



Drug Awareness
Week 2009

ACTIVITY GUIDE
for groups of young
people aged 10 to 14

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This year, during Drug Awareness Week, which will be held from November 15 to 21, 2009, we suggest that you consider holding these original activities for young people aged 10 to 14, who are completing elementary school and attending the first and second levels of secondary school.

IMPORTANT: You will find these and several other activities at www.dependances.gouv.qc.ca (Information Campaigns – Activities Section).

Comment: The activities that follow are not recommended for student groups in the third to fifth levels of secondary school. For this clientele, an activity guide is available and can be downloaded at www.dependances.gouv.qc.ca (Information Campaigns – Activities Section).



1. Commando Theatre

Source: Inspired by an activity offered by the Cumulus drug prevention program at www.projetcumulus.ca.

OBJECTIVES

- | | |
|---|---|
| <ul style="list-style-type: none">• To enable youths to express themselves and state their opinions on:<ul style="list-style-type: none">- Effective communication;- Self-affirmation;- Their passions and interests. | <ul style="list-style-type: none">• To increase the awareness of different protection factors for other students within the school. |
| | <ul style="list-style-type: none">• To offer students a positive and enriching commando theatre experience. |

MATERIALS REQUIRED

- Special clothing for the students who participate in the commando theatre (for instance clothing of the same colour) in order for them to be clearly identifiable.

ACTIVITY FORMAT

Step 1: In-class group activity.

Step 2: Creation of a team of three to five participants who will constitute the commando theatre.

LENGTH

Step 1: From 60 to 75 minutes.

Step 2: Five minutes for each class participating in the activity.

ACTIVITY DESCRIPTION

Following an in-class discussion about the Awareness Week theme: **ME: my personal space** and the preparation of the group on the choice of different interventions serving to illustrate the theme, your commando theatre team will visit select classes at school.

ROLLOUT

From 30 to 60 minutes with all of the students in the class.

- In-class discussion with the students (see **Appendix A** entitled ***Questions and avenues of reflection for in-class discussions***).
- For each question, enter important, original, and relevant ideas on the blackboard.
- Brainstorming! After the discussion, divide the class into teams of four or five participants. Each team must draw inspiration from the information entered on the blackboard to find catchy ideas for interventions. These can be short sketches illustrating the class' ideas following the group discussion, a sketch illustrating a validating situation for young people, or an illustrated, vibrant approach to underscore and explain the theme of the week, etc.
- Return to a large group discussion to hear the ideas from all of the teams. The students will then be able to choose one or two ideas for interventions that they feel to be original and relevant.

Comment: It may also be a good idea to ask the teams to prepare a brief play that they present to the class at the end of the allotted period of time. The teacher may then choose one and work to improve it with all of the students in the group.

COMMANDO THEATRE

Choose four or five students who will become the class spokespersons and who will present these brief interventions during the course of the week in other classes or in the cafeteria.

(Approximately five minutes per class, later in the week.)

- The students selected for the commando theatre must wear special clothing (clothing that is the same colour, for instance), in order to be easily identifiable.
- They will make a short presentation to select classes during class time (this could also take place in the cafeteria during lunch hour). They will perform their presentation in a few minutes (two to three minutes), and will go to visit another class.

Furthermore, **Appendix A** contains questions to help teachers prepare the groups for the arrival of the commando theatre in the classroom.



: my personal space

2. Giant board game

Source: Inspired by an activity offered by the Cumulus drug prevention project at www.projetcumulus.ca.

OBJECTIVES

- To increase the sense of validation and self-esteem for youths.

- To enable young people to think of ways to resist peer pressure.

- To sensitize students to practice active listening and to the importance of expressing their emotions.

MATERIALS REQUIRED

- Printable question cards (see **Appendix B**).
- Coloured vinyl electrical tape.
- A square cardboard box and felt marker (for the die).
- Your energy and enthusiasm!

ACTIVITY FORMAT

- An in-class group activity where the young people are divided into teams of four or five participants.

LENGTH

- From 60 to 75 minutes.

ACTIVITY DESCRIPTION

- Create a giant game comprising twenty gameboard spaces. Use the floor in the room to create your “game board”. Outline the spaces using coloured tape on the floor (see illustration on the next page).
- You can use a cardboard box to create a giant die. Write numbers 1 to 6 on each side of the box.
- Print out and cut apart the question cards.
- Let the game begin!
- Divide the group into teams of four or five participants.
- One participant per team will be the “game piece” on the giant board.
- Each team must answer a question or follow an instruction each in turn after rolling the die.

