

Drug awareness week

# 2011 ACTIVITIES GUIDE

For groups of young people age 10–12



## DRUG AWARENESS WEEK

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For this year's Drug Awareness Week (November 20–26, 2011), we suggest the following original activities for young people age 10–12 (Elementary Cycle Three)

#### IMPORTANT:

More activities available at [dependances.gouv.qc.ca](http://dependances.gouv.qc.ca)  
(Drugs and Alcohol section: Drug Awareness Week)

#### NOTE:

The following activities are not recommended for young people age 13–24. Activity guides for young people age 13–16 and 17–24 are available for download at [dependances.gouv.qc.ca](http://dependances.gouv.qc.ca) (Drugs and Alcohol section: Drug Awareness Week).

## DRUG AWARENESS FOR YOUNG PEOPLE

A social information and awareness campaign like Drug Awareness Week differs from standard prevention programs in terms of its form and intensity. Nevertheless, we did take into account certain factors found effective in the literature when developing tools for 2011 Drug Awareness Week, including the activities presented here.

A number of factors predict the effectiveness of an addiction prevention program for young people. Activities should be aimed at small groups with the same drug and alcohol consumption habits (abstinence or non-use, in the case of 10–12 year-olds) and that include prosocial peers (good communicators who are active in their community); be jointly led by a psychosocial professional and a prosocial peer; and be adapted to the age and specific community of the young people targeted.

To find out more about predictors of effectiveness in preventing addiction, see the following documents:

Myriam Laventure, Krystel Boisvert and Thérèse Besnard. “Programmes de prévention universelle et ciblée de la toxicomanie à l’adolescence : recension des facteurs prédictifs de l’efficacité”. *Drogues, santé et société*, Vol. 9, No. 1, June 2010, pp. 121–164.

Institut national de santé publique du Québec. *Réussite éducative, santé, bien-être: agir efficacement en contexte scolaire – Synthèse des recommandations*, Eds. Jézabelle Palluy et al., [Québec], Institut national de santé publique du Québec, 2010. [Available online] [http://www.inspq.qc.ca/pdf/publications/1065\\_ReussiteEducativeSanteBienEtre.pdf](http://www.inspq.qc.ca/pdf/publications/1065_ReussiteEducativeSanteBienEtre.pdf).

# ACTIVITY 1 | FOLLOWING MY PASSIONS AND GETTING INVOLVED!

## **OBJECTIVES:**

- Get young people to think about the different ways to get involved and how these can actually help protect them (protective factors).
- Create a large mural consisting of robots, each with its own special equipment, which students customize.

## **MATERIALS:**

- Sheets with a drawing of a girl robot or a boy robot, to be photocopied and handed out, one per participant (Appendix I)
- Art materials (color pencils, brushes, gouache, etc.)
- Wall tack (poster putty)

Choose a wall big enough to accommodate the large mural (should be around 2 meters by 2 meters).

## **TIME:**

45–60 minutes

## **HOW THE ACTIVITY WORKS:**

- Give each person in the group one copy of the sheet (Appendix I) featuring a black and white drawing of a girl robot or a boy robot.
- Ask the group to reflect for a few minutes on the activities they enjoy, their passions, and what inspires them to get involved (sports, music, hobbies, etc.).
- Using the art materials provided (e.g., color pencils, gouache, felt pens, etc.) ask the students to customize their robots by drawing equipment and adding text bubbles in which they write their own favorite activities.
- When the drawings are completed, ask each member of the group to sign their creation, put wall tack on the back, and post it as part of the class mural.

Teachers can opt to do the large mural in a common area instead of individual classrooms, or even to make a single giant mural in the cafeteria, multi-purpose room, or other location where it will be visible to all students.

# ACTIVITY 2 | PLAY YOUR BEST HAND!

## OBJECTIVE:

- Make young people aware that personal and social skills—like assertiveness, communication, interpersonal skills, and getting involved in activities—are protective factors that can help them ward off a host of problems, including those related to drug and alcohol use.

## MATERIALS:

- Sheet with a set of cards to print off (Appendix 2)

## HOW THE ACTIVITY WORKS:

- Make enough copies of the sheets so that every student in the group will have a card. For example, for a group of 36 students you will need 9 copies of the 4-card sheet included (Appendix 2).
- Deal the cards to the students (randomly).
- After dealing the cards, ask every student to read what is written on their card. Students then write, in the empty space, an example of a real situation that demonstrates that they carry within themselves the “piece of equipment” illustrated on the card. If needed, give students an example showing how to start their sentences: “I have “Sportex Protection” too, because I...”

