

## **Talking about anxiety stress-free**

Introduction to the program

**Exploration program**

**Secondary cycle 1**

September 2021

## ACKNOWLEDGEMENT OF AUTHORS AND CONTRIBUTORS

The HORS-PISTE - Exploration program (universal component), known as the HARDIS program in 2018-2019, is a production of the Université de Sherbrooke's (UdeS) Centre RBC d'expertise universitaire en santé mentale ("Centre RBC" in the rest of the text), intended for children, adolescents, and young adults (<https://sante-mentale-jeunesse.usherbrooke.ca>). This program is a collaborative effort of more than a hundred people from various fields of expertise. This section is dedicated to acknowledging the invaluable contribution made by each and every one of them.

## THE DESIGNERS AND WRITERS

This program was initiated in 2017, by Robert Pauzé, former director of Centre RBC (until August 31, 2018).

**Version 1.0 (2017-2018)** was designed and written by: Andrée-Anne Houle (doctoral student in psychoeducation, UdeS), Laure-Hélène Gagné-Deland (occupational therapist, UdeS), Robert Pauzé (former director, Centre RBC), and Isabelle Thibault (researcher, UdeS). This version was produced under the coordination of Joelle Lepage (coordinator, Centre RBC), Mélissa Goodfellow (research professional, Centre RBC), and Robert Pauzé (former director, Centre RBC).

**Version 2.0 (2018-2019)** was designed and written based on the evaluation of version 1.0 by: Robert Pauzé (former director, Centre RBC), Joelle Lepage (coordinator, Centre RBC), Audrey Guy (coordinator, Centre RBC), Isabelle Thibault (researcher, UdeS), Marie-Michèle Audet (spiritual life and community engagement facilitator, École Mitchell-Montcalm), and Vicky Leblanc (psychoeducator, CIUSSS de l'Estrie-CHUS). This version was produced under the coordination of Joelle Lepage (coordinator, Centre RBC) and Julie Lane (director, Centre RBC).

**Version 3.0 (2019-2020)** was designed and written based on the evaluation of version 2.0 by: Joelle Lepage (coordinator, Centre RBC), Vanessa Gauthier (research professional, Centre RBC), Simon Leduc-Thouin (research professional, Centre RBC), Jean-Félix Dostert (research professional, Centre RBC), Claudie Spénard (research professional, Centre RBC), Félix Guay-Dufour (doctoral student and organizational psychology intern, Centre RBC), Marie Pauzé (research assistant, Centre RBC), Danyka Therriault (coordinator, Centre RBC), Marie Massuard (coordinator, Centre RBC), Amélie Soulard (associate professor, UdeS), and Isabelle Thibault (professor, UdeS). This version was produced under the coordination of Joelle Lepage (coordinator, Centre RBC), Félix Guay-Dufour (doctoral student and organizational psychology intern, Centre RBC), Danyka Therriault (coordinator, Centre RBC), and Julie Lane (director, Centre RBC); it was revised by Rachel Simard (executive secretary) and Francine Boisvert (reviser).

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RBC) and was revised by Rachel Simard (executive secretary, Centre RBC) and Francine Boisvert (reviser). We also wish to thank Tommy Sansfaçon (web programmer-analyst) for developing the HORS-PISTE website (<https://sante-mentale-jeunesse.usherbrooke.ca/hors-piste/>), and Barbara Dufour (illustrator) for illustrating the program's two main characters, Sacha and Nadège.

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## STUDENT CONTRIBUTORS

Several students played a role in various stages of the project: Alexandra Pépin (graduate intern, social work, UdeS), Camille Otis-Hébert (graduate intern, social work, UdeS), Camilla Séguin-Durand (graduate student, health sciences, UdeS), Émilie Benoît (program facilitator and psychoeducation graduate student, UdeS), Florence Brochu (social work student, UdeS), Isaak Chamberland (social work student, UdeS), Johanne Krilewyez (graduate intern, social work, UdeS), Joana Ouellet (program facilitator and social work graduate student, UQAC), Justine Courville (psychoeducation graduate student, UdeS), Liliane Houle (program facilitator and psychoeducation graduate student, UdeS), Marie Pauzé (social work student, UdeS), Maude Demers (social work student, UdeS), Corinne Mavungu-Blouin (program facilitator and psychoeducation undergraduate student), and Mélissa Gauthier (program facilitator and psychoeducation undergraduate student).

## PROGRAM EVALUATORS

The program's implementation and outcomes were assessed for each version. These evaluations were conducted by a research team supervised by Robert Pauzé (until August 31, 2018) and then by Julie Lane (director, Centre RBC and professor at UdeS). This interdisciplinary, inter-university, inter-faculty, and inter-network team is made up of 29 people from various fields of expertise: Robert Pauzé (retired professor, UdeS), Patrick Gosselin (professor, UdeS), Pasquale Roberge (professor, UdeS), Danyka Therriault (doctoral student and scientific coordinator, Centre RBC), Félix Berrigan (professor, UdeS), Marc Bélisle (professor, UdeS), Isabelle Thibault (professor, UdeS), Pascale Morin (professor, UdeS), Anne-

Marie Tougas (professor, UdeS), Magalie Dufour (professor, Université du Québec à Montréal), Frédéric Nault-Brière (professor, Université de Montréal, in memoriam), Patricia Dionne (professor, UdeS), Brigitte Brabant (director, CIUSSS Montérégie-Centre), Isabelle Côté (psychoeducator, Collège Mont Notre-Dame), Félix Guay-Dufour (organizational psychology doctoral student, Centre RBC), Fabienne Lagueux (professor, UdeS), Éric Tremblay (assistant director, CIUSSS Mauricie-Centre-du-Québec), Nancy Beauregard (professor, Université de Montréal), Saliha Ziam (professor, TÉLUQ), Lara Maillet (professor, École nationale d'administration publique), Chantal Camden (professor, UdeS), Mélissa Généreux (public health director, CIUSSS de l'Estrie-CHUS and professor, UdeS), Linda Pinsonneault (professor, UdeS), Mathieu Roy (associate professor, UdeS), Jonathan Smith (professor, UdeS), Chantal Viscogliosi (professor, UdeS), Martin Drapeau (professor, McGill University), Anne Lessard (professor, UdeS), Sébastien DeGagné (computer engineer).

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Several people participated in the expert committees, contributing to the co-construction of the program by developing its broad outlines, recommending activities, or providing feedback so that adjustments could be made.

**We wish to thank the members of the Sherbrooke expert committee:** Marc Bélisle (professor, UdeS), Andrée-Anne Houle (research professional, Centre RBC), Anne-Marie Tougas (professor, UdeS), Chantal Brochu (parent), Emmanuelle Jasmin (professor, UdeS), Ève-Lyne Robitaille-Beaumier (occupational therapist, UdeS), Félix Berrigan (professor, UdeS), Hugo Carrignan (clinical professor, UdeS), Isabelle Côté (psychoeducator, Collège Mont Notre-Dame), Isabelle Thibault (professor, UdeS), Jean-Philippe Goupil (planning, programming, and research officer, CIUSSS de l'Estrie-CHUS), Joelle Lepage (coordinator, Centre RBC), Karine Lizée (counsellor, Arrimage Estrie), Katia Mercier (psychologist, CIUSSS de l'Estrie-CHUS), Manon Côté (psychologist, École Mitchell-Montcalm), Marie-Claude Boulanger (parent), Marie-Claude Fortin (director, L'Autre-Rive), Marie-Julie Riopel (counsellor, CIUSSS de l'Estrie-CHUS), Marie-Michèle Audet (spiritual life and community engagement facilitator, École Mitchell-Montcalm), Marie-Pier Cartier (student, UdeS), Marjorie Desormeaux-Moreau (professor, UdeS), Martine Bélanger (psychologist, École Mitchell-Montcalm), Mélisa Audet (person who had an eating disorder as an adolescent), Pasquale Roberge (professor, UdeS), Patrick Gosselin (professor, UdeS), Robert Pauzé (former director, Centre RBC, until August 31, 2018), Sonia Vachon (guidance counsellor, École Mitchell-Montcalm), Sylvain Turcotte (professor, UdeS), Vicky Leblanc (psychoeducator, CIUSSS de l'Estrie-CHUS), Caroline Mailhot (psychologist, CIUSSS de l'Estrie-CHUS), Pascale Morin (professor, UdeS), Véronique Foley (occupational therapist, CIUSSS de l'Estrie-CHUS), Janie Tremblay (resource person for psychopathological disorders and motor and organic impairments, Services régionaux de soutien et d'expertise de l'Estrie), and Luce Cardinal (coordinator, CIUSSS de l'Estrie-CHUS).

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Québec), Martine Fréchette (CIUSSS de Mauricie-Centre-du-Québec), Mélanie Michaud (Commission scolaire des Chênes), Mélanie Perreault (parent), Mélysa Prince (Commission scolaire des Chênes), Mylène Savard-Ménard (suicide prevention worker, Centre d'écoute et de prévention du suicide Drummond), Robert Pauzé (director, Centre RBC, until August 31, 2018), Sonia Trudel (Commission scolaire des Chênes), Stéphane Guilbert (principal, École secondaire Jeanne-Mance), Véronique Fournelle (executive assistant, Le Rendez-vous familial), Véronique Rodier (social worker, CIUSSS de Mauricie-Centre-du-Québec), Vincent Cabal (vice-principal, École secondaire Jeanne-Mance), Yannick Rivard (psychoeducator, École secondaire Jeanne-Mance).

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## INTRODUCTION TO THE HORS-PISTE PROGRAM

The mental health of the general population is raising red flags in Quebec and all over the world, prompting us all to make mental health promotion a goal to work toward, for the well-being and development of individuals, communities, and nations (Mantoura *et al.*, 2017). Anxiety disorders are among the most common mental health disorders in young people (Costello *et al.*, 2011). In recent years, a number of innovations have been introduced across Quebec to prevent these disorders, although their implementation and use are not systematic (Piché *et al.*, 2017).



With its innovative approach to promoting mental health and preventing anxiety in schools, from preschool to post-secondary, the HORS-PISTE program is hoping to make a difference in that sense. Through the development of psychosocial competencies and the promotion of psychological well-being, this program fosters the development of a coherent continuum of interventions aimed at preventing anxiety disorders, from early childhood to adulthood.

This introduction to the program is intended for those of you who have agreed to facilitate the HORS-PISTE - Exploration program (universal component). Thank you for joining us on this mission to improve the mental health of your students. The purpose of this document is to help you understand the key principles of the HORS-PISTE program by addressing:



- A. The point of the program;
- B. The program's alignment with ministry guidelines;
- C. The approach used to develop the program;
- D. The program's name;
- E. The program's foundations;
- F. The program's fundamental approaches;
- G. The importance of developing students' psychosocial competencies;
- H. The educational approach used;
- I. The importance of offering this program in schools.



It also aims to equip you for the Exploration component of the HORS-PISTE program by introducing you to:

- J. The objectives of the HORS-PISTE – Exploration program, Secondary cycle 1;
- K. The support offered to the program facilitators;
- L. The educational approach taken during in the workshops;
- M. The program content;
- N. The structure of the workshops;
- O. The role of teachers in the program;
- P. The role of parents in the program.

## KEY PRINCIPLES OF THE HORS-PISTE PROGRAM

### A. What is the point of the HORS-PISTE program?

**Anxiety disorders are among the most common mental health disorders in adolescence** (Costello *et al.*, 2011). They appear during early childhood or adolescence, causing a range of functional difficulties that can worsen over the course of a lifetime (Piché *et al.*, 2017).

**The prevalence of anxiety disorders in adolescents is cause for concern.** Affecting more than 10% of young people, anxiety disorders are among the most common psychopathologies in children and adolescents (Dumas, 2013), and among those that sometimes appear in early childhood, although most often between middle childhood and middle adolescence (Dumas, 2013). In its latest survey, the Institut de la statistique du Québec (2016-2017) found that 17% of high school students say that they have been diagnosed with an anxiety disorder by a doctor or other healthcare professional. Finally, anxiety becomes more prevalent with age, with roughly 21% of adults experiencing an anxiety disorder during their lifetime (Dumas, 2013).



**An anxiety disorder during adolescence has consequences that are both significant and far-reaching.** In fact, anxiety affects a child's judgment (Tardif, 2008) and working memory (Cassady, 2010), and can cause learning difficulties (APA, 2013), ultimately leading to the child dropping out of school (Lapointe and Freiberg, 2007).

Anxiety can also cause low self-esteem, difficulties with social relationships (Charrette, 2012), depressive symptoms and suicidal ideation (APA, 2013; Dubé, 2009), eating disorders (Trudeau, 2006), and depression (Marcotte, 2013). Anxiety disorders can also precede—sometimes by several years—the onset of a panic disorder, depressive disorder, alcohol, drug, or tobacco abuse, and a higher risk of contemplating suicide and committing suicide (Dumas, 2013).

The situation is becoming especially alarming given that most young people with anxiety suffer in silence, isolate themselves, and withdraw socially (Lambert-Samson, 2016). The situation is so dire that 70% of children and adolescents with an anxiety disorder have never received professional help (Bosquet and Egeland, 2006).

## B. How does the HORS-PISTE program align with ministry guidelines?

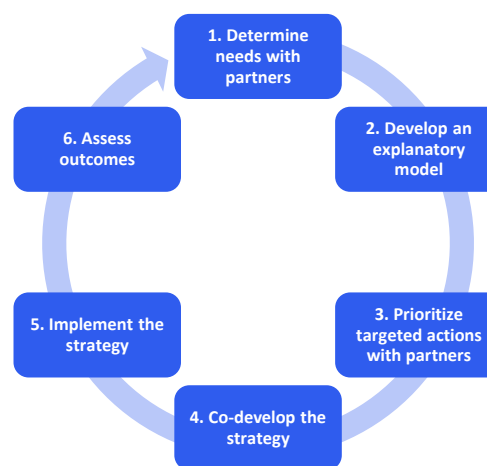
The HORS-PISTE program is fully aligned with MSSS guidelines, including:

- The **2015-2020 Mental Health Action Plan**, because the HORS-PISTE program reinforces the continuum of services for young people (Measure 4), improves access mechanisms and service trajectories to meet the needs of young people (Measure 5), implements promotion and prevention measures in the school setting (Measure 9), and identifies and provides early support and intervention to vulnerable young people (Measure 14);
- The **new ÉKIP reference framework** to promote the health, well-being, and educational success of young people, because the HORS-PISTE program helps to develop the psychosocial competencies targeted by this reference framework as being critical to mental health promotion;
- The **Politique gouvernementale de prévention en santé**, because the HORS-PISTE program promotes the development of personal capacities from an early age (Orientation 1) and promotes the strengthening of preventive actions in the health and social services system (Orientation 4).

The HORS-PISTE program is aligned with the Ministère de l'Éducation et de l'Enseignement supérieur's *Québec Education Program* (QEP), because it plays a role in building up the focuses of development (self-knowledge and awareness of basic needs, awareness of the consequences of personal choices, active lifestyle and safe behaviour) and certain cross-curricular competencies (constructs identity, achieves potential, cooperates with others, uses creativity, communicates appropriately, solves problems, exercise critical judgment, uses information, uses information and communication technologies [ICT]).

## C. What approach was used to develop the HORS-PISTE program?

The program was developed by Université de Sherbrooke's Centre RBC d'expertise universitaire en santé mentale for children, adolescents, and young adults. Its mission is to promote collaboration between disciplines and sectors and to pool community expertise in order to meet the needs of children, adolescents, and young adults diagnosed with or at risk of developing mental health problems. The approach used to develop each of its projects, including the HORS-PISTE program, is shown in Figure 4.



**Figure 4.** Approach used to develop the HORS-PISTE program

This approach is used to develop projects that correspond to identified needs and that are based on the scientific/experiential knowledge of the stakeholders involved in co-constructing projects and adapting them to their specific settings. It is also used to assess the implementation and outcomes of projects, which can then be adjusted on a continuous basis.

In addition to being based on good practices, the HORS-PISTE program was co-constructed by a number of people on various committees (see acknowledgements section). These committees are made up of parents, school administrators, representatives of community organizations, professionals and managers from the health and social services network (HSSN), school counsellors, teachers, students, researchers, university students, etc. In particular, the HORS-PISTE program encourages stakeholders from the education network and the HSSN to join forces to address anxiety disorders in young people.

#### D. Why HORS-PISTE as the program name?

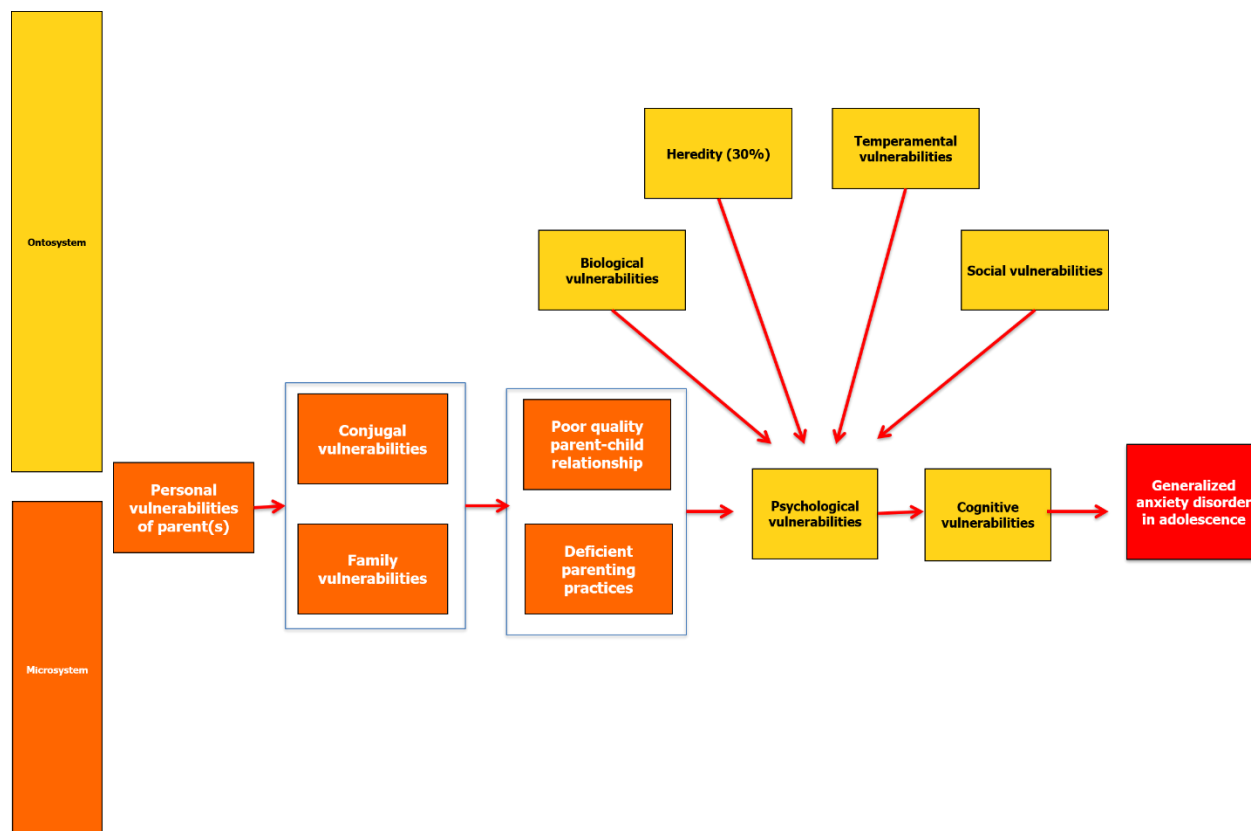


Pythagoras once said: “Leave the roads; take the trails.”! HORS-PISTE represents the road less travelled that we want the students to embark on—the trail that few skiers or hikers ever dare to venture down. Taking the road less travelled means taking risks, trying new solutions, and thinking about things from a different angle. Despite the risks, this trail provides opportunities to discover new things, challenge the status quo, and explore personal strengths and limits.

The HORS-PISTE program draws its inspiration from this concept. The workshops encourage students to take risks and face their challenges. The workshops give them an opportunity to explore uncharted territory, to test new ways of dealing with their challenges and problems, to recognize their strengths and limits, etc. With your valuable support as a facilitator, the workshops will help them test new ways to approach life with confidence, compassion, and perseverance.

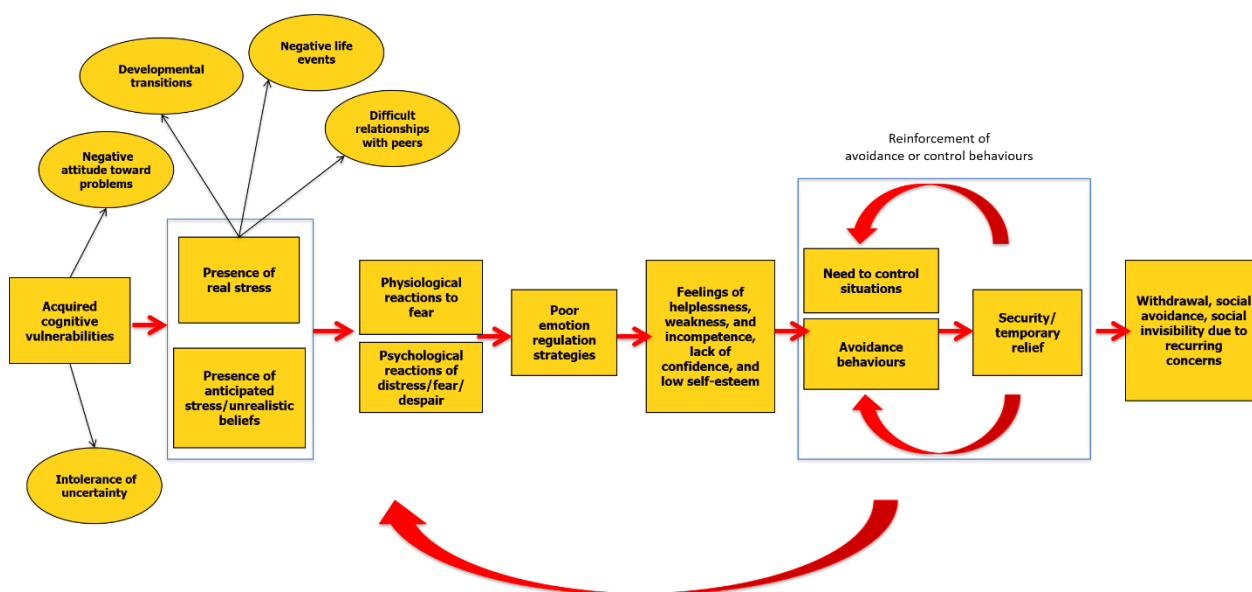
#### E. What are the foundations of the HORS-PISTE program?

