

Talk. It's the only
way to

GROW!

Fall 2000

**ACTIVITY AND
INFORMATION GUIDE
FOR EDUCATORS AND
YOUTH WORKERS**



Québec 

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Produced by:

The Direction des communications of the ministère de la Santé et des Services sociaux

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Introduction

This year, the Ministère de la Santé et des Services sociaux, in collaboration with the Ministère de l'Éducation and Éduc'alcool, wishes to appeal to young people to remind them that when they have a problem, they should discuss it with someone they trust. Hence, the message: *Talk. It's the Only Way to Grow!*

For most young people, adolescence is a stimulating period filled with challenges and rewarding discoveries. For others, however, it is a rather gloomy period, a time of self-doubt and isolation.

THE UPS AND DOWNS OF ADOLESCENCE

Teenagers assess their competencies according to their self-image and the way their environment responds to them. One day, they feel they have everything under control; the next, they may have the impression that they are losing control; and at other times, they may see the world as hostile. One moment, teenagers feel they are bursting with energy and can see thousands of opportunities around them; the next, they feel that their wings are being clipped and that the world is preventing them from making their dreams come true.

Many teenagers try to run away from such situations because they don't feel like fighting any more, because they feel trapped in a situation that has no way out, or because they feel they do not have the opportunity to develop their potential. Some seek escape through alcohol and drugs. Others, paradoxically, express the need for self-affirmation through anorexia or suicidal ideation. Still others will turn to delinquency to rebel against the "system" or simply to affirm their existence to those around them. The common denominator of these "ways of being" is that they express suffering, a feeling of powerlessness, a distress, all of which ultimately become unbearable. Teenagers may adopt all sorts of escape behaviours in awkward attempts to relieve their distress.

The adults in a teen's environment, i.e. parents and other adults to whom he or she can turn, such as teachers, coaches, group leaders, uncles and aunts, can play a determining role. They can serve as points of reference with respect to the way the teen sees himself or herself, and provide support when he or she needs it.

While some teens are lucky to have thoughtful parents who listen, others cannot rely on this important presence. They must turn to other adults whom they trust to help them through this complex phase in life that brings them ups and downs.

Parents and other adults sometimes have difficulty perceiving the real needs of teenagers. A teen's silence may easily be interpreted to mean "He or she doesn't care about me. He or she doesn't need me, it's as if I didn't even exist!" All of this may be very far from the truth. Teenagers have ambivalent relationships with the adults in their lives. While they want to be independent and to be different from adults, they still need to know that these adults are close by and attentive to their needs.

It is important to know the magnitude of distress-related problems such as social adaptation and mental health problems in young people. However, it is probably even more important to understand how these problems come about. Why do some teens drop out of school or leave their homes and their families? Why do some teens give up on living? What brings some teens to delinquency, addiction or mental health problems, while others are spared?

It is practically impossible to know the exact causes of these phenomena. However, many researchers have tried to determine **the risk factors** associated with these situations and, as a result, have identified **some protection factors** to forearm young people against them.

1) Risk factors

These are factors that increase the probability of developing emotional or behavioural difficulties. The presence of a single factor may not constitute a very solid indicator. However, factors such as extreme poverty or early motherhood are more disturbing, particularly because they may lead to many other risk factors. Risk factors are grouped into three categories.

1. INDIVIDUAL RISK FACTORS

Antisocial behaviour
Stressful life experiences
A difficult temperament
Etc.

2. FAMILY RISK FACTORS

Problems with alcohol or depression
Being exposed to, or a victim of, violence
Separation from a parent or absence of parents
Families where there is violence or a serious form of hostility among adults
Abused or neglected children for whom placement or legal services must be sought
Etc.

3. ENVIRONMENTAL RISK FACTORS

Low socioeconomic status
Poverty
A violent neighbourhood
Belonging to deviant peer groups
Etc.

2) Protection factors

These factors enhance resistance to risks and promote successful adaptation skills and methods. They, also, are grouped into three categories.

1. INDIVIDUAL PROTECTION FACTORS

Self-esteem

A sense of one's own effectiveness

Optimistic outlook on the future, hope

Successful experience of individual and social skills

Self-control

Etc.

2. FAMILY PROTECTION FACTORS

Attachment; positive relationship with parents (involvement of the father)

Codes of behaviour and good support in family setting

The fact that parents envisage a positive future for the child

Etc.

3. ENVIRONMENTAL PROTECTION FACTORS

The presence of an adult that the teenager trusts

Participation in extracurricular activities

Positive school experiences

Having responsibilities (at home, in leisure activities, at school)

External support for single-parent families

Etc.

TEENAGERS AND THE USE OF PSYCHOTROPIC DRUGS

All teenagers who use psychotropic drugs do not necessarily show signs of distress or present significant risk factors. The following table shows that, during adolescence, teens may have other reasons for using psychotropic drugs. Consult the table to identify the various types of users.

