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# ACTIVITIES

# GUIDE

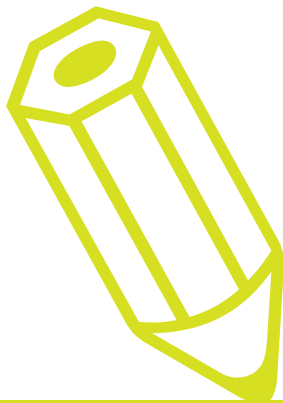
FOR GROUPS  
AGE 10 TO 12

# 2014



# DRUG AWARENESS WEEK

2014 ACTIVITIES GUIDE FOR GROUPS AGE 10 TO 12



**Drug Awareness Week will take place from November 16 to 22, 2014. This year we have developed a host of original activities for young people age 10 to 12 who are in Elementary Cycle 3.**

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



# THE 2014 ACTIVITY GUIDE IS A TOOL FOR TEACHERS AND THOSE WORKING WITH YOUNG PEOPLE AGE 10 TO 12.

Although the Guide is being launched as part of Drug Awareness Week (DAW), activities can be carried out at any time of year. It is advisable to link them to other efforts already underway at school, such as the Healthy School initiative, the guidance-oriented approach to learning, and violence prevention.

In keeping with expert recommendations, these tools for 10- to 12-year-olds do not contain any information about the use of alcohol or other drugs. Age-appropriate activities for this group aim to develop protective factors rather than inform children about the risks of drug and alcohol use and gambling.

The activities in this guide were developed to encourage young people to get actively involved in their communities. Involvement is a proven protective factor that is extremely effective at countering risks associated with alcohol and drug use and gambling. It can help young people develop


personal and social skills that become additional protective factors useful in many areas of their lives, including prevention of risks associated with alcohol and drug use and gambling. Appendix 1 of this guide contains additional information about protective factors and involvement.

More specifically, the activities in the Guide aim to help young people understand that the personal and social skills they build by getting involved in activities can be useful in other contexts and help them deal with all sorts of life situations.

## PREVENTING DRUG ADDICTION IN YOUTH

Although social information and awareness campaigns like Drug Awareness Week differ from prevention programs, notably in terms of their form and intensity, factors found effective in the literature have been taken into consideration in developing the tools for 2014 Drug Awareness Week, including the activities presented here.

Age-appropriate activities tailored to the target community and intended for small groups with similar patterns of alcohol or drug use (e.g., abstinence or non-consumption in the case of 10- to 12-year-olds) are known to be more effective at preventing addiction. Involving young people with good communication skills (prosocial peers) as facilitators, having activities co-moderated by a professional and a prosocial peer, and carrying out recall activities are further best practices recognized as effective means of preventing addiction.



To find out more about predictors of effectiveness in preventing addiction and dependency, 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." Eds. Jézabelle Palluy et al., Québec City: Institut national de santé publique du Québec, 2010, various pages. (Online at [http://www.inspq.qc.ca/pdf/publications/1065\\_ReussiteEducativeSanteBienEtre.pdf](http://www.inspq.qc.ca/pdf/publications/1065_ReussiteEducativeSanteBienEtre.pdf))

# ACTIVITY 1 SKILLS FOR LIFE!

## OBJECTIVES:

### HELP PARTICIPANTS:

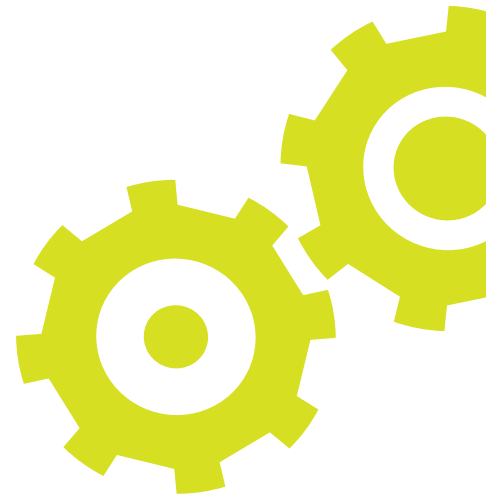
- ▶ Identify their favorite activities and discover new ones.
- ▶ Identify the personal and social strengths and skills they have acquired or can acquire through these activities.
- ▶ Realize that these skills can be useful in other aspects of their lives.
- ▶ Be good team players with other young people.

## MATERIALS

- ▶ Table on page 6, entitled *Skills for Life!*, one for each participant
- ▶ Black or white board or interactive whiteboard
- ▶ Pencils
- ▶ 2014 DAW notebook for 10- to 12-year-olds, one for each participant (optional)

## TIME REQUIRED

30 to 60 minutes



## HOW THE ACTIVITY WORKS\*

\* This activity is carried out in teams of 3 to 4.

