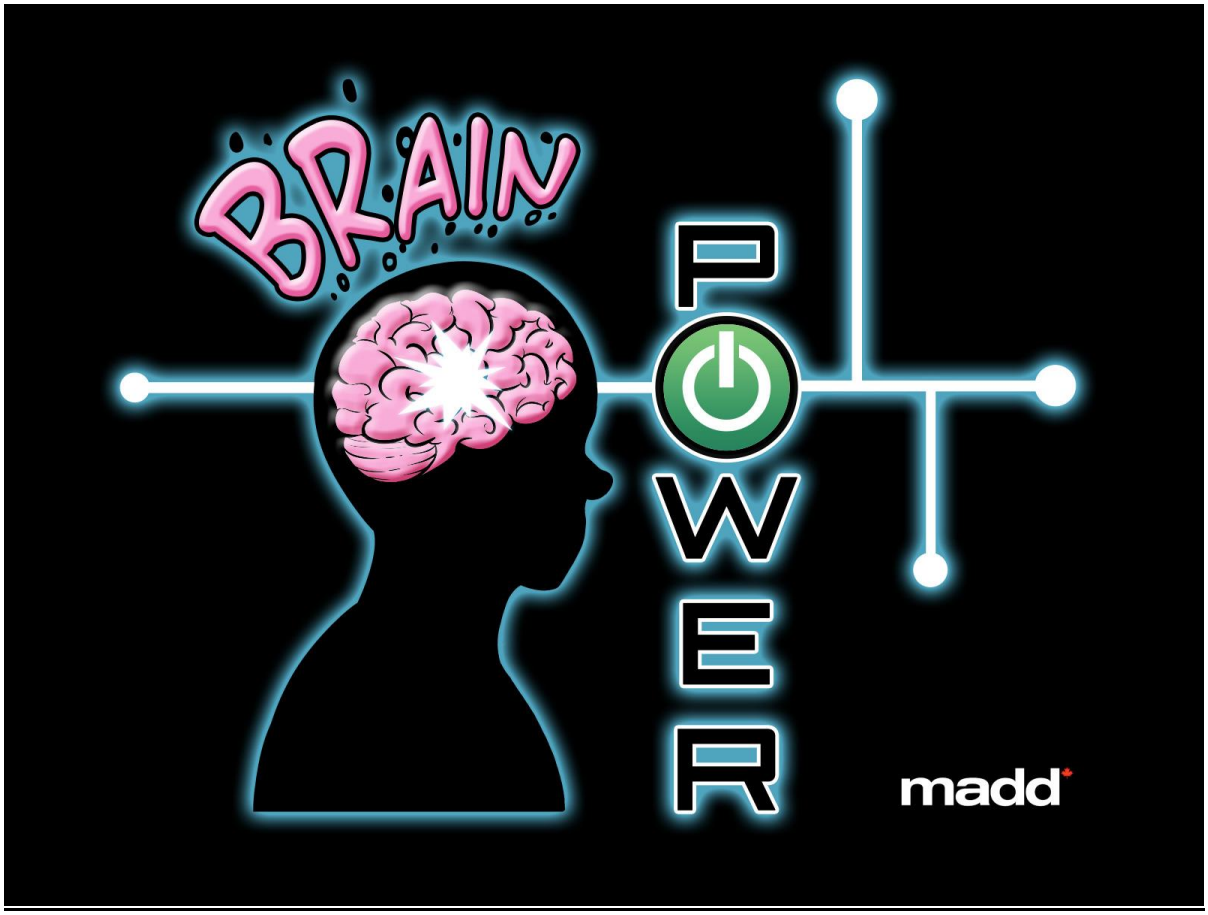

MADD Canada's Elementary School Program Educators' Activity Guide

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Dear Educator,

On behalf of MADD Canada and our sponsors we would like to thank you and your staff for choosing MADD Canada's Elementary DVD ***Brain Power*** to educate your students about keeping their brains and bodies safe.

MADD Canada would also like to ensure that you, as an educator, have the resources to lead a discussion after viewing ***Brain Power*** and to support and continue MADD Canada's message in your classroom. To assist you, in this package you will find individual activities that can be done in the classroom.

The activities are built upon the main concepts covered in ***Brain Power***. You can choose from a variety of topics and activities that are most relevant to your students.

Please never lose sight of the fact that as a mentor, you have the power not only to teach, but to influence your students…

Happy Teaching!

Session 1: Brain Development

Dr. Jean Clinton

Objective:

Students will increase awareness of how the human brain is developing through the different stages of their childhood and the importance of not hindering that development.

Review:

Dr. Jean Clinton, an expert on brain development, talked about the differences between the brain when you were born and the brain you have developed.

Quiz:

How many brain cells are you born with?

1) 500
2) 10,000
3) More than 1 billion (correct answer)

What are some of the things that young babies can do?

(Accept all appropriate answers)

What are some of the things that you can do now that young babies can't do?

(Accept all appropriate answers)

What is the difference between your brain as a baby and your brain now?