CREATING THE GIANT GAME BOARD

- Make a large square on the floor in the classroom. Divide the square into four vertical columns and six horizontal rows. See example:

| | | | |
|--------|----|----|----|
| Finish | 22 | 21 | ← |
| → | 17 | 18 | 19 |
| 15 | 14 | 13 | ← |
| → | 9 | 10 | 11 |
| 7 | 6 | 5 | ← |
| Start | → | 2 | 3 |

VARIABLE

- Teacher comment: This activity can be adapted for secondary school students.
- Use the same question cards to create a questionnaire game. If you choose this option, instead of creating the giant game board, simply divide the group into teams and ask the teams to answer questions each in turn. Enter the points accumulated by the teams on the blackboard in order to determine the winning team.

ACTIVE LISTENING

Information the teacher can give the students about active listening

Nobody likes the feeling of not being listened to. It gives the speaker the impression of not being understood, and can make them feel alone. You can act differently and make the people around you feel that you are really interested in them and that you want to be there for them. A good way to do this is to practice active listening. What is active listening?

Active listening means listening to more than just the words. It also means listening, hearing, and understanding the emotions that the speaker is expressing or feeling. Feelings are not always clearly stated by the speaker. For this reason you must focus on what the other person is saying, not interrupt, and understand the emotions that are behind the message. Sometimes we interpret an emotion coming from someone and this emotion is not really what they are feeling. Therefore, always take the time to make sure you understand what your friend is telling you by restating it to him or her.

When you practice active listening, you must also appear interested in the message the speaker is conveying to you: ask questions, show your interest with your eyes and your body, and let your curiosity take over!

Active listening enables you to be closer to your friends and it enables the speaker to feel understood and validated by you.

3. “Sketches from real life”

OBJECTIVES

- To recognize protection factors against the consumption of psychotropic substances (alcohol and other drugs), as well as the associated risks.
- To enable young people to exercise their critical judgement when it comes to behaviour associated with the consumption of psychotropic substances.

MATERIALS REQUIRED

- One copy of the sketch dialogues for each participant.

LENGTH

- From 20 to 25 minutes for all sketches and from 15 to 20 minutes for the group discussion.

ACTIVITY DESCRIPTION

We propose creating an interactive activity during which the young people will be asked to play roles in sketches lasting three to four minutes each.

On the day before the activity, give a copy of the dialogues to each young person who will play a role in order for them to prepare. You can play the role of narrator and lead the group discussion that will take place after the sketch. The following four sketches inform young people about protection factors relating to the risks associated with the consumption of alcohol or other drugs. The sketches reproduce the events that take place in the “real lives” of young teens. The four themes are: self-affirmation, parental guidance, problem-solving, and self-esteem.



: my personal space

SKETCH 1

HE'S SO COOL!

Tyler is in the schoolyard with his whole class during recess. He walks up to Ali, Marco, and their entire gang. Ali looks very uncomfortable. He looks down without saying a word.

Marco: “Anyway, Ali, you’re such a baby for listening to that music! Nobody’s been listening to it for ages! You’re so weird! There’s a reason why you’re always alone and you have no friends!”

Tyler: “Hi everyone! Are you ok, Ali?”

Ali: “Yes, of course. I’m ok.” (Sounds a little embarrassed)

Marco: “Of course Ali’s fine. He loves being all alone! That’s why he always wears ugly clothes that haven’t been in style forever! It’s like the music he listens to. All he likes is computers and school. Geez!”

Tyler: “That’s true! (Sounds very enthusiastic.) Ali knows a lot about computers. He even created an amazing website for a school project. Not a lot of people know how to do that!”

Marco: “You think that’s cool? I think he’s a loser!”

Tyler: “Oh come on! You should see what he can do. I even asked him to help me create a website for a band I really like. I couldn’t do that. But Ali always wants to help people: he’s awesome!”

Marco: “Yeah, well, I guess that’s pretty cool.”

Tyler: “Hey Ali! We could ask Marco to help us – he probably has some good ideas!”

Ali: “Yeah, sure. If he wants to.”

Marco: “I’m not so sure... what will the others think?”

Tyler: “Oh come on, Marco, you can’t always think about what others will think. And besides that, when they see the site, they’ll love it!”

(Ali smiles.)

Marco: “We could give it a shot. My father has a really powerful computer.”

Tyler: “Perfect! Ask him if we can use it on Thursday.”

