



3. 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.

How the workshop works

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

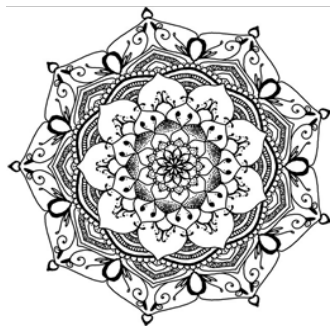
A. The week in review (10 min)

1. 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?
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. Mindful drawing (15 min)

1. Ask the students to take the *Mandala* in their *Handy student guide* and get out their colored pencils.

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 reflects 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 (30 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. 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. (e.g., the events reported in their Expedition journal).

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."

6. 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."

7. 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.
8. 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. Challenge of the week (5 minutes)

1. You explain that this week's challenge (also found in their *Handy student guide*) is to try to identify their emotions, identify what need is behind them and use a strategy. You explain as needed.

You tell students that for the next workshop they will need a camera (e.g., camera, cell phone, tablet, etc.) to take pictures.