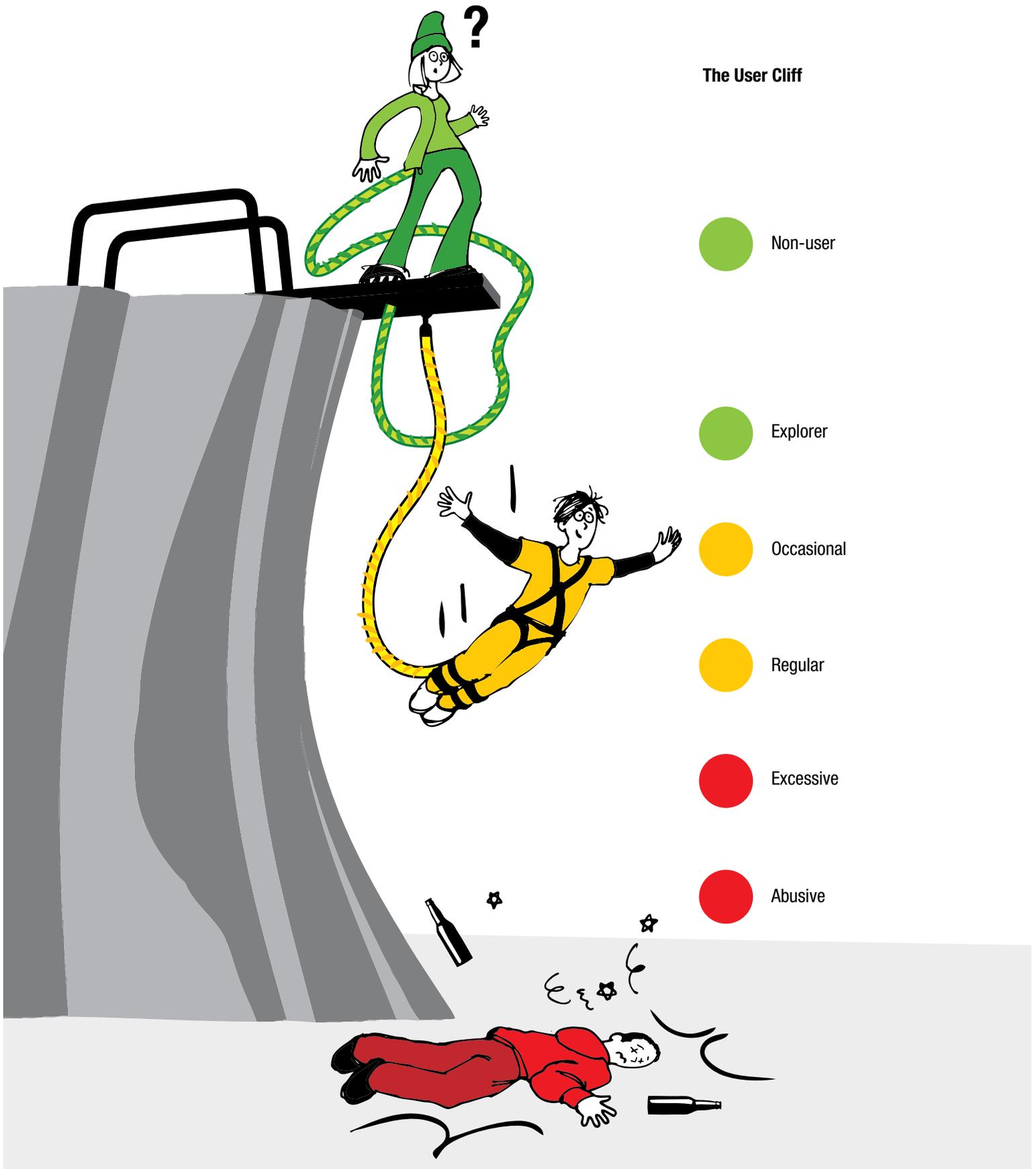
- I have been given detentions and I have been suspended for three days, and now I'm on the verge of being expelled.
- My parents have had just about enough of my bad behaviour.
- Sophie left me for a 19-year old guy who is supposedly more mature than me.
- The math teacher all the kids like is not as cool with me.
- Etc.