User Profiles Among Young People			
CATEGORY	FREQUENCY	REASONS	CHARACTERISTICS
Non-user (15%)	Never (abstinence)		
Explorer (85% of young people smoke, drink or take drugs at some point in their lives)	More or less often during a given period or stage of their lives	Curiosity: a desire to do what others do	Mixed feelings of curiosity and fear
Occasional user (60%)	Special events or circumstances (parties, shows, etc.)	To have fun, socialize	Substance use is a conscious, deliberate, choice.
Regular user (20%)	Frequently and regularly every week	Based on his or her reaction to events or circumstances. The user looks forward to smoking, drinking or taking drugs as a special event, and does so to have fun, socialize and overcome shyness.	Psychological dependence. Substance use is part of the user's lifestyle or personality. Almost all of the user's friends also smoke, drink or take drugs.
Problem Users (5%)			
Overuser	Main purpose in life: devotes almost all his or her time, energy and money to drinking or taking drugs	Substance use is underpinned by all sorts of life problems linked to the user's circumstances: neglect, boredom, failure, pain	Predisposition to substance use. The user's relationship with the substance affects the user's relationship with friends and family, performance in school, self-image and self-esteem, vision of the future. The problem often involves the whole family and its social network. The user needs outside help.
Abuser	Irregular and unrestrained overconsumption. Consumes a substance or combination of substances in huge quantities.	To loosen up, to compensate, to vent frustrations and emotions, to forget problems.	The user needs outside help to come back to an adequate lifestyle and to regain a certain feeling of satisfaction with his or her life.

Source: *Outils d'intervention-Prévention primaire de la toxicomanie et promotion de la santé.* (1992). B. Tardif, Astelle, D. and Baril, R. Based on Paquin, P., 1988 and Gran, M.-C., 1989.



Contest : “Talk. It’s the only way to grow !”

As last year, Drug Awareness Week features a contest for young people aged 12 to 17. Registration forms were sent to you with this information and activity guide. The contest is more particularly intended for Secondary I and II students. Prizes will be drawn among participants.

Participants are asked to complete the missing words and tell us who it is you can talk to.

When it comes to alcohol and drugs, I think I have all the ANSWERS.
But, when I take a look around, sometimes I get all CONFUSED.
So I look for someone I can’t TRUST and TALK to.
And that person is my : FRIEND, MOTHER, FATHER, TEACHER,
ONCLE, SISTER ...

COLLECTION OF ENTRY FORMS

To encourage kids to enter the contest, why not place a box to collect their entry forms in a spot where they hang out? Place all of the entry forms in a large envelope and mail it to the address given below by December 8, 2000.

You may also suggest that the kids get together in small groups and send their forms in the same envelope. That way, they can share postage costs.

Of course, participants may also send their forms individually by **mail**, by **fax** or by **e-mail**. In the latter case, the e-mail message must contain the participant’s text and name, address and telephone number.

REPRODUCTION OF ENTRY FORMS

If you do not have enough entry forms, you may make photocopies or facsimiles by hand at the following address.

Contest : “Talk. It’s the only way to grow !”

707, boulevard Charest Ouest
C.P. 54066
Québec (Québec)
G1N 4T1
Fax: (418) 682-1200
E-mail: concoursgrandir@clic.net



CONTEST RULES

Contest : "Talk. It's the only way to grow !"

To enter the contest, fill out the entry form and complete the missing words and tell us who it is you can talk to in the space reserved for this purpose on the official entry form. Participants must be Quebec residents between the ages of 12 and 17.

Three Ways of Entering

1. Mail a duly completed entry form (taking care to indicate your name, age and address and to include the missing words) or a facsimile to the following address:

Contest : "Talk. It's the only way to grow !"
707, boulevard Charest Ouest
C. P. 54066
Québec (Québec)
G1N 4T1

2. Fax a duly completed entry form or a facsimile to the following number: (418) 682-1200.
3. E-mail your personal information and entry (taking care to indicate your name, age and address and to include the missing words) to the following address:

Deadline

Entry forms must be received by midnight, December 8, 2000, by fax, regular mail or e-mail, as set out above.

Educational institutions and other organizations may send entry forms in batches, by fax, regular mail or e-mail (facsimiles will be accepted; one entry form per participant).

Prizes will be drawn on December 15, 2000 at 3:00 p.m. Winners will be notified by telephone the following day (December 16, 2000) and will receive their prize by mail shortly thereafter. Winners' names will be posted on the Ministère de la Santé et des Services sociaux Web site at <http://www.msss.gouv.qc.ca>.

Prizes

Three Panasonic CD/radio walkmen (each worth \$170)
Five Minolta 35mm cameras (each worth \$90)
Five Uniden cordless telephones (each worth \$80)
Ten Lavoie backpacks (each worth \$60)

Employees, agents or representatives of the Ministère de la Santé et des Services sociaux, and persons affiliated with or living with them, are not eligible.

Any dispute relative to this contest (rules or drawing of prizes) may be submitted to the Régie des alcools, des courses et des jeux.



