

SOCIAL ENGAGEMENT AS A PROTECTIVE MEASURE



FACILITATION GUIDE
FOR YOUTH GROUPS,
AGES 13-16

Quebec.ca/AlcoolDroguesJeu

SOCIAL ENGAGEMENT AS A PROTECTIVE MEASURE

This year, for Addiction Prevention Week from November 15-19, 2021, we have a host of original activities for youth aged 13-16.

www.msss.gouv.qc.ca/professionnels/dependances (French)



THE 2021 FACILITATION GUIDE IS A TOOL FOR TEACHERS AND OTHERS WHO WORK WITH YOUTH AGED 13–16.

While these activities are being launched as part of Addiction Prevention Week (APW), they can also be carried out at any other time of year. We recommend integrating them into other initiatives the school may already have in place under the Healthy Schools and ÉKIP promotion/prevention frameworks, to ensure a cohesive course of action for promotion and prevention campaigns related to addiction or violence.

The goal of the activities included in this guide is to promote some of the most effective protective measures for preventing risks linked to gambling and alcohol or other drug use, such as youth engagement in various activities. This can help them develop personal and social skills, which in turn are added to a set of tools they can use in different areas of their lives to prevent risks linked to gambling and alcohol or other drug use.

The first activity specifically aims to raise awareness among youth about the fact that the personal and social skills they develop when engaging in activities can help them make good decisions in other areas of their lives, such as situation related to gambling or alcohol or other drug use.

The second activity seeks to raise awareness about the consequences of gambling and alcohol or cannabis use, whether the act is experimental or casual. It will also help them think of different strategies that can allow them to minimize or avoid the risks and consequences related to gambling and alcohol and drug use.

Please see Annex 1 at the end of this guide for additional information on protective measures and social engagement.



CHOOSE YOUR OWN ADVENTURE

ACTIVITY

1 ■

OBJECTIVES



THIS ACTIVITY AIMS TO HELP YOUTH:

Understand that if they participate regularly in a structured activity, they'll improve much faster and benefit from the strength of the group in their development.

Define the strengths and the personal and social skills they'll develop or could develop by engaging in their activities.

Recognize that these skills are protective measures that can help them across different domains and protect them from risks linked to gambling or alcohol and other drug use.

Talk to their peers about activities they could have participated in and the benefits they could have reaped from them.

REQUIRED MATERIAL

The facilitation guide.

Enough copies of the CHOOSE YOUR OWN ADVENTURE document for the whole group.

ACTIVITY PLAN

The facilitator reads the definition of “engagement” to the group.

- The definition is in Annex 1.

The CHOOSE YOUR OWN ADVENTURE game is shared with the participants.

The youth read the CHOOSE YOUR OWN ADVENTURE scenarios on their own.

- Each person picks their favourite starting paragraph and reads on, making story choices along the way.

The youth read the stories as a group.

- This allows them to learn about the other story paths and about certain benefits of social engagement.

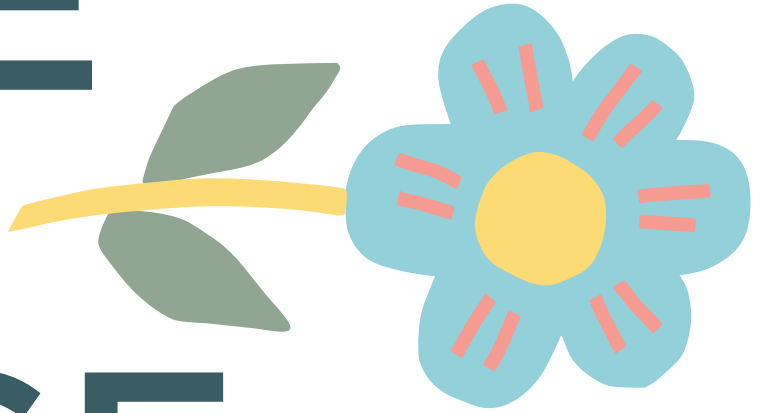
The youth talk about real-life situations.

- What kinds of activities would they enjoy being involved in?
- Where can they find resources to help them learn about their activity and improve their skills?



**ACTIVITY TIME :
30 MINUTES**

TRUE OR FALSE



QUIZ
ON THE RISKS AND
CONSEQUENCES
OF ALCOHOL AND
DRUG USE

ACTIVITY

2.

OBJECTIVES



THIS ACTIVITY AIMS TO HELP YOUTH:

Be aware of the consequences of gambling and alcohol or drug use, even if it's experimental or casual.

Learn about different strategies that can help them minimize or avoid the risks and consequences linked to alcohol or drug use and gambling.

REQUIRED MATERIAL

The facilitation guide.

Enough pencils for all participants.

The TRUE OR FALSE quiz projected at the front of the room, or enough copies for everyone (full version, including the answers and additional information).

ACTIVITY PLAN

Read out the first statement:

- Ask for a show of hands from those who believe it's true.
- Ask for a show of hands from those who believe it's false.
- Provide the answer to the statement and read out the additional information.

Repeat with the rest of the statements.



ACTIVITY TIME :
25 MINUTES

DEFINITION OF ENGAGEMENT:

Engagement can come through in a variety of activities, like volunteering, social engagement, individual or team sports, music, art, or other intellectual or manual practices that can take place at home or at school, or as part of youth, school or community programs. To be considered a vector of engagement, an activity must connect the individual to the outside world, have significance, and be structured with a clear goal, unlike more random activities (e.g. playing with friends, watching TV, etc.). It must also allow the participant to interact with attentive adults and role models who'll support and encourage their engagement.