### Benefits

- The girls love it.
- It makes my friends laugh.
- It helps pass the time.
- People treat me like I'm more important.
- I like funny people.
- It hides my shyness.
- I'm less stressed when I fool around.
- Life is hard enough.
- My teacher deserves everything I give him – he's unfair!
- Etc.

- What would you do to improve the situation (concrete changes)?
- Are there too many benefits resulting from the **choice** to be the class clown?
- Where is the happy medium?

# Appendix 3 – Activity 1



## The User Cliff

Non-user

Explorer

Occasional

Regular

Excessive

Abusive

## Appendix 4 – Activity 1

**BIANCA'S FINANCIAL COST,  
she is a user who is more than just occasional...**

1 pack of cigarettes per week: Approximately \$8

4-8 beers on the weekend with her friends: Approximately \$7

1-2 grams of pot per week: Approximately \$15

**Total per year: \$30 X 52 weeks= \$1,560**

**What else could she do with all this money?**

Take a trip to a sunny, sandy destination...

Make a down-payment on her first car...

Buy a great computer and a portable MP3 player...

Buy a new video game console...

**And you... What do you think?**

## Appendix 5 – Activity 1

### Self-Evaluation on Use

*Questionnaire reproduced with permission from Action toxicomanie Bois-Francs.*

Warning: This tool has not been validated. Accordingly, it should only be used for discussion purposes.

|  | Yes | No |
|--|-----|----|
| 1. Do you ever use drugs alone?  |     |    |
| 2. Do you regularly use abusively?   |     |    |
| 3. Do you have a hard time dealing with your frustration?  |     |    |
| 4. Do you use when you have important tasks to complete?   |     |    |
| 5. Does using cause financial problems for you?  |     |    |
| 6. Do you sometimes use to escape from your problems?  |     |    |
| 7. Have you ever unsuccessfully tried to slow down or stop using?                                      |     |    |
| 8. Do you lie to the people you love about your using habits?  |     |    |
| 9. Do you use after deciding to stop?  |     |    |
| 10. Does using cause you family, social or professional problems?                                      |     |    |
| 11. Have you ever regretted using?   |     |    |
| 12. Do you constantly have to increase the quantity of drugs you use to get the same effect as before? |     |    |
| 13. Do you avoid people who do not approve of the fact that you use?                                   |     |    |
| 14. Have you ever messed up because of using?  |     |    |
| 15. Is using drugs trivialized or even encouraged? in your circle?                                     |     |    |
| 16. Do most of your friends use?   |     |    |
| 17. Do you think about or look forward to the next time you use?                                       |     |    |
| 18. Did you grow up in a family where there are addiction problems?                                    |     |    |
| 19. Are you sure you will never develop a problem with using?  |     |    |
| 20. Did you lie to yourself while you were completing this questionnaire?                              |     |    |

**If you answered yes more than no, it might be a good idea for you to talk about it with someone you trust.**

## Appendix 6 – Activity 1

### MEETING EVALUATION SHEET

What did you take with you from this meeting?

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What were the strengths and weaknesses?

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Comments and suggestions:

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**Thank you for your contribution!**

## Appendix 6 – Activity 2

### ALCOHOL-FREE COCKTAILS

#### A few tricks and tips for grocery shopping

- Make a list before you go to the supermarket.
- The “house” brands are often less expensive and just as good. (Ex.: Compliments™ brand.)
- For healthy eating, buy pure fruit juice and not drinks, cocktails, or nectars (they all have added sugar).
- If you like to add fresh fruit to your cocktails, use the frozen variety. It is often less expensive, and can double as ice cubes. It’s original, and tastes great!