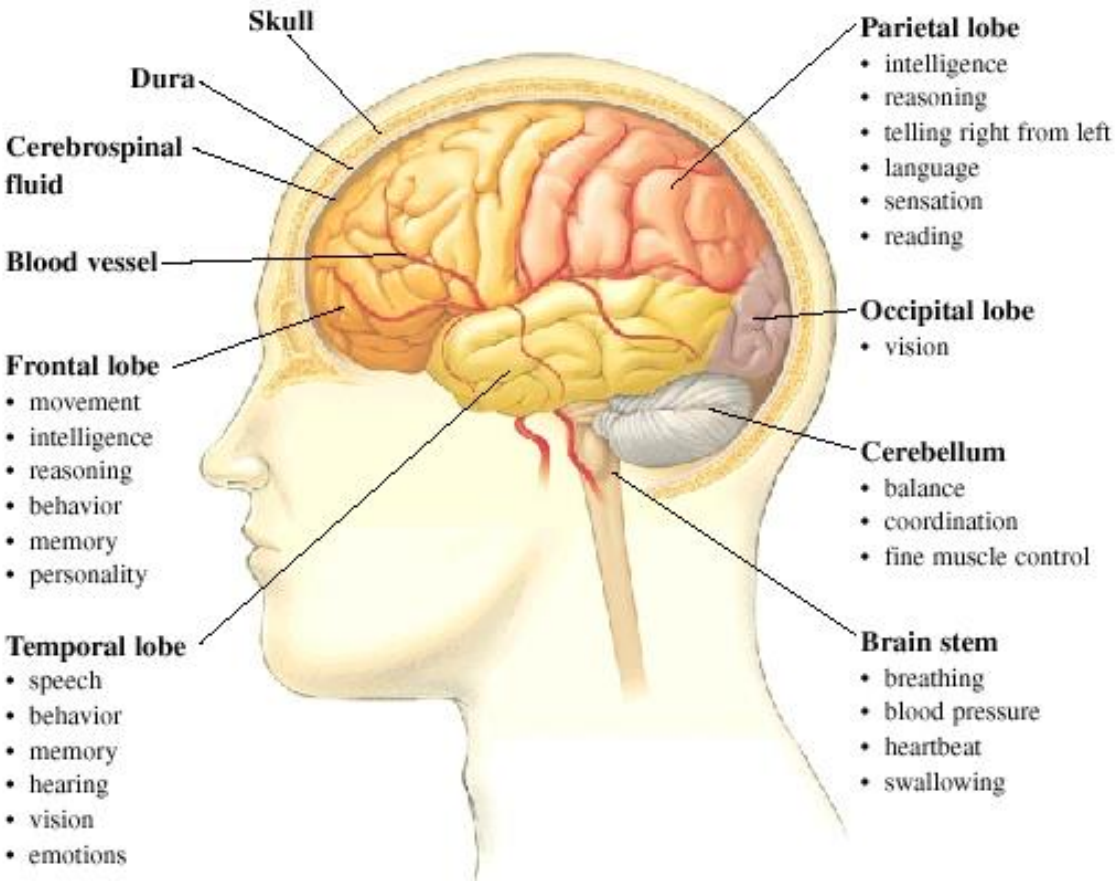
- The brain has grown
- The brain has developed constantly as you were growing
- The brain has learned to do more through practice

Name some things that the brain helps you to do.

(Accept all appropriate answers)

Hand out a copy of the diagram of the brain on page 8 and go over the different parts and the responsibility of each part.

How It Works

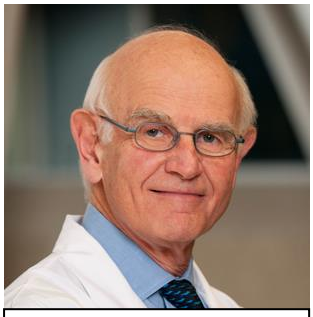


Question:

1. A blow to the back of the head would affect what 2 areas of the brain?
2. A blow to the front of the head would affect what area of the brain?

Credit: easyscienceforkids.com/all-about-your-amazing-brain

Session 2: Protecting your brain



Dr. Charles Tator

Objective:

Students will increase awareness of how the human brain works and how to protect it.

Review:

The Brain section of the video featuring Dr. Charles Tator. Dr. Charles Tator from the Think First Foundation is the neurosurgeon who performs the “melon drop” and demonstrates the importance of wearing a helmet, and the risks associated with brain injuries. Ask the students what they remember about this segment.

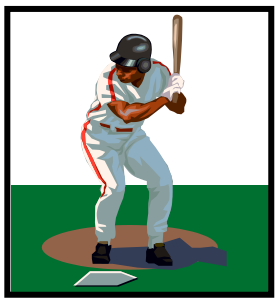
Introduction:

How do you remember how to get to school or the park? Why do your eyes blink without you ever thinking about it? Where do thoughts come from? Your brain is in charge of these things and a lot more. In fact, your brain is in charge of your whole body. It runs the show and controls just about everything you do, even when you're asleep.

