
ACTIVITIES GUIDE 2014

FOR GROUPS
AGE 13 TO 16

DRUG AWARENESS WEEK
ALCOHOL - DRUGS - GAMBLING

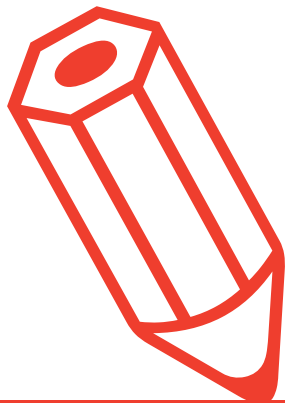
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DRUG AWARENESS WEEK

2014 ACTIVITIES GUIDE FOR GROUPS AGE 13 TO 16



Drug Awareness Week will take place from November 16 to 22, 2014. This year we have developed a host of original activities for young people age 13 to 16.

Please note: The activities described here have been specifically developed for young people age 13 to 16. Activities guides for young people age 10 to 12 and 17 to 24 can be downloaded at dependances.gouv.qc.ca [click on Drug Awareness Week in the Drugs and Alcohol section].



THE 2014 ACTIVITY GUIDE IS A TOOL FOR TEACHERS AND THOSE WORKING WITH YOUNG PEOPLE AGE 13 TO 16.

Although the Guide is being launched as part of Drug Awareness Week (DAW), activities can be carried out at any time of year. If the activities are presented in an educational setting, it is also advisable to link them to other efforts already underway at school, such as the Healthy School initiative, the guidance-oriented approach to learning, and violence prevention.

The activities in this guide were developed to encourage young people to get actively involved in their communities. Involvement is a proven protective factor that is extremely effective at countering risks associated with alcohol and drug use and gambling. It can help youngsters develop personal and social skills that become additional protective factors useful in many areas of their lives, including prevention of risks associated with alcohol and drug use and gambling. Appendix 1 of this guide contains additional information about protective factors and involvement.


More specifically, the first activity in the guide aims to help young people understand that the personal and social skills they build by getting involved in activities can be useful in other contexts and help them deal with all sorts of life situations, including ones related to alcohol, drugs, and gambling.

The second activity aims to help young people become more aware of the consequences associated with alcohol and marijuana use and gambling, even on an experimental or occasional basis. It also aims to help them identify various strategies they can use to reduce or prevent the risks and consequences associated with drug and alcohol use and gambling.

PREVENTING DRUG ADDICTION IN YOUTH

Although social information and awareness campaigns like Drug Awareness Week differ from prevention programs, notably in terms of their form and intensity, factors found effective in the literature have been taken into consideration in developing the tools for 2014 Drug Awareness Week, including the activities presented here.

Age-appropriate activities tailored to the target community and intended for small groups with similar patterns of alcohol or drug use are known to be more effective at preventing addiction. Involving young people with good communication skills (prosocial peers) as facilitators, having activities co-moderated by a professional and a prosocial peer, and carrying out recall activities are further best practices recognized as effective means of preventing addiction.



To find out more about predictors of effectiveness in preventing addiction and dependency, 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." Eds. Jézabelle Palluy et al., Québec City: Institut national de santé publique du Québec, 2010, various pages. (Online at http://www.inspq.qc.ca/pdf/publications/1065_ReussiteEducativeSanteBienEtre.pdf)

ACTIVITY 1 SKILLS FOR LIFE!

OBJECTIVES

HELP PARTICIPANTS:

- ▶ Identify their favorite activities and discover new ones.
- ▶ Identify the personal and social strengths and skills they have acquired or can acquire through these activities.
- ▶ Realize that these skills are excellent protection factors that can help them in various aspects of their lives and protect them from the risks associated with drug and alcohol use and gambling.
- ▶ Be good team players with other young people.

MATERIALS

- ▶ Table on page 6, entitled *Skills for Life!*, one for each participant
- ▶ Black or white board or interactive whiteboard
- ▶ Pencils
- ▶ 2014 DAW notebook for 13- to 16-year-olds
- ▶ 2014 DAW poster for 13- to 16-year-olds (optional)

TIME REQUIRED

60 minutes



HOW THE ACTIVITY WORKS*

* This activity is carried out in teams of 3 to 4.

1

Start by explaining to the participants that when they get involved in meaningful activities (see definition of involvement in Appendix 1), they develop personal and social skills (see list at right) they can use later in other situations and in other aspects of their lives, including ones related to alcohol, drugs, and gambling.

2

Then, still based on the definition of involvement presented in Appendix 1, ask the participants to complete column I in the *Skills for Life!* table. Have them indicate the activities they are involved in or would like to try and list them in column I. You can explain the first example

provided in the table and ask them to complete columns II and III for the second example. Additional examples can be found in the notebook for 13- to 16-year-olds. Examples of involvement can also be found in Appendix 1.

3

Next, for each activity, ask the participants to identify the skills they build through their involvement. Have them also briefly explain why the activities help them develop these skills. Have them write their responses in column II.