Contest rules may also be obtained by writing to the following addresses or number, or going to the following Web site:

Contest: "Talk. It's the only way to grow !"

707, boulevard Charest Ouest
C.P. 54066
Québec (Québec)
G1N 4T1
Fax: (418) 682-1200
E-mail: concoursgrandir@clic.net

This contest is made possible with the collaboration of: Educ'Alcool and Ministère de l'Éducation.

Activity 1 : Make Way for Drama
--

The following pages provide four sketches for use in a drama workshop. Each sketch may be followed by a group discussion. Questions that may be used to initiate group discussion are provided.

You may photocopy the following dialogues to give to the teenagers who wish to participate so they may become familiar with the text. Setting up the stage with some props may make the dramatic presentation more dynamic.

1. IS IT IMPORTANT TO HAVE RULES AT SCHOOL AND AT HOME?

Catherine	<i>(looking fed up)</i> Hi Leah, Ah, I'm fed up!
Leah	Catherine? What's going on for you to be so fed up?
Catherine	I just came from the principal's office. He gave me a 2-page essay to do. Man, can you imagine that?! 2 pages! He's going too far!
Leah	Why do you have to do it anyway?
Catherine	Ah, also, he's out of it. Who cares if I have the drawing of a pot leaf on my T-shirt. He says it doesn't go with the school's educational mission. Give me a break!
Leah	Are you kidding?
Catherine	He says it's a school rule and that I've got to follow it. I'm fed up with rules. When it isn't school, it's home. "Pick up your dirty clothes, be home on time, you've been on the phone too long, beer at your age?, don't even think about it, no way!, have you done your homework?, be polite..."
Leah	That's a lot of rules for sure.
Catherine	At least, sometimes it's me who makes the rules like "Do No Enter My Room." I don't want my brother to find my diary and read it!
Leah	Does your brother follow the rule?
Catherine	Yeah. In the end, it's better like that because he knows that if he doesn't, I won't follow his rule about not touching his amplifier and guitar.
Leah	Sometimes, some rules are easier to follow than others.

Catherine	Yeah, it's true, some rules are easier to follow than others, but there are some which I find harder. Sometimes, it's because I don't understand them, other times because I don't see their use and it makes me want to disobey them.
Leah	I know. But, if there were no rules, I wonder what we would do to get along together here at school and at home.

QUESTIONS FOR INITIATING GROUP DISCUSSION

Do you believe that some rules are easier to follow than others? Give some examples.

Give some examples of rules that you do not understand or rules that you do not find useful at school or at home.

Do you believe, like Leah, that certain rules are useful and make it easier to live in harmony at school and at home? Can you give some examples?

Do you ever set rules among yourselves? Are they followed?

What do you think would happen if there were no rules at school? On the road? At home?

2. IF I HAVE A PROBLEM, WHO CAN I TALK TO ABOUT IT?

Jessup	Hi Chris, are you coming to play haki?
Chris	<i>(looking depressed)</i> No, I don't feel like it.
Jessup	Come on, let's play!
Chris	No, I told you I don't want to.
Jessup	Ah, c'mon you always say yes. What's the matter with you? Did you have a fight with your girlfriend?
Chris	Get real! You know I don't have a girlfriend.
Jessup	Of course, I know. I was just trying to make you laugh a bit. I can see you're not alright. What's wrong with you anyway?
Chris	Nothing, nothing.
Jessup	If you don't want to tell me, that's up to you. But don't tell me it's nothing. I can see that something's wrong.
Chris	You're right, something's wrong but it doesn't really matter.
Jessup	Hey ! I'm not blind. If it didn't matter, you wouldn't be like this.
Chris	If I tell you, you've got to promise never to tell anyone.
Jessup	OK, I promise.
Chris	You know my dad, he drinks beer. He drinks a lot. Well, you know, when you come to my place, he's always drinking it. Sometimes, he says all kinds of mean things to a lot of people.
Jessup	Yeah, I'd noticed.
Chris	Well yesterday, he drank too much again. And he started saying mean things to my mom. They yelled at each other and when he yelled at her, I was afraid he was going to hit her so I yelled at them to stop and it worked. But I was so scared. If it starts again and they don't stop, what will happen? I don't know what to do. I feel really confused.

QUESTIONS FOR INITIATING GROUP DISCUSSION

- Who can Chris talk to about his problem?
- Why do you think some young people do not want to talk about their problems?
- What could you say to a friend who seems to have a problem but does not want to talk about it?
- What are some signs that tell you that a friend has problems or is distressed??
- Can we hope to find solutions to our problems in alcohol, drugs, dropping out of school, running away or suicide?

