

Get to grips

GROUP ACTIVITY
GUIDE FOR
AGES 10 TO 12



with your
personality

Drug awareness week



GROUP ACTIVITY GUIDE FOR AGES 10 TO 12

This year's Drug Awareness Week (DAW) will take place from November 17 to 23, 2019. 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 2019 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 DAW, 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 to promote the health, well-being, and educational success of young people. By doing so you can contribute to widespread action rather than isolated efforts to promote health and prevent problems among young people.

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 was developed to promote one of the most effective protective factors known for countering the risks associated with alcohol and other drug use and gambling: knowing oneself.

Knowing our personality traits, recognizing our value, and accepting ourselves as we are reinforces our sense of personal satisfaction, increases our self-confidence, and allows us to make better choices in all areas of life, including in terms of alcohol or other drug use and gambling.

Appendix 1 of this guide contains additional information about this protective factor.

1. THE OBJECTIVES OF THIS ACTIVITY ARE FOR YOUNG PEOPLE TO:

- recognize what defines them;
- take some time to get to know themselves better

2. THE ACTIVITY HAS THREE PARTS:

1. Definition and discussion of knowing oneself

- See Part 1 of the Activity Guide
- 5 to 10 minutes

2. Exercises for reflecting on personality

- See Part 2 of the Activity Guide
- 15 to 20 minutes

3. “What animal are you?” activity

- See Part 3 of the Activity Guide
- 20 to 30 minutes



3. REQUIRED MATERIALS

For the teacher or other professional

- Activity Guide

For the participants

- Pencils
- Coloured pencils
- Printouts of the Participant Guide

PART 1

THE TEACHER OR PROFESSIONAL HANDS OUT THE PARTICIPANT GUIDE, READS THE INTRODUCTION ON KNOWING ONESELF WITH THE GROUP, AND EXPLAINS THAT A DISCUSSION WILL FOLLOW.

DEFINITION OF KNOWING ONESELF

- Review the definition on page 2 of the Participant Guide.
- Give specific examples if necessary.
- Discuss as a group the importance and advantages of knowing oneself well.

(Refer to Appendix 1 for more content you can use in this step.)

PART 2

TWO EXERCISES FOR REFLECTING ON PERSONALITY

EXERCISE 1:

(PAGE 3 OF THE PARTICIPANT GUIDE)

1. Read the examples given for each item, or have the participants read them out. As a group, come up with and discuss other examples and other situations where there are different ways you can react.
2. Ask participants to circle the answer that matches them best in the Participant Guide.
3. Explain that there are no wrong answers.
4. The activity is not restrictive. Participants can circle both answers or write in another one of their choice.

CIRCLE THE ANSWER THAT MATCHES YOU BEST:

I PREFER TO DO SPORTS, ART, AND SCHOOL WORK


- as a group
- on my own

WHAT I LIKE MOST ABOUT SPORTS OR SCHOOL WORK IS

- competing and being the best
- having fun while I learn

IN GENERAL, I PREFER

- new things, discovery, change, surprises
- routine, habits, knowing what to expect



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EXERCISE 2:

(PAGE 4 OF THE PARTICIPANT GUIDE)

1. Read the examples given for each item, or have the participants read them out. As a group, come up with other examples for each question.
2. Ask participants to write down their answers to each question.
3. The activity is not restrictive. Participants can write more than one answer if they want.

TO KNOW YOURSELF BETTER, YOU ALSO NEED TO KNOW YOUR:

CHARACTER TRAITS

Such as perseverance, team spirit, curiosity, a sense of humour, generosity, patience, courage, a calm or unsettled temperament, etc.

Write down two of your character traits here

1 _____

2 _____

APTITUDES

(A PERSON'S NATURAL OR ACQUIRED ABILITY TO DO SOMETHING - THINGS THAT YOU FIND EASY)

Such as creativity, working with your hands, a good memory, and a flair for sports, French, math, science, languages, etc.

Write down two of your skills here

1 _____

2 _____


LIKES AND INTERESTS

Such as the arts (e.g., drawing, music, etc.), sports (e.g., soccer, cycling, dance, etc.), intellectual activities (e.g., reading, solving puzzles, sudoku, etc.), or social activities (e.g., volunteering, school committees, youth centres, etc.)

