



Suggestions for integrating the 2009 Drug Awareness Week activities for Elementary Cycle Three and Secondary Cycle One

While most young people have inherited good health, they need to be made aware of the fact that it is not indestructible and that the choices they make and the risks they take have consequences for their present and future well-being. They need help in understanding issues related to their health and well-being. The school should play a major role in providing this help.

Québec Education Program, Secondary Cycle Two, ch. 2, p. 5.

This booklet, prepared by the Ministère de l'Éducation, du Loisir et du Sport, accompanies the Activity Guide for Groups of Young People Aged 10 to 14 produced by the Drug Awareness Week (DAW) team, and aims to establish links between DAW activities and educational frameworks. It is intended for the DAW coordinator or coordinating team at your school as well as the personnel concerned. The students targeted are those in Elementary Cycle Three and Secondary Cycle One. While there is a specific Drug Awareness Week, the themes presented can be dealt with over the course of the entire year.

This resource presents an example for the implementation of drug awareness activities in keeping with the Québec Education Program (QEP) and the complementary educational services programs. Useful connections can also be made with numerous other initiatives promoted by schools such as *Healthy Schools*, the guidance-oriented approach, and violence prevention.

In 2009, the objective of DAW is to make young people aware of the importance of personal and social competencies as protective factors against addiction. Indeed, the emphasis is not on substances and addictions, but on self-affirmation, resisting peer pressure, effective communication, etc.

Broad Area of Learning

Personal and Career Planning

While connections may be made with all the Broad Areas of Learning (BAL), this objective is particularly compatible with the BAL *Health and Well-Being*. Developing protective factors as part of drug prevention promotes a healthy lifestyle in terms of physical health, safety and sexuality. In addition, there are strong ties with the BAL *Personal and Career Planning*, as the promotion of self-knowledge and awareness of their potential contributes to students' self-actualization and integration into society.

Broad Area of Learning

Health and Well-Being

Cross-Curricular Competency

Solves problems

DAW activities can also help develop certain cross-curricular competencies, such as: Exercises critical judgment, Constructs his/her identity and Solves problems. For example, Activity 3, Sketches from real life, includes an exercise enabling students to make critical judgments about current life situations. Students use their own experiences as reference points to assess whether or not their lives are consistent with the value system they are in the process of constructing. Activity 2, Giant board game, provides a means for students to get to know themselves better, become aware of and identify their emotions, and develop active listening skills. These elements help students to construct their identity. The cross-curricular competency involving problem-solving is especially relevant to Activity 3, where students are presented with situational problems to which they must find solutions.

Cross-Curricular Competency

Exercises critical judgment

Cross-Curricular Competency

Constructs his/her identity

Subjects

Drama, Visual Arts, English Language Arts, Ethics and Religious Culture, Physical Education and Health

Certain subject areas such as Languages (English Language Arts), Personal Development (Physical Education and Health, Ethics and Religious Culture) and Arts (Drama, Visual Arts) lend themselves to participation in these activities.

Similarly, the complementary educational services programs established by the school board call on all members of the education system to offer students support services as well as promotion and prevention services. Whether through carrying out activities with students or through supporting the school team's organization of activities, complementary educational services personnel can make a significant contribution. For example, a psychoeducator, a psychologist or a spiritual life and community involvement animator could either support the school team's preparation and coordination of activities, or lead or co-lead one of the activities for the students.

It is recommended that a person or team be mandated to organize DAW. This could consist of a team already formed in the school. The role of this person or team would be to mobilize the school team and coordinate the implementation of the project. In large part, reaching the targeted objective requires successfully mobilizing all the stakeholders in the school community in the educational process.

Complementary Educational Services Program

Promotion and prevention services

Complementary Educational Services Program

Support services

The summary table below suggests various links with the QEP and the complementary educational services programs. Other equally relevant links could also be made. Subsequently, various suggestions adapted to the school will be made for each of the four proposed activities: Commando theatre, Giant board game, Sketches from real life, and Giant mural.

S U M M A R Y T A B L E

Proposed Activities	Complementary Services		Broad Areas of Learning		Cross-Curricular Competencies			Subjects				
	Support services	Promotion and prevention services	Personal and Career Planning <i>Self-knowledge and awareness of his/her potential</i>	Health and Well-Being <i>Awareness of his/her choices regarding health and well-being</i>	Exercises critical judgment	To construct his/her identity (Elementary) Achieves his/her potential (Secondary)	Solves problems	English Language Arts 1	Ethics and Religious Culture 2	Physical Education and Health 3	Drama 4	Visual Arts 5
Activity 1 Commando theatre	●	●	●	●		●		●	●		●	
Activity 2 Giant board game	●	●	●			●	●		●			
Activity 3 Sketches from real life	●	●		●	●		●		●	●		
Activity 4 Giant mural	●	●	●			●		●				●

- 1** C2 – To write self-expressive, narrative and information-based texts (Elementary)
- C4 – Writes a variety of genres for personal and social purposes (Secondary)
- C5 – To use language to communicate and learn (Elementary)
- C1 – Uses language/talk to communicate and to learn (Secondary)

- 2** C1 – Reflects on ethical questions
- C3 – Engages in dialogue

- 3** C3 – Adopts a healthy, active life

- 4** C1 – To invent short scenes (Elementary)
Creates dramatic works (Secondary)
- C2 – To interpret short scenes (Elementary)
Performs dramatic works (Secondary)

- 5** C1 – To produce individual works in the visual arts (Elementary)
Creates personal images (Secondary)

1

Commando theatre

Educational aims

This activity targets effective communication, self-assertion and the importance of young peoples' interests and passions. It is particularly compatible with the two Broad Areas of Learning mentioned above.

