

DRUG
AWARENESS
WEEK



**GROUP ACTIVITY GUIDE
FOR AGES 10 TO 12**

This year's Drug Awareness Week will take place from November 18 to 24, 2018. We've developed a fun new group activity for ages 10 to 12!

Activities and guides are also available for ages 13 to 16 and 17 to 24. Download them at www.msss.gouv.qc.ca/professionnels/dependances.



THE 2018 ACTIVITY GUIDE IS A TOOL FOR TEACHERS AND PROFESSIONALS WORKING WITH YOUNG PEOPLE AGES 10 TO 12.



These activities are being introduced as part of Drug Awareness Week but they can be conducted at any time of the year. We also recommend tying in with other programs already in place in the school, such as the Healthy School initiative and ÉKIP integrated promotion/prevention and violence prevention activities.

As recommended by experts, these tools for 10- to 12-year-olds do not contain any information about drug or alcohol use. 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 activity in this guide has been developed to encourage young people to get actively involved in their communities. Engagement 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 engagement.



ACTIVITY NAME:

CREATIVE WORKSHOP ON ENGAGEMENT

The objectives of this activity are for young people to:

- Identify their favorite activities and areas of interest they're already engaged in
- Discover new activities and types of activities
- Discover favorite activities or areas of interest (engagement) for people in their close circle (classmates, friends, family)
- Learn about the variety of activities they can enjoy, regardless of their interests
- Discuss the strengths and skills they can develop by engaging in one or more activities
- Work, talk, and have fun with other young people while learning about engagement

The activity has three parts:

Definition of Engagement

- See Section 1 of the guide
- 5 to 10 minutes

Types of Profiles

- See Section 2 of the guide
- 10 to 15 minutes

Fortune Teller Game

- See Section 3 of the guide
- 20 to 30 minutes

REQUIRED MATERIALS

**For the teacher or
other professional**

- Activity Guide

For the participants

- Pencils
- Scissors
- Printouts of Participant Guide



The teacher or the other professional distributes the Participant Guide to young people and asks them to read the definition of engagement and specifies that a discussion on this subject will follow.

1

DEFINITION OF ENGAGEMENT

See Section A of the appendix for content related to this section.

- Go over the definition, emphasizing the concepts of planning ahead and doing the activity regularly.
- Explain that you can do more than one activity and that you can do them individually or as part of a group.
- As a group, discuss the competencies and skills that being engaged can help people develop.
- Name, describe, and discuss the activities available at school (academic and extracurricular).
- Ask participants to find out more about activities in their communities. Tell them about the community resources available to them (non-profits, recreation departments, etc.).

2

TYPES OF PROFILES

See Section B of the appendix for content related to this section.

Go over the description of the first profile:

- Ask participants to circle their favorite activity in this profile.
- If their favorite activity is not on the list, have them write it down.
- As a group, discuss and identify other examples for this profile and ask participants to write down a second activity.

Go over the description of the second profile:

- Ask participants to circle their favorite activity in this profile.
- If their favorite activity is not on the list, have them write it down.
- As a group, discuss and identify other examples for this profile and ask participants to write down a second activity.

Go over the description of the third profile:

- Ask participants to circle their favorite activity in this profile.
- If their favorite activity is not on the list, have them write it down.
- As a group, discuss and identify other examples for this profile and ask participants to write down a second activity.

Go over the description of the fourth profile:

- Ask participants to circle their favorite activity in this profile.
- If their favorite activity is not on the list, have them write it down.
- As a group, discuss and identify other examples for this profile and ask participants to write down a second activity.

Stress that everyone is different and that it is possible to have a combined profile and like a variety of activities. Someone could be artistic AND social, or athletic AND intellectual, etc.

- As a group, identify other possible combined profiles (e.g., intellectual and social).

3

FORTUNE TELLER GAME

See Section C of the appendix for content related to this section.

- Ask participants to fill in boxes 1 to 8.
- Fold the fortune teller.

When everyone is done folding:

- Invite participants to try out their fortune tellers.
- Have them play the game with one another to discover everyone's favorite activities.
- Encourage them to play the game during recess.
- Encourage them to play it at home (with siblings, cousins, and even their parents).

How to play:

- Your partner chooses a word from the four profiles on the outside of the fortune teller.
- Open the fortune teller in one direction and then the other, as many times as there are letters in the word your partner chose, as if you were spelling it out.
- Once you've spelled the word out, hold the fortune teller open.
- Now your partner has to choose their favorite activity from the ones that are visible.
- Open the fortune teller in one direction and then the other, as many times as there are letters in the activity they chose, as if you were spelling it out.
- Now your partner has to choose another activity from the ones that are visible.
- Lift up the word they chose to reveal a message for your partner.
- Play again as many times as you like.



APPENDIX





DEFINITION OF ENGAGEMENT

ENGAGEMENT IS A PROTECTIVE FACTOR

Protective factors are characteristics in people's lives that reduce the likelihood of problem outcomes, particularly related to alcohol use, drug use, or gambling. Protective factors can be acquired or reinforced.

Engagement can take many forms, including volunteer work, social activism, individual or team sports, music, the arts, intellectual activities, or hobbies. It can take place in a wide range of settings, including home, school, and youth, academic, or community organizations.

In order to be considered a form of engagement, activities must connect the participant with the outside world, be important and meaningful, and be structured and have a clear purpose, in contrast to so-called random activities such as playing with friends and watching television. The activities must allow the young person to interact with caring adults who support and encourage their engagement.