#### Approximate grocery costs

- Fruit juice: Pineapple or orange (1 L) \$1 , Cranberry (1.89 L) \$3.69  
Lime or lemon (440 mL) \$1.99, Passion fruit or mango (1 L) \$2.49
- Coconut milk (340 mL) \$1.69
- Seven Up, club soda, ginger ale (1 L) \$0.99
- Frozen cranberries (300 g) \$1.99
- Frozen blueberries (300 g) \$1.99
- Mint leaves (1 pack) \$1.99
- Fresh pineapple approximately \$3.99
- Grapes between \$0.99 and \$1.99 per half kilo (pound).

**Note:** These prices are indicated for information purposes only.

#### ALCOHOL-FREE COCKTAILS \$ (LESS THAN \$0.50 PER SERVING)

| Tropical cocktail (1 serving)   |  | Grape punch (1 serving)   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• 125 ml (1/2 cup) pineapple juice</li> <li>• 60 ml (1/4 cup) passion fruit juice</li> <li>• 60 ml (1/4 cup) Seven Up</li> <li>• 4 drops of mint flavour (optional)</li> <li>• Ice cubes</li> <li>• Sliced pineapple (optional)</li> <li>• Fresh mint leaves (optional)</li> </ul> | <ul style="list-style-type: none"> <li>- Pour the first four ingredients into a large jug and stir.</li> <li>- Add a few ice cubes.</li> <li>- Decorate the glass with a slice of pineapple and a few fresh mint leaves. (optional)</li> </ul> | <ul style="list-style-type: none"> <li>• 60 ml (1/4 cup) orange juice</li> <li>• 175 ml (3/4 cup) grape juice</li> <li>• 125 ml (1/2 cup) club soda</li> <li>• Ice cubes</li> <li>• Pineapple pieces and fresh grapes (optional)</li> <li>• Toothpicks</li> </ul> | <ul style="list-style-type: none"> <li>- Combine the first three ingredients in a juice glass</li> <li>- Add ice cubes</li> <li>- Skewer the grapes and pineapple slices on a toothpick (optional)</li> <li>- Decorate the juice glass with the grape and pineapple skewers (optional)</li> </ul> |

**ALCOHOL-FREE COCKTAILS \$ (LESS THAN \$0.50 PER SERVING)**

| <b>Sparkling pineapple</b> (2 servings)   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• 125 ml (1/2 cup) ginger ale</li> <li>• 125 ml (1/2 cup) orange juice</li> <li>• 375 ml (1 1/2 cup) pineapple juice</li> <li>• Ice cubes</li> <li>• Lemon and orange slices (round) (optional)</li> </ul> | <ul style="list-style-type: none"> <li>- Combine all of the ingredients in a punch bowl</li> <li>- Add a few ice cubes and stir.</li> <li>- Decorate with a few lemon and orange slices (optional)</li> </ul> |

| <b>Pina colada</b> (2 servings)  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• 500 ml (2 cups) pineapple juice</li> <li>• 60 ml (1/4 cup) coconut milk</li> <li>• Ice cubes</li> <li>• 15 ml lime juice</li> <li>• 15 ml lemon juice</li> <li>• Grated coconut (optional)</li> </ul> | <ul style="list-style-type: none"> <li>- Combine all ingredients (except for grated coconut) in a blender.</li> <li>- Pour into two glasses.</li> <li>- Sprinkle with coconut to decorate. (optional)</li> </ul> |

