

2012 ACTIVITIES GUIDE

FOR GROUPS AGES 10 TO 12

25th DRUG AWARENESS WEEK
ALCOHOL – DRUGS – GAMBLING

Québec

Drug Awareness Week will take place from November 18 to 24, 2012. This year we have developed a host of original activities for young people who are between the ages of 10 and 12, in Elementary Cycle Three.

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

The *2012 Activities Guide* is a tool for teachers and professionals working with young people between the ages of 10 and 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 Schools, the guidance-oriented approach, and violence prevention.

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 2012 Drug Awareness Week tools, including the activities presented here.

The activities, which are tailored to the ages and background 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 pairs) involved, having activities co-moderated by a professional and a prosocial pair, 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.

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

ACTIVITY 1

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.
- 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.).
- Appendix 4 includes suggestions on how to help youngsters think about the things and activities they really like, as well as information on 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 skills do these activities 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, and 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.

ACTIVITY 2

"SCENES FROM REAL LIFE"

WARNING: Because of the content and language used in some of the role-playing situations, it is suggested that this activity be used only with students in Grade 6. Note also that role-playing activity deliberately uses everyday language in order to elicit more spontaneous, realistic responses from the young role players.

MATERIAL

Each role player should receive a copy of the dialogue for his or her sketch.

TIME REQUIRED

20 to 25 minutes overall, consisting of 4 to 5 minutes for the actual role-playing sketch and 15 to 20 minutes for a group discussion

DESCRIPTION OF THE ACTIVITY

In this interactive activity, participants will be asked to perform in role-playing sketches, each running 3 to 4 minutes long. The day before the activity, give a copy of the dialogues to each of the players so they can prepare their roles. You can take the part of the narrator and lead a group discussion following the sketch. In the three role-play situations below, the youngsters will be exposed to certain protective factors that can help turn them away from risks related to alcohol or drug use. The role-playing exercise is meant to recreate real-life situations that many young people encounter. It addresses three themes: self-assertiveness, problem solving, and self-esteem.

ACTIVITY 2

"SCENES FROM REAL LIFE" (CONT'D)

A. "FRENEMIES"

Teacher: *In this sketch, we'll meet Jonathan and Dave. These two boys don't cross paths often, because they have very little in common, and Jonathan usually doesn't talk to Dave unless he needs to ask for or give him something. Let's see how Dave reacts to Jonathan's latest request.*

Jonathan: Hey! Dave?

Dave: Yeah, what?

Jonathan: Wait a sec, I'll go out for recess with you.

Dave: You want to come with me? Uh…okay, sure, if you want to.

Jonathan: Well you don't seem very glad to see me. Is it because Luke and I were chasing you yesterday? Luke wanted to give you back your cap, honest. But you gotta admit, it was pretty funny!

Dave: (sounding hesitant) No…no, that's not it.

Jonathan: Okay, so what is it then? What's your deal?

Dave: Nothing! Everything's cool.

Jonathan: Okay. Good then…Hey, lemme borrow your magazine, okay? I don't have the November issue yet.

Dave: Aha! I knew that if you wanted to hang with me it was 'cause you wanted something.

Jonathan: Aw...just stop whining and let me borrow it. I'll give it back tomorrow, promise. So just chill for a change!

Dave: Fine. Here, take it. Happy?

Jonathan: Yeah, thanks. (sounding rushed) Okay good. Thanks dude—I gotta go see my buds.

Dave: (to himself) That's it, get outta here. You got my magazine, now leave me alone.

Teacher: *Once again, Dave doesn't have the nerve to tell Jonathan what he really thinks. It's not the first time Jonathan has poked fun at him and then acted as if nothing had happened. Dave is hurt by Jonathan's actions but doesn't dare tell him; he's afraid of how Jonathan will react, and he doesn't want to look like a wimp. You know the feeling we sometimes get—that it's easier to say yes to something we don't really like, than explain the reasons why we don't like it? We see that a lot.*

So what do you think? Should Dave continue to keep quiet and give in to what Jonathan wants, or should he instead explain how he feels and tell Jonathan that his words and actions are hurtful? Can you suggest another way that Dave can try to be assertive? In this case, what can Dave do to stand up to Jonathan?

