

**DIDACTIC RESOURCES
FOR PREVENTION
DO ALCOHOL CONSUMPTION**



NOTA SOBRE EL LENGUAJE

En la Confederación Don Bosco, trabajamos por igual mujeres y hombres, chicos y chicas, niñas y niños. Pensamos que es importante contar con la participación de todos y todas y no entendemos que haya diferencias por cuestión de género.

Este manual ha sido escrito tratando de utilizar un lenguaje igualitario y no sexista aunque, en algunos casos y para facilitar la lectura, se hace uso genérico del masculino para designar a los dos sexos.

DIDACTIC RESOURCES

1. WHAT WILL YOU FIND IN THESE MATERIALS?

In this guide, you will find a series of activities and dynamics to work with adolescents on the prevention of alcohol consumption, and to delay the age of first consumption. All of them in a fun, educational manner.

These materials can be used during different sessions or over the course of a training day. The activities can be easily adapted to different types of organisation and scheduling.

There is no specific order for the different dynamics, but the recommendations will indicate whether it is necessary or advisable to introduce a particular aspect prior to that activity.

The activity sheets are divided into three blocks:

- Styles of leisure.
- Information about alcohol.
- Social skills.

You need to take into account the fact that the dynamics are designed for groups of approximately 15 people, but the facilitator can adapt them to the characteristics of each group (age, number of people, context, etc.).

In each activity sheet, you will find relevant information about the activity. It indicates which thematic block it corresponds to, as well as the specific objectives of each activity, the age, the duration and prior concepts which will help the activity leader/facilitator to clarify certain aspects, guidelines, recommendations and materials that will be needed during the course of the activity.

In addition to these materials, you will find 6 appendices. They are specific materials for some of the activities described here. Those appendices can also be modified and/or added to by the facilitator.

DYNAMIC	THEMATIC BLOCK
POST-IT DYNAMIC	STYLES OF LEISURE
DISCUSSION ABOUT ALCOHOL CONSUMPTION AT A YOUNG AGE	INFORMATION ABOUT ALCOHOL
QUIZ – MULTIPLE-CHOICE QUESTIONS	INFORMATION ABOUT ALCOHOL
THE WALL OF LEISURE WITHOUT ALCOHOL	STYLES OF LEISURE
ROLE PLAY	SOCIAL SKILLS
ACCORDEON DYNAMIC	SOCIAL SKILLS
POSITIVE CIRCLE DYNAMIC	SOCIAL SKILLS
PRESENTATION OF THE 0.0 PASSPORT APP	STYLES OF LEISURE, INFORMATION ABOUT ALCOHOL AND SOCIAL



2. ACTIVITY SHEETS

2.1 POST-IT DYNAMIC.

THEMATIC BLOCK:

STYLES OF LEISURE

AIMS:

- To promote the appreciation of leisure time as a time for communication, enjoyment and personal growth.
- To express opinions, listen to and respect others.
- To increase the knowledge and use of alternatives to occupy our free time in a positive, enriching way.

AGE GROUP:

13-17 years.

DURATION

15- 20 minutes.

PRIOR CONCEPTS:

The free time available to us is any time which is not dedicated to work or studies, washing, eating, sleeping or social and political obligations.

Leisure consists of activities of any kind which are engaged in during our free time, whose purpose is training or personal development, entertainment or rest.

Not all leisure activities can be considered healthy. We could say that an activity is healthy if it contributes to our physical, social and/or mental well-being. Unhealthy leisure is that which in some way harms our well-being in any of those ways.

It is important for young people to be aware of the importance of leisure in our lives, and that they have the critical capacity to decide how to occupy their free time and what types of leisure activities they want to engage in.

In our society, alcohol consumption is very widespread and it has always been very much a part of adolescent life. Our aim is to combat the idea that fun and alcohol consumption go hand in hand.

DEVELOPMENT:

We recommend that you do this activity at the start of the session, because it is a simple activity in which the participants can get to know each other, build up trust and bond.

Divide the participants into groups of 3 or 4 people. Give each group post-its or labels and ask them to write down leisure activities they know. The more post-its with different activities, the better. They don't have to be activities which they do, just ones they know. For example: basketball, going out for a meal, cycling, a trip to the countryside, swimming, etc. Give them about 10 or 15 minutes to write down the activities on the post-its.

