
ACTIVITIES GUIDE 2014

FOR GROUPS
AGE 17 TO 24

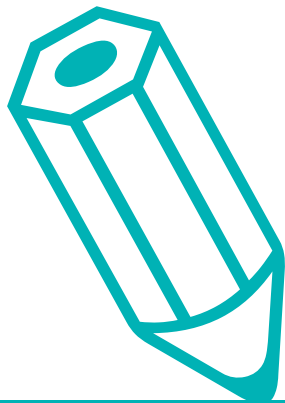
DRUG AWARENESS WEEK
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DRUG AWARENESS WEEK

2014 ACTIVITIES GUIDE FOR GROUPS AGE 17 TO 24



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 17 to 24.

Please note: The activities described here have been specifically developed for young people age 17 to 24. Activities guides for young people age 10 to 12 and 13 to 16 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 17 TO 24.

Although the Guide is being launched as part of Drug Awareness Week (DAW), activities can be carried out at any time of year.

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 young people 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 those related to alcohol and drug use and gambling.

The second activity aims to help young people become more aware of the risks and consequences associated with alcohol and drug use and gambling. It also aims to help them identify various strategies they can use to reduce or prevent these risks and consequences.

PREVENTING DRUG ADDICTION IN YOUTH

Although social information and awareness campaigns like DAW 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 DAW tools, including the activities presented here.

Age-appropriate activities tailored to target communities 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 additional 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:

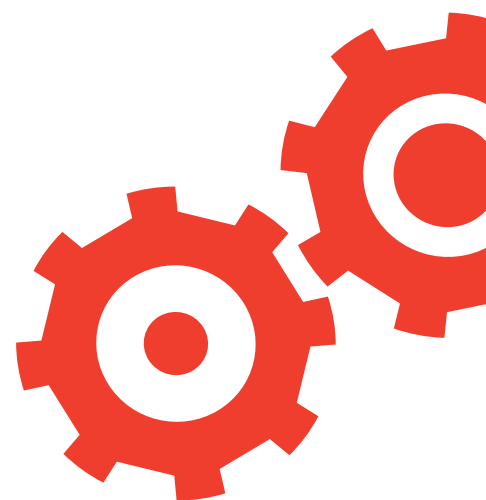
- ▶ Identify their favorite activities and discover new ones.
- ▶ Identify the personal and social strengths and skills they have acquired or can acquire through these activities.
- ▶ Realize that these skills are excellent protection factors that can help them in various aspects of their lives and protect 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 17- to 24-year-olds
- ▶ 2014 DAW poster for 17- to 24-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 list the activities they are involved in or would like to try in the column. You can explain the first examples provided in the table and ask them to complete the other columns.

If needed, additional examples are available in the DAW notebook for 17- to 24-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 acquire or improve 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 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
- ▶ 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

ACTIVITY 1 SKILLS FOR LIFE!



HOW THE ACTIVITY WORKS (CONT'D)

- ▶ 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. The situations in column III may have occurred with family members, friends, etc.

Example of a question participants can be asked:

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

Here are some more examples:

- ▶ Pete works at a summer camp. He's developing his ability to take care of other people. This makes him more attentive to others. He recently stepped in when a friend wanted to drive under the influence.
- ▶ Karen is taking on-the-job training. She's developing her sense of responsibility. She has decided to cut back on her drinking, and to avoid it altogether if she has to work the next day.
- ▶ Luke has gone back to school. He's learning to invest time and effort in something that will bring him long-term satisfaction. He's also learned to say no to short-term kicks, like drugs and alcohol, to ensure he achieves his goals.

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.

