

# Substance Use Prevention Activity Guide



2019



# SUBSTANCE USE PREVENTION ACTIVITIES

## Table of Contents

About the Toolkit .....	4
Kit Contents.....	4
Target Participants.....	5
Understanding the Basics .....	6
Key Concepts.....	6
Trends .....	9
Where to Get Help .....	10
Understanding Developmental Ages .....	11
Primary Learner (Ages 5-8) .....	11
Elementary Learner (Ages 9-12) .....	12
Leaders .....	14
Responsibilities .....	14
Leader Training .....	16
Index by Age .....	17
Activity 1: Flip Flop Faces – Emotions in Motion .....	19
Activity 2: Bubble Gum .....	20
Activity 3: Refusal Skills Puppet Show .....	21
Activity 4: Emotional Jumbling Towers.....	24
Activity 5: Worry Warriors .....	26
Activity 6: Today I Feel... .....	27
Activity 7: Meena’s Mistake.....	29
Activity 8: Telling or Tattling .....	38
Activity 9: Good Vibes Picture/Collage .....	41
Activity 10: Nuts n’ Bolts.....	42
Activity 11: Helping Hands .....	44
Activity 12: Climbing the Ladder of Health .....	45
Activity 13: Drug Abuse Tumble 'n Teach Cube .....	46
Activity 14: Impaired Goggles Obstacle Course .....	48
Activity 15: What are Drugs? .....	50

Activity 16: Alcohol Risks and Effects.....	51
Activity 17: Pass the Parcel .....	54
Activity 18: Asking For Help/Who Will Help.....	57
Activity 19: Good Vibes Obstacle Course .....	61
Additional Resources .....	65
APPENDIX A: Activity Tracking Form.....	66
APPENDIX B: Facilitator Feedback Form .....	71
APPENDIX C: Event Planner .....	74

For additional activities and interactive resources, see the Recreation for Mental Health Tool Kit or visit [www.westernhealth.nl.ca/mha](http://www.westernhealth.nl.ca/mha).

**Don't Forget...Be Creative & Have Fun!**

## About the Toolkit

This Activity Guide and Toolkit was developed to support efforts to prevent or delay the onset of substance use among children. The goal is to build resilience, increase protective factors and reduce risk factors. This program emphasizes play and children will be learning through activity. Use the Activity Guide and Toolkit to plan and deliver fun, interactive and educational activities to children.

### Kit Contents

- Activity Guide
- Flip Flop Faces
- Bubble Gum
- Paper Bags
- Crayons/ Markers/ Coloured Pencils
- Jumbling Towers
- Pipe Cleaners
- Plastic Beads
- Wool
- Glue
- Scissors
- Paper Plates
- Tongue Depressors
- Share Your Feelings stickers
- Meena's Mistake print materials
- Telling or Tattling print materials
- Nuts and Bolts
- Oven mitts
- Impaired Goggles
- Construction Paper
- Game Board, Cards, Pieces & Dice
- Drug Abuse Tumble N' Teach Cube
- Painter's Tape
- Foam balls
- Field Markers
- Skipping Ropes
- What are Drugs Container
- Alcohol Effects Cards
- Tape

- Labels for Pass the Parcel
- Paper & Coloured Paper
- Paper Cups
- Printed materials for Asking For Help
- Printed materials for Good Vibes Obstacle Course
- Index cards
- Buckets

**Items Required but NOT Included**

- Large paper grocery bag
- Magazines and/or newspapers
- Stop-watch or timer
- Large piece of paper/flip chart paper
- Keys, coins or other small objects
- Prizes (Pass the Parcel and Good Vibes Obstacle Course)
- Music

Use the Substance Use Prevention Activities Event Planner to help plan a successful event!

*See Appendix C.*

## **Target Participants**

The Substance Use Prevention Activity Guide and Toolkit is intended to be used with children ages 5 to 12. Appropriate ages are indicated for each activity in the guide. See Index by Age on Page 73 for quick reference. It is important to understand developmental ages when working with children. What is appropriate for us to teach at different ages? See Understanding Developmental Ages on Pages 11-13.

## Understanding the Basics

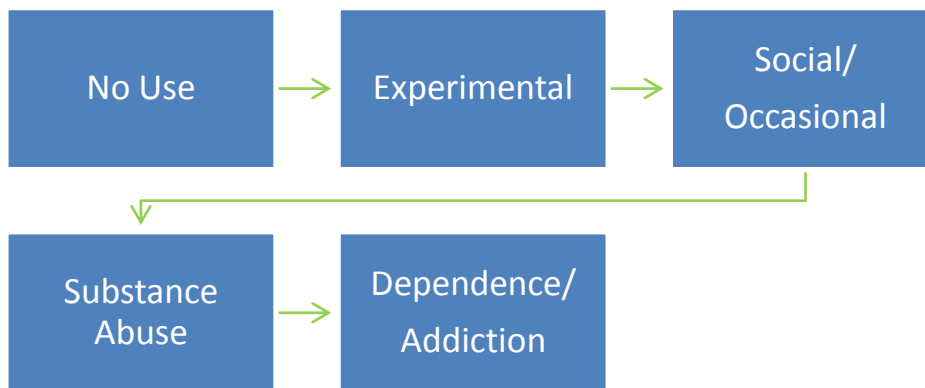
We don't expect you to be experts on the prevention of substance use, but it is helpful to have a general understanding on the following topics:

- Youth trends in substance use
- Risk and protective factors, and understanding resiliency
- Continuum of use or process of addiction
- Where to go for more information or support

### Key Concepts

**Drug** is a substance that affects the way the body works.

#### Stages of Substance Use



**No Use** ~ Does not use for personal/moral, health or religious reasons.

**Experimental** ~ Person is usually motivated by curiosity. The person tries a drug once or a few times, just to see what it is going to do for them. Whether use continues depends on the person's experience with that substance. Low tolerance; using only "soft" drugs; use is often unplanned; no long-term consequences are connected to use.

**Social/Occasional** ~ Used at appropriate times and places; uses self-imposed rules or limits; some responsible planning of "next high" occurs; using when in social situations or with others; no long-term consequences. (i.e., drink with a friend or occasional use of medication).

**Substance Abuse** ~ Increase in frequency & amount of use; negative consequences; life areas impacted; substance becomes a coping mechanism: a way to deal with reality or to escape

**Dependence/Addiction** ~ The irresistible compulsion to use alcohol, other drugs or gamble despite adverse consequences. It is characterized by repeated failures to control use, increased tolerance & increased disruption in the workplace, family life and/or other life areas.

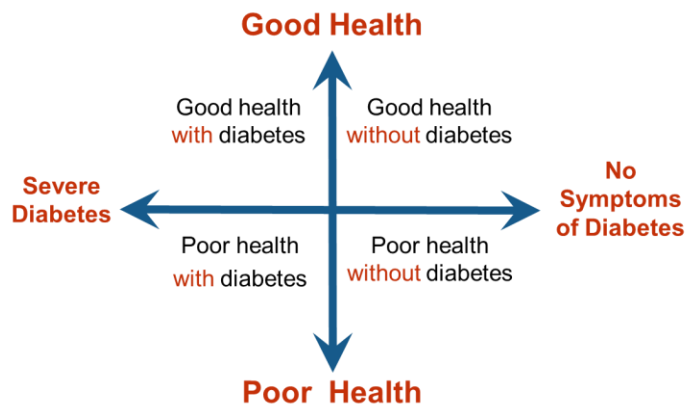
There are two types of Dependency: 1) Physical Dependence and 2) Psychological Dependence.

**Physical Dependence** ~ The body becomes accustomed to a drug that when taken away creates withdrawal symptoms and this increases the need for the drug. Tolerance refers to the individual needing more of the substance to accomplish the same feeling as when they began using the substance. Withdrawal refers to the individual experiencing physical symptoms associated with no longer using a substance.

**Psychological Dependence** ~ Emotional or mental drive to continue taking a drug to maintain a sense of well-being. Psychological Cycle of Dependence: Guilt, Shame or Discomfort surrounds drug use and the quickest way to deal with these feelings is to use again, hence more negative feelings are generated.



- Everyone has mental health – good, poor or anywhere in between but not everyone has a mental illness.
- Someone could experience depression, but they may still have good overall mental health because their symptoms are managed just as someone with diabetes can still be healthy with their symptoms managed. Also, where a person fits on this continuum changes over time.
- It may be helpful to use the analogy of a physical illness like diabetes.
- Primary Prevention





- ▶ Mental health can shift day to day
- ▶ Everyone falls along this continuum
- ▶ Everyone can categorize their mental health along a continuum

HEALTHY	REACTING	INJURED	ILL
<ul style="list-style-type: none"> <li>▪ Balanced mood, minor mood fluctuations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nervousness, sadness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anxiety, pervasive sadness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Excessive anxiety, depressed mood</li> </ul>
<ul style="list-style-type: none"> <li>▪ Calm, cooperative, empathetic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Irritability, displaced sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>▪ Negative attitude, declining empathy, anger</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anger outbursts, aggression</li> </ul>
<ul style="list-style-type: none"> <li>▪ Takes things in stride</li> </ul>	<ul style="list-style-type: none"> <li>▪ Overwhelmed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling hopeless or worthless</li> </ul>	<ul style="list-style-type: none"> <li>▪ Suicidal ideation</li> </ul>
<ul style="list-style-type: none"> <li>▪ Consistent performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Procrastination, forgetfulness, decreased efficiency</li> </ul>	<ul style="list-style-type: none"> <li>▪ Declining clinical performance, presenteeism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to perform duties or concentrate, absenteeism</li> </ul>
<ul style="list-style-type: none"> <li>▪ Few sleep difficulties</li> </ul>	<ul style="list-style-type: none"> <li>▪ Trouble sleeping; few intrusive thoughts and nightmares</li> </ul>	<ul style="list-style-type: none"> <li>▪ Restless, disturbed sleep; recurrent intrusive thoughts and nightmares</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can't fall asleep or stay asleep; constant fatigue</li> </ul>
<ul style="list-style-type: none"> <li>▪ Physically well, good energy level</li> </ul>	<ul style="list-style-type: none"> <li>▪ Muscle tension, headaches, low energy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Significant physical and mental fatigue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Physical illnesses, exhaustion</li> </ul>
<ul style="list-style-type: none"> <li>▪ Socially engaged</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decreased social engagement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social avoidance or withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social isolation</li> </ul>

### Primary Prevention

- Preventing the onset of substance use and mental health problems
- Universal (entire population) or Selected (group at “higher risk”)
- Protection of people who have not yet begun to use substances/gamble/engage in misuse/abuse or before signs of a mental health problem.
- Addictions Prevention & Mental Health Promotion involves increasing protective & reducing risk factors
- Addressing risk/protective factors before signs of a problem occur
- Improving self-esteem or learning positive coping skills are examples of primary prevention for substance use and mental health problems.



## Protective and Risk Factors

- Factors to **Protect** a person from developing a substance, gambling or mental health problem or put someone at **Risk** for developing a problem:
  - Individual
  - Family
  - School
  - Life Events/Situational
  - Community/Culture
- Programs should target modifiable risk factors and strengthen protective factors.
- Early intervention with risk factors often has greater impact than later intervention
- Mental Health issues increase risk for substance use issues and vice versa.