**Using an ecological approach, a concept map was developed based on a literature review (Fournier and Pauzé, 2016) on risk and protective factors associated with anxiety disorders in adolescence (Pauzé, 2017).** The HORS-PISTE program was developed based on this concept map, with a view to addressing the determining factors. Although this map was designed based on literature about adolescence, it is still helpful in understanding the preventive factors that need to be addressed as early as preschool. This concept map, comprised of several figures, illustrates (see Figure 1, which shows part of the map): 1) the main categories of associated risk factors; 2) the biological, temperamental, psychological, and cognitive risk factors associated with anxiety; 3) the associated social risk factors; and 4) the associated family risk factors.



**Figure 1.** Main categories of risk factors associated with anxiety disorders in adolescence

**This literature review also provided insight into the mechanics of anxiety disorders in adolescence (see Figure 2).** The factors identified could be considered targets for prevention, early intervention, and specialized intervention programs.



**Figure 2.** Mechanics of anxiety disorders in adolescence

Based on our literature reviews, we drew up the following profile of a young person: inhibited temperament, low level of emotion regulation capacity, insecure attachment style, low self-esteem, low level of social competence, negative attitude toward problems, intolerance of uncertainty, overprotective parenting practices, and exposure to anxiety-provoking stimuli. The major precipitating factors for these disorders include negative events, environmental stress, day-to-day and relationship problems, drug use, etc.

The Centre RBC also carried out a thorough review of evidence-based stress and anxiety prevention programs in adolescence (Houle, 2017). In addition to this review, a survey of programs for primary school students was also done. This review consisted in a critical survey of the school-based anxiety disorder prevention programs currently available for secondary and primary school students; it led to various findings:

- the programs that take a cognitive-behavioural approach generally address the greatest number of risk and protective factors and are shown to be the most effective;
- few programs are multi-modal and offer activities that relate to the student, their family, and the school;
- most of the programs are offered in group settings, during class time, and almost all the programs identified incorporate breathing and relaxation techniques.

This literature review also identified the main targets of the prevention programs, based on the risk factors (see Figure 3). This review was completed with a survey of psychosocial competency development programs. These reviews served as the basis for developing the program.

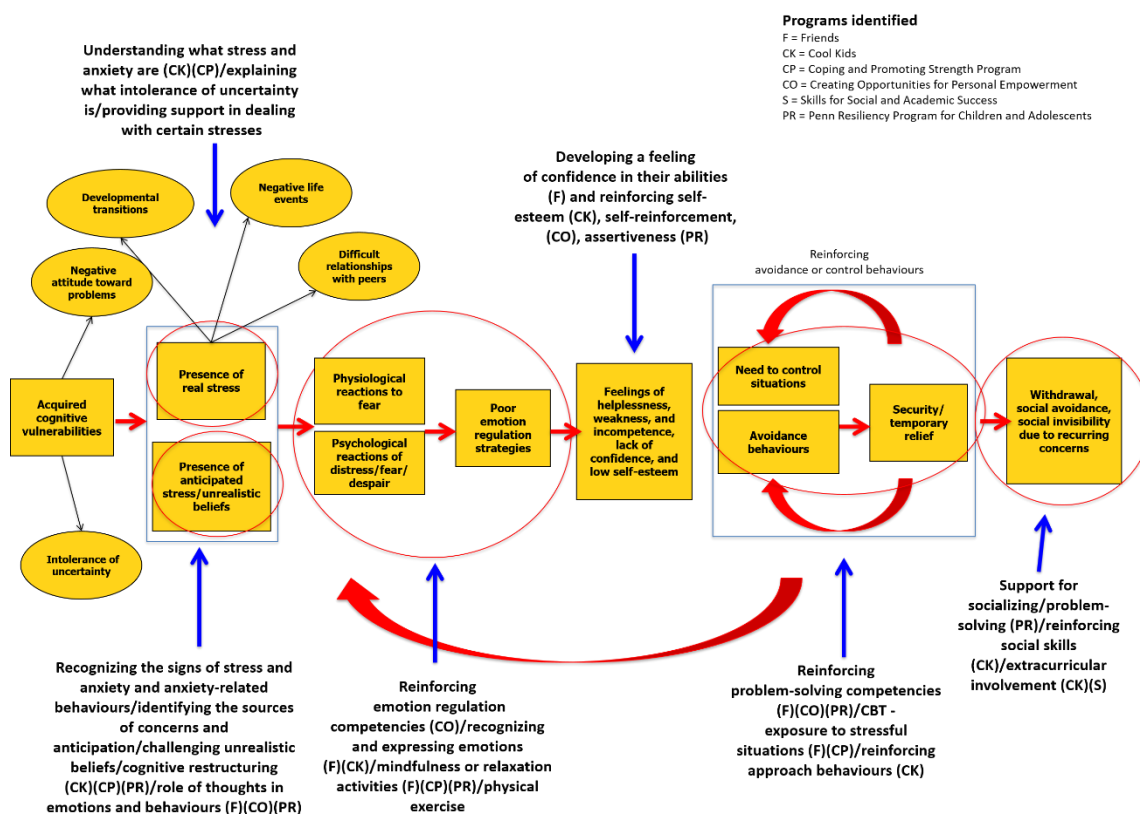


Figure 3. Main targets of the prevention programs surveyed

**The Centre RBC also drew up a portrait of the population in order to better tailor the HORS-PISTE program to the reality of Québec secondary school students.** A total of 8,690 students, from secondary 1 to 5, and from 14 secondary schools across Québec, participated in this extensive data collection exercise at two separate times, namely in winter 2018 and fall 2018. The data collection was used to draw up a portrait of secondary students in terms of their personal, family, social, and academic characteristics. It also revealed some key highlights. As such, up to 1) 45% of students report having difficulties related to hyperactivity, inattention, or emotions; 2) 29% of students say they are worried about being judged by others; 3) 26% of students say they have low self-esteem; 4) 23% of students report having symptoms related to social phobia; 5) 22% of students say they have symptoms related to generalized anxiety disorder, and 5) 38% of students say that anxiety has an impact on their school, social, daily, or family activities.

## F. What approaches is the program based on?

The HORS-PISTE program workshops are based on the cognitive-behavioural therapy (CBT) approach. This approach has been proven effective in anxiety disorders, in terms of prevention and early intervention (Turgeon and Gosselin, 2015; Werner-Seidler *et al.*, 2017). Specifically, the program is based on third-wave CBT approaches, integrating a number of mindfulness activities (among others) and encouraging students to examine the relationship between their thoughts, emotions, and behaviours. This approach is based on the interaction between these three elements. The techniques used in this approach help the students to realize that their fundamental beliefs and various cognitive processes form the basis of the automatic thoughts that then influence their emotions and actions (Beck, 2011). In concrete terms, the HORS-PISTE program workshops encourage the students to:

- realize that their thoughts are not necessarily an accurate reflection of reality. The students are encouraged to develop the habit of observing their thoughts, not immediately jumping to conclusions, and questioning their beliefs;
- de-dramatize the situation and place more emphasis on exploring their automatic thoughts and their beliefs, especially when they are wrong.

**Mindfulness is the central theme of several of the workshops.** Mindfulness is “the awareness that arises from paying attention, on purpose, in the present moment and non-judgmentally” (Kabat-Zinn, 2014). More precisely, living mindfully means being aware and fully present for the various moments of one’s life. There are many benefits to a mindfulness practice: better communication, more highly developed senses, better stress and emotional management, more conducive learning conditions, and quality relationships (Keng, Smoski and Robins, 2011).



## G. Why is it equally important to develop students’ psychosocial competencies?

The psychosocial competencies at the centre of the HORS-PISTE program are based on those proposed by Guerra and Bradshaw (2008), Mangrulkar *et al.* (2001), the World Health Organization (1997), and the MSSS’s new reference framework *ÉKIP: Health, Well-Being and Educational Success of Young People*, the successor to *Approche École en santé*. “Psychosocial competence is a person’s ability to deal effectively

with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others, their culture, and environment.” (WHO, 1997, p. 7). Fostering the development of these competencies in the students leads to the fulfilment of every child’s right to health and education so that they may achieve their full potential and participate in society (WHO, 2003).

Psychosocial competencies are recognized as determinants of health and well-being (Luis and Lamboy, 2015). Developing these competencies in the students is conducive to their overall development (e.g., increased sense of well-being, decreased substance use, decreased violent behaviour, etc.) (INPES, 2015).

In June 2020, in its Notice to the Minister of Education, the Conseil supérieur de l’éducation stressed the importance of developing these competencies in order to foster social adaptation and students’ subsequent academic success.



## H. What educational approach do the workshops take?

In terms of the development of psychosocial competencies, the HORS-PISTE program is made up of participatory workshops. The main goal of the workshops is to resonate with the students’ lived experience, and to draw links between their life experiences, strengths, knowledge, and interests, and the chosen theme and target competency. The workshops are designed to awaken the students’ existing knowledge and to supplement it, as needed, in order to encourage interaction, active participation, reflection, and action.

To implement this bottom-up, humanistic approach, you—as the workshop leader—will be asked to assume the role of an empathetic guide, showing proof of empathy, active listening, sensitivity to the students’ experiences, kindness and compassion, encouraging other students to share their experiences (IREPS, 2018; World Health Organization, 2003).

You will also need to make sure the students understand your educational intentions and the importance of each program activity, which you will explain in plain language.

## I. Why offer this program in schools?

School is one of the most pivotal settings in which young people develop their psychosocial competencies. According to the Conseil supérieur de l’éducation, “For preschool and primary school children, school is certainly a place of learning, a place to be educated; but school and its “peripheral settings” are also a veritable living environment, where they can grow, construct their identity, develop their values, and learn to live in a society” (2020, p. 30).

School is also an ecosystem conducive to the development of social identity and friendships. It has been shown that the number of friends, and where they come from, are directly influenced by the school environment in which the students are developing (Bernier *et al.*, 1998). The school setting provides opportunities for socialization, given that its compulsory nature requires students to socialize with others on a daily basis (Bernier *et al.*, 1998). This underscores the importance of teaching young people how to form social relationships, which are both inevitable and critical to their well-being at school.

## HORS-PISTE – EXPLORATION PROGRAM, Secondary cycle 1

**As you know, adolescence comes with a number of developmental challenges.** Adolescents go through a number of physical, psychological, family, and social changes. This stage of life is characterized by a succession of changes that can spark concerns, stress, and anxiety for both adolescents and their parents. For all these reasons, adolescence is an opportune and crucial time to learn how to deal with uncertainty, especially since it corresponds to the time when anxiety disorders begin to develop (Claes, 2005).

### J. What are the objectives of the HORS-PISTE program?

The general program objective is to lessen the risk factors related to anxiety and to strengthen the protective factors through the promotion of mental health and the development of psychosocial competencies. More specifically, the short-term objective of the HORS-PISTE program is to develop and promote the following psychosocial competencies, which are determinants of health and well-being.

1. Adaptation and stress management
2. Self-knowledge and self-acceptance
3. Emotional regulation
4. Assertiveness
5. Communication
6. Problem-solving
7. Empathizing
8. Adoption of prosocial behaviour
9. Critical thinking



By fostering the development and promotion of these competencies, the HORS-PISTE program aims, in the medium term, to elicit effects, including preventing:

- symptoms related to anxiety disorders (fear of being judged by others, perfectionism, negative thoughts and feelings, intolerance of uncertainty);
- other problems related to anxiety (internet addiction, difficulties related to emotional symptoms, difficulties related to behavioural disorders, difficulties related to hyperactivity and inattention, mood disorders, difficulties related to problems with peers, impact of anxiety on school, social, daily, or family activities).

### K. What support is offered to the program facilitators?

An HORS-PISTE website was created for quick and easy access to all the program materials (<https://sante-mentale-jeunesse.usherbrooke.ca/hors-piste/>). Among other things, you'll find workshops to be given in class, PowerPoint presentations for each workshop (for use as visual aids), printable worksheets, emails to send to parents and teachers, summary sheets for each workshop, information sheets on stress and anxiety for parents and teachers, etc.

You will also receive a half-day of basic training, in person, before the start of the workshops. The training



consists of a detailed presentation of the HORS-PISTE program, and will also prepare you to lead the workshops by explaining the position and tone you should adopt during your presentations. It will also provide you with more information about mindfulness. Depending on your needs, you will also be able to consult a series of webinars along the way. Moreover, throughout the HORS-PISTE program, the implementation support team at the CISSS de la Montérégie-Centre will be available for one-on-one consultations, as needed.

## L. What does the program consist of?

The HORS-PISTE – Exploration program, Secondary cycle 1, consists of 10 workshops, usually given over two school years, starting in secondary cycle 1. All the workshops are designed to be given during a 40-to-60-minute class period (depending on the time available at each school).

Each workshop addresses a main theme, which usually relates to a challenge or an issue encountered during adolescence, and which is tied into one or more specific competencies to be developed. Here are the workshop topics:



### Workshops 1-5

1. Coping with my stress
2. Dealing with my anxiety
3. Learning to manage my emotions and ask for help
4. Coping with comparisons by looking inward
5. Dealing with peer pressure by learning to assert myself

### Workshops 6-10

6. Building my self-esteem by figuring out who I am
7. Fighting judgment with tolerance and compassion
8. Preventing conflict by communicating clearly
9. Maintaining healthy friendships through prosocial behaviour
10. Using social media wisely thanks to my critical thinking skills



## M. How is each workshop structured?

All of the workshops are structured in the same way and include:

- a summary table of the targeted competencies (ÉKIP, WHO), cross-curricular competencies (QEP), and overall objectives of the workshop;
- a section indicating the total duration of the workshop and a section on the material and preparation.

The next section marks the beginning of the workshop with the presentation of the first activity. The estimated presentation time (in minutes) is indicated for each workshop activity. You can take more or less time, depending on how your presentation is going and how much time you have available.

Generally, the first workshop activity is a warm-up (icebreaker). The topic is often introduced in a funny way, in an attempt to break through the taboos and engage the students.

The goal of the second activity is generally to establish links between the first activity and more theoretical knowledge, which the students need to acquire. In some places, the theoretical concepts are accompanied by bubbles in the margins labelled “Digging deeper.” This is extra information to help you better understand the theory or to explore the concepts in more detail with certain groups of students, when you feel this is appropriate.

After that, you’ll find the central workshop activity, which is often highly participatory, allowing students to put the theory into practice. This is when you will encourage the students to make connections between the theory, the targeted competencies, and their own lives. This is a pivotal step. Making connections with their own experiences allows the students to solidify the theory and fully master the targeted competency. The activities in this section are varied: role playing, scenarios, group discussions and debates, videos, etc.

This is followed by an empowerment activity, where you ask students to identify strategies for dealing with the topic at hand. A list of strategies is generally provided to supplement the students’ strategies.

Finally, the workshop ends with the “HORS-PISTE challenge.” This is when you ask the students to think about a real-life situation related to the workshop topic and to come up with strategies for dealing with it.

Since September 2021, videos starring our two main characters, Sacha and Nadège, have been incorporated into the HORS-PISTE workshops. The purpose of these videos is to introduce the workshop theme in a fun way that captures the students’ attention and piques their interest by portraying a common issue during adolescence. They are also meant to help the facilitators understand and present the material by summarizing the theoretical information. The HORS-PISTE challenges are also presented to the students in the videos.

Mindfulness, as mentioned earlier, is introduced in a cross-curricular manner in all the workshops, without necessarily being the subject of a formal activity. Depending on how each workshop unfolds, the principles of mindfulness are sometimes used to get students to take a step back, breathe, and consider their experience from the perspective of the activity in progress (especially in workshops 1-5), and sometimes to engage in a more concrete meditation exercise (especially in workshops 6-10).



## 0. What role do teachers play in implementing the program?

Teachers play a key role in the development of students’ academic competencies, but also in their psychosocial competencies. The quality of their relationship with the students, and their teaching, evaluation, and classroom management practices have a significant impact on the students’ well-being (Conseil supérieur de l’éducation, 2020).

Teachers can play two crucial roles in delivering the program. Some will be actively involved in presenting

the workshops in class. The existing relationship between the teacher and their students will encourage the latter to actively participate in the workshops. Giving the workshops also helps the teachers to improve their knowledge of the content, to learn new strategies for helping students, and to reinvest the knowledge by reusing the content and strategies covered in various day-to-day activities. Other teachers can also play a role in reinvesting and generalizing the knowledge by reading the workshop content (e.g., the summary sheets) and sharing what they learned with their students.

## **P. What role do parents play in implementing the program?**

In its June 2020 Notice to the Minister of Education, the Conseil supérieur de l'éducation stressed the importance of working with parents to develop students' psychosocial competencies, including stress and anxiety management. It reiterated that "parents are the most important adults in a child's life and the primary stewards of their development" (p. 33) and that cooperation between parents and the school should be of primary importance.

At the very beginning and very end of the program, an information email will be sent to the parents of the students participating in the program, outlining the program objectives and workshops (topics covered and competencies to be developed). Parents will also have access to certain sections of the website if they would like to find out more about what their children are learning and be able to reinvest the knowledge.




# 1. TOO MUCH IS JUST AS BAD AS NOT ENOUGH! WHEN STRESS PLAYS TRICKS ON ME...

## Coping with my stress

Targeted competency(ies) (ÉKIP, WHO)	ADAPTATION AND STRESS MANAGEMENT
Cross-curricular competencies (QEP)	ACHIEVING THEIR POTENTIAL
General workshop objectives	<p>AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>• identify the signs of a stressful situation</li> <li>• understand how stress affects them</li> <li>• learn new stress management strategies</li> </ul>

### Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT facilitate activities marked with the  icon

### Materials and preparation

Print the *Stressful or not?* worksheet (1 per student)

Cut up small pieces of paper (1 per student) and place them in a container

\* Reuse the same pieces of paper for activity F

## A. Ready, set... improv! (15 minutes)

1. Announce that the workshop will start with a warm-up exercise: an improvisation.
  - Show the students the container and explain that it contains small slips of paper with each of their names written on them.
  - Tell the students that you will pick five names at random.
  - The people chosen will have to do a two-minute improv in front of the class on the challenges related to moving from elementary school to secondary school.
2. Before drawing the names, ask the students to close their eyes and take some time to reflect on (Forsyth and Eifert, 2007):
  - Their physical sensations: racing heart, sweaty palms, the shakes, irregular breathing, butterflies in their stomach, flushed cheeks, sweating, hot flashes, etc.
  - Their emotions: anxiety, fear, shyness, anger, excitement, happiness, anticipation, enjoyment, etc.
  - Their thoughts: “Oh, no, I’ll never be able to do this!,” “Awesome! I love improv!,” etc.
3. Ask them to open their eyes again and pretend to start drawing names, to create some suspense... Then—SURPRISE!—tell them it was just a joke and they won’t be doing improv.
4. Ask the students to again focus on their physical sensations, emotions, and thoughts.
5. Then ask for volunteers to share their reactions to the fake improv activity with the rest of the class. Lead a discussion by asking the following questions:
  - How did you feel when I said we’d be doing an improv activity? (Prompt the students to name their physical sensations, emotions, and thoughts).
  - Why do you think everyone had different sensations, emotions, and thoughts?
  - What is the point of these reactions? What message do they send you?
6. Explain that all the reactions listed in the previous step (sensations, emotions, thoughts) are **signs of stress**. Ask the students:
  - Why is it important to recognize your signs of stress? How can recognizing them help you in your life?



Finish by explaining that the more aware we are of **our signs of stress**, the easier we can **identify** stressful situations and find strategies to **accept and cope with the stress**. But the less sensitive we are to these signs, the more stress is likely to build up (Ciarrochi, Hayes and Bailey, 2014).

## B. Video: Nadège and stress – Part 1

### C. Stress... Good or bad? (10 minutes)

1. Referring to the video, remind the students that stress is a **normal alarm reaction to a real, concrete situation**. It allows us to react appropriately when faced with danger.



Echo what Nadège said: If you come face to face with a bear, stress is justified, useful, and essential to your survival. *“It gets you moving so you can protect yourself. If you don’t feel stress and you simply continue on your way without worrying about the bear, then you’ll be in danger.”*

2. Reinvest the following theoretical elements to encourage a discussion with the students:



**No stress or too little stress** can cause you to under-react, let down your guard, or not notice something dangerous about a specific situation. Can you think of an example where a lack of stress led to negative consequences (e.g., not studying hard enough for a test)?

On the other hand, when you’re faced with **excessive stress**, such as **cumulative stress** (e.g., a move on top of your parents’ divorcing in the middle of your final exams), **prolonged stress** (e.g., family arguments that drag on for long periods of time), or **too much stress** (e.g., a situation of abuse or bullying), it can affect your inner balance. Can you think of examples where you were under too much stress?

A **good level of stress (just enough, not too much, not too little)** can motivate you and even help you do better. Can you think of times when stress was helpful to you (e.g., before a test, helping you to stay focused on studying; before a competition, giving you the energy to train or the adrenaline to perform, etc.)?

3. Come back to Nadège’s stressful situation related to her math test. How stressed do you think Nadège felt about her math test? (not enough, too much, or just enough?)
4. Wrap up the discussion by briefly introducing the inverted stress curve (Palazollo and Arnaud, 2013), which underlines the title of the workshop: Too much (*stress*) is just as bad as not enough (*stress*): it throws off our inner balance and sense of well-being. But an optimal amount of stress is both necessary and good for us.