ACTIVITY 2

"SCENES FROM REAL LIFE" (CONT'D)

ADDITIONAL INFORMATION FOR THE TEACHER

Lead a discussion on the importance of self-respect and respecting personal choices. Get participants to discuss solutions for times when they want to say no or resist something. In addition, you can ask your students what approach Dave might have used to resist giving Jonathan his magazine.

The importance of self-assertiveness

Self-assertiveness is based on certain rights that we each possess: the right to express our own feelings and opinions, and have our own reactions; the right to be responsible for our own behavior; the right to express our limits and preferences.

This attitude nurtures self-respect. It helps other people better understand us and fosters more productive communications with them.

When it's hard to be assertive

It's not always easy to express our opinions when they're different from those of other people, or to say no when we don't want to do something someone suggests. We can feel trapped between the desire to respect ourselves and the fear of being rejected or ridiculed by others. Saying no to others is never easy, especially when it's someone we like or appreciate.

ACTIVITY 2

"SCENES FROM REAL LIFE" (CONT'D)

8. CONQUERING FEAR

Teacher: *Let's listen in on a conversation between two friends, Olivier and Nicolas. You'll see that Olivier is a bit reluctant to tell his pal Nicolas about something he's scared of. Listen closely.*

Olivier: Hi Nicolas!

Nicolas: Hey Olivier!

Olivier: How's it going?

Nicolas: OK, and you? Hey, what did you think of what my big brother's friend said the other day about high school? Sounds pretty cool, don't you think?

Olivier: I dunno, I gotta say it scares me. I don't want to change schools. There are like hundreds of kids there. It's gotta be so big. I feel like I'll be lost in the crowd. And this thing about changing classrooms—like four times in the same day! I'm gonna have to buy a watch 'cause if I don't I'm sure I'll be late for all my classes. So yeah, I want to change schools on one hand—but on the other, I'd rather stay here.

Nicolas: Hey man, I hear ya. When my brother started high school last year, I felt the way you do. I was scared too, I said I could never get to school on my own, that if I had to take the bus to school like he does, I'd get lost. And the idea of being in a class where I didn't know anybody…that one was very uncool!

Olivier: So it doesn't bother you anymore?

Nicolas: Nah, because I decided to talk to my brother about it. I told him how I felt and asked how he managed with all this new stuff. He said he was nervous at first too, but after visiting the school and seeing that the teachers and monitors are there to help kids with questions, he got over it.

Olivier: Hey, good to hear that. You know what—I should talk with Isabelle's sister. She just started high school this fall, and I can ask her how it went.

Nicolas: That's a great idea, Olivier. Ask her about the stuff that worries you.

Olivier: Yeah. I'll see her later today and let you know what she says tomorrow. Okay?

Nicolas: Cool! Time to head inside, recess is over.

Olivier: Hey Nicolas, I wonder: do you think they still have recess in high school?

Teacher: *For a while now, Olivier has been fretting about the idea of changing schools and starting high school. His pal Nicolas had a good way to solve the problem: talk about it.*

Can you think of other problems that can be resolved by talking about them? (Examples for the teacher: conflicts among friends, academic problems, taxing, heartbreak, bullying, failure, grief, etc.) With whom can you talk about your problems? (Examples for the teacher: a parent, teacher, older sibling, friend, aunt or uncle, grandparent, coach, etc.) If you were in Olivier's shoes, what would you do? Where would you turn for help?

ACTIVITY 2

"SCENES FROM REAL LIFE" (CONT'D)

C. LEARN TO LIKE YOURSELF

Teacher: *In this role-playing exercise, we listen in on Paola, who lacks self-confidence and is having a hard time accepting herself for who she is.*

Paola: Well, Kim, you're sure in a good mood. What's got you smiling like that?