***To be effective in primary prevention efforts, we need to target children who have not yet begun to use substances/gamble/engage in misuse/abuse or before signs of a mental health problem occur.***

**Resilience** is “bouncing back” from challenges. It’s the ability to recover from difficulties or change; to function as well as before and move forward.

## Trends

Alcohol, marijuana and tobacco are the most widely used substances in Canada and Newfoundland.

Age of First Use for the top 3 substances:

- Alcohol is 13.4 years / Binge Drinking is 14.5 years
- Cannabis is 14.2 years
- Tobacco is 13.6 years  
(CSTADS, 2016-2017)

Top 3 Substances:

- Alcohol (47%)
- Cannabis (30%)
- Tobacco (16.4%)  
(NL Student Drug Use Survey 2012)

Newfoundland Student Drug Use (Past 12 months Grade 7-12)

- Alcohol 46.6% (44% Canadian average)
- Binge Drinking 29.9% (24.2% Canadian average)
- Cannabis 22.8% (16.7% Canadian average)
- Pharmaceuticals 7.5% (5.6% Canadian average)  
(CSTADS, 2016-2017)

## Where to Get Help

# Mental Health & Addiction Services

*More options when you need them.*



Burgeo  
886-2185

Deer Lake  
635-7830

Port aux Basques  
695-6250

Norris Point  
458-2381

Stephenville  
643-8740

Port Saunders  
861-9125

Corner Brook  
Adult  
634-4506

Corner Brook  
Children & Youth  
634-4171

## Doorways Walk-in Services

Rapid access to counselling services 'one session at a time' for youth & adults (12+). While most locations offer a walk-in service, some locations provide same-day, next day, or appointments by phone. Call your local office, or visit:

[WesternHealth.nl.ca/doorways](http://WesternHealth.nl.ca/doorways)

## Youth Outreach Services

Port aux Basques & Area:	695-6901
Stephenville & Area:	643-4595
Corner Brook & Area:	639-1710
Bonne Bay & Area:	458-2381 ext. 271

## Prevention & Promotion Services

Addictions Prevention:	634-4921
Mental Health Promotion:	634-4927

[WesternHealth.nl.ca/MHA](http://WesternHealth.nl.ca/MHA)

*Best-practice information, resources, & programs  
Request presentations, resources & print materials*

## Crisis & Help Lines

Mental Health Crisis Line:	1-888-737-4668
Crisis Text Line:	text 'Talk' to 686868
Kids Help Phone:	1-800-668-6868
CHANNAL Warm Line:	1-855-753-2560
Smokers Helpline:	1-800-363-5864
First Nations & Inuit Hope for Wellness Help Line:	1-855-242-3310
NL Sexual Assault Crisis & Prevention Line:	1-800-726-2743
HEALTHLINE:	811

Bridge **the** gapp.ca

*Local Service Directory, resources, and links to self-help & counsellor assisted programs.*

**CheckItOutNL.ca**

*Mental health & substance use screening.*

**Mental Health & Addictions  
Systems Navigator**

1-877-999-7589



# Understanding Developmental Ages

## Primary Learner (Ages 5-8)

### **Intellectual**

- Attention span is usually short.
- Short and long term memory is improving but may lapse periodically.
- Ability to concentrate varies.
- Certain amount of repetition is enjoyed.
- Want to be involved.
- May be discouraged when tasks are difficult to master.
- Easily motivated.
- Enjoy music and rhythmic activities.
- Imaginative and love dramatics.
- There is a general lack of fear and poor appreciation for potential danger.
- Often ask “Why?”
- Like to talk.

### **Things to Consider**

- Change activities and tasks often.
- Be flexible in duration and type of activity.
- New skills should be encouraged and opportunity provided for mastery.
- Repeat favorite activities.
- Provide activities and incorporate music and rhythm.
- Provide for experiences in self-expression.
- Introduce the concept of self-responsibility for health and safety through experiences with predicting danger in situations.
- Encourage participation in group activities.
- Allow for conversation during activities.

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### **Social**

- Social awareness is developing and they are beginning to understand and enjoy taking turns in games and conversation.
- Enjoy approval of peers and adults.
- Enjoy fun and participation in games with definite rules.

### **Things to Consider**

- Use partner and small group activities to teach cooperation, responsibility, consideration and empathy.

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### **Emotional**

- Easily confused and enjoy repetition.
- Demonstrate varying degrees of control over emotions.
- May be ready for working in groups but not necessarily ready for common goals.
- Gradually becoming more independent and enjoy success.
- Creative, curious and imaginative.
- Experience difficulty with waiting.

### **Things to Consider**

- Provide activities of short duration, give simple directions and repeat enjoyable activities.
- There is a need to foster an awareness of the significance of emotion and the development of socially acceptable ways of expressing emotion without unreasonable conformity.
- There is a need to encourage consideration of others.

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### **Physical**

- Children mature at different rates in terms of: body fat, muscle size and strength & posture.
- Gross motor skills are developed then fine motor skills.
- They are usually far sighted; quick or accurate focusing may be difficult; spatial

### **Things to Consider**

- Provide for learning experiences that allow for personal expression and positive reinforcement.
- Encourage active participation in games and other activities.
- Promote an understanding of the concept of physical growth and development.

judgment may be difficult but improves with age.

- Provide large muscle activities combined with a variety of activities designed to enhance fine motor development.
- Pay attention to the selection and arrangement of the physical environment
- Physical capabilities are unaffected by gender differences.

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### ***Moral***

- Tend to conform in order to avoid disapproval.
- Have developed a concept of right and wrong which may or may not be justified.
- Tend to enjoy discussing moral issues that emerge from their own experience.
- Have an uninhibited sense of curiosity, excitement and wonder.
- The same activities are appropriate for boys and girls.

### ***Things to Consider***

- Promote an understanding of the reasons for appropriate behaviors and actions.
- It is necessary to recognize basic emotions: love, anger, fear, guilt; how to deal appropriately with the feeling and understand situations which may evoke the feelings.
- Differentiate between appropriate and inappropriate reactions.
- There is a need to provide quiet time for reflection.

## **Elementary Learner (Ages 9-12)**

### ***Intellectual***

- Attention span is increasing.
- There is a tendency to be curious and ask many questions.
- There is an increasing ability to use language and reasoning skills for self-expression.
- Often preoccupied with thoughts of sexual development.
- Able to understand increasingly difficult concepts.

### ***Things to Consider***

- Introduce increasingly complex tasks with varied sequences.
- There is a need to provide background information and promote the development of their skill in increasing quality information. Provide opportunities for verbal participation that focus on cause and effect, logical reasoning and alternative problem solving.
- Need for guidance and knowledge to understand personal growth and development.

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### ***Social***

- Enjoy competition.
- Seek attention and approval.
- There is a tendency to form cohesive social groups and exclude some peers.

### ***Things to Consider***

- Provide group and individually challenging experiences.
- There is a need for recognition and positive reinforcement.
- There is a need to be a part of a small group of friends and to include other peers periodically. Need to be vigilant about children being marginalized from learning and social activities.

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**Moral**

- There is a tendency to choose behaviors in order to avoid censure.
- Internal standards of right and wrong and beginning to develop.

**Things to Consider**

- Need to provide opportunities for life-skills training such as decision making, problem solving and coping.
- There is a need to understand that choices have consequences.
- Need to understand the emergence of conscience, the value of parental guidance and to recognize how one's actions affect others.

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**Emotional**

- Becoming less egocentric.
- Becoming more independent.
- Become discouraged easily and there is a need to feel successful.
- May begin to display more aggression as they struggle to determine their own identity.
- Enjoy repetition of favored activities.
- Behaviour may be affected by puberty.
- Tend to be competitive but easily upset if losing.
- Become very concerned by issues like pollution, war, poverty, and death and can become frightened and pre-occupied by these.

**Things to Consider**

- There is a need to foster cooperation through group endeavors.
- Need to increase responsibilities and leadership opportunities.
- Offer encouragement and activities which provide successful experiences.
- Encourage cooperative skills and alternatives to aggressive behaviour.
- There is a need for recognition of differences in personal growth and development patterns.
- There is a need for some child selected learning experiences.
- Need to encourage competition in an appropriate way, recognize and discuss feeling about performance and encourage team cooperation and good sportsmanship.
- Explore issues of concern and reassure regarding immediate personal threat and positive steps which individuals can take.

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**Physical**

- Growth may be different for boys and girls.
- Awkwardness may be exhibited but coordination is improving.
- There is an inherent need to move.

**Things to Consider**

- Need to understand and accommodate for differences in growth and development.
- Need to balance sedentary activities with movement activities.

# Leaders

## Responsibilities

*\*Be a good role model\**

### Planning:

- Review the Activity Guide.
- Select age appropriate activities for your participants (consider time & setting).
- Make sure you have all the resources you need to conduct the event.
  - Do you need to photocopy any materials?
  - Do you need to request any materials?
- Do a test run of the activity if you can!
- Know the material well and be clear on the directions of the activity.
- Plan an interesting program & carry it out with enthusiasm!

### Leading an Activity or Group Discussion:

- Be on time
- Try to include as many participants in the group as possible
- Remember that you are trying to share knowledge and have fun!
- *Keep it Simple!!!*
- Everyone has different abilities, be sure to give positive praise and encouragement when an individual is frustrated. Remember "Understanding Developmental Ages" from pages 11-13.

## Know How to Handle Difficult Situations

### Handling Personal Questions:

- Re-direct questions posed to you about your own personal experiences.
- You do not have to answer personal questions ("Do you use drugs?")-- In fact, you are much better off not to do so, as one question will undoubtedly lead to another one that is even more personal. You can respond honestly without putting down the participant. ("I don't think it's a good idea for me to tell you about that, because I want to help you explore your feelings and ideas").
- Don't let yourself be put on the defensive. It is important to convey to each participant that his or her contribution is worthwhile, welcome and appreciated

### Handling Challenging Questions

These could be questions that seem to challenge your knowledge about your topic or comments that seem completely off-base or untrue.

- Don't get boxed into coming across as an expert, authority or judge -- you can show confidence in your information and experiences without having to prove yourself an expert.

- You can "buy time" to prepare your answer:
    - *"That's very interesting; I have to think about that."*
  - Use a question to answer a question (after all, we want students to think for themselves):
    - *"Before I respond, I'd like to know what you think about that."*
    - *"Does someone else have something to add or a different opinion?"*
- \* After you get several ideas expressed by different participants, all you will have to do is formulate a compromise between the opposing ideas, therefore coming up with the wisest response of all!

### **Handling Participant Disclosures**

- Child discloses risky home situation
- Child tells you their parents use drugs
- Child discloses abuse or neglect

### **What to do:**

- Don't ignore it – but you aren't a police officer either
- Talk to others who work at the sight
- Still doesn't sit well, talk to your supervisors – they have the knowledge to help you work this through

### **Duty to Report**

Youth Recreation Workers are included as an identified group with professional or official duties with respect to a child under the *CHILDREN AND YOUTH CARE AND PROTECTION ACT*

- You are responsible to report abuse or neglect – directly – not through a supervisor
- Your supervisor is your mentor and leader, get them involved immediately
- Child abuse includes physical, sexual or emotional harm, living with violence or being left without adequate supervision.
  - Physical abuse is any non-accidental physical force or action that harms a child.
  - Sexual abuse is the inappropriate exposure of a child to sexual contact, activity or behaviour.
  - Emotional abuse is anything that causes mental or emotional harm to a child.