## D. Body break (5 minutes)

1. Explain that after exercising their brain cells, they need a break to move around and take a few deep breaths. The students can do the exercises sitting or standing. The movements are done in time with their inhales and exhales, and each movement is repeated for about 1-2 minutes.



Moving and stretching while focusing on your breathing can help you relax, calm down, and manage your stress better. Use this strategy whenever you feel the need. You can do it anywhere, discreetly, even during a test.

- Torso curves: seated or standing. Back straight. Inhale, expanding your chest, and exhale, rounding your back.
- Shoulder shrugs: seated. Back straight and arms at your side. Inhale, slowly raising your shoulders toward your ears; exhale, releasing your shoulders quickly.
- Head movements: seated. Tilt your head toward your shoulder, like you were trying to touch the ceiling with your ear. Repeat three times on each side. Then move your head slowly in half-circles from shoulder to shoulder.

## E. Our brain plays tricks on us (10 minutes)

1. Explain to the students that even though it's "normal" to feel stressed, sometimes our brain plays tricks on us—like reacting to certain stressful situations as though we were face to face with a bear instead of the tiny ant that's actually in front of us. And that's a huge waste of energy!
2. Hand out the *Stressful or not?* worksheet, and ask the students to rate each of the following situations based on this question:

"Would you compare this situation to an ant (a mostly stress-free situation), a mouse (a pretty stressful situation), or a bear (a very stressful situation)?"

Encourage them to write their answers on the worksheet.



- A final math exam
- An argument with a teacher
- A breakup
- Drawing a blank during an oral presentation
- Hanging out with your new group of friends for the first time
- An argument with your best friend
- Your first day at a new high school
- Being late for class
- Not being able to find your friends in the cafeteria


3. Lead a discussion with the whole group. Which answer did you circle most often: bear, mouse, or ant? Or was it mostly even, depending on the situation? What does this tell you about yourself? Ask for volunteers to share their answers.



The idea is to make the students aware that they sometimes need to put their stress into perspective. If you tend to react to most stressful situations like you're standing in front of a bear, then your emotional response is out of proportion to what's actually going on. This can be exhausting in the long run, and really take a toll on you.

On the other hand, if you mostly react like you've just seen a tiny ant, your emotional response is also out of proportion. You may be detached or apathetic, or even tend to put yourself in dangerous situations.

The math test, as experienced by Nadège in the video, is a good example of a "mouse" situation. It should cause enough stress to get you moving (into the performance zone), without causing you to freeze.

4.  Conclude by asking the students about times when they had a "bear" reaction when the situation actually called for an "ant" or a "mouse" reaction instead.

## F. Your turn (15 minutes)

1. Give each student a slip of paper. Ask them to write down a situation they find stressful. Reassure them that they don't need to write their names; the exercise is anonymous.
2. Collect the papers and put them in a container. Mix them up, then pick a dozen or so and read them aloud. For schools that only have 40 minutes, cut the number of situations in half.
3. For each situation, ask the students if they know any strategies for dealing with the stressful situation while still taking care of themselves.
4. As needed, complete the strategies proposed by the students with the following list (Lupien, 2019; Marchand *et al.*, 2018):
  - do something
  - exercise
  - listen to music that calms me down
  - talk to someone about my stress, get help
  - meditate or do relaxation exercises
  - have fun with my friends
  - watch a TV show I like
  - draw, paint, sculpt, create something
  - take a walk, get outside
  - practise breathing techniques: see apps
  - do a mindfulness exercise
  - take a step back, put things in perspective
  - practise positive self-talk, be kind and compassionate with yourself







## **G. Video: Nadège and stress – Part 2 and REMINDER: HORS-PISTE challenge**

This week, encourage students to pay attention to their signs of stress (physical sensations, emotions, and thoughts). If they find themselves in a stressful situation over the next few days, tell them to pick one or two strategies for dealing with their stress.

**Printable worksheet**  
*Stressful or not?*

A final math exam



An argument with a teacher



A breakup



Drawing a blank during an oral presentation



Hanging out with your new group of friends for the first time



An argument with your best friend



Your first day at a new high school



Being late for class



Not being able to find your friends in the cafeteria



**Printable worksheet**  
*Stressful or not?*

A final math exam



An argument with a teacher



A breakup



Drawing a blank during an oral presentation



Hanging out with your new group of friends for the first time



An argument with your best friend



Your first day at a new high school



Being late for class



Not being able to find your friends in the cafeteria



# HORS PISTE

# TOO MUCH IS JUST AS BAD AS NOT ENOUGH! WHEN STRESS PLAYS TRICKS ON ME...

## Workshop 1

### REMINDER!

Be aware to your signs of stress to identify stressful situations and find strategies to accept and cope with the stress.

Stress is a **NORMAL** alarm reaction to a real, concrete situation. It allows us to react appropriately when faced with danger.

Sometimes our **brain plays tricks on us**. **TAKE CONTROL!** If you react the same way in front of a tiny ant as you would do in front of a bear, that's a huge waste of energy!

**Save your energy by putting your stress into perspective!**

### Stress... Good or bad?



### Body break

Moving and stretching while focusing on your breathing can help you relax, calm down, and manage your stress better.

### Your turn!

Use these strategies



- Do something
- Listen to music
- Exercise
- Talk to someone about your stress
- Meditate or do relaxation exercises
- Have fun with your friends

- Watch a TV show you like
- Draw, paint, sculpt, create something
- Take a walk, get outside
- Breathe
- Do a mindfulness exercise
- Etc.

### HORS-PISTE CHALLENGE

Pay attention to your signs of stress over the next few days and pick one or two strategies for dealing with your stress.




## 2. THE FEAR OF FEAR ITSELF... WHEN ANXIETY TAKES OVER! Dealing with my anxiety

<b>Targeted competency(ies) (ÉKIP, WHO)</b>	ADAPTATION AND STRESS MANAGEMENT
<b>Cross-curricular competencies (QEP)</b>	ACHIEVING THEIR POTENTIAL COOPERATION
<b>General workshop objectives</b>	<p>AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>• distinguish between stress and anxiety</li> <li>• recognize when they are feeling anxious</li> <li>• understand the concepts of comfort zone, avoidance, and exposure</li> <li>• identify their trigger situations</li> <li>• use new strategies to prevent or relieve anxiety</li> </ul>


### Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT do the activities marked with the  icon

### Materials and preparation

Print the following sheets

- *Sacha's case* (1x per student)
- *My intolerance level* (1x per student) 
- *Breathing exercise* (1 copy for yourself)

Materials required

- *Chalkboard and chalk or interactive digital board (IDB)*



## A. Stress... anxiety... What's the difference? (10 minutes)

1. Tell the students they will be playing a quiz game about stress and anxiety. Explain that for each question asked, they will have to answer either TRUE (open hand raised) or FALSE (fist raised).
2. Start the game with the following questions. After each question, give the correct answer based on the explanations provided (Lupien, 2019; Marchand, Letart & Seidah, 2018; Shih & Lin, 2017; Strack *et al.*, 2017; Yerkes & Dodson, 1908).

### QUIZ: TRUE OR FALSE

- **Stress is always negative.**

**False.** Stress gives your body the energy it needs to deal with the perceived threat. In controlled amounts, stress boosts performance.

- **There's no difference between stress and anxiety.**

**False.** Stress is an alarm reaction to a real, concrete situation, like when you come face-to-face with a bear while walking through the forest. Anxiety is when you worry about a situation that hasn't necessarily happened yet. Just thinking about what might happen causes your body to send signals of stress and anxiety.

- **Anxiety is the fear of fear itself.**

**True.** Anxiety is the tendency to imagine worst-case scenarios and to worry about things that haven't happened yet. For example, if you stop taking walks in the forest because you're afraid you might get eaten by a bear, that's anxiety.

- **Anxiety is normal.**

**True.** Everyone experiences anxiety at one time or another; it's completely normal. It becomes a problem if it prevents you from functioning properly, causes you to avoid certain situations, or makes you feel upset or uncomfortable.

- **If you have anxiety now, you'll have it for the rest of your life.**

**False.** You can learn to overcome anxiety. The more tools you have to cope with anxiety, the more likely you are to avoid suffering from it over the long term.

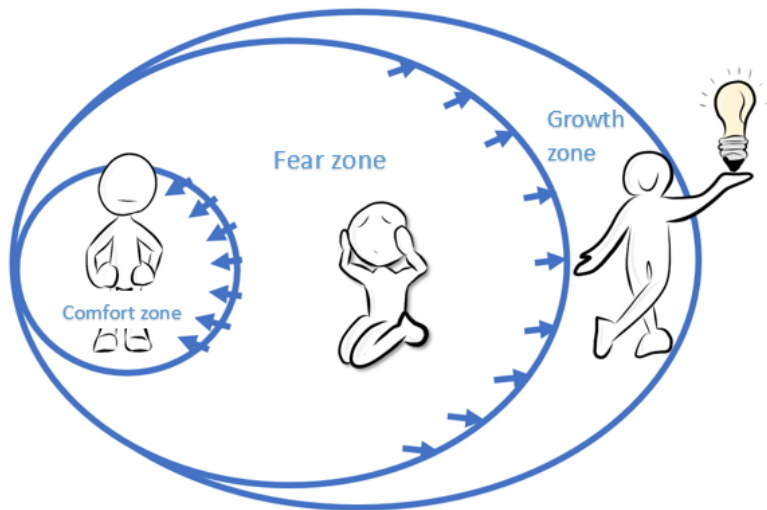
## B. Video: Sacha and anxiety - Part 1

## C. My comfort zone (25 minutes)

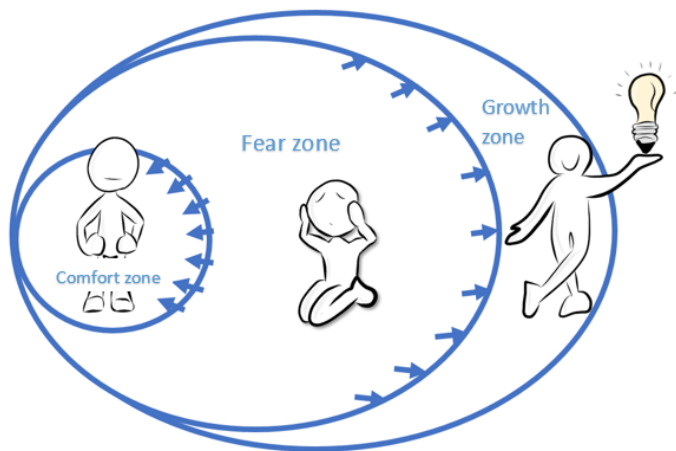
1. After watching the video, mention that Sacha seems to be feeling anxious about his soccer game. But that he's also anxious about other things these days...

2. Move the desks to make a big, open space in the middle of the classroom.
3. Ask for a volunteer to stand in the middle of the classroom and all the other students to stand in a circle around them.
4. Explain that the student volunteer is Sacha, then read the description at the top of the *Sacha's case* worksheet.
5. Explain the concept of the comfort zone:

"Your comfort zone is that place where you feel good in life; it's your familiar territory. It's the relationships, events, and environments where you know how to react, where you don't ask too many questions. Basically, you're comfortable. Or at least you think so (White, 2009)." Show the students the following image in the PowerPoint presentation. Explain that the students standing around the volunteer represent Sacha's comfort zone.

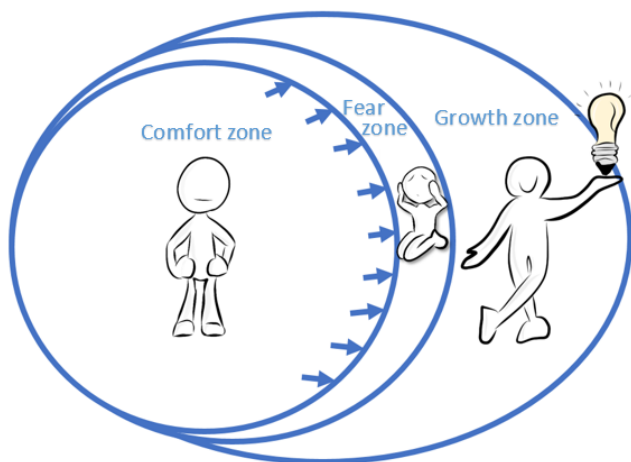


6. Read the first part of the scenario and ask the students to all take a big step toward Sacha, shrinking the circle.
7. Read the second part of the scenario and ask the students to all take another big step toward Sacha, shrinking the circle even more.
8. Read the third and final part of the scenario and ask the students to all take another step toward Sacha, so that now they're standing right next to him.
9. Using the image in the PowerPoint presentation, explain that anxiety can happen when you think about situations that are outside of your comfort zone.



You would have to enter the fear zone. You don't know how to react, you're afraid of the unknown, and you don't feel well. You're tempted to avoid these situations and retreat back into the cozy familiarity of your comfort zone, like Sacha did in the scenario. This is called **avoidance**. Avoidance feels good in the short term because it instantly lowers your anxiety levels. The problem is, the more you avoid a situation, the more frightening it becomes. Your comfort zone shrinks and you start to feel trapped inside it, or you begin to feel more uncomfortable each time you step outside it.

10. Suggest that the students act out Sacha's scenario again, this time changing how he reacts to anxiety-provoking situations. Read the first part of scenario 2 and ask the students to all take a big step away from Sacha, widening the circle.
11. Read the second part of the scenario and ask the students to all take another big step away from Sacha, widening the circle even more.
12. Read the third and final part of the scenario and ask the students to all take another step away from Sacha, making the circle as wide as possible.
13. Using the image in the PowerPoint presentation, explain that the more you face your fears, the less scary they become, and they might even disappear. This is called **exposure**. Exposure can be very uncomfortable in the short term because facing the scary situation will cause your anxiety level to rise. Remember that anxiety isn't dangerous; it's temporary and it eventually goes away.





14. The more you expose yourself to a situation, the less anxious you'll feel about it. You'll feel more comfortable, more confident, and freer—just like Sacha, whose comfort zone is becoming less cramped. Stepping outside of your comfort zone is also a great learning opportunity. You can then discover your growth zone (Forsyth & Eifert, 2007; Gosselin *et al.*, 2019; Harvey & Ilic, 2014).

## D. Intolerances that distort reality (15 minutes)

1. Ask the students why they think the same situation can be very stressful for one person, whereas for someone else, it won't be at all.
2. Complete their answers by explaining that we all have different tolerance levels depending on the type of situation... like being “allergic” to some situations but not others!
  - For example, Naomi is “intolerant” of situations where she feels judged. When she bumps into friends who are laughing together, she immediately thinks they're laughing at her. Youssef, who is not at all “allergic” to being judged by others, bumps into the same group of friends laughing and thinks he'd like to hear their joke, which seems hilarious.
3. Explain that these intolerances are like glasses that sometimes distort reality. When you're aware of them, you can make an effort to remove these distorting glasses and look at the situation differently.
4. Using the titles, definitions, and images in the PowerPoint presentation, briefly explain the five main types of intolerance.

**Title.** Intolerance to uncertainty: I worry about everything!

**Definition.** This is an intolerance of potential danger, change, and anything new.



**Title.** Perfectionism: I'm not satisfied unless it's perfect.

**Definition.** This is an intolerance of the risk of error, a tendency to criticize your own achievements, and an intolerance of things not being perfect



**Title.** Excessive responsibility: I feel guilty all the time.

**Definition.** This is an intolerance of consequences that might happen to or affect others; you think it's your fault because you didn't do anything to prevent them.



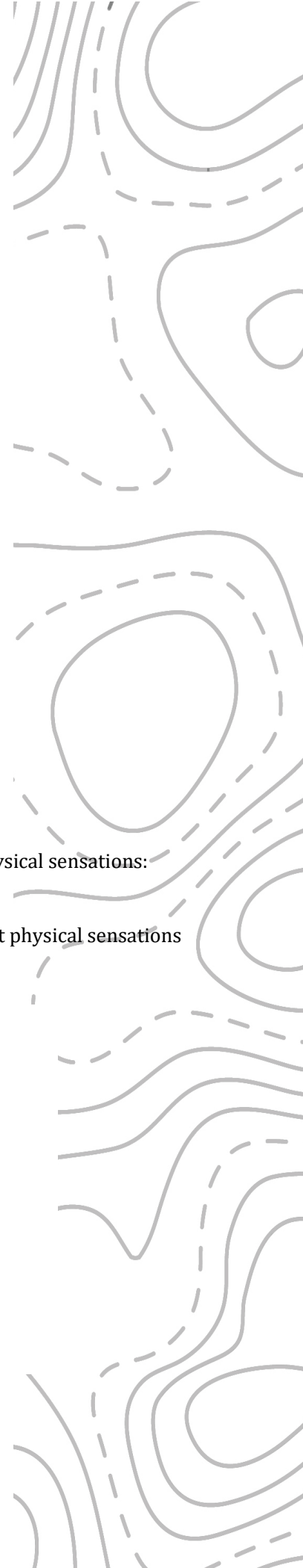
**Title.** Fear of others' judgment: I know they're judging me.


**Definition.** This is an intolerance of the possible judgment and criticism of others, mockery and being laughed at.



**Title.** Intolerance of negative emotions and unpleasant physical sensations: something's wrong with my body!

**Definition.** This is the tendency to worry excessively about physical sensations and symptoms caused by anxiety.



- 
5. Hand out the *My intolerance level* worksheet and ask the students to rate how much each type of intolerance sounds like them, on a scale of 1 to 10.
  6. Once they have completed the worksheet, you can ask for a few volunteers to share their answers.
  7. Conclude by saying that this exercise illustrates how they can be more sensitive to **and tend to avoid** certain types of situations. By being aware of this, they can pay closer attention to this type of intolerance in their daily lives and try to adopt strategies for dealing with it instead of avoiding it.

## E. Strategies for dealing with my anxiety (15 minutes)

1. Remind the students about Sacha's experience in the video (soccer game). Ask them what advice they would give Sacha to lessen his anxiety or help him cope with it better.
2. Conclude with the following strategies listed in the PowerPoint presentation (Centre RBC d'expertise universitaire en santé mentale and its partners (2019)):
  - adopting healthy lifestyle habits (enough sleep, exercise, balanced diet, time for fun and relaxation, etc.);
  - recognizing their physical sensations and the first signs of anxiety;
  - replacing their unhelpful thoughts with helpful thoughts, learning to see things differently;

- using strategies to deal with their emotions;
  - confronting anxiety-provoking situations instead of avoiding them, being willing to step outside of their comfort zone;
  - using concrete methods to calm themselves down when faced with a stressful or anxiety-provoking situation (seen in the last workshop):
    - exercising
    - talking to someone about their stress
    - having fun with their friends
    - drawing, painting, sculpting, creating something
    - maintaining healthy friendships
    - doing a mindfulness exercise
3. Suggest that students try a short breathing exercise. Use the *Breathing exercise* printable worksheet.



## **F. Video: Sacha and anxiety - Part 2 and REMINDER: HORS-PISTE challenge (5 minutes)**

This week, ask the students to pay attention to how they react in stressful situations in their daily lives (with peers, at school, in sports and extracurricular activities, at home). Ask them to try to apply at least two strategies for dealing with their anxiety.



**Description.** Sacha and his family recently moved to a new city, which has created a lot of anxiety for him. Sacha often worries about what the other students at his new school think about him. He hates being in situations where he might be laughed at and does everything possible not to attract attention.

### SCENARIO 1

**Part 1.** In school today, Sacha's teacher asks all the students to tell the class what they did on their summer vacation. Sacha's heart starts racing and his palms get sweaty: "Oh no, please, anything but that! I don't know what to say... the others will laugh at me." Sacha tells the teacher he's feeling sick. He goes to the office and calls his mom to pick him up.

**Part 2.** This morning, Karim invited all his classmates to a party at his house that same night. Sacha immediately decides he's not going, because he's worried about who he'll hang around with and that he won't know what to say or do. He's made up his mind: He's staying home.

**Part 3.** At lunch today, Sacha goes to the cafeteria but doesn't see his new friend, Nolan. Sacha doesn't know where to sit and doesn't want to ask someone else because he's worried about being rejected. He hides out in the library for the entire lunch break.

### SCENARIO 2

**Part 1.** In school today, Sacha's teacher asks all the students to tell the class what they did on their summer vacation. Sacha's heart starts racing and his palms get sweaty: "Oh no, please, anything but that! I don't know what to say... the others will laugh at me." Sacha tries to take a few deep breaths and calm down. He tells himself that the worst that can happen is he might trip over his words. When it's his turn, Sacha gathers his courage and tells his classmates about how his family moved this summer. The other students ask questions and take an interest in his story. Sacha feels much better.

**Part 2.** This morning, Karim invited all his classmates to a party at his house that same night. Sacha doesn't want to go because he's worried about who he'll hang around with and that he won't know what to say or do. To face his fears, Sacha decides to ask his new friend Nolan to go with him. His initial nervousness quickly gives way to laughter when Karim's mother drops the cake on the floor.

**Part 3.** At lunch today, Sacha goes to the cafeteria but doesn't see his friend, Nolan. Sacha doesn't know where to sit and doesn't want to ask someone else because he's worried about being rejected. But Sacha gathers up his courage and sits down at one of the tables. Alix quickly sits beside him, and they spend their lunch break getting to know each other better.

Here are the five main types of intolerance. For each type of intolerance, try to identify how much it sounds like you.

Intolerance to uncertainty: I worry about everything

It doesn't sound like me at all			It sounds a bit like me				It really sounds like me		
1	2	3	4	5	6	7	8	9	10

Perfectionism: I'm not satisfied unless it's perfect.

It doesn't sound like me at all			It sounds a bit like me				It really sounds like me		
1	2	3	4	5	6	7	8	9	10

Excessive responsibility: I feel guilty all the time

It doesn't sound like me at all			It sounds a bit like me				It really sounds like me		
1	2	3	4	5	6	7	8	9	10

Fear of others' judgment: I know they're judging me.

