

Drug Awareness Week

ACTIVITY GUIDE 2010
For groups of young people aged 10 to 14



Santé
et Services sociaux

Québec



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



DRUG AWARENESS WEEK

ACTIVITY GUIDE 2010

For groups of young people aged 10 to 14

Drug Awareness Week will be held from November 21 to 27 this year. We are offering you the possibility of holding some original activities for young people aged 10 to 14 who are enrolled in Elementary Cycle Three and Secondary Cycle One.

IMPORTANT:

You will find other activities at dependances.gouv.qc.ca (Drug and Alcohol section – Drug Awareness Week).

***Comment:** The following activities are not recommended for groups of student in Secondary Cycle Two. For this clientele, there is an activity guide for young people aged 15 to 21, which is available to be downloaded at dependances.gouv.qc.ca (Drugs and Alcohol section – Drug Awareness Week).*



Activity 1 | THE INTERVIEW

Objectives

- To help young people recognize their own strengths and skills, and those of their peers.
- To make students aware that personal and social skills, such as self-esteem, communication and problem solving (interpersonal relations), serve as protective factors against the risks associated with substance abuse.

Description of the activity

Interviews and presentations by students

- Students are asked to form pairs. Each student is given an interview sheet, and they take turns acting as the interviewee and the interviewer.
- After the interviews, the pairs are asked to get together in groups of four or six, and referring to the information on the interview sheets, the students take turns describing the student who they interviewed. They are given two or three minutes to share some of the person's qualities and strengths with the rest of the group.
- The facilitator should pay special attention to students who may need help identifying their strengths and qualities, and emphasize the positive nature of the exercise.
- In a school environment, a link can be drawn with respect to the focus of development in Personal and Career Planning: *Self-awareness, awareness of one's potential, and understanding how to reach this potential*. A similar link can be drawn in terms of Health and Well-Being: *Awareness of the impact of personal choices on health and well-being* (educational aims for the broad areas of learning within the Québec Education Program).

Group discussion

After the presentations, the facilitator or teacher may initiate a group discussion with the following questions:

- What strengths and qualities did the interviews help you to discover in others?
- Did this activity help you to see someone in a new light?
- Did this activity make you want to know more about one of your classmates?

Learning how to understand yourself better:

- It is important to focus on your strengths rather than your weaknesses. Nobody is perfect, and we all have our strong points and weaker points. Think about it: what are your strengths and qualities?

Activity 1 | THE INTERVIEW

Getting to know others:

- People get to know one another through conversation. It is not a good idea to rely solely on a first impression or on rumours when deciding whether it is worth getting to know someone better.
- Meeting new people is always interesting. Each one of us is unique. This is what makes interpersonal relationships so enriching. Even if someone has different tastes or aspirations than you, you can still find the things you have in common.

Conclusion

At the end of the student activities, the facilitator or teacher concludes by pointing out to the class that the passions, interests, dreams, etc. that have been expressed are also strengths that can serve as protective factors against substance abuse (see Appendix 1). Everyone should realize that they have strengths, and learn to use them in everyday life. This is how you will be able to make the right decisions for yourself.