For more information on the duty to report child abuse, read the full Act here:

<http://www.assembly.nl.ca/Legislation/sr/statutes/c12-2.htm>

Or, view the brochure developed as part of a provincial awareness campaign:

<http://www.health.gov.nl.ca/health/childreneyouthfamilies/cyfscampaign.pdf>

## Tracking/Evaluation

- Complete the Activity Tracking Form and submit it to:

Regional Addictions Prevention Consultant  
Western Health, Blomidon Place  
133 Riverside Drive, PO Box 2005,  
Corner Brook, NL A2H 6J7

[mha@westernhealth.nl.ca](mailto:mha@westernhealth.nl.ca)

T: (709) 634-4921/4171

F: (709) 634-4888

## Leader Training

A 6-hour leader training is available through Mental Health & Addiction Services. This training will provide participants with a general understanding of addictions prevention and mental health promotion. In addition, participants will become familiar with the toolkit and activity guide, while enhancing their leadership skills to effectively implement these substance use prevention activities with children aged 5-12.



## Index by Age

### Kindergarten – Grade 1

### Page #:

Activity 1:	Flip Flop Faces	19
Activity 2:	Bubble Gum	20
Activity 3:	Refusal Skills Puppet Show	21
Activity 4:	Emotional Jumbling Towers	24
Activity 5:	Worry Warriors	26
Activity 6:	Today I Feel...	27
Activity 7:	Meena’s Mistake	29
Activity 8:	Telling or Tattling	38
Activity 9:	Good Vibes Picture/Collage	41

### Grades 2-3

Activity 1:	Flip Flop Faces	19
Activity 2:	Bubble Gum	20
Activity 3:	Refusal Skills Puppet Show	21
Activity 4:	Emotional Jumbling Towers	24
Activity 6:	Today I Feel...	27
Activity 7:	Meena’s Mistake	29
Activity 9:	Good Vibes Picture/Collage	41
Activity 10:	Nuts n’ Bolts	42
Activity 11:	Helping Hands	44
Activity 12:	Climbing the Ladder of Health	45

## Grades 4-6

## Page #:

Activity 1:	Flip Flop Faces	19
Activity 2:	Bubble Gum	20
Activity 3:	Refusal Skills Puppet Show	21
Activity 4:	Emotional Jumbling Towers	24
Activity 9:	Good Vibes Picture/Collage	41
Activity 10:	Nuts n' Bolts	42
Activity 11:	Helping Hands	44
Activity 13:	Drug Abuse Tumble & Teach	46
Activity 14:	Impaired Obstacle Course	48
Activity 15:	What are Drugs?	50
Activity 16:	Alcohol Risks and Effects	51
Activity 17:	Pass the Parcel	54
Activity 18:	Asking for Help/Who Will Help	57
Activity 19:	Good Vibes Obstacle Course	61

## Mixed Ages

Activity 1:	Flip Flop Faces	19
Activity 2:	Bubble Gum	20
Activity 4:	Emotional Jumbling Towers	24
Activity 6:	Today I Feel...	27
Activity 9:	Good Vibes Picture/Collage	41

## Activity 1: Flip Flop Faces – Emotions in Motion

**Target Participants:** Kindergarten to Grade 1, Grades 2-3, Grades 4-6, Mixed Ages

### Materials:

- Flip Flop Faces

### Purpose:

- This innovative bean bag toss game teaches children to understand facial expressions.
- Game encourages cooperative play (practice taking turns) and social awareness.
- Includes 6 target bowls and 6 bean bags labeled with emotions that add up to one great party game.
- Children learn to identify words for different emotions. The game fosters conversations focusing on feelings and understanding self and others.



### Emotions in Motion Instructions:

- Look together at the faces printed on the bowls. Show your child how each bean bag is labelled with an emotion that matches the face on its matching colour bowl. Review the emotion labels together. Take turns mimicking the faces. Talk with the children about times they have experienced these different emotions. Offer stories from your own memory and experience (e.g., I remember that I felt happy the day we got our new puppy, I felt scared when he ran away, etc.)
- Play a game in which you take turns choosing a bean bag of choice, identifying the emotion label printed on it, then tossing the bag to its matching colour/face bowl. When the bowl flips over, take turns making that face while telling of a real or pretend time you felt the same way (e.g., I felt silly when I splashed in the rain puddles). Another time, guide the children he/she observed others experiencing the various emotions (e.g., James felt sad when it was time for his friend, Lucas, to go home).
- Offer the children a sequence of scenarios after sharing each one; have them toss a bean bag until he/she flips the bowl that tells how he/she would feel about that scenario.

### Sample scenarios:

- It's your Birthday
- Grandma brings you a present
- A big dog barks at you
- You see a clown, wearing a red nose
- It's nap time and you don't want to go to bed
- It's raining so you can't play outside.

Have participants name the emotions and ask questions to facilitate a discussion about emotions.

- Tell me about a time when you felt...
- What did you do when you felt...?
- What makes you feel...?

## Activity 2: Bubble Gum

**Target Participants:** Kindergarten to Grade 1, Grades 2-3, Grades 4-6, Mixed Ages

**Materials:**

- Bubble Gum

**Purpose:**

- To help children understand what it would be like to have an addiction.

**Instructions:**

- Hand out one piece of strong-flavoured gum to each child.
- Tell the children to hold the gum close to their nose and mouth but not to put it in their mouth.
- After a minute, let them put it on their tongue, but not chew it.
- After a minute, let them chew it once or twice, but no more.
- Ask the group:
  - Who is pretending not to chew?
  - Who finds it easy not to chew?
  - Who finds it hard not to chew?
  - Who has not chewed the gum? How did you resist chewing it? What did you say to yourself?
  - What was it like? How did it feel to want the gum?
- Explain that when a person is “stuck” or addicted to a drug, they crave it and badly want to have it. Say:
  - The same way your mind told you that you really wanted the gum; the minds of people who are addicted to drugs tell them they really want the drug.
  - Just like your body told you that you really wanted the gum, the bodies of people with addictions tell them that they really want the drug. With drugs the feeling is much, much stronger than it is with gum
- Explain that everyone’s mind and body is different, the addiction feeling is stronger for some people than it is for others.

(Activity taken from Strengthening Families for the Future, Child Manual - Session 8)

## Activity 3: Refusal Skills Puppet Show

**Target Participants:** Kindergarten to Grade 1, Grades 2-3, Grades 4-6

### Part 1: Choices & Consequences

**Materials:**

- Paper Bags
- Crayons/Markers (found in Today I Feel)

**Purpose:** To help children realize that they are responsible for making choices based on thinking about the consequences of their actions.

**Instructions:**

- Explain to the group that everyone is responsible for his or her own behaviour; that we can make our own choices and are responsible for what happens as a result of what we do.
- Begin a discussion about the kinds of trouble, or problem situations, the children can get into, by asking “What are some things that can get you into trouble?”
- Provide some examples if needed: picking on another child, taking something that wasn’t yours, fighting, talking back to your teacher, going somewhere you weren’t supposed to go, smoking, lying, etc.
- Explain choices and consequences, using the following points:
  - With every choice we make, good or bad things can happen.
  - Often our choices are based on what we think will happen to us, how we feel about ourselves or how our behaviour will affect others.
  - What could happen if:
    - You did not do your homework?
    - You used drugs?
    - You stole some candy?
    - You swore at your mom?

**Note to Group Leaders:**

- Remind the group of the importance of confidentiality – that nothing they say in this group will leave the room. Emphasize that their parents will not be told what they say in the group and that the other children in the group must also respect this rule.
- Be prepared for the possibility that disclosures of abuse may come up during this discussion.

## Part 2: Refusal Skills

**Purpose:** To introduce the topic of refusal skills and have children learn strategies to say no to peer pressure.

### Instructions:

- Introduce the topic of refusal skills by saying something like:
  - Often saying no, even to ourselves, can be hard to do. Saying no to other people, especially our friends, older kids, adults or strangers can be very hard to do.
  - There are different ways of saying no. Can you show me some ways of saying no using your voice and your body? Show us ways that you really mean it and ways that don't.
- Tell the children that there are many ways to say no other than just using the word no. Today we are going to learn some different ways to say no:
  - Say, "No, thanks."
  - Broken record (e.g., repeating "no" or "no, thank you" over and over, including using different words)
  - Making excuses (e.g., "I have to be home for dinner soon.")
  - Turning the tables (e.g., "you do it!")
  - Changing the subject (e.g., "look at my new comic book.")
  - Telling the truth, that you don't want to do it (e.g., "I don't want to do that!")
  - Suggest doing something else (e.g., "let's go to the store.")
  - Give a reason such as "I'm not allowed to do that," or "That's bad for you." It could state the consequences, such as, "I don't want to do that; it will make me sick,"
  - Walk away or ignore the offer.
  - Assert yourself. This is the most important tactic. If you can stick up for yourself, you are learning an important life skill.
- Discuss how these strategies work for many situations.

## Part 3: Practice Saying No

**Purpose:** To have children demonstrate how they would use each of the refusal skills to keep from getting into trouble.

### Instructions:

- Split children into pairs or small groups and read aloud the situations for them to act out using puppets. *Note to Group Leaders: Assign age-appropriate scenarios.*
- Have children make puppets out of paper bags. Provide crayons or markers. They may also want to construct a simple puppet theatre from cardboard boxes. Allow time for them to practice their puppet shows. (Note: puppet making supplies are found in the Today I Feel activity)

- Invite groups to perform their puppet shows. Have each group act out their scenario in front of the larger group demonstrating an effective way to say no.
- For each situation discuss the possible choices and what might happen with each choice. End with a discussion about the puppet shows. What worked well? What didn't? Was it realistic? What would it be like to say no in real life?

### **Sample Scenarios:**

- You are in a store with your friend. You see him/her hide a bag of chips in his/her coat. He/she calls you over and hands you a bag and tells you to steal it.
- You are at school and your next class is math. You don't like it at all. You and your friend are out in the hall and teacher closes the door and starts the class. Your friend says he/she is going to skip math class and asks you to come along.
- Someone you think is really cool invites you to hang out with their friends after school. Everyone is sitting around talking and your friend pulls out a cigarette and lights it. He/she smokes it a couple of times and hands it to you. Everyone is watching.
- You and your friend are playing basketball at the park. Your grandmother is coming to dinner and your parents want you home by 5:00p.m. You go to leave but your friends want you to stay and keep playing.
- There is a boy in your class that is always dressed badly. He talks out of turn and makes jokes that aren't funny. You and your friend see him walking down your street after school. There is no one around and your friend wants to beat him up.
- Some kids in your class are hiding books and other things from the teacher. They want you to join in.
- Your friends took some candy from the corner store yesterday and didn't get caught. They shared the candy with you. Now they want you to help them take some more candy from the store.
- Some kids try to get you to throw rocks at the schools windows.
- You have agreed to babysit your younger brother. Now your friends suggest you go with them to a movie.
- Some kids want you to smoke a cigarette with them. They call you a chicken when you say no.
- You are at a family gathering. Your older cousin offers you some of his beer.
- A cousin offers you some cough medicine to cure your cough.

