



2012 ACTIVITIES GUIDE

FOR GROUPS AGES 13 TO 16

25th DRUG AWARENESS WEEK
ALCOHOL – DRUGS – GAMBLING

Québec 

Drug Awareness Week
2012 Activities guide for groups ages 13 to 16

**Drug Awareness Week will take place from November 18 to 24, 2012.
This year we have developed a host of original activities for young people
between the ages of 13 and 16.**

Please note: The activities described here have been specifically developed for young people 13 to 16 years of age. Activities guides for those between the ages of 10 and 12 or 17 and 24 can be downloaded from the website **dependances.gouv.qc.ca** (click on Drug Awareness Week in the Drugs and Alcohol section).

The *2012 Activities Guide* is a tool for teachers and professionals working with young people ages 13 to 16. While it is being introduced during Drug Awareness Week, its activities can be carried out at any time of year. It is also advisable to link into other efforts that are already under way in the school, such as the *Healthy Schools*, guidance-oriented approach, and violence prevention.

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PREVENTING DRUG ADDICTION IN YOUTH

While a social information and awareness campaign like Drug Awareness Week differs from standard prevention programs in terms of its form and intensity, certain factors found effective in the literature have been taken into consideration when developing the framework for 2012 Drug Awareness Week tools, including the activities presented here.

The activities, tailored to the ages and background of this cohort and intended for small homogeneous groups discussing alcohol or drug use, are known to be more effective at preventing drug addiction. In addition, getting young people with good communication skills (prosocial pairs) involved, having activities co-moderated by a professional and a prosocial pair, and carrying out recall activities are also recognized as some of the best ways to prevent addiction.

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

Laventure, Myriam, K. Boisvert, and T. 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", written by Palluy, Jézabelle et al, Québec City, Institut national de santé publique du Québec, 2010, available online at http://www.inspq.qc.ca/pdf/publications/1065_ReussiteEducativeSanteBienEtre.pdf.

Dubé, Gaétane et al. "Québec Survey of Smoking, Alcohol, Drugs and Gambling in High School Students", 2008, Québec City, Institut de la statistique du Québec, 2009, 222 pp. (The full version is available only in French, "Enquête québécoise sur le tabac, l'alcool, la drogue et le jeu chez les élèves du secondaire".)

Other documents can be found on the website **dependances.gouv.qc.ca** in the **Drugs and Alcohol** section, under **Publications about drugs and alcohol**. They include:

- *Young people and alcohol*
- *Teens & cannabis*
- *Young people and designer drugs*
- *Taking amphetamines to lose weight—not such a great idea!*
- *The dangers of chugging alcohol*
- *Drugs...Let's talk about it*
- *The law of effect* (a chart)
- *More about drugs* (a chart)

ACTIVITY I

MY DREAMS, MY PASSIONS—
WHAT'S INTENSE TO ME!

OBJECTIVE

ENCOURAGE YOUNG PEOPLE TO DREAM AND TO DISCOVER ACTIVITIES THEY CAN BECOME INTENSELY INTERESTED IN. THESE ACTIVITIES CAN SERVE AS PROTECTIVE FACTORS, HELPING TO PREVENT INAPPROPRIATE BEHAVIOR LIKE THE USE OF ALCOHOL AND OTHER DRUGS.

MATERIAL

- A worksheet to be photocopied for each student (Appendix I)

TIME REQUIRED

In class: 60 to 70 minutes for a group of 25 students
Individual preparation time for each student:
20 to 30 minutes

HOW THE ACTIVITY WORKS

- Each participant gives an oral presentation in front of the class, talking about his or her dreams and passions. To help prepare, students will use the worksheet in Appendix I, which will be handed out to them. After all the presentations, the teacher will talk with the students about their dreams and passions, focusing on the attitudes and skills they're developing as they pursue their hopes and aspirations—in particular, communication, teamwork, open-mindedness, and so on. The students should grasp the idea that they will be able to use these attitudes and skills in all sorts of challenging situations. They will become aware of the importance of getting involved with things they love and having dreams that can help protect them against inappropriate behavior such as alcohol and drug use. Teachers can refer to Appendix 5 for additional ideas about how to conduct this discussion with their students.

ACTIVITY 2

MYTH OR REALITY?