Kim: Noémie just invited me to her birthday party on Saturday! Her parents are taking us to a neighborhood pool party and then we'll go back to their house for dinner. What a cool idea. Did Noémie ask you too?

Paola: Mmmm…no—I mean…yes.

Kim: Well which is it, Paola—did she ask you or not? I thought Noémie was one of your good friends?

Paola: Mmmm…It's just that…She did ask me, but I told her I had something else going on and couldn't go.

Kim: Are you serious? Something more important than a BFF birthday party?

Paola: Okay no, I don't really have anything else to do. It's just that I don't want to go to her party. I'm sure it's gonna be boring, and she's not really such a good friend. Sometimes I think she only talks to me because she feels sorry for me.

Kim: Wait a minute! Feels sorry for you? What are you talking about? Noémie was just talking to me about you just yesterday. She said you're one of the nicest girls in school—always in a good mood, lots of fun and ready to help.

Paola: She said that? Listen, Kim, I'm not blind. I'm not very pretty and I don't even know how to swim very well. If you think I'm going to go to the pool so you can all make fun of me, no way! I'd rather stay home. I don't want anyone feeling sorry for me and I definitely don't like it when people laugh at me.

Kim: Well, we've all got something that we don't like very much about ourselves. Me, it's the way I'm not very good in math, where you…you catch on perfectly right from the start. But that's no reason to avoid the whole world, especially people who are friends and invite you to a party. And nobody expects us to be perfect. You, everyone thinks you're great—you're the only one who doesn't think that way. So you're going to miss out on a good time, and deprive your friends who want to be with you—we want you to be there!

Paola: Well…the more we talk about it, Kim, I guess I'm not as bad as all that. Even if I'm a lousy swimmer, that doesn't mean I'm no good. You know, I think I'm going to tell Noémie I was able to change my plans and I'd really like to go to her party, even to the pool!

Kim: That's great, Paola! I know you won't be sorry, and we'll all have a good time.

Teacher: *Feeling good about ourselves means accepting ourselves the way we are. Paola thinks that since she's not a good swimmer nobody will want her around. Her friend Kim helps her see that she's wrong.*

Can you name other reasons that cause people to not feel good about themselves? (Examples for the teacher: shyness, not being good at sports, starting at a new school, etc.) Do you think these are good reasons to reject someone? What do you think being rejected feels like?

ACTIVITY 3

LIVING AND SHARING YOUR PASSIONS— THAT'S INTENSE!

OBJECTIVES

- HELP PARTICIPANTS RECOGNIZE WHAT THEY REALLY LIKE DOING, HOW THEY CAN COMMIT TO THOSE INVOLVEMENTS, AND HOW TO RECOGNIZE THE SAME IN OTHER PEOPLE.
- MAKE YOUNGSTERS AWARE OF THE FACT THAT INTENSE INVOLVEMENT WITH THINGS LIKE SPORTS, THE ARTS, OR THEIR COMMUNITY CAN BE AN EXCELLENT PROTECTIVE FACTOR THAT HELPS THEM AVOID VARIOUS PROBLEMS, LIKE THOSE RELATING TO ALCOHOL AND DRUG USE.

MATERIALS

- The interview form, photocopied for each participant (Appendix 1)
- The notebook *Live Out Your Passions, It's Intense*

Keep the page titled "Additional Information", which covers protective factors, on hand as you lead the group discussion (Appendix 4).

TIME REQUIRED

- 45 to 90 minutes, depending on the number of participants

The activity can take part in two phases: the first will be devoted to interviews and oral presentations, and the second to a group discussion.

HOW THE ACTIVITY WORKS

- Ask the youngsters to think for a few minutes about activities that they're involved with or those that they'd like to try. They can refer to the *Live Out Your Passions, It's Intense* notebook.
- While they are preparing their thoughts, give each student the interview form.
- Ask the students to form two-person teams. Each child will take turns being interviewed, and then interviewing the other team member.
- At the end of the interviews, ask the children to form groups of four or six. In this new team, each youngster presents a portrait of the person he or she interviewed. In two or three minutes, they should give their teammates a good idea of this person's qualities and strengths.

