



## 8. INTEGRATION ACTIVITY

### Specific workshop objectives

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

- Assess what they have learned through their participation in the program;
- Apply this knowledge to concrete situations.

### How the workshop works

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

#### A. The week in review (15 min.)

1. 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? What did you do to maintain or expand your social support network?
2. 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. Time to help others! (60 min.)

1. Tell the students they're now going to do a role-playing exercise to think of ways to help other students using everything they've learned in the program.
2. Divide them into groups of three.
3. Ask them to describe, in a few sentences, the profile of a fictitious teenager who's struggling with anxiety. Give them key words to help them invent their character. Such as name, age, type of intolerance, sensations, emotions, comfort zone. For example:

- Lea, age 15, feels very anxious around her friends. She tends to feel overly responsible. She's afraid of being rejected, making mistakes and upsetting others. She often feels sick to her stomach before school and has a hard time falling asleep at night. Lea often feels guilty about things she's said or done. She tends to overthink her actions and other people's reactions. Lea feels comfortable at home with her family, who love and accept her, or with one or two close friends, but only when she doesn't have to speak up.
4. Ask the students to describe a specific situation that Lea encounters, making sure to name her emotions, sensations, thoughts and behaviours. For example:
    - Lea is very anxious about the end-of-year field trip. She's worried about signing up for the "right" activities, who she'll sit with on the bus, what to wear, etc. The morning of the trip, she feels sick and thinks she'd rather stay home.
  5. Then ask the students to switch scenarios with another team, and so on, so each team gets a new scenario. After reading their scenarios, each team must answer the following questions:
    - How do you recommend this person step outside of their comfort zone?
    - Identify two questions they can use to reformulate their thoughts and turn their negative thoughts into new, more positive ones.
    - What needs do you think are lurking behind their emotions? What strategies do you recommend to help them deal better with their emotions?
    - What could they have done, a few days ahead of time, to feel better?
    - What strategies could they apply to help them cope better with the situation on the day of and to step outside of their comfort zone?
  6. Reconvene as a group to hear everyone's answers. Ask the others for their ideas, and give your input or clarifications, as needed.

### C. The mountain meditation (10 min.)

1. Tell the students they are going to do the mountain meditation. Ask them to find a place where they can sit comfortably with their eyes closed without being disturbed. They can sit on the floor or on a chair, whichever they prefer. Ask them to close their eyes if they want to.
2. You can use the script at the end of this workshop to lead the meditation yourself, or you can use the audio at this link (duration: 8 min. 23 sec.):  
<https://sante-mentale-jeunesse.usherbrooke.ca/wp-content/uploads/2022/11/Mountain-meditation-1.mp4> (Centre RBC d'expertise universitaire en santé mentale, n.d.).
3. If time permits, once the meditation is finished, talk about it as a group. For example, ask the students how they feel now, what they remember from the mountain meditation, if there was a passage that stood out for them, etc.



4. Tell the students they can access the audio at the address indicated in their *Handy student guide*.

#### D. This week's challenge (5 min.)

1. Explain that this week's challenge (also in their *Handy student guide*) is to try to find new ways to expand their comfort zone. Explain, as needed.



## COMPLEMENTARY SHEET

### The mountain meditation

*(Bell, chime, or sound of Tibetan singing bowl)*

Get into a comfortable position. Close your eyes and simply observe your breathing, without trying to change it. Observe the movement of air through your body as you breathe in and out.

Now imagine a beautiful mountain, one that you like to visit or that is just a figment of your imagination. Focus on the image of this mountain by imagining its shape, summit, nature and colours. Let the image of the mountain become clearer and clearer in your head. It doesn't matter what it looks like—just let the mountain draw clearly into focus. Observe it in detail.

Look at the stillness of the mountain. Admire how solid and magnificent it is, from near and far. This mountain represents strength and confidence.

When you feel ready, imagine that this mountain is you. The mountain and your body, both motionless, are one. Try to feel the grounding effect of the mountain. Feel its strength and force becoming yours, little by little, even though you're sitting right here. Like the mountain, you are becoming unshakeable.

With a sense of calm, you observe the changes of your environment, the movements of the sun, the passing of the seasons and, like the mountain, you simply stand there. It absorbs the warmth of the sun and tracks the movements of the clouds, but it remains there, completely still. It bears witness to all these changes.

The mountain receives visitors and listens to them marvel at its beauty or complain about the bad weather. Nothing affects the mountain; it always remains profoundly itself. The strength and beauty of the mountain never change, whether or not people see it, whether or not they pay attention to it, whether or not clouds blanket its summit.

Day or night, rain or shine, alone or crowded with visitors, the mountain remains itself, solid and still. Sometimes, the mountain experiences howling winds or raging thunderstorms. But it remains standing, traversing every ordeal, impervious to the weather.

In the same way, try to channel the mountain's strength and power in your own body. Bear witness to the changes in your environment, good and bad. Welcome this strength and allow it to move inside you.

If you want, you can now take the time to reactivate your body by stretching gently, yawning if needed, and coming back to your surroundings by slowly opening your eyes.

*(Bell, chime, or sound of Tibetan singing bowl)*