It doesn't sound like me at all			It sounds a bit like me				It really sounds like me		
1	2	3	4	5	6	7	8	9	10

Intolerance of negative emotions and unpleasant physical sensations: something's wrong with my body!

It doesn't sound like me at all			It sounds a bit like me				It really sounds like me		
1	2	3	4	5	6	7	8	9	10



## Printable worksheet *Breathing exercise*

Sit in a comfortable position.

Now focus your attention on your breathing.

PAUSE

Breathe normally, without forcing or trying to change anything about your breathing.

Pay attention to the movement created by the air entering and leaving your body.

Notice your stomach and chest rising when you inhale.

PAUSE

Now shift your attention to your stomach and chest falling as you exhale.

Pay attention as you inhale and exhale a few times.

PAUSE

If you feel comfortable, you can try inhaling and exhaling for one or two seconds longer, to try to take deeper breaths and increase your sense of calm.

PAUSE

Now go back to your normal way of breathing.

Take as much time as you need to inhale and exhale, without any extra effort.

If your thoughts wander, simply refocus them on your next inhale.

Take the time to take two or three more deep, calming breaths.

PAUSE

Now open your eyes and reconnect with your surroundings.

If you feel calm, try to hold onto the feeling for as long as possible, focusing on your breath as needed.





**Description.** Sacha and his family recently moved to a new city, which has created a lot of anxiety for him. Sacha often worries about what the other students at his new school think about him. He hates being in situations where he might be laughed at and does everything possible not to attract attention.

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**Part 3.** At lunch today, Sacha goes to the cafeteria but doesn’t see his new friend, Nolan. Sacha doesn’t know where to sit and doesn’t want to ask someone else because he’s worried about being rejected. He hides out in the library for the entire lunch break.

### SCENARIO 2

**Part 1.** In school today, Sacha’s teacher asks all the students to tell the class what they did on their summer vacation. Sacha’s heart starts racing and his palms get sweaty: “Oh no, please, anything but that! I don’t know what to say... the others will laugh at me.” Sacha tries to take a few deep breaths and calm down. He tells himself that the worst that can happen is he might trip over his words. When it’s his turn, Sacha gathers his courage and tells his classmates about how his family moved this summer. The other students ask questions and take an interest in his story. Sacha feels much better.

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If your thoughts wander, simply refocus them on your next inhale.

Take the time to take two or three more deep, calming breaths.

PAUSE

Now open your eyes and reconnect with your surroundings.

If you feel calm, try to hold onto the feeling for as long as possible, focusing on your breath as needed.

# The fear of fear itself... When anxiety takes over!

## Workshop 2

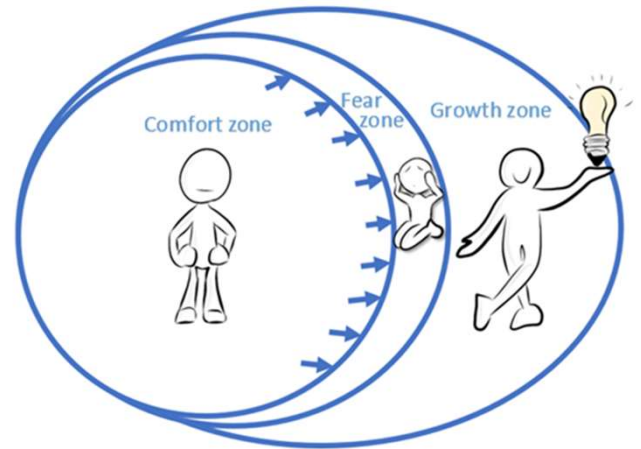
Expose yourself to widen your comfort zone!

### REMINDER!

Anxiety isn't dangerous.  
It is temporary.  
It eventually goes away!

### Anxiety is the fear of fear itself:

Anxiety is the tendency to imagine worst-case scenarios and to worry about things that haven't happened yet.



### Your turn!

Use these strategies

- Adopt healthy lifestyle habits
- Recognize your physical sensations and the first signs of anxiety
- Replace your unhelpful thoughts with helpful thoughts
- Learn to see things differently;
- Use strategies to deal with your emotions
- Confront anxiety-provoking situations instead of avoiding them
- Be willing to step outside of your comfort zone
- Maintain quality relationships

### REMINDER!

The more you expose yourself to a situation, the more you'll feel comfortable, confident and free. Your comfort zone will become less cramped.



I use strategies to calm down :

Arts Exercise  
Friends Laughs  
Mindfulness

### HORS-PISTE CHALLENGE

This week, I pay attention to how I react in stressful situations. I apply at least two strategies for dealing with these situations.



### 3. JOURNEY TO THE CENTRE OF YOUR UNIVERSE...

Learning to manage my emotions and ask for help



Targeted competency(ies) (ÉKIP, WHO)	MANAGING THEIR EMOTIONS KNOWING HOW TO ASK FOR HELP
Cross-curricular competencies (QEP)	ACHIEVING THEIR POTENTIAL COOPERATION PROBLEM-SOLVING
General workshop objectives	AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO <ul style="list-style-type: none"> <li>• identify their emotions and differentiate between them</li> <li>• understand the importance of emotions</li> <li>• use new strategies to control and manage their emotions</li> <li>• recognize situations in which they need help and the factors that influence their decision to ask for help</li> <li>• understand the importance of asking for help when needed</li> </ul>

#### Total duration

60-MINUTE version, follow all steps

40-MINUTE version, DO NOT do the activities marked with the icon



#### Materials and preparation

Print the *Explore your inner forest* worksheet (1 x student)

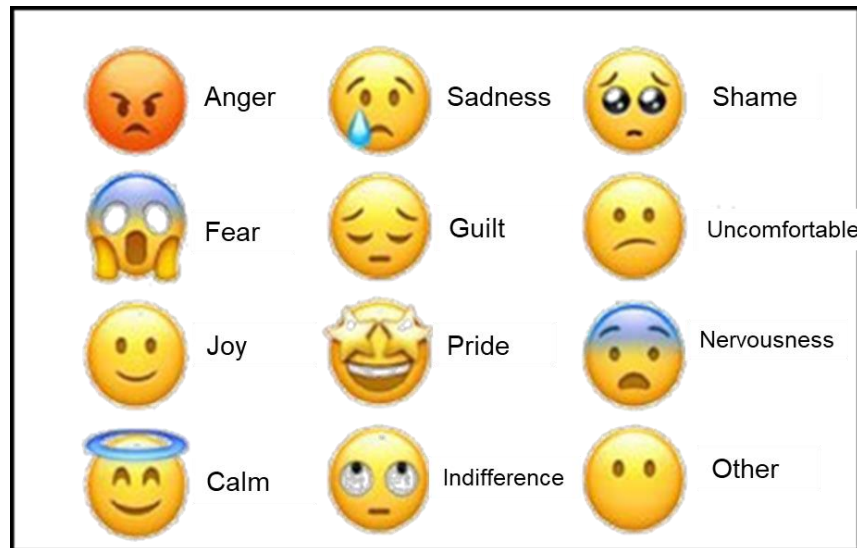
Material required

- Three large poster boards\*
- Permanent marker (e.g., Sharpie)
- Three packs of sticky notes (e.g., Post-it Notes)
- Stopwatch
- Chalkboard and chalk or interactive digital board (IDB)

\*The posters used for activity C. *Two heads are better than one!* can be reused with all future workshop groups.

## A. Explore your inner forest! (10 minutes)

1. Give all students a copy of the *Explore your inner forest* worksheet.
2. Show the students a series of eight assorted photos in PowerPoint.
3. After each photo:
  - ask the students to close their eyes, take a deep breath, and notice which emotions this photo made them feel;
  - ask them to circle the emoji that best corresponds to the emotion they felt (in the space provided on the worksheet);
  - ask them to share their feelings (if they wish).



4. Conclude the warm-up by asking the students:

- Why is it important for you to be able to identify your emotions?



Point out that the better we are at identifying our emotions, the better able we are to control and manage them (Ciarrochi *et al.*, 2014; Silk, Steinberg, & Morris, 2003).

## B. Video: Nadège and emotions – Part 1


## C. Emotions... your inner weather systems! (10-15 minutes)


1. In reference to the video, remind the students: As Nadège said, emotions are **messages**. They tell us **what's going on inside us**. That's why it's important to be in touch with our emotions and listen to the messages they send us.

- Continue with the weather metaphor. Our emotions are a little like the weather (Harris, 2009): In a single day, the temperature can go up and down, and different weather events can happen. We can start the day feeling happy, then get angry, and finally end up feeling relaxed toward the end of the day. We can also cry and laugh at the same time, like a sun shower, which ends up creating a rainbow.
- While we have no control over which emotions we feel (just like we can't control the weather), we do have the power to decide how we react to our emotions. Explain that there's a difference between *expressing your emotions* and *acting on emotions* (Naître et grandir, 2015).
- If you'd planned to play in the park with your friends, but it's raining, you can certainly say that you're frustrated or disappointed (*expressing your emotions*)... and then decide to put on your raincoat and rubber boots and go puddle jumping with your little brother.
- Or you can slam the door when you see the rain, shove your little brother out of the way (*acting on emotion*), and stay inside all day, complaining about how the rain ruined your fun.
- In other words, it's better to express our emotions in a healthy way and then do something positive and constructive, rather than get carried away by our emotions and do something negative or inappropriate.
- And, above all, it's completely normal—and even inevitable—to experience emotions, even the unpleasant ones. As needed, repeat what Nadège said about teenagers feeling intense emotions:




Adolescence is a critical period of transition between childhood and adulthood (World Health Organization, n.d.), involving significant emotional upheaval (Distour, 2011). Intense emotions are a characteristic of this important period of development (Holzer, Halfon & Thoua, 2011). The ups and downs can be like riding a roller coaster!

2.  Encourage the students to talk about the importance of emotions and the messages they send us, by asking them the following questions:
  - When you find yourself in a pleasant or unpleasant situation, how does that make you feel? Think about a specific situation you experienced recently with your family, friends, or teachers.
  - Are you able to name the emotions you felt?
  - After putting a name to your emotions, what did you do with them? What are some of the things you do to express your emotions in a healthy way?

- 
3. Finish by briefly explaining the emotion regulation strategies shown in the PowerPoint presentation.

In order to be able to express an emotion in a healthy way, first you need to check in with yourself, notice what's going on inside you, and figure out what you're feeling. You can then use different emotion regulation strategies (Ciarrochi *et al.*, 2014; Conover & Daiute, 2017; Rottenberg & Gross, 2007; Silk *et al.*, 2003).


- Notice and reformulate your thoughts (take the time to identify dramatic, overblown, or negative thoughts and turn them into more positive thoughts)
  - Express your emotions (talk about your feelings with someone you trust)
  - Accept the situation (don't resist)
  - Put the situation in perspective (compare it to other, more difficult situations)
  - Look for solutions (draw on your strengths to deal with the situation differently)
  - Be kind to yourself (don't judge yourself too harshly)
  - Distract yourself (think about something nice, do things that make you feel good, especially when you have no control over the situation)
  - Focus on the positive (try to find the silver lining in difficult situations)
  - Ask for help (accept that you can't always do it alone and take the plunge!)
  - Take deep breaths (practise mindfulness, take a pause)
  - Focus your attention on what's important to you (your values and goals)
4. Ask for a volunteer to talk about a situation where they experienced a negative emotion.
- Ask the student to reflect on which emotions they felt during that situation. You can also ask the class to name other emotions.
  - Ask the student what they did to deal with their emotions and try to draw parallels with the strategies recommended earlier.
  -  Repeat the exercise with two or three other students. If no one volunteers, talk about a situation from your own life or give the following example: "Felix's parents have gone out for the afternoon, so he's home alone. He hears a noise in the basement. He's scared."



In short, the best strategies are the ones that let you find your balance again. And sometimes you need to ask for help, because... *two heads are better than one!*



## D. Two heads are better than one! (20-30 minutes)

-  Ask the students the following questions:
  - Asking for help is often considered taboo. Why is that? Listen to a few answers.
  - Do you think that asking for help too soon or too often can make you feel more anxious? Listen to a few answers, then complete with the following.
  - Thinking you can't do it without help
  - Loss of self-confidence
  - Decreased control over your emotions
  - Dependence on the opinions and solutions of others
  - Exhaustion of your network and feeling of loneliness
2. Now, remind the students about the difficult emotions that Nadège felt in the video about her relationship with her brother.
3. Tell them they should use Nadège's experience as inspiration for the next activity.
4. Place the three poster boards in three different locations in the classroom, along with a pack of Post-it Notes. On each poster, write one of the following three questions (with a Sharpie):
  - Who could she ask for help? How?
  - What's stopping her from asking for help? (barriers, fears)
  - How could she benefit from asking for help? (benefits)
5. Then divide the class into three groups (one group per poster). Give each group four minutes to answer the question about Nadège's situation written on the poster board. Tell them to write their answers on the Post-it Notes and stick them to the poster board. Keep track of the time.
6. After the first four minutes, rotate the groups. Each group moves to the next poster board and repeats the exercise. Make sure all the groups get a turn with all three posters. The exercise should take a total of 12 minutes. For schools with 40 minutes, make only one poster per group, but give them 5 minutes.
7. Reconvene as a group. For each of the questions (posters), read the answers written on the Post-it Notes out loud and encourage discussion by asking the students for their comments.
8. The goal is to let them know that it's okay to ask for help and to remind them of the benefits of doing so. Supplement with the following list as needed (Andriessen *et al.*, 2019; Herdee & Hemphil, 2018; Menna & Ruck, 2004; Thalaldsen *et al.*, 2017):



- **Who can you ask for help? How?**
  - Talk/vent to a trusted friend, adult, or relative
  - Ask for advice or guidance
  - Ask a friend to go for a walk or do something with you
  - Ask for help during a difficult situation
  - Meet with a school counsellor
  - Reach out to formal resources: school counsellors, CLSC, Tel-Jeunes, Alloprof, youth centre, etc.
- **What's stopping you from asking for help?**
  - Fear of being judged by others/looking weak/bothering other people; shame
  - Thinking you can't do it without help
  - Not knowing who or how to ask for help
  - Difficulty trusting others
  - Fear of rejection
  - Being hard on yourself for needing help
  - Thinking that the problem will sort itself out
  - Worrying that others will find out you have a problem
  - Feeling shy or embarrassed
- **How could you benefit from asking for help?**
  - Finding new solutions to the problem
  - Having someone you can rely on
  - Seeing the situation differently
  - Feeling relief
  - De-dramatizing the situation
  - Regaining self-confidence
  - Expanding your network
  - Discovering new strengths
  - Creating a sense of solidarity



## **E. Video: Nadège and emotions – Part 2 and REMINDER: HORS-PISTE challenge**

This week, ask the students to pay attention to how they react in a difficult situation. Ask them to identify: 1) the emotions they felt during this situation (how did this situation make you feel?) and 2) the emotion regulation strategy or strategies they used (What did you do? Did you ask for help? How?). Remind them of the importance of accepting their emotions without judging them and of asking for help.



For each photo in the PowerPoint presentation, circle the emoji that best corresponds to the emotion you felt.

Photo no. 1

	Anger		Sadness		Shame
	Fear		Guilt		Uncomfortable
	Joy		Pride		Nervousness
	Calm		Indifference		Other

Photo no. 2

	Anger		Sadness		Shame
	Fear		Guilt		Uncomfortable
	Joy		Pride		Nervousness
	Calm		Indifference		Other

Photo no. 3

	Anger		Sadness		Shame
	Fear		Guilt		Uncomfortable
	Joy		Pride		Nervousness
	Calm		Indifference		Other

Photo no. 4




	Anger		Sadness		Shame
	Fear		Guilt		Uncomfortable
	Joy		Pride		Nervousness
	Calm		Indifference		Other

Photo no. 5

	Anger		Sadness		Shame
	Fear		Guilt		Uncomfortable
	Joy		Pride		Nervousness
	Calm		Indifference		Other

Photo no. 6








	Anger		Sadness		Shame
	Fear		Guilt		Uncomfortable
	Joy		Pride		Nervousness
	Calm		Indifference		Other

Photo no. 7

	Anger		Sadness		Shame
	Fear		Guilt		Uncomfortable
	Joy		Pride		Nervousness
	Calm		Indifference		Other

Photo no. 8

	Anger		Sadness		Shame
	Fear		Guilt		Uncomfortable
	Joy		Pride		Nervousness
	Calm		Indifference		Other



For each photo in the PowerPoint presentation, circle the emoji that best corresponds to the emotion you felt.

Photo no. 1



Photo no. 2



Photo no. 3



Photo no. 4



Photo no. 5



Photo no. 6

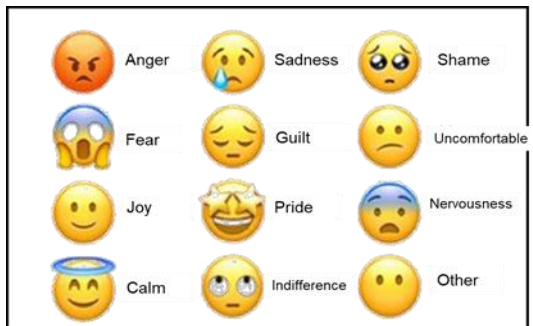


Photo no. 7



Photo no. 8





# Journey to the center your universe...

## Workshop 3



### REMINDER!

The better you are at identifying your emotions, the better able you are to control and manage them.



While we have no control over which emotions we feel, we do have the power to decide how we react to our emotions.

For example, when it's raining, you can choose to stay inside all day or you can decide to put on your raincoat and rubber boots and go puddle jumping.

### Your turn!

In order to be able to express an emotion in a healthy way, first you need to check in with yourself, notice what's going on inside you, and figure out what you're feeling. You can then use strategies:

- Notice and reformulate your thoughts
- Express your emotions
- Accept the situation
- Look for solutions
- Be kind to yourself
- Focus on your learnings

Emotions are messages. They tell us what's going on inside us. That's why it's important to be in touch with our emotions and listen to the messages they send us.

### PSST!

Two heads are better than one! Ask for help if needed.

### Attention!

Did you know that asking for help too soon or too often can make you feel more anxious?

- Thinking you can't do it without help
- Loss of self-confidence
- Decreased control over your emotions
- Dependence on the opinions and solutions of others
- Exhaustion of your network
- Feeling loneliness



- Distract yourself
- Ask for help
- Take deep breaths
- Focus your attention on what is important to you

### HORS-PISTE CHALLENGE

Pay attention to how you react in a difficult situation. Identify your emotions. Use a strategy to feel better. Will you dare to ask for help?



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UNIVERSITÉ DE  
SHERBROOKE

# 4. DON'T LET OTHERS DECIDE YOUR WORTH!

## Coping with social comparison by looking inward



<b>Targeted competency(ies) (ÉKIP, WHO)</b>	SELF-KNOWLEDGE AND SELF-ACCEPTANCE
<b>Cross-curricular competencies (QEP)</b>	ACHIEVING THEIR POTENTIAL EXERCISING THEIR CRITICAL JUDGMENT
<b>General workshop objectives</b>	<p>AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>• identify some of their own values and qualities</li> <li>• understand the impact of social comparison on self-confidence</li> <li>• use new strategies to get to know themselves better, value themselves, and deal with social comparison</li> </ul>

### Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT do the activities marked with the



### Materials and preparation

Print the following worksheets

- *Three wishes* (1 per student)
- *Between me and myself!* (1 per student)

Materials required

- *3-6 balloons*
- *Chalkboard and chalk or interactive digital board (IDB)*

## A. Three wishes... (15 minutes)

1. Give each student the *Three wishes* worksheet.
2. Read the following scenario to the students: "You have the power to make three of your deepest wishes come true. What do you wish for?"
3. Ask everyone to write their three wishes on their worksheet. Ask two or three volunteers to name one of their wishes and write it on the board.
4. Show the class the list of values in the PowerPoint presentation. Ask the students to match the values with the wishes listed on the board.
5. Lead a discussion by asking the following questions:

- **What is a value?**



Values are "our heart's deepest desires for the way we want to interact with and relate to the world, other people, and ourselves. They are leading principles that can guide us and motivate us as we move through life." (Harris, 2009, p. 191).

- **Why is it important to know your values?**



Your values are important because they define who you are as a person. They are the foundation for your actions, the basis for your decisions, and your guidepost on the "best" way to behave (Alloprof, n.d.). They allow you to act in a way that's consistent with who you are. They should be the foundation for your everyday actions and decisions—much more than what other people think, say, or do. They can help you to deal with social comparison.

- **Should your values be the same as other people's? Why?**



Yes... and no! Our values are often rooted in our experiences and the circles we travel in. So, it's possible that you might share some of your values with your peers or your family members, but have different values from your school or society, for example. Our values can also change over time and depending on the situation (Hayes *et al.*, 2012).

6. Finally, ask the students to choose one of their wishes and write down the value or values associated with it (if you have enough time or if some students finish early, you can have them do the same with their other wishes).

## B. Video: Sacha and social comparison - Part 1

## C. Same but different! (20 minutes)

1. Review the social comparison situation that Sacha experienced in the video. Remark that it seems to have affected Sacha's self-confidence. Ask the students how this type of social comparison can negatively affect self-confidence. Take a few answers. As needed, complete with the information in the *Digging deeper* bubble.
2. Show the class a balloon and then blow it up. Ask the class the following questions, inflating or deflating the balloon based on their answers.

- Imagine the balloon I am holding represents self-confidence. What does it mean if I inflate it? What does it mean if I deflate it?



Self-confidence varies. For example, when I'm with friends who I love and feel comfortable with, I feel more confident, I speak my mind, and I feel more relaxed. On the other hand, if I'm standing in front of the class giving an oral presentation and feeling stressed out, I may start to question my ability to succeed.

- What do you think is a "normal" size for the balloon?



The "normal" size of the balloon depends on the initial perception of self-confidence, which is why it can vary significantly from person to person.