Examples of questions participants can be asked:

- ▶ What do you get out of this activity, pastime, or sport?
- ▶ What other skills do these activities help you acquire or develop?

The list below can be used to give the participants examples of the personal and social skills they can develop by getting involved in activities:

- ▶ Improve self-knowledge
- ▶ Learn to clearly express yourself
- ▶ Learn to respectfully disagree
- ▶ Learn to control your emotions and express them appropriately

ACTIVITY 1 SKILLS FOR LIFE!

HOW THE ACTIVITY WORKS (CONT'D)

- ▶ Develop a sense of belonging
- ▶ Develop a vision for the future to see how current behaviors will pay off later
- ▶ Develop the ability to work on a team
- ▶ Improve the ability to concentrate
- ▶ Develop open-mindedness
- ▶ Develop active listening
- ▶ Learn to respect others
- ▶ Learn to manage conflict and find solutions
- ▶ Learn to accept constructive criticism and use it to improve
- ▶ Develop perseverance (not just give up when you run into a challenge or obstacle)
- ▶ Have supportive friends who share the same interests and activities as you
- ▶ Be aware of and deal effectively with peer pressure
- ▶ Be with caring, supportive adults
- ▶ Respond appropriately to suggestions for improvement
- ▶ Keep practicing in order to improve
- ▶ Learn more about a particular field
- ▶ After experiencing a setback, try to understand what you can do better next time
- ▶ Spend time doing what you like rather than doing nothing or using drugs or alcohol
- ▶ Etc.

4

The participants continue the activity by sharing a real-life situation in which they used their skills. The situation does not have to be related to drugs, alcohol, or gambling. Have them describe the situation briefly in column III of the *Skills for Life!* table. Other situations may have occurred with family members, friends, etc.

Example of a question that participants can be asked:

- ▶ In what other situations in your life might this skill or competency be useful to you?

Here are some examples:

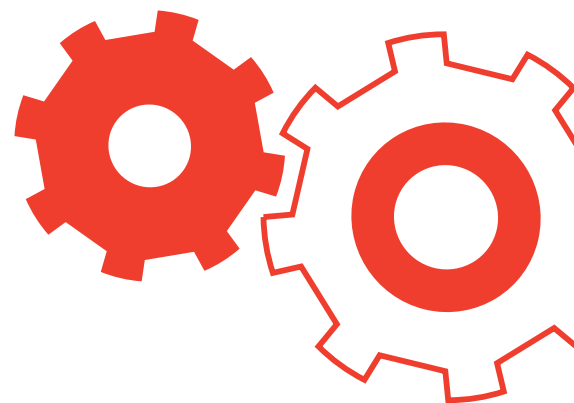
- ▶ Alex is taking guitar lessons. He's learning to stick to it and set goals. Now when he has difficulty in science, he steps up his efforts and doesn't get discouraged as easily.
- ▶ Alex and Kate are involved in theatre. They're learning to push their limits and deal with stress in a healthy way. They would never think of using drugs or alcohol to manage their stress or emotions!

5

Have the teams take turns presenting their completed *Skills for Life!* table to the rest of the class. You can also have the participants identify skills that other people in the group have acquired and use in different aspects of their lives. You can ask participants to give their presentation using the interactive whiteboard.

6

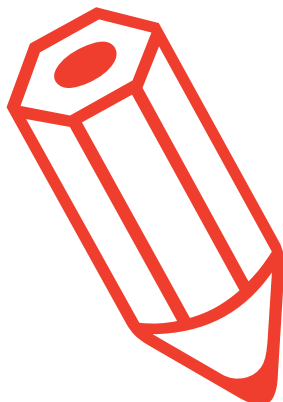
Wrap up the activity by talking with the participants about how they can develop personal and social skills through activities and how these skills can help them to deal with all kinds of situations and challenges they may encounter in other areas of their lives, including ones involving alcohol, drugs, or gambling.



TABLE

1

SKILLS FOR LIFE!



ACTIVITIES I AM INVOLVED IN (OR WOULD LIKE TO GET INVOLVED IN)	SKILLS DEVELOPED THROUGH INVOLVEMENT IN THESE ACTIVITIES	OTHER LIFE SITUATIONS IN WHICH I CAN USE THESE SKILLS
<p>EXAMPLE 1 Guitar lessons I've been taking guitar lessons for six months.</p>	<p>▶ Perseverance, because I have to persevere to learn new songs. I don't just give up when I run into a challenge or obstacle.</p> <p>▶ Self-confidence, because I know I can learn to play the songs well.</p>	<p>▶ When I go to parties, I know I can stick to my decision not to have more than two drinks and not to mix with energy drinks.</p> <p>▶ I know I can drink responsibly and make smart decisions.</p>
<p>EXAMPLE 2 Anti-bullying committee This year, I'm on my school's anti-bullying committee. I'm getting involved at my school!</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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ACTIVITY 2

RISKS AND CONSEQUENCES OF DRUG AND ALCOHOL USE: HOW DO YOU PROTECT YOURSELF?