Divide the blackboard, whiteboard or continuous paper into two parts. One will be for healthy leisure and the other for unhealthy leisure. Ask the participants to stick their post-it notes in the area they think it should go and to explain why. To ensure that everyone participates, ask a member of each team to come up each time, and tell them that they can't post activities which have already been put up by someone else.

Once all the participants have contributed activities, the facilitator will then lead a discussion about the activities suggested. We recommend that the facilitator directs the conversation towards those activities which involve alcohol, to get them to think about that issue.

RECOMMENDATIONS:

If the participants have mentioned a lot of activities related to alcohol, you should ask them what they think about that situation and why they think it is that way in our society.

If they mention a lot of healthy activities, possibly not related to alcohol, you should ask them whether they think those activities are the ones most frequently practiced by those around them. If they say that the people around them don't drink alcohol, you should indicate that that is a good thing and it means they are taking responsible decisions, but, in society at large, there is a real problem with alcohol consumption at an early age. Then, you can introduce the subject. If they indicate that, in their social circles, the majority of activities are related to alcohol, you can talk about the issue directly.

The important point about this activity is that the facilitator should get them to see



the difference between free time and leisure and to understand that not all leisure activities are healthy.

MATERIALS

- post-it notes, blackboard/whiteboard, pens or felt-tips.



2.2 DISCUSSION ABOUT ALCOHOL CONSUMPTION AT AN EARLY AGE

THEMATIC BLOCK:

INFORMATION ABOUT ALCOHOL

AIM:

- To promote active listening among the participants.
- To inform and think about the risks and consequences of drinking alcohol.
- To encourage participation.

AGE GROUP:

13-17 years.

DURATION:

30-45 minutes.

PRIOR CONCEPTS:

In order to give this presentation, the facilitator will need to have previously read and understood the following materials:

APPENDIX 1: INFORMATION ABOUT ALCOHOL. In this appendix, you will find relevant information about the negative effects and consequences of alcohol, myths around it, consumption habits, etc. This document complements the presentation about "Effects and consequences of alcohol consumption". (APPENDIX 2). This PPT is intended to encourage discussion and reflection among the participants.

The aim of APPENDIX 1 is to provide information to the facilitators so they can answer any questions the participants might have.

APPENDIX 2: PPT PRESENTATION, "EFFECTS AND CONSEQUENCES OF ALCOHOL CONSUMPTION". This presentation complements APPENDIX 1 and it is designed so it can be added to, adapted or modified by the facilitator. With the help of this Power-Point, the facilitator will present a series of questions related to alcohol.



DEVELOPMENT:

Using the presentation in APPENDIX 2, the facilitator will ask a series of questions related to alcohol, with the intention of getting the entire group of participants to answer those questions.

The PPT is not intended to be a one-way oral presentation, but rather to encourage reflection and participation in which, through questions, certain issues are addressed. When answering those questions, the participants should talk about what they know, any doubts they may have, their concerns, experiences, etc. The PPT presentation is a visual support to guide reflection. The slides contain open questions to give the participants the opportunity to express what they know, their doubts, opinions, etc. Other slides clarify questions regarding matters that have previously been talked about.

As we said before, the facilitator should adapt the presentation to the characteristics of the group, highlight those aspects which he/she considers most important, and incorporate any other elements which he/she considers necessary, etc.

There is no specific time for each slide. As the questions are asked and answered, the facilitator should modulate the presentation in accordance with the participants' interests and concerns.

RECOMMENDATIONS

We recommend that the facilitators first read APPENDIX 1, so they have updated information about the problem of alcohol consumption at an early age, and then look at APPENDIX 2, adapting the presentation if they think it is necessary, to undertake this discussion in their youth or education centre.

It might be a good idea to first work on the distinction between healthy and unhealthy leisure, using dynamic 1 of these materials or a similar activity.

MATERIALS:

- Computer and projector.
- Complementary document to the presentation (APPENDIX 1).
- PPT presentation (APPENDIX 2).
- Blackboard/whiteboard and marker pens or chalk, to make notes if necessary.

2.3 CONCURSO PREGUNTAS MULTIRESPUESTA

THEMATIC BLOCK:

INFORMATION ABOUT ALCOHOL

AIM:

- To think about the negative effects of alcohol by means of a quiz.
- To promote the use of new technologies in order to develop digital skills.
- To correct myths and urban legends about alcohol.