Activities/Handouts:

1. Bike Helmet Safety Quiz (pg. 10)
2. Brainstorming Web (pg. 12)
3. Brain Stumper I (pg. 13)
4. Brain Stumper II (pg. 14)

Bike Helmet Safety Quiz



1. Can you use a hockey or baseball helmet for biking?

a) Yes
b) No

2. Can a helmet be used again after a crash?

a) Yes
b) No

.

3. Can you wear a bicycle helmet for protection against injury in the playground?

a) Yes
b) No

4. Wearing a bicycle helmet reduces the risk of head injury by?

a) 50%
b) 75%
c) 85%
d) 98%

5. A properly fitted bike helmet should?

a) Level from front to back
b) Be worn pushed back
c) Should move around the head easily

Answers on next page.

Canadian Institute for Community Care, Child & Family Canada
http://www.cfc-efc.ca/docs/cich/00001287.htm

Bike Helmet Safety Quiz Answers

1. Can you use a hockey or baseball helmet for biking?

Answer:

b) No. Cycling helmets are the only helmets designed to absorb the type of impact that may occur in a cycling crash of fall.

2. Can a helmet be used again after a crash?

Answer:

b) No. The expanded foam lining loses most of its protective value after being compressed by an impact or several blows at the same time. The damage to a helmet that's been in a crash is rarely visible.

3. Can you wear a bicycle helmet for protection against injury in the playground?

Answer:

b) No. Bike helmets should be removed on playgrounds. There have been documented cases of children being injured in playgrounds when the helmet chin straps were caught in equipment.

4. Wearing a bicycle helmet reduces the risk of head injury by?

Answer:

c) 85%. Wearing a bicycle helmet reduces the risk of head injury by 85% and of brain injury by 88%.

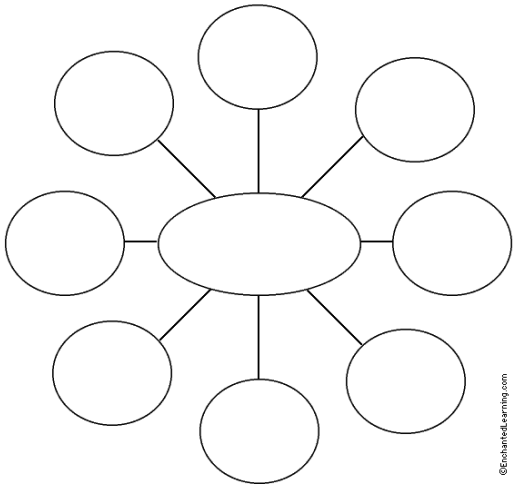
5. A properly fitted bike helmet should?

Answer:

a) Level from front to back. A properly fitted helmet should be snug and comfortable and not tip forward of backward. Helmets should be level from front to back, and extend down to about (3 cm) above the eyebrows.

Brainstorming Web
What is the brain responsible for?

The brain is responsible for everything our body does. Draw a web-style diagram similar to the one below on the board or a flipchart. Write the word BRAIN in the middle with 10 arms stemming out. See if you can get your students to come up with 10 responsibilities of the brain?



1. **Breathing** – our brain keeps our body alive
2. **Heart beats** – our brain keeps our heart beating
3. **Vision** – our brain makes it possible for our eyes to see
4. **Speech** – our brain makes it possible for us to speak
5. **Hearing** – our brain makes it possible for our ears to hear
6. **Movements** – our brain makes it possible for our hands, arms, legs, feet, head, eyes, eyelids, mouth and all other body parts to move
7. **Sensations** – our brain makes it possible for us to feel heat, cold, pressure, pleasure and pain
8. **Balance and coordination** – our brain makes it possible for us to ride a bike or skateboard, to skate, dance, run, kick, feed ourselves, write, draw, clap our hands and more
9. **Thinking** – our brain helps us think, remember, plan, choose, decide, solve problems
10. **Emotions** – our brain helps us feel happy, sad, mad or angry, excited, lonely, surprised and so much more

Brain Stumper I

(Logical Thinking)

Our brain sometimes uses a technique called “Logical Thinking”.

“Logical Thinking” can be defined as using reason and your mind to consider something carefully to form a conclusion.

Rockin’ with the Band

Question:
A group of 5 friends have formed an all-girl band at their school with each girl playing a different instrument. The 5 instruments are as follows:

- Drums
- Guitar
- Keyboard
- Harmonica
- Violin

The 5 band members’ names are Wanda, Chantel, Shelley, Angela and Gloria. Based on the following clues and through the process of elimination, can you figure out who plays which instrument in the band?

- Angela and Gloria play string instruments.
- Wanda doesn’t play the drums.
- Chantel has the smallest instrument.
- Gloria uses a bow with her instrument.

Answer:

Wanda plays the keyboard. Chantel plays the harmonica. Shelley plays the drums. Angela plays the guitar. Gloria plays the violin.