OBJECTIVES

- ▶ Make young people aware of the consequences associated with alcohol and marijuana use, even on an experimental or occasional basis, and with gambling.
- ▶ Get young people to identify various strategies to help them reduce or prevent the risks and consequences associated with drug and alcohol use.

NOTE: Questions must be age-appropriate. Thirteen-year-olds do not experience the same situations and are not subject to the same consequences as 16-year-olds.

MATERIALS

- ▶ 2014 DAW notebook for 13- to 16-year-olds
- ▶ 2014 DAW poster for 13- to 16-year-olds (optional)

TIME REQUIRED

45 to 60 minutes



HOW THE ACTIVITY WORKS

1

Put the activity into context by explaining the objectives and content

The purpose of the activity is to make young people aware of the consequences associated with marijuana and alcohol use and gambling, and help them understand how certain skills can protect them from such risks.

Talk about 2014 Drug Awareness Week and present the notebook or poster.

Name the topics covered as part of Drug Awareness Week: alcohol and drug use, and gambling.

Share the campaign slogan, "Stay in control—You've got what it takes," and ask the following questions:

- ▶ What message is the slogan trying to convey to young people your age?
- ▶ Why do you think this message was chosen?

2

Present the possible consequences of drug and alcohol use illustrated in the testimonials from young people in the notebook for 13- to 16-year-olds.

You can have participants discuss the following questions in small groups before discussing them with the entire class. The groups may work on one or more of the testimonials presented.

For each testimonial selected:

- ▶ What other consequences associated with drug and alcohol use and gambling can you identify in this situation? (These consequences may affect the young person telling the story or his/her family and friends.)
- ▶ Are there any risks or consequences associated with drug and alcohol use or gambling other than the ones presented in the notebook?
- ▶ How can you protect yourself from the negative consequences that result from this situation?

IMPORTANT: Be sure to tell participants that they don't need to use more than once or have a so-called abuse problem to experience negative consequences of drug or alcohol use.

ACTIVITY 2

RISKS AND CONSEQUENCES OF DRUG AND ALCOHOL USE: HOW DO YOU PROTECT YOURSELF?

HOW THE ACTIVITY WORKS *(CONT'D)*

3

Lead a discussion with the entire group on the consequences identified and strategies that help limit and prevent these risks.

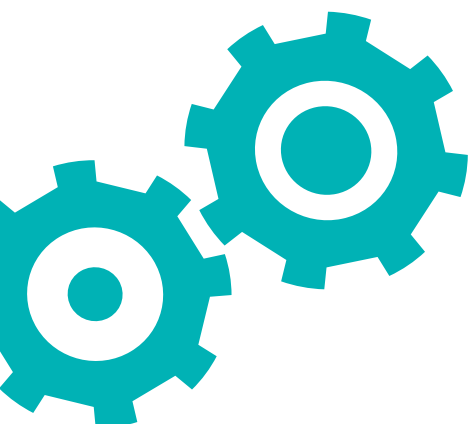
Possible questions:

- ▶ What do you think of these testimonials? Do they seem realistic to you?
- ▶ In which situations are teenagers exposed to drinking?
- ▶ Could these situations be handled differently? (Get participants to find strategies that would lead to fewer negative consequences.)



Examples of strategies that help young people reduce or prevent risks associated with drug and alcohol use and gambling

- ▶ Choose not to use.
- ▶ Go to parties with a friend where you agree to keep an eye on each other.
- ▶ Learn how to say no to drugs, alcohol, and gambling.
- ▶ Avoid putting yourself in situations where you might be offered drugs or alcohol.
- ▶ Provide non-alcoholic drinks at parties.
- ▶ Decide in advance to limit your drinking.
- ▶ Decide in advance not to use certain substances and tell somebody you'll be with about your decision.
- ▶ Set a spending limit if you're going to gamble and ask a friend to help you stick to it.



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 many forms, including community engagement 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 school and community youth organizations.

To be considered as 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 young people to spend time with caring adults and role models who support and encourage their involvement.

WHAT WE GAIN FROM GETTING INVOLVED

Getting involved in activities we enjoy is beneficial in countless ways. It can help us improve our self-knowledge and self-confidence, bring us into contact with 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.

What's more, the time we invest in meaningful activities is time not spent using drugs or alcohol, or gambling.

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 healthy habits, in terms of exercise, diet, and sleep.

TYPES OF ACTIVITIES

- ▶ Community and social engagement.
- ▶ Individual or team sports.
- ▶ Artistic and creative activities.
- ▶ Intellectual or manual activities.

EXAMPLES OF INVOLVEMENT

- ▶ Doing extracurricular activities at lunchtime (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:

www.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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Bibliothèque et Archives nationales du Québec, 2014

Library and Archives Canada, 2014

ISBN: 978-2-550-71574-0 [PDF]

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