The teacher can lead a short discussion about judging and rejecting others. Every person is different, and it is very important to respect the opinions and interests of everyone. Tyler’s attitude is very positive because he validates his friend and allows him to fit in.

SKETCH 2

MOTHER HEN

Jamie is walking quickly behind Nadir, trying to catch up.

Jamie: “Nadir! Wait up! You’re walking too fast!”

Nadir: “Oh sorry! I’m really angry right now.”

Jamie: “But why? William’s party is tomorrow. It’ll be great, and William said that his best friends can sleep over – that means you, me and the twins! You have every reason in the world to be in a good mood – it’s going to be great! And besides, Cindy will be there... (Laughs)”

Nadir: “I don’t even want to go. I’ll look like the baby of the group.”

Jamie: “What are you talking about? Come on, nobody thinks of you like that.”

Nadir: “Tell my mother that; she’s always on my back! She doesn’t trust me.”

Jamie: “Come on, your mother is always great with us!”

Nadir: “Yeah, well not this week. She doesn’t understand that I’m not a baby anymore. I just turned 13, but she treats me like I’m 8. She doesn’t want me sleeping over at William’s. How is that going to look to the other guys? Like a baby with a nagging mom!”

Jamie: “Did she tell you why she doesn’t want you to sleep over?”

Nadir: “She says that I’m too young and she doesn’t know William’s parents well enough.”

Jamie: “It’s true that she’s never met his parents. My mother wouldn’t be okay with it if she didn’t know them.”

Nadir: “Yeah, well, my mom knows your mom who knows William’s parents. (Sighs.) Besides, she told me that I was too young to hang out with guys like the twins, who are 15. How can she even think that? And she thinks there will be drinking.”

Jamie: “Well, she’s not completely wrong about that. The guys said they plan to drink before coming.”

Nadir: “What? I never would have thought that. Is it true?”

Jamie: “You know, Nadir, I understand that you’re angry, but I think your mom is just trying to protect you and keep you safe. Besides, you’re still coming to the party. All you have to do is to convince her to not pick you up too early.”

Nadir: Nadir: “Yeah... I’m sure she’ll agree to pick me up later. She never goes to bed early on Saturday nights.”

Jamie: “You see? Give her a little time. She trusts you. You just have to trust her also.”

We don’t always understand our parents! The teacher can lead a discussion about youth perception of parental authority and about what parents want for their children.

SKETCH 3

HEAD IN THE CLOUDS

The follow-up questions will be different for this sketch. The students will then be asked to start the sketch over with better communication. Therefore, it is very important that they pay close attention! (See questions in **Appendix C.**)

Kayleigh and Christine are in the school yard after classes. Christine is looking away, and Kayleigh looks sad.

Kayleigh: “Christine... (Sighs) Can I talk to you please? You are my best friend, and I feel sick to my stomach.”

Christine (sounding frustrated): “Yes, of course. No problem.”

Kayleigh: “I just saw Matthew. He was with Rhiann. They were holding hands.”

Christine glances at her watch and taps her foot impatiently.

Kayleigh: “I am so upset about it. I’ve had a crush on him for two months. I knew I wasn’t pretty enough to be with him. Rhiann is gorgeous. She’s been playing the violin for years, and she’s a great basketball player. I’m not good at anything.”

Christine looks elsewhere, never making eye contact with Kayleigh. She seems disinterested in the whole thing.

Kayleigh: “What do you think? I know that you know Matthew really well.”

Christine: “Oh, stop complaining! You never told him you were interested in him! It’s your own fault!”

Kayleigh: “I was too...”

Christine cuts her off: “Too what? Stop making excuses for yourself! And anyway, I don’t have time for this.”



: my personal space

SKETCH 4

THE PARTY

Teacher comment: This sketch is intended for youths aged 13 to 14. It is up to you to decide if you think it reflects the reality of your group.

Sarah and Barbara are at Roxanne's party. They are having a conversation.

Barbara: "Sarah, Evan has asked me to drink alcohol with him!"

Sarah: Yes, well why are you so happy about it?"

Barbara: "Come on! You know I really like him, and this proves that he is interested in me. No?"

Sarah: "Well, I don't know. At least he's talking to you! But I don't know if it means he's interested in you."

Barbara: "What are you talking about? Come on, are you jealous?"

Sarah: "No, not at all! I already have a boyfriend. It's just that you always say that you aren't interested in drinking. Your reaction seems a little strange to me."