	Wanda	Chantel	Shelley	Angela	Gloria
Drums	X	X	✔	X	X
Guitar	X	X	X	✔	X
Keyboard	✔	X	X	X	X
Harmonica	X	✔	X	X	X
Violin	X	X	X	X	✔

Brain Stumper II

(Lateral Thinking)

Our brain sometimes uses a technique called “Lateral Thinking”.

Lateral Thinking can be defined as producing ideas by thinking ‘outside of the box’ and attempting to solve a problem by using non-traditional methods in order to create and identify new concepts and ideas.

Can you use your brain to explain the following questions?

To answer these questions, you have to let your brain think in different ways than you may be used to.

Here's an example:

Question:
A girl who was just learning to drive went down a one-way street in the wrong direction, but didn't break the law. How come?

Answer:
She was walking.

See if you can let your brain switch directions to answer these questions.

Questions:

1. How can you throw a ball as hard as you can and have it come back to you, even if it doesn't hit anything, there is nothing attached to it, and no one else catches or throws it?

2. Two students are sitting at the same desk but at opposite sides. The only thing between them is the desk. They can’t see each other, do you know why?

3. Is this question true or false: There are only two T's in Tatiana Turtle.

Answers:

1. Throw the ball straight up in the air.

2. The two students have their backs to each other.

3. True. There are only two T's (upper case). There are also two t's (lower case).

Session 3: Staying healthy by not drinking alcohol or using drugs

Objective:

Students will increase awareness of how and why it is important to keep their bodies healthy.

Review:

We saw the interview with the Canadian hockey legend Hayley Wickenheiser. She's won 5 Olympic medals playing womens' hockey for Team Canada, including 4 Olympic Gold medals. Can you tell me what she talked about?

- Having a goal and a dream
- Doing something that she loved
- Taking care of our bodies
- Things that you need to do to take care of your body

Name the things Hayley talked about to take care of your body:

- Eating properly
- Getting enough sleep
- Staying away from drugs or alcohol
- Don't let friends influence you to use drugs or alcohol

Name some of the feelings that you think Hayley felt when her team won the gold medal.
(Accept all appropriate answers)

Activities/Handouts:

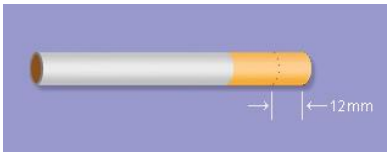
1. What You Don't Know Can Hurt You (pg. 16)
2. Flying Free of the Effects of Chemicals on Our Brain (pg. 17)
3. Activity Checkup (pg. 18)

What You Don’t Know Can Hurt You

Match the man-made chemicals with their names.

Cigarettes

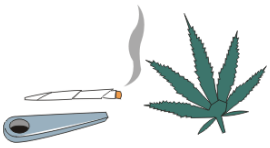
Bleach



Beer

Marijuana

Window cleaner



Flying Free of the Effects of Chemicals on Our Brain

List some man-made chemicals that are illegal drugs in Canada for everyone.

_____ _____

_____ _____

RIDDLE – Guess what?

CLUES:

A man-made chemical that is a drug that is more dangerous than other man-made chemicals for the developing brain. It can fake out our brain and interfere with (mess up) or delete/remove/erase messages throughout the developing brain, changing how it develops.

HINT: It is legal for persons 19 years or older, (18 in some provinces), but is ILLEGAL for persons under 18 everywhere.

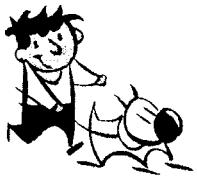
WHAT AM I? _____

Answer: Alcohol

NAME: _____

Activity Checkup

Think of activities you can do that make you move your body. Write the name of an activity. Write how often you do it. Write how long you do it.



Activity	How Often?	How Long?
walking to school	every day	15 minutes

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Session 4: How you can stay safe if you are in a bus or car.

Objective:

Students will increase awareness of how to ride safely in vehicles and strategies for how to handle an unsafe driver.

Brianne St Onge

Review:

Interview with Brianne St Onge, Community Hero. Ask the students what they remember about this segment. (She suspected that the bus driver was impaired. She told him to pull over and called the police. The bus driver was arrested.)

Ask the students how we can tell if someone is impaired:

- Swerving on the road, crossing over the line
- Stumbling or weaving when they walk
- Slurring their words
- Smell alcohol on them

What should you do if you suspect a driver is impaired?

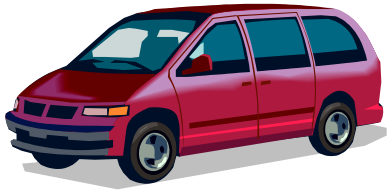
- Call 911
- Call your parents or a safe relative
- If you are in the car with them ask them to pull over
- If you can't get out of the car safely, follow the five rules for driving with unsafe drivers (handout on page 20)

Activities/Handouts:

1. Five Rules for Driving with Unsafe Drivers (pg.20)
2. Darren's Night Out (pg. 21)
3. A Safe Conversation with an Unsafe Driver (pg. 24)
4. "Top 10 Rules for Bus Safety" (pg. 25)

Five Rules for Driving with Unsafe Drivers

1. Sit in the back seat.



2. Buckle up your seat belt tightly.

3. Take everything off the seat and the back window shelf and put it on the floor under your feet or under the front seat.