3. Ask two volunteers to join you at the front of the class. Give them each a balloon and ask them to wait for your instructions before blowing it up (give clear instructions to avoid over-inflating). Give the following instructions to the whole class.
  - I want you to think how you would rate your self-confidence. Then blow up your balloon accordingly. (The two volunteers can actually inflate their balloons at this point. The other students do not have a balloon. Ask them to represent the size of their balloon with their hands). It's important to keep your balloon the same size for the rest of the exercise.
  - Still without saying anything, take a look around you. What do you see? Did you want to look at the other students' balloons before blowing up your own? Or did you quickly inflate yours before anyone else? How do you feel compared to the others? Take some time to think about it...
  - Now we'll look at how comparisons affect our self-confidence. I'll read you a few scenarios. You'll need to adjust the size of your balloon to reflect your feelings and self-confidence in each situation. For example, your balloon may deflate, inflate some more, or even stay the same, depending on what you're feeling.

### DIGGING DEEPER

#### Self-confidence and social comparison

Self-confidence is believing in one's own potential and abilities. It helps us to make decisions, create relationships, and take action. Self-confidence can be defined as the conviction or degree of certainty that individuals have in their ability to succeed in various situations.



(Vealey, 2001)

For its part, social comparison [...] can create a false view of ourselves or others; this either makes us feel bad or makes others seem inferior. Being aware of how social comparison affects our self-confidence helps to put the comparison into perspective. Self-comparison can sometimes be a good way to measure our progress. We can also take the time to appreciate our strengths and abilities, and work on developing others by trying new experiences.



### TIP FOR FACILITATORS

It's important not to rush the students to come up with an answer; instead, give them time to come to a conclusion on their own. They can close their eyes and maybe even try to notice what's happening inside them as they think about these things. For example, do they notice any specific physical sensations? Are they feeling a particular emotion? If you have enough time, ask for volunteers to share their thoughts.

<b>Scenario 1</b>	<b>KEEP YOUR EYES OPEN</b> You had a very quiet weekend, relaxing at home. When you check your Instagram on Sunday, you see that your friends went into the city on Saturday night and posted pictures of them having a great time. You weren't invited. How does that make you feel? What about your self-confidence? <b>Adjust your balloon.</b>
<b>Scenario 2</b>	<b>CLOSE YOUR EYES AND FOCUS ON YOUR FEELINGS</b> Your teacher announces that you will be working in teams of four students. Four of your friends form a group, and you're left on your own. By the time you start looking around for other classmates to work with, everyone else is already in a group. How does that make you feel? What about your self-confidence? <b>Adjust your balloon.</b>
<b>Scenario 3</b> 	<b>CLOSE YOUR EYES AND FOCUS ON YOUR FEELINGS</b> Your friends are talking about their love lives and sexual encounters. You're not very experienced, and you're actually embarrassed about the whole subject. They ask you how far you've gone. They're all looking at you, waiting for your answer... How does that make you feel? What about your self-confidence? <b>Adjust your balloon.</b>
<b>Scenario 4</b> 	<b>KEEP YOUR EYES OPEN</b> In today's class, you found out how you did on your math test. You studied really hard but only got 73%. The class average is 85%. How does that make you feel? What about your self-confidence? <b>Adjust your balloon.</b>



4. Explain that doing the exercise with their eyes open as opposed to their eyes closed has a different effect on social comparison. Lead a discussion by asking the following questions:
- Did being able to see each other influence what you did with your balloon? Why?
  - How did you feel when you noticed that your balloon didn't look like the others?
  - How important are other people's opinions to you?
  - What do you get from comparing yourself to others? Why compare yourself to others?






As Sacha mentioned in the video, social comparison is a way of figuring out where we fit in socially and defining who we are (by comparing ourselves against others and seeing how our tastes, choices, opinions, and performance measure up). Even though comparing yourself to others can be positive in some situations (by motivating you and pushing you to excel), more often than not, it has the opposite effect on your self-esteem and self-confidence. That's why it's important to pay attention to how comparisons affect you.

## D. Between me and myself! (20 minutes)

1. Give each student the *Between me and myself!* worksheet.
2. Ask the class the first two questions in the PowerPoint presentation. Have the students individually write their answers to the two questions in the space provided on the worksheet. Encourage them to take their time, explore their feelings, and be kind to themselves during this exercise. Depending on how much time you have left, repeat the exercise with the other two questions.

Questions	
• What are some of your good qualities or strengths? Name four.	
• What are some of your faults? Name two.	
• What makes you feel happy or satisfied?	
• What is something that's challenging for you?	

3. Ask the students the following questions, based on the information in the *Digging deeper – Self-knowledge* bubble:
  - What is the point of getting to know yourself better? Can you think of an example where knowing yourself better was important or beneficial?
  - How does knowing yourself better affect your self-confidence? 
  - How do you get to know yourself better? 

4.  Write the strategies named by the students on the board, then end with the following thought.



To get to know yourself better, you need to try new things. Go for it! Allow yourself to make mistakes without judging yourself. Accept that you're not perfect. And try to figure out what's going on inside you, notice how you feel. In this quest to get to know yourself better, try to be patient with yourself. There are no right or wrong answers. They all have value. What's true today may be questionable tomorrow. And that's perfectly normal. Remember that the other teenagers around you are also developing their self-knowledge. So, try to be patient and tolerant with them too (Firestone, Firestone, Catlett and Love, 2002). These tips will help you deal better with social comparison.

## E. Video: Sacha and social comparison - Part 2 and REMINDER: HORS-PISTE challenge

This week, ask the students to be aware of their tendency to compare themselves to others. "Do I do this often? Or only rarely?" Ask them to identify at least one situation in the next few days where they might be tempted to compare themselves to others. Suggest that they ask themselves the following questions: "Why did I feel the need to compare myself to someone else?"; "Did comparing myself to someone else have a positive or a negative effect on me?"; "How did it make me feel?"

Suggest that they become aware of when they are comparing themselves to others and how it makes them feel, and recommend that they apply at least one strategy for getting to know themselves better, improving their self-esteem, and dealing with social comparison.

### DIGGING DEEPER

#### Self-knowledge

Self-knowledge is an understanding of one's own nature, abilities, and limitations (Vazire and Wilson, 2012). It includes "intuition, an awareness of one's strengths and weaknesses, the discovery and enrichment of one's talents, an awareness of one's limits, and an understanding of one's personal expectations" (Pruneau, Kerry, Langis and Léger. 2013, p.9). Self-knowledge has several uses. For example, it allows us to make informed decisions based on our strengths, weaknesses, and aspirations (e.g., deciding which college program to register for). Self-knowledge also helps us to better understand our reactions to events (e.g., a conflict) (Martinot, 2001).



Printable worksheet  
*Three wishes*

1

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My value:

2

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My value:

3

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My value:



Printable worksheet  
*Between me and myself!*

**My four good qualities**

1	3
2	4

**My two faults**

1	2
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What makes me feel happy or satisfied:

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What I'd like to be able to do:

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Printable worksheet  
*Three wishes*

1

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My value:

2

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My value:

3

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My value:



**Printable worksheet**  
*Between me and myself!*

**My four good qualities**

1	3
2	4

**My two faults**

1	2
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What makes me feel happy or satisfied:

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What I'd like to be able to do:

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# Don't let others decide your worth!

## Workshop 4

### Same but different!

#### REMINDER!

The importance of looking at yourself in a caring (compassionate) way.

Social comparison is a way of figuring out where we fit in socially and defining who we are.

However, it can create a false view of ourselves or others; this either makes us feel bad or makes others seem inferior.

#### Values

- Our heart's deepest desires
- What we want to stand for
- The way we want to interact with the world

They are the foundation for your actions, the basis for your decisions, and your guidepost on the "best" way to behave.

**It is important to recognize your own values in order to act in a way that is consistent with who you are.**

#### Self-confidence balloon

What can you do to inflate your balloon?



#### Your turn!

Try those strategies to get to know yourself better:

- Try new things
- Allow yourself to make mistakes without judging yourself
- Try to figure out what's going on inside you, notice how you feel

Here are some examples of values:

- friendship, love, family, mutual help
- justice, honesty, consistency,
- work, education, success, effort
- freedom, safety, enjoyment
- money, power, beauty, health

### HORS-PISTE CHALLENGE

Be aware of your tendency to compare yourself to others. Identify at least one situation where you might be tempted to compare yourself to others. How did it make you feel?



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## 5. DON'T SQUEEZE ME! I'M NOT A LEMON...


Dealing with social pressure  
by learning to assert myself



Targeted competency(ies) (ÉKIP, WHO)	TING THEMSELVES
Cross-curricular competencies (QEP)	ACHIEVING THEIR POTENTIAL EXERCISING THEIR CRITICAL JUDGMENT COMMUNICATING APPROPRIATELY COOPERATING
General workshop objectives	AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO <ul style="list-style-type: none"> <li>• recognize what social pressure is</li> <li>• understand how social pressure influences them and their choices</li> <li>• identify and try out different strategies for asserting themselves and resisting negative peer pressure</li> </ul>

### Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT do the activities marked with the  icon

### Materials and preparation

Print the *Scenarios - Don't squeeze me!* worksheet (1 copy only)

Materials required

- Scissors (to cut out the steps on the worksheet)
- Chalkboard and chalk or interactive digital board (IDB)

## A. The opinions ball (10 minutes)

1. Read the following scenario out loud:

“Tomorrow is the annual masquerade ball at school! Your friend, who is pretty extroverted, loves to be the centre of attention. She asks you what you think she should wear. Here’s what you suggest...”

2. Show the picture of the friend in the PowerPoint presentation.

3. Move to the next slide, which shows different people and their opinions:

- Parent 1: “Your outfit can’t cost too much!”
- Parent 2: “The most important thing is that you’re comfortable!”
- Parent 3: “Not too sexy, please!”
- Friend: “Something original, out of the ordinary!”
- Friend: “Something very plain...”
- Teacher: “Does it respect the school dress code?”
- Society: “It needs to be trendy, edgy, fashionable!”
- Society: “Think green! Something used or recycled.”

4. Ask the students: Does the outfit you suggested for your friend meet everyone’s criteria? Add to the discussion by asking the following questions:

- Who do you think will be happy with the outfit? Unhappy?
- What about your friend? Do you think she’ll like the outfit?
- Is there a way to make everyone happy? If so, how? If not, why?
- If someone isn’t happy with the outfit, do you think this will affect your relationship with them?



Conclude by pointing out to the students that they are exposed to many types of pressure on a daily basis. No matter what decisions they make in their lives, there will always be people who disagree with their choices. It’s better to accept that we can’t please everyone, just like not everyone can please us. It’s also important to remember that the strongest relationships don’t usually break down over a simple disagreement or difference of opinions.

## B. Video: Nadège and social pressure – Part 1

## C. Lemon squeezer (10 minutes)

1. Review the video, commenting that Nadège obviously seems to have put some kind of pressure on Sacha, however unintentionally. Ask the students to explain, in their own words, what “**social pressure**” is. Take a few answers.
2. Draw links between their answers and the information provided in the video and in the *Digging deeper – Social pressure* bubble, then finish by reminding them:



Social pressure comes from **outside sources** (parents, school, friends, society).

3. Then ask the students: But what happens inside you when you hear these messages, feel that pressure? Take a few answers; as needed, finish by reminding them:



Without realizing it, we internalize these pressures and impose them on ourselves. As Nadège explained, we think we need to like *such-and-such a thing* or think *such-and-such a way*... But those things don't really correspond to our tastes or personal opinions. *Just like a lemon looks different after being squeezed, social pressure changes the way we are or behave.*

4. Continue by saying that social pressures often influence a person's way of being, thinking, or acting, resulting in **their choices and behaviours being more in line with the norm** (doing what others do, “fitting the mold”). Present the following two scenarios:
  - “Even though I don't like alcohol and don't want to drink, I'll probably decide to drink at my prom because everyone will be doing it. If I don't drink, they'll all think I'm boring, too scared, or a goody-two-shoes. They might make fun of me or exclude me...”
  - “Almost all my friends have already dated someone. I'm the only one who's never been with somebody. They tease me about it a lot, but I prefer to take my time and listen to my gut, instead of doing things I don't really want to do, just to be like the others. I know the time will come...”
5. Ask the students: Of these two scenarios, which one it is about a teenager who *gives in* to the pressure? A teenager who *resists* the pressure? In your opinion, what things made them react differently to the pressure?
6. Take a few answers and finish by explaining that **low self-confidence** can make us more likely to bend or give in to pressure (Fischer, 2010), rather than asserting ourselves!
7. Let the students know that if they're feeling pressured, they can always take a “timeout” to try to get their bearings. This helps them figure out what they really want, after which they can speak up!

### DIGGING DEEPER

#### Social pressure

Adolescents face many social pressures: “They need to deal with the tyrannies of body norms, the pressures exerted by the media, fashion, advertising and the cultural industry, and the task of constructing a self-image that will pave the way to new relationships with others” (Dupont, 2014, p. 31). Adolescents are also subjected to peer pressure when it comes to their sexuality and life experiences (e.g., smoking, drugs, alcohol, etc.) (Young, 2013).

## DIGGING DEEPER

### Assertiveness

Assertiveness refers to our ability to communicate our thoughts and feelings to others, calmly and honestly. Assertive behaviour involves two types of respect: self-respect (considering your own needs, rights, thoughts, and feelings) and respect for others (considering their needs, rights, thoughts, and feelings). The more respectful a person is toward others while still maintaining their self-respect, and the more clearly they are able to express themselves, the more enriching and liberating their relationships will be

(Boisvert and Beaudry, 1979).

## D. Resist the squeeze and speak up! (15-25 minutes)


1. Arrange the desks into two separate rows, with an aisle running down the middle, from the back to the front of the classroom. Choose a volunteer and ask them to stand at the back of the classroom, at the end of the path (aisle), and wait there.
2. Then, explain to the class that the path (row of desks) symbolically represents *our life's journey*. In life, we move forward with our goals, desires, values, and doubts, with the ultimate goal of reaching the end of our own path. However, along the way, we face different pressures that can positively or negatively influence our path and change our perceptions, values, choices, goals, etc.
3. Continue by telling the class that you will do two scenarios (only one scenario for schools with 40 minutes). Each scenario contains three steps that will require a firm decision before moving on. Let the students know that it's usually easier to be assertive in a fictional situation than in real life!
4. Continue by saying that as the scenarios progress, the volunteer will have to move from the back to the front of the classroom, along the path that represents their *life's journey*. Some of the students positioned along the path will be given different steps in the scenario. When the volunteer gets to a student holding a step in the scenario, they need to listen as the student reads it aloud. Then they will need to take a pause (the **DON'T SQUEEZE ME!** pause), before making a decision and moving forward.

The **DON'T SQUEEZE ME!** pause consists in:


- stopping, closing their eyes, taking three deep breaths
  - asking themselves: what am I feeling (emotions and sensations)?
  - asking themselves: what am I thinking?
5. Now, give the three steps of the first scenario to three different students who are sitting on either side of the path (see the *Scenarios - Don't squeeze me!* worksheet). Move from the back (step A) to the front (steps B and C).
  6. Give the signal to start the first scenario (duration: 10 minutes). The volunteer steps forward onto the path. When the volunteer gets to the first student, the student should read step A of the scenario aloud. Then tell the volunteer and the rest of the group to take a **DON'T SQUEEZE ME!** pause.
  7. Ask the volunteer first, then the whole class:
    - What emotions and sensations are you feeling?
    - What is your gut telling you to do in this situation, despite the social pressure you're feeling from others?
  8. If the student doesn't have an answer or is too shy to speak up, you can ask the class. However, it's the volunteer who ultimately needs to decide what to do. You can ask the following questions to get the students thinking:
    - Are you feeling forced? Why?
    - What are the pros and cons?
    - Is your decision being influenced by fear? (fear of being judged, left out, or rejected)
    - Does your decision reflect who you really are? Do you feel like your self-respect is still intact?
  9. The volunteer then continues to move forward along the path. The scenario unfolds with the other students reading the next steps in the scenario (B-C). At each step,

apply the principles of the **DON'T SQUEEZE ME!** pause. Make sure to ask for the volunteer's reaction first, followed by the rest of the class.

10. At the end of the first scenario, ask the class to give the volunteer a round of applause for their bravery.

11.  Repeat the exercise with the second scenario (see the *Scenarios - Don't squeeze me!* worksheet) in a different row, if possible, with another volunteer.

## E. Strategies for resisting and asserting themselves (5-10 minutes)

1.  Lead a discussion by asking the following questions. Refer to the video (Part 1) to help students clarify their thinking and reinvest some of the content.

- What are the social pressures that young people are facing today?
- What can happen if you let yourself be influenced by social pressures?
- What can happen if you assert yourself and don't give in to social pressures?
- Why do we tend to let social pressures influence our choices and actions?
- What are the consequences (positive and negative) of resisting social pressures?
- What are your strategies for standing up to social pressures?

2. Ask the students what strategies they can use to resist negative peer pressure and stand up to social pressures. Complete by listing the following strategies (inspired by Ames, Lee and Wazlawek, 2017):

- knowing and respecting your needs, rights, thoughts, and feelings (and respecting those of others)
- taking a DON'T SQUEEZE ME! pause (stop, breathe, refocus)
- relaxing
- being open to and in touch with your feelings and those of others
- challenging preconceived ideas, not buying into everything
- asserting yourself, communicating clearly and honestly
  - clarifying your personal expectations and those of others
  - figuring out whether there's common ground between your ideas and the other person's ideas
  - making a suggestion, finding a compromise
  - facing your fear of upsetting people, standing by your decisions, and trusting yourself
  - using humour
  - asking questions
  - when in doubt, saying that you'll take some time to think about it




**F. Video: Nadège and social pressure – Part 2 and REMINDER: HORS-PISTE challenge**

This week, ask the students to identify a situation where they experience some form of social pressure. Encourage them to take a DON'T SQUEEZE ME! pause (take stock of how the pressure makes them feel (sensations, emotions, thoughts) and tap into who they really are, beyond the pressure they're feeling). Finally, ask them to apply at least one strategy for standing up to the pressure.



**Printable worksheet**  
*Scenarios - Don't squeeze me!*


	<b>Scenario 1</b>
<b>A</b>	You're invited to your friend Mathieu's birthday. He's a good friend, but you won't know most of the guests and you're worried about not fitting in. You had decided to stay home but now your other friend, Jerome, is insisting that you go with him. What do you do?
<b>B</b>	In the end, you decide to go to the party with Jerome. During the evening, everyone starts talking about a girl who isn't there. They start a rumour about her that you know isn't true. What do you do?
<b>C</b>	Later in the evening, you're talking to your crush, and someone snaps a picture of the two of you together. He laughs and says he's going to post it online. You really don't want him to, but you're afraid of looking like a baby if you're the only one who objects to the picture being posted. What do you do?

	 <b>Scenario 2</b>
<b>A</b>	Next week is the end of the term. You need to study for three exams this weekend. You have a soccer game on Saturday morning and then you've made plans to go over to your best friend's house. You're worried you won't be able to pull it off, but you really need to take your mind off studying. What do you say to your mother when she asks if you'll be ready for your exams?
<b>B</b>	Exam time is over. You did okay, but your dad thinks you could have done better... These aren't your best grades ever. He wants you to work hard to keep your grades up. He offers to study with you every weekend, but you don't want to. You think your grades are good enough. What do you do?
<b>C</b>	It's the last term of the year. Your French teacher, who you like very much, asks to talk to you at lunch. She tells you that your grades have been slipping lately. She offers to give you extra help during the lunch hour. You're not interested and think you can figure out another solution. How do you respond to her offer?



**Printable worksheet**  
*Scenarios - Don't squeeze me!*

<b>Scenario 1</b>	
<b>A</b>	You're invited to your friend Mathieu's birthday. He's a good friend, but you won't know most of the guests and you're worried about not fitting in. You had decided to stay home but now your other friend, Jerome, is insisting that you go with him. What do you do?
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<b>B</b>	Exam time is over. You did okay, but your dad thinks you could have done better... These aren't your best grades ever. He wants you to work hard to keep your grades up. He offers to study with you every weekend, but you don't want to. You think your grades are good enough. What do you do?
<b>C</b>	It's the last term of the year. Your French teacher, who you like very much, asks to talk to you at lunch. She tells you that your grades have been slipping lately. She offers to give you extra help during the lunch hour. You're not interested and think you can figure out another solution. How do you respond to her offer?



**REMINDER!**

No matter what decisions you make in your life, there will always be people who disagree with your choices.

**It is better to accept that you can't please everyone,** just like not everyone can please you. Strongest relationships don't usually break down over a simple disagreement or difference of opinions.

Social pressure comes from outside sources (parents, school, friends, society). Without realizing it, we internalize these pressures and impose them on ourselves.

When you are feeling pressured, you can always take a timeout to try to get your bearings.



**REMINDER!**

Before taking action, you must first observe what is going on inside you.

**Your turn!**

Use those strategies for standing up to the social pressures

- Respect your needs, rights, thoughts and feelings
- Relax
- Be open and in touch with your feelings and those of others
- Challenge preconceived ideas, don't buy everything
- Assert yourself, communicate clearly and honestly
- Clarify your personal expectations and those of others



- Figure out whether there's common ground between your ideas and the other person's ideas
- Make a suggestion, find a compromise
- Face your fear of upsetting people, standing by your decisions, and trusting yourself
- Use humour
- Ask questions
- When in doubt, say that you'll take some time to think about it

**HORS-PISTE CHALLENGE**

This week, identify a situation where you experience some form of social pressure. Notice how this situation makes you feel. Then, choose one or two strategies for standing up to the pressure!