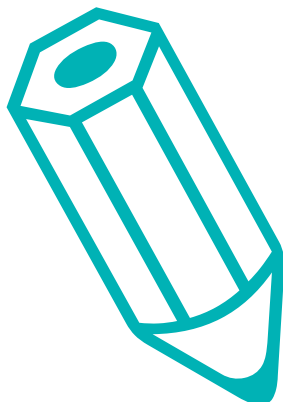
6

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
EXAMPLE 1 I'm helping put together a show at my CEGEP.	▶ Good organizational skills, because I have to manage my time to make sure I also get all my assignments done. ▶ Stress management and sense of belonging, because everyone really looks forward to the show each year. I'm proud to be involved. We've worked hard to make it a success!	▶ I make sure I have other options than driving if I drink or use drugs. ▶ I take responsibility for my choices not to use, or to limit my use, without worrying about what others might think.
EXAMPLE 2 I work out at a fitness centre.	▶ Perseverance, because I know that the results I achieve are through my work and effort. ▶ Critical thinking skills and ability to recognize at-risk behaviour like: – Overtraining – Using questionable diet supplements and steroids. ▶ I learn that my performance is not the result of substances I use. ▶ Know my limits.	▶ Like with working out, I know that I'll achieve better results by putting effort into my studies. ▶ I can have fun at a party without overdoing it, because I know when to stop.

ACTIVITY 2



RISKS AND CONSEQUENCES: HOW DO YOU AVOID THEM?

OBJECTIVES

HELP PARTICIPANTS:

- ▶ Recognize at-risk behavior associated with the use of drugs, alcohol, and gambling.
- ▶ Recognize the risks and consequences associated with marijuana, synthetic drug, and alcohol use (especially binge drinking and excessive consumption) and gambling.
- ▶ Identify strategies to avoid the various consequences associated with drug and alcohol use and gambling.
- ▶ Recognize involvement as a protection factor.

NOTE:

This activity is aimed at young people ages 17 to 24 and can be targeted at:

- Secondary 5 students
- The whole student body as part of a lunchtime activity or a special activity organized by student services at CEGEPs and universities
- Young adults attending an adult learning centre or a vocational training centre
- Young people who attend a community organization or establishment

MATERIALS

- ▶ Two 30-second video clips showing at-risk behavior associated with alcohol and drug use (available at resteencontrole.com)
- ▶ Appendix 1 on involvement
- ▶ Appendix 2 on effects, risks, and consequences
- ▶ Appendix 3 on the law of effect

TIME REQUIRED

60 minutes

HOW THE ACTIVITY WORKS

1

Show the two video clips.

2

Lead a discussion using the following questions:

- ▶ What at-risk behavior associated with the use of alcohol or other drugs did you identify in the video clips?

We strongly suggest you guide the discussion with the following questions using Appendix 2: Effects, Risks, and Consequences:

- ▶ What other consequences may be associated with the use of alcohol and other drugs?
- ▶ What are the potential consequences of excessive alcohol consumption and binge drinking?

- ▶ What are the potential consequences of mixing alcohol and energy drinks?
- ▶ In your opinion, does every episode of drug and alcohol use cause physical and psychological effects? (See Appendix 3: The Law of Effect.)
- ▶ Are there risks and consequences specifically related to marijuana and synthetic drug use?

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

3

Using the preferred format, present the information available in Appendix 2 on the effects, risks, and consequences associated with each form of alcohol, alcohol and energy drink mix, marijuana, and synthetic drug use, as well as with gambling.

4

Wrap up the activity by leading a discussion on strategies that can be used to reduce or avoid the risks and consequences associated with drug and alcohol use.

Young people can also identify strategies in groups before the teacher or professional presents them.

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.
- ▶ Choose a designated driver or decide not to drive.
- ▶ 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 service 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., going out 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's more, the time we invest in meaningful activities is time not spent using drugs or alcohol or gambling.

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 people or friends who share the same interests we do, bring us into contact with adults who are caring and supportive, help us develop assertiveness and a sense of responsibility, help us develop our judgment and capacity for critical thinking, 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 limitations.
- ▶ 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 or social involvement.
- ▶ Individual or team sports.
- ▶ Artistic and creative activities.
- ▶ Intellectual or manual activities.

EXAMPLES OF INVOLVEMENT

- ▶ Doing extracurricular activities (improv, drama, cooking, etc.).
- ▶ Getting involved in school activities or joining a committee, especially at work.
- ▶ 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.