4. Be quiet and try not to distract the driver.

5. Tell a trusted adult immediately about the unsafe ride.

Darren's Night Out

The following are guidelines on how to use the upcoming story, "Darren's Night Out".

Explain:

Today we're going to read a story about Darren. Darren lives with his father and grandmother, and promised his father and grandmother that he would never ride with anyone who was an unsafe driver. Although he promised, Darren makes decisions that put him in a very unsafe situation.

Group Work:

Have students get into pairs and discuss the following questions…

1. What was Darren's problem?
2. How many times did Darren have the opportunity to say NO, but didn't?
3. What made Darren hesitate and not accept the ride from his friend's mom?
4. What would you have said if you were in Darren's situation?
5. Why is it important to have an action plan ahead of time?

Confirm:

One of Darren's problems is that Darren doesn't know how to say NO to grown-ups. He is polite and respectful towards all his friends' parents and grandparents, but he just doesn't know what to say to grownups when in tough situations. It is important to plan ahead in case you get into a situation where you need to find a different ride home. Having alternatives and a plan will help keep you safe.

"Darren's Night Out"

Darren is 12 years old. He lives with his parents and grandparents. He is very smart and lots of fun!

One Saturday night, Darren was over at his friend Jay's house. Darren and Jay watched a movie, ate pizza and played video games. They had a really good time.

When it was time to go home, Jay's dad said, "**Darren, I'll take you home. I have to go out anyway, and it's no trouble. I go right by your house."**

Darren knew that Jay's dad had been drinking beer while he watched TV. He thought to himself, ***"I don't know if Jay's dad can be a safe driver, but I don't know what to say. I don't want him to be embarrassed, so I guess it will be okay. I don't live far."***

He thought about saying something to Jay's mom about his ***promise*** to his own mother, **but he didn't know how to say it**. He **guessed** that it would embarrass Jay's mom. So he didn't say anything.

Darren thought to himself, ***"I could call my dad…he would want me to…but I just don't know how to say I want to call him. Jay's dad was really nice to offer, but I just don't think he's safe to drive. I don't know what to do…but…I guess it will be okay,"*** so he didn't say anything.

It was cold outside and the streets were very icy, and Darren wondered if Jay's dad's brain was working well enough to drive. Darren knew that when a person drank alcohol, the alcohol interfered with the messages to and from the brain.

He also knew that alcohol made things more difficult to hear, see and do. Jay's dad could sit down and watch TV okay, because that didn't take much brain power. **But driving a car…and on icy streets…would take a brain that was working in great condition.**

Darren started to say something to Jay's mom about his dad really wanting to pick him up so he could go in the store for him…or anything…not to get into the car with Jay's dad. But…**he guessed it would be okay**, so he didn't say anything.

Jay's dad opened the back door and said, **"Hop in. You can't ride up front; the seat belt doesn't work."** He slipped on the ice going around the car. Darren thought to himself…***"I could say I forgot something in the house and then call my dad to pick me up…but I'm already in the car so I guess it will be okay."*** So he said nothing.

Darren thought about what his grandmother told him if he ever found himself in a car with an unsafe driver. **He tightened his seat belt and leaned back against the seat. He didn't say anything so he wouldn't distract Jay's dad**. He knew that Jay's dad's brain was already distracted because of the alcohol in it.

He noticed Jay's backpack on the back window shelf. **He took it down and put it on the floor, under the front seat**.

Jay's dad was driving much too fast to be safe on the icy roads. It made Darren very nervous. The car slid around a corner. Darren was glad he was buckled up tight. He wanted to say, **"*Slow down and be careful*,"** but **he guessed they would be at his house soon**, so he didn't say anything.

Suddenly, there was a bright light, horns honking and a huge crash and glass went everywhere. A piece of glass hit Darren in the forehead and he started to bleed. He was so scared that he started to shake all over.

Just then, there was a siren and a police officer opened the door. She told someone to get an ambulance. She asked Darren who he was and what he was doing in the car. Darren told her, and the officer said, **"Come on, you are going to the hospital and let them look at your head."**

On the ride to the hospital, Darren asked the officer, **"What happened?"**

"Your driver ran a stop sign. I don't think he ever saw it because I was right behind him and his brake light never came on. He is in a whole lot of trouble."

"I think I am too," said Darren with tears in his eyes.

"Why are you in trouble?" the officer asked patting his shoulder.

"I am never supposed to ride with someone who has been drinking beer or wine or anything with alcohol in it."

"So why did you?" the officer asked looking right into his eyes.

Darren whispered, **"I didn't know what to say."**

THE END

“A Safe Conversation with an Unsafe Driver”

Student Role Card:

“No, thank you.

I <u>have</u> to call my _____.

<u>I promised I would.</u>”

Teacher’s Role Card:
(Use various comments to convince the student it is okay for you to drive them home.)

