



4. WHAT'S GOING ON INSIDE ME?

Specific workshop objectives

At the end of the workshop, the student will be able to:

- Recognize their emotions related to certain situations;
- Identify the needs behind the emotions;
- Use emotion regulation strategies;
- Recognize situations that they are particularly sensitive to.

How the workshop works

Welcome the students and present the workshop objectives and how it will work.

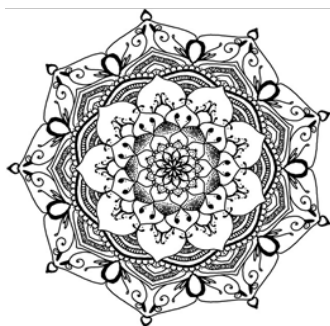
A. The week in review (10 min.)

1. Briefly review the challenge given at the end of the 2nd workshop. Ask students if they tried to reformulate an unhelpful thought into a helpful one.
2. Now, ask the students how their week went. How did you feel in general? Did you step outside of your comfort zone? If so, in which situations? If not, why? Did you identify other situations that make you feel good or increase your anxiety? If yes, which ones?
3. If you want to go into more detail, you can ask the following questions:
 - Did you learn anything new about yourself?
 - Did you notice anything different about the way you perceive or react to certain situations?
 - Did you learn anything about your comfort zone and your personal objective?

B. Mindful drawing (15 min.)

1. Ask the students to take out the *mandala* in their *Handy student guide* and their pencil crayons.

2. Tell them they will be practising mindful drawing for the next activity. Explain that drawing not only engages their senses, but also teaches them how to follow their intuition and trust themselves. There is no right or wrong—they can draw anything and use any colours. The drawing is a reflection of what’s going on inside them. You can point out that doing art, in all its forms, creates a path to mindfulness, since it immerses them fully in the present moment. Mindfulness and art therapy both focus on the means as well as the end, without judgment (Willard and Salzman, 2017).
3. Now ask the students to colour their mandala. Explain that mandalas are generally circular forms that aid with meditation. The mandala becomes a sort of channel for mindfulness, allowing the person to settle their thoughts and deepen their breathing as they colour. Like a traditional drawing, the person focuses on the colours, pencil lines, texture of the paper, shapes, etc. (Faucher, 2016).
4. Explain that the most important part of this activity is to stay focused on creating and observing their work, rather than worrying about “doing it right.” You don't have to be an artist to participate in this activity. Describing the drawing as nice or not nice is pointless here, since the drawing is only a means for connecting with the present moment.
5. Give the students about five to ten minutes to draw mindfully. You can play some soft music if you think it’s appropriate.
6. At the end, briefly recap the activity as a group: “How did you feel during the activity?” “Did you notice certain sensations, emotions, or thoughts emerge?” Remind them that practising mindfulness allows us to settle into the present moment by being more attentive to what’s going on around us and inside us.

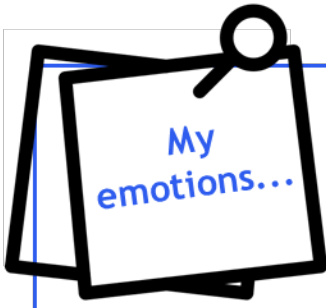


C. What’s going on inside me: My emotions (40 min.)

1. Now ask the students to take out the *My emotions, needs and strategies* sheet (Ciarrochi *et al.*, 2014; Conover and Daiute, 2017; Gouvernement du Québec, 2019; Rottenberg and Gross, 2007; Silk *et al.*, 2003; The Centre for Nonviolent Communication, n.d.) from their *Handy student guide*.



My emotions, needs and strategies



- Confidence
- Anger
- Disappointment
- Anxiety
- Discouragement
- Sadness
- Panic
- Concern
- Happiness
- Surprise
- Confidence
- Optimism
- Gratitude

(Inspired by The Centre for Nonviolent Communication, n.d.)



- Freedom, independence
- Security
- Balance
- Time
- Justice
- Trust
- Help, listening
- Affection
- Recognition
- Comfort
- Relaxation, rest
- Understanding
- Fun, entertainment

(Inspired by The Centre for Nonviolent Communication, n.d.)