NOTE FOR TEACHERS: During the activity, be on the lookout for youngsters who might need some prompting and encouragement. You can also refer to Appendix 4 to help students develop their thoughts about the passions and activities they're committed to, which can serve as protective factors.

ACTIVITY 4

BINGO—GET INVOLVED

OBJECTIVE

IN A FUN ATMOSPHERE, HELP PARTICIPANTS BECOME AWARE OF THEIR OWN FAVORITE PASTIMES, ACTIVITIES, AND COMMITMENTS AND LEARN ABOUT OTHER ACTIVITIES.

WARNING: This activity should involve a discussion with students to help them reflect on what their favorite pastimes and activities give them and the skills these things help them develop. It is important that youngsters understand that when they engage in these activities, they are also developing attitudes and skills (good communications, teamwork, open mindedness).

MATERIALS

- Bingo card page and activities list, to print (Appendix 2)
- Activities list, cut into rectangles (Appendix 3)
- An empty bag or container in which the paper rectangles (with activity names) can be placed
- One sheet of colored cardboard per student
- A pair of scissors for each student

HOW THE ACTIVITY WORKS

- Give each participant a sheet showing the bingo card and activities list (Appendix 2).
- Ask each player to read the list of suggested activities and write in the squares on the bingo card those that they have already done, then those that sound interesting or that they would like to try. Specify that an activity can be written only once on the game card. While the students fill out their game cards, give them sheets of colored cardboard.
- When the students have filled in all the boxes on their game cards with activity names, ask them to cut their cardboard sheet into 15 small squares.
- Then take a paper rectangle from the bag or container and read the name of the activity. Youngsters should check their game cards and, if this activity is written there, place a small cardboard square on top of the word. As the paper rectangles are drawn, place them aside so you can easily check the activities that have been called once a player completes a line on their bingo card.
- When someone completes a line on the game card—vertically or horizontally—with their cardboard squares, they should announce: "I'm getting involved!" You should then check that all the activities they have covered on this line were indeed called. The player who completes a full line gets to draw the activities for the next round.

APPENDIX I

INTERVIEW SHEET
LIVING AND SHARING YOUR PASSIONS—THAT'S INTENSE!

Name of the person you are interviewing: _____

What kinds of activities do you really like most? _____

Would you describe yourself as athletic, artistic, intellectual, social—or a combination?
(In the event of a combination, state which apply.)_____

What activity in particular are you involved in? _____

Or, if you aren't intensely involved with anything, what would you like to try? _____

Tell me about this activity or this passion…

- With whom do you do it? _____
- Where? _____
- How many times a week? _____
- Do you need special equipment for it? _____
- Is it an organized activity, or not? _____

What advice would you give to someone who's thinking about trying this activity? _____

How does doing this make your life better?_____

Name five ways in which it makes your life better.

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX 2

BINGO GAME CARD

LIST OF ACTIVITIES TO WRITE IN THE BOXES

Write the activities that you already do in the boxes on the game card. Next write the ones you'd like to try. Finish by filling in the names of activities you are not familiar with but would still like to try.

ATHLETIC
Soccer
Basketball
Hockey
Skiing
Figure skating
Swimming
Snowboarding
Cycling
Football
Gymnastics
Circus arts

ARTISTIC
Photography
Painting
Writing
Dance
Singing
Music
Drawing
Scrapbooking
Improv
Cartooning

SOCIAL
Volunteering
Recycling
Ecology
Animal welfare
Soup kitchens
Babysitting
Community gardening
Helping seniors
Christmas baskets

INTELLECTUAL
Chess
Reading
Scrabble
Scientific activities
Reach for the Top
Journalism
Astronomy
Collecting
Bird watching
Board games

