



2013 ACTIVITIES GUIDE

FOR GROUPS AGES 17 TO 24

UN
QUÉBEC
POUR TOUS

DRUG AWARENESS WEEK
ALCOHOL—DRUGS—GAMBLING

Québec 

DRUG AWARENESS WEEK

2013 Activities Guide for Groups Ages 17 to 24

Drug Awareness Week will take place from November 17 to 23, 2013. This year we have developed a host of original activities for young people ages 17 to 24.

Please note: The following activities have been specifically developed for young people ages 17 to 24. Activities guides for youth ages 10 to 12 and 13 to 16 can be downloaded at dependances.gouv.qc.ca (click on *Drug Awareness Week* in the *Drugs and Alcohol* section).

THE 2013 ACTIVITIES GUIDE IS A TOOL FOR TEACHERS AND PROFESSIONALS WORKING WITH YOUNG PEOPLE AGES 17 TO 24.

While this guide being introduced during *Drug Awareness Week*, its activities can be carried out at any time of year.

The activities in this guide were developed to promote the most effective protection factor known for countering the risks associated with drug and alcohol use and gambling—youth involvement in their schools and communities. Getting kids involved can help them develop personal and social skills and competencies that will be useful in various aspects of their lives, but also in preventing the risks and consequences of drug and alcohol use and gambling. Appendix 1 of this guide contains additional information about protective factors and involvement.

Two of the three activities presented in this guide are also designed to inform youth ages 17 to 24 of the risks and consequences associated with different forms of marijuana and alcohol use, as well as gambling.

PREVENTING DRUG ADDICTION IN YOUTH

While an 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 were taken into consideration when developing the framework for *2013 Drug Awareness Week* tools, including the activities presented here.

The activities, which are tailored to the ages and interests of this cohort and intended for small homogeneous groups discussing alcohol or drug use, are known to be more effective at preventing addiction. In addition, getting young people with good communication skills (prosocial peers) involved, having activities co-moderated by a professional and a prosocial peer, 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.” Québec City: Institut national de santé publique du Québec, 2010, various pages. (Online at http://www.inspq.qc.ca/pdf/publications/1065_ReussiteEducativSanteBienEtre.pdf).

ACTIVITY

MY INVOLVEMENT = MY SKILLS!

➤ OBJECTIVES

- › Help young people recognize their involvement and the personal and social skills that it helps them develop.
- › Make students aware of the fact that these skills are excellent protection factors that can help them in various aspects of their lives and protect them from the risks associated with drug and alcohol use and gambling.

Note: This activity is aimed at young people ages 17 to 24 and can be done with:

- › Secondary 5 students
- › The whole student body using a lunch period booth or a special activity organized by student services at CEGEPs and universities
- › Young adults attending an adult learning center or a vocational training center
- › Young people involved with a community organization or establishment

MATERIALS

- › *My Involvement = My Skills!* questionnaire
- › Black or white board
- › *2013 Drug Awareness Week* notebook for 17- to 24-year-olds
- › Poster designed for 17- to 24-year-olds, displayed in the classroom (optional)

TIME REQUIRED

1 hour

HOW THE ACTIVITY WORKS

This activity consists of five steps:

- 1** Using an interactive approach, get the students to define “involvement.”
 - › Ask them to give examples of how they or others are involved.
- 2** Present the definition of “involvement” (see Appendix 1 if necessary).
 - › “Involvement” means participating in a variety of activities, including community involvement, volunteer work, social action, individual or team sports, music or arts, or any other intellectual endeavors that can be performed with the family, at school, or in youth, school, or community organizations.
 - › Activities count as “involvement” when they connect a person with the outside world and are considered to be important, significant, and structured, with a clear goal.
 - › Involvement therefore means more than just going out with friends or watching TV. The activities must allow the person to mix with caring adults who are role models and who support them and encourage their involvement.

3 As a class, ask the students to give examples of skills they can develop by getting involved (see examples in the box below). The goal is to provide examples while showing the link between activities and talents or the feelings of accomplishment and pride that may accompany them.

* We suggest using Appendix 1 to keep the group discussion going.