3. LEARNING TO LIKE YOURSELF AS YOU ARE

Analia	Kim, stay with me.
Kim	What did you say?
Analia	I said stay with me.
Kim	Why do you want me to stay with you?
Analia	Not that loud, I don't want him to hear us.
Kim	Who?
Analia	Hugo!
Hugo	Hi Analia (<i>looking arrogant</i>) Hey, she looks really weird.
Analia	Hi (<i>very softly</i>)
Kim	Can you please tell me what's going on? I don't understand anything.
Analia	Now, he's gone. I'll explain everything.
Kim	Say something Analia because I don't understand anything.
Analia	He's always giving me a hard time. It's as if he knows I won't answer back and that I'll get all red. So he just does it.
Kim	Has he been doing that for long?
Analia	You bet, he's always done that with me but this year it's worse. He always finds something wrong with me. My hair isn't the right colour, I'm too fat, I have pimples... It's hard enough knowing I'm not a supermodel, he doesn't have to make it worse.
Kim	He should look at himself. He's no Leonardo either.
Analia	But the worst thing is that he makes fun of me when I don't want to do what he wants. The last time, we were all at the shopping mall and he invented a game. Everybody had to steal something and show it to everyone.
Kim	So, did you do it?
Analia	Are you crazy? Of course not!
Kim	What did you tell him?

Analia	Nothing. I bought something and pretended I had stolen it. I made up a whole story. I didn't feel good enough to tell the truth, but I hate that kind of situation. And I know if I don't do anything to stop this, it'll happen again. What would you have done Kim to let him know that you don't like it, what would you have told him?
--------	--

QUESTIONS FOR INITIATING GROUP DISCUSSION

Analia obviously has difficulty asserting herself. What arguments could Analia have used with Hugo to stand her ground and refuse to shoplift as Hugo was asking her to?

Can you describe other situations where it is sometimes difficult to assert oneself?

Do you have any tricks that help you uphold your own viewpoint?

4. DRINKING IS COOL !!!

Steve	Hi Oliver!
Oliver	Hi Steve!
Steve	How about going to the skate-park tonight?
Oliver	Yeah, good idea! When?
Steve	Around 6:30, is that alright with you?
Oliver	OK, fine.
Sam	Hey guys, wait!
Steve	What do you want?
Sam	I've got something to tell you.
Oliver	Well c'mon, what is it!
Sam	Not in front of everybody, come over here, (<i>whispering</i>)
Steve	So, what kind of trouble do you want to get us into now?
Sam	Don't say that. It's not trouble, I'm just suggesting a little fun. My parents are out tonight and I got my neighbour Jason to get some beer for us. We could rent some movies and drink, it 'd be cool!
Oliver	<p>I thought it would be something like that. You're crazy. I don't want to get into that. I saw my brother coming back drunk the other night from a party. He was so sick. It didn't look that cool. Plus, my parents gave him a super long talk about the dangers of drinking, having a car accident, and stuff like that.</p> <p>No, you know, I don't find it that cool to drink. There are plenty of things I do that I find pretty cool, that are fun and that I'm proud of, like when I'm practising a new blade move and I'm just about to get it, that's cool!</p>
Steve	Yeah, and me on my soccer team, when I make a good play, I find that cool!

QUESTIONS FOR INITIATING GROUP DISCUSSION

- Is it necessary to have beer at a party in order to have fun?
- Can you describe parties/evenings where you have enjoyed yourself without drinking or taking drugs?
- Steve and Oliver find soccer and skateboarding “cool”. What about you: what gives you a thrill?
- Do you tend to make fun of friends who do not want to go to parties because they know there will be beer or pot, which their parents have forbidden them to take?

IF YOU HAVE THE TIME AND IF THE TEENAGERS WISH TO PURSUE THE DISCUSSION, THE FOLLOWING ARE MORE QUESTIONS TO ASK THEM:

Can you give examples of personal problems that teens your age may have?

What do you think could happen to a teenager who has personal problems and doesn't try to solve them?

Do you think the solution to a problem can be found in alcohol or drugs? In running away? In violence?

If a teenager has a problem, with whom should he or she discuss it?

Do you think girls are harder on themselves and more concerned about their self-image than boys?

Parents have a tendency to ask their children questions and worry about them. Is it out of love or mistrust?

If you had a problem, are there people who you could confide in at school? Can you name them?

Activity 2: What a Party!

During Drug Awareness Week, set up a table in a busy area. Decorate your table with the usual party items (a powerful radio cassette player or a CD player, audio cassettes or CDs, posters of singers, bowls of popcorn, balloons, etc.). You could also dress up like a singing star.

Ask the teenagers who come to your table to tell you what games, types of music, food and non-alcoholic drinks they use to make a party fun while staying sober! Write the information provided on large sheets of construction paper that you have prepared and post them around your table so that everyone passing by can see them.

The following pages present three party suggestions.

- A Night of Horror
- A Murder Mystery Party
- A Latin-American Party

You may photocopy these pages to give to the teenagers that visit your table.

A NIGHT OF HORROR

GAME: BLOOD RELATIONSHIPS

Names of families:

Adams, Headless, Spider, Haunted, Vampire, Tortured, Shivers, etc.