- Seeing the situation differently
- Expressing my emotions
- Accepting the situation
- Comparing the situation to something worse
- Taking action
- Being kind to myself
- Asking myself what I can learn from the situation
- Distracting myself
- Asking for help
- Taking deep breaths
- Remembering my values and goals
- Using a stress management strategy

(Inspired by Ciarrochi *et al.*, 2014; Conover & Daiute, 2017; Rottenberg & Gross, 2007; Silk *et al.*, 2003).

2. Explain that it's normal and human to experience all kinds of emotions. Furthermore, during adolescence, teens' emotional and affective balances are disrupted (Discour, 2011). Intense emotions are characteristic of this important period of development (Holzer, Halfon and Thoua, 2011). The ups and downs can be like riding a roller coaster!
3. Point out that it's often hard to understand *why* they're experiencing all these emotions, or to know *what to do* with them. The *My emotions, needs and strategies* sheet, which is in their *Handy student guide*, will help them learn to identify the emotions they're experiencing, along with the underlying needs. This sheet also contains strategies to help them figure out how to handle difficult emotions.
4. Explain that identifying the need behind the emotion can seem tricky at first. It gets easier with practice, but more importantly, it empowers us to meet our needs. Give some examples of needs related to emotions:
 - When I'm afraid, I might need help, reassurance, or understanding.
 - When I'm angry, I might need alone time or justice in a situation that's upsetting me.
5. Play this video to help illustrate and normalize emotions: <https://www.dailymotion.com/video/x37r89b>
6. Then ask the students if they can identify the emotions that Riley felt in the video; have them try to identify some of the needs behind these emotions. Listen to a few answers.
7. Now, give them an individual exercise. In their *Handy student guide*, ask them to write down a situation that causes them anxiety, along with their typical thoughts when faced with this situation. To help them, go back over the events of the last week.

Using the sheet, ask the students to identify the emotions they experience in this situation and write them down in their *Handy student guide*.

For example: "When I THINK that no one wants to be around me because I'm boring and have nothing interesting to say, I FEEL ashamed and embarrassed."

8. Then ask them to write down their need(s) in this situation and some strategies for better managing the emotions that arise. Tell them that sometimes, just acknowledging the need can feel good, make them feel better, or help them find strategies to address it. For example: "I might need help figuring out how to reach out to others. I could talk to my brother about how he makes friends and get some advice from him."
9. Reconvene as a group to listen to everyone's situations. After listening to a student's situation, you can ask the other students for their input. Remind them that it's not always easy to identify emotions and needs. This is a good opportunity to help each other as a group. Several different strategies can also be applied.
10. Encourage the students to keep the emotions sheet in their agenda, pencil case, or school bag and to use it when needed. Remind them that it's normal to experience a wide range of emotions and not always understand them. By taking the time to notice what's going

on inside us, welcoming our emotions with kindness (i.e., without judgment), and handling them with care, we're able to know ourselves better, act appropriately, and meet our needs instead of ignoring them or letting them pile up.

D. Outside of my comfort zone, what things make me react most? (20 min.)

1. Divide the class into groups of 2 or 3 students. Give them the titles, definitions, and scenarios for different types of intolerance (see the worksheets at the end of the workshop), along with sticky tack. Each group must work together to match the correct title to its definition, scenario, and picture. They must then stick them to the wall.

Title: Intolerance to uncertainty: I worry about everything!

Definition: An intolerance of potential danger, change, and anything new.

Scenario: Valerie is very excited this morning. It's the end-of-year field trip. She spent hours last night getting ready to make sure she didn't forget anything. When Valerie gets to school, the teacher announces that they won't be able to go to the waterslides as planned because of an equipment breakdown at the park. She tells them they'll be going indoor climbing instead. Valerie panics. She's never climbed before. She thinks to herself: "What if something happens? What if the others laugh at me because I'm terrible at it? What if I panic halfway up the wall and freeze?" etc.

Picture:

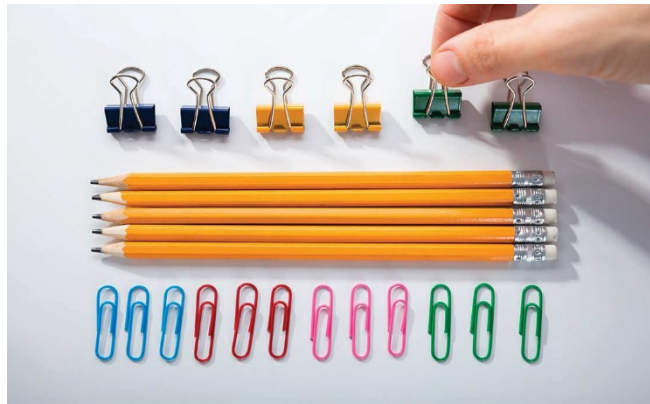


Title: Perfectionism: I'm not satisfied unless it's perfect.