OBJECTIVE

PROVIDE YOUNG PEOPLE WITH ACCURATE INFORMATION SO THEY CAN MAKE ENLIGHTENED CHOICES ABOUT USING ALCOHOL AND DRUGS OR ENGAGING IN GAMBLING, IN ORDER TO PREVENT AT-RISK BEHAVIORS ASSOCIATED WITH THESE TYPES OF ACTIVITIES.

MATERIALS

- The PowerPoint presentation *Myth or Reality?*, which can be downloaded from the website dependances.gouv.qc.ca
- A computer and a multimedia projector

TIME REQUIRED

30 to 45 minutes

HOW THE ACTIVITY WORKS

- Show the PowerPoint presentation *Myth or Reality?* to participants and ask them to try to determine whether the statements made are actual facts or just popularly held beliefs.
- Show the slides, one at a time, and ask the students about each suggested statement. For instance, ask for a show of hands from those who think the statement is false, and then a show of hands from those who believe the opposite, that it's true. Then proceed to the next slide, which will show the correct answer.
- After the slide show, lead a discussion of the various perceptions that the students had at the start, and ask them whether this activity has led them to think otherwise.

ACTIVITY 3

THE GIANT GAME OF LIFE

OBJECTIVES

- INTRODUCE STUDENTS TO ACTIVE LISTENING AND MAKE THEM AWARE HOW IMPORTANT IT IS TO EXPRESS THEIR EMOTIONS.
- ENCOURAGE STUDENTS TO THINK ABOUT WAYS TO STAND UP TO PEER PRESSURE.

MATERIALS

- Question cards, to be printed out for the moderator (Appendix 2)
- Colored vinyl electrical tape
- A square cardboard box and felt-tip marker for making dice

Suggestion: Read the active listening info sheet (Appendix 3) to the students before or after they take part in *The Giant Game of Life*.

TIME REQUIRED

60 to 75 minutes

FORMAT OF THE ACTIVITY

An in-class group activity where students are divided into teams of four or five players.

DESCRIPTION OF THE ACTIVITY

- Create a life-size board game with 24 boxes, using the classroom floor as your playing field. Use colored tape to outline the game board boxes on the floor (see the illustration on the following page).
- Use the square cardboard box as a giant-size dice. Write the numbers one to six on each side of the box.
- Print the question sheet and cut the questions apart, one per card. Divide the group into teams of four or five players. One person from each team will serve as a "human game token" on the life-size game board.
- Each team takes turns answering a question or following directions after throwing the dice and moving to a new location on the game board.

ACTIVITY 3

THE GIANT GAME OF LIFE (CONT'D)

CREATING THE GAME BOARD

Make a large square around the playing area. Then divide it into four columns and six rows. See the example below.

VARIATION

Using the same question cards, play a game of "Q&A". Instead of creating a life-size game board, just divide the group into teams and ask them to answer questions as you go around the room. Keep track on the board of how many points the teams earn, so you can determine the winners.

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

ACTIVITY 4

THE "INTENSE BY NATURE" INTERVIEW

OBJECTIVES

- HELP STUDENTS RECOGNIZE THE THINGS THEY CARE ABOUT INTENSELY AND ARE COMMITTED TO, THEIR STRENGTHS AND THEIR SKILLS, AND THOSE OF OTHER YOUNG PEOPLE.
- MAKE STUDENTS AWARE OF THE FACT THAT INVOLVEMENT IN SPORTS, THE ARTS, OR OTHER LIFE CHOICES IS AN EXCELLENT PROTECTIVE FACTOR THAT CAN HELP THEM AVOID VARIOUS PROBLEMS, INCLUDING THOSE RELATING TO ALCOHOL OR DRUG USE.
- MAKE STUDENTS AWARE OF THE FACT THAT PERSONAL AND SOCIAL SKILLS—LIKE SELF-ASSERTIVENESS, COMMUNICATION, AND PROBLEM SOLVING (INTERPERSONAL RELATIONS) ARE PROTECTIVE FACTORS AGAINST THE DANGERS OF ALCOHOL AND DRUG USE.

MATERIALS

- The interview worksheet, to photocopy for each student (Appendix 4)
- The protective factors info sheet, for the moderator (Appendix 5)

TIME REQUIRED

45 to 90 minutes, depending on the number of students

The activity can be spread over two class periods: one for interviews, the other for group discussion.