Materials required:

Construction paper, pencils, and a chair for each family

Procedure:

The game leader distributes sheets of construction paper with the different family names written on them. Each family consists of a father, a mother, a child and a baby. At the starting signal, all the fathers sit in the chairs and call the other members of their families: e.g. "Mother Adams, Child Adams, Baby Adams." The teams must regroup as quickly as possible. The baby must sit on the child, the child on the mother, and the mother on the father. The last team to regroup is eliminated. The game continues until only one family is left—the winning family.

GAME: THE RETURN OF THE MUMMIES

Materials required:

Rolls of toilet paper; one garbage bag and tie per team; one stick (such as a broom handle) per team.

Procedure:

Using the stick for support, two players from each team wrap up each of the other members of the team in toilet paper, making them look like mummies. After all the members of the team except the wrappers have been turned into mummies, they rip up the paper, put all the pieces into the garbage bag and tie up the bag. The first team to finish is the winner.

Cut out this text and photocopy on coloured paper

A NIGHT OF HORROR (cont.)

Recipe

Bloody Punch

(1 person)

Ingredients :

150 ml (5 oz.) unsweetened apple juice
60 ml (2 oz.) unsweetened passion fruit juice
5 ml (1 tsp.) grenadine

Mix all the ingredients together in a stemmed juice glass. Add ice cubes and decorate the glass with thin triangular apple slices.

Recipe

Chopped-up Fruits

Ingredients:

6 clementines or small oranges peeled and separated into sections
4 apples, sliced
1 can of semi-sweet or milk chocolate

Melt the chocolate using a double boiler. Once the chocolate melts, remove the pan from the heat and dip half of each piece of clementine or orange and apple in the chocolate and place on a tray or wax paper. Chill for one hour before serving.

HORROR MOVIES

End the evening by serving a large bowl of popcorn to go with this cocktail, and watch a horror movie, such as *Scream 1, 2 or 3, Halloween 20 Years Later*, etc.

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A MURDER MYSTERY PARTY

GAME: THE DETECTIVE AND THE ASSASSIN (for best effect perform in darkness or semi-darkness)

The moderator selects a detective and an assassin secretly by drawing names from a hat. The detective reveals his identity and withdraws from the room. Meanwhile, the assassin chooses and kills a victim by patting him or her on the shoulder and saying, "you are dead." The victim dies, screaming really loud. Alerted by the scream, the detective comes in and questions the witnesses. He can ask up to four questions. Witnesses may not give "yes" or "no" answers and they must not say who the assassin is.

GAME: WHO'S THE MURDERER? (riddle)

Materials required:

Sheets of paper, pencils

Procedure:

Form teams with the people present. Ask each team to establish the necessary relationships. This means that they must decide who is who, who brings or eats which food, gets which illness, gives or receives which present, and sings which song.

The situation:

Five friends who have just finished dinner are sitting in a row watching television. Suddenly, there is a knock on the door. When the servant opens the door, a silhouette appears in the dark. Only one of the television viewers looks up. He grabs the present he had left beside him (a revolver) and fires. The silhouette collapses. It was the upstairs neighbour, who had come to complain about the noise.

Question:

Which of the five guests had received a revolver as a present, grabbed it when the door opened, and fired?

Clues:

1. There are five guests.
2. The one with a stomachache is seated next to the one who received a doll that wees as a present.
3. The guest who brought the pudding is seated on the extreme left.
4. The host has a stomachache.
5. The one who brought chopped beef head got a sports car as a present.
6. The cousin from the north shore sang "Auld Lang Syne."

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A MURDER MYSTERY PARTY (cont.)

Clues (cont.):

7. The guest who brought the oysters has a migraine.
8. The cousin from the north shore is sitting to the right of the vamp.
9. One of the guests sang "Feliz Navidad."
10. The guest who has chest pain received gloves as a present.
11. The guest whose knees hurt sang "Silver Bells."
12. The joker of the party brought caviar.
13. The one who sang "Silent Night" is sitting in the middle.
14. The guest who is feeling nauseous is sitting between the one who got gloves as a present and the one who got a vase.
15. The guest who brought the truffles sang a bossa nova tune.
16. The guest who brought the pudding is sitting beside the hostess.

Summary:

Guests: host, hostess, cousin, vamp, joker

Food: pudding, chopped beef head, oysters, caviar, truffles

Illnesses: stomachache, migraine, nausea, pain in the knee, chest pain

Presents: wet doll, sports car, gloves, vase, revolver.

Songs: "Auld Lang Syne", "Feliz Navidad", "Silver Bells", "Silent Night", a bossa-nova tune.

The solution:

Guests	host	hostess	joker	vamp	cousin
Food	pudding	truffles	caviar	chopped beef head	oysters
Illnesses	chest pain	nausea	stomach ache	pain in the knee	migraine
Gifts	vase	doll	gloves	sports car	revolver
Songs	"Feliz Navidad"	bossa-nova tune	"Silent Night"	"Silver Bells"	"Auld Lang Syne"

Source: Reproduced with the permission of the Web site:
www.cam.org/~gilray/assassin.html (Free translation).