Definition: An intolerance of the risk of error, an intolerance of things not being perfect, a tendency to criticize your own achievements and self-blame.

Scenario: Charles is invited to an advanced video game design camp for teens. Everyone attending the camp is talented and skilled. At camp, Charles is trying to design a game prototype. After working on it for 20-30 minutes, he realizes it's not quite up to par because of some technical issues. He decides to start over. Thirty minutes later, he again decides his prototype isn't good enough. He decides to start over again. Time goes by. He realizes he has only 30 minutes left to complete his prototype. He becomes super anxious. He doesn't know how he'll produce a prototype that will meet his standards in such a short time. He panics to the point that he can't function anymore.

Picture:



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

Definition: An intolerance of the fact that bad things might happen to others, and that it will be your fault because you didn't do anything to prevent them.

Scenario: Before leaving for school in the morning, Marie notices that her dog threw up his breakfast. She starts to worry. She remembers giving him a treat the night before. She thinks it might be her fault that the dog is sick. She calls her mom to ask what she should do. Her mother tells her not to worry and they'll deal with the situation that evening. Marie runs to catch her bus, still worried about the dog. She thinks about him all morning. At lunch, she decides to go home to check on her dog. But that means she won't have time to eat. When she gets home, she finds her dog asleep. She offers him food, but he refuses. She calls her mom again. Her mother is angry that Marie left school to check on the dog. She tells her to stop worrying and that she'll take care of it when she gets home. Marie goes back to school, still really worried. She's very concerned about her dog. The situation weighs on her mind all afternoon.

Picture:



Title: Fear of being judged by others: I know they're judging me.

Definition: An intolerance of possibly being judged and criticized by others, of being laughed at and ridiculed.

Scenario: During math class, right before lunch, Julien asked a question that made everyone laugh. It was a really dumb question that clearly showed he wasn't following and didn't understand the material. At the end of the class, the teacher made fun of Julien by repeating his question in a mocking voice. Julien is embarrassed and doesn't want to eat lunch with the others. He walks past the lockers and thinks he hears his classmates whispering behind his back. He passes two teachers, who look at him. He wonders if they know what happened to him in class. He decides to hide out in the library for the entire lunch hour. He finally comes out for the first afternoon class. He's the last one to get there and sits at the back of the class. He'd like to disappear for the rest of the day.



Picture:



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

Definition: A tendency to worry excessively about the physical sensations and symptoms caused by anxiety.

Scenario: Julie is having trouble concentrating in French class this morning. She can't stop thinking about the stomachache that started just after she got to school. It's not that bad, but she's worried about what's causing it. The more she thinks about it, the worse she feels. And then she starts to feel a little queasy. What if she gets sick and has to go home? What if she throws up in front of everyone?

Picture:



- When both groups have finished sticking the title, definition, scenario, and picture for each type of intolerance to the wall, review their answers with them and make corrections, as needed.
- Ask the students to rate, on the scale from 1 to 10 in their *Handy student guide*, how much they identify with each of the intolerances. 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 situation in their daily lives and try to adopt strategies for dealing with it. Intolerances are like glasses that distort reality. When you're aware of them, you can make an effort to remove them and see the situation differently.

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

- Ask them to identify which type of intolerance they identify with the most, write it down in their *Handy student guide*, and share their thoughts with the group.

E. This week's challenge (5 minutes)

- Explain that this week's challenge (also in their *Handy student guide*) is to try to identify their emotions and the need behind them and to apply a strategy. Explain, as needed.





Worksheet *Types of intolerance*

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

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

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

Definition: An intolerance of potential danger, change, and anything new.

Definition: An intolerance of the risk of error, an intolerance of things not being perfect, a tendency to criticize your own achievements.

Definition: An intolerance of the fact that bad things might happen to others, and that it will be your fault because you didn't do anything to prevent them.

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