When you get involved in an activity that matches your interests, you may discover more about yourself and develop personal and social skills and competencies. For example:

- › You discover your talents.
- › You learn to know yourself better and what you like and don't like.
- › You meet other young people who share the same interests as you.
- › You develop good lifestyle habits (diet and exercise, etc.).
- › You learn to assert yourself and respect others.
- › You learn to better manage your stress and emotions.
- › You improve your physical or intellectual skills.
- › You learn to set goals and not give up despite the obstacles.
- › You build your self-esteem.
- › You develop critical thinking skills, which help you make good decisions.
- › You learn team spirit and cooperation.
- › You learn to excel.
- › You learn to handle criticism.
- › You gain a sense of responsibility.

4 Have the students individually complete the *My Involvement = My Skills!* questionnaire on the next page (10 or 15 minutes).

5 Ask the students in which areas of their lives their skills can help them (overcome more difficult times, resist peer pressure or influence, etc.), and remind them of the campaign slogan, "Intense by nature. There's so much more to life," which is intended to help young people get involved in activities or live out their passions. Conclude the activity by reminding the students that all these skills are also useful in helping them pursue activities they like, make decisions, assert themselves, and be better equipped to avoid problems such as those associated with drug and alcohol use and gambling.

QUESTIONNAIRE

MY INVOLVEMENT = MY SKILLS!

Name: _____

Based on the definition of “involvement,” can you identify one or more activities you are involved in?

Are there activities you would like to be more involved in than others? Why?

When you get involved in an activity that matches your interests, you not only develop certain talents, you also learn to know yourself better and develop personal skills (self-confidence, perseverance, anger and stress management, etc.) and social skills (assertiveness, etc.). Which skills do you think your involvement is helping you develop?

These skills foster the development of your personality and self-esteem. Give a concrete example of an experience you’ve had where you’ve used any of the skills identified in the previous question.

ACTIVITY

EFFECTS, RISKS, AND CONSEQUENCES: HOW DO YOU AVOID THEM?

➤ OBJECTIVES

- › Make young people aware of the effects, risks, and consequences associated with marijuana, synthetic drug, and alcohol use (especially binge drinking and excessive consumption) and gambling.
- › Get young people to identify strategies to avoid the various consequences associated with drug and alcohol use and gambling.
- › Help them recognize involvement as a protection factor.

Note: This activity is aimed at young people ages 17 to 24 and can be done with:

- › Secondary 5 students
- › The whole student body using a lunch period booth or a special activity organized by student services at CEGEPs and universities
- › Young adults attending an adult learning center or a vocational training center
- › Young people involved with a community organization or establishment

MATERIAL

- › Two 15-second video clips and two ad posters for young people ages 17 to 24 illustrating the possible consequences associated with drug and alcohol use (available at intenseaunaturel.com)
- › 2013 Drug Awareness Week poster for 17- to 24-year-olds
- › Appendix 1 on involvement
- › Appendix 2 on effects, risks, and consequences
- › Appendix 3 on the law of effect

TIME REQUIRED

60 minutes

HOW THE ACTIVITY WORKS

- 1 Show the two video clips and present the two ad posters.
- 2 Lead a discussion using the following questions:
 - › What consumption-related consequences did you identify in this situation? These consequences may affect the main character or other characters in the story.

*** We strongly suggest you guide the conversation with the following questions using Appendix 2 on effects, risks, and consequences.**

 - › What other consequences may be associated with drug and alcohol use?
 - › In your opinion, does every episode of drug and alcohol use cause physical and psychological effects? (See Appendix 3 on the law of effect)
 - › What might be the consequences of excessive alcohol consumption and binge drinking?
 - › Are there risks and consequences specifically related to marijuana and synthetic drug use?

Important: Be sure to tell young people they don't need to have consumed more than once or have a so-called abuse problem to suffer the negative consequences associated with drug use.

3 Using the preferred format, present the information available in Appendix 2 on the effects, risks, and consequences associated with each form of alcohol, marijuana, and synthetic drug use, as well as with gambling.

4 Lead a discussion on strategies that can be used to reduce or avoid the risks and consequences associated with drug and alcohol use.

Young people can also identify strategies in groups before the teacher or professional presents them.