“Come on _____ it’s time to head home. I can give you a lift. I’m going to the video store and on the way I can drop you off.”

“Don’t worry about calling your parents… it’s no trouble for me to drive you home.”

“You don’t live that far…it won’t take very long for me to drive you home.”

“Don’t be shy; it’s nothing for me to drop you off on my way to the video store.”

“It’s pretty late, I’m sure your parents are sleeping…Don’t bother to wake them. I will give you a lift home.”

“The car’s warming up… are you ready to go?”

Top 10 Rules for Bus Safety

1. **Be on time at the bus stop.**
2. **Wait well back from the curb.**
3. **Get on the bus in single file. Use the handrail.**
4. **Stay seated and keep aisles clear.**
5. **Talk quietly, don't shout.**
6. **Never put your head or arms out the window.**
7. **Never throw anything in the bus.**
8. **Always stay where the bus driver can see you.**
9. **Always obey safety patrol and the bus driver.**
10. **Only cross the street when told it's safe to go.**

Session 5: Doing what's Right

Objective:

Students will increase awareness of how to trust your gut instincts and do what you know is right.

Introduction:

Do you ever want to say NO to a friend but don't know how? Do you ever get a feeling in the pit of your stomach that tells you something is just not right? Do you ever question this feeling but then worry because you've been told that you are "too young" or "too small" to do anything about it? Kids at any age have the ability to stand up for what's right. Setting goals for yourself and sticking with them can help with not only giving you inner direction but can also help give you inner strength…to say NO!

Activities/Handouts:

1. Mind Your "B's" – Part 1 (pg. 27)
2. Mind Your "B's" ~ Part II (pg. 28)

Mind Your "Bs" – Part 1

The five Bs for saying "NO" and keeping your friends:

Beware!
(Think and question)

Bad Idea.
(Let them know you don't like it)

Better One!
(Suggest a different way)

Bye for now.
(Walk away)

Buzz me…when you change your mind!
(Let them know that they can talk to you later.)

It's not easy to say "NO" to someone you know. That is true for the friend who is pressuring you too.

Mind Your "Bs" - Part II

Review the FIVE strategies in order.

Ask: What does **BEWARE** mean?

Confirm: Be careful and aware, "be in the know" of the consequences of any action and ask the five "Ws" (WHO, WHAT, WHEN, WHERE, WHY) and HOW.
THINK about it and BEWARE.

Ask: What is a **BAD IDEA**?

Confirm: When your friend suggests you do something or go somewhere and you get an uneasy feeling in the pit of your stomach…it is probably a bad idea. If they are asking you to break a promise or do something that would upset your parents or hurt someone else… SAY "BAD IDEA!"

Ask: What does **BETTER ONE** mean?

Confirm: Don't waste time or ruin a friendship by arguing… come up with an alternative… find something you know will interest your friend and sell them on your idea. Show them that there is a BETTER choice!

Ask: Why might you say **BYE FOR NOW**?

Confirm: If your friend insists on doing what you know is a bad idea, just walk away. Don't get mad… say "see ya" and leave.

Ask: What does **BUZZ ME** mean?

Confirm: It means CALL ME or EMAIL ME… when you change your mind. Give your friend some time to think about the situation and possibly change their mind. It might take some time… but they're still your friend and you will not have done something that you don't feel good about. You are in charge of you and the situation.

Ask: What do we do if a friend keeps asking us to do things that aren't smart – that could harm our brain and body? (Accept all appropriate answers)

Confirm: If your friend continually asks you to do things that you aren't comfortable doing, then maybe they're not worth having as a friend.

Session 6: Achieving your Goals

Write: "Goals" on the board

Ask: Students to define "goals", (accept all appropriate answers).

Confirm: In this case it means, "the object toward which effort is directed, a desired outcome to strive for, (primary explanation) - something we really want to work to get to." Write on the board or transparency.

Discuss: The differences between long term and short term goals, (time factor and complexity).

Display: A large pre-drawn spider diagram and write "STUDENT GOALS" in the middle oval as the topic (see EXAMPLE: "Spider Diagram of a Student's Goals).

Ask: Students to brainstorm four goals of a "student" in the spider diagram.

Record: Each goal on the long arm jutting out from the central oval. Use different coloured markers to easily identify each goal.

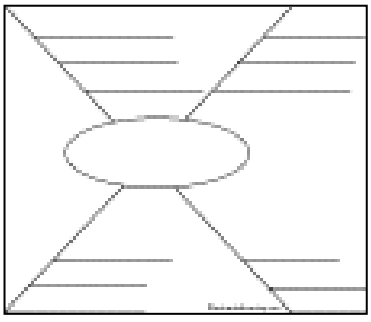
Focusing on each goal, BRAINSTORM strategies/actions to meet that goal.

Record: Strategies, one on each parallel line.

Discuss: How goals and strategies will vary depending on a person's interests and influences.