Material required

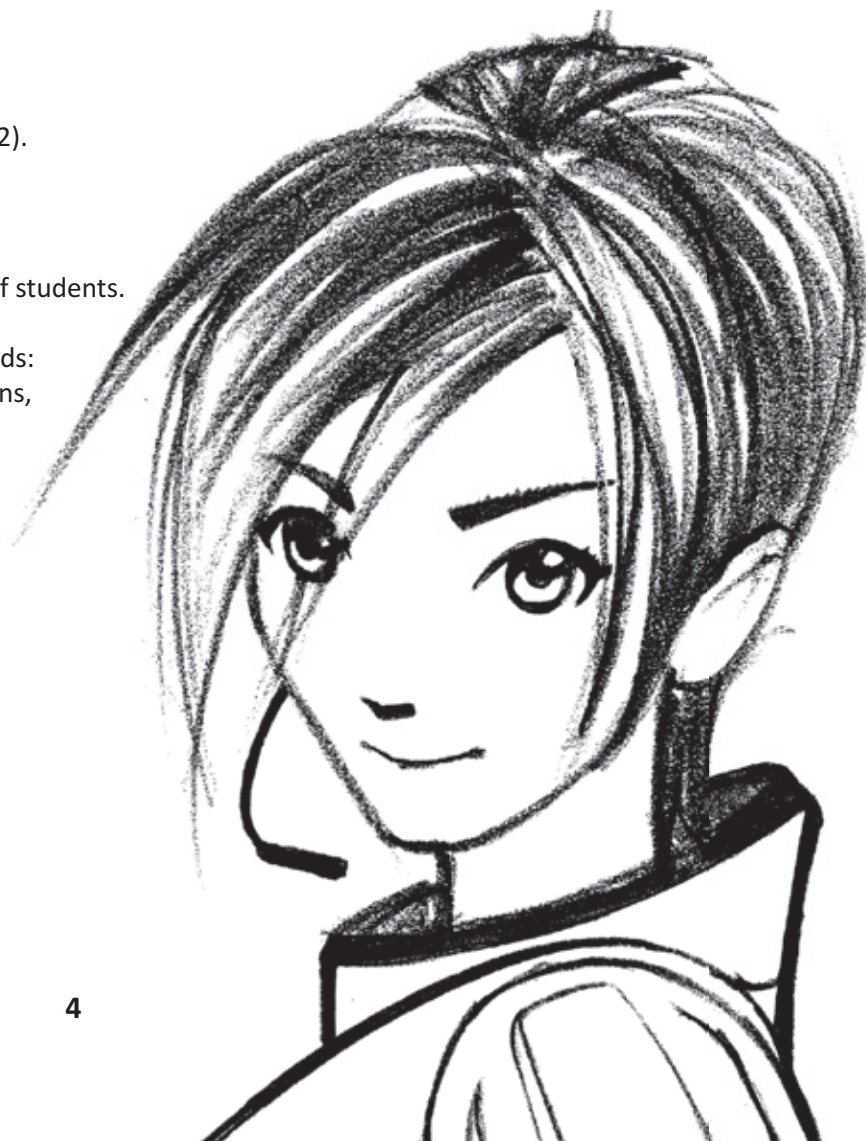
Interview sheet to be photocopied (Appendix 2).
Sheet of protective factors for the facilitator.



Length

45 to 90 minutes, depending on the number of students.

The activity may be carried out over two periods:
one period for interviews and oral presentations,
followed by a period for group discussion.



Activity 2 | WELL EQUIPPED!

Objectives

- To give students time to reflect on the characteristics that they want to focus on in terms of protective factors.
- To create a large mural containing many robots equipped with accessories that the students in the group have personalized.

Description of the activity

- The facilitator gives each student in the group a handout (Appendix 3) with a drawing of the robot boy or girl in black and white.
- The facilitator asks the students to take a few minutes to reflect on their own strengths and characteristics (humour, generosity, a special talent, etc.), and on what they are proud of that makes them different from others (a sport, music, a hobby, etc.).
- Using art supplies set aside for the group (e.g.: coloured pencils, paint, markers, etc.), the students are asked to personalize their robot and its accessories by drawing it and adding text bubbles that describe their own strengths (see a sample of text bubbles on the poster and in the Drug Awareness Week Canada brochure).
- Once the students have completed their drawings, they sign them and stick them onto the large mural using adhesive putty on the back.
- The teaching staff may choose to create the large mural in a common area, or to create a huge mural in the cafeteria, common room, etc. where other groups of students can see it.



Material required

- Printed copies of the black and white drawings of the robot boy and girl handed out to each participant (Appendix 3).
- Art supplies (coloured pencils, brushes, paint, etc.).
- Adhesive putty.
- A wall for hanging the large mural (a surface area of approximately 2 metres by 2 metres is required).



Length

Approximately 45 to 60 minutes.

Activity 3 | MY SLOGAN

Objectives

- To help students to get to know themselves better and identify the elements that make up their individuality, their strengths, and their uniqueness.
- Provide them with a wide range of words to describe and understand themselves.

Description of the activity

- **Discussion**

Getting to know yourself means knowing who you are, what you like and dislike, and what makes you different from others.

In advertising, a slogan helps a product to stand out from other similar products. A slogan is an easily articulated and memorable phrase that clearly expresses a concept that is being broadcast or being used to bring people together. Become your own product and sell yourself!

- **Collective brainstorming**

The facilitator separates the blackboard into two parts. On one side, the students write a list of some familiar slogans. On the other side, students make a list of qualities, characteristics, and interests that can be used to describe people in their age group. These lists will be used as models to guide students in their writing.