This individual part of the activity may be followed by group work.

- Ask students to form groups based on the piece of equipment on their cards. There will be four teams: Sportex Protection, Armored with Art, Intellectum Maximum, and Big Heart for a Big World.
- Have students discuss what they have written, to get to know other peoples’ involvements.
- Finish off by having each team choose a captain who will present their “piece of equipment” to the class and explain how it was interpreted by the group.

## EXAMPLE :

“I have an Intellectum Maximum too, because at school my favorite subject is...”



## ACTIVITY 3 | BINGO – GET INVOLVED!

### OBJECTIVE:

- Lead young people in a fun activity to help raise their awareness of their own and other people's passions, activities, and involvements.

### MATERIALS:

- Sheet with a bingo card and list of activities, to print off (Appendix 3)
- List of activities to precut into small slips of paper (Appendix 4)
- A bag or empty container to hold the slips of paper and draw them randomly
- One piece of colored cardstock per person
- One pair of scissors per person

### HOW THE ACTIVITY WORKS:

- Give every student a sheet of paper with both the bingo card and the list of activities (Appendix 3).
- Ask each young person to read the list of activities and write the names of activities they already do, and those they would be interested in trying, in the empty squares. Make sure students understand that each activity can only appear on their bingo card once. While students are writing out the names of activities, hand out the pieces of colored cardstock.
- Once students have filled in all the squares of their bingo card with names of activities, ask them to cut the piece of cardstock into 15 small squares.
- Then draw a slip of paper from the bag or container and call out the activity. Every student checks their card to see if they have the called-out activity; if they do, they place one of the small squares of cardstock over the square.

Set aside the slips after you call them out, to make it easier to check when a student has completed a “BINGO” (one complete line).

- Once a student has filled in every space with the small pieces of cardstock to complete a vertical, horizontal, or diagonal line on the bingo card, they call out “I’m getting involved!”. The teacher should then verify that all the activities they have covered match the ones called out.

The student who got a BINGO can then do the random draw in the next round of play.

# ACTIVITY 4 | YOUR PASSIONS MAKE YOU STRONGER!

## OBJECTIVES:

- Help young people build awareness of their own and other people’s passions, activities, and involvements.
- Make young people aware that getting involved—in sports, the arts, their communities, and more—is an excellent protective factor that can help keep them safe from a host of problems, including those related to drug and alcohol use.

## MATERIALS:

- An interview form to print off, one per person (Appendix 5)
- *Your passions make you stronger!* workbook

Keep the *Additional Information* sheet (Appendix 6) handy. It provides extra information on protective factors that you can use in the group discussion.

## TIME:

- 45–90 minutes, depending on the size of the group

The activity can be split into two parts: Part 1, interviews and oral presentations; and Part 2, a group discussion.

## HOW THE ACTIVITY WORKS:

- Ask young people to take a few moments to think about activities they do or might like to do. For ideas, they can refer to the workbook, *Your passions make you stronger!*
- While they are thinking, hand out one interview sheet per student.
- Ask students to partner up. Each will take a turn as interviewer and interviewee.
- At the end of the interview, have the students form groups of four or six. In their new teams, everyone has a chance to report back, introducing the person they interviewed. Their job is to present some of the qualities and strengths of this person in two or three minutes.

During the activity, keep a close eye on those students who may need help and support.