Barbara: : "If I don't say yes, he'll think that..."

Sarah: "He'll think what, Barbara?"

Barbara: "That I'm not interested in him. Or worse, that I'm a big baby. That would be the end of the world!"

Sarah: "You know, you're my best friend, and I don't think you're a baby at all! If he really thinks that, then he's the one with the problem! And as for being interested... you could put the ball back in his court!"

Barbara: "What do you mean?"

Sarah: "Well, let him know how you feel."

Barbara: "Okay, Help me! What do I say to him? How do I tell him about the drinking and the other stuff?"

Sarah: "You're the best one to decide that! If I were you, I'd find a way to refuse the alcohol, and then invite him to do something else."

Barbara: "It sounds ok to me. I could tell him that you and I prefer not to drink alcohol because we don't like it."

Sarah: "No problem. (Laughs) You can use me so you don't have to be alone in this – it's always easier."

Barbara: "And what if I invited him to join us tomorrow at the park? Your boyfriend could come too!"

Sarah: "That's a great idea! That way you'll see his reaction. But it's important for you to understand that if he says no or looks disappointed about the drinking, it's no big deal. He might change his mind."

Barbara: : "Yes, well I hope he says yes to the idea. I would be disappointed if he said no. Okay – here goes. Will you come with me? It will be easier."

Sarah: "Of course, Barbara. That's what best friends are for."

Telling someone "No" is never easy, especially if we respect or like the person. The teacher can lead a discussion on the importance of respecting yourself and respecting your personal values. Furthermore, the teacher can ask the students how else Barbara could have refused to drink alcohol with Evan.

4. Giant mural

OBJECTIVE

- To enable youths to take time to think about what characterizes them best, and what they want others to see when they look at them.

MATERIALS REQUIRED

- *ME: my personal space* sheets from **Appendix D**. Print them out and give a copy to each participant.
- Drawing materials (computers or coloured pencils, paintbrushes, paint, etc.).
- Scissors, glue stick.
- Find a wall for the giant mural (the amount of space required is approximately 2 metres by 2 metres).

LENGTH

- Approximately 45 minutes.

GENERAL DESCRIPTION

- Creation of a giant mural composed of multiple *ME: my personal space* sheets that the youths will personalize.

DETAILED DESCRIPTION

1. The teacher gives each young person in the group a sheet entitled *ME: my personal space* (**Appendix D**), presenting a circle that can be coloured or painted.
2. The teacher asks the students to take a few minutes to think about their strengths, their characteristics (humor, generosity, particular talents, etc.) and about what makes them stand out from others and makes them proud (sports, music, pastimes, etc.).
3. Using the artistic materials provided for the group, comprising either coloured pencils, paint, or Paint software on the computer, every student must personalize his or her *ME: my personal space* circle and sign it.
4. Once the students have completed their drawings, they cut out the circle, apply glue to the back, and affix it to the giant mural.
5. Teachers can choose to create the giant mural in a common area where other student groups can see it. Several of the groups participating in the activity could also combine their efforts to make a giant mural in the cafeteria, assembly hall, etc.

Appendix A: Activity 1

QUESTIONS AND STREAMS OF THOUGHT FOR THE DISCUSSION IN CLASS

1. The theme of Drug Awareness Week this year is: *ME: my personal space*.

- What does the theme mean?
- What does it make you think of?
- What is personal space?
- Is it easy to be confident about your differences?

- What are the best ways to affirm yourself?
- What do you think your strengths are?
- Do you think that being different from others is a strength?

The teacher can speak to students about the fact that every individual has his or her own strengths, which is fuelled by his or her differences, authenticity, and ability to stand tall. Everything we love in life (music, watching sports, friends, family, etc.) are assets that make us unique and interesting. This personality, which belongs to us, is a strength, and a personal space that enables us to face our problems.

Write a summary of the group's ideas on the blackboard.

2. How important is it to have things we are passionate about in our lives? What are the benefits to having things we are passionate about?

Write a summary of the group's ideas on the blackboard.

3. In your opinion, what are the “winning” conditions that must be in place in order for communication between two people to be effective? For example:

- Be attentive to what the other person says;
- Be available to the other person (including time, and emotional availability);

- Restate what we understood from the message;
- Do not interrupt.

Write a summary of the group's ideas on the blackboard.

FOR TEACHERS WHOSE CLASSES ARE VISITED BY THE COMMANDO THEATRE TROUP

In order to properly prepare the students and increase the impact of the commando visits, we recommend holding a brief discussion in class before and after the visit.