Examples of strategies that help young people reduce or prevent risks associated with drug or alcohol use or gambling:

- › Choose not to use.
- › Go to parties with a friend where you agree to keep an eye on each other.
- › Learn how to say no to drugs, alcohol, and gambling.
- › Avoid putting yourself in situations where you might be offered drugs or alcohol.
- › Choose a designated driver or decide not to drive.
- › Provide non-alcoholic drinks at parties.
- › Decide in advance to limit your drinking.
- › Decide in advance not to use certain substances and tell somebody you'll be with about your decision.
- › Set a spending limit if you're going to gamble and ask a friend to help you stick to it.

5 Wrap up the activity by presenting the *Drug Awareness Week* poster¹ designed for 17- to 24-year olds, stressing the slogan, “Intense by nature. There’s so much more to life.” and using the following discussion questions (refer to Appendix 1 on involvement):

- › What message is the slogan trying to convey to young people your age?
- › Why do you think the message “There’s so much more to life” was chosen?
- › What do you think is the connection between being involved in activities and the consequences associated with drug and alcohol use and gambling?

Key point: Mention that the slogan is intended to get young people involved in activities and passions that match their interests. Their experiences during these activities will help them develop personal and social skills that build character and self-esteem. This in turn will lead them to make informed and sensible choices when it comes to alcohol and drug use, as well as in other areas of their lives.

¹Poster can be viewed at dependances.gouv.qc.ca.

ACTIVITY

TRUE OR FALSE?

➤ OBJECTIVES

- › Provide accurate and credible information on the effects, risks, and consequences associated with marijuana, synthetic drug and alcohol use (especially binge drinking and excessive consumption) and gambling.
- › Promote the involvement of young people in activities that match their interests and help them develop personal and social skills.

MATERIALS

- › *True or False?* PowerPoint presentation (available at dependances.gouv.qc.ca)
- › Computer and multimedia projector
- › *2013 Drug Awareness Week* notebook for 17- to 24-year-olds (optional)

TIME REQUIRED

45 to 60 minutes

HOW THE ACTIVITY WORKS

- › Tell the students the objectives of the activity.
- › Start the *True or False?* PowerPoint presentation. Show one slide at a time, taking the time to ask students about each statement. For example, ask those who think a statement is true to raise their hands, then those who think it is false. Reveal the slide with the correct answer afterwards.
- › To conclude the activity, ask students to answer the questions on involvement on the last two pages of the presentation. The content of the notebook may help them find examples of activities or skills.

APPENDIX 1

ADDITIONAL INFORMATION

PROTECTIVE FACTORS

These are factors that, by their very presence in people's lives, can reduce the likelihood of problems, particularly related to alcohol or drug use, or to gambling. Protective factors can be acquired or reinforced.

Involvement = a protective factor

Involvement can take the form of engagement in any number of activities, including community involvement and volunteering, social action, individual or team sports, music and the arts, or other intellectual pursuits that can be practiced with the family, at school, or in youth, school, or community organizations. To be considered involvement, activities must meet certain criteria: they must serve as a link between the individual and the outside world, be important and significant, be structured with a clear goal rather than random (e.g., going out with friends, watching TV, etc.), and be an opportunity for young people to spend time with caring adults and role models who support and encourage their involvement.

WHAT WE GAIN FROM GETTING INVOLVED

Becoming involved in activities we enjoy is beneficial in countless ways. 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 and a sense of responsibility, help us develop our judgment and capacity for critical thinking, teach us how to control our emotions, and help us develop a sense of belonging.

OTHER PROTECTIVE FACTORS

- › Having good self-esteem
- › Knowing your strengths and weaknesses
- › Believing in your 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 terms of exercise, diet, and sleep

TYPES OF ACTIVITIES

- › Community involvement or volunteer work
- › Individual or team sports
- › Music and the arts
- › Intellectual activities

EXAMPLES OF INVOLVEMENT

- › Doing extracurricular activities during lunch periods (improv, drama, cooking, etc.)
- › Getting involved in school activities or joining a committee, especially at work
- › 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

APPENDIX 2

EFFECTS, RISKS, AND CONSEQUENCES

Using psychoactive substances like alcohol and drugs modifies brain function in a number of ways, including altering communication between nerve cells. These changes provoke various psychological and physical effects. Using psychoactive substances also comes with risks and consequences. The table below summarizes the main effects, risks, and consequences associated with drug and alcohol use, and gambling. For more information, visit dependances.gouv.qc.ca.

