



10. WOW! GREAT PROGRESS!

Specific workshop objectives

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

- Review their progress and accomplishments;
- Identify the warning signs of a relapse;
- Implement strategies to prevent a relapse.

How the workshop works

1. Welcome the students and present the workshop objectives and how it will work.
2. If all the students or their parents have consented to the research component, explain that a part of the workshop will be recorded for program evaluation purposes. It's important to remind them that it's the program impacts that are being evaluated and not them. Tell them you'll let them know when you start recording. Encourage them to be themselves—open and honest—and to talk about both the good things and the bad. Their feedback will help to improve the program.
3. If you think it's appropriate, you could organize a small party with the parents at the end of the workshop. For example, you could hold the student workshop and the parent workshop simultaneously in two different rooms, then bring the two groups together at the end. You could also just invite the parents at the end. You could ask them to share their observations or talk about anything else you think is relevant.

A. The week in review (10 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? Make a link with the challenge issued at the end of the 8th workshop.
2. Then ask the question of the week: What did you do this week to maintain or expand your social support network? Did you take any concrete actions?
3. If you want to go into more detail, you can ask the following questions:



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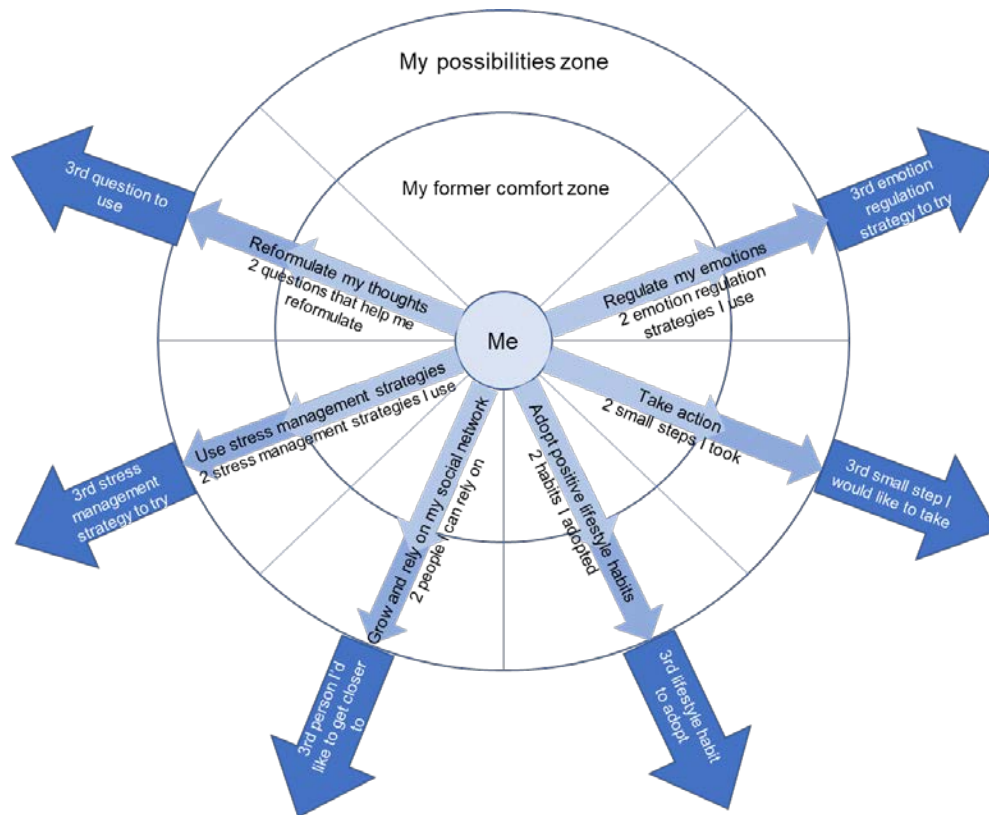
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- Did you learn anything new about yourself?
- Did you notice anything different about the way you perceive or react to certain situations?
- Did you learn anything about your comfort zone and your personal objective?

B. Summary based on the portrait of my comfort zone (50 min.)

1. Explain to the students that they'll now review their progress in the program, by reflecting on the changes in their comfort zone, fear zone and possibility zone.
2. Ask them to turn to the *My possibility zone* page in their *Handy student guide* and answer the questions individually.



3. Go around to each student to make sure they answered all the questions. As needed, ask the other students to make suggestions.
4. Explain that this portrait will be used during the parent-child meeting. So, it will be important to bring their *Handy student guide* to that meeting.
5. Tell them this exercise will help them see how far they've come. This will be the topic of the next discussion.

6. Tell the students you are starting the recording (don't forget to bring a cell phone or a recorder).
7. Sum up by asking the students the following questions. For program evaluation purposes, it's important to ask all the questions, although the students aren't all required to answer each one.
 - Which tools or information do you find most useful?
 - Which strategies do you apply in your daily life?
 - What things are you proud of?
 - What changes have you noticed in the way you deal with anxiety-provoking situations?
 - Name three program activities you liked and three you liked less.
 - Name a strength or accomplishment you noticed in another group member.
 - How has your relationship with your parents changed?
 - Have you noticed any changes in your parents?
 - Do you have any suggestions or comments for ways to improve the program?
 - How do you see yourself after the program?
8. Tell the students you are stopping the recording.

C. What next? Placing inukshuks along your path (30 min.)

1. Explain to the students what inukshuks are.

"Inukshuks are placed throughout the Arctic landscape and act as "helpers" for the Inuit. Among their many practical functions, they are used as navigation and hunting aids, as coordination points, as indicators of all kinds and as message centres (for example, to mark a food cache) (Hallendy, 2015)."
2. Referring to the last question in the previous review about the post-program period, tell the students they're going to do an exercise to prepare for the more challenging times ahead. Ask them to write down, on the inukshuk rocks in their *Handy student guide*, the answers to these questions:
 - Which of my strengths can I rely on?
 - Which mindfulness exercise makes me feel good?
 - Which emotion regulation strategy?
 - When I find myself avoiding a certain situation, what saying can I repeat to myself?
 - Who makes me feel good and could support me if I needed it?
 - What place or activity makes me feel good?
3. Then ask the students, from among the inspirational sayings in their *Handy student guide*, to choose five that inspire courage and compassion and that can serve as beacons on their journey, much like an inukshuk.
4. Then ask them to copy these sayings into their agenda. These sayings are there to remind them of the tools they've learned, the courage they've gained to take things one step at a

time, to face their fears, and to ask for help when they need it.

5. Ask them each to share with the group why their chosen saying resonates with them.
6. Take a few minutes to congratulate each student and to tell the group how much you enjoyed your experience together.
7. Give everyone the chance to share something with the group, if they want to.
8. Then, wrap up the program with a personalized, heartfelt message.