APPENDIX 2

EFFECTS, RISKS, AND CONSEQUENCES

Using psychoactive substances like alcohol and drugs modifies brain function in a number of ways, including altering communication between nerve cells. These changes provoke various psychological and physical effects. Using psychoactive substances also comes with risks and consequences. The table below summarizes the main effects, risks, and consequences associated with drug and alcohol use, and gambling. For more information, visit dependances.gouv.qc.ca.

	EFFECTS	RISKS	CONSEQUENCES
 Alcohol	▶ Numbs the brain ▶ Impairs your behavior and physical coordination One hour after drinking ▶ You feel more relaxed ▶ You're a little more talkative ▶ You're less inhibited ▶ It usually feels pleasurable ▶ You may become more emotional, sentimental, and excited More drinking = more effects ▶ Impaired judgment ▶ Slower reaction time ▶ Blurred vision ▶ Lack of balance, difficulty walking, or even the inability to walk ▶ Muddled or even incomprehensible speech ▶ Anger or depression ▶ Difficulty putting your thoughts in order and, sometimes, having totally confused thoughts	▶ Make decisions you wouldn't have made if you hadn't consumed ▶ Say hurtful things to people you care about ▶ Pick a fight (even with a friend) ▶ Decide there's no risk in riding in a car with someone else who's been drinking ▶ Drive under the influence of alcohol or drugs ▶ Have unprotected sex ▶ Post images or comments on social media networks that will harm you when viewed by your loved ones, current employer, or a future employer, etc.	Alcohol consumption increases the risk of negative consequences, including: ▶ Acquiring a sexually transmitted infection ▶ Becoming pregnant after unprotected sex ▶ Suffering injuries in a fight or a motor vehicle accident ▶ Losing your driver's licence ▶ Acquiring a criminal record and being unable to visit certain countries—the USA in particular—and being denied jobs requiring a clean record ▶ Injuring or even killing a friend or loved one in a brawl or while driving intoxicated Drinking a large quantity of alcohol in a short period of time, commonly called “drinking games or binge drinking,” can cause serious consequences, such as: ▶ Repetitive vomiting ▶ Difficulty breathing ▶ Loss of consciousness and even death A person who has consumed a large quantity of alcohol must never be left alone. There are a number of consequences related to regular and prolonged alcohol use, as well as to excessive drinking: ▶ Physical problems ▶ Violence ▶ Problems at work or with friends and loved ones ▶ Accidents, injuries, and death ▶ Suicide ▶ High-risk sexual behaviors Mixing alcohol and energy drinks: Mixing alcoholic beverages and energy drinks makes it harder to recognize the symptoms of alcohol intoxication (delayed reflexes, fatigue, etc.) because of the caffeine consumed. These mixes can make you feel fully in control of yourself even if you're not. The risk of becoming severely intoxicated is magnified.

APPENDIX 2—EFFECTS, RISKS, AND CONSEQUENCES (CONT'D)

	EFFECTS	RISKS	CONSEQUENCES
 Marijuana	Psychological effects associated with marijuana use: ▶ Feeling of well-being, calm, and relaxation ▶ Tendency to talk more than usual ▶ Spontaneous urge to laugh ▶ Distorted senses, altered perception of time and space and sensory perception (colors look brighter, sounds are more intense) ▶ Decrease in concentration and short-term memory In some people: ▶ Possible hallucinations ▶ Severe anxiety and a change in self-perception Physical effects associated with marijuana use: ▶ Rapid heart rate ▶ Poor physical coordination and balance ▶ Increased appetite ▶ Dry mouth and sore throat ▶ Swelling of the blood vessels (red eyes) ▶ Drowsiness	The risks are the same as those for alcohol consumption: ▶ Make decisions you wouldn't have made if you hadn't consumed ▶ Say hurtful things to people you care about ▶ Pick a fight (even with a friend) ▶ Decide there's no risk in riding in a car with someone else who's been using ▶ Drive under the influence of alcohol or drugs ▶ Have unprotected sex ▶ Post images or comments on social media networks that will harm you when viewed by your loved ones, current employer, or a future employer, etc.	Marijuana possession is illegal. Simple possession of marijuana can result in legal action such as fines, detention, and a criminal record. Physical consequences: ▶ Risk of injury due to lack of coordination and balance ▶ Effects on the respiratory system ▶ Risk of lung problems – 1 joint is equivalent to 4 to 10 cigarettes – 1 joint contains 50% more tar than 1 cigarette Excessive and repeated use of marijuana can lead to psychological dependence and cause individuals to rely primarily on this method to meet their needs (feel pleasure, reduce anxiety, escape reality, etc.). Over the long term, excessive and regular use of marijuana can result in: ▶ A decrease in motivation and interest ▶ Difficulties with memory and concentration ▶ An increase in anxiety and depression