AGE GROUP:

13-17 years.

DURATION:

20 minutes.

PRIOR CONCEPTS:

Before doing this activity, we recommend that the facilitator should first read and understand the materials (both APPENDIX 1 and APPENDIX 2). In APPENDIX 3, there is a series of questions to be used in the activity. The facilitator can modify or add to those questions.

DEVELOPMENT:

The idea is for the participants to have fun while acquiring new knowledge and evaluating the knowledge they already have about the problems surrounding alcohol.

The activity consists of a quiz in which they will have to answer a series of questions, choosing the correct answer. There are three ways of doing this activity.

ALTERNATIVE 1-

You will need a computer with a projector and internet access. This activity should be done in classrooms that are equipped for that. Likewise, the participants must have mobile phones or tablets with internet access (either wifi or data). One mobile or tablet between two people will be sufficient.

In Appendix 3, there are 20 questions which must be uploaded into the KAHOOT digi-



tal educational tool.

KAHOOT has a free version and it is very easy to use. First, you have to feed the questions into the KAHOOT website. Then, you can play the game as many times as you want. We will now explain how to add the questions to KAHOOT and how to play the game. The questions are in APPENDIX 3.

To enter the questions into KAHOOT, follow these steps:

1. Go to this website:

<https://kahoot.com/>

2. Register (if you do not already have an account). It will only ask you for a username and an email address. You can also register through Google or Microsoft. You have to accept the data protection policy.

3. Select the free version.

4. Once you have entered the site, click on "Create".

5. Then "Quiz".

6. It asks you to give it a title and a description. You also have the possibility of uploading images, selecting the language, etc.

7. Once you have done that, click on "add question" and you can then enter the question and the four possible answers. The recommended time is 20 seconds, and you have to mark the correct answer with a tick ().

8. Once you have entered all the questions, you can see your quiz in "my kahoot". It will be saved there for when you want to use it with the participants.

To play KAHOOT, follow these steps:

1. The computer must be connected to the projector. Then, open a session in KAHOOT, entering the password you used for registration.

2. Go to "my kahoot", select the quiz, which will have the name you previously gave it, and click on "play", in "classic" mode. A 6-digit PIN will then appear on the screen.

3. On their phones or tablets, the participants must go to www.kahoot.it. A box will appear on the screen, in which they will have to enter the PIN, and then click on "enter".

4. They will then be asked to give themselves a nickname. Once they have done that, the following message will appear: "you're in!" "See your nickname on screen?". (The Chrome browser gives the option of translating it into Spanish). They must check that their nickname appears on the screen which projects the image of the computer. Once all the nicknames of the participants appear on the screen, the game can start.

5. From the computer, the facilitator must click on "start", and the questions will be-

gin. The questions and the four possible answers will be projected onto the screen. Each choice is a different colour and it has a geometric symbol. Those four coloured buttons and their geometric symbols will appear on the phones/tablets.

6. On their phones/tablets, the participants must press the button they think corresponds to the correct answer as quickly as possible, because, in order to win, not only must they give the right answer, they must do so as fast as possible.

7. At the end of each question, the participants will be told whether they got it right or not on their phones or tablets. On the projected screen, a statistic will appear with the number of correct and incorrect answers and a ranking of the first five who answered correctly and their positions.



Another option would be to do this quiz in a computer room, using different equipment.

ALTERNATIVE 2-

If the participants do not have mobile phones or tablets, or do not have internet access, you could project the kahoot questions from the computer. Give the participants coloured cards. Each colour corresponds to one of the answers. The participants must hold up the card whose colour coincides with the answer they think is correct.

Then, the facilitator will note down the number of correct and incorrect answers on a blackboard/whiteboard.

ALTERNATIVE 3-

If you do not have a projector for the computer, you could do this activity in the form of a TV quiz show, with the facilitator reading the questions out loud. The participants would then give their answers by holding up the corresponding coloured cards, as in Alternative 2.

The questions can also be photocopied and handed out. In that case, don't forget that, in APPENDIX 3, the correct answers are highlighted in bold, so you will have to modify that document.

RECOMMENDATIONS:

The first option, using KAHOOT, is the best alternative, because it is more dynamic and creates more of an atmosphere of a competition.