*Adapted from Middle Years F&ST Club Handbook, Strengthening Families for the Future, Child Manual - Session 9 and 101 Ready-to-use Drug Prevention Activities, Activity 96*

## Activity 4: Emotional Jumbling Towers

**Target Participants:** Kindergarten to Grade 1, Grades 2-3, Grades 4-6, Mixed Ages

**Materials:**

- Jumbling Towers game

**Purpose:** To teach children to understand facial expressions and help children learn to identify words for different emotions.

**Instructions:**

- The activity leader will make the tower with the words facing down and break the participants into two or three teams. Jumbling Towers combines the rules of two well-known games: Jenga and Charades
- Each of the participants are invited up to remove a block
- When a block is successfully removed the player must act out the emotion written on the block without speaking
- The remainder of the participants on their team will be asked to guess the emotion
- If the team is successful they receive two points, if they are not then the other team(s) will have an opportunity to steal one point for a correct answer
- If a participant topples the tower their team will lose 5 points
- The team with the most points when the tower topples wins
- The activity leader will take score on a white board or flip chart paper
- For younger children, the activity leader may need to explain the emotion using a simpler term and allow the others to be successful if they guess an equal but different term for the intended emotion.
  - For example – exhausted can be tired, depressed can be sad, enraged can be angry, etc.
- The Emotions Vocabulary Chart on the next page can be printed and used as a guide to help participants identify the emotions and related facial expressions.

**Rationale:** Sometimes it can be difficult for individuals to express an emotion or to have the vocabulary to express their feelings. This activity provides a fun way for group members to build such a vocabulary and learn to recognize emotions.

(Activity Adapted from Recreation for Mental Health Tool Kit)



# Emotions Vocabulary Chart



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY

## Activity 5: Worry Warriors

**Target Participants:** Kindergarten to Grade 1

### **Materials:**

- Pipe cleaners
- Plastic beads
- Wool
- Glue
- Scissors
- Markers (found in Today I Feel)



### **Instructions:**

Keep the bogeyman at bay by making a worry doll to take your troubles away! Worry people are very popular in the Guatemalan culture.

- To make your own worry doll, cut a pipe cleaner into 4 pieces, make two pieces slightly shorter than the other two. One piece will be the body; one will be the arms and one shorter piece for each leg.
- Wrap the end of each leg piece around the end of the piece that will be the body. Then wrap the arm piece around the middle of the body.
- Glue a bead on top of the body piece to make a head. Trim off the excess, if any.
- Wind wool around the limbs and body to make it bigger.
- Draw a face on the head with marker, if desired.
- Glue wool onto the bead for hair, if desired.
  
- The next time you feel scared, tell the worry doll your troubles and place it under your pillow until morning. Legend has it that the worry doll will take away your worries.

*“Worry Night, Worry Day,  
Worry Doll, Take My Worries Away!”*

(Activity Adapted from Recreation for Mental Health Tool Kit)

## Activity 6: Today I Feel...

**Target Participants:** Kindergarten to Grade 1, Grades 2-3

### Materials:

- Large paper bag from a grocery store (not included in kit)
- Paper plates
- Wool (found in Worry Warriors)
- Glue (found in Worry Warriors)
- Tongue Depressors
- Scissors (found in Worry Warriors)
- Crayons/Markers
- Share Your Feelings Stickers

**Purpose:** This activity helps children share how they feel without having to say anything. It can also be used to initiate discussion about emotions. Sometimes it can be difficult to express our emotions and share how we feel.

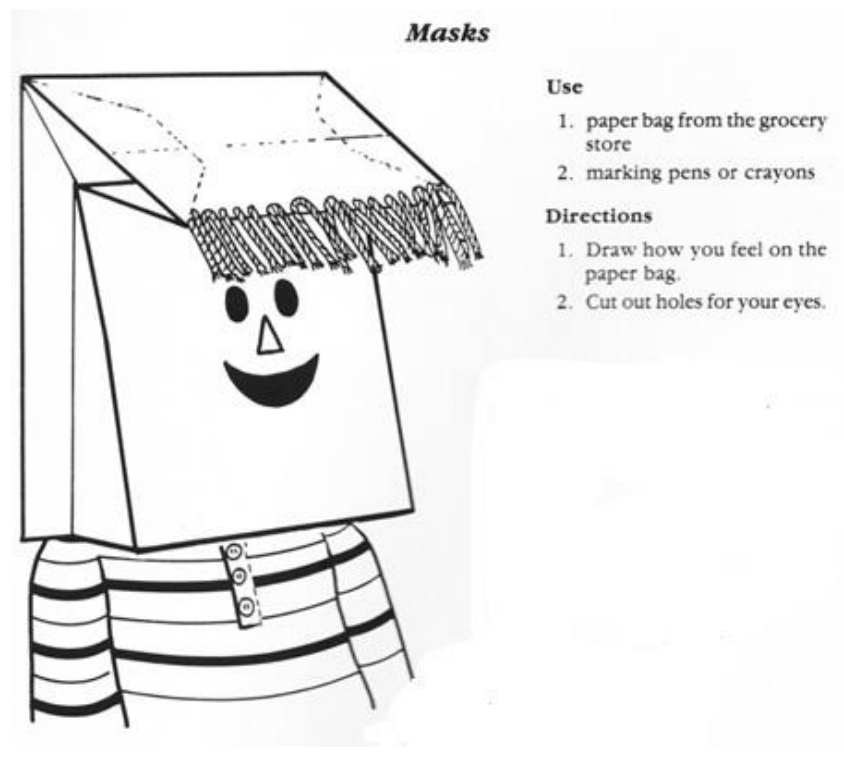
3 Options for participants to share their feelings with others:

Option #1 – Paper Bag Mask

Option #2 – Paper Plate Mask

Option #3 – Share Your Feelings Sticker

### Option #1: Paper Bag Mask



### Option #2: Paper Plate Mask



#### Use

1. paper plate
2. stapler or paste
3. marking pens or crayons
4. tongue depressor

#### Directions

1. Draw how you feel on the paper plate.
2. Staple or glue the tongue depressor to the plate.

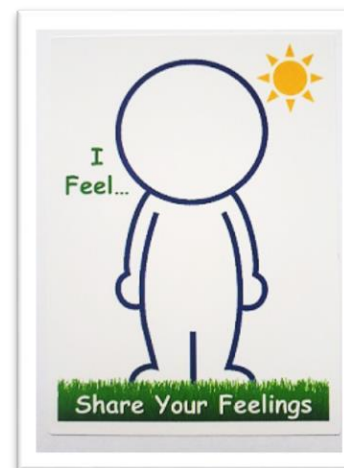
### Option #3: Share Your Feelings Stickers

#### Use:

- crayons/markers
- stickers

#### Directions:

Draw how you feel on the sticker



*Adapted from Children's Health Festival Program Guide*

## Activity 7: Meena’s Mistake

**Target Participants:** Kindergarten to Grade 1, Grades 2-3

### Materials:

- Meena’s Mistake story resource sheets
- Meena’s Mistake posters
- “Responsible Meena” Activity Sheet
- Safety Rules

**Purpose:** Children will be able to explain the relationship between the use of medication and living a healthy life.

### Instructions:

- Select four volunteers from the group to assist you. Give each volunteer one of the posters. Ask each child to hold up his or her poster to show the group, when called upon.
- Read the “Meena’s Mistake” story from the resource sheets. As you read the story, note “breaks” in the story under the instructions column where the posters are shown and class discussion is required.
- Using the story as a catalyst, lead a discussion with the group to develop the following major points:
  - a) Medicines should not be used as a cure-all for every little ache or unpleasant feeling.
  - b) The use of medicines can be helpful or harmful.
  - c) Elementary-age students should not take medicines unless directed by parents or medical personnel.
- Questions similar to the following could be used to stimulate discussion and emphasize the major ideas:

### Safety:

- Was it alright for Meena to take the pills by herself?
- What might happen if young children take medicines by themselves?
- Who should you take medicine from?

### Choices:

- Was Meena right in thinking that the pills would make her feel better?
- Can you always believe what television ads tell you?
- Did Meena demonstrate responsible behaviour in the story? Why? Why not?
- What non-medicine alternatives could Meena have chosen?

### Results:

- How does Meena’s mother discover what Meena has done?
- What can Meena’s mother do to help her?
- What happens to Meena now?

- Conclude the lesson by emphasizing that people’s use of medicines affects their health/well-being. It is important that students recognize that even small decisions about the use of medicines have a direct relationship to health. Stress the importance of knowing and obeying safety rules related to the use/non-use of medicines.
- You may wish to do the activity “**Responsible Meena**”.
- Tell the children that because medicines contain drugs, they must always be used in a responsible manner (or, in the correct way).
- Distribute copies of “Responsible Meena” activity sheet to each child. Review the instructions with the group and allow them time to come up with an alternate conclusion to the story.
- Once the children have finished their new ending to the story, have them draw a picture of some aspect of the story; children can read their ending to each other. Post pictures and stories so that everyone may read them.

## Story Resource Sheet

### “Meena’s Mistake”

#### **Instructions:**

Read the story. At the appropriate times, have the children hold up the appropriate picture resource sheets (marked 1-4) as indicated in instructions below. Discussion starts are also included in the story.

#### **“Meena’s Mistake”**

**Story:** Meena was usually a very happy, energetic, responsible person. Today was different—Meena was upset. She stomped into the house and slammed the door behind her. “Hey Mom...” she called out, but there was no answer. “I feel awful,” Meena muttered as she looked around the kitchen. After a moment she saw a note on the table. It was from her mother.

**Instructions:** Show Poster # 1

**Story:** Meena was disappointed. She wanted her mother. She had a sore throat and felt very hot. She thought maybe she had the flu. What a day she’d had at school! It seemed like she couldn’t do anything right.

**Instructions:** Show Poster # 2

**Story:** During recess she’d had an argument with her best friend, Jackie.

Later her teacher had become angry with her because she hadn't handed in her math questions on time. Then, in the gym, Meena kept missing the ball every time it was thrown to her. No, things hadn't gone well for Meena. She was in terrible mood. Now she felt sick and no one was home to help.

**Instructions:** Discuss with the children Meena's options for dealing with her feelings. Possible responses might include:

- Laying down until her mother gets home
- Watching TV and trying to forget her feelings.
- Calling someone on the phone to talk over her problems.

Complete the story to find out what Meena decided to do.

**Story:** Meena had seen ads on television that said, "Take Ease-Away for fast relief." She also remembered that her mom had given her Ease-Away when she was sick during the holiday at the lake. Even though she had been told never to take medicines on her own, she couldn't see any harm in taking an Ease-Away pill.

She went to the medicine cabinet and looked inside.

**Instructions:** Show Poster # 3

**Story:** Meena saw all kinds of bottles. There were containers with powder in them, tubes and jars with sticky salves and pills of different colours. How could she know which was the Ease-Away bottle? She thought the Ease-Away her mother had given her the last time she was sick was pink. She looked until she found some pink-coloured pills.