ALCOHOL	EFFECTS ▼	RISKS ▼	CONSEQUENCES ▼
	<ul style="list-style-type: none"> › Numbs the brain › Impairs your behavior and physical coordination <p>One hour after drinking:</p> <ul style="list-style-type: none"> › You feel more relaxed › You're a little more talkative › You're less inhibited › It usually feels pleasurable › You may become more emotional, sentimental, and excited <p>More drinking = more effects, more risks, more consequences:</p> <ul style="list-style-type: none"> › Impaired judgment › Slower reaction time › Blurred vision › Lack of balance, difficulty walking, or even the inability to walk › Muddled or even incomprehensible speech › Possibility of getting angry or depressed › Difficulty putting your thoughts in order and, sometimes, having totally confused thoughts 	<ul style="list-style-type: none"> › Make decisions you would not have otherwise made if you had not consumed › Say hurtful things to people, especially to those you love › Pick a fight (even with a friend) › Decide there's no risk involved in riding in a car with someone who has also consumed › Drive under the influence of alcohol or drugs › Have unprotected sex or intercourse you may not want › Post images or comments on social media networks that will harm you when viewed by your loved ones, current employer, or a future employer, etc. 	<p>Alcohol consumption increases the likelihood you will experience negative consequences. For example you might:</p> <ul style="list-style-type: none"> › Acquire a sexually transmitted infection › Become pregnant after unprotected sex › Suffer injuries in a fight or a motor vehicle accident › Lose your driver's licence › Acquire a criminal record and be unable to visit certain countries—the USA in particular—and be denied jobs requiring a clean record › Injure or even kill a friend or loved one in a brawl or while driving intoxicated <p>Consuming a large quantity of alcohol in a short period of time, commonly called “drinking games or binge drinking,” can cause serious consequences, such as:</p> <ul style="list-style-type: none"> › Repetitive vomiting › Difficulty breathing › Loss of consciousness and even death <p>A person who has consumed a large quantity of alcohol must never be left alone.</p> <p>A number of consequences are related to regular and prolonged use, as well as excessive consumption of alcohol:</p> <ul style="list-style-type: none"> › Physical problems › Violence › Problems at work or with friends and loved ones › Accidents, injuries, and death › Suicide › High-risk sexual behaviors

APPENDIX 2 (cont'd)

MARIJUANA	EFFECTS ▼	RISKS ▼	CONSEQUENCES ▼
	<p>Psychological effects associated with marijuana use:</p> <ul style="list-style-type: none"> › Feeling of well-being, calm, and relaxation › Tendency to talk more than usual › Spontaneous urge to laugh › Distorted senses, altered perception of time and space and sensory perception (colors look brighter, sounds are more intense) › Decrease in concentration and short-term memory <p>In some people:</p> <ul style="list-style-type: none"> › Possible hallucinations › A lot of anxiety and a change in self-perception <p>Physical effects associated with marijuana use:</p> <ul style="list-style-type: none"> › Rapid heart rate › Poor physical coordination and balance › Increased appetite › Dry mouth and sore throat › Swelling of the blood vessels (red eyes) › Drowsiness 	<p>The same as those for alcohol:</p> <ul style="list-style-type: none"> › Make decisions you would not have otherwise made if you had not consumed › Say hurtful things to people, especially to those you love › Pick a fight (even with a friend) › Decide there's no risk involved in riding in a car with someone who has also consumed › Drive under the influence of alcohol or drugs › Have unprotected sex or intercourse you may not want › Post images or comments on social media networks that will harm you when viewed by your loved ones, current employer, or a future employer, etc. 	<p>Marijuana possession is illegal. Simple possession of marijuana can result in legal action such as fines, detention, and a criminal record. Having a criminal record can limit your travel outside Canada and block access to certain jobs. The record remains open for five years and even after that period, the information can still be accessed.</p> <p>Physical consequences:</p> <ul style="list-style-type: none"> › Risk of injury due to lack of coordination and balance › Effects of the respiratory system › Risk of pulmonary problems <ul style="list-style-type: none"> – 1 joint is equivalent to 4 to 10 cigarettes – 1 joint contains 50% more tar than 1 cigarette <p>Excessive and repeated use of marijuana can lead to psychological dependence and cause individuals to rely solely on this method to meet their needs (feel pleasure, reduce anxiety, escape reality, etc.).</p> <p>Over the long term, excessive and regular use of marijuana can result in:</p> <ul style="list-style-type: none"> › A lack of motivation and interest › Difficulties with memory and concentration › An increase in anxiety and depression