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A MURDER MYSTERY PARTY (cont.)

Recipe

Conspiracy Punch

(6 to 8 people)

Ingredients :

500 ml (16 oz.) sugar-free ginger ale
250 ml (8 oz.) unsweetened orange juice
250 ml (8 oz.) unsweetened pineapple juice
60 ml (4 oz.) fresh lemon juice

Mix all the ingredients together in a punch bowl. Add some ice cubes and stir.
Decorate with lemon and orange slices.

Recipe

Glimmering Marshmallows

Ingredients :

One bag of white marshmallows
Jelly powder in assorted flavours (raspberry, lemon, lime, etc.)

Put each flavour of jelly powder in a plastic bag (set aside as many bags as there are flavours of jelly powder). Dip the marshmallows in water, three at a time. Put them in the bags and shake the bags till the powder sticks to the marshmallow. Put them on a plate. Continue with each flavour and build a pyramid.

Cut out this text and photocopy on coloured paper

LATIN AMERICAN PARTY

GAME: THE LIMBO

Materials required:

A stick (such as a broom handle)

Music suggested for the party:

Ricky Martin; Enrique Iglesias; Mambo # 5; Latino party, etc.

Procedure:

Two people hold the stick at either end. Moving to the rhythm of the music, participants take turn dancing under the stick without touching it, by arching their bodies backwards. The stick is lowered about 10 centimetres at each turn. The winner is the dancer who successfully goes under the bar at its lowest without his or her hands touching the ground, the body or the stick.

GAME: THE LIFESAVER RELAY

Materials required:

Toothpicks and LifeSaver candies

Procedure:

Form teams with equal numbers of participants. Give each player a toothpick and give a LifeSaver candy to the first participant on each team. Without using their hands, the players have to pass the candy from one person to the other on the toothpicks, which they hold in their mouths. The first team to do so is the winner.

Recipe

Cheese Nachos

Ingredients :

- 1 bag of regular tortilla chips
- 250 g neapolitan sauce or mild salsa sauce
- 500 g grated mozzarella cheese

Top each chip with a teaspoon of sauce and place them on a baking sheet. Sprinkle the grated cheese on top. Place in the oven set at broil till the cheese is slightly brown. Serve warm.

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LATIN AMERICAN PARTY (cont.)

Recipe

Healthy Brazilian Drink

(1 person)

- 120 ml (4 oz.) mineral water
- 120 ml (4 oz.) orange juice
- 5 ml (1 tsp.) Grenadine
- Orange and cherry slices, pineapple bits

Mix all the ingredients in a stemmed juice glass. Add ice cubes. To decorate, stick the pineapple bits and orange and cherry slices on toothpicks and place a fruit kebab on the glass.

Recipe

Grape Punch

(1 person)

- 60 ml (2 oz.) orange juice
- 30 ml (1 oz.) fresh lemon juice
- 120 ml (3 oz.) grape juice
- 120 ml (3 oz.) water
- 12 ml (1 tsp.) honey
- Pineapple bits and fresh grapes

Mix all the ingredients in a glass. Add ice cubes. To decorate, stick the pineapple bits and fresh grapes on toothpicks and place a fruit kebab on the glass.

Recipe

Tropical Cocktail

(1 person)

- 60 ml (2 oz.) unsweetened pineapple juice
- 60 ml (2 oz.) unsweetened passion fruit juice
- 125 ml (4 oz.) sugar-free Seven-up
- 4 drops of peppermint extract

Pour all the ingredients into a large bowl and stir vigorously. Add a few ice cubes. Decorate the glass with pineapple slices and fresh mint leaves.

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Activity 3: Everyone is doing it, so why shouldn't I?

We know what being part of a group means to a teenager. In order to be like others, young people get involved in certain activities rather than others, adopt certain clothing styles, etc.

You need tips to counter the arguments of young people when they say:

- "It's cool to smoke, everyone does it."
- "Of course I drink beer, I'm not a nerd, I do what everyone else does!"

Here are some meaningful statistics that may make them think.

What do you think ?

1. Most young people take drugs.

True False

2. Everyone drinks alcohol.

True False

3. Almost everyone smokes cigarettes at school.

True False

4. What proportion of young people smoke cigarettes regularly?

1 out of 2 1 out of 3 1 out of 5 1 out of 10

5. What percentage of teenagers take drugs regularly?

5 % 25 % 50 % 75 %

6. What proportion of young people drink alcohol regularly?

1 out of 2 1 out of 3 1 out of 5 1 out of 10

7. Pot contains more tar than the tobacco in cigarettes.

True False

8. Drinking coffee and dancing help eliminate alcohol from the blood.

True False

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What do you think ?

ANSWERS

1. Most young people take drugs.

True False

Answer: False. According to the survey *Ados, famille et milieu de vie*, 83.1 per cent of young people 10 to 19 years of age take drugs.