Meena took the top off the bottle and took one of the pills. She thought for a moment. "If one pill helps get rid of a sore throat, maybe if I take more I'll feel all better right away." So Meena took three or four more of the pills and swallowed them with some water. She put the bottle back in the cabinet and walked to the kitchen.

She started to feel odd. Her head felt awful, even her legs felt funny. Meena thought she should lie down. She had thought the pills would make her feel better but she was feeling even worse than before. Just as Meena lay down on the couch, she heard the front door open. Her mom was home.

"What's wrong, Meena?" Her mother asked when she saw Meena laying down.

**Instructions:** Show Poster # 4

**Story:** Meena started to tell her mom about the rotten day she'd had, but she kept getting mixed up. The words weren't coming out right.

Her mother looked worried. "What's the matter, Meena? What have you done?"

**"MEENA'S MISTAKE"**  
POSTER 1





**"MEENA'S MISTAKE"**  
POSTER 2



**"MEENA'S MISTAKE"**  
POSTER 3



**"MEENA'S MISTAKE"**  
POSTER 4



## “Responsible Meena”

Meena was upset and disappointed. She had argued with her best friend during recess, had done poorly in math class and was clumsy during gym. To make things worse, she had a sore throat and fever. She was in a terrible mood and no one was at home when she got there so she helped herself to some Ease-Away pills.

Change the ending of the story to show how Meena could have acted responsibly. Use the following questions to give your ideas.

1. What things could Meena think of doing to make herself feel better until her mother comes home?
2. Which idea should Meena decide is best and why?
3. Describe what might happen when Meena’s mother comes home.

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## Safety Rules

1. Never take anyone else's medicine
2. Never take more than one medicine at a time unless under a doctor's direction.
3. Take medicine only in the way your doctor tells you to.
4. Use medicine only when it is needed.
5. Children should only take medicine when it is given by an adult.
6. Keep medicine out of the reach of small children.
7. Never use medicines which are old.
8. Never throw old medicines down the toilet or in the garbage. They should always be brought back to a pharmacy to dispose of them properly.
9. Always look at medicines in a lighted room to be sure of taking the right medicine.
10. Use medicine only for the right reasons.

## Activity 8: Telling or Tattling

**Target Participants:** Kindergarten to Grade 1

### **Materials**

- Telling or Tattling Story Sheet

### **Instructions:**

- Begin by explaining the difference between telling and tattling to the group
  - Telling is trying to get someone or yourself out of trouble  
(Getting help when there are unsafe behaviors)
  - Tattling is trying to get someone into trouble  
(No one is being hurt and no rule is being broken)
- Read the following brief stories to the group
- After each story ask the group if Julie is telling or tattling and explain some things Julie could have done instead.

## Telling or Tattling - Story Sheet

### First story:

Julie was at a drawing table in class. She was busy writing her name on a booklet she had made. Sean came to the table and sat beside her. He took one paper, wrote some letters with a pencil then took another paper. He wrote some tiny marks on this paper, then took another and did the same thing. Julie didn't like him taking so much paper, so she went to tell the teacher.

### Let's decide if Julie was telling or tattling:

*Was Sean breaking a safety rule or doing anything dangerous?*

- No, he wasn't breaking any rule or hurting anyone.

*Did Julie really need help from the teacher?*

- No, she wanted Sean to stop taking so many papers, or maybe wanted him to get into trouble.

*Sean was just writing on many papers. It was not dangerous behaviour. Sean was not hurting anybody. When Julie went to tell the teacher, she was tattling. She did not really need help to keep someone safe and Sean was not really breaking any rules.*

*What else could of Julie done instead of going to the teacher?*

- Ignore him, ask him to stop wasting paper, invite him to write/draw with her, offer to make him a booklet.

## Telling or Tattling - Story Sheet

### Second story:

Next Kyle came to the drawing table. For some reason, he got mad at Sean and poked Sean with the sharp end of a pencil. Sean told Kyle to stop, but Kyle poked him again. Sean had tears in his eyes. Sean asked Kyle to stop, but Kyle didn't stop. Julie went right away to get help from the teacher.

### Let's decide if Julie was telling or tattling:

*Was Kyle breaking rules or hurting anyone?*

- Yes, he was hurting Sean and poking him with a pencil.
- Even when *Sean* asked him twice to stop, *Kyle* did not stop.

*Was Julie tattling when she went to tell the teacher this time?*

- No, because she really did need help to keep someone safe.

When you ask the teacher or another adult for help because someone is in danger, is being hurt or having their feelings hurt, you are NOT tattling. You are trying to get help.

But when children ask for help when they don't really need it, or when they want to get someone in trouble, they ARE tattling.



## Activity 9: Good Vibes Picture/Collage

**Target Participants:** Kindergarten to Grade 1, Grades 2-3, Grades 4-6, Mixed Ages

**Materials:**

- Magazines or newspapers (not included in kit)
- Coloured pencils/Markers (found in Today I Feel)
- Glue (found in Worry Warriors)
- Scissors (found in Worry Warriors)

**Purpose:** Positive self-talk, personal reflection

**Instructions:**

1. Ask the students to think about what makes them feel good. What are the things that give them good vibes? This can be getting a hug from Mom, laughing with their best friend, hitting a home run, etc.
2. Have the students draw a picture or make a collage representing the things that give them good vibes.

## **Activity 10: Nuts n' Bolts**

**Target Participants:** Grades 2-3, Grades 4-6

### **Materials:**

- Nuts and bolts
- Oven Mitts
- Impaired Goggles
- Stop-watch or timer (not included in kit)

### **Instructions:**

- Divide kids into even teams; have each team form a line.
- Give each team a bolt & nut with the nut screwed all the way onto the bolt. Explain that each person must unscrew the bolt entirely and then re-screw it back on completely before passing it on to the next teammate. Also explain that you will be timing them.
- The first team to finish the relay wins. Record each team's time.
- The second time through the exercise, explain that they must do the same thing but this time wearing a pair of oven mitts. The oven mitts are to be passed from player to player along with the bolt & nut.
- Record each teams time during the oven mitt round.
- The teams will need to do the same task but wearing the impaired goggles.
- Again, record their times.
- After the impaired goggles round, have each team note their three times and share their observations.
- Wrap up with a discussion of how these various impairments mirror the effects of alcohol and drugs on us when we are performing important tasks like driving or operating machinery.

### **Discussion Points:**

- Although this activity encourages participants to have fun, it is also intended to represent the very serious inverse relationship between alcohol/drug consumption and coordination, reaction time, and balance. It is extremely important to discuss this with the participants prior to starting, so as to ensure that the intended message is not undermined by the amusement provided by the activity.
- Discuss how wearing the oven mitts represents the loss of coordination that accompanies the consumption of alcohol and drugs and that wearing the goggles represents the impairment to our vision and balance. Encourage feedback from the participants about how much more difficult the activity was while wearing the oven mitts/goggles. This goal can also be achieved by listing the increased time it took to complete the relatively simple task of unscrewing the nuts and bolts while the participants were mimicking impairment.

- Discuss the various ways in which driving a vehicle is much more complicated than unscrewing nuts and bolts. Discuss how when driving any type of vehicle (car/truck, ATV, snowmobile, etc.), you need to be able to simultaneously use the brakes, steering wheel, mirrors, signal lights, etc. while also maintaining awareness of your surroundings.
- Talk about the teamwork aspect of this activity within the framework of understanding how our decisions/actions affect other people besides just ourselves. When a person decides to drive impaired, they are putting themselves, their passengers (if applicable), pedestrians, and other drivers in danger. If you wish to further explore this topic, divide the teams by having some members wear the oven mitts/impaired goggles, while the others do not. When the races are over, discuss how the two members wearing the oven mitts/goggles let their other teammates down by slowing down the entire team's performance.
- Ensure that participants understand what is referred to by the term "impairment". Impaired driving is not limited to driving while under the influence of alcohol, but it also encompasses driving while under the influence of illicit drugs such as marijuana and cocaine, or prescription and/or over-the-counter medicine that has fatigue as a side effect (Atavin, Gravol, etc.). Encourage participants to read labels on all medications prior to driving while under their influence.

## **Activity 11: Helping Hands**

**Target Participants:** Grades 2-3, Grades 4-6

**Materials:**

- Construction Paper
- Markers (found in Today I Feel)
- Large piece of paper/ Flip chart paper (not included in kit)

**Purpose:** Thinking about friendship, creative activity

**Instructions:**

1. Draw the trunk and branches of a tree onto a large piece of paper.
2. Ask each child to trace both their hands onto the coloured construction paper and then cut them out.
3. Each person should write one example on each cut-out of what makes a good or supportive friend.
4. Paste all the hands up on the “Friendship” Tree.

*Adapted from Middle Years F&ST Club Handbook*

## Activity 12: Climbing the Ladder of Health

**Target Participants:** Grades 2-3

**Materials:**

- Game boards
- Game cards
- Game pieces
- Dice

**Purpose:** Children will compare helpful and harmful health practices.

**Instructions:**

- Divide the group into two teams of four and provide each team with a gameboard and dice and each individual with a game piece.
- Each team takes turns rolling the dice. Each numbered square on the gameboard corresponds to a numbered Game Card. Players have to answer the question in order to move to this new number on the board.
- Rules follow with a typical game of Snakes & Ladders, one roll at a time (unless card indicates extra roll or miss a turn). Landing on a snake means moving backward to the base of the snake, landing on a ladder means moving up to the top of the ladder.
- Play until someone on each team has reached the finish.

**Note to Group Leaders:**

- Leaders can read game cards aloud for younger children.



*Adapted from Middle Years F&ST Club Handbook – Stairway to Health*

## Activity 13: Drug Abuse Tumble 'n Teach Cube

**Target Participants:** \*Grade 6

### Materials:

- Drug Abuse Tumble 'n Teach Cube

This inflatable cube is a great way to address the consequences of drug abuse. Players roll the cube and use both the word on the inside cube and the substance pictured on the outside cube to start a discussion.

**Instructions:** Ask participants to roll the cube and answer a question related to the drug category (tobacco, alcohol and other drugs) and area of influence that appears on the cube. Use the following starter questions:

### TOBACCO

#### Physically

- How does tobacco affect your body?
- Is tobacco physically addictive?

#### Emotionally/Mentally

- How does tobacco affect your mind?
- Is tobacco mentally addictive?

#### School

- How might tobacco affect your school work?
- Do you know anyone at school that smokes?

#### Work

- How might tobacco use affect your work?
- Do you parents smoke at work?

#### Friends

- If you started smoking would you lose any friends?
- Do your friends smoke?

#### Family

- Does anyone in your family smoke?
- Have any of your relatives had lung problems caused by smoking?

### ALCOHOL

#### Physically

- Do alcoholics have healthy organs, explain?
- Tell a story you have heard or read about a drunk driving accident.



### Emotionally/Mentally

- How does alcohol affect your emotions?
- Do people act differently when they are under the influence of alcohol? Why?

### School

- How might alcohol use affect your school work?
- Share a story that relates alcohol to your school.

### Work

- What might happen if you were intoxicated at work?
- Why is it illegal to drink at most jobs?

### Friends

- Have any of your friends pressured you to drink?
- Do you have friends that drink alcohol?

### Family

- Does alcoholism run in your family?
- Do your parents drink?