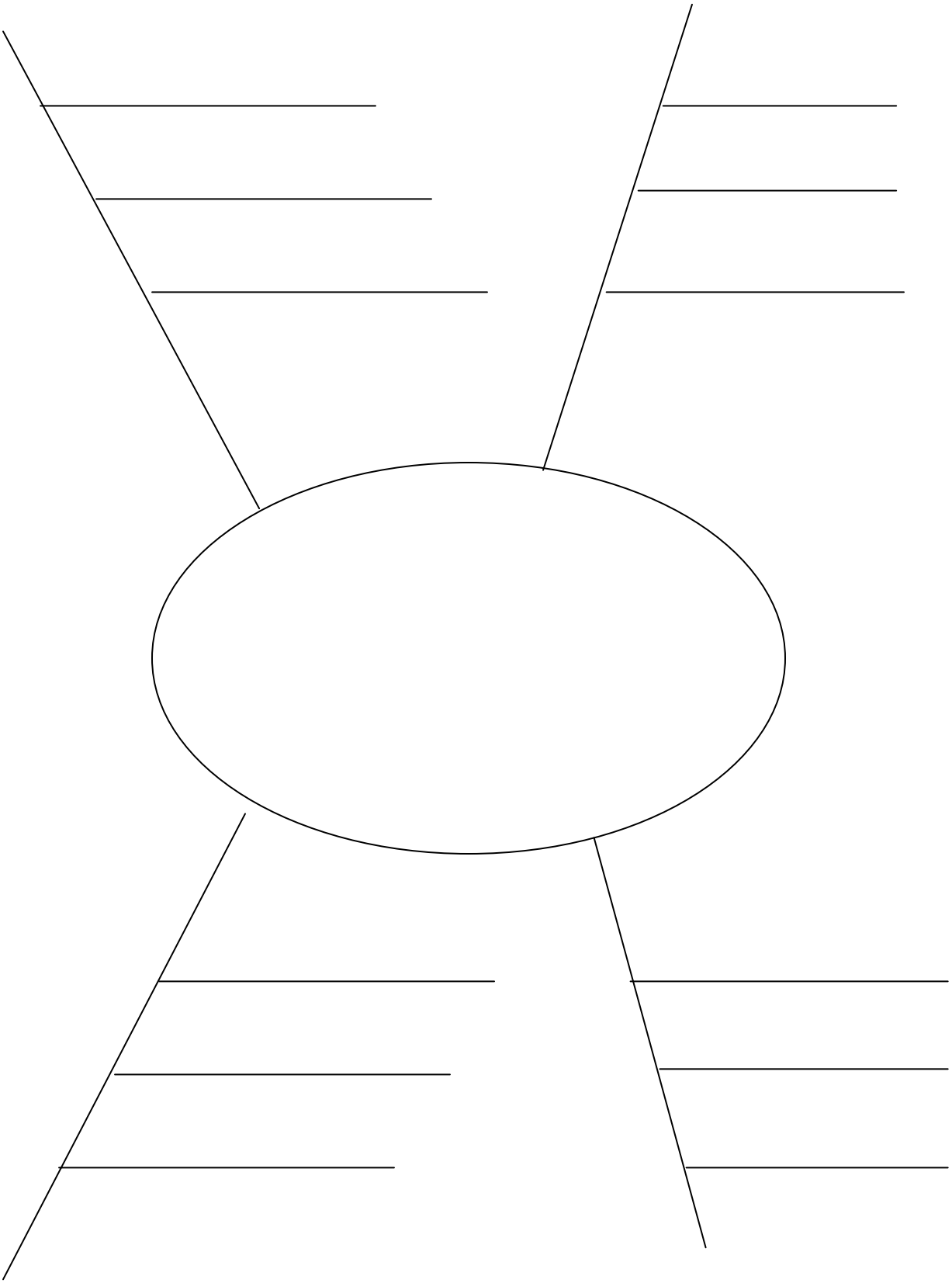
Review general strategies such as:

- Having a clear vision/knowing what you want.
- Trying your best/putting forth consistent effort.
- Working hard/practice.
- Identifying barriers/consequences.
- Knowing how to be safe.



“Spider Diagram” of a Student’s Goals

(to be drawn on the chalkboard/chart paper)



Setting Your Sights High Attitude Inventory

Circle the response that best reflects YOUR thoughts.

1.	I have goals for the future.	**Never**	**Sometimes**	**Most of the Time**	**Always**
2.	I think before I make choices.	**Never**	**Sometimes**	**Most of the Time**	**Always**
3.	I choose friends that respect me and my ideas.	**Never**	**Sometimes**	**Most of the Time**	**Always**
4.	I can say “NO” to my friends when they make “bad” choices.	**Never**	**Sometimes**	**Most of the Time**	**Always**
5.	I stand up for my beliefs.	**Never**	**Sometimes**	**Most of the Time**	**Always**
6.	I make smart, healthy choices so that I can be focused on dreams.	**Never**	**Sometimes**	**Most of the Time**	**Always**
7.	I know how my brain works.	**Not at all**	**A Little**	**Quite A Lot**	
8.	I know what alcohol does to the developing brain.	**Not at all**	**A Little**	**Quite A Lot**	
9.	I know why alcohol is more dangerous for people who aren’t of legal age.	**Not at all**	**A Little**	**Quite A Lot**	
10.	I know what to do if I find myself riding with an unsafe driver.	**Not at all**	**A Little**	**Quite A Lot**	
11.	I know how to say “NO” and keep my friends.	**Not at all**	**A Little**	**Quite A Lot**	
12.	I have specific strategies to reach my goals and dreams.	**Not at all**	**A Little**	**Quite A Lot**	

My Top 3 Biggest Goals

List your top 3 biggest goals for the future and 3 strategies that might help you get there.

