

2008 European Prevention Prize

APPLICATION

To be returned to e-mail: preventionprize2008@coe.int

INSTRUCTIONS: Please complete this application in full and return it as text attachment to the above e-mail address. Applications submitted by post or fax cannot be considered. The application must be in English or French language, the official working languages of the Pompidou Group. They must reach the Secretariat NO LATER THAN **1 December 2007**.

A. PROJECT DETAILS

A.1. Name/Title: RESIST
A.2. If the Project is part of an organisation, please give the organisation's name: 'ELPIDA' Drug-Abuse Prevention Centre
A.3. Country or countries of activities: Greece
A.4. Number of Participants in the Project: 23
A.5. Country/Countries of Activity: Greece

B. CONTACT DETAILS OF THE PROJECT

B.1. Full Name: MEDITSKOS ANDREW	
B.2. Address: HSIODOU 10 City: THESSALONIKI	B.3. Telephone: 0030 2310442044
Postal Code: 55132	B.4. Fax: 00302310 442043
Country: GREECE	B.5. E-mail: kpelpida@otenet.gr
B.6. Other contact person (this should be a person who knows the Project and is able to speak about it in English or French): BASO ASKITOPOULOU	

B.7. Contact details if different to the above:

Telephone:

Mobile:

E-mail:

C. PROJECT DESCRIPTION

Keep strictly to the word limits in this section of the application form. You will have the opportunity to provide more details in a later section of the application form.

C.1 Is the Project solely concerned with drug prevention, or does it have broader aims/goals/objectives/intended outcome. (Underline one choice)

Solely concerned with drug prevention.

Some aims other than drug prevention.

C.2 Please summarise the goals or aims or objectives or intended outcomes of the Project as they relate to drug prevention. (Maximum 100 words)

The main aims of the Project is to diffuse the philosophy on drug-prevention and to enhance protective factors which contribute in warding young people off drug abuse. All these were achieved by providing official information about addictive substances like tobacco, pills, alcohol, regarding their chemical commendation and their consequences to physical and emotional health. Also information about addictive behaviours like the excessive use of internet and computer. We hope that the present game is the spur to open paths of communication and dialogue with the teenagers of our area. And to participate actively to prevention programmes.

C.3 Provide a summary of the Project. Please describe its functions, activities, organisation, accomplishments, etc... Focus especially on the drug prevention aspects and on the participation of young people. (Maximum 1,000 words)

The game is addressed to young people aged 12-18. In the beginning the user can watch a video which is a tour to the game where the hero makes some extreme selections, he has a conflict with his parents and as a result he ends up to be alone and confused. Then the user can play the game by handling a variety of everyday situations, where he/she has to think how he/she can react to these situations and what the consequences will be in every reaction.

There are 5 different situations where the user has to deal with. These situations are taking place in his house with his parents, in his school with his schoolmates, in a party with his friends, in the street with his friends, in a internet café and in a tattoo store.

The hero has the opportunity to speak and interact with many characters while he can choose the character with whom wants to speak with. Also the user can choose an answer from a list, where each answer can lead him in a different situation. The user can select from the answers to resist or to accept what is being offered to the player.

The problem of drug abuse is a symptom of a deeper crisis and it refers to all of us;. The hidden part represents a reality we tend to set our faces against and conceal. Perhaps because we are not strong enough to face it.

There are several supporters of the viewpoint that prevention measures are ineffective not because there are no means to materialize them but mainly because of this strange conception: that the shaping of a mature personality is solely a commitment of the state and of the teachers and not of us all.

However, **Prevention** denotes soil which is ready to grow free and independent characters. It presupposes not only good and constant enlightenment on the risk of toxic substances, but also social changes and potential development of personality; above all, it presupposes personal responsibility of the individual, this meaning not to feel responsible for other people – not even for one's children – but

for his/her own self.

So from this perception the game gave the opportunity to the participants to discuss about issues like self-image, communication with «important others» like parents, teachers etc., peer pressure, recognition and expression of emotions. All these issues are instantly related with the protective factors of drug abuse.

One of our accomplishments is to use the game as a refusal-skill training programme where young people can learn about the nature of peer pressure and ways to say no. It is well known that young people that have learned assertive refusal skills can say no to addictive behaviours and substances more easily than young people who have received only attention and information about the harmful effects of addictive behaviours and substances. Young people can resist when they learn how to appreciate and accept their selves through their activities. When they have concrete their emotional and financial independence from their families. Also when they find interests, like exercise. Young people who set goals and try to achieve them, create a positive self image regarding to own self and others, and they can handle failures effectively. People that can manage their positive and negative emotions, they are more balanced with themselves and can share their emotions with the others. Sharing and expression of emotions is very important in young people, because this the period where they can create a social network, that works as a protective factor. Through social-skill training and resistance training adolescents learn to trust themselves and develop protective behaviours like choosing healthy environments, resist to peer-pressure, emotional balance, learn ways of stress coping without drugs, handle negative and positive emotions like frustration, anger, rejection, love, joy and success. Through this training the individual is capable of finding alternative ways to deal with difficulties in life. Gets involved with procedures that satisfies him and keep him away from drug use and other addictive behaviours.

