

IT'S NOT WORTH  
THE RISK



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# Group Activity Guide

for Ages 13 to 16

DRUG AWARENESS WEEK

## KNOWING ONESELF AS A PROTECTIVE FACTOR

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 13 to 16!

Activities and guides are also available for ages 10 to 12 and 17 to 24. Download them at [www.msss.gouv.qc.ca/professionnels/dependances](http://www.msss.gouv.qc.ca/professionnels/dependances).

### THE 2019 ACTIVITY GUIDE IS A TOOL FOR TEACHERS AND PROFESSIONALS WORKING WITH YOUNG PEOPLE AGES 13 TO 16.

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 wide-spread action rather than isolated efforts to promote health and prevent problems among young people.

The activities in this guide were developed to promote the most effective protective factor known for countering the risks associated with alcohol and other drug use and gambling: knowing oneself.

**Appendix 1** of this guide contains additional information about protective factors and knowing oneself. The activities in the guide first aim to encourage young people to reflect on the different aspects of their personality. Then they are made to realize how getting to know themselves better physically, emotionally, academically, and socially can help them make informed decisions about their academic success and social relationships, their lifestyle and how they adapt to different life situations, including those involving substance use or gambling.

The first part of the activity is about developing this protective factor. 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.

The last part of the activity aims to make young people aware of the risks and consequences of alcohol and cannabis use and gambling, even if it is exploratory or occasional, and offers strategies they can implement in the event of substance use or gambling.

# EGO MAGAZINE ACTIVITY

*Special issue:  
all about you!*

## ACTIVITY OBJECTIVES:

The objective of the activity is to help young people get to know themselves better, including their strengths and preferences, in order to build on them in various areas of their lives. The activity also aims to inform participants about the risks associated with substance use and gambling and strategies to avoid them.

### PART 1

**LIKE A MAGAZINE FOR TEENAGERS, PART 1 ON PAGES 2 TO 5 AND ON PAGE 10 OF EGO MAGAZINE OFFERS A VARIETY OF GAMES, PERSONALITY QUIZZES, AND TIPS AND TRICKS FOR GETTING TO KNOW ONESELF BETTER.**

## ACTIVITY LENGTH

30 minutes

## REQUIRED MATERIALS

- + Activity Guide
- + Enough copies of Ego magazine for the group, including the facilitator
- + A pencil for each student
- + 2019 DAW poster for 13- to 16-year-olds (optional)

## HOW THE ACTIVITY WORKS

Read pages 2 to 5 and page 10 of Ego magazine and complete the quizzes (games and quizzes can be completed alone or in pairs).

Discuss personality and character traits as group. You can ask participants questions like “Which characteristics do you share with your parents or other family members? With your friends? In what situations do your strengths or abilities currently influence your lives?”

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## PART 2

### TEST YOUR KNOWLEDGE

#### HOW THE ACTIVITY WORKS

- 1) The first section of this part on knowing the risks associated with substance use (pages 6 to 9) can be done in a variety of ways. The facilitator can read the questions and ask young people to answer by a show of hands. A young person can be assigned to read a question and answer. Or young people can read all the questions and answers individually.
  - + *At the end, you can reconvene the group and get participants to react to what they just read, for example, by asking if they know of any other risks related to substance use.*
- 2) The second section, starting on page 11, can also be done in a variety of ways. You can let the young people read this section on tips to avoid the risks associated with substance use or have them take turns reading aloud.
  - + *At the end, you can ask them if they know of other ways to avoid the risks.*

#### CONCLUDING THE ACTIVITY

The facilitator can conclude the activity by mentioning the following:

Knowing the risks associated with substance use or gambling and the strategies to avoid them helps you make informed choices. In addition, knowing yourself well and building on your strengths helps boost your self-confidence and self-esteem. That makes you more likely to make healthy choices in all areas of your life, including in terms of alcohol or other drug use and gambling.

#### ACTIVITY LENGTH

30 minutes



## APPENDIX 1

### 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:

- + Their likes and interests
- + Their qualities and strengths
- + Their feelings and emotions
- + Their talents and aptitudes
- + Their physical characteristics
- + Their expectations
- + 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:

- + 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
- + Express and assert ourselves in order to:
  - + Share our ideas, opinions, and thoughts
  - + Communicate our needs
  - + Express our feelings and emotions
- + Increase our self-confidence and well-being
- + Recognize others who share our likes
- + 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 about using alcohol or other drugs and gambling, and in any other area of our lives.

For more information you can go to :

[Quebec.ca/AlcoolDroguesJeu](http://Quebec.ca/AlcoolDroguesJeu)