As it is the facilitator who uploads the questions, they can modify those questions or add new ones if they consider it necessary.

In each case, you should indicate which is the correct answer and explain why, in order to clarify any doubts.

This activity should be done after the presentation and discussion about alcohol.

MATERIALS:

- For all the alternatives: Appendix 3.
- ALTERNATIVE 1: A computer with an internet connection, a projector, and mobile phones or tablets with internet connections for the participants (one between two people will be sufficient).
- ALTERNATIVE 2: Cards of four different colours, a blackboard/whiteboard, felt-tips/chalk, a projector, a computer.
- ALTERNATIVE 3: cards with the questions, coloured cards, photocopies (if you are doing it that way).

ALTERNATIVA 2-

En cas que els i les participants no tinguin telèfons mòbils o tauletes, o no disposin d'accés a Internet, l'alternativa seria projectar les preguntes del Kahoot des de l'ordinador. En aquest cas, repartirem als nois i noies unes cartolines de colors. Cada color correspondrà a una de les respostes. Els participants aixecaran la cartolina amb el color corresponent a la resposta correcta.

Mentrestant, la persona dinamitzadora apuntarà en una pissarra els errors i els encerts.

ALTERNATIVA 3-

Si no es disposa de projector per a ordinador, l'opció seria que la persona dinamitzadora, imitant un concurs de televisió semblant al Trivial, digués les preguntes en veu alta, i que els i les participants les responguin aixecant la cartolina del color corresponent, com es detalla a l'Alternativa 2.

Les preguntes també es poden repartir en fotocòpies, tenint en compte que en l'anex 3 venen marcades les respostes correctes en negreta, per la qual cosa caldria modificar el document.

RECOMANACIONS:

Recoméndase aos mediadores e mediadoras ler previamente o ANEXO 1 para ter unha información actualizada sobre a problemática do consumo temperán de alcohol, e despois ver o ANEXO 2, adaptando a presentación se se considera necesario, para traballar o debate no seu centro.

Podería ser interesante traballar primeiro a distinción entre ocio saudable e non saudable, coa dinámica 1 destes materiais ou outra parecida.

MATERIAIS:

- Ordenador e proxector.
- Documento complementario á presentación (ANEXO 1).



- Presentación PPT (ANEXO 2).
- Encerado e rotuladores ou xiz para facer anotacións si é necesario.



2.4 THE WALL OF LEISURE WITHOUT ALCOHOL

THEMATIC BLOCK:

STYLES OF LEISURE.

AIM:

- To develop imagination, creativity and manual skills.
- To make the participants aware of the wide range of leisure alternatives.
- To promote cooperation among a group of participants.

AGE GROUP:

12-15 years.

DURATION:

45 minutes – 1 hour

PRIOR CONCEPTS:

Read the prior concepts of Activity Sheet 1, which explains the differences between free time and leisure and healthy and unhealthy leisure.

DEVELOPMENT:

Divide the participants into groups of 4 or 5 people. Ask them to create a wall display on a piece of continuous paper, using their creativity, suggesting leisure activities without alcohol. Give them materials such as sheets of card, felt-tip pens, magazines, glue, etc. There are no rules, they can create the wall display whichever way they want: as a collage, with drawings, etc. The only requirement is that they must work together, collaborate as a group and share the materials.

Once they have completed the wall display, they must come up with a slogan to define it and present it to the other groups. The aim of the wall displays is to encourage young people to engage in leisure activities without alcohol.



RECOMMENDATIONS

This activity can be done before or after the discussion about alcohol.

MATERIALS:

Continuous paper, felt-tips, paint, scissors, glue, magazines, newspapers, etc.

2.5 ROLE PLAY

THEMATIC BLOCK:
SOCIAL SKILLS

AIM:

- To promote cooperation and participation.
- To stimulate imagination and develop creativity.
- To think about the types of leisure activity of young people.
- To reinforce young people's social skills.

AGE GROUP:

14-17

DURATION:

30 minutes.

PRIOR CONCEPTS:

Role Play is a group dynamic technique in which, essentially, a group of people play out a specific situation in real life, acting in accordance with the roles they have been assigned, putting themselves in the place of the character they are representing.

Social skills can be defined as the behaviours or abilities necessary when interacting with other people. That includes the way in which people express their feelings, attitudes, desires, opinions or rights. One example would be the way in which we articulate our anger to a friend because of something they have done, or the way in which we introduce ourselves to a new group.