PREPARING FOR THE VISIT

- What does this year's Drug Awareness Week theme mean to you: *ME: my personal space*?
- What are the benefits of each of us having a personal space, a unique personality that is different from others?

REVIEW OF THE VISIT

- After the commando performance, explain what stood out to you most from the experience.
- How could you better use your personal strengths when you find yourself facing difficult situations?
Give examples.



: my personal space

Appendix B: Activity 2

QUESTION CARDS FOR THE GIANT BOARD GAME

Open question

What would you do if... someone was alone during a team activity in your class?

Answer:

Why not invite him or her to join your team?

You have succeeded in overcoming one of your fears thanks to your personality and the help of your friends.

Roll the die.



True or false?

Active listening means listening and running at the same time.

Answer: False

Active listening means actively listening:

- being attentive;
- being quiet;
- determining what emotion the other person is feeling.

Skip a turn.

Open question

Why is it important to be attentive to the other person when he or she is talking to me?

Answer: First of all, being attentive to the other person helps them to feel that they are being listened to. This will make them feel more comfortable with talking. Furthermore, it allows you to better understand the emotions and the message they want to convey to you.

Knowing others

Name a passion that you admire in one of your classmates.

Choose an answer

When you are in conflict with a friend, the best option is:

- A) speak badly about her to the other students in the class.
- B) never speak to her again.
- C) determine what it is that is really bothering you, and talk to her about it.

Answer: C

Choose an answer

A fun activity, like playing a sport, is:

- A) A way to have fun.
- B) A good way to make new friends.
- C) A way to stay in shape and be active.
- D) All of the above.

Answer: D

True or false?

Every person has different interests and pastimes.

Answer: True

Everyone is unique!

Knowing yourself

Name one activity you would like to try one day.

True or false?

The Tel-jeunes help line is only open during the week.

Answer: False

You can call anytime, day or night. The number is: 1-800-263-3366 (Montréal area: 514-527-2626).

Open question

What is your favourite activity or sport?

Your friends wanted to do an activity that did not interest you. Thanks to your great sense of humour, you were able to say no without being criticized.

Take two turns!

Congrats!

Knowing others

Name a quality or strength of one of the members of your team.

Answer selection

If you are in a difficult situation, who can you talk to?

- A) your teacher
- B) a friend
- C) a parent
- D) a worker at the Tel-jeunes help line
- E) all of the above

Answer: E

And many other people, too! Ask the students to name other people or services they know.

Open question

When someone is talking to you, why is it important to really understand the emotion they are feeling?

Answer: Sometimes we don't properly interpret the emotion the other person is feeling. To really understand what he or she is experiencing, take the time to determine how they are feeling. This emotion is a very important part of the message the other person is conveying to you.

You took the time to tell a friend you liked his smile and his jokes.

**Take two turns.
Congrats!**

**You are a super and unique person!
Roll the die.**

True or false?

If your friends want to influence you to participate in an activity or event you do not want to participate in, you can recommend another activity that you do like and that could be a good solution.

Answer: True

Ask the students to come up with other solutions.

For instance, use humour, clearly state the fact that you don't want to participate, do something with other friends, etc.

Answer selection

One of your friends tells you about a situation he is experiencing at home with his brother. You get the impression that he is angry with his brother...

- A) You don't talk to him about it – it's none of your business!
- B) You tell yourself he shouldn't be angry because it's a negative emotion.
- C) You ask your friend if he is really feeling angry so that you can better understand him and enable him to open up to you.

Answer: C

Sometimes we misinterpret the emotion being felt by someone else. It is always important to check how they are really feeling.

True or false?

When your friends want to influence you, finding another person in the group who has the same opinion as you can help to reduce the pressure put on you by others.

Answer: True

It is often easier to react well in front of a group if we are not the only one feeling this way. Finding allies can be a good solution.

True or false?

You always have to be available to listen to others.

Answer: False

We can all be inattentive and have our own issues at times. You are allowed to tell a friend that you would prefer to talk about it later because you have other things on your mind and you would rather listen to your friend's concerns when you are able to be more attentive.

True or false?

Other people's influence is always negative.

Answer: False

Our friends sometimes have a positive influence on us.

Knowing yourself

Name an occasion when you were very proud of yourself.

Open question

Can you give an example of a situation where you were positively influenced?

Answer: All situations involving positive influence are good ones. For instance friends who encourage you to try a new sport, to play a musical instrument, etc.