Write down two of your interests here

1 _____

2 _____



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PART 3



MONKEY

YOU'RE LIKE A MONKEY IF:

PANTHER

YOU'RE LIKE A PANTHER IF:

FOX

YOU'RE LIKE A FOX IF:

KOALA

YOU'RE LIKE A KOALA IF:

BEAR

YOU'RE LIKE A BEAR IF:

OWL

YOU'RE LIKE AN OWL IF:

1. Read the animal profiles as a group.
2. **Explain that anything's possible. No one animal is a better choice than another. We're all unique.**
3. Give participants time to read the profiles again on their own and identify the character traits in each description that match their own.
4. They can also add their own characteristics to the description of the animal(s) of their choice.
5. The activity is not restrictive. Participants can choose a combination of several animals, or none of them.
6. As a group, come up with other examples for each animal. You can also have fun creating more animal combinations, and more types of personalities.
7. Remind them that everyone is different and unique. It's quite possible to have a combined profile.



**DISCUSSION PERIOD
ON PERSONALITY**

**FOR EXAMPLE, YOU CAN ASK THE
FOLLOWING QUESTIONS:**

**WHICH CHARACTERISTICS
DO THE STUDENTS SHARE WITH
THEIR PARENTS, OTHER FAMILY
MEMBERS, OR FRIENDS?**

**CAN THEY THINK OF A SITUATION
FROM THEIR OWN EXPERIENCE
WHERE THEY WERE INFLUENCED
BY ONE OF THEIR PERSONAL
CHARACTERISTICS? ETC.**



THE ANIMAL

DRAWING ACTIVITY

ASK EACH OF THEM TO **COLOUR** THE ANIMAL OF THEIR CHOICE AND **WRITE DOWN TWO** OF THEIR OWN **CHARACTERISTICS** ON EACH SIDE OF THE ANIMAL.

YOU CAN SUGGEST THEY PERSONALIZE THE ANIMAL BY ADDING PHYSICAL CHARACTERISTICS OR OBJECTS THAT SAY SOMETHING ABOUT THEM (**CAP, GLASSES, SOCCER BALL, ETC.**).

THEY MIGHT ALSO THINK OF A DIFFERENT ANIMAL THAT MATCHES THEIR PERSONALITY, DRAW IT ON **THE BLANK PAGE**, AND COLOUR IT IN.

IN YOU

The graphic features the text 'APPENDIX 1 ACTIVITY GUIDE' in a bold, black, sans-serif font. The text is centered and framed by two orange semi-circles, one above and one below. The background consists of several light blue, rounded rectangular shapes of varying sizes, some overlapping, creating a cluster-like effect.

APPENDIX 1 ACTIVITY GUIDE

INFORMATION ON KNOWING ONESELF AS A PROTECTIVE FACTOR

Self-knowledge is not a skill per se, but it is so crucial for the development of all other skills that it must be taken into consideration.

By helping young people identify and use their strengths in all areas of their lives, we also help them grow and thrive. It is generally recognized that people enjoy doing things that use their abilities, skills, and talents throughout their lives. This allows us to have a more fulfilling life and to make the most of our potential.

Self-knowledge refers to a set of personal characteristics and traits, values, and roles that young people recognize as part of themselves, for example:

1. Their likes and interests
2. Their qualities and strengths
3. Their feelings and emotions

4. Their talents and aptitudes
5. Their physical characteristics
6. Their expectations
7. Their educational ambitions

The idea is to help young people know themselves better physically, emotionally, academically, and socially. Self-knowledge is a foundation for making informed decisions about academic success and social relationships, lifestyle habits, and ways to adapt.

Our personality, skills, and aptitudes, what we think, hope for, prefer, and feel—all of it influences our whole lives.

Knowing our strengths and abilities well and using them in all areas of our lives gives us greater personal satisfaction. Psychological studies have shown that people who use and develop their strengths and natural abilities experience a higher level of fulfillment and well-being.

KNOWING OURSELVES BETTER HELPS US:

1. Make better choices in all areas of life, such as:
 - Choosing to do activities we enjoy
 - Choosing the people we want to spend time with
2. Express and assert ourselves in order to:
 - Share our ideas, opinions, and thoughts
 - Communicate our needs
 - Express our feelings and emotions
3. Increase our self-confidence and well-being
4. Recognize others who share our likes
5. React better to difficulties.

Ultimately, knowing ourselves well and building on our strengths helps boost our self-confidence and self-esteem. This makes us more likely to make healthy choices in all areas of our lives.

