

### 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)

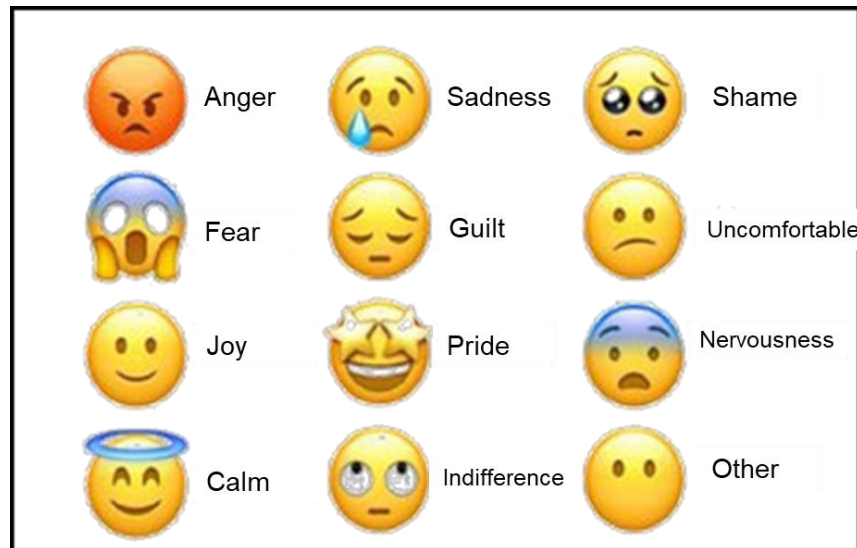
Material required

- 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?

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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