



## 4. HORS-PISTE ACTIVITY - PHOTOS

### Specific workshop objectives

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

- Identify the situations that make him feel good and those that generate anxiety;
- Step outside of their comfort zone in a non-school group activity;
- Expose themselves “*in vivo*” to more anxiety-provoking situations;
- Experiment with the concepts learned in previous meetings;
- Create ties with the other participants.

### How the workshop works

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

#### A. The week in review

1. Explain to the students that you will review the challenge during the next workshop.

#### B. Mindful eating (10 min)

*\* If necessary, you can keep as much time as possible for the photo activity and not do the mindful activity.*

1. Explain that they will now experience tasting a food mindfully. They will have to pay careful attention to their physical sensations as they try to eat mindfully. Explain that we rarely take the time to slowly taste our food and that when we eat mindfully, we sometimes realize that a particular food tastes much sweeter than we thought or that a food we eat without thinking has a pleasant texture and a taste we particularly enjoy.

2. Pass out a food of your choice, such as popcorn, gumdrops, or dried fruit. Observations can involve many senses: what we see, what we hear, what we touch, what we smell and... what we taste.
3. Guide the students with these statements:
  - Pick up the food and observe its weight and size, shape, and colour; smell it and think about what the smell reminds you of.
  - Can you feel your saliva and taste buds kicking in?
  - Take a bite of the food, leaving half between your fingers, and pay attention to your teeth as they cut through the food; take the time to chew and fully taste that half of the food. Feel that same half slide down your throat as you swallow it.
  - Smell the other half; chew and taste it, paying attention to the various sensations it produces. Close your eyes and try to remember all the pleasant or unpleasant sensations triggered by the tasting, without judging yourself for any of them.
4. Explain that mindful eating can transform the simple act of eating into a rich sensory experience if we take the time and effort to tap into all the sensations. Wrap up the activity by reminding the students about the importance of the following points, emphasizing the need to not judge themselves:
  - Before I start eating, I take the time to appreciate the smells and colours of the food.
  - I try to focus more on the action of eating, instead of doing something else at the same time.
  - I stop eating when I'm full, even if I'm eating something I really like.
  - I take my time while eating; I taste and savour each food.

### C. Photos that speak for themselves! (25 min)

1. You invite students to walk around the school and take pictures of what makes them anxious and what makes them feel good. They can represent directly or indirectly what they want to demonstrate. They can also do the exercise in pairs. You give them 20 minutes to walk around the school. However, they should be careful not to disturb other students if the activity takes place during school hours.
2. You explain to them that they may be anxious about the activity. This is a good time to capture their thoughts and emotions. They can try to see the situation differently and observe what happens when they approach an anxiety-provoking situation.
3. You can walk around with them or stay in the classroom.

### D. What did I get out of it? (15 min)

- A. You ask students to take a moment to look at the pictures taken.



B. You then ask them to choose two that they would like to share with the rest of the group. Allow time for them to think about what they would like to share about these photos. You encourage them to use the following questions:

- What do you see in this picture?
- What does it make you feel?
- Why does this place or situation make you feel this way?

C. You then invite students to take turns sharing their photos with other group members.

D. You then ask students about their experiences during the activity. How did you feel? You lead the discussion as needed.

### E. And my parents, what are they learning? (5 min)

1. You explain to the youth that their parents will see a new concept in their workshop called accommodation. You explain to them what accommodation is:

Accommodation is the modification of parental behavior in an effort to prevent or decrease the child's distress associated with anxiety. All parents use accommodation, and this is normal. But while accommodation decreases anxiety in the short term, it increases anxiety in the long term, mainly because it promotes avoidance. Accommodation may include allowing you to miss a social activity or time off school, doing things or responding for you, changing family routines, or adhering to your rituals.

2. You explain to them that their parents will be invited to discuss with them the changes they will make to accommodate you less. You make them aware that less accommodation by their parents may cause them to feel fear, fright, or all sorts of emotions. You name that it is important to understand that their parents are doing this to help them reduce their anxiety.
3. You conclude by mentioning that, through the program, they and their parents will learn new tools to help them cope with anxiety-provoking situations. Their parents should remain present and attentive to accompany them in the use of these tools.

### F. Challenge of the week (5 min)

1. You explain that this week's challenge to them (also found in their Handy student Guide) is to try to notice other situations that make them feel good or increase their anxiety. You explain as needed.