HOW THE ACTIVITY WORKS

The students are asked to pair up, and each of them receives an interview worksheet. They should then take turns interviewing one another. After completing the interviews, the pairs are asked to form four- or six-person groups. Using the information on their worksheets, each student presents a verbal portrait of the person interviewed. In two or three minutes, the interviewer must share with the group the passions, interests, qualities, and strengths of the person interviewed. The moderator should pay close attention to students who may need assistance to bring out their strengths and good qualities, and should emphasize the positive aspect of the exercise.

After the presentations, the moderator kicks off a group discussion, using these questions:

- What are the passions, interests, strengths, and qualities that the interviews helped you discover among the others?
- Which of these passions and interests are likely to result in positive attitudes and life skills?
- How does developing these attitudes and life skills protect you from various problems, like those related to the use of alcohol or other drugs?

The moderator concludes the group discussion by remarking to the students that their passions, interests, and dreams help them develop positive attitudes and life skills. These are strengths, protective factors against risks related to the consumption of alcohol and drugs. Each of us must realize that we have strengths and that we can learn to use them in everyday life. This is what helps us make sound personal decisions.

APPENDIX I

MY PASSIONS, MY DREAMS—
WHAT'S INTENSE TO ME!

What is your passion, your dream? _____

How did you discover this passion or dream? _____

What attracts you to this passion or dream? _____

When you get involved with this activity or think about your dream, what do you feel? _____

Where do you think this passion or dream will lead you? _____

APPENDIX 2

QUESTION CARDS FOR THE GIANT GAME OF LIFE

<p>Open-ended question</p> <p>What would you do if...someone in your class was without a study team?</p> <p>Answer: Why not ask them become part of your team?</p>	<p>You overcame one of your fears, thanks to your personality and your friends' help.</p> <p>Roll the dice.</p>
<p>True or false</p> <p>Active listening means listening and texting at the same time.</p> <p>Answer: False</p> <p>By active listening we mean paying close attention—in other words:</p> <ul style="list-style-type: none"> • being attentive • being available • understanding the emotions that the other person feels 	<p>Skip a turn.</p>
<p>Open-ended question</p> <p>Why is it so important to be attentive to someone when they talk to me?</p> <p>Answer: First, being attentive to others lets them feel they're being heard, so they feel more comfortable talking. In addition, it lets you better understand the emotions and message that they're trying to communicate to you.</p>	<p>Understanding others</p> <p>Name a quality or a strength of a member of your team.</p>
<p>Multiple choice</p> <p>When you experience a conflict with a friend, the best option is:</p> <p>A) to badmouth them with other kids in school</p> <p>B) to never speak to them again</p> <p>C) to figure out what's really bugging you and talk about what you're feeling</p> <p>Answer: C</p>	<p>Multiple choice</p> <p>Enjoyable pastimes—like playing sports—are:</p> <p>A) great ways to have fun</p> <p>B) good ways to meet new friends</p> <p>C) a way to stay in shape and get exercise</p> <p>D) a way to protect yourself against potential problems related to the use of alcohol, drugs, or gambling</p> <p>E) All of the above</p> <p>Answer: E</p>
<p>True or false</p> <p>Everyone has their own passions and interests.</p> <p>Answer: True</p> <p>We're all unique!</p>	<p>Self-knowledge</p> <p>Name an activity that you'd like to try some day.</p>

APPENDIX 2

QUESTION CARDS FOR THE GIANT GAME OF LIFE (CONT'D)