C.4 Please summarise how young people actively participate in the Project. (Maximum 500 words)

At the beginning we had two groups of young people between 12-18 years old. Each group consisted of 10 individuals, there were 6 boys and 14 girls. Both groups were members of a youth club, where they were involved in several activities like learning languages, painting etc in their free time. Both groups were from Fenekas area in Thessaloniki, an area with high percentages of poverty, unemployment, social exclusion and many cases of drug abuse in young ages and other addictive behaviours. Each group made 10 meetings were they discuss issues like self-esteem, stress management, peer pressure, social pressure, communication, social skill training, effective resolution of conflicts and social exclusion. The methods that were used in both groups were plays, role-playing, painting, drama therapy, logical consequences, story reading and analyses. Also they created graffiti in a primary school of their area, in order to indicate their trip through this process.

At the end of the meetings it was necessary to create a material that gives information about the matters that were discussed. So the teenagers of the two groups cooperate to create RESIST an interactive game for drug prevention.

The participants chose the places and the situations which the hero has to face up. They believed that these specific situations were very common to them and also they faced up many difficulties in order to confront them.

They took part in creating the dialogues and they were very helpful in teenage slang. They also choose the music of the game.

C.5 Are young people involved in:

Item	Definition	Yes / No	If yes, describe how
Strategy	Young people are involved in helping to create plans and strategies	yes	In order to advertise RESIST young people organize to parties to inform other young people from their area, also a graffiti was made for the same purpose

<i>Structures</i>	Young people are involved in decision-making processes	yes	By giving ideas how the hero can react and where the game can take place
<i>Systems</i>	Systems are in place to ensure and enshrine young people's involvement	no	
<i>Staffing</i>	Paid staff and adult volunteers (if any) work alongside young people and respect their contribution	yes	Staff from Prevention Centre Elpida And an external contributor a programmer analyst
<i>Development of skills and knowledge:</i>	The contribution that young people's experience can make to improve the service is acknowledged and utilised	yes	Through their experience they help us to choose the characters, the situations that they had to deal and what language teenagers use in everyday life
<i>Management:</i>	Young people have a role in the management of the project and have the power to hold adult staff and volunteers to account	no	
<i>Delivery</i>	Young people are involved in the delivery of services and activities	yes	Graffiti creation in local school to advertise RESIST and their participation to the programme
<i>Assessment</i>	Young people are involved in the monitoring and evaluation of project activities.	yes	Participants were involved only in the evaluation of the project
<i>'Hard to Reach'</i>	The Project involves so-called 'difficult-to-reach' young people.	yes	The whole project involved participants from difficult areas
<i>'Service User Involvement'</i>	The Project involves young people who are recipients of the service offered.	yes	The whole programme was based in young people who were involved in the programme and accepted our services

C.6 Does the Project address issues of social equality? If yes, how ?

(How does it aim to reach stigmatised groups, or ensure fair participation by groups traditionally excluded, such as young people with disabilities, minority ethnic groups, etc.) (Maximum 100 words)

RESIST was created from teenagers that were socially excluded. This project gave them the opportunity to discuss matters regarding social exclusion and express their feelings. Also issues about minority ethnic groups arised and discussed about attitudes towards them, prejudice and their reaction towards these beliefs.

C.7 Why do you believe that the Jury should select your Project as a recipient of the European Prevention Prize? (Maximum 100 words)

Resist has no intention to 'tie down' the players with hyper real textures, super game engines and all that magical stuff, but on the contrary, to let them see behind the construction and encourage them express themselves plainly and simply – as they may be doing in their own lives. It is not one of the several games purchased to be played in isolation, 'lost' in the fake reality they create.

On the contrary it allows the players to create **their** own alternative and course of the game as there are different alternatives in their own lives and in relationships with people around.

Also the experience in educational video games in the area of primary drug-abuse prevention is very limited. That's why from the very beginning our enterprise sets off with two rules to go by: our

experience from the application of primary prevention programmes and the response these enjoyed from young people.

C.8 How would your Project use the Prize of 5.000 €? (Maximum 100 words)

The prize will be used in order to expand the game, by including more characters, more situations. Also include more information about addictive behaviours.

We intend to use RESIST as a part of training programme against drugs in all primary schools and high schools of our area (East area of Thessaloniki).
Also we will train other European and local organisations in the use of RESIST as a training programme against.

The game will be published online, where a blog will be created and the users could play and discuss. The blog will be an opportunity to approach young people and give them information about where to find help about these matters.

D. ADDITIONAL INFORMATION

Include with your application any supplementary evidence and documentation from the Project that you think will assist the Jury in making its decision. You can also provide any relevant website addresses.

For examples and information, please refer to the Prevention Prize guidance leaflet. Please note that any material that you send becomes the property of the Pompidou Group – it will not be returned. We reserve the right to use material that you send in publicity etc. However, if you indicate that **particular material is for the Jury's consideration only and not to be used for other purposes**, we will respect this – please indicate on each item if this is the case.

If you include materials that require equipment to view them – such as videos, *PowerPoint* presentations, etc, please make sure that they are in a suitable format for viewing on standard Western European equipment. Computer material should run on a standard, basic *Windows* PC. Any videos or film presentations should be limited to a maximum of five minutes running time. *PowerPoint* or other slide-type presentations should be limited to a maximum of 10 slides.

List, in the table below, the supplementary information that you are including.

Item/content	Format	Language	Reason for inclusion
1	DVD	English	TO SEE THE GAME

You can send them by post or e-mail but e-mail attachments must be less than five megabytes in size.

THE MATERIAL IS ONLY FOR THE JURY'S CONSIDERATION NOT TO BE USED FOR OTHER PURPOSES