## 6. IMPERFECT? PERFECT!

### Building my self-esteem by figuring out who I am

<b>Targeted competency(ies) (ÉKIP, WHO)</b>	SELF-KNOWLEDGE AND WORTH SELF-ACCEPTANCE
<b>Cross-curricular competencies (QEP)</b>	ACHIEVING THEIR POTENTIAL COOPERATING
<b>General workshop objectives</b>	<p>AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>• understand self-esteem and its components</li> <li>• recognize and appreciate their strengths and good qualities</li> <li>• recognize and better accept their limits and imperfections</li> <li>• use their personality traits to their advantage</li> </ul>

### Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT do the activities marked with the  icon

### Materials and preparation

- Print the *Building my self-esteem, recognizing my strengths, and accepting my imperfections* worksheet (1 per student)



## A. The eyes are the mirror of the soul (10 minutes)

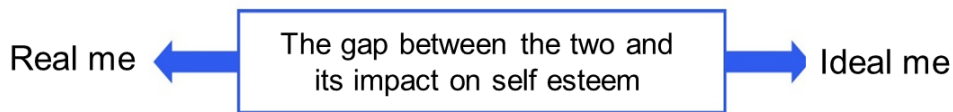
1. Show the video “People react to being called beautiful” <https://www.youtube.com/watch?v=aW8BDgLpZkl> (time: 4:47 min.)
2. After watching it, ask the students for their first impressions, their observations, and how this video made them feel.
3. Ask them to think about the following questions related to the video and listen to a few answers:
  - What do you find “beautiful”?
  - Is it conceited to think of yourself as beautiful or handsome? Why?
  - Did the kids’ reactions speak to you? How do you react when someone compliments you?
  - Why is it so hard to accept a compliment?
  - Did you notice that the kids became even more beautiful when they were complimented?
  - Can we say that EVERYONE is beautiful, or just a select group of people? Are some people just born lucky?
4. Conclude by telling the students that it’s not pretentious to love and think highly of themselves. **It’s important.**

## B. Video: Sacha and self-esteem – Part 1

## C. The real me vs. the ideal me (15 minutes)

1. Start by asking the students: “In your own words, can you tell me what self-esteem is?” Take a few answers and complete with the following explanations:
  - Like Sacha said in the video, self-esteem refers to **the value that a person gives to themselves. High self-esteem** is the result of making a **positive self-assessment** (Neff and Vonk, 2009; Neff, 2011; Ouellet, 2019).
  - Self-esteem is a work in progress during adolescence because of all the identity changes that are happening (Dorard, Bungener and Berthoz, 2013; Guillon and Crocq, 2004).

- Summarize by telling the students that loving themselves doesn't mean they aren't ever allowed to feel insecure, or that they're pretentious or conceited. Instead, it means being able to recognize their value, forgive themselves, accept their imperfections, feel proud of themselves, respect their limits, etc. (Human avant tout, <https://humainavanttout.com/a-propos>).
- Continue by explaining that an easy way **to explore their self-esteem is to consider the gap that exists between their "real me" and their "ideal me."** Point out that the bigger the gap between the two, the more their self-esteem will suffer (Duclos, 2010).



- In other words, point out that:

**Your "real me"**

- Is the image you have of yourself; your strengths, your weaknesses, your victories, and your defeats.
- Is the reflection you see in the mirror. You may see yourself in a more positive or negative light.

**Your "ideal me"**

- Is how you view yourself at your very best. Your "ideal me" is the person you would ideally like to be.


**Self-esteem is influenced by:**

- The **gap** between your "real me" and your "ideal me." The bigger or more insurmountable you perceive the gap to be between "who you are" and "who you would like to be," the more your self-esteem will suffer. Conversely, the closer your "real me" is to your "ideal me," the higher your self-esteem will be!

- Hand out the *Building my self-esteem* worksheet and ask the students to answer the first question individually (1. *The real me vs. the ideal me*).

## D. Meditation on strengths (5-10 minutes)

- Now ask the students to close their eyes for a minute. Ask them to think about a personality trait or characteristic that they especially like about themselves (a strength or good quality).
- Tell them to let the answer come to them naturally, without trying to think of something as quickly as possible. Once they have their answer, tell the students to take a moment to silently compliment themselves on this characteristic.


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3. Ask them to also notice the emotions or sensations that the compliment brings up.
    - How does it feel to compliment yourself?
    - How does it feel to take a moment to celebrate the good things about yourself?
  4. Tell the students to think of a way they could use this strength or good quality sometime during the day or week ahead. Give them time to come up with an answer. As needed, give them one or two examples:
    - I'm sociable, so I'll make the first move to help someone fit in and feel welcomed.
    - I'm good at sports, so I'll team up with someone who has a harder time in my gym class.
  5. Ask the students to imagine how acting on this strength will affect the people around them. Now ask them to imagine for a moment what would happen if everyone acted on one of their good qualities.
    - What effect would this have?
    - How would it change the group dynamics?
  6. Give them a minute to imagine the scenario and encourage them to play to this strength over the next few days. End the meditation by telling them to open their eyes, stretch, and yawn if they feel the need to, before rejoining the class.
  7. Explain to the students that what they just experienced is a form of meditation. It involves focusing their attention on a specific element that can be concrete, such as their breathing (like they practised during the workshop), or more abstract, such as a strength or good quality.



Meditation is simply taking the time to settle into a comfortable position—maybe in silence at first to help centre yourself—and focus your attention on a specific thing, considering it from a fresh perspective (André, 2009). It doesn't need to be long or complicated. The students can gradually start meditating for a little longer or on different things, depending how this makes them feel.

### **E. Bridging the gap between your two “me’s” (15-20 minutes)**

1. Reassure the students that everyone (without exception!) has strengths and weaknesses. It's normal to be better at some things and weaker at others.
2. Collect the *Building my self-esteem* worksheet.

3. Explain that self-esteem is made up of **four spheres of competencies (academic, social, emotional, physical)** based on which a person judges themselves (Ouellet, 2019).
4. Give a short definition of each sphere, as written on their worksheet:
  - Academic sphere: Your perception of your ability to do well at school.
  - Social sphere: Your perception of your ability to connect with others, make new friends, and maintain relationships.
  - Emotional sphere: Your perception of your ability to manage your emotions.
  - Physical sphere: Your perception of your physical appearance and abilities.
5. Give the students the following instructions for answering the second question on the worksheet (*2. The four spheres of competencies*):
  - Copy your answer to the first question on the worksheet (*1. The real me vs. the ideal me*) into the four spheres table. Does your description of your “real me” and your “ideal me” correspond to one sphere in particular? Or several?
  - Now complete the four spheres by describing your “real me” and your “ideal me” for each one.
6. When most of the students have finished, explain the third question on the worksheet (*3. Bridging the gap between your two “me’s”*):
  - Circle the sphere for which the gap between your “real me” and your “ideal me” seems the biggest, the most insurmountable. In other words, the sphere in which you feel your self-esteem suffers the most.
  - Now write a sentence using “**AND... NO MATTER WHAT**” that bridges the gap between your two “me’s” and helps build your self-esteem.  
  
For example: “I’m afraid others will laugh at me **AND** I’ll get up on stage **NO MATTER WHAT** to sing at the annual talent show, because I know I can do it.”
7.  Before asking them to do the exercise individually, ask them to imagine what this sentence might look like in Sacha’s situation. Listen to the students’ sentences and complete with the following, as needed:

Sacha (physical sphere): I don’t think I’m any good at basketball **AND** I’ll still play **NO MATTER WHAT** in the tournament organized by my gym teacher, because I know I’m up for the challenge.”



Point out that the idea isn't to ignore their feelings or negative thoughts, but to carry on **DESPITE** them (Ciarrochi, Hayes and Bailey, 2014; Harris, 2009; Hayes, Strosahl and Wilson, 2012).

8. Now ask the students to answer the third question on the worksheet. Once they are done, conclude with this:



Being kinder to ourselves, even despite our weaknesses, failings, and faults, helps to build our self-esteem. No one is perfect, but you don't have to be perfect to love yourself, be loved by others, and accept that you have value. But some of the things that we like less about ourselves or that we would like to improve can be opportunities to take action, make changes, and find solutions. So, do we need to accept ourselves the way we are, or try to change? A little bit of both...



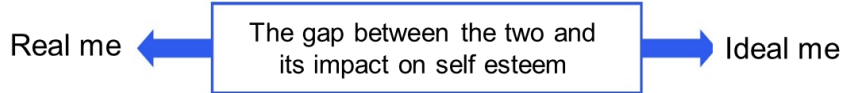
Finally, explain to the students that we can start by accepting ourselves the way we are, while still knowing that we can change and evolve. Accepting yourself the way you are and making improvements is not a contradiction.

## **E. Video: Sacha and self-esteem – Part 2 and REMINDER: HORS-PISTE challenge (5 minutes)**

This week, encourage the students to build their self-esteem by trying to bridge the gap between their two “me’s” (real me and ideal me). Encourage them to transform their self-criticism (weaknesses, imperfections, struggles, traits they don't like about themselves) into positive, self-compassionate statements, using the “*AND... NO MATTER WHAT*” strategy. Also ask them to try a meditation exercise during their day-to-day lives (like the meditation on their strengths that they did during the workshop).



**1. The real me vs. the ideal me**



Describe your “real me” (your image of yourself, your reflection in the mirror):

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Describe your “ideal me” (the person you would ideally like to be):

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**2. My four spheres of competencies**

Describe your “real me” and your “ideal me” for each sphere of competencies.

<p><b>Academic sphere</b> Your perception of your ability to do well at school</p> <p>REAL ME      IDEAL ME</p>	<p><b>Social sphere</b> Your perception of your ability to make new friends and maintain relationships</p> <p>REAL ME      IDEAL ME</p>
<b>YOU</b>	
<p><b>Emotional sphere</b> Your perception of your ability to manage your emotions</p> <p>REAL ME      IDEAL ME</p>	<p><b>Physical sphere</b> Your perception of your physical appearance and abilities</p> <p>REAL ME      IDEAL ME</p>



3. **Bridging the gap between your two “me’s”**

Write a positive, self-compassionate statement using the “**AND... NO MATTER WHAT**” strategy to bridge the gap between your two “me’s” in one of the spheres of competencies.

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**REMINDER!**  
It's not pretentious to love and think highly of yourself.  
**It is IMPORTANT**

**REMINDER!**  
Meditation is simply taking the time to settle into a comfortable position—maybe in silence at first to help centre yourself—and focus your attention on a specific thing, as your strengths for example - considering it from a fresh perspective.

**Bridging the gap between your two "me's"**

The closer your "real me" is to your "ideal me," the higher your self-esteem will be.

Try to take actions to get closer to your "ideal me".

**Yes, but how?**

Use the "AND... NO MATTER WHAT" strategy. See the things you like less about yourself as opportunities to take action!



The bigger the gap is between the two, the more your self-esteem will suffer.

**The real me**

**The ideal me**



Image you have of yourself; your strengths, your weaknesses. Your reflection, positive or negative.

Being kinder to yourself, even despite your weaknesses, failings, and faults, helps to build your self-esteem. No one is perfect, but you don't have to be perfect to love yourself, be loved by others, and accept that you have value.

How you view yourself at your very best.

**HORS-PISTE CHALLENGE**  
Transform self-criticism into positive, self-compassionate statements, using the "AND... NO MATTER WHAT" strategy.  
Try a meditation exercise during your day-to-day life.




# 7. BEING OPEN-MINDED DOESN'T MEAN YOU HAVE A HOLE IN YOUR HEAD!

## Fighting judgment with empathy

<b>Targeted competency(ies) (ÉKIP, WHO)</b>	SHOWING EMPATHY
<b>Cross-curricular competencies (QEP)</b>	ACHIEVING THEIR POTENTIAL EXERCISING THEIR CRITICAL JUDGMENT COOPERATING
<b>General workshop objectives</b>	AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO <ul style="list-style-type: none"> <li>• realize the impact of passing judgment on themselves and others</li> <li>• adopt an attitude of openness and compassion toward others</li> <li>• experiment with various strategies for self-compassion, inclusion, and amicable relationships</li> </ul>

### Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT do the activities marked with the  icon

### Materials and preparation

Print the *Script for compassion meditation* worksheet (1 per student)

Materials required

- *Sticky notes (e.g., Post-it Notes)*
- *Chalkboard and chalk or interactive digital board (IDB)*

## A. Get labelling! (15 minutes)

1. Draw a large stick person on the board; tell the students his name is Lou.
2. Read the following scenario: "Lou often looks unhappy. At school, he doesn't talk to anyone and keeps to himself. You'd almost think Lou doesn't like people all that much."
3. Give each student a sticky note; ask them to write their answer to the following question on the Post-it:
  - Why do you think Lou acts this way?
4. Have each student stick their Post-it Note onto the stick person.
5. Read a few answers. Pick out an especially original answer or use this one: "If I told you that Lou's dad is dying, would that change your perception of him or the answer you wrote down?"
6. Explain that the exercise was about creating a **prejudice**.



Being prejudiced means making assumptions or hasty judgments about people or situations based on partial or incomplete information. It's like labelling someone before even getting to know them. These labels obscure and cover up the person's true nature, just like the sticky notes are hiding Lou. They prevent us from seeing the person as they really are (Eberhardt, 2019; Fiske and McCrae, 2012).

7. Ask the students the following questions:
  - In your opinion, what consequences can prejudices have?
  - Why do we judge people? Do you think it's helpful?
8. Wrap up the discussion with the following information:



It's natural to judge people. We do it all the time. For example, each time we walk into a room, we scan the room and the people in it, what they look like, and how they're acting. This lets us know how we should behave. Without realizing it, we place labels on people, we lump them into categories. "He's such-and-such a way," "She's such-and-such a person." These become our benchmarks. But it's important to remember that we don't know everything, we don't understand everything, and that people can surprise us if we take the time to get to know them.

*While judging is sometimes a pleasure, understanding always is!*

- HENRI DE RÉGNIER (1864-1936)

## B. Video: Nadège and judgment – Part 1

### C. Be kind to yourself (10 minutes)

1. Go back to what Nadège said in the video: Even though judging others and being judged is “normal,” saying things that are prejudiced often reveals our ignorance and lack of understanding—and even our **lack of empathy**—for others.
2. Ask the students:
  - What do you think empathy is?



Empathy is the ability to put yourself in the other person’s shoes, to acknowledge their feelings and imagine how they feel (Naître et grandir, 2016).

3. Continue by explaining that one of the ways to develop empathy is to be **open-minded** and **compassionate** with others.
4. Ask the students again:
  - ☐ What do you think compassion is?



Compassion is wanting what’s best for others and being able to see the good in people. It also means accepting people the way they are, without wanting to change them. In other words, it’s being willing to act for the common good (Singer and Klimecki, 2014; Strauss *et al.*, 2016). You don’t have to be friends with everyone, but it’s much nicer if you can get along with people, by being patient and tolerant.

5. Conclude by saying that to be open-minded, compassionate, and empathetic toward others, first you need to *be kind to yourself!*

### D. Labels that leave their mark... (10 minutes)

1. Go back to the scenario about Lou, the stick person in activity A. Ask the students the following questions:
  - Now that you know what Lou’s going through, what would you like to say to him?
  - What could you do to lessen the burden of people’s judgements for Lou?
2. For each empathetic or compassionate answer the students give you, remove a Post-it Note from Lou.
3. Once all the Post-it Notes are gone, have the students look at Lou on the board. Point out to them that Lou is no longer covered in sticky notes. However, his outline is faded and smudged in places. Address the following elements to make students aware of the negative impacts of prejudices and the benefits of being empathetic and compassionate.



Our prejudices about people, and the labels we place on them—often too quickly and without really knowing them—can leave their mark. It’s better to take the time to get to know the other person, to take a real interest in them, in order to avoid the harmful consequences of unfounded judgments.



## E. Compassion meditation (5 minutes)

1. Invite the students to take part in a meditation to help them develop their self-compassion and compassion for others. Also remind them that meditation is a way to take a pause, centre themselves, open up their minds, and tune in to certain elements (André, 2009; Kabat-Zinn, 1990), as they did in previous workshops.
2. Hand out the *Script for compassion meditation* worksheet. Guide the meditation using the worksheet or the audio file in the PowerPoint presentation. \*Attention: The audio file takes a few seconds to load.

### Tip for facilitators

For each scenario, try to take the time to look each student in the eyes with kindness; this sets an example and acknowledges their experience.

The students are not required to open their eyes, but you should strongly encourage them to do so!

If you don't have time to cover all the scenarios, select the ones you think will be most beneficial to the students, while following the suggested order.

Remember that the goal of this exercise is to let them build bridges between themselves, by focusing on the ties that bind them, as a way of creating empathy.

## F. Because we're a lot alike... (15 minutes)

1. Tell the students that for the next activity, you need them to be honest, respectful, and mature, in order to make it an enjoyable, positive, and meaningful experience for everyone.
2. Explain how the activity will work:
  - On my signal, you'll close your eyes and stay quiet.
  - Then I'll name different everyday scenarios. For each one, the students who think the scenario applies to them will raise their hand, keeping their eyes closed.
  - Then I'll ask those students to open their eyes for a few seconds and look at each other, still without saying anything, and then close their eyes again. The students who don't think the scenario applies to them must keep their eyes closed.
  - We'll repeat this for each scenario.
3. Remind the students of the importance of being honest and respectful during this exercise. Before starting, ask the class to stop talking and take a deep breath. Then, begin the exercise by reading the following scenarios out loud, in order:
  - I go to school
  - I'm more of a "salty" person (salt, chips, popcorn, etc.)
  - I'm more of a "sweet" person (sugar, candy, chocolate, cake, etc.)
  - I like playing video games
  - I'm an only child (no brothers or sisters)
  - I hate oral presentations
  - My parents are separated
  - I've been through a breakup
  - I've seen someone being bullied at school
  - I have a hard time admitting when I'm wrong
  - I'm afraid of being judged negatively for who I am
  - I've experienced a major loss in my life (e.g., loss or death of a loved one)
  - I've faced one of my biggest fears
  - I sometimes feel proud of myself

4. After the exercise, ask the students to answer the following questions:
  - Did you find this exercise easy? Hard? Why?
  - How did you feel when you saw other students in the same boat as you? Did you feel better or worse?
  - What things did you find out about the others? And about yourself?
5. Conclude by explaining that the goal of the exercise was to make them aware of the things they have in common with others—the things that bring us closer together rather than push us apart. Despite our differences and the things that divide us, we have a lot of similarities and things in common, often without even realizing it. However, in our day-to-day lives, we rarely take the time to get to know others and to see the *bridges that connect us!*
6. In fact, we rarely take the time to appreciate who we are and what we're going through... Ask the students to accept their feelings about the exercise with kindness and self-compassion.

## F. Hands on! (5 minutes)

1. Ask the students if they have any tips or examples of how to be compassionate and self-compassionate on a daily basis, in order to better cope with judgments. Complete their answers with the following list of strategies, which also appear in the PowerPoint presentation:

### Strategies for being compassionate (toward others)

- Be present and listen attentively
- Try to understand emotions and needs
- Avoid making assumptions and judgments
- Describe a behaviour instead of judging it
- Be open-minded and kind to others, see their good side
- Practise gratitude (thank others for what they bring you)
- Do good deeds, help someone in need

(Lambert *et al.*, 2009; Lyubomirsky and Layous, 2013; Sitbon *et al.*, 2019)

### Strategies for being self-compassionate (with yourself)

- Talk to yourself like you would talk to your best friend
- When you're overwhelmed by negative thoughts, take a deep breath and focus on what you're feeling
- Write down what you're feeling
- Identify your needs and goals
- Practise self-care by doing things you enjoy and that make you feel good

(Neff and Germer, 2018)



**G. Video: Nadège and judgment – Part 2 and REMINDER HORS-PISTE challenge (5 minutes)**

This week, ask the students to think about a person (or a group of people) they tend to judge without really knowing them. Over the next week, ask them to think of at least one good quality about that person (or group of people) and two things they have in common. Ask them to think about how this affects the way they act with that person (or group of people).





## Worksheet Script for *compassion meditation*



To begin this compassion meditation, find a comfortable position—somewhere you feel good and won't be disturbed. If, at any time, you start to feel uncomfortable, don't hesitate to change positions. If you want, you can close your eyes to help you get centered. Remember that the goal of meditating isn't to gain or achieve anything. Just try to figure out what's going on inside you, here and now, without judging or deciding it's good or bad.

Compassion is synonymous with kindness and tolerance. Above all, I encourage you to be compassionate with yourself. All thoughts are welcome. If they start to wander, that's perfectly normal. Just refocus them on your next breath. So, start by paying attention to your breathing, without forcing it or trying to change it.

Now, think of someone you really love and who loves you; someone very close to you. Imagine this person is next to you and you're telling them how much you love and respect them. Imagine yourself wishing them love, happiness, and security. Tell them in your head:

"I wish you love, happiness, and security."

Now, think of someone you recently had an argument with. Maybe you're angry at this person, or maybe you don't always get along well. Despite your differences, this person also deserves to have love, happiness, and security. As you try to be tolerant and keep an open mind, tell them this:

"I wish you love, happiness, and security."

Now, begin to notice your surroundings. You can simply look at the people around you or imagine a whole community for yourself. To all these people, who are just like you and who need your compassion, you can say:

"I wish you love, happiness, and security."

Now, imagine several people who love you very much and whom you love in return. Take the time to identify them one by one. Like them, you need love, happiness, and security. Imagine all these people around you, telling you what they wish for you. Quietly, they say to you:

"I wish you love, happiness, and security."

Finish this compassion meditation by filling your lungs with air. Take a deep breath and let it out. Try to notice your feelings, thoughts, sensations, and emotions, without judging or criticizing them.

At your own pace, when you feel ready, open your eyes, stretch if you need to, and come back to your surroundings, taking as much time as you need.



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# BEING OPEN-MINDED DOESN'T MEAN YOU HAVE A HOLE IN YOUR HEAD!

## Workshop 7



### REMINDER!

Being prejudiced is often based on incomplete information. It's like labelling someone before even getting to know them.



### Be kind to yourself!

Compassion is wanting what's best for others and being able to see the good in people. It also means accepting people the way they are.