APPENDIX 3

LIST OF ACTIVITIES (TO BE CUT OUT BY THE MODERATOR)

Soccer	Circus arts	Cartooning	Collecting
Basketball	Photography	Volunteering	Bird watching
Hockey	Painting	Recycling	Astronomy
Skiing	Writing	Soup kitchens	Journalism
Figure skating	Dance	Ecology	Reach for the Top
Swimming	Singing	Animal welfare	Scientific activities
Snowboarding	Music	Babysitting	Scrabble
Cycling	Drawing	Christmas baskets	Reading
Football	Scrapbooking	Helping seniors	Board games
Gymnastics	Improv	Community gardening	Chess

APPENDIX 4

ADDITIONAL INFORMATION

PROTECTIVE FACTORS

This is a factor that, due to its existence, lessens the likelihood that an individual will develop substance abuse problems, particularly involving alcohol or drug consumption or addiction to gambling. Protective factors can be acquired or reinforced.

INVOLVEMENT = A PROTECTIVE FACTOR

INVOLVEMENT IS DEFINED AS

Regular participation in one or more activities for an extended period, in a variety of settings (e.g., within the family, at school, or in community or extracurricular youth organizations). For young people, becoming involved in the environments around them has proven to be one of the most significant protective factors when it comes to preventing problems like those associated with alcohol or drug use.

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

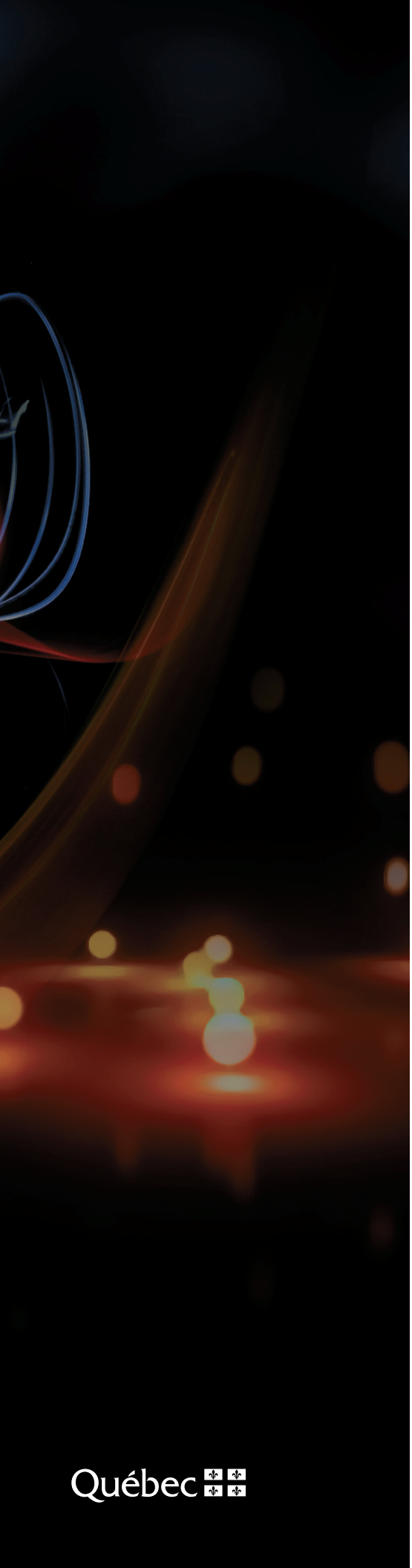
- Having good self-esteem
- Knowing your strengths and weaknesses
- Believing in your future and setting goals
- Having a trusted group of friends
- Getting along well with family
- Having good social skills (assertiveness, respect for others, the ability to manage peer pressure, etc.)
- Having healthy habits, in terms of physical exercise, diet, and sleep

TYPES OF ACTIVITIES

- Community service and volunteering
- Individual or team sports
- Music and the arts

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



Québec

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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.

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