## **OTHER DRUGS**

### Physically

- Name a drug that negatively affects your body.
- Are most drugs physically addictive?

### Emotionally/Mentally

- Name a drug that can cause hallucinations.
- Have you ever seen someone's personality change because of drug abuse?

### Schools

- Are drugs present in your school?
- How might abusing drugs affect your school work?
- What drugs do you see around your school?

### Work

- How might being addicted to drugs affect your body?
- Will it be hard to get a job if you are addicted to drugs?

### Friends

- Would your friends be mad if you started taking drugs?
- What would you do if your best friend started using drugs?

### Family

- How would your parents feel if you started taking drugs?

## Activity 14: Impaired Goggles Obstacle Course

**Target Participants:** Grades 4-6

### **Materials:**

- Impaired Goggles (found in Nuts n' Bolts)
- Painter's Tape
- Foam Balls
- Field Markers
- Skipping Ropes
- Keys, coins, other small items (not included in kit)

**Purpose:** To understand how loss of coordination and vision impairment affects everyday tasks, as well as how each individual's actions affect those around them.

### **Instructions:**

- Ask participants to complete the stations of the obstacle course – first without wearing the impaired goggles, then have participants complete the same stations while wearing the impaired goggles.
- Ask participants what it was like to wear the goggles and how it impacted their ability to complete the task.
- Ask observers what it was like to watch the person trying to complete the task wearing the impaired goggles.

*Walk the Line / Field Sobriety Test* - Make a line on the floor with tape or skipping rope. Have participants try to take 10 steps, in a straight line, walking heel to toe with their hands at their sides, counting the steps out loud as they walk. Then, have them turn and walk the same way back to the start while you increase the difficulty by tossing foam balls at them to throw them off.

*Obstacles* - Try to weave your way in and out of the field markers as quickly as possible, without actually touching them. Remember, have the participants first do the task without the impaired goggles and then repeat while wearing the impaired goggles. Discuss what it was like to complete these tasks and how loss of coordination can affect everyday tasks.

*Pick Up* – Throw keychain, coins, or other small objects on the floor and tell participants to pick them up as quickly as possible. For a variation, you can have the participant pick up specific items as you instruct them to do so. Remember, have the participants first do the task without the impaired goggles and then repeat while wearing the impaired goggles. Discuss what it was like to complete these tasks and how loss of coordination can affect everyday tasks.



*Other Everyday Tasks* – Have participants try to complete some everyday tasks such as read, write their name, tie their shoes, catch a ball, skip rope, open a wrapped item, etc. Remember, have the participants first do the task without the impaired goggles and then repeat while wearing the impaired goggles. Discuss what it was like to complete these tasks and how loss of coordination can affect everyday tasks.

**Discussion Points:**

- Although this activity encourages participants to have fun, it is also intended to represent the very serious opposite relationship between alcohol/drug consumption and coordination, reaction time and balance. It is extremely important to discuss this with the participants prior to starting so as to ensure that the intended message is not undermined by the amusement provided by the activity.
- Ensure that participants understand what is referred to by the term “impairment”. Impaired driving is not limited to driving while under the influence of alcohol, but it also encompasses driving while under the influence of illicit drugs such as marijuana and cocaine, or prescription and/or over-the-counter medicine that has fatigue as a side effect (Ativan, Gravol, etc.). Encourage participants to read labels on all medications prior to driving.
- *Walk the Line:* Discuss first how difficult it is to achieve balance while wearing the impaired goggles. Liken this to trying to drive while remaining on your side of the road. Discuss the dangers implicated by failing to remain on your side, even if you only veer off for a second. Secondly, discuss how when we are driving a vehicle, we not only need to be able to accomplish the relatively simple task of staying on our side of the road, but also to quickly react to unexpected events. Compare the balls being thrown at them to pedestrians or an animal darting into the street unexpectedly, another vehicle cutting into their lane, etc. Talk about how when we are impaired, our reaction time is significantly decreased and thus, our ability to effectively deal with unexpected events is severely impaired.
- *Obstacles:* Discuss how difficult it is to navigate the field markers while wearing the impaired goggles. Liken this to trying to turn onto a different street, navigate an intersection, change lanes, etc. while driving a vehicle. Talk about how much more complicated these activities would be than merely trying to navigate the field markers, which was difficult in itself.

## Activity 15: What are Drugs?

**Target Participants:** Grades 4-6

**Materials:**

- Container with empty pill bottles & “drug” samples

**Purpose:** To understand that “drug” refers to a substance that affects the way the body works.

**Instructions:**

- Place a prescription medicine container, an over-the counter pain reliever, a tea bag/packet of coffee, imitation cocaine and imitation marijuana in a box and close the lid.
- Tell students that you are holding a box with “drugs” in it.
- Pass around the box and ask students what should be done with a box like this if they found one.
- Reveal the contents of the box and discuss what “drugs” are?

**Discussion Points:**

- Explain that “drug” refers to any substance that affects the way the body works.
- When discussing the tea/coffee, tell students that both of these foods contain a chemical that speeds up pulse and breathing.
- Be sure that students understand that not all drugs (ex: coffee/tea, pain reliever) are illegal.
- Stress that no drug – even if legal – should be taken on their own.
- If they find drugs, children need to give it to a parent or trusted adult.

(Activity adapted from 101 Ready-to-use Drug Prevention Activities, Activity 68)

## Activity 16: Alcohol Risks and Effects

**Target Participants:** Grades 4-6

**Materials:**

- Alcohol Effects Cards
- Tape

**Purpose:** To learn the effects of drinking alcohol, cooperation, creative activity.

**Instructions:**

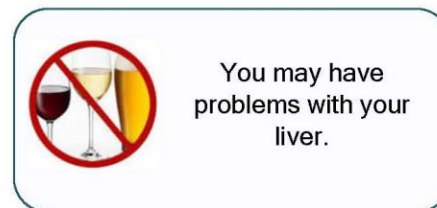
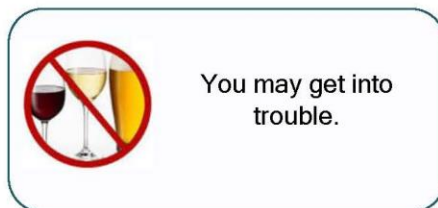
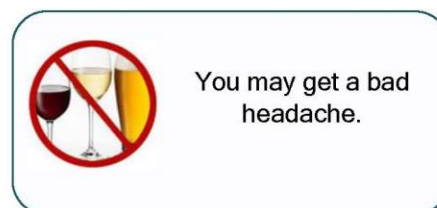
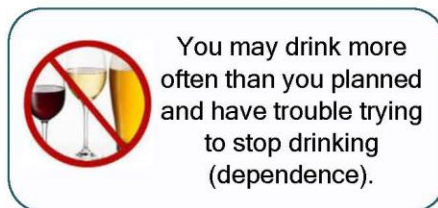
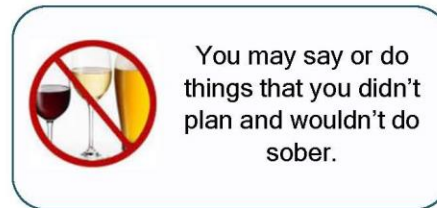
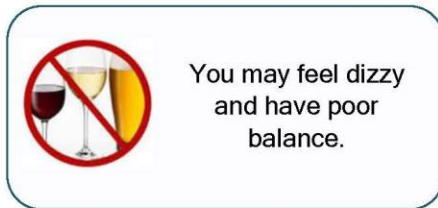
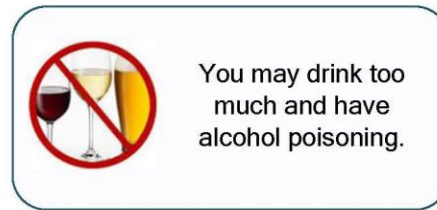
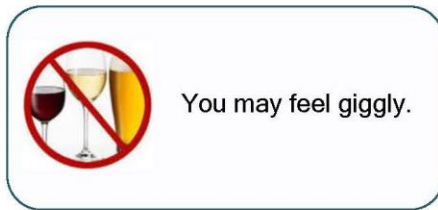
1. Draw a big glass on the blackboard or flip chart. Separate the glass into three sections: Effects on our Bodies, Effects on What We Do, Effects on Other People.
2. Have each participant choose an Effects Card from the grab bag and paste it in the appropriate section in the glass.
3. You may want to break the group into two teams and have them work on separate glasses and then compare.
4. When finished, discuss the different effects using the facilitator notes as a guide.

Note: An alternative option is to use this activity for a booth, with participants each selecting one card as they come up to the booth and placing it on the glass, then discussing their response/perspective one-on-one.

(Adapted from the Government of the United Kingdom's Life Bytes web site:  
<http://www.lifebytes.gov.uk>.)

*Adapted from Middle Years F&ST Club Handbook*

## Alcohol Effects



*Adapted from Middle Years F&ST Club Handbook*

## Facilitator Notes:

- Alcohol is a depressant that slows down your body and mind.
- Alcohol affects different people differently.
- Too much alcohol at once can have very serious effects.
- Too much alcohol over a long period of time can have serious effects on your health.

**You may feel giggly:** Lowered inhibitions, lack of self-control

**You may feel dizzy and have poor balance:** Lack of self-control, body slows down, poor balance

**You may start arguing with your friends and/or get into a fight:** This can happen because you lose control of your emotions and actions.

**You may become dependent:** There are lots of reasons why people get addicted and people do not plan or expect that they will have a problem with alcohol dependence. If someone in your family has a substance abuse or dependence problem, you are at a higher risk.

**You may get in trouble:** Drinking can get you in trouble at school, with your parents, and even with the police. For example, underage drinking is a crime. Also, you may think that you are fine to drive and cause a car crash, hurting yourself and others.

**You may get Alcohol Poisoning:** If you drink too much you can get alcohol poisoning, which causes breathing problems and slows the pulse. In severe cases, it can even lead to death.

**You may feel sick and throw up:** Different people get sick on different amounts of alcohol.

**You may say or do things that you didn't plan:** Alcohol lowers inhibitions and impairs judgement. You may act differently and say or do things that you would not do if you were sober, causing embarrassment, shame, or guilt once you are sober.

**You may get a bad headache:** Alcohol dehydrates the body giving you headaches and nausea.

**You may have problems with your liver:** Drinking in high amounts can cause the liver to be damaged.

## Activity 17: Pass the Parcel

**Target Participants:** Grades 4-6

### Materials:

- Key Messages Labels
- Prize wrapped in layers of paper (not included in kit)
- Music (not included in kit)

### Instructions:

- Facilitator prepares a parcel with layers of wrapping paper. A key message label is placed on each layer of the paper.
- Begin passing the parcel and when the music stops the child tears off the top layer of paper to reveal a question/message that is read out loud. The question/message is discussed with the group. This process continues until all the layers of paper are removed and the child to unwrap the last layer of paper will get the prize inside.