APPENDIX 2 (cont'd)

SYNTHETIC DRUGS	EFFECTS ▼	RISKS ▼	CONSEQUENCES ▼
	<p>Synthetic drugs share some similarities.</p> <p>Amphetamine, methamphetamine, and ecstasy generally produce euphoric and stimulating effects, an energy rush, and a feeling of physical and mental power.</p> <p>Psychological effects:</p> <ul style="list-style-type: none"> › Anxiety › Hallucinations › Irritability › Panic attacks and mood change <p>In addition, after these effects wear off:</p> <ul style="list-style-type: none"> › Profound fatigue › A depressive state › Anxiety <p>Effects associated with GHB and ketamine use:</p> <ul style="list-style-type: none"> › Slowed body systems—respiratory, cardiac, locomotor, etc. › Possible anesthetic effects (loss of sensation) › Disrupted perceptions › Lack of inhibition and decreased anxiety 	<p>One of the biggest risk factors is that we can never be sure how much of these drugs we have actually taken. This means there may be:</p> <ul style="list-style-type: none"> › No effect › A partial or full effect › An extremely strong effect › A dangerous or even toxic effect <p>In addition to presenting the same risks as drug and alcohol use, some of these drugs may pose additional risks with consequences.</p> <p>Amphetamine risks:</p> <ul style="list-style-type: none"> › Fever › Heart problems › Rash › Tics › Anxiety › Hallucinations › Irritability, panic attacks, and mood change <p>Methamphetamine risks:</p> <p>The same as for amphetamines, BUT even stronger:</p> <ul style="list-style-type: none"> › Higher risk of addiction › Higher potential for toxicity <p>Due to its potency, methamphetamine can produce:</p> <ul style="list-style-type: none"> › A state of general exhaustion › Aggressiveness › A depressive state that can result in suicidal thoughts <p>Ecstasy risks:</p> <ul style="list-style-type: none"> › Severe hyperthermia (fever) › Dehydration › Urinary retention (inability to empty your bladder) › Can be extremely toxic for the liver › Sleep disruption › Memory loss <p><i>(continued on next page)</i></p>	<p>Synthetic drugs don't literally burn brain cells, but they do damage certain parts of the brain, sometimes permanently.</p> <p>Taking these drugs can cause:</p> <ul style="list-style-type: none"> › Physical problems (digestive problems, overdoses, nasal irritation) › Psychological problems (distress, anxiety, depression, suicidal thoughts, etc.) › Academic problems or problems at work (absenteeism, low motivation, suspension, poor grades, etc.) › Relationship problems with friends and family <p>As for alcohol and marijuana, it is illegal to drive under the influence of synthetic drugs. They can result in accidents because they:</p> <ul style="list-style-type: none"> › Diminish motor control › Diminish attention and slow reaction times while driving <p>Possession of synthetic drugs is illegal. Just possessing a small amount of a synthetic drug is punishable and can result in a criminal record—even for those under 18.</p> <p>Drug induced states, including those elicited by GHB and ketamine, involve significant risks and can result in injuries.</p>

APPENDIX 2 (cont'd)