More specifically, the proposed activity enables students who design the commando theatre and those who attend, to reflect on the theme of DAW, *ME: My personal space*. By doing this, the student is invited to become aware of the impact of his or her choices on his or her health and well-being.

This activity also highlights the importance of having passions and interests, and their positive influence on life. Moreover, in the preparation phase, students are invited to state their opinions. This contributes to the development of self-knowledge and awareness of their potential.

It could be helpful to explore two subjects: English Language Arts (communication-related competency) and Drama (competencies related to creating and performing short scenes and dramatic works).

Students participating in Commando Theatre and those attending it will have the opportunity to achieve their potential and to construct their identity, as they are asked to reflect on differences, channel their energy and assert themselves.

Suggestions

- Enlist complementary educational services personnel in order to share the workload for the proposed activities, to equip school staff and possibly to co-lead the activity.
- Set aside time for stakeholders to work together to plan and coordinate the activity.
- For schools offering Drama, set aside more time and use the context of Commando theatre to develop QEP competencies.
- After the activity has been held, set aside some time to integrate what students have learned: review the content, what the students understood and retained from the activity, the impact of the activity on their daily lives, the concepts of risk factors and protection, and the learning acquired in English Language Arts and Drama. A further review can be conducted later in the year.

2

Giant board game

Educational aims

This activity emphasizes self-esteem, resisting peer-pressure, expressing one's emotions and active listening. The portion addressing resistance to peer pressure brings to light the various choices young people face on a daily basis. The activity encourages students to reflect and to take responsibility for adopting healthy lifestyle choices.

By having the students work on self-knowledge and knowledge of others, their interests, identity and self-control, problem-solving skills and strategies for resisting pressure, the activity helps them achieve their potential and thus to construct their identity.

The summary table can help you identify the suggested connections with different components of the QEP, for this activity as well as the other activities.

Suggestions

- For students in Elementary Cycle Three, you may choose to follow the activity procedures detailed in the guide, i.e. giant game, life-size.
- For Secondary Cycle One, rather than making a giant game in the classroom, create board games which students can gather around in groups of four or five. Choose a leader for each group. Select the most appropriate questions beforehand, trying to stay as close as possible to the real-life experience of high school students.
- Invent other questions that could introduce a theme to be developed in a specific subject area. For example, as part of the Ethics and Religious Culture program, add questions like “What does it take to be independent?” or “What is the difference between dependence and independence?”
- As needed, enlist the help of complementary educational services personnel to adapt questions or suggest new ones, help with delicate situations, or co-lead the activities.

3

Sketches from real life

Educational aims

The objectives of this activity consist primarily in bringing students to an awareness of certain risk and protection factors, and enabling them to exercise critical judgment. The different scenarios give them a central role in four situations which all adolescents are likely to be exposed to.

The first scenario (*He's so cool!*) requires students to reflect on the importance of self-affirmation (taking a stand in the face of a negative influence) and to exercise critical judgment in a situation involving the rejection or acceptance of differences.

The second scenario (*Mother hen*) provides students with the opportunity to reflect on parental authority, to understand its foundations and to make a connection with their own responsibilities, in particular with regard to health and safety.

The third scenario (*Head in the clouds*) focuses on communication. Following the presentation of a mediocre scenario involving communication, students are invited to develop a better one.

The fourth scenario (*The party*) is intended to highlight the importance of self-respect and respect for one's choices, through learning to resist peer pressure to use psychotropic drugs. These concepts are directly connected to the educational aims of the BAL *Health and Well-Being*.

Suggestions

- Provide students with copies of the script one week in advance.
- Go over the concepts of risk and protection factors with them.
- Help them to identify unsafe and safe behaviours.
- As needed, adapt the suggested scenarios to the real-life experiences of the young people in your environment.

4

Giant mural

Educational aims

This activity is intended to enable young people to reflect on their key characteristics and on what they would like to have other people see in them. Students create and personalize their own *ME: My personal space* sheet. Then, a large mural is created using all the personalized sheets.

Suggestions

- In English class, ask students to write a text in which they describe themselves, focusing on their strengths and how they show them.
- Create the sheets for the mural during Visual Arts class.
- Pay particular attention to the students with social maladjustments who may need help in identifying their strengths and qualities.
- Anticipate and prevent, as far as possible, any negative comments that may target certain students (scapegoats). If necessary, ask the complementary educational services personnel to help you gather tools, prepare or co-lead the activity.
- Have the students reflect on the difference between protecting one's space and "imposing one's law." Though it is important to protect one's space, it is also important to take into account the other people in our daily lives. How can one develop one's self-esteem, protect oneself and affirm oneself while at the same time showing respect for others?
- Once the mural is finished, have the students comment on the mural (the strengths of each student, the rich tapestry of differences, etc.) and formulate their appreciations of the activities and learning they acquired in the various subject areas involved.
- Ask them to specify how the various activities carried out enabled them to meet the focuses of development identified in *Personal and Career Planning* and in *Health and Well-Being*.
 - Self-knowledge and awareness of his/her potential and how to fulfill it
 - Awareness of the impact of his/her choices on health and well-being

CONCLUSION

The Québec Education Program aims to help students to construct their identity and a world view, and to empower youth. Out of a desire to raise young people's awareness of the importance of developing personal and social competencies as protection factors against addiction, the Drug Awareness Week activities contribute to achieving the goals of the Québec Education Program. If the suggestions presented here make it possible to incorporate the activities found in the guide into the educational framework, this booklet has met its objective. Wishing you a successful Drug Awareness Week!