## ACTIVITY 4 | YOUR PASSIONS MAKE YOU STRONGER!

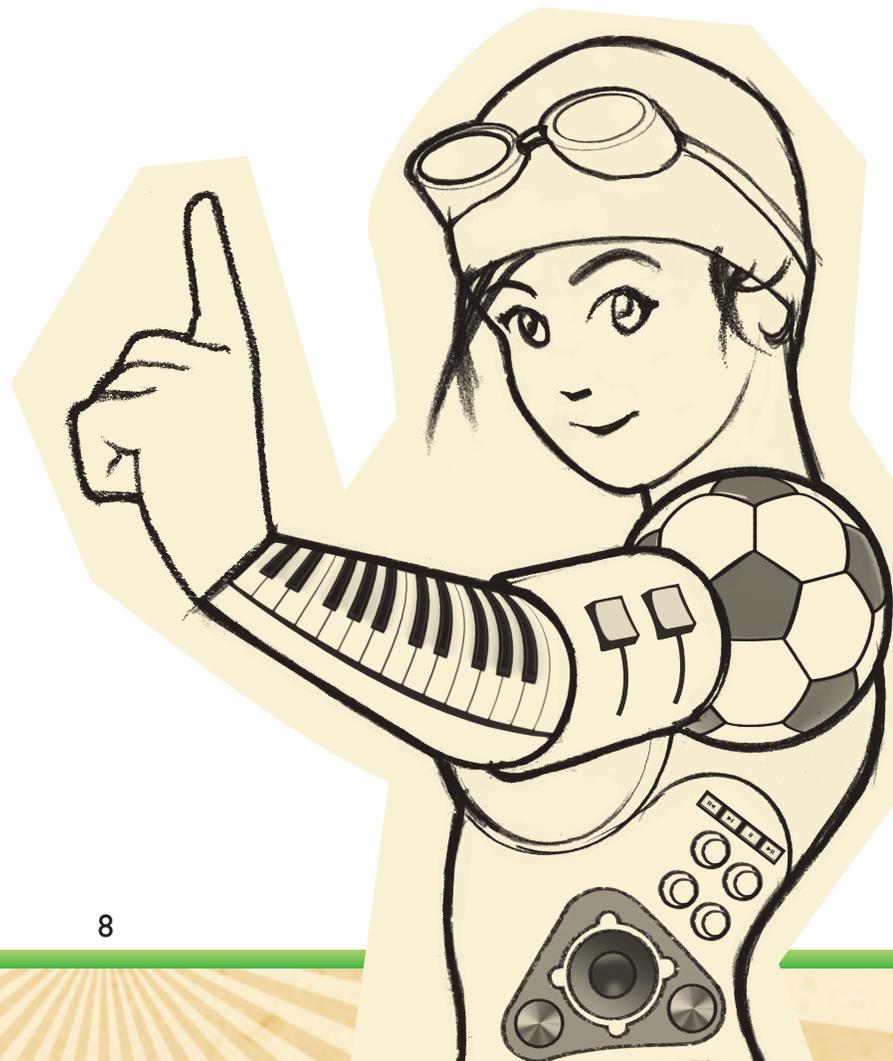
### GROUP DISCUSSION:

After the oral presentations, lead a group discussion based on the following questions:

- What kind of activities did you learn about in the interviews?
- Did this activity help you see someone in a different light?
- Did this activity make you curious to learn more about an activity or hobby?

### CONCLUSION:

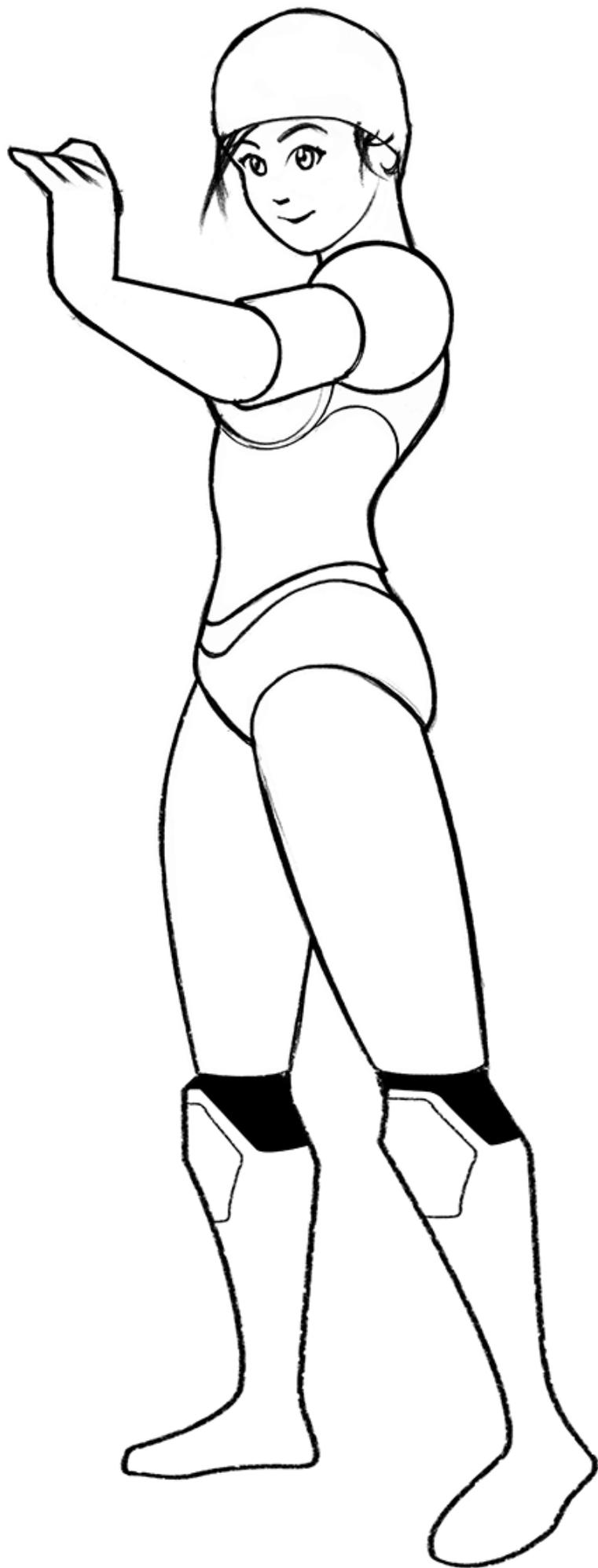
When the discussion has reached an end, close the activity by pointing out that the activities we love, our interests, and our dreams—specifically those mentioned in the discussion—are also our strengths: they allow us to develop our self-confidence and assertiveness, handle peer pressure, and more. They also serve as protective factors that help us stay away from a host of problems, including those related to alcohol and drug use (see Appendix 6).