1

Start by explaining to the participants that when they get involved in meaningful activities (see definition of involvement in Appendix 1), they develop personal and social skills (perseverance, ability to work on a team, etc.) they can use later in other situations and in other aspects of their lives.

2

Then, still based on the definition of involvement presented in Appendix 1, ask the participants to complete column I in the *Skills for Life!* table. Have them indicate the activities they are involved in or would like to try and list them in column I. You can explain the first example provided in the table and ask them to complete columns II and III for the second example. To identify activities, the participants can draw inspiration from those presented in the notebook for 10- to 12-year-olds and you can suggest the examples of involvement presented in Appendix 1.

3

Next, for each activity, ask the participants to identify the skills they build through their involvement. Have the participants also briefly explain why the activities help them develop these skills. Have them write their responses in column II.

### Examples of questions participants can be asked:

- ▶ What do you get out of this activity, pastime, or sport?
- ▶ What other skills do these activities help you develop?

### The list below can be used to give the participants examples of skills and strengths:

- ▶ Improve self-knowledge
- ▶ Be with caring, supportive adults
- ▶ Develop assertiveness
- ▶ Learn to control your emotions
- ▶ Develop a sense of belonging
- ▶ Learn to clearly express yourself
- ▶ Develop a vision for the future to see how current behaviors will pay off later
- ▶ Develop the ability to work on a team
- ▶ Develop open-mindedness
- ▶ Learn to respect others
- ▶ Learn to manage conflict

# ACTIVITY 1 SKILLS FOR LIFE!



## HOW THE ACTIVITY WORKS (CONT'D)

- ▶ Learn to respectfully disagree
- ▶ Learn to accept constructive criticism and use it to improve
- ▶ Develop perseverance (not just give up when you run into a challenge or obstacle)
- ▶ Have supportive friends who share the same interests and activities as you
- ▶ Deal effectively with peer pressure
- ▶ Seek advice from family members who support you
- ▶ Ask for help from a teacher or coach who recognizes your strengths
- ▶ Respond appropriately to suggestions for improvement
- ▶ Keep practicing in order to improve
- ▶ After experiencing a setback, try to understand what you can do better next time
- ▶ Etc.

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4

The participants continue the activity by sharing a real-life situation in which they used their skills. The situation must be briefly explained in column III of the *Skills for Life!* table. Other situations may have occurred with their family members, friends, etc.

**Example of a question that participants can be asked:**

- ▶ In what other situations in your life might this skill or competency be useful to you?

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5

Have the teams take turns presenting their completed *Skills for Life!* table to the rest of the class. You can also have the participants identify skills that other people in the group have acquired and use in different aspects of their lives. You can ask participants to give their presentation using the interactive whiteboard.

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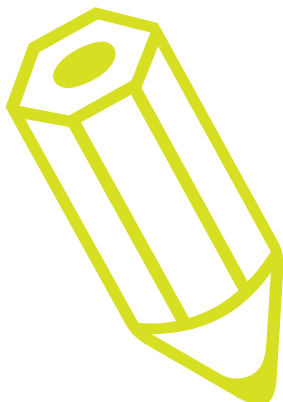
Wrap up the activity by talking with the participants about how they can develop skills and abilities through activities and how these skills can help them to deal with all kinds of situations and challenges they may encounter in other areas of their lives.



TABLE

1

# SKILLS FOR LIFE!



ACTIVITIES I AM INVOLVED IN (OR WOULD LIKE TO GET INVOLVED IN)	SKILLS DEVELOPED THROUGH INVOLVEMENT IN THESE ACTIVITIES	OTHER LIFE SITUATIONS IN WHICH I CAN USE THESE SKILLS
<p><b>EXAMPLE 1</b> <b>Dance</b> I joined a jazz ballet company.</p>	<ul style="list-style-type: none"> <li>▶ Perseverance, because I have to persevere to learn the choreography. I don't just give up when I run into a challenge or obstacle.</li> <li>▶ Self-confidence, since I know I can get the choreography right.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I have trouble in math, but I persevere and practice regularly, and I know I'll do better on my next test!</li> <li>▶ I know I am stronger in other subjects that are just as important.</li> </ul>
<p><b>EXAMPLE 2</b> <b>Fundraising committee</b> I joined the fundraising committee to pay for my school trip at the end of the year. We're going to Boston!</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## ACTIVITY 2

# INFLUENCE AND ME!

## OBJECTIVES

### HELP PARTICIPANTS:

- ▶ Identify people and things that influence their behaviors, choices, decisions, and habits (friends, family, media, etc.).
- ▶ Identify peers or other people who are positive influences and see how they can help them make good choices.
- ▶ Think about verbal and non-verbal strategies for resisting different types of negative pressure.

