



2013 ACTIVITIES GUIDE

FOR GROUPS AGES 10 TO 12

DRUG AWARENESS WEEK

2013 Activities Guide for Groups Ages 10 to 12

Drug Awareness Week will take place from November 17 to 23, 2013. This year we have developed a host of original activities for young people ages 10 to 12 who are in Elementary Cycle 3.

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

THE 2013 ACTIVITIES GUIDE IS A TOOL FOR TEACHERS AND PROFESSIONALS WORKING WITH YOUNG PEOPLE AGES 10 TO 12.

While it is being introduced during *Drug Awareness Week*, its activities can be carried out at any time of year. It is also advisable to link it to other efforts already under way in the school, such as the Healthy School initiative, the guidance-oriented approach to learning, and violence prevention.

The activities in this guide were developed to get students involved in different aspects of their lives. Involvement is a proven protective factor that is extremely effective at preventing drug and alcohol use and gambling. It can help youngsters develop life, personal, and social skills that in turn become additional protective factors that are useful in many parts of their lives and may prevent them from gambling and using alcohol and drugs.

In keeping with expert recommendations, 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 educate about the risks of drug and alcohol use and gambling.

DEFINITION OF INVOLVEMENT AS A PROTECTIVE FACTOR:

Involvement can take the form of engagement in any number of activities, including community involvement 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 youth, school, or community organizations. To be considered 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.

Appendix 1 of this guide contains additional information about protective factors and involvement.

PREVENTING DRUG ADDICTION IN YOUTH

While a social information and awareness campaign like *Drug Awareness Week* differs from standard prevention programs in terms of its form and intensity, certain factors found effective in the literature have been taken into consideration when developing the framework for *2013 Drug Awareness Week* tools, including the activities presented here.

The activities, which are tailored to the ages and interests of this cohort and intended for small homogeneous groups (abstinence or non-consumption among 10 to 12 year olds, for instance) discussing alcohol or drug use, are known to be more effective at preventing drug addiction. In addition, getting young people with good communication skills (prosocial peers) involved, having activities co-moderated by a professional and a prosocial peer, and carrying out recall activities are also recognized as some of the best ways to prevent addiction.

To find out more about predictors of effectiveness in preventing addiction, 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.

Palluy, Jézabelle et al. "Réussite éducative, santé, bien-être: agir efficacement en contexte scolaire – Synthèse des recommandations." Québec City: Institut national de santé publique du Québec, 2010, various pages. (Online at http://www.inspq.qc.ca/pdf/publications/1065_ReussiteEducativeSanteBienEtre.pdf).

1

ACTIVITY

MY SHARED INTERESTS

➤ OBJECTIVES

HELP STUDENTS:

- › become aware of interests or activities they are involved in
- › identify people who share their interest or passion
- › identify the strengths and personal and social skills the activity develops

MATERIALS

- › A questionnaire for each student
- › Pencils
- › A *2013 Drug Awareness Week* notebook for each student (optional)

TIME REQUIRED

30 to 60 minutes

The activity may be done entirely in class or partly at home.

HOW THE ACTIVITY WORKS

- › Using the definition of involvement in Appendix 1, ask the students to identify an interest or activity they are involved in or practice regularly by filling out Part 1 of the enclosed questionnaire. Students can look for ideas in the list of activities in the *2013 Drug Awareness Week* notebook for 10- to 12-year-olds.
- › (*Students can do this part of the activity at home.*) Ask the students to choose someone they know who shares the same interest or passion, such as a friend, family member, or someone from school, and to talk with that person about the activity using Part 2 of the questionnaire. Then ask the students to briefly share their interviewees' answers with the class or their small group.
- › Ask the students to fill out Part 3 of the questionnaire, which deals with challenges and solutions. Then based on their answers, explain to the class how the solutions they come up with to the challenges they face in their activity can be used in many other aspects of their lives (friends, school, family, etc.).

QUESTIONNAIRE

MY SHARED INTERESTS

PART 1: MY MAIN INTEREST, PASSION, OR ACTIVITY

What is your main interest, passion, or favorite activity that you are involved in or practice regularly?

How did you first find out about it?

How many times a week or month do you do it? Where? With whom?

What do you get out of it?

QUESTIONNAIRE

MY SHARED INTERESTS

PART 2: SOMEONE WHO SHARES THE SAME INTEREST OR ACTIVITY

Name: _____ Age: _____

Relationship (brother, sister, friend, etc.): _____

Interest or activity:

How did the person first find out about it?

How many times a week or month does he or she do it? Where? With whom?

What does he or she get out of it?

Did the person ever run into any challenges or obstacles with the activity that he or she had to overcome?

How did he or she overcome them? Possible answers: talking to someone they trust (a friend, relative, teacher, coach, etc.) or to someone who is involved in the same activity to get advice (or tips), never giving up, practicing more, etc.

