

# NONSTOP P.A.R.T.Y. III 2010 PROJECT SUMMARY

**Project Name:** Nonstop P.A.R.T.Y. (Phase III); NSPIII **Issue:** Drug Use in Youth  
**Keywords:** Drug use; illicit drugs; prevention; youth; injury prevention; Lakeland P.A.R.T.Y. Program; risk  
**Contact:** Audrey Karperien, Project Manager, 780 594 9959; audrey@lakelandparty.ca  
**Organization:** Lakeland P.A.R.T.Y. Program Association **Website:** <http://lakelandparty.ca/nsp2.htm>  
**Region:** Bonnyville/Cold Lake and Surrounding Areas in Alberta  
**Project Description:** Target Groups:



- 468 total contacts; key target was 163 youth 10-24 years old in schools in our community including aboriginal and non aboriginal youth. The project was limited, so not all schools participated; there was a focus on aboriginal youth.
- 13 adult participants in Kids and Drugs sessions, a workshop supporting the overall goals of the project, put together by AADAC and the RCMP and delivered by Lakeland P.A.R.T.Y. with the support of the community

Timeline: April to October 2010

Communities Involved: Bonnyville, Cold Lake, Kehewin

Key Features: 9 in-class learning sessions and 15 classes participating in 7 youth-led community events (5 for youth from aboriginal communities); 2 Kids and Drugs sessions (June and October)

## Partners/ Supporters:

- AADAC (now AHS-Addictions Services)
- Arkane Angel Your Game and Hobby Store
- Assumption Jr/Sr High School
- Bonnyville and Cold Lake Health Centres & Staff
- Bonnyville Municipal Ambulance
- Burger Baron
- Cold Lake High
- Cold Lake Ambulance Society
- Cold Lake Sun
- Cold Lake Public Library
- École des Beaux Lacs
- Grand Centre Native Friendship Centre – Youth Learning Resource Centre
- Kehewin Community Education Centre
- Lakeland Catholic School Division
- Lakeland Centre for FASD
- Lakeside Grill Restaurant
- Northern Lights School Division
- R.A. Reynolds School
- RCMP/Victim's Services
- Sobey's

**Funding:** Health Canada's Drug Strategy Community Initiatives Fund

## Project Results:

- Significant outcomes for youth:**
- Increased awareness of factors affecting drug use
  - Gain in skills to build healthy relationships and make healthy choices to avoid drug use
  - Decrease in risk-taking associated with drug use

## Significant outcomes for community:

- High levels of engagement and involvement to address youth drug use
- Improved community practices, networking, and access to resources to address youth drug use

**Products:** Project Manual and Resources (e.g., posters); Webpage

**Instruments:** Youth input forms; discussion forms; parent, teacher, and supervisor input forms; facilitator reports; workshop evaluation forms

**Findings:** **Teaching youth ice breakers and welcome wagon skills and providing them with opportunities to engage with community in positive, healthy social and leisure activities increased healthy lifestyle choices and displaced drug use. Events were successful at multiple levels** of complexity, attendance, cost, etc. and sometimes spun off into further positive fun. Aboriginal youth in particular benefitted from this project.

**The project contributed to the "Nonstop" cycle of change toward resiliency and away from drug use through repetition and integration over time and space.** Individual youth explored their own vulnerabilities and strengths and those of their peers with respect to drug use, and learned information and skills to address the problem. Their sphere of influence spread throughout the classroom and school as they reviewed and practiced to meet the standard. It continued growing in their family and community lives as youth applied the knowledge and skills to plan and execute an event. The project's effects reverberated beyond the short-term to long-term effects, and going even further, students predicted that their future behaviours would continue to be affected by what they learned. The effects also reverberated in other ways that would renew the cycle (e.g., improved attendance at school; opportunities to develop teamwork; developing lasting and sustainable positive habits such as playing interactive board games). We were very happy to be a part of a growing network of people encouraging young people to plan ahead and spend their time playing board games and other interactive games with teachers, peers, and family, including at multi-family gatherings.

**Capacity, relationships, and engagement grew as the fabric of the community was knitted more thoroughly together.** Youth developed real relationships and felt valued. Teachers who had experience with the project proved to be a very valuable asset and were essential to the project exceeding its goals. Parents and business owners said they valued their own involvement, and expressed enthusiasm and a strong desire to continue the project. Schools reported networking and building relationships with local businesses and other organizations, and the project included many opportunities to strengthen relationships amongst peers as well as between students and school staff. Furthermore, the project involved family in various ways.

**Kids and Drugs sessions** benefited adults in a position to influence youth. These were very informative sessions and participants developed action plans to implement what they learned about communicating openly with youth to prevent drug abuse.

**Food, active living, and interaction were central themes.** Delicious food is a great thing to spend the time and money on that dealers work so hard to steal from our precious young people. Food was prominent in the events and in-class sessions. Learning ice breakers involved bringing in food, sometimes donated by local businesses, for youth to enjoy and use to practice relationship building and healthy partying skills. This often turned into an opportunity to invite and share with/practise on peers and teachers. On another note, the events generally also showed the desire of youth to do something active or highly interactive, and the strong support of the community to help them do it.