#1 ~ My Biggest goal is:

_____

My strategy to achieve this goal is:

_____

_____

_____

#2 ~ My Biggest goal is:

_____

My strategy to achieve this goal is:

_____

_____

_____

#3 ~ My BIGGEST goal is:

_____

My strategy to achieve this goal is:

_____

_____

_____

Session 7: You can make a difference!

Objective:

Students will increase awareness of how to make a difference in their schools, communities and in the world.

Introduction:

How can kids make a difference in their communities and in the world around them? How do YOU have the power to change things? As the saying goes, “the journey of a million miles begins with a single step”. It’s about finding the courage to take that first step and then taking it step by step.

Activities/Handouts:

1. You CAN Make A Difference! (pg. 34)
2. Spread the Word Through A Poster Campaign! (pg. 35)
3. MADD Canada Contests (pg. 36)

You CAN Make A Difference!

Here are some tips to get you started:

1. Find your **ISSUE** – What are you passionate or excited about?
2. Do your **RESEARCH** – Ask teachers, parents, friends, etc.
3. Gather your friends and **BUILD** your team – Hold a meeting, talk at school, etc.
4. Plan an **ACTION** – Raise funds through car washes, bake sales, etc.

Try some of these fundraising ideas to get you started:

1. **Car Wash ~** Work with a local gas station or public parking lot. Don't forget to do up posters to advertise!

2. **Bake Sale** ~ Include foods from around the world!

3. **Neighbourhood Yard Sale** ~ Ask friends and family to donate items and have part or all of their proceeds go to your cause!

4. **Halloween Haunted House** ~ Charge admission!

5. **Host an "A-Thon"** ~ Read, Dance, Bike, Run or Walk-A-Thon. Collect pledges for each hour or mile students walk or dance, or for each book read.

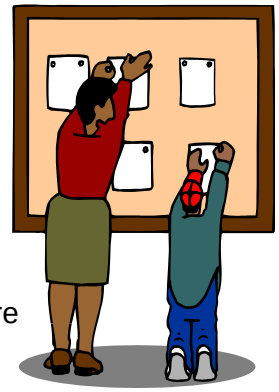
6. **Student/Teacher Play-Offs** ~ Choose a sport - volleyball, basketball, etc., and invite the rest of the school as well as parents to watch and cheer. Sell tickets or charge admission at the door.

7. **Talent Show and/or Battle of the Bands** ~ Hold a talent show for students and teachers. Sell tickets, advertise the event and donate the proceeds.

Spread the Word Through A Poster Campaign!

With each event you hold you can create awareness! A great way to advertise is to create your own Poster Campaign!

Instructions/Ideas:



1. Create awareness posters. The more creative the posters are the better.

2. Announce that there will be prizes for the top entries (seek donations to help you out).

3. Post them around your school and in high traffic areas where lots of people will see them (i.e. local grocery store, community centre, etc.).

Resources/Supplies required:

- Paper
- Art Supplies
- Creativity
- Locations to display posters

MADD Canada Contests

Instructions:

- MADD Canada holds 2 National contests annually:
  - The Matthew Paul Carvalho Poster Contest
  - Multi-Media Contest
- The Matthew Paul Carvalho Poster Contest is directed towards children 14 and under.
- Within the contest there are two categories:
  - 10 years and under category
  - 11 to 14 years category

- In the past we have had close to 700 entries from across Canada
- The theme of the contest changes every year.
- The Multi-Media Contest is directed towards youth up to age 24.
- There are 3 categories within this contest:
  - Short Film/Presentation category
  - Multi-Media Public Service Announcement category
  - Audio Public Service Announcement
- Local poster contests and writing contests can also be held.
- The important part of any contest is to award the work of the participants.
- To find out details about the contests check www.madd.ca.
- Any entries for the MADD Canada contests can be sent to your local MADD Canada Chapter, or to the MADD Canada National Office.
- *Deadline is May 1st annually*

Resources/Supplies required for the Matthew Paul Carvalho Poster Contest:

1. Art supplies – for posters
2. Mailing costs (unless they are dropped of at your local Chapter)

Resources/Supplies required for the Multi-Media Contest:

1. Recording devices for short film/presentation category
2. CD/DVD burner
3. CDs/DVDs or VHS
4. PowerPoint (optional)
5. Electronic devices (video recorder, camera, computer, etc.)
6. Mailing costs (unless they are dropped off at your local Chapter)

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