Social skills are learnt and internalised through both direct experience, observation and verbal learning.

One of the most important social skills, which will serve us well in our lives, is assertiveness, which can be defined as a form of communication which consists of defending your rights, expressing your opinions and making suggestions in a sincere manner, without becoming aggressive or passive, and always respecting other people and their needs.



Another important concept that should be taken into account is group pressure, which is the negative or positive force exerted by a given group towards a person. Young people are frequently exposed to those pressures, and so they adopt behaviours with which they are not necessarily in agreement.

DEVELOPMENT:

Divide the participants into three groups. Give each group a situation (see APPENDIX 4). The members of each group must decide on the distribution of the different roles. Then, give the participants 15-20 minutes to prepare the role play, which they will then present to the rest of the participants.

When all the groups are ready, each one in turn will play out the situation they have been assigned.



After each role play, the other participants have to say which role each person was representing. Then, the entire group can discuss each situation.

The facilitator should ask questions such as: Have you ever seen or experienced a similar situation? How do you think you should behave if a similar situation arises in real life? How did you feel in that role in real life? Did you find it easy to act?, etc.

RECOMMENDATIONS

This dynamic can be done before or after the discussion about alcohol, it can be an introductory activity or another way of working on the ideas generated in that discussion.

MATERIALS:

APPENDIX 4. This appendix explains the situations and the roles to be assigned to each one of the characters.

2.6 ACCORDION DYNAMIC

THEMATIC BLOCK:

SOCIAL SKILLS

AIM:

- To create a space in which they can express their opinions and develop their ideas through creativity.
- To promote participation among young people.
- To develop communication among the participants.

AGE GROUP:

14-17

DURATION:

30 minutes.

PRIOR CONCEPTS:

Following on from that explained in the previous dynamic, Social Skills can be divided into different types depending on the classification criteria used. We will now consider some of the most important social skills which are beneficial in our lives.

Group 1: Basic social skills: knowing how to listen, starting a conversation, keeping a conversation going, asking a question, thanking someone, introducing yourself, introducing other people, making compliments, having empathy, engaging in dialogue...



Group 2: Advanced social skills: asking for help, participating, giving instructions, following instructions, apologising, convincing others, expressing your opinion.

Group 3: Affective social skills: knowing your own feelings and being able to express them, understanding other people's feelings, reacting to other people's anger, expressing affection, resolving fears, rewarding yourself, respecting feelings, consoling others when they are in distress, encouraging people when they are feeling down.

Group 4: Alternatives to aggression: asking for permission, loving yourself, sharing something, helping others, negotiating, exercising self-control, defending your rights, responding to jokes, avoiding problems for other people, not getting into fights.

DEVELOPMENT:

In order to think about measures and alternatives to change the reality of the society we live in, i.e. the enormous number of young people who consume alcohol at an early age, the participants will first reflect individually, then as a group, and then they will share the different measures that can be adopted in order to change that situation.

Divide the participants into groups of about five people. Give each group a photocopy of APPENDIX 5, which contains different headlines with hard-hitting information about alcohol.

Each group will read the headlines and then spend about five minutes discussing their opinions about them. Then, give each group APPENDIX 6, which contains the questions they must answer. Each question will be written at the top of a sheet of paper, and each person will have a sheet of paper with a different question. They then have three minutes to write down their answer to the question. Then, they will fold over the sheet of paper to hide their answer and pass it to the person to their right, thus creating a kind of accordion as the sheets are passed round. Everyone must answer all the questions.

The facilitators can adapt the questions as they think appropriate, and also change the newspaper headlines. Once everyone has answered all of the questions, each group will have a few minutes to read the answers and to choose the one they think is best. In other words, each group has to suggest five measures, one in each sphere (government, society, school or college, youth centre, themselves). They will then share those measures with the group as a whole. The facilitator will write down their

suggestions on the blackboard/whiteboard.

RECOMMENDATIONS

Before doing this dynamic, you should do the presentation and discussion about alcohol (dynamic 2.2 of these materials).

MATERIALS:

APPENDIX 5. NEWSPAPER HEADLINES.