<p>True or false</p> <p>The Tel-jeunes phone line is only available on weekdays.</p> <p>Answer: False</p> <p>You can call any time: 1-800-263-2266.</p>	<p>Open-ended question</p> <p>What is your favorite activity or sport?</p>
<p>Your friends want to do something you don't care about. You're able to say no without making a big deal of it, thanks to your usual good nature. You can now roll the dice—twice! Good for you!</p>	<p>Understanding others</p> <p>Name something that a person in your class is passionate about.</p>
<p>Multiple choice</p> <p>If you find yourself in a difficult situation, who can you talk to?</p> <p>A) Your teacher B) A friend C) A parent D) Someone on a phone help line, like Tel-jeunes E) All of the above</p> <p>Answer: E</p> <p>Don't hesitate to seek out someone you trust!</p>	<p>Open-ended question</p> <p>When someone speaks to you, why is it important to really understand the emotions that they're feeling?</p> <p>Answer: Often we misinterpret the emotions that others can be feeling. To really understand what they're going through, take time to figure out what emotions they're experiencing. This is a key part of the message they're trying to send.</p> <p>You're a unique and special person!</p> <p>Roll the dice.</p>
<p>You took the time to say something nice about a friend's smile and jokes. Roll the dice twice.</p> <p>Congratulations!</p>	<p>You're a unique and special person!</p> <p>Roll the dice.</p>
<p>True or false</p> <p>If one of your friends wants to get involved in an activity or thing you don't want to do, suggesting another activity that you like may be a good solution.</p> <p>Answer: True</p> <p>Ask the students for other solutions.</p> <p>For instance, defuse the situation with humor; state clearly that you just aren't interested, do something else with other friends, and so on.</p>	<p>Multiple choice</p> <p>One of your pals tells you about something he and his brother did at home. You get the impression he's mad at his brother, so...</p> <p>A) you don't bring it up again, since it's none of your business! B) you tell him that he shouldn't give in to anger, because it's a negative emotion C) you probe to find out how your friend is really feeling, so you can better understand and get him to talk things over.</p> <p>Answer: C</p> <p>It's easy to misread other people's emotions, so it's always important to probe to make sure you're right.</p>

APPENDIX 2

QUESTION CARDS FOR THE GIANT GAME OF LIFE (CONT'D)

<p>True or false</p> <p>When friends are trying to influence you, the fact that there's someone else in the group who has the same opinion you do helps you resist peer pressure.</p> <p>Answer: True</p> <p>It's often easier to "be your own person" in a group when you don't feel alone, so finding allies can be a very good approach.</p>	<p>True or false</p> <p>You've always got to be ready to drop everything and listen to others.</p> <p>Answer: False</p> <p>It's only natural for us to become preoccupied with our own concerns at times. So it's perfectly okay to tell friends that because you really want to focus on what they have to say, you'd rather put off talking till later when you can concentrate.</p>
<p>True or false</p> <p>Other people are always negative influences.</p> <p>Answer: False</p> <p>Friends can very often be positive influences in our lives.</p>	<p>Self-knowledge</p> <p>Name something you're passionate about or an activity you'd like to try.</p>
<p>Open-ended question</p> <p>Can you describe a situation where you encountered a positive influence?</p> <p>Answer: Every situation with a positive influence is a good one. Some examples might include friends who encourage you to get involved in a new sport or play a musical instrument, etc.</p>	<p>Skip a turn.</p>
<p>Open-ended question</p> <p>What would you do if the kids in your class rejected a friend because he or she still likes a musical group that's been "over" for more than a year already?</p> <p>Some possible replies include: Stand up for your friend, tell the mean kids about your friend's other good qualities, and so on.</p>	<p>Self-knowledge</p> <p>Name an activity you love doing with your friends.</p>

APPENDIX 2

QUESTION CARDS FOR THE GIANT GAME OF LIFE (CONT'D)

<p>Open-ended question</p> <p>What would you do if one of your friends confided that she doesn't like the way she looks?</p> <p>Some possible replies: Each of us is different, and we each have our own good points.</p> <p>It's important to let others know you're willing to listen and help them feel good about their strengths and uniqueness.</p>	<p>True or false</p> <p>Every person is different—and that's one of the important strengths we each have.</p> <p>Answer: True</p> <p>We can express our uniqueness in various ways: how we dress, the music we listen to, our qualities, challenges, etc.</p>
<p>True or false</p> <p>If something is on the Internet, it's got to be true.</p> <p>Answer: False</p> <p>Many websites contain inaccurate information, so it's important to check what you find online with an adult to ensure it's right.</p>	<p>Self-knowledge</p> <p>Name an interest that you share with someone else in your class.</p>
<p>True or false</p> <p>The websites dependances.gouv.qc.ca or intenseaunaturel.com (in French only) are a source of useful information.</p> <p>Answer: True</p> <p>You can go to these sites if you have questions or if you need information on alcohol or drug use or gambling.</p>	<p>Multiple choice</p> <p>Which of the following reasons can explain why someone would try drugs or alcohol for the first time?</p> <p>A) Everyone else is doing it. B) They're curious. C) They weren't able to say no. D) They don't want to let their friends down. E) All of the above</p> <p>Answer: E</p> <p>We can be influenced by a lot of things. That's why it's important that you know you have every right to say no—standing up to peer pressure is never a bad thing!</p>
<p>True or false</p> <p>Being best friends means always being alike—otherwise you can't really claim you're best friends.</p> <p>Answer: False</p> <p>You're not like anyone else, period! However, we do share our likes, qualities, and important moments with others. Friendship is a wonderful adventure, the chance to discover other people and respect the differences we all have.</p>	<p>You know your own strengths and interests—and that's really important.</p> <p>Roll the dice.</p>