 Gambling	Gambling can be a significant part of a gambler's life, and can evolve into a very serious—even pathological—problem. However, even if you don't take it that far, gambling can still have serious consequences. ▶ Encouraged by occasional wins, some gamblers begin playing more and more. They give up other important activities (activities with friends, classes, work, etc.) in order to gamble. ▶ Some gamblers have misconceptions about gambling: they may decide to gamble to try and recoup their losses. They tell themselves that once they recoup they will stop gambling. If they lose, they feel they were unlucky. ▶ They alienate people because they lie to their loved ones and borrow money from family, friends, colleagues, and even strangers. They often don't tell the truth about why they need money. ▶ They obsess about their latest gambling experiences and their next attempts. ▶ They experience stress and frustration and seek to mitigate these feelings by returning to gambling. ▶ They look for ways to acquire money to gamble.
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APPENDIX 2—EFFECTS, RISKS, AND CONSEQUENCES (CONT'D)

	EFFECTS	RISKS	CONSEQUENCES
 Synthetic drugs	Synthetic drugs share some similarities. Amphetamine, methamphetamine, and ecstasy generally produce euphoric and stimulating effects, an energy rush, and a feeling of physical and mental power. Psychological effects: ▶ Anxiety ▶ Hallucinations ▶ Irritability ▶ Panic attacks and mood swings In addition, after these effects wear off: ▶ Profound fatigue ▶ A depressive state ▶ Anxiety Effects of using GHB and ketamine: ▶ Slowed body systems—respiratory, cardiac, locomotor, etc. ▶ Anesthetic effects (loss of sensation) ▶ Disrupted perceptions ▶ Lack of inhibition and decreased anxiety	One of the biggest risk factors is that you can never be sure how much of these drugs you have actually taken. This means there may be: ▶ No effect ▶ A partial or full effect ▶ An extremely strong effect ▶ A dangerous or even toxic effect In addition to presenting the same risks as drug and alcohol use, specific risks are associated with the use of some synthetic drugs. Amphetamine risks: ▶ Fever ▶ Heart problems ▶ Rash ▶ Tics ▶ Anxiety ▶ Hallucinations ▶ Irritability, panic attacks, and mood change Methamphetamine risks: The same as for amphetamines, but even stronger: ▶ Higher risk of addiction ▶ Higher toxicity Due to its potency, methamphetamine can produce: ▶ A state of general exhaustion ▶ Aggressiveness ▶ A depressive state that can result in suicidal thoughts Ecstasy risks: ▶ Severe hyperthermia (fever) ▶ Dehydration ▶ Urinary retention (inability to empty your bladder) ▶ Extreme toxicity for the liver ▶ Sleep disruption ▶ Memory loss GHB risks: ▶ Drowsiness ▶ Difficulty coordinating movements and speech ▶ Memory loss ▶ Vomiting ▶ Headaches ▶ Unconsciousness ▶ Convulsions ▶ Hallucinations ▶ Lower heart rate and blood pressure ▶ Difficulty breathing Ketamine risks (former anesthetic used in veterinary medicine): ▶ Feeling of floating ▶ Disorientation ▶ Nausea ▶ Dizziness ▶ Anesthetic effects (loss of sensation) ▶ Analgesia (insensitivity to pain) ▶ Severe paralysis	Synthetic drugs don't burn brain cells in a literal sense, but they do damage certain parts of the brain, sometimes permanently. Taking these drugs can cause: ▶ Physical problems (digestive problems, overdoses, nasal irritation) ▶ Psychological problems (distress, anxiety, depression, suicidal thoughts, etc.) ▶ Academic problems or problems at work (absenteeism, low motivation, suspension, poor grades, etc.) ▶ Relationship problems with friends and family As for alcohol and marijuana, it is illegal to drive under the influence of synthetic drugs. They can result in accidents because they: ▶ Diminish motor control ▶ Reduce attention and slow reaction times while driving Possession of synthetic drugs is illegal. Simple possession of a small amount of a synthetic drug is punishable and can result in a criminal record—even for those under 18. Drug induced states, including those elicited by GHB and ketamine, involve significant risks and can result in injuries.