APPENDIX 6. ACCORDION QUESTIONS

Pens

Blackboard/whiteboard and felt-tips or chalk



2.7 POSITIVE CIRCLE DYNAMIC

THEMATIC BLOCK:

SOCIAL SKILLS

AIM:

- To strengthen self-esteem and camaraderie.
- To appreciate positive qualities, both in ourselves and in others.
- To realise how gratifying it is to give and receive praise.

AGE GROUP:

13-17

DURATION:

45 minutes.

PRIOR CONCEPTS:

Self-esteem can be said to be a series of perceptions, thoughts, evaluations, feelings and behaviours directed towards other people, our way of being, our bodies and our characters. In other words, it is the evaluation we make of ourselves.

DEVELOPMENT:

The idea is to highlight the positive qualities of each participant and strengthen their self-esteem.

Each participant lies face down on a large piece of paper. Another participant will draw round his/her body with a pencil. Then, they will swap over. Once the silhouettes of all the participants have been drawn, each one will write their name on it and decorate it however they want. Then, the silhouettes will be hung up on the walls.

Everyone will be asked to write something positive on the silhouettes of their colleagues. They must not be physical aspects such as the colour of their hair or eyes, etc., but rather aspects of their personality, both qualities (friendliness, happiness, optimism, etc.) and abilities (the ability to organise a team, encourage others, etc.).

RECOMMENDATIONS

It is recommendable to do this dynamic with people who already know each other and trust each other.

We recommend you leave the silhouettes on the walls for some time (the entire term, the duration of the camp, etc.) and encourage the participants to write positive things about their colleagues on them whenever they observe those qualities.

MATERIALS:

Continuous paper, felt-tips and pens.



2.7 POSITIVE CIRCLE DYNAMIC

THEMATIC BLOCK:
SOCIAL SKILLS

AIM:

- To show the participants an app whose aim is to prevent alcohol consumption at an early age.
- To consolidate the knowledge worked on through games.
- To promote digital skills through an educational app.

AGE GROUP:
13-17

DURATION:
45 minutes.

PRIOR CONCEPTS:

After having done the previous dynamics and having worked on the three thematic blocks (SOCIAL SKILLS, INFORMATION ABOUT ALCOHOL and STYLES OF LEISURE), it is necessary to consolidate the knowledge and skills the participants have acquired. To do that, with the 0.0 Passport app, they can play and practice what they have learnt, individually or with friends. That way they can have fun and at the same time internalise concepts, habits, etc.

DEVELOPMENT:

It is recommended that facilitator presents the app to the entire group. So, previously, he/she needs to make sure that the room has an internet connection and that there is at least one Android mobile with version 5.1 or higher for every two people.

Ideally, as the facilitator explains what to do, step by step, the participants will follow along on their mobile phones or tablets.



- 1- Download the app from the Play Store by searching for '0.0 Passport app'.
- 2- Register on the app by entering a nickname and an email address. This is optional, but it is advisable in order to be able to retrieve the password.
- 3- Then, personalise the avatar and the passport header.
- 4- The facilitator will briefly explain the five games and options to play randomly or to choose a game, individually or in multiplayer mode. Also explain the ranking to them.
- 5- Then, you should give them some time to play. Meanwhile, the facilitator can clear up any doubts they might have or resolve any problems that may arise.

RECOMMENDATIONS

It is recommendable that the activity leader previously downloads the app and spends some time playing with it. The app is very simple and intuitive, and so it is easy to use. There are also instructions to clear up any doubts.

It is advisable to previously have worked on the three thematic blocks. If you do not have time, or the place does not have an internet connection, you could ask the participants to previously download the app at home, because the games on the app can be played offline (though not in multiplayer mode).

The facilitator should encourage the participants to use the app, because the more time they spend playing the more knowledge they will acquire and internalise.

MATERIALS:

Android tablets or mobile phones.

ANEXO 1



Este material ha sido elaborado por la Confederación Don Bosco como parte de la Campaña Pasaporte 0,0 dentro de la línea de Educación para la Salud. Ha sido creado como recurso orientativo por lo que está abierto a las aportaciones y la experiencia de los agentes sociales que los vayan a utilizar. Esperamos que la información y las dinámicas ofrecidas os sean útiles en vuestra labor preventiva.

Asimismo, queremos agradecer y alabar el trabajo y la dedicación de los jóvenes voluntarios como impulsores de hábitos de vida saludable.



www.pasaporte00.org



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