APPENDIX 3

INFORMATION ON ACTIVE LISTENING

ACTIVE LISTENING

None of us like feeling that we're being ignored—it can make us feel alone and misunderstood. But it doesn't have to be like that: you can show the people around you that you're truly interested in them and that you want to be there for them. "Active listening" is a good way to do that. But what exactly is active listening?

Active listening means being aware of more than just words. It involves hearing, interpreting, and understanding the emotions that other people express or exhibit. They may not always clearly identify these sentiments themselves, which is why you have to concentrate on what the other person is saying, without interrupting, and be sensitive to the emotions that underlie their message. We often think we've figured out how someone feels, but we haven't really. So always take time to confirm what you think your friends mean by restating what you heard them say.

Engaging in active listening also means showing you're interested in the speaker's message. You can signal this by asking questions, using your eyes and body to express your interest, and having a curious, open mind.

Active listening will let you become closer with your friends, and help the person who's speaking feel that you understand and accept them.

APPENDIX 4

"INTENSE BY NATURE" INTERVIEW WORKSHEET

Name of the person interviewed: _____

QUESTIONS

Part 1 This person...

Would like to become...
because...

Admires...
because...

Thinks the world would be better if...

Is involved in...
because...

Loves...
because...

Would like to try...
because...

Part 2 This person loves...

What film?

What sport?

What foods?

What music group?

What website, book, or video game?

What family activity?

What activity with friends?

What animal?

Part 3 This person dreams of...

Traveling to this city or country...
because...

Seeing a show with...
because...

Part 4 According to [name]...

His/her best qualities are:

His/her weaknesses are:

He/she describes himself/herself as:

Is this person in touch with his or her own
"personal intensity"?

APPENDIX 5

ADDITIONAL INFORMATION

PROTECTIVE FACTORS

This is a factor that, due to its existence, lessens the likelihood that an individual will develop substance abuse problems, particularly involving alcohol or drug consumption or addiction to gambling. Protective factors can be acquired or reinforced.

INVOLVEMENT = A PROTECTIVE FACTOR

INVOLVEMENT IS DEFINED AS

Regular participation in one or more activities for an extended period, in a variety of settings (e.g., within the family, at school, or in community or extracurricular youth organizations). For young people, becoming involved in the environments around them has proven to be one of the most significant protective factors when it comes to preventing problems like those associated with alcohol or drug use.

WHAT WE GAIN FROM GETTING INVOLVED

Becoming involved in activities we enjoy is beneficial in countless ways. For instance, it can help us improve our self-knowledge and self-confidence, introduce us to friends who share the same interests we do, bring us into contact with adults who are caring and supportive, help us develop assertiveness, teach us how to control our emotions, and help us develop a sense of belonging.

TYPES OF ACTIVITIES

- Community service and volunteering
- Social action
- Individual or team sports
- Music and the arts
- Involvement in student life (being on a committee, working on the campus radio station, in improv groups, etc.)

EXAMPLES OF INVOLVEMENT

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

OTHER PROTECTIVE FACTORS

- Having good self-esteem
- Knowing your strengths and weaknesses
- Having faith in the future and setting goals
- Having a trusted group of friends
- Getting along well with family
- Having good social skills (assertiveness, respect for others, the ability to manage peer pressure, etc.)
- Having healthy habits, in the form of physical exercise, diet, sleep, and so on

PRODUCED BY

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This document is only 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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