### Sample Questions/Key Messages:

Alcohol is a depressant that slows down the brain affecting behaviour and thinking. <b>True</b> or <b>False</b> ?	Binge drinking is defined as 8 or more alcohol drinks on one occasion. <b>True</b> or <b>False</b> ? 5 or more on one occasion for men and 4 or more on one occasion for women
Amongst youth, males are more likely than females to drink and drive. <b>True</b> or <b>False</b> ? For youth, male and female drivers are equally likely to drink and drive.	If you are under the age of 19, it is okay for someone who is over the age of 19 to buy alcohol for you. <b>True</b> or <b>False</b> . In NL, it is a crime to purchase alcohol for anyone under the age of 19.
The youth brain is more sensitive to the effects of alcohol than an adult's. <b>True</b> or <b>False</b> ? Research shows alcohol affects a teen's developing brain differently than an adult's and the risk of becoming dependent increases the younger a person is when they start drinking.	You can still get high from second-hand smoke even if you do not smoke weed yourself. <b>True</b> or <b>False</b> ? Being exposed to second hand smoke can impair you even if you do not smoke it yourself.
Smoking marijuana and driving doubles the risk of having a car crash. <b>True</b> or <b>False</b> ? Smoking weed will affect your ability to safely operate a vehicle because it affects coordination, reaction time, and depth perception. Police can charge you with impaired driving.	Marijuana is safe to smoke because it is all natural. <b>True</b> or <b>False</b> ? Marijuana smoke contains many chemicals known to cause cancer. It may also be mixed with other substances that are harmful to the body.

Continued use of marijuana during the teen years has been linked to a drop in IQ. <b>True</b> or <b>False</b> ? Research indicates that both how much marijuana you smoke and for how long you smoke marijuana can have a negative impact on your IQ.	Smoking marijuana can cause mental health issues. <b>True</b> or <b>False</b> ? Many factors are related to the use of marijuana and mental health issues. These factors include: how much you smoke, age at which you started smoking; and if you have any predisposition to mental health issues, such as schizophrenia and depression.
It's safe to be a passenger in a car driven by someone who has just smoked a joint. <b>True</b> or <b>False</b> ? If someone drives when they are high, they are impaired and have double the chance of being involved in a fatal car crash. Marijuana affects the ability to perform complex tasks, making driving high a risky undertaking.	Alcohol and Energy Drinks Don't Mix!
The top 3 substances used by students in NL are Alcohol, Cannabis and Tobacco (NL Student Drug Use Survey, 2012).	The average age of 1 <sup>st</sup> use of Alcohol among students in NL is 13.4 years old (NL Student Drug Use Survey, 2012 & CSTADS 2016-2017).
The average age of 1 <sup>st</sup> use of Tobacco among students in NL is 13.6 years old (NL Student Drug Use Survey, 2012 & CSTADS 2016-2017).	The average age of 1 <sup>st</sup> use of Cannabis among students in NL is 14.2 years old (NL Student Drug Use Survey, 2012 & CSTADS 2016-2017).
Operating a motor vehicle after smoking marijuana is not as dangerous as after using alcohol. <b>True</b> or <b>False</b> ? Operating a motor vehicle under the influence of any drug is unsafe. Marijuana reduces your attention span and motor skills (e.g. reaction time).	If you eat while you are drinking it will help soak up the alcohol, so you can drink more and still not get intoxicated. <b>True</b> or <b>False</b> ? Food does not soak up alcohol. It does slow down the rate that the alcohol is absorbed. However, eating will not prevent intoxication, sober you up, or help with a hangover.
What is the term used to describe the effects of someone else's smoking? <b>Second hand smoke</b>	What drug is more addictive than heroin or cocaine? <b>Nicotine.</b>
What is the one thing most youth do not think about before using tobacco or other drugs? <b>The consequences</b>	What is the primary health risk of smoking tobacco? <b>Lung cancer</b>
What is the colour that nicotine stains fingers and teeth? <b>Yellow</b>	What is an example of a fun activity that doesn't involve drugs? <b>Movies, games or sports</b>
What substance makes your clothing, breath and hair smell bad? <b>Tobacco/ Nicotine</b>	What is the only thing that can sober you up? <b>Time</b>

Which of the following is the most commonly used drug in Canada? <b>Caffeine</b>	If a pregnant women smokes, she is not harming her unborn child. True or <b>False?</b>
Alcohol is the most widely used drug amongst teens in this province. <b>True</b> or False?	Alcohol is a drug. <b>True</b> or False? Anything (other than food), which changes the way the body or mind works is considered a drug.
Hearts of teens who smoke have to work harder than teens that don't smoke. <b>True</b> or False?	Smoking damages your lungs. <b>True</b> or False?
Mixing alcohol and marijuana is more dangerous than using each separately. <b>True</b> or False? Taking more than one drug at a time is always more dangerous.	There are no risks to drinking alcohol while pregnant. True or <b>False?</b> Women who drink while they are pregnant, risk having a baby with Fetal Alcohol Spectrum Disorder.
You have a greater chance of having a car accident when you drive after using marijuana. <b>True</b> or False?	Name one way to gain popularity without using drugs or alcohol? <b>Be a good friend</b>
What is the best way to get ready for a test the next morning? <b>Get enough sleep</b>	Name an activity you can do with a friend that doesn't involve drugs? <b>Movies, exercise</b>
What can you do if a friend has a drug problem? <b>Encourage them to get help</b>	Name a birth defect linked to alcohol during pregnancy? <b>Fetal Alcohol Spectrum Disorder</b>
Taking a prescription drug that was prescribed for someone else is considered 'prescription drug abuse'. <b>True</b> or False?	Taking more of a medication than what was prescribed to you is considered 'prescription drug abuse'. <b>True</b> or False?
Trying to get a doctor to prescribe a medication to you that you don't need is considered 'prescription drug abuse'. <b>True</b> or False?	Storing your prescription in a safe place and taking them as prescribed by your doctor is the safest way. <b>True</b> or False?
The safest way to dispose of any unused prescription medication is to throw it away. True or <b>False?</b> This can be dangerous as other people or animals could get into it. If you have unused medication, you should return it back to the pharmacy.	Prescription drugs, when prescribed by your doctor, can help you feel better when you are sick or hurt. <b>True</b> or False?
What kills more Canadians than alcohol, drugs, car crashes or murder? <b>Health problems from tobacco usage</b>	What percentage of all lung cancer is caused by smoking tobacco? <b>90%</b>



## Activity 18: Asking For Help/Who Will Help

**Target Participants:** Grades 4-6

### **Materials:**

- Newspapers, magazines (not included in kit)
- Scissors (found in Worry Warriors)
- Paper, coloured paper
- Pencils, crayons/markers (found in Today I Feel)
- Paper cups
- Glue, tape (found in Worry Warriors and Alcohol Risks and Effects)
- Activity sheets
- Craft Supplies (found in Worry Warriors and Today I Feel)

**Purpose:** To have the children identify and explore ways of seeking help from others when dealing with their problems.

### **Instructions:**

1. Have groups brainstorm verbal ways to ask for help. Encourage humorous as well as serious ways to ask for help. Have a volunteer write expressions on the board. (Do not pressure everyone to come up with ideas; allow shy or reluctant children to just listen).  
What are some of the many ways someone might ask for help?  
What are some ways that do not use words?

### **Discussion Points**

Point out that there is really no right or wrong way to ask for help; the main thing is to just ask. Acknowledge that asking for help is difficult, but with practice, children can learn that they are neither helpless nor isolated. Guide them toward recognizing that asking for help is a sign of strength, not weakness. It means a person understands that everyone needs help from time to time, that everyone has the right to ask for help and that nobody is perfect or completely self-reliant. Point out that we often learn most from our mistakes.

2. Then have groups brainstorm situations in which someone might ask for help.  
When might someone need to ask for help?  
What are some funny or silly things that might happen?

### **Examples:**

What would you do if...

- A cup is out of reach on a high shelf.
- Your ball rolls into a busy street.
- Your little brother falls and hurts himself.
- You're not sure of what is in a certain container that someone else tells you contains soda.
- You become ill and there is no one around you to help.
- You forgot to bring your lunch to school.
- An older child in an upper grade is bullying you.

## Choose one of the following 3 options to help lead the discussion:

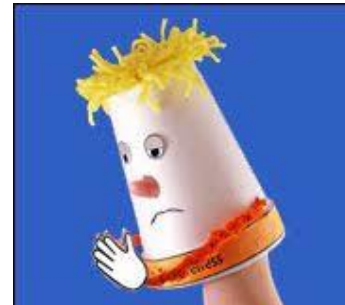
### Option #1: Create Cup Puppets to show *Who Will Help*

#### Instructions:

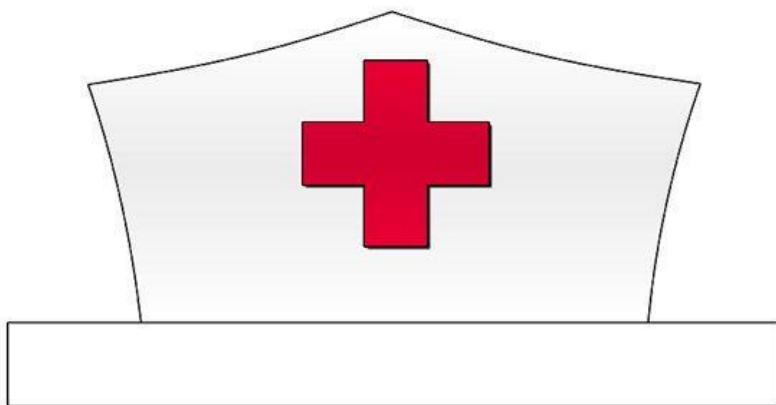
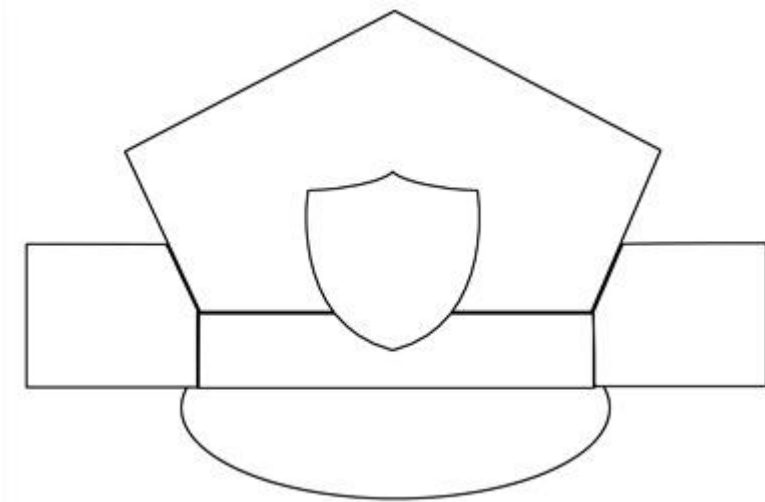
- Puppet 1 - Turn cup upside down and draw a face of a child that needs help (e.g., sad, crying, angry, etc.) Use markers and other craft supplies to draw the face, add hair, glasses, eyes, and so forth.
- Puppet 2 - Turn cup upside down and draw a face of a trusted adult or other professional that could help. Use the templates included (*or create your own*) of headpieces to identify the helpers or *Who Will Help*.
- Ask children to use their puppets to identify helpers and practice how you will ask for help when you need help. Children can insert their hand into the cup to move the puppets.