QUESTIONNAIRE

MY SHARED INTERESTS

PART 3: HOW ABOUT YOU?

Have you ever run into any challenges or obstacles with the activity? Name them.

How do you deal with these challenges or obstacles?

Is there anything else you could try next time you run into a challenge or obstacle with the activity?
For ideas, see the list of solutions below.

POSSIBLE SOLUTIONS:

- › I persevere (I don't just give up when I run into a challenge or obstacle).
- › I have friends who support me or share my interest.
- › I seek advice from a family member who supports me.
- › I ask for help from a teacher or coach who recognizes my strengths.
- › I accept constructive criticism.
- › I keep practicing in order to improve.
- › When I experience a setback, I try to understand what I can do better next time.

ACTIVITY 2

INFLUENCE AND ME

➤ OBJECTIVES

HELP STUDENTS:

- › 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
- › brainstorm verbal and non-verbal strategies for resisting different types of negative pressure

MATERIALS

- › Brainstorming cards (at least one per student)
- › Pencils
- › Black or white board (optional)

TIME REQUIRED

60 minutes

HOW THE ACTIVITY WORKS

- › As a class, ask the students to identify people and things that influence them and when they feel influenced (both positive and negative influences).
- › Have them identify people who are a positive influence and explain how these people help them make good choices in different areas of their lives.
- › Ask them to come up with strategies for resisting negative influences (reactions, responses, or attitudes) and write them on the board.
- › As a class, choose one or two specific strategies the students can practice in small groups.
- › 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.).
- › Then have the students choose their favorite strategies and write them on cards that they can keep for themselves or that can be handed out to everyone or displayed in the classroom so they can read them whenever they need to.
- › Finally, ask the students 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 when I feel influenced:

What I say or do in response:

How I feel when I do that:



BRAINSTORMING CARD

IF I WANT TO RESIST AN INFLUENCE:

Example of when I feel influenced:

What I say or do in response:

How I feel when I do that:

LIVING OUT YOUR PASSIONS AND GETTING INVOLVED— TALK ABOUT INTENSE!

► OBJECTIVE

- › Encourage kids to think about the ways that they demonstrate their involvement with activities they really like, and the effects that making such commitments can have on them.

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

- › Give each member of the group a blank sheet of paper.
- › 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.
- › Ask the youngsters to use the materials provided (colored pencils, poster paints, felt-tip markers, etc.) to illustrate their favorite activities and how committed they are to them.
- › Once students have completed their drawings, ask them to sign them, affix wall tack on the back of their creations, and post them on the large mural the class is making. Talk 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; coming into contact with friends who share the same interests they do; being with caring, supportive adults; developing self-assertiveness; learning to control their emotions and develop a sense of belonging to the world in which they live, which helps them feel better).

- › 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 (managing conflict, resolving problems, being assertive, etc.).

You can also refer to Appendix 1 to help students develop their thoughts about the passions and activities they're committed to, which can serve as protective factors.

SAMPLE QUESTIONS

- › Why did you decide to illustrate this activity?
- › What do you get out of this activity, pastime, or sport?
- › What other skill does this activity 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.)

Teaching personnel 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 student 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 the form of engagement in any number of activities, including community involvement 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 youth, school, or community organizations. To be considered 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

Becoming involved in activities we enjoy is beneficial in countless ways. It can help us improve our self-knowledge and self-confidence, introduce us to 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 good social skills (assertiveness, respect for others, the ability to manage peer pressure, etc.).
- › Having healthy habits, in terms of physical exercise, diet, and sleep.

TYPES OF ACTIVITIES

- › Community involvement and volunteering
- › Individual or team sports
- › Music and the arts
- › Intellectual and manual activities

EXAMPLES OF INVOLVEMENT

- › Doing extracurricular activities during lunch periods (improv, drama, cooking, etc.).
- › Participating in class.
- › 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.

PRODUCED BY

La Direction des communications du ministère de la Santé
et des Services sociaux

This document is only available online at dependances.gouv.qc.ca
by clicking **Drugs and alcohol** and then **Drug Awareness week**.

Masculine pronouns are used generically in this document.

Legal deposit
Bibliothèque et Archives nationales du Québec, 2013
Library and Archives Canada, 2013
ISBN: 978-2-550-69037-5 (PDF)

All rights reserved for all countries. Any reproduction whatsoever, translation or dissemination, in whole or in part, is prohibited unless authorized by Les Publications du Québec. However, reproduction or use for non-commercial, personal, private study or scientific research purposes is permitted, provided the source is mentioned.

The photographs in this publication are used only to illustrate the topics discussed herein. The people that appear in them are models.

© Gouvernement du Québec, 2013