# APPENDIX 1

## BOY ROBOT AND GIRL ROBOT SHEETS





# APPENDIX 2 | DECK OF CARDS

## ARMORED WITH ART

The arts help you be yourself!

- Music, dance, drawing, and improv... The arts are a means to express yourself!
- Show who you are by displaying your work, acting in a play or being part of a show – or explore your passion on your own until you're ready to share your talent with the world.



## SPORTEX PROTECTION

Sports: Live life at the top of your game!

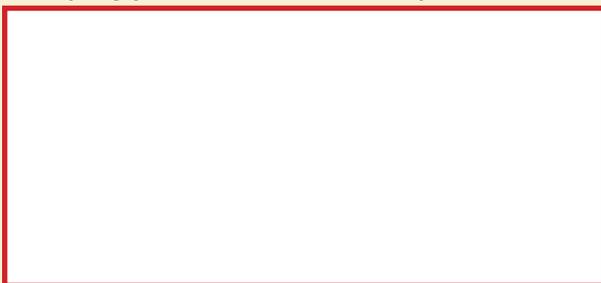
- On a team or individually, participating in your favorite sport makes you feel great!
- Sports keep you alert, healthy, and alive. No matter who wins or how you perform, sports make you realize that despite life's ups and downs, staying active always has its rewards!



## BIG HEART FOR A BIG WORLD

The planet needs you!

- Recycling, volunteering, and community gardening... These are just some of the ways you can look out for others – and grow yourself!
- By helping your grandparents, parents, or people in need, doing something to make your neighborhood a better place, or caring for animals or plants, you're also helping yourself be a better person!



## INTELLECTUM MAXIMUM

Uncover the mysteries of life

- Reading, games, writing, science – there's a whole universe waiting for you out there!
- Explore your scientific and intellectual potential with stimulating individual or group activities. Taking a challenge is always a thrill!



# APPENDIX 3 | BINGO CARD






## LIST OF ACTIVITIES TO WRITE IN THE SQUARES

First, enter the activities you already do, then those you would like to try, and finally, those you find interesting.