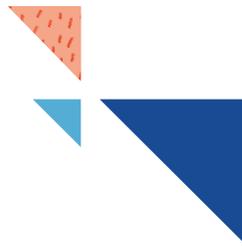
FOR DISCUSSION:

Engagement:

- Is a planned activity that you practice on a regular basis, either with your family, with friends, or on your own.
- You can be engaged in one or more activities at school or with academic, extracurricular, or community organizations.
- There are lots of different options, depending on your preferences.

Strengths and skills that engagement helps you develop:

Engaging in an activity related to your interests helps you learn more about yourself, explore your likes and dislikes, and develop self-confidence. It gives you a chance to spend time with friends who share the same interests as you and caring adults who support you. It helps you learn how to affirm your own needs and emotions, make decisions as part of team, learn how to control your emotions, and feel like you have a place in your world, which helps you feel better about yourself.



B

TYPES OF PROFILES

This activity is found on page 3 of the Participant Guide.

PROFILE 1: ATHLETIC

Are you bursting with energy? Are you always ready to work hard and push yourself?

YOU MAY FIT THE ATHLETIC PROFILE



Read the following activities:

	SOCCER	
BASKET-BALL		SWIMMING
	FIGURE SKATING	
HOCKEY		GYMNASTICS
	BIKING	

Circle your favorite ATHLETIC activity.
If it's not listed, write it here:

Circle or write down a second activity you like:

PROFILE 2: ARTISTIC

Do you have an active imagination? Do you like to make things and express yourself in different ways?

YOU MAY FIT THE ARTISTIC PROFILE



Read the following activities:

	THEATER	
DANCE		DRAWING
	WRITING	
SINGING		MAKING/ CREATING
	MUSIC	

Circle your favorite ARTISTIC activity.
If it's not listed, write it here:

Circle or write down a second activity you like:

PROFILE 3: INTELLECTUAL

Are you curious? Do you like to figure out how things work and try to solve problems?

YOU MAY FIT THE INTELLECTUAL PROFILE.



Read the following activities:

READING		BOARD GAMES
	MATH GAMES	
CHESS		COLLECTING
	SCIENCE	
VIDEO GAMES		PUZZLES AND BRAINTEASERS

Circle your favorite INTELLECTUAL activity.
If it's not listed, write it here:

Circle or write down a second activity you like:

PROFILE 4: SOCIAL

Do you like people, helping others, and finding ways to make the world a better place?

YOU MAY FIT THE SOCIAL PROFILE



Read the following activities:

	RECYCLING, PROTECTING THE PLANET, CARING FOR THE ENVIRONMENT	ECOLOGY
VOLUNTEERING		
CAREGIVING, BABYSITTING, TAKING CARE OF OTHERS	SCHOOL ORGANIZATIONS	TAKING CARE OF ANIMALS, PET SITTING

Circle your favorite SOCIAL activity.
If it's not listed, write it here:

Circle or write down a second activity you like:

C

FORTUNE TELLER GAME

This activity is found on page 6 of the Participant Guide.

PERSONALIZING THE FORTUNE TELLER

In box 1

Write your favorite ATHLETIC activity.

In box 2

Write your favorite ARTISTIC activity.

In box 3

Write your favorite INTELLECTUAL activity.

In box 4

Write your favorite SOCIAL activity.

In box 5

Write your second favorite ATHLETIC activity.

In box 6

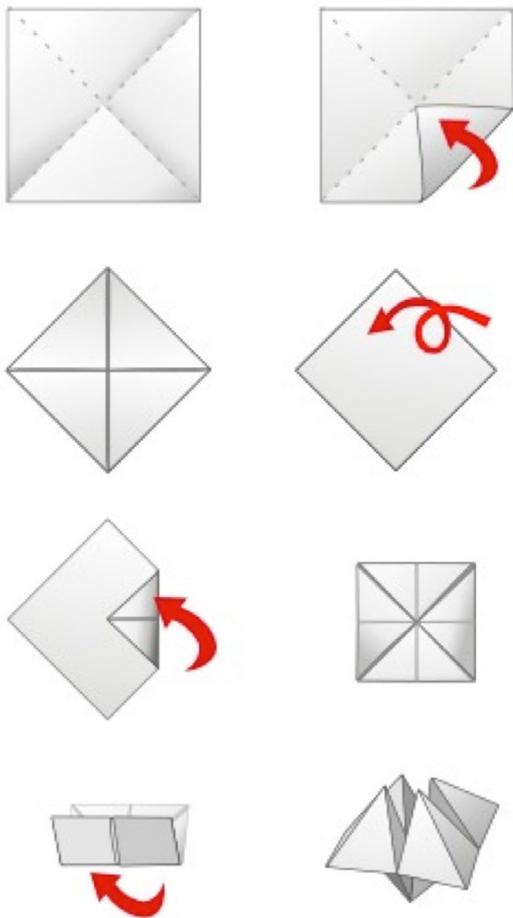
Write your second favorite ARTISTIC activity.

In box 7

Write your second favorite INTELLECTUAL activity.

In box 8

Write your second favorite SOCIAL activity.



HOW TO FOLD THE FORTUNE TELLER

- 1 Cut the paper along the dotted line to make a square.
- 2 Fold the square on the diagonal to make a triangle.
- 3 Open it back up again.
- 4 Fold the opposite diagonal.
- 5 Open it back up again.
- 6 Turn the paper printed side down.
- 7 Fold one corner to the center.
- 8 Fold the remaining three corners to the center.
- 9 Flip it over.
- 10 Fold one corner to the center.
- 11 Fold the remaining three corners to the center.
- 12 Fold in half and then reopen.
- 13 Turn a quarter turn and repeat.
- 14 Put your fingers inside the pockets of the fortune teller to play.