To be open-minded, compassionate, and empathetic toward others, first you need to *be kind to yourself!*

### Strategies for being compassionate (toward others)

- Be present and listen attentively
- Try to understand emotions and needs
- Avoid making assumptions and judgments
- Describe a behaviour instead of judging it
- Be open-minded and kind to others, see their good side
- Practise gratitude (thank others for what they bring you)
- Do good deeds, help someone in need

### Strategies for being self-compassionate (with yourself)

- Talk to yourself like you would talk to your best friend
- When you're overwhelmed by negative thoughts, take a deep breath and focus on what you're feeling
- Write down what you're feeling
- Identify your needs and goals
- Practise self-care by doing things you enjoy and that make you feel good

### HORS-PISTE CHALLENGE

Think of at least one good quality and two things they have in common about a person (or a group of people) you tend to judge without really knowing them. Think about how this affects the way you act with that person.



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## 8. NOT RIGHT OR WRONG: IT'S A MATTER OF PERCEPTION!

Preventing and resolving conflict by communicating clearly

<b>Targeted competency(ies) (ÉKIP, WHO)</b>	COMMUNICATING PROBLEM-SOLVING
<b>Cross-curricular competencies (QEP)</b>	COMMUNICATING APPROPRIATELY PROBLEM-SOLVING USING CREATIVE THINKING COOPERATING ACHIEVING THEIR POTENTIAL
<b>General workshop objectives</b>	<p>AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>• understand how conflicts develop</li> <li>• understand how their own attitudes and behaviours affect their conflict management style</li> <li>• use positive conflict management strategies, including communication and compassionate listening</li> </ul>

### Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT do the activities marked with the  icon

### Materials and preparation

Print the *Scenes for the interactive theatre exercise* worksheet (1 per student)

## DIGGING DEEPER

### Perceptions

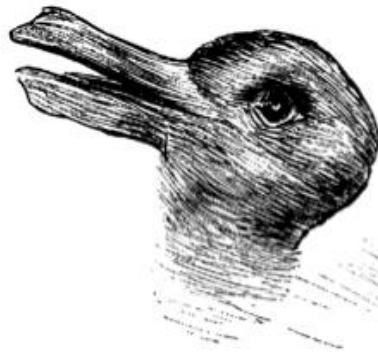
Our experiences are seen through the filter of our perceptions. Since no one has exactly the same life experience, no one perceives things, people, or situations in exactly the same way. The natural human tendency to categorize things (good vs. bad, pleasant vs. unpleasant, safe vs. dangerous) sometimes leads to stereotypes and prejudices. Also, when we communicate with others, our "filters" can distort the messages, a bit like static on the phone line, which risks creating misunderstandings and conflicts.

(Fiske and McCrae, 2012; Eberhardt, 2019)

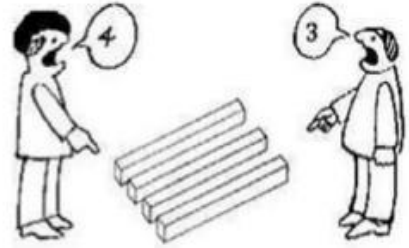


## A. Perceptions (10 minutes)

- Using the PowerPoint presentation, show ambiguous images that can be perceived differently by different people. Lead a discussion by asking the following questions:
  - What do you see in these images?
  - Does anyone see anything else?
  - Why do you think you might see something different from your classmate?
  - Can you think of situations in your life where people might perceive things differently?



(Jastrow, 1899)



(Psychobabel, 2017)

Point out the possibility that people may perceive several different things for a single image, and stress that differences in perception and decoding can lead to misunderstandings and sometimes interpersonal conflicts (Eberhardt, 2019). These differences also mean that it's often pointless to try to figure out who's right and who's wrong; instead, it's important to know that there can be two different perceptions of the same situation.

- Ask the students for examples of interpersonal conflicts they've experienced because of a difference in perceptions. Ask two or three students to share their answers.

## B. Video: Sacha and conflicts - Part 1

### C. The communication wire (15 minutes)

- Briefly recap the video. Obviously, a conflict seems to have broken out between Sacha and his parents!
- Ask the students the following two questions:
  - Can conflicts, like the one between Sacha and his parents, be helpful?
  - Can you think of any examples?



Explain that conflict can be positive. Depending on how it's managed, it can be helpful or harmful. When managed properly, a conflict between two people can help them get to know each other better, understand each other better, and even develop their creativity and find new solutions (Scholtes, Joiner, Streibel and Lalanne, 2002).

3. Illustrate this using the following examples:

- **Example of a helpful conflict:** Sacha loaned his snowboard to his friend Max last week, and Max still hasn't given it back. Sacha says to Max: "Thanks to you, I can't go snowboarding tonight because I don't have my board!" Max answers: "Whoa, man! Chill! What's wrong with you?" Sacha takes a minute to refocus. He realizes he's disappointed that he can't go snowboarding tonight. He feels like this isn't the first time Max hasn't returned something he's borrowed. He decides to tell Max how he feels. Max understands that Sacha doesn't like waiting on him to return his things. Max also tells Sacha that he wasn't sure when he should give the snowboard back and was waiting for Sacha to ask for it. Max reminds Sacha of all the times he loaned him things without expecting anything in return. Sacha admits that he wasn't clear and that Max has often been generous with him in the past. Max admits that he wasn't thinking about what Sacha needed and apologizes.
- **Example of a harmful conflict:** Nadège gets into a fight with her friend Megan, who also has a crush on Justin, the boy that Nadège likes. Nadège calls Megan stupid for trying to get between her and Justin. Megan calls Nadège selfish and says she has the right to talk to whoever she wants. Nadège and Megan haven't spoken for a week.

4. Add to the discussion by stressing that different attitudes, emotions, and behaviours influence the way a conflict is managed. When faced with a conflict, we can either **react** or **respond** (Kabat-Zinn, 1990).

- We react when we **immediately fire back** at someone who says or does something that we don't like, **spontaneously, without thinking first**. This reaction can make the situation worse.
  - Has this ever happened to you?
  - Did you notice any times in the scenarios involving Sacha and Max, or Nadège and Megan, when they reacted spontaneously, without thinking?
- We respond when, faced with the same situation, we **take a few deep breaths, put ourselves in the other person's shoes, or consider the situation from another angle**. This strategy increases our chances of a positive outcome to the conflict.
  - In the conflict scenarios we just saw, did you notice any times where Sacha, Max, Nadège, or Megan used this strategy?



### TIP FOR FACILITATORS

Interactive theatre is an art form that gets the audience involved; it's focused on finding solutions in order to resolve conflicts. So, we encourage you to let the students experience a conflict situation in their own lives; you can guide them through it, as needed, using listening and communication strategies conducive to positive conflict resolution.

- Continue by explaining that sometimes, **our emotions overwhelm our body and our mind**, preventing us from seeing the situation clearly (Peacock, 1999). Our feelings then push us to escalate the conflict. Incidentally, this is what seems to have happened with Sacha and his parents in the video.
- Lead a discussion by asking the following questions:
  - Have you ever been in a situation where you felt like escalating the conflict instead of resolving it?
  - Why do you think that is?
  - What were the consequences?
  - What is the point of resolving your conflicts?
  - What things help you manage your conflicts?



Finish by explaining that even though it can be tempting to escalate a conflict—for fun or to be dramatic or because it makes us feel powerful—there are always more positive sides to handling conflicts better.

### DIGGING DEEPER

#### Compassionate listening

Compassionate listening helps with communicating effectively, building trusting relationships, and strengthening ties, while also reducing the risk of conflicts or misunderstandings. We all have examples of times when we didn't really listen to the other person, or when we didn't feel heard, for example, trying to talk to someone who's looking at their smartphone, parents watching their TV shows while we're trying to talk to them, someone who answers "uh huh, yup" for the whole conversation while looking elsewhere, etc. Compassionate listening involves refocusing your attention on the speaker and trying to be fully present in the moment.

(André, 2009; Burdick, 2014; Kaiser Greenland, 2016; Scholastic Inc., 2019; Uco, 2006; Weger, Castle Bell, Minei and Robinson, 2014; Willard and Saltzman, 2015).

## D. A dramatic turn of events! (25 minutes)

- Explain to the students that the next exercise involves acting out three different conflicts between two characters, as an interactive theatre piece.
- Introduce the students to the different roles needed for the interactive theatre exercise. For each scene:
  - two students will play the characters (be respectful!);
  - at any time, a third student can break into the scene as the director, changing how the scene unfolds. The director helps guide the interactions and rectify situations using the right strategies.
- Any student can jump in as the director along the way, by raising their hand and calling out "CUT!" The student then "pauses" the actors and gives them instructions on how to fix the scene. Then, both characters resume acting, adjusting their roles to the director's cues.
- Before starting the interactive theatre exercise, briefly explain the conflict resolution strategies using the PowerPoint presentation (Motoi, 1995; Motoi and Villeneuve, 2006).

#### Compassionate listening strategies

- Show openness and interest through body language: look, tone, attitude, smile, attention
- Try not to interrupt or interject; let the person finish their sentences

- Try to put yourself in the other person's shoes when they're describing how they feel
- Be respectful and empathetic toward the other person
- Refocus your attention on the other person; stay in the moment

### Communication strategies

- Take the time to listen to the other person's opinion
- Say what you're feeling, name your emotions
- Use "I" statements
- Express your needs in the situation
- Tell the other person what you expect from them
- Talk openly with the other person
- Stay calm



### Other conflict resolution strategies

- Define the problem
- Evaluate the solutions (feasible? realistic?)
- Be respectful (don't judge or blame the other person)
- Be willing to compromise
- Accept your share of the responsibility for the situation
- Evaluate all possible solutions before choosing one that works for everyone involved
- Clarify your thoughts
- Seek social support from peers

5. Make sure all students understand the instructions for the interactive theatre exercise, then ask the first two volunteers to come to the front. Hand out the papers and roles for the first scene (see the *Scenes for the interactive theatre exercise* worksheet), then give the characters a few minutes to prepare.
6. Make sure the slide on conflict resolution strategies is still showing on the screen so the students playing the director can refer to it.
7. Once both characters are ready, start the first scene (you have about five minutes per scene, but this can vary depending on class participation).
8. Ask questions to encourage the students to jump in as director. For example:
  - What do you think about the characters' body language?
  - What attitudes or behaviours in one of the characters would you change to defuse the situation and resolve the conflict? How?


#### DIGGING DEEPER

##### Conflict resolution strategies

Conflict resolution strategies are closely linked to communication strategies. They are decided by how the conflict is handled. Another effective conflict management strategy is to use relaxation techniques and exercise as ways to calm down before approaching the conflict with the other person. Harmful conflict management strategies (withdrawal, avoidance, domination, control) should be avoided.

(Feldman and Gowen, 1998; Gascon, 2011; Tuval-Maschiach and Shulman, 2006)



- 
- Could you get a character to reword what they said by naming their emotions?
  - How could you help a character express their needs better?
9. Once you think the scene has been fully covered or you've run out of time, move on to the next scene (see the *Scenes for the interactive theatre exercise* worksheet) and invite two new volunteers to join you up front. Follow the same steps for all three scenes.

### **E. Video: Sacha and conflicts – Part 2 and REMINDER: HORS-PISTE challenge (5 minutes)**


This week, ask the students to think about how they react to and handle their conflicts. Tell them to notice how they react to a conflict during the week ahead. Specifically, ask them to identify:


- a spontaneous reaction (attitude, behaviour) they often have without thinking and that can escalate conflicts.
- a conflict resolution strategy they already use, that comes naturally.
- a new strategy they will try out soon to help them manage conflicts better.

## Worksheet

### *Scenes for the interactive theatre exercise*

Scene 1	
<p>This morning, you asked your friend to go to the movies with you, because there's a new movie playing that you really want to see. He said he couldn't because he has to visit his grandparents. That night before bed, you notice that he's posted pictures on Facebook of himself and other friends hanging out at the mall. You're really angry, but more than that, you're disappointed that your friend lied to you. The next day at school, you ignore him in the hallway. He calls out to you: "Oh, come on, you could at least say hi!" You say that you don't see why you should say hello when he obviously doesn't want to hang out with you. Seeing his puzzled look, you tell him you saw his photos on Facebook and you know that he lied to get out of going to the movies with you. He tells you the photos are from last week. You don't believe him because he never posts old photos. You accuse him of lying again. The tension escalates...</p> <p><b>ACTION!</b></p>	
Character 1	Character 2
Teenager	Friend

 Scene 2	
<p>You have a special night planned with your friends on Friday and you want your parents to extend your curfew to 12:30 a.m. instead of your usual 10 p.m. Your five friends have permission from their parents to stay out late, and one of the fathers will pick you up at the designated meeting place. You mentioned it briefly to your parents at breakfast; right away, they said no. Now it's supper time; you bring up the subject again, asking them if you can stay out later than usual. The answer is still no. You're furious! You raise your voice, complaining that it's not fair, that all your friends are allowed except for you, and that you'll have to be home before everyone else. Your parents refuse to hear it, telling you they make the rules and that you're too young to be making these kinds of decisions. They say that you need to grow up and learn to take no for an answer. Then they say you can do whatever you want once you turn 18, but that as long as you live under their roof, you live by their rules. The tension escalates...</p> <p><b>ACTION!</b></p>	
Character 1	Character 2
Teenager	Parents

 Scene 3	
<p>You get home from school to notice that the books on your desk have been moved. Right away, you assume your sister has been in your room again without asking. You run to her room, barge in without knocking, and accuse her of snooping around your room. Your sister asks you what your problem is and tells you that you always get worked up over nothing. She says she didn't go in your room, but you don't believe her. The tension escalates...</p> <p><b>ACTION!</b></p>	
Character 1	Character 2
Teenager	Little sister

**Worksheet**  
*Scenes for the interactive theatre exercise*

**Scene 1**

This morning, you asked your friend to go to the movies with you, because there's a new movie playing that you really want to see. He said he couldn't because he has to visit his grandparents. That night before bed, you notice that he's posted pictures on Facebook of himself and other friends hanging out at the mall. You're really angry, but more than that, you're disappointed that your friend lied to you. The next day at school, you ignore him in the hallway. He calls out to you: "Oh, come on, you could at least say hi!" You say that you don't see why you should say hello when he obviously doesn't want to hang out with you. Seeing his puzzled look, you tell him you saw his photos on Facebook and you know that he lied to get out of going to the movies with you. He tells you the photos are from last week. You don't believe him because he never posts old photos. You accuse him of lying again. The tension escalates...

**ACTION!**

Character 1	Character 2
Teenager	Friend

 **Scene 2**

You have a special night planned with your friends on Friday and you want your parents to extend your curfew to 12:30 a.m. instead of your usual 10 p.m. Your five friends have permission from their parents to stay out late, and one of the fathers will pick you up at the designated meeting place. You mentioned it briefly to your parents at breakfast; right away, they said no. Now it's supper time; you bring up the subject again, asking them if you can stay out later than usual. The answer is still no. You're furious! You raise your voice, complaining that it's not fair, that all your friends are allowed except for you, and that you'll have to be home before everyone else. Your parents refuse to hear it, telling you they make the rules and that you're too young to be making these kinds of decisions. They say that you need to grow up and learn to take no for an answer. Then they say you can do whatever you want once you turn 18, but that as long as you live under their roof, you live by their rules. The tension escalates...

**ACTION!**

Character 1	Character 2
Teenager	Parents

 **Scene 3**

You get home from school to notice that the books on your desk have been moved. Right away, you assume your sister has been in your room again without asking. You run to her room, barge in without knocking, and accuse her of snooping around your room. Your sister asks you what your problem is and tells you that you always get worked up over nothing. She says she didn't go in your room, but you don't believe her. The tension escalates...

**ACTION!**

Character 1	Character 2
Teenager	Little sister



# NOT RIGHT OR WRONG: IT'S A MATTER OF PERCEPTION!

## Workshop 8

### Helpful conflict?

When managed properly, a conflict between two people can help them get to know each other better, understand each other better, and even develop their creativity and find new solutions.

To help you, try to **respond** by taking your time (take a few deep breaths, put yourself in the other person's shoes)

instead of **reacting** (spontaneously, without thinking first).

### Compassionate listening

- Show openness and interest through body language
- Try not to interrupt or interject; let the person finish their sentences
- Be respectful and empathetic toward the other person
- Refocus your attention on the other person; stay in the moment

#### REMINDER!

It's often pointless to try to figure out who's right and who's wrong; there can be two different perceptions of the same situation.

In your relationships and especially when you are in conflict, use these strategies

### Conflict resolution

- Define the problem
- Evaluate the solutions
- Be respectful
- Be willing to compromise
- Accept your share of the responsibility
- Evaluate all possible solutions before choosing one that works for everyone involved
- Clarify your thoughts
- Seek social support from peers



### Communication

- Take the time to listen to the other person's opinion
- Say what you're feeling, name your emotions
- Use "I" statements
- Express your needs in the situation
- Tell the other person what you expect from them
- Talk openly with the other person
- Stay calm



### HORS-PISTE CHALLENGE

Think about how you react to and handle your conflicts

- Identify a spontaneous reaction you have and that can escalate conflicts.
- Identify a conflict resolution strategy they already use, that comes naturally.
- Identify a new strategy they will try out soon to help them manage conflicts better.



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## 9. CARVING OUT YOUR PLACE! Maintaining healthy friendships through prosocial behaviour.

<p><b>Targeted competency(ies) (ÉKIP, WHO)</b></p>	<p>ADOPTING PROSOCIAL BEHAVIOUR MAINTAINING GOOD INTERPERSONAL RELATIONSHIPS SELF-ACCEPTANCE</p>
<p><b>Cross-curricular competencies (QEP)</b></p>	<p>COOPERATING USING CREATIVE THINKING ACHIEVING THEIR POTENTIAL</p>
<p><b>General workshop objectives</b></p>	<p>AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>• recognize the importance of healthy friendships in tackling life’s challenges</li> <li>• recognize the importance of choosing themselves first and foremost</li> <li>• apply strategies for getting out of uncomfortable interpersonal situations</li> <li>• adopt new prosocial behaviour to develop and maintain quality relationships</li> </ul>

### Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT do the activities marked with the  icon

### Materials and preparation

Materials required

- One large sheet of paper per six students for the “Twelve skilled hands” exercise, and the “Your secret mission” worksheet
- Markers (for drawing)
- Chalkboard and two chalk colours or interactive digital board (IDB)

## A. Twelve skilled hands (20-25 minutes)

### TIP FOR FACILITATORS

In order to encourage the students' social skills, it's important that you don't interact with the groups. All interactions will be useful for discussion purposes. This way, a student who doesn't participate much or one who monopolizes the conversation can be topics for discussion later on. During the class discussion, the idea is to highlight the different ways the groups worked and not to pass judgment on their methods.

1. Form groups of six students. Ask each one to get into a good position for group work (desks pushed together, sitting on the floor, etc.).
2. Then describe the exercise to the class: Each group has 10 minutes (seven minutes for schools with 40 minutes) to do a group drawing on the theme of their choice. Give some examples of themes (friendship, justice, music, sports, environment, travel, etc.), as needed. There are no restrictions. Specify that you won't answer any questions during the exercise. The only time you'll speak is halfway through the exercise, to tell them how much time is left. If the students insist on asking questions, simply remind them how much time they have left to finish their drawing.
3. Now ask each group to appoint someone in charge of the material and ask these people to join you at the front of the class. Give them the material (a large blank sheet of paper and markers), then discreetly give them a small piece of paper with a SECRET mission written on it that they must perform during the activity (see the *Your secret mission* worksheet). Ask them to read it before returning to their group. Here's what's written on the piece of paper:

### Your secret mission

When I say that we're at the halfway point, you should suddenly, but subtly, adopt a negative attitude (look discouraged, sigh, stop drawing, sit away from the group, make a negative comment about the drawing, refuse to continue participating, say "Ugh, this is so ugly!" or "This activity is so boring," etc.). Keep this negative attitude up for as long as your group members fail to notice it or do anything about it. If they react (e.g., by questioning you, worrying about you, encouraging you to keep going, trying to get you interested in the activity again... or getting impatient!), you can decide whether you want to keep up your negative attitude or continue drawing with your group.

4. Ask the students in charge of the material to return to their groups without revealing their SECRET mission.
5. Give the signal to start the group exercise. Keep an eye on the time. (The exercise should last 10 minutes, or seven minutes for schools with 40 minutes).
6. Halfway through, let the groups know that they have five minutes (or three and a half minutes) left to finish their group drawing. At this point, the students with a secret mission will start acting out their role. Don't get involved!

7. Once the time is up, ask the groups to briefly describe their drawings to the class. Ask them the following questions (schools with 40 minutes can ask fewer questions):
  - How did your group decide on your theme?
  - Did your group decide on the specific roles for each member, or did everyone naturally take their place in the group?
  - Did you rely on the talents of certain group members to do the drawing?
  - Did all group members contribute equally to the drawing?
  - How did you personally react to the student who developed a negative attitude halfway through?
  - How did you resolve the situation as a group? (Reveal the secret mission at this point, if you haven't already!)
  - How did you feel about the others during the activity?
  - Does your personal contribution to the drawing reflect your usual role in group activities?
  - What parallels can you draw between your contribution to the group drawing and your role in your group of friends or with your classmates?
8. Finish the activity by mentioning the importance of students finding a comfortable place among their peers. Having friends to talk to about what you're going through creates a sense of security and support during the transition to adolescence. Each individual has a unique and important role to play in a group (Claes *et al.*, 2005).

## B. Video: Nadège and friendships – Part 1

### C. The umbrella effect (10 minutes)

1. Briefly recap the video by pointing out that friendships seem to be very important to Nadège despite the issues she's having.
2. Explain that carving out a place for yourself in a group is a very important part of adolescence. Expand with this thought:

#### DIGGING DEEPER

##### Friendships

According to several researchers, successfully fitting in with a peer group and forming friendships act as protective factors when it comes to the many changes that accompany the start of adolescence, whether physical, family related, social, or academic. In fact, heart-to-heart conversations with friends can help to lessen the anxiety related to transitioning to adolescence; they can also help to increase self-esteem and coping skills. Friendships also create feelings of security and well-being. Finally, friendships are an important source of support during stressful events. Researchers have found that the quality of friendships is more important than the number of friends a person has.