2. Everyone drinks alcohol.

True False

Answer: False. Again according to the survey *Ados, famille et milieu de vie*, 37.9 per cent of young people 10 to 19 years of age do not drink alcohol.

Almost everyone smokes cigarettes at school.

True False

Answer: False. Again according to the survey *Ados, famille et milieu de vie*, 67.8 per cent of young people 10 to 19 years of age do not smoke.

What proportion of young people smoke cigarettes regularly?

1 out of 2 1 out of 3 1 out of 5 1 out of 10

Answer: 1 out of 5

5. What percentage of teenagers take drugs regularly?

5% 25% 50% 75%

Answer: 5%

6. What proportion of young people drink alcohol regularly?

1 out of 2 1 out of 3 1 out of 5 1 out of 10

Answer: 1 out of 10

7. Pot contains more tar than the tobacco in cigarettes.

True False

Answer: True. There is at least 50 per cent more tar in pot than in cigarette tobacco.

8. Drinking coffee and dancing help eliminate alcohol from the blood.

True False

Answer: False. Drinking coffee, dancing or taking a cold shower do not change anything. Only time can eliminate the alcohol in the blood.

SOURCES:

Cloutier, R., L. Champoux, C. Jacques, S. Chamberland, (1994) *Ados, famille et milieu de vie*. Québec, Centre de recherches sur les services communautaires.

Labrecque, E., L. Cyr, M. Beaulieu, (1994) *Synthèse des enquêtes sur les habitudes de vie chez les jeunes pour la région de Québec et de Sainte-Foy*. Québec, Centre de santé publique de Québec.

Activity 4: The Lie Detector

The Lie Detector game lasts 40-60 minutes and should, ideally, include about twenty parents, divided into three or four groups. The second part of the activity also lasts about 40-60 minutes.

Part one

This thought-provoking activity will enable participants to look back at certain events in their adolescent life and perhaps make them interpret some recent happenings in the lives of their teenage children differently or even see them as less threatening.



In each team, all the participants except the one who has to make up the lie must choose an event from their adolescence (a funny incident, a key event, etc.). After a 10-minute team discussion, the participants take their seats in the room.

Members of the first team sit in chairs placed side by side in the front of the room, facing the other parents, who form the audience. Each member of the first team reveals his or her statement or lie. After that, the moderator invites the audience, i.e. the members of the other teams, to ask members of the first team questions. The moderator then asks the audience to decide by a vote which member of Team 1 told a lie, after which the liar in Team 1 identifies himself or herself. The process is repeated for each team.

Part two

The moderator now allows the parents to focus on the ups and downs of their relationships with their teenage children and to learn attitudes that promote healthy communication between parents and teenagers.

The moderator gives each participant a pencil and a sheet of paper containing the text on the following page and asks them to take a few minutes to complete each sentence, working individually. The moderator explains that the participants may answer freely, because the sheet is for their own use only.

	
The pleasant moments I share with my teenager are:	The situations of conflict with my teenager are:
What gives me pleasure in my teenager's behaviour is:	What worries me about my teenager's behaviour is:
My teenager has an easy time with:	My teenager has difficulty with:
I dream that one day my teenager will be able to:	I fear that later my teenager will:

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The self-analysis parents have just carried out will certainly spark debates in small groups. Parents will debate on various attitudes that promote healthy communication with teenagers.

Part three

The following 17 statements are recommendations for establishing healthy communication. To sustain the debate, the moderator should submit one recommendation at a time so that participants can react to each one. (Do participants find the statements realistic? Do they have simple methods for applying these recommendations? Do they have experiences to share on these topics? Did they experience failure when they tried to implement any of these recommendations?)

To facilitate the relationship between parents and teenagers and to help teenagers achieve their full potential:

1. We should accept generational differences.
2. We should create an atmosphere of trust.
3. We should be ready and willing to question our convictions.
4. We should not preach to our children or pressure them with questions.
5. We should require of our children only performances that are within their reach.
6. We should agree to discuss our opinions.
7. We should set clear rules and be willing to discuss them.
8. We should get our children used to assuming responsibilities and accepting the consequences of their actions.
9. We should not forget that we are models for our children; our actions should be coherent with our words.
10. We should know and accept the fact that our children can be moody and angry.
11. We should distinguish between our dreams and those of our children.
12. We should listen and watch for changes in behaviour.
13. We should accept the ambivalence of teenagers who want to keep adults at a distance and, at the same time, know that they are close by.
14. We should remember that, while adults seek stability and security in life, teenagers want to live for moment; they seek spontaneity and thrills.
15. We should tell our children that we love them.
16. We should reflect back to teenagers a positive image and help them develop self-esteem.
17. Finally, we should remember that we ourselves were once adolescents!

Materials for parents

Time for a Little Talk About Drugs (brochure; see the section "Additional Information" in this document).

The video ***Je crack*** can be borrowed free of charge from Superclub Vidéotron stores (available in French only).