- **Writing**

Students are asked to write a personalized slogan that represents them. The facilitator may choose to allow the students only 15 minutes for this, or give them more time and continue the activity the following day or during another period.

- **Match the student to the slogan (optional)**

The activity may be continued by reading the slogans one by one (or having students read them at random). The group tries to match each slogan to the appropriate student.

Extending the activity

Have you ever wondered how your parents see you and what they think of you? Ask them to write a slogan that describes you.

Parents can be asked to do this activity with their children. The parents write a slogan that describes their child. Comparing the student's slogan to the parents' slogan will spark a discussion on how the student is perceived. You can also suggest that students organize an activity like this within their family, including their parents and siblings.

Activity 4 | CARD GAME

Objective

- To make students aware of the fact that personal and social skills, such as self-esteem, communication, interpersonal relations, and accomplishments, serve as protective factors against addiction.



Material

Printed copies of the card game (Appendix 4).

Description of the activity

- Print enough copies of the handout, bearing in mind that each student should have one card. For example, for a group of 36 students, print 9 copies of the sheet that contains the 4 playing cards (Appendix 4).
- Distribute the cards to the students at random.
- Once each student has a card, ask everyone to read their card and describe a real situation that clearly shows that they have that particular accessory in their own life. There is a blank space on each card for the students to write their situations. You may suggest that students begin their situation with the phrase, "I use my own Kontak when..."
- Next, divide the class into groups. All of the Kontaks in one group, the 3F Viewfinders in another, and the Adrenalixes and the P Batteries in other groups. The students in each group then share what they wrote to see the various situations.
- Finally, each group selects a team captain to present their accessory to the class (Kontak, 3F Viewfinder, Adrenalix, and P Batteries) and explain the group's interpretation of the card.

Example:

"I use my own Kontak when
I have problems at school.
I talk to..."





Appendix 1: THE INTERVIEW

Information about protective factors

A protective factor is: an element that helps to overcome certain difficulties, even when negative elements are present (such as having a lot of stress, having the impression that there is no support during difficult times, etc.).

Protective factors can help you to avoid developing alcohol or drug problems.

Here are some examples:

- Having good self-esteem
- Knowing your strengths and weaknesses
- Believing in your future and setting goals for yourself
- Having friends who you can trust and be comfortable with
- Cultivating good relationships with your family
- Getting involved in projects, developing passions, and engaging in sports or leisure activities on a regular basis
- Having healthy living habits in terms of food, sleep, etc

By recognizing and developing protective factors (like self-esteem, ability to solve your problems yourself, etc.), you protect yourself against distress in general and also against problems associated with drugs and alcohol. You can thus better control your environment and make choices that will promote your well-being.

Also visit the website: tasjuste1vie.com



Appendix 2: INTERVIEW SHEET

Name of the person interviewed _____

QUESTIONS

Part 1: This person...

Would like to become _____ because _____.

Admires _____ because _____.

Thinks the world would be a better place if _____.

Part 2: This person likes...

Which movie? _____.

Which sport? _____.

Which food? _____.

Which music group? _____.

Which website, book or video game? _____.

Which family activity? _____.

Which activity with friends? _____.

Which animal? _____.

Part 3: This person dreams of...

Travelling to this city or country _____.

Seeing _____ in concert.

Part 4: In his/her own opinion, this person...