#### Discussion Questions:

- When do you need to ask for help?
- Do you ask for help when you need help?
- What happens when you ask for help?
- Who will you ask to help?



**Sample Headpieces:**



**Option #2:** Have the children cut out pictures in magazines and newspapers that show people helping others. Discuss the pictures selected.

Examples:

- An ambulance at the scene of an accident.
- A police officer helping someone.

**Option #3:** Have each child draw a picture of them in the middle of a circle. Then, have them draw or write three loving, caring people they know so they are surrounded by a circle of support.

Ask the children:

- Who are they?
- How do they show they are caring people? (hugging, listening, helping, etc.)
- Do you ask them for help when you need it?

Discuss other possible supports (family, friends, classmates, teachers, neighbors, nurses, police officers, etc.)

## Activity 19: Good Vibes Obstacle Course

**Target Participants:** Grades 4-6

### **Materials:**

- Prizes (not included in kit)
- Good Vibes Word Scramble handout
- Checkpoint Cards (use index cards and follow instructions below)
- Flip Chart Paper (not included in kit)
- Markers (found in Today I Feel)
- Paper Plates (found in Today I Feel)
- Beanbags (found in Flip Flop Faces box)
- Buckets

**Purpose:** Physical activity, processing information about drugs, exploring good decision-making.

### **Instructions:**

1. For this exercise you will need lots of space. Divide the gym or outdoor area into four stations and clearly label them – Station 1, Station 2, Station 3 and Station 4. Split the group into teams of four or five and give each team a checkpoint card.
2. At the starting line, tell each team they must work together to complete the obstacle course.
3. To prevent the teams from “bunching up” on the obstacle course, send each team a different way. Write the station numbers in a different order on each checkpoint card.

#### **4. Station 1:**

Cut up the Word Scramble handout and give one word to each team member. They can work on their own or with the group to solve them. When all team members hand in their completed words, sign the checkpoint card and send them to the next station.

#### **5. Station 2:**

Draw a ladder with five rungs on a piece of flip chart paper. (One ladder per team). The team members must take turns writing an example of something that gives them good vibes (what makes them feel good) on each rung of their ladder. No doubles! No copying other teams!

- Examples of good vibes:
  - getting a hug from mom
  - laughing with my best friend
  - hitting a home run
  - singing / dancing

When the team reaches the top rung of their ladder, sign the checkpoint card and send them to the next station.

## 6. **Station 3:**

Place two lines on the ground about 10 feet apart, using painter's tape. Each team member writes a word related to good decision-making on the paper plates. Each team must cross the "Pit of Bad Decisions" without falling in. They must use the paper plates to cross. Only one person can stand on a plate at a time. Plates can be picked up and moved, and some will have to backtrack to help other teammates across.

- Discuss bad decisions and talk about things that influence us to make bad decisions, such as peer pressure, wanting to fit in, not thinking about consequences, not knowing how to say no
- Discuss things that support us to make good decisions, such as making a plan with a parent or friend, practicing refusal skills, having positive interests/involvements in hobbies or teams

## 7. **Station 4:**

Put two buckets or containers on the ground 4-5 feet apart. One bucket/container has 5 beanbags. The other is empty. The leader stands in front of the participants and role plays a scenario (see sample scenarios) and the participant must use refusal skills to respond. Each team member takes a turn giving an example or strategy on how to say no – not repeating others. Once a team member states a strategy in response to the leader, they can try to throw one beanbag into the empty bucket/container. Repeat until all beanbags have been transferred to the second bucket/container.

Facilitator notes:

- Introduce the topic of refusal skills by saying something like:
  - Often saying no, even to ourselves, can be hard to do. Saying no to other people, especially our friends, older kids, adults or strangers can be very hard to do.
  - There are different ways of saying no. can you show me some ways of saying no using your voice and your body? Show us ways that you really mean it and ways that don't
- Tell the children that there are many ways to say no other than just using the word no. Today we are going to learn some different ways to say no:
  - Say, "No, thanks."
  - Broken record (e.g., repeating "no" or "no, thank you" over and over, including using different words)
  - Making excuses (e.g., "I have to be home for dinner soon.")
  - Turning the tables (e.g., "You do it!")
  - Changing the subject (e.g., "Look at my new comic book.")
  - Telling the truth that you don't want to do it (e.g., "I don't want to do that!")
  - Suggest doing something else (e.g., "Let's go to the store.")

- Give a reason “I’m not allowed to do that,” or “That’s bad for you.” It could state the consequences, such as, “I don’t want to do that; it will make me sick,”
  - Walk away or ignore the offer.
  - Assert yourself. This is the most important tactic. If you can stick up for yourself, you are learning an important life skill.
- **Sample Scenarios:**
- You are in a store with your friend. You see him hide a bag of chips in his/her coat. He/she calls you over and hands you a bag and tells you to steal it.
  - You are at school and your next class is math. You don’t like it at all. You and your friend are out in the hall and teacher closes the door and starts the class. Your friend says he/she is going to skip math class and asks you to come along.
  - Someone you think is really cool invites you to hang out with their friends after school. Everyone is sitting around talking and your friend pulls out a cigarette and lights it. He/she smokes it a couple of times and hands it to you. Everyone is watching.
  - You and your friend are playing basketball at the park. Your grandmother is coming to dinner and your parents want you home by 5:00 p.m. You get up to leave but your friends want you to stay and keep playing.
  - There is a boy in your class that is always dressed badly. He talks out of turn and makes jokes that aren’t funny. You and your friend see him walking down your street after school. There is no one around and your friend wants to beat him up.
  - Some kids in your class are hiding books and other things from the teacher. They want you to join in.
  - Your friends took some candy from the corner store yesterday and didn’t get caught. They shared the candy with you. Now they want you to help them take some more candy from the store.
  - Some kids try to get you to throw rocks at the school windows.
  - You have agreed to babysit your younger brother. Now your friends suggest you go with them to a movie.
  - Some kids want you to smoke a cigarette with them. They called you a chicken when you said no.
  - You are at a family gathering. Your older cousin offers you some of his beer.
  - A cousin offers you some cough medicine to cure your cough.

8. When the team has completed all the tasks, they can run to the start/finish line. The first team there wins a prize (or everyone else claps/bows/etc. in recognition).

*Adapted from Middle Years F&ST Club Handbook*

## Good Vibes Word Scramble

(Answers: CHOICES, SAY NO, DRUGS, ALCOHOL, TOBACCO)

H O I C E S C

— — — — —

Y A S O N

— — — — —

D R G S U

— — — — —

H A L C O O L

— — — — —

T O A C C O B

— — — — —

*Adapted from Middle Years F&ST Club Handbook*



## Additional Resources

Visit the Western Health Prevention and Promotion website at [www.westernhealth.nl.ca/mha](http://www.westernhealth.nl.ca/mha) for educational resources and promotional materials.

Email: [mha@westernhealth.nl.ca](mailto:mha@westernhealth.nl.ca) to request print materials or borrow resources.

Some examples are:

Recreation for Mental Health Toolkit

Impaired Driving Toolkit

## APPENDIX A: Activity Tracking Form





**Substance Use Prevention – Activity Tracking Form**  
 Please record each time you use the Substance Use Prevention Activities

	Date	# of Participants	Age of Participants	Name of Activity Delivered	Materials Used	Things you liked	Things you would change
1.							
2.							
3.							
4.							



**Substance Use Prevention – Activity Tracking Form**  
*Please record each time you use the Substance Use Prevention Activities*

	Date	# of Participants	Age of Participants	Name of Activity Delivered	Materials Used	Things you liked	Things you would change
5.							
6.							
7.							
8.							



**Substance Use Prevention – Activity Tracking Form**  
*Please record each time you use the Substance Use Prevention Activities*

	Date	# of Participants	Age of Participants	Name of Activity Delivered	Materials Used	Things you liked	Things you would change
9.							
10.							
11.							
12.							



**Substance Use Prevention – Activity Tracking Form**  
 Please record each time you use the Substance Use Prevention Activities

	Date	# of Participants	Age of Participants	Name of Activity Delivered	Materials Used	Things you liked	Things you would change
13.							
14.							
15.							

Send completed tracking and feedback form to:  
 Regional Addictions Prevention Consultant  
 Western Health  
 133 Riverside Drive, P. O. Box 2005  
 Corner Brook, NL A2H 6J7  
 T: (709) 634-4171 F: (709) 634-4888

**APPENDIX B: Facilitator Feedback Form**





## Substance Use Prevention Activities FACILITATOR FEEDBACK FORM

Facilitator: \_\_\_\_\_ Location: \_\_\_\_\_

Total # of Sessions Delivered: \_\_\_\_\_

Total # of Activities Delivered: \_\_\_\_\_

Total # of Participants: \_\_\_\_\_

1. Were there any concerns from the Recreation Program Staff regarding activities?

Yes

No

If yes, explain:

2. Summary of Participant Feedback (write comments below):

3. What did you like best? What worked well (successes)?

4. What did you like least? What did not work well (challenges)?

5. If we were to do this again, what would you do differently (Recommendations and opportunities for improvement)?

For each statement, indicate how much you Agree or Disagree:

6. I feel overall the program was successful.

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree





## Substance Use Prevention Activities FACILITATOR FEEDBACK FORM

7. I would recommend that this program be offered again.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
8. I feel that I had adequate information and support available to implement this program.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
9. The program materials were easy to use.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
10. The program materials were good quality.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
11. The program materials were appropriate for the participants.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
12. Feedback from participants about the activities was positive.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
13. I felt comfortable facilitating these activities.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
14. I feel participants are now more aware of the risks associated with substance use.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
15. I feel this program has addressed protective and risk factors associated with substance use.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

**16. Other Comments:**

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*Thank-you for your feedback!*

**Please return the completed form to:**

Regional Addictions Prevention Consultant  
Western Health  
133 Riverside Drive, P.O. Box 2005  
Corner Brook, NL A2H 6J7  
T: (709) 634-4171 F: (709) 634-4888  
[mha@westernhealth.nl.ca](mailto:mha@westernhealth.nl.ca)

## APPENDIX C: Event Planner



**Substance Use Prevention Activities  
EVENT PLANNER**

Name of Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Title (if applicable): \_\_\_\_\_ Tel Number: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Fax Number: \_\_\_\_\_

**ABOUT THE EVENT:**

Location of Event (Town/Site): \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Age of Participants: \_\_\_\_\_ Expected Number of Participants: \_\_\_\_\_

Indoor or Outdoor Space? \_\_\_\_\_ Size of space: \_\_\_\_\_

***Note any other information about participants/location to help plan appropriate activities:***

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ACTIVITIES CHOSEN	MATERIALS REQUIRED
1.	• • •
2.	• • •
3.	• • •
4.	• • •
5.	• • •

Back-Up Plan:

\_\_\_\_\_

\_\_\_\_\_

**For more information, please contact the Prevention & Promotion Consultants:**

Regional Addictions Prevention Consultant  
Regional Mental Health Promotion Consultant

Western Health  
133 Riverside Drive, P.O. Box 2005  
Corner Brook, NL A2H 6J7  
Telephone: 634-4171

[www.westernhealth.nl.ca/mha](http://www.westernhealth.nl.ca/mha)  
[mha@westernhealth.nl.ca](mailto:mha@westernhealth.nl.ca)

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