Activity 5: Art Workshop

DESCRIPTION:

At the beginning of Drug Awareness Week, set up an art contest on the theme "Talk. It's the Only Way to Grow!"

Suggest to students who wish to enter the contest that they form teams according to their tastes and talents (music, writing, computers, video, etc.), so that they can create a work of art as part of Drug Awareness Week.

At the end of the week, during lunch hour, have the students present all the works of art that they have produced to the other students and the school staff. You may form a jury to determine the best productions of this workshop based on criteria established previously and made known to the participants ahead of time (originality, relevance of the message, etc.). In order to encourage students to enter the contest, why not plan to award prizes for the best works?

TYPES OF WORKS OF ART:

- Hip-hop song
- Rock song
- Video clip
- Radio advertisement
- Television advertisement (30-second video-taped message)
- Poster
- Web page
- Etc.

THEMES TO DEVELOP IN THE WORK OF ART:

- What I would like to say to a friend who has problems.
- Why should I talk about my problems?
- The importance of having a someone to confide in.
- So many things I'm not sure of. I'm so confused. What should I do?
- Etc.

Activity 6: Treasure Hunt

Recruit some Secondary III, IV and V students who are willing to put together a treasure hunt for Secondary I and II students. Through this fun activity, the older students can help the younger ones to discover the various school and community resources available if ever they have a personal problem (school psychologist, pastoral animator, youth centre workers, street worker, drug prevention educator, social worker, Tel-Jeunes, etc.)

The hunt may consist of 10 steps; the first team of students to complete the 10 steps wins the treasure hunt. At each step of the hunt, the organizers leave a clue that will lead participants to the next step. The following is an example:

Clue no. 2

In Room XX, in addition to finding some friends, you will also find a telephone directory. Go to page XX of the directory to find out the telephone number of Tel-Jeunes as well as your next clue.

If possible, to encourage students to take part in the hunt, plan to award prizes (e.g. gift certificates, books).

Additional Information

RÉPERTOIRE DES OUTILS DE PRÉVENTION DES TOXICOMANIES (IMPRIMÉS ET MULTIMÉDIAS)

The *Répertoire des outils de prévention des toxicomanies (imprimés et multimédias)* [Directory of materials on drug awareness (printed and multimedia)] is published by the Ministère de la Santé et des Services sociaux and updated by the Association des intervenants en toxicomanie du Québec (Québec association of drug prevention workers). It identifies 150 resources, French or bilingual, that have been produced or updated in Québec or in Canada since 1987, including printed matter (pamphlets, brochures, guidebooks, fact sheets) as well as multimedia materials (video and audio cassettes, posters, stickers, cards, badges or buttons, software, games). Information on how to obtain these materials is also provided.

This list can be downloaded from the Ministère's Web site at <www.msss.gouv.qc.ca> (see section: *documentation – publications – gratuites*)

TOOL KITS

The people in charge of drug prevention at the regional health and social services boards have put together tool kits for promoting drug awareness. The tool kits contain brochures, video cassettes, activity guides and software and can be borrowed free of charge from the documentation centre of each regional board. For information, contact the documentation centre of the regional health and social services board in your area.

BOOKLET: *TIME FOR A LITTLE TALK ABOUT DRUGS*

The booklet *Time for a Little Talk About Drugs* contains general information on adolescence and substance abuse. It is primarily intended for teenagers, their parents, various actors involved with young people, and anyone who would like to understand the changes that young people experience during adolescence and the circumstances that may lead them to substance abuse.

A table entitled "More information about drugs" describes various categories of psychotropic drugs, their physiological and psychological effects, and the reactions and risks associated with overdose and withdrawal. Courses of action with teenagers are also suggested to help parents to ensure that the use of alcohol or drugs does not become a problem for their children. A series of questions and answers on alcohol and drugs and related issues, such as suicide and gambling among young people, further enlightens young people, parents, and others. This booklet is an excellent tool for awareness and prevention activities.

The brochure may be downloaded from the Ministère's Web site. Copies may also be obtained from:

Ministère de la Santé et des Services sociaux
Direction des communications
1075, chemin Sainte-Foy, 16^e étage
Québec (Québec) G1S 2M1
Fax: (418) 644-4574
E-mail address: communications@msss.gouv.qc.ca



ÉDUC'ALCOOL

Éduc'alcool, a non-profit organization whose mandate is to educate the public on moderation in the use of alcohol, also provides documents.

They can be reached at:

Éduc'alcool

606, rue Cathcart, bureau 700

Montréal, (Québec), H3B 1K9

(514) 875-7007 or, toll-free: 1 888 ALCOOL1 (1 888 252 6651)

Fax: (514) 875-5990

Web site: www.educalcool.qc.ca/demo/english/engtest.html

SPECIALIZED TELEPHONE SERVICES

Tel-Jeunes

1 800 263-2266

Drugs: Help and Referral

Outside Montréal: 1 800 265-2626

In the Montréal region: (514) 527-2626



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<http://www.msss.gouv.qc.ca>