**ALCOHOL-FREE COCKTAILS \$\$ (LESS THAN \$1.00 PER SERVING)**

| <b>Red fruit delight</b> (2 servings)  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• 375 ml (1/2 cup) cranberry juice</li> <li>• 125 ml (1/2 cup) club soda</li> <li>• 125 ml (1/2 cup) orange juice</li> <li>• 60 ml (1/4 cup) frozen cranberries (optional)</li> </ul> | <ul style="list-style-type: none"> <li>- Combine all ingredients and pour into two juice glasses</li> <li>- Add frozen cranberries to replace the ice cubes (optional)</li> </ul> |

| <b>Blue pearl delight</b> (2 servings)  |  |
|---|--|
| <ul style="list-style-type: none"> <li>• 425 ml (1 3/4 cup) blueberry and raspberry juice</li> <li>• 125 ml (1/2 cup) club soda</li> <li>• 30 ml (2 tablespoons) frozen blueberries (optional)</li> <li>• Lime quarters (optional)</li> </ul> | <ul style="list-style-type: none"> <li>- Combine the first two ingredients and pour into two juice glasses</li> <li>- Add frozen blueberries to replace ice cubes, add lime quarters (optional)</li> </ul> |

**ALCOHOL-FREE COCKTAILS \$\$\$ (LESS THAN \$1.00 PER SERVING)**

| <b>Mango treat</b> (2 servings)  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• 375 ml (1 1/2 cup) mango juice</li> <li>• 125 ml (1/2 cup) ginger ale</li> <li>• Ice cubes</li> </ul> | <ul style="list-style-type: none"> <li>- Combine the first two ingredients in a juice glass</li> <li>- Add ice cubes</li> </ul> |

**ALCOHOL-FREE COCKTAILS \$\$\$ (MORE THAN \$1.00 PER SERVING)**

| <b>Passion punch</b> (1 serving)   |  |
|--|--|
| <ul style="list-style-type: none"> <li>• 375 ml (1 1/2 cup) passion fruit juice</li> <li>• 125 ml (1/2 cup) club soda</li> <li>• 5 ml (1 teaspoon) grenadine (optional)</li> <li>• Ice cubes</li> <li>• Slices of star fruit (optional)</li> </ul> | <ul style="list-style-type: none"> <li>- Combine the first three ingredients in a juice glass.</li> <li>- Add ice cubes.</li> <li>- Decorate the glass with thin slices of star fruit. (optional)</li> </ul> |

## Annexe 8 – Activité 3

### ARE YOU TOXIC? QUIZ ANSWERS

- 1: a = ★, b = ●, c = ■
- 2 a = ●, b = ■, c = ★
- 3: a = ★, b = ●, c = ■
- 4: a = ●, b = ■, c = ★
- 5: a = ★, b = ●, c = ■
- 6: a = ■, b = ★, c = ●
- 7: a = ●, b = ■, c = ★
- 8: a = ■, b = ●, c = ★
- 9: a = ●, b = ★, c = ■
- 10: a = ●, b = ■, c = ★

### Your user level is...

#### A majority of ●: Abusive

The abusive user is one who tends to engage in the immoderate use of drugs and alcohol, either by using large quantities or by mixing various substances together without a care. Behaving this way means that you need to let go, unwind, or escape. The line between enjoyment and abuse is however often quite thin. You should review your habits and seek help if you want to maintain control over your life, and if you care about your family, your group of friends, and more importantly, what makes you you. A little tip: Try to determine the real reasons why you use...

#### A majority of ★: Explorer

The exploratory user uses more or less frequently, use is often planned, and it is mainly for fun, or to be like the others, to join in with them, or out of curiosity. You love life and you like to have fun on outings with your group of friends, of course it isn't as perfect as you would have liked, and there are always obstacles and problems... By taking into consideration the effects and dangers of use, you can make informed choices and be more critical when faced with difficult decisions. Always consider your network of resources outside your group of friends – it will always be there for you when you need it.

#### A majority of ■: Non-user

This person never or rarely uses drugs or alcohol, or has stopped using. There are several reasons why you are not interested in using alcohol and drugs. You may have tried using before, but it's not for you, or maybe you have witnessed the damage caused by abuse. Determine your personal reason. This will help you to find ways to say no and to validate yourself, because it isn't always easy to refuse without being pressured. Get informed – there is loads of information out there...