## MATERIALS

- ▶ Brainstorming cards on page 8 (at least one per participant)
- ▶ Pencils
- ▶ Bulletin board (optional)

## TIME REQUIRED

60 minutes



## HOW THE ACTIVITY WORKS



1

As a class, ask the participants to identify people and things that influence them and situations where they feel influenced (both positive and negative influences).

2

Have them name people who are a positive influence and explain how these people help them make good choices in different areas of their lives.

3

Ask them to come up with strategies for resisting negative influences (reactions, responses, or attitudes) and write them on the board.

4

As a class, choose one or two specific strategies the participants can practice in small groups.

5

As a class or in small groups, help them recognize how they feel when they decide to assert themselves (proud, more self-confident, happy, etc.).

6

Then have the participants choose their favorite strategies and write them on cards that they can keep for themselves. The cards can also be handed out to everyone or displayed in the classroom so they can read them whenever they need to.

7

Finally, ask the participants to write down the names of the people who are a positive influence on them and how these people can help them.



# BRAINSTORMING CARD

IF I WANT TO RESIST AN INFLUENCE:

Example of a situation where I feel influenced:

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What I say or do in response:

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How I feel when I do that:

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# BRAINSTORMING CARD

IF I WANT TO RESIST AN INFLUENCE:

Example of a situation where I feel influenced:

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What I say or do in response:

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How I feel when I do that:

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# ACTIVITY 3

# MY INTERESTS, MY SKILLS!



## OBJECTIVES

### HELP PARTICIPANTS:

- ▶ Think about how they get involved with activities they really love, and the effects this has on them.
- ▶ Identify the personal and social strengths and skills they develop or could develop through the activities they are involved in.
- ▶ Be aware that these skills can be useful in other aspects of their lives.

## MATERIALS

- ▶ Blank sheets of paper
- ▶ Art materials (colored pencils, brushes, poster paints, etc.)
- ▶ Wall tack (poster putty)

Select a wall that can accommodate a large mural (you will need approximately 2 m by 2 m of space).

## TIME REQUIRED

45 to 60 minutes



## HOW THE ACTIVITY WORKS

1

Give each member of the group a blank sheet of paper.

2

Using the definition of involvement in Appendix 1, ask them to spend a few minutes thinking about the activities they really love, and what has inspired them to become involved with sports, music, hobbies, etc.

3

Ask the youngsters to use the materials provided to illustrate their favorite activities and their involvement.

4

Once participants have completed their drawings, ask them to sign them, affix wall tack (poster putty) on the back of their creations, and post them on the large mural the class is making.

5

Wrap up the activity by talking with the youngsters about the activities they've depicted and what the activities bring them and the skills they help them develop (for example: improving their self-knowledge and self-confidence; being in contact with friends who share the same interests they do; being with caring, supportive adults; developing assertiveness; learning to control their emotions and develop a sense of belonging to their community). It's important for kids to realize that being intensely involved in activities can help them develop attitudes and life skills (the ability to communicate, be a team player, keep an open mind, and more), and that they'll be able to use this skillset to deal with all kinds of challenges and life situations (managing conflict, resolving problems, being assertive, etc.).

You can also refer to Appendix 1 to help guide participants in their reflections about their interests and activities, which can serve as protective factors.

### Examples of questions participants can be asked:

- ▶ Why did you decide to illustrate this activity?
- ▶ What do you get out of this activity, pastime, or sport?
- ▶ What other skills do these activities help you develop?

(For example: point out how those who play team sports have to work together, rely on one another, communicate successfully, act strategically, pool their individual strengths, and so on.)

Teachers may choose to create the large mural in a common area rather than an individual classroom, or to create an oversize mural in a cafeteria or room used for assemblies and the like, so it can be seen by the entire participant body.

## 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 many forms, including community engagement and volunteering, outreach, individual or team sports, music and the arts, or other intellectual or manual pursuits that can be practiced as a family, at school, or with school and community youth organizations.**

To be considered as 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., playing with friends, watching TV, etc.), and be an opportunity for youngsters to spend time with caring adults and role models who support and encourage their involvement.

## WHAT WE GAIN FROM GETTING INVOLVED

Getting involved in activities we enjoy is beneficial in countless ways. It can help us improve our self-knowledge and self-confidence, bring us into contact with 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.

## 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 healthy habits, in terms of physical exercise, diet, and sleep.

## TYPES OF ACTIVITIES

- ▶ Community service and volunteering.
- ▶ Individual or team sports.
- ▶ Music and the arts.

## EXAMPLES OF INVOLVEMENT

- ▶ Doing extracurricular activities at lunchtime (improv, drama, cooking, etc.).
- ▶ Participating in student life (recycling manager, class president, etc.).
- ▶ 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.

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This document is only available online at:

**[www.dependances.gouv.qc.ca](http://www.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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