Skip a turn.

Question for everyone
(all of the teams give an answer)

The teams must guess what emotion is being felt.

Facilitator comment: You must read the text that follows in the most neutral tone possible.

Text:

Yesterday, I went to see my friend Julie. She had just received a really nice shirt as a gift. I had noticed the shirt at the store a week earlier, but my father refused to buy it for me.

Answer:

Multiple (anger, jealousy, happiness for the other person, indifference, etc.). It is essential to be aware of the fact that it is difficult to guess the emotion the other person is feeling. It is however a very important part of the message. It is therefore important to focus on the emotion the other person is feeling, and verify his or her perception.

Question for everyone
(all of the teams give an answer)

The teams must guess what emotion is being felt.

Facilitator comment: You must read the text that follows in the most neutral tone possible.

Text:

I got my mark from my French exam. I got a B.

Answer:

Some people will interpret the emotion as happiness and others as disappointment... This is another good example that proves that it is better to verify your perceptions.

Open question

What would you do if your friend was rejected by the other students in the class because he still liked a band that the others had hated for the past year?

Examples of possible answers: Support the other person, point out one of his good qualities to the people who are rejecting him, etc.

Knowing yourself

Name one activity you enjoy doing with your friends.

Open question

What would you do if one of your friends confided in you that she hates how she looks?

Sample answer: Every person is different, and we all have our strengths. It is important to listen to the other person and to take the time to validate her differences and her strengths.

True or false?

Everyone is unique! This is a major strength that everyone has.

Answer: True

This difference can be expressed in different ways: The way we dress, the music we listen to, our qualities, our challenges, etc.

True or false?

All websites contain true information.

Answer: False

Several websites convey false information and therefore it is important to check with an adult if this information is accurate.

Knowing yourself

Name a passion that you admire in one of your classmates.

True or false?

The www.parlonsdrogue.com website can provide you with relevant information.

Answer: True

You can consult this site if you have questions or if you would like information about alcohol and other drugs.

Answer selection

Of these choices, which reason can explain why a person tries smoking for the first time?

- A) To fit in with others.
- B) Out of curiosity.
- C) Because he or she can't say no.
- D) Because he or she does not want to disappoint his or her friends.
- E) All of the above.

Answer: E

Certainly, several factors can have an influential effect. This is why it is important for you to know that you have the right to say no, and it is better to be prepared to resist peer pressure.

True or false?

Two best friends have to be alike; otherwise they aren't best friends.

Answer: False

You are different from everyone. We do however share passions, qualities, and important occasions with others. Friendship is a wonderful journey whereby we discover others and respect their differences.

You are able to recognize your strengths, and that is very important.

Roll the die.

Appendix C: Activity 3

“SKETCHES FROM REAL LIFE”

FOLLOWING THE FIRST TWO SKETCHES...

The teacher can ask these two questions to start a class discussion.

1. What do you do when you have a problem?

Answer: Talk to someone you trust about your problem and ask for help.

2. If a young person has a problem, with whom should he or she talk?

Answer: His or her parents, brothers or sisters, friends, teachers, coach, aunts or uncles, grandparents, school nurse, etc.

FOLLOWING THE THIRD SKETCH...

The teacher may ask the students:

1. Do you think that Kayleigh feels like she is being listened to?

2. Why?

3. What is good listening?

4. How could Christine have acted to be a better listener?

On the blackboard, make a list of winning conditions for effective listening.

Sample answers:

- Looking the person in the eye.
- Being available.
- Being attentive.
- Not judging the other person.

- Focusing on the emotion that is being felt and restating it to the other person to make sure our perception is correct.
- Etc.

The teacher can then start the sketch over by applying the attitudes selected by the students (one or more students can replace the person playing the role of Christine).

FOLLOWING THE FOURTH SKETCH...

The teacher can begin a discussion about the following questions:

1. How else could Barbara have refused to drink alcohol with Evan?

Answer: There are several other means that exist to resist peer pressure. For instance, find an excuse, use humour, repeat the same thing over and over again, etc.

2. Do you think Sarah treated Barbara properly?

Answer: Friendship is important! Sarah took the time to listen to her friend and did not judge her. Furthermore, she asked her about her choices and confronted her about her values. She also agreed to support her and coach her: It is always easier to deal with difficult situations when you have an ally.

Appendix D: Activity 4

GIANT MURAL



«ME» is yours.

Draw what represents you most on your circle.