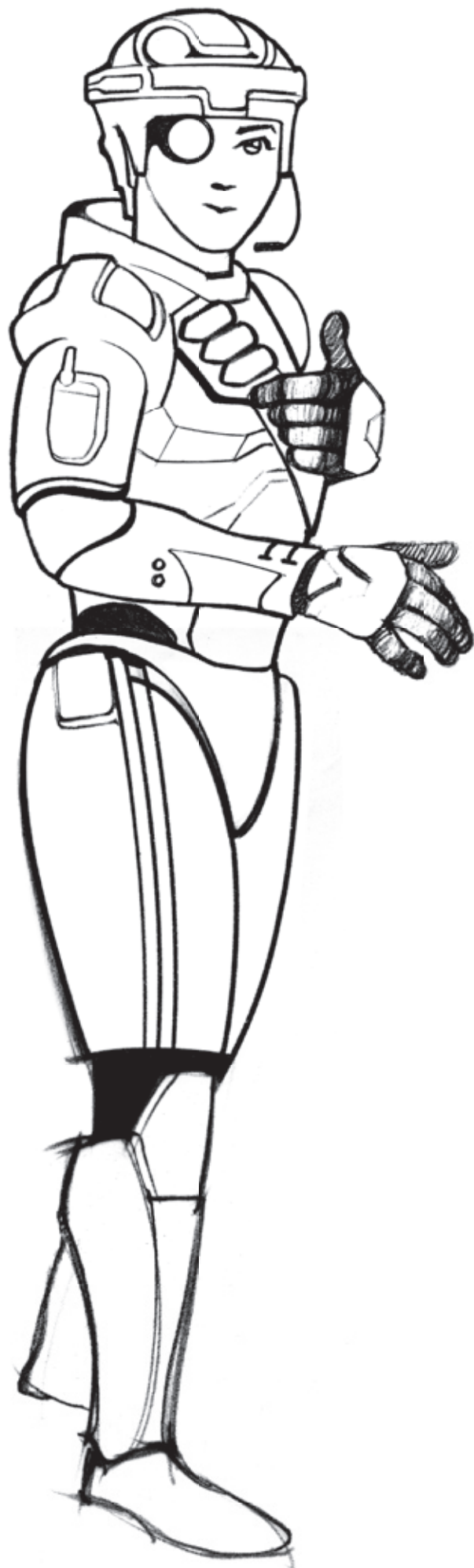
has the following qualities: _____.

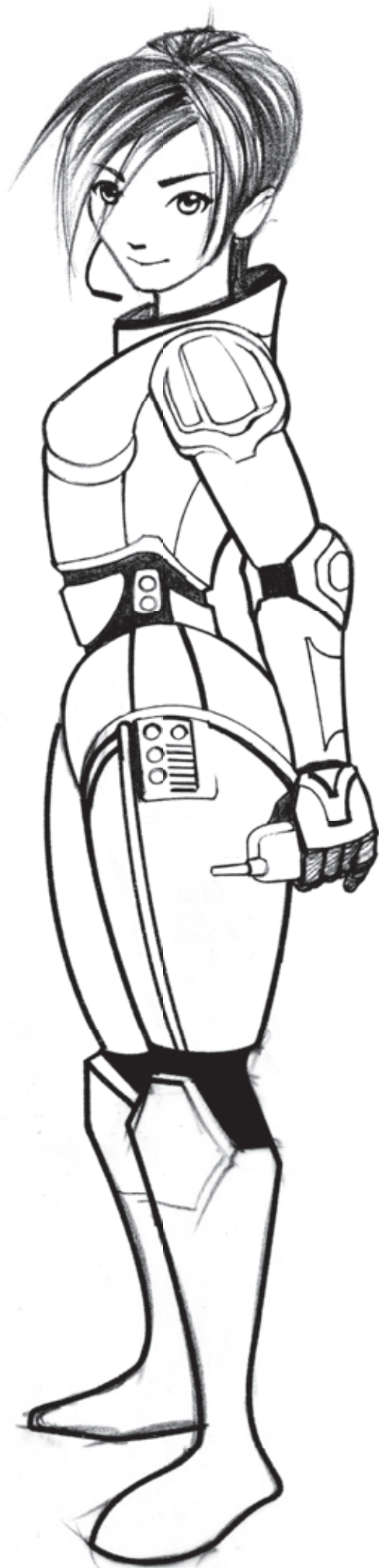
has the following weaknesses: _____.



Appendix 3:

ROBOT BOY AND ROBOT GIRL SHEETS





Appendix 4: CARD GAME

Kontak:

Dialogue transmitter/receiver



- You see advice when you need help.
- You talk to your friends or parents when you feel sad.
- You communicate your opinions and respect other people's opinions.

3F viewfinder:

Friend detector



- You choose friends who respect your opinions and choices.
- You understand the influence that others may have on you.
- You don't let anyone intimidate you.

P batteries:

Pride replenisher



- You recognize your strengths, and you accept yourself for who you are!
- You think about what you really want, and you make appropriate choices.
- You try to find solutions to your problems.

Adrenalix:

Energy reserve

sports + activities + projects



- You choose to participate in activities that help to fulfil your dreams.





Direction des communications, ministère de la Santé et des Services sociaux

This document is available online at **dependances.gouv.qc.ca** by clicking **Drugs and alcohol** and then **Drug awareness week**.

Masculine pronouns are used generically in this document.

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