SYNTHETIC DRUGS (cont'd)	<p style="text-align: center;">RISKS (cont'd)</p> <p style="text-align: center;">▼</p> <p>GHB risks:</p> <ul style="list-style-type: none">› Drowsiness› Difficulty coordinating movements and speech› Memory loss› Vomiting› Headaches› Unconsciousness› Convulsions› Hallucinations› Lower heart rate and blood pressure› Difficulty breathing <p>Ketamine risks (former anesthetic used in veterinary medicine):</p> <ul style="list-style-type: none">› Feeling of floating› Disorientation› Nausea› Dizziness› Anesthetic effects (loss of sensation)› Analgesia (insensitivity to pain)› Severe paralysis	
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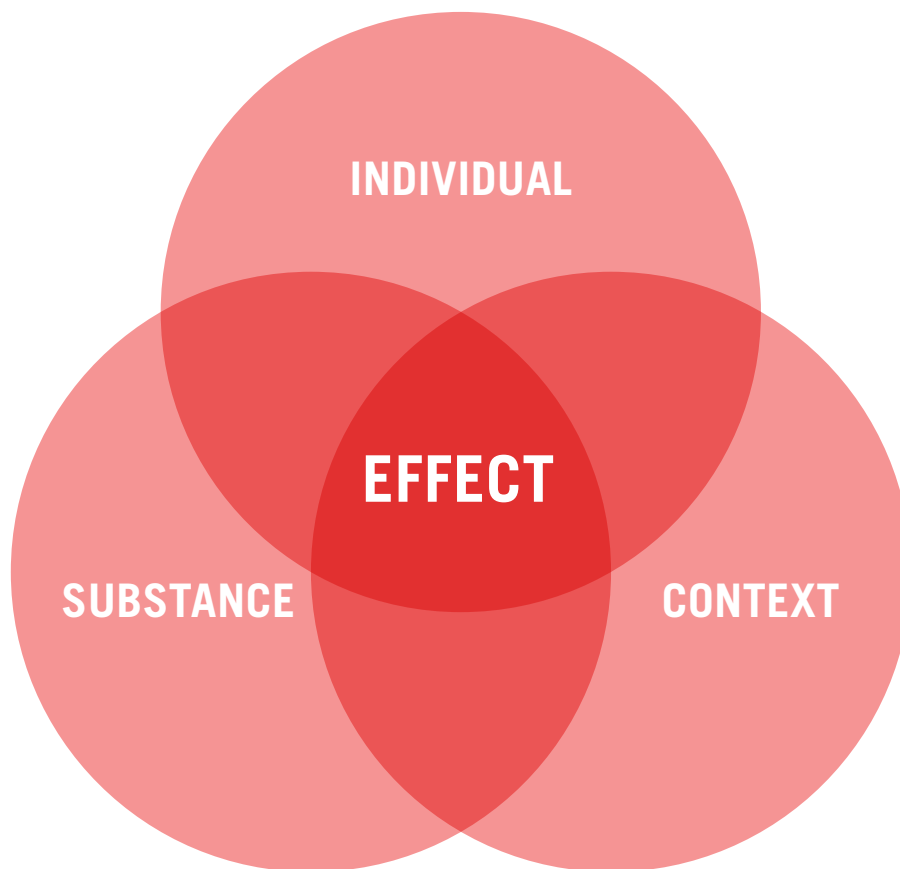
GAMBLING	<p>Gambling can be a significant part of a gambler's life, and can evolve into a very serious—even pathological—problem. However, gambling can have consequences even before a person gets to that point.</p> <ul style="list-style-type: none">› Encouraged by occasional wins, some gamblers begin playing more and more. They abandon other important activities (classes, work, activities with friends, etc.) in favor of gambling.› Some gamblers have misconceptions about gambling: they may decide to gamble to try and recoup their losses. They tell themselves that once they recoup they will stop gambling. If they lose, they feel they were unlucky.› They lose relationships because they lie to those close to them and because they borrow money from family, friends, colleagues, or even strangers. They often don't tell the truth about why they need money.› They obsess about their latest gambling experiences and their next attempts.› They experience stress and frustration and seek to mitigate these feelings by returning to gambling.› They look for ways to acquire money to gamble.
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APPENDIX 3

THE LAW OF EFFECT

Every individual is different. Our body, our mental state, the substance we consume, and the context all influence the consumption experience. This is called the law of effect (**E = SIC**).

Certain factors influence the effects of alcohol and drugs. These include the following:



SUBSTANCE (S):

- › Quantity
- › Frequency of consumption
- › Combination with other products
- › Tolerance to the product (the body's habituation to the product)
- › Method of administration (ingested, smoked, injected, etc.)
- › Purity

INDIVIDUAL (I):

- › Size
- › Sex
- › Weight
- › State of physical and psychological health
- › State of mind
- › Past experiences
- › Metabolism and predisposition

CONTEXT (C):

- › Location
- › Atmosphere
- › The people around you
- › Time of day

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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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