APPENDIX 3

THE LAW OF EFFECT

Every individual is different. Our bodies, our mental state, the substances we consume, and the context all influence the user experience. This is called the law of effect (**E = SIC**).

Certain factors influence the effects of alcohol and drugs. These include the following:

Substance (S):

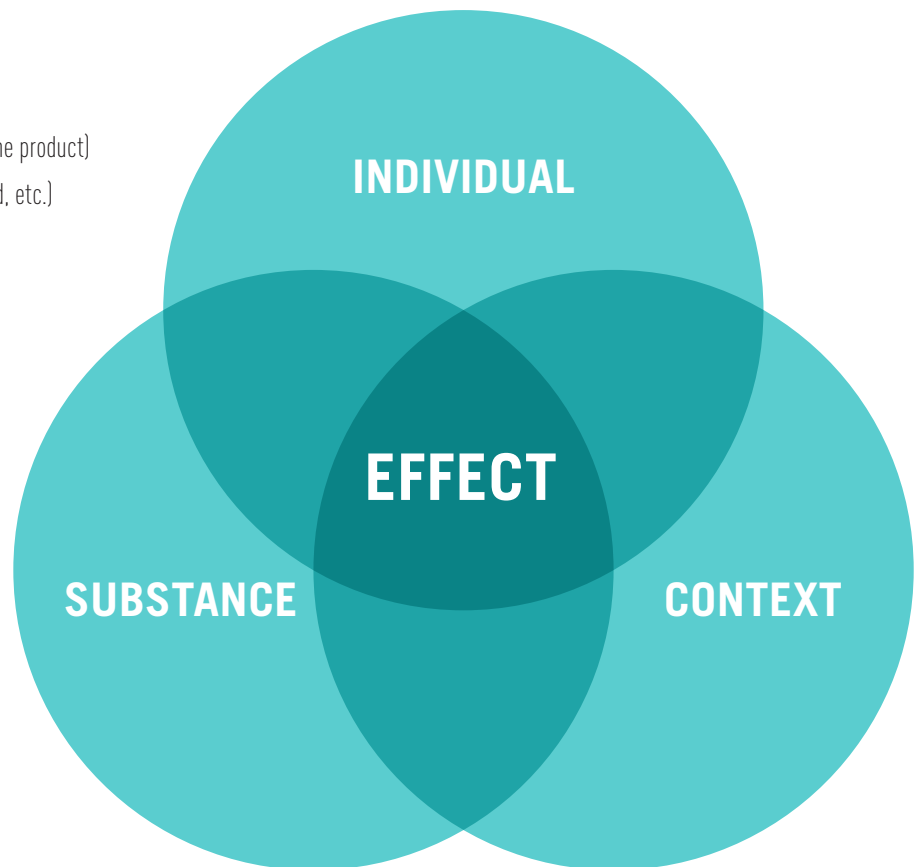
- ▶ Quantity
- ▶ Frequency of use
- ▶ Combination with other products
- ▶ Tolerance to the product (the body's habituation to the product)
- ▶ Method of administration (ingested, smoked, injected, etc.)
- ▶ Purity
- ▶ Etc.

Individual (I):

- ▶ Size
- ▶ Sex
- ▶ Weight
- ▶ State of physical and psychological health
- ▶ State of mind
- ▶ Past experiences
- ▶ Metabolism and predisposition
- ▶ Etc.

Context (C):

- ▶ Location
- ▶ Atmosphere
- ▶ The people around you
- ▶ Time of day
- ▶ Etc.



PRODUCED BY

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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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