### ATHLETIC

- Soccer
- Basketball
- Hockey
- Skiing
- Figure skating
- Swimming
- Snowboarding
- Cycling
- Football
- Gymnastics
- Circus arts

### ARTISTIC

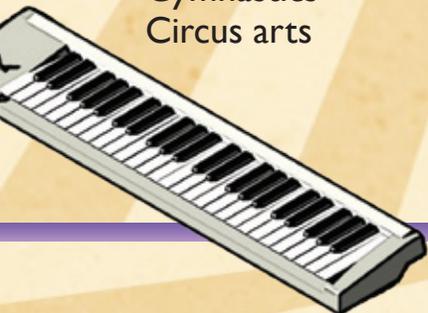
- Photography
- Painting
- Writing
- Dance
- Singing
- Music
- Drawing
- Scrapbooking
- Improv
- Comics

### SOCIAL

- Volunteering
- Recycling
- Ecology
- Animal welfare
- Soup kitchen
- Babysitting
- Community gardening
- Volunteering with seniors
- Christmas baskets

### INTELLECTUAL

- Chess
- Reading
- Scrabble
- Science
- Reach for the Top
- Journalism
- Astronomy
- Collecting
- Ornithology
- Board games



## APPENDIX 4 | LIST OF ACTIVITIES TO BE PRECUT BY ACTIVITY LEADER

<b>SOCCER</b>	<b>CIRCUS ARTS</b>	<b>COMICS</b>	<b>COLLECTING</b>
<b>BASKETBALL</b>	<b>PHOTOGRAPHY</b>	<b>VOLUNTEERING</b>	<b>ORNITHOLOGY</b>
<b>HOCKEY</b>	<b>PAINTING</b>	<b>RECYCLING</b>	<b>ASTRONOMY</b>
<b>SKIING</b>	<b>WRITING</b>	<b>SOUP KITCHEN</b>	<b>JOURNALISM</b>
<b>FIGURE SKATING</b>	<b>DANCE</b>	<b>ECOLOGY</b>	<b>REACH FOR THE TOP</b>
<b>SWIMMING</b>	<b>SINGING</b>	<b>ANIMAL WELFARE</b>	<b>SCIENCE</b>
<b>SNOWBOARDING</b>	<b>MUSIC</b>	<b>BABYSITTING</b>	<b>SCRABBLE</b>
<b>CYCLING</b>	<b>DRAWING</b>	<b>CHRISTMAS BASKETS</b>	<b>READING</b>
<b>FOOTBALL</b>	<b>SCRAPBOOKING</b>	<b>VOLUNTEERING WITH SENIORS</b>	<b>BOARD GAMES</b>
<b>GYMNASTICS</b>	<b>IMPROV</b>	<b>COMMUNITY GARDENING</b>	<b>CHESS</b>



# APPENDIX 5 | INTERVIEW SHEET – YOUR ACTIVITIES YOU LOVE MAKE YOU STRONGER!

**NAME OF INTERVIEWEE:** \_\_\_\_\_

**WHAT TYPES OF ACTIVITIES INTEREST YOU THE MOST?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ARE YOU MORE ATHLETIC, ARTISTIC, INTELLECTUAL, OR SOCIAL? OR ARE YOU A COMBINATION OF SEVERAL OF THESE? (IF SO, PLEASE SPECIFY.)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WHAT SPECIFIC ACTIVITIES DO YOU DO? IF YOU ARE NOT INVOLVED IN ANY ACTIVITIES, WHICH ONES WOULD YOU LIKE TO TRY?**



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TELL ME ABOUT THIS ACTIVITY OR INTEREST:**