(Claes *et al.*, 2005)

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### Friendships (cont.)

Conversely, feeling alienated (angry, distant) from your friends is linked to mental health issues, such as symptoms of depression and anxiety. A lack of friendships, or poor-quality or rocky friendships are also risk factors for the eventual appearance of mental health disorders such as anxiety.

(Claes *et al.*, 2005)



Making friends is one of the main things young people worry about. These friendships also play a very important role in how well you adapt to all the changes you're facing (puberty, first romantic relationships, family dynamics and your quest for independence, fitting in and doing well at school, etc.). Having friends makes you feel braver, more optimistic, and good about yourself. Also, knowing that you can share your innermost thoughts with a close friend can help you to better navigate difficult situations (e.g., an argument with your parents, a breakup, a bad grade). On the other hand, when you feel left out or uncomfortable and "out of place" in your group, you may feel more stress and sadness. You may also feel like you're lacking the strength to get through life's challenges.

3. Use the umbrella metaphor to illustrate your point:



Imagine that you're hiking in the forest when you're suddenly caught in a torrential downpour. You have an umbrella in your backpack. You quickly take it out and open it up to protect yourself from the rain. Phew! Even though it's pouring, now you won't get wet (or at least not too wet). Even though the rain caught you off guard, forcing you to change your plans, you can still appreciate this force of nature and maybe even have a good laugh! But without an umbrella, you would have been soaked, possibly angry, and very uncomfortable...

4. Explain to the students that fitting in with a group is like having an umbrella.



As mentioned earlier, it helps us to feel good, safe, and even stronger in some difficult situations. But, just as an umbrella won't stop the rain from falling, having friends doesn't prevent us from encountering difficult situations. However, our friendships let us face these situations with more confidence and courage.

5. Continue the metaphor:



A single umbrella in good condition has a better chance of keeping you dry and standing up to the wind. On the other hand, opening multiple umbrellas at the same time, some of which may be broken or full of holes, won't protect you any better from the rain.

6. Conclude with the following: "It's better to have a few good friends you can count on (*a good umbrella!*) than a bunch of people you don't feel comfortable with or who don't care about you!"



## D. Navigating troubled waters... (10 minutes)

1. Referring to Nadège's situation in the video with her group of friends, ask the students the following questions (you can write their answers on the board):
  - Why do you think Nadège stays in her group of friends, even though she's increasingly uncomfortable with their behaviour? (Focus on her fear of being rejected, being judged, and feeling alone.)
  - Do you ever lose sight of yourself, like Nadège, or disrespect yourself to fit in with others?
  - What advice would you give Nadège?
2. End by saying that while there are a lot of attitudes conducive to making and maintaining friendships, the challenge is to apply them while still staying true to yourself, your values, and your needs.

## E. A few strategies... (5 minutes)

1. End the workshop by suggesting a list of strategies (prosocial attitudes and behaviours), shown in the PowerPoint presentation, which they can apply in their daily lives to make, improve, or maintain friendships (taken from Kids Help Phone, n.d.; Mayo Clinic, 2016; U.S. Department of Health and Human Services, n.d.), or even to get out of uncomfortable relationships (D'ansembourg, 2001; Motoi and Villeneuve, 2006).


### To make friends

- Smile, be calm
- Use humour
- Appreciate the person, show interest in them
- Compliment their accomplishments and skills
- Make eye contact with the person you're talking to or who is talking to you
- Practise active listening, show signs that you're listening (agree, nod)
- Take the first steps to talk to someone
- Ask questions about the other person's situation and experiences
- Take the time to listen before resuming the discussion
- Identify shared interests
- Wait your turn to talk and give others a chance to speak up
- Participate in the discussion
- Use a calm, steady tone of voice

### To maintain good relationships

- Listen attentively
- Get involved, show interest in others
- Open up, learn to talk about yourself



- 
- Express yourself clearly and honestly
  - Take initiative, talk about your ideas and projects
  - See and respect other people's points of view
  - Criticize opinions and behaviours, not people
  - Accept criticism from others and tolerate differences
  - Encourage, help, and compliment others
  - Have a sense of humour

#### **To get out of uncomfortable relationships**

- Talk to friends about what's making you uncomfortable
- Identify and express your needs
- Find an ally
- Actively look for solutions
- Develop other relationships at the same time
- Gradually distance yourself from people who are bad for you
- Leave the group when you disapprove of their behaviour
- Choose activities where the situation is less obvious

#### **F. Video: Nadège and friendship – Part 2 and REMINDER HORS-PISTE challenge (5 minutes)**

This week, ask students to think about their friendships. Suggest the following questions: Where do you fit in with your group of friends? How do you feel about your friends (good, comfortable, uncomfortable, unhappy)? Ask the students to look at the list of strategies and to choose two that they'd like to apply during the week to improve the quality of their friendships.

**Worksheet**  
*Your secret mission*

<p style="text-align: center;"><b>SECRET MISSION</b></p> <p>You have a secret role to play during the activity. When I say that we're at the halfway point (5 minutes), you should suddenly, but subtly, adopt a negative attitude (look discouraged, sigh, stop drawing, sit away from the group, make a negative comment about the drawing, refuse to continue participating, say "Ugh, this is so ugly!" or "This activity is so boring," etc.). Keep this negative attitude up for as long as your group members fail to notice it or do anything about it. If they react (e.g., by questioning you, worrying about you, encouraging you to keep going, trying to get you interested in the activity again... or getting impatient!), you can decide whether you want to keep up your negative attitude or continue drawing with your group.</p>	<p style="text-align: center;"><b>SECRET MISSION</b></p> <p>You have a secret role to play during the activity. When I say that we're at the halfway point (5 minutes), you should suddenly, but subtly, adopt a negative attitude (look discouraged, sigh, stop drawing, sit away from the group, make a negative comment about the drawing, refuse to continue participating, say "Ugh, this is so ugly!" or "This activity is so boring," etc.). Keep this negative attitude up for as long as your group members fail to notice it or do anything about it. If they react (e.g., by questioning you, worrying about you, encouraging you to keep going, trying to get you interested in the activity again... or getting impatient!), you can decide whether you want to keep up your negative attitude or continue drawing with your group.</p>
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**Worksheet**  
*Your secret mission*

<p style="text-align: center;"><b>SECRET MISSION</b></p> <p>You have a secret role to play during the activity. When I say that we're at the halfway point (5 minutes), you should suddenly, but subtly, adopt a negative attitude (look discouraged, sigh, stop drawing, sit away from the group, make a negative comment about the drawing, refuse to continue participating, say "Ugh, this is so ugly!" or "This activity is so boring," etc.). Keep this negative attitude up for as long as your group members fail to notice it or do anything about it. If they react (e.g., by questioning you, worrying about you, encouraging you to keep going, trying to get you interested in the activity again... or getting impatient!), you can decide whether you want to keep up your negative attitude or continue drawing with your group.</p>	<p style="text-align: center;"><b>SECRET MISSION</b></p> <p>You have a secret role to play during the activity. When I say that we're at the halfway point (5 minutes), you should suddenly, but subtly, adopt a negative attitude (look discouraged, sigh, stop drawing, sit away from the group, make a negative comment about the drawing, refuse to continue participating, say "Ugh, this is so ugly!" or "This activity is so boring," etc.). Keep this negative attitude up for as long as your group members fail to notice it or do anything about it. If they react (e.g., by questioning you, worrying about you, encouraging you to keep going, trying to get you interested in the activity again... or getting impatient!), you can decide whether you want to keep up your negative attitude or continue drawing with your group.</p>
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### REMINDER!

It is important to find a comfortable place among your peers. Each individual has a unique and important role to play in a group.

### A few strategies...

To make friends



- Smile, be calm
- Use humour
- Appreciate the person, show interest in them
- Compliment their accomplishments and skills
- Take the first steps to talk to someone
- Ask questions about the other person's situation and experiences
- Take the time to listen before resuming the discussion
- Identify shared interests
- Wait your turn to talk and give others a chance to speak up
- Participate in the discussion
- Use a calm, steady tone of voice

### The umbrella effect!

Making friends is one of the main things young people worry about.

Having friends makes you feel braver, more optimistic, and good about yourself.

On the other hand, when you feel left out or uncomfortable and "out of place" in your group, you may feel more stress and sadness.



### REMINDER!

While there are a lot of attitudes conducive to making and maintaining friendships, the challenge is to still staying true to yourself and your needs.

### A few strategies...

To maintain good relationships

- Get involved
- Open up, learn to talk about yourself
- Express yourself clearly
- Respect other people's points of view
- Accept criticism from others

### HORS-PISTE CHALLENGE

Think about your friendships...

Choose one or two strategies that you'd like to apply during the week to improve the quality of your friendships.



# 10. TAPPING INTO YOUR CRITICAL MIND!


Using social media wisely thanks to my critical thinking skills



<b>Targeted competency(ies) (ÉKIP, WHO)</b>	CRITICAL THINKING
<b>Cross-curricular competencies (QEP)</b>	EXERCISING THEIR CRITICAL JUDGMENT USING INFORMATION USING INFORMATION AND COMMUNICATION TECHNOLOGIES ACHIEVING THEIR POTENTIAL
<b>General workshop objectives</b>	<p>AT THE END OF THE WORKSHOP, THE STUDENT WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>• identify and analyze issues surrounding social media use</li> <li>• understand their responsibility in terms of following Internet codes of conduct and the consequences of not doing so on themselves and others</li> <li>• use reflective tools that help them ask the right questions</li> <li>• practise critical thinking when it comes to social media</li> </ul>

## Total duration

**60-MINUTE** version, follow all steps

**40-MINUTE** version, DO NOT do the activities marked with the  icon

## Materials and preparation

Materials required

- *Stopwatch*

## A. Think about it... wireless or filterless? (10-15 minutes)

### TIP FOR FACILITATORS

We encourage you to use the term “social media,” which is more accurate than “social networks,” since it encompasses more of the platforms that young people use to communicate with each other. Social media refers to all online platforms that people use to interact with others, share content, or join virtual communities (e.g., online gaming sites where people interact using an avatar as a virtual representation of themselves)

(Dewing, 2013).

### DIGGING DEEPER

#### Social media and depression

Social media use has been associated with an increased risk of depression in adolescents. Among girls in particular, posting selfies on social media has been associated with increased anxiety, decreased self-confidence, and greater body dissatisfaction.

(Mills *et al.*, 2018; Moreno *et al.*, 2011)

1. Start by saying: “Adolescents are more social-media savvy than any other age group.” Now ask the students to share their knowledge with you. To fuel the discussion, you can ask the following questions:
  - Which social media platforms do you use?
  - What do you do on these social media platforms?
  - How many hours a day do you spend on social media?
  - Do you ever use your social media accounts on “autopilot,” without realizing how much time you’re spending online?
  - What are the advantages of using social media?
2. Then, have the students take the *True or False?* quiz to test their knowledge of social media (for the 40-minute version, you can ask only half of the questions).

After each explanation, get the students thinking by asking if anyone can relate (without necessarily answering).

### TRUE OR FALSE?

- **Spending time on social media has no health consequences.**
- **FALSE.** Spending a lot of time on social media can have negative effects on **sleep** and can also cause **stress**. Using electronic devices (smartphones, tablets, computers, etc.) before bed is associated with *a shorter sleep duration during the school year* and negative effects on daytime functioning (**drowsiness in class, difficulty getting up in the morning**, etc.) and **mood** (increased sadness) (Royant-Parola, Londe, Tréhout and Hartley, 2018). **A negative post can affect my mood.**

**TRUE.** For example, when researchers looked at people whose mood is generally negatively affected by the rain, they found that these people are likely to be negatively affected (e.g., **sullen or depressed mood**) by seeing a social media post calling for rain, even if it doesn’t typically rain where they are (Coviello *et al.*, 2014).

- **Unlike real bullying, cyberbullying doesn’t have any serious consequences for the victims.**

**FALSE.** Cyberbullying has **the same harmful (or even devastating)** consequences as bullying. Cyberbullying also comes with its own specific consequences, such as **breach of trust, invasion of privacy**, and a **feeling of helplessness** at the hands of the bully, who is sometimes anonymous. What’s more, it’s **often impossible to delete all traces of cyberbullying** (Gouvernement du Québec, 2021).

- **Social media can help us get through hard times in our lives.**

**TRUE.** Some young people report that, despite the downsides, social media also creates a sense of “**connection with others**” that is good for them (Ellison *et al.*, 2007, 2011). However, the emotional benefits apply more to people with a large number of social media connections (a lot of friends or followers) (Kim and Lee, 2011; Manago *et al.*, 2012).

- **Our personal information isn’t safe on social media.**

**TRUE.** There are many risks to our personal information on social media: **identity theft, hacking, lack of control over our privacy.** The more information you put online, the more likely you are to fall victim to identity theft (Cosoi, 2011; Senthil, Saravanakumar and Deepa, 2016).

- **Everything we see on social media is true.**

**FALSE.** These days, information can be found in the blink of an eye, but it’s just as easy to spread **false information** yourself. The information we find on social media may not be accurate (Colliander, 2019).

3. Wrap up by telling the students that the exercise they just did helped them reflect on their own experiences with social media, as well as give them information, test their knowledge, and challenge their thinking to help them distinguish between facts and opinions. They now have a more informed opinion of social media.
- 4.

## B. Video: Sacha and social media – Part 1

### C. Don’t believe everything you read! (5 minutes)

1. Recap the video. Tell the class that Sacha seems to have gotten himself into a very touchy situation on social media. Continue by pointing out something that caught your attention... when Sacha mentioned “critical thinking.”
2. Ask the class what “critical thinking” means? Take a few answers, then wrap up by explaining that basically, critical thinking means not believing everything you see or read on social media.
3. To get the students thinking, show the figure in the PowerPoint presentation (Éducol, 2018; Sotir, 2014) that defines critical thinking and its components.

#### DIGGING DEEPER

##### Sexting

There is evidence that sexting is a gateway to sextortion and cyberbullying, and risky behaviours such as drug, alcohol and tobacco use, not to mention unprotected and non-consensual sex.

(Cruz Gomez and Soriano Ayala, 2014)

#### DIGGING DEEPER

##### Social media engagements

Positive social media engagements (e.g., liking a post or getting a “like” or a positive comment) have no effect on feelings of isolation; however, negative engagements (e.g., getting a negative comment or being “blocked” by a friend) are associated with a 13% increase in the likelihood of experiencing feelings of isolation.

(Primack *et al.*, 2019)



<b>Critical thinking</b> Practices and attitudes that get us thinking about the world around us.	
<b>Attitudes</b> Ways of being, personality traits, personal characteristics	<b>Practices</b> Concrete actions, important things to do, put into practice
<b>Being curious</b> Wanting to find out more about different subjects <b>Being a good listener</b> Agreeing to disagree with others and taking an interest in their opinions and knowledge <b>Being independent</b> Forming your own opinion based on the information you have <b>Being discerning</b> Making sure the information you have is reliable <b>Being humble</b> Allowing yourself to be wrong and change your mind	Looking up information on the subject  Asking yourself questions and evaluating the information you find  Coming up with arguments by distinguishing between facts and opinions  Comparing your ideas and arguments to those of others  Evaluating new information and taking a position

- Point out that these attitudes and practices are in fact strategies for gradually applying their critical thinking skills in their daily lives.

## D. Devil's advocate (20-30 minutes)

### TIP FOR FACILITATORS

#### Preparing for the debate

De Vecchi recommends some criteria for a successful debate. For a debate to be successful, he suggests that students be able to:

- Understand the problem presented
- Decide on their position/view of the issue
- Come up with arguments
- Summarize the arguments
- Illustrate the arguments with examples
- Consider the opposing viewpoint
- Prepare their conclusion

(De Vecchi, 2017, p. 158)

### Here are some helpful tips in your role as debate moderator



- During a debate, it can sometimes be difficult to manage turn-taking by the participants. As needed, don't hesitate to clarify or repeat the rules or to correct certain behaviours you find inappropriate.
- You can act as the time keeper (e.g., by reminding participants that there are three minutes left or by saying that you'll take two more answers).
- If the students stray too far off topic, feel free to steer the debate back on track by repeating the question.
- Even if you have an opinion you'd like to share with the students, it's best to let them debate among themselves and let their discussions take any potentially interesting turns. This doesn't mean you can't guide the students toward a particular aspect of the debate or encourage them to explore it further.
- If the debate becomes heated and emotional, you can use mindfulness to get students to focus on specific aspects, for example, by asking them questions or by telling them to take a few deep breaths or settle down. (For example, notice the emotions that come up when you talk about a particular subject. Notice your breathing. Is it deep, fast, slow? What is it telling you about your state of mind?)


- Explain the next activity: The students will debate an issue related to social media. The purpose of the debate is to get them thinking about the issue and to argue their points. The goal is not to be right, but rather to agree or disagree with the statement and to adjust their position, as needed.


2. Add that the debate is also an opportunity for them to apply their critical thinking strategies (in reference to the figure on attitudes and practices seen earlier, and in the PowerPoint presentation).
3. Organize the classroom in a way that's conducive to discussion (move the desks around, divide the room in half, place the desks in a circle, etc.).
4. Ask the following question and give the students a few minutes to decide on their positions:



**Is social media more helpful or harmful to personal relationships?**

5. Tell the students to break up into two groups: those who are **FOR** and those who are **AGAINST**.
  - If the groups are really unbalanced, ask for volunteers to defend the opposite position, or form a third group for undecided students.
6. Open up the debate with a 10-minute discussion period between the FOR and AGAINST groups (five minutes for schools with 40 minutes). Act as the debate moderator, inviting both sides to take turns expressing their opinions.
7. At the end of the discussion period, ask the students to stop talking and stay silent. Without any explanation, show the video *Are You Living an Insta Lie?*: <https://www.youtube.com/watch?v=0EFHbruKEmw> (Time: 3 min. 12 sec.).
8. After the video, remind the students about the central debate question: *Is social media more helpful or harmful to personal relationships?* Still without saying anything, ask them to take a few seconds to consider their personal position on the central question and to revise it, if needed (FOR, AGAINST, UNDECIDED).
9.  Without wasting any time, ask them to change groups (or sides of the classroom) if they've changed their opinion along the way.
10.  Resume the debate with a second 10-minute discussion period; ask questions related to the central question to get the students thinking differently and about other issues surrounding social media.
  - Does being popular on social media make you feel good about yourself? If so, is this feeling real? Can it last?
  - Does your number of followers or likes reflect how popular you are in real life?
  - Do the photos posted by influencers reflect their everyday lives? What's lurking behind these photos (money, editing, a photographer, sponsors, etc.)?
  - What behaviours do you adopt when surfing your social media accounts?
  - Do you share or post things on "autopilot," without thinking too much, or do you hesitate before doing so?
  - What emotions do you feel when you post a selfie or a personal message? (expectation, shyness, happiness, confidence, frustration, jealousy, etc.).



11.  At the very end of the debate, ask the students to take a firm position on the central question. Ask them one last time to change groups (or sides of the classroom) if they've changed their opinion since the halfway point of the debate. Encourage them to notice the changes of opinion and shifts that took place during the exercise.

12. End by asking the students about the following points; try to establish links between their answers and the components of critical thinking (see the table in the PowerPoint presentation):

- What are your takeaways from the debate we just had?
- Did you find it easy to state your opinion? Change your mind? Disagree with the others?
- How did you feel when you had to state your opinion in front of the others? And when you had to listen to other people's opinions? (For example: the urge to interrupt or give your opinion, particular emotions, sensations, etc.)
- Why is it important to develop your critical thinking on a daily basis?

**For the students who changed their mind during the debate:**


- What caused you to change your opinion?
- Did you find it difficult to change your mind?

**For the students who didn't change their mind during the debate:**

- Why did you stick to your original opinion?
- Is it hard to get you to change your mind?

## E. Once the dust settles (5 minutes)

1. Explain that social media can be a valuable source of information and opportunities, and that practising mindfulness can help the students to get the most out of it. Encourage the students to explore the following principles (Escobar-Viera *et al.*, 2018; Frison and Eggermont, 2015; Tandoc, Ferrucci and Duffy, 2015):

 Remember that you have an influence over your virtual environment. When you log on to social media, take a minute to breathe and settle down. Ask yourself questions. As you're scrolling through your news feed, stop and think. What are your intentions? What are you here for? How do you feel? When you log off, notice what's going on inside you. How does social media make you feel and behave? Choose the pages you like and the people you follow very carefully. Figure out what they bring you. Knowing some of the consequences of social media that were discussed today, try to nurture real relationships and expose yourself to positive situations through social media.

Take breaks. Experiment with disconnecting for a few hours or even a few days, if you want to. Notice how you feel and what you do with the time you normally spend on social media. Remember: The idea isn't to judge yourself, but to become aware of your behaviour.

## **F. Video: Sacha and social media – Part 2 and REMINDER: HORS-PISTE challenge (5 minutes)**

This week, encourage the students to find ways to use social media wisely and to exercise their critical thinking. Suggest that they identify two strategies from the PowerPoint presentation that they can implement in their daily lives. Suggest that they talk to their peers and find ways to help each other exercise their judgment. Ultimately, this can help them to change and improve their social media habits





### REMINDER!

Critical thinking means not believing everything you see or read on social media.



### When you log on to social media...

Stop, settle down.  
Ask yourself questions.  
What are your intentions?  
What are you here for? How do you feel?



### When you log off...

Notice what's going on inside you.  
How does social media make you feel and behave?  
Choose the pages you like and the people you follow very carefully.  
Figure out what they bring you.



### REMINDER !

Remember that you have an influence over your virtual environment. When you log on to social media, take a minute to breathe and settle down.

### HORS-PISTE CHALLENGE

Ask yourself about your use of social media.  
Apply 2 strategies to use social media wisely... and share them with you peers.





## HORS-PISTE program – Exploration

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