**WHO ELSE DO YOU DO IT WITH?** \_\_\_\_\_

**WHERE DO YOU DO IT?** \_\_\_\_\_

**HOW MANY TIMES A WEEK?** \_\_\_\_\_

**DOES IT REQUIRE SPECIAL EQUIPMENT?** \_\_\_\_\_

**IS IT A STRUCTURED ACTIVITY OR NOT?** \_\_\_\_\_





# APPENDIX 5 | INTERVIEW SHEET – YOUR ACTIVITIES YOU LOVE MAKE YOU STRONGER!

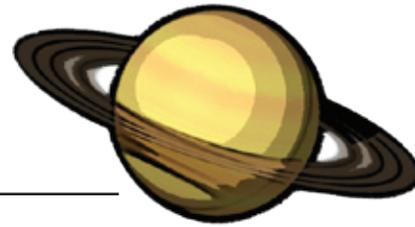
**WHAT ADVICE WOULD YOU GIVE TO SOMEONE INTERESTED IN STARTING THIS ACTIVITY?**

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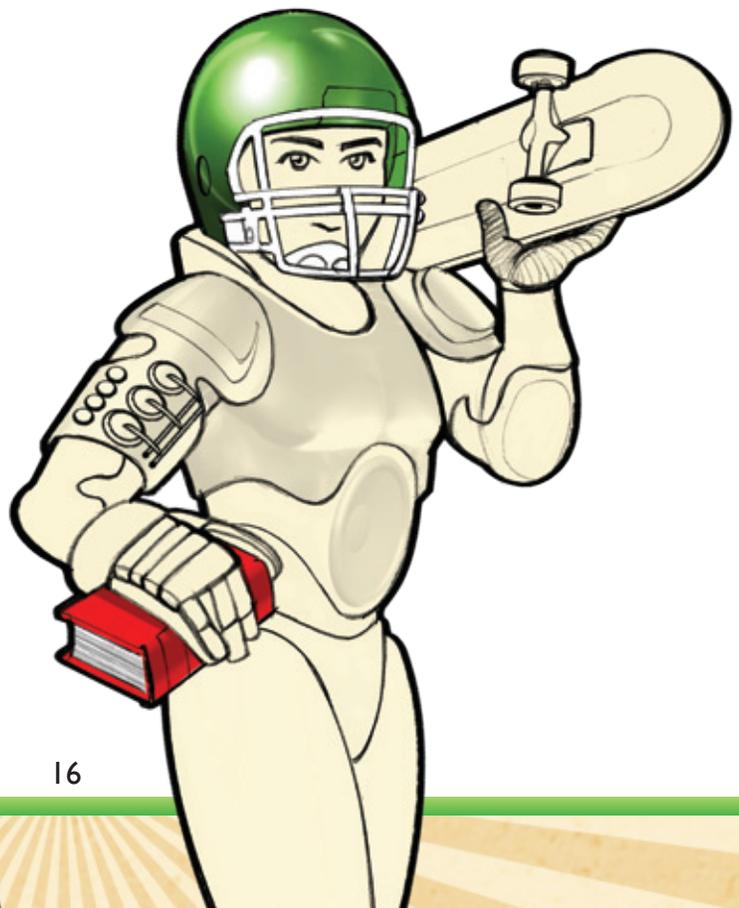
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**HOW DOES THIS ACTIVITY AFFECT YOUR LIFE? NAME FIVE WAYS  
IT MAKES YOUR LIFE BETTER.**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## APPENDIX 6 | ADDITIONAL INFORMATION

### **PROTECTIVE FACTORS:**

Protective factors are things which, by their very presence in people's lives, can reduce the likelihood of problems with alcohol, drugs, or gambling. A protective factor can be acquired or reinforced.

### **INVOLVEMENT = A PROTECTIVE FACTOR**

### **INVOLVEMENT:**

Regular participation in an activity (or activities) for an extended period, and in a variety of settings (e.g., home, school, school or community youth organizations).

Getting young people involved in their communities is one of the biggest factors in preventing problems related to alcohol and drug use.

What involvement helps us develop:

- Getting involved in an activity you enjoy can help you in many ways. For instance it can help you improve your self-awareness and self-confidence, find friends who share similar interests, interact with helpful and supportive adults, be more assertive, learn how to manage your emotions, and develop a sense of belonging to your community—all of which makes you feel better about yourself.

### **OTHER PROTECTIVE FACTORS THAT CAN BE DEVELOPED:**

- Self-esteem
- Knowledge of personal strengths and weaknesses
- Specific goals and confidence in your future
- A circle of friends you can trust
- Strong family ties
- Strong social skills (assertiveness, respect for others, peer pressure management)
- Healthy lifestyle (physical activity, diet, and sleeping)

## APPENDIX 6 | ADDITIONAL INFORMATION

### **TYPES OF ACTIVITIES:**

Community service and volunteering

Individual or team sports

Music and the arts

### **EXAMPLES OF INVOLVEMENT:**

- Doing extracurricular activities during lunch periods (improv, theater, cooking, etc.).
- Participating in class.
- Participating in recreational activities and organized sports in your neighborhood or town/city.
- Volunteering with an organization in your community or school.
- Doing things with your family (playing board games, going on bike rides, etc.).
- Joining a sports team.
- Taking lessons (dance, painting, piano).
- Helping friends with their projects.

Direction des communications, ministère de la Santé et des Services sociaux du Québec.

This document is only available online at [dependances.gouv.qc.ca](http://dependances.gouv.qc.ca)  
(**Drugs and Alcohol** section: **Drug Awareness Week**).

Masculine pronouns are used generically in this document.

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