

Target competency	Use prosocial behaviours
Cross-curricular competencies (QEP)	<ul style="list-style-type: none"> Construct their identity Cooperate with others Communicate appropriately
General objectives	<ul style="list-style-type: none"> Use expressive skills to be clearly understood



REVIEW OF THE PREVIOUS WORKSHOP

In the last workshop, we talked about the emotions associated with happy and difficult moments. Do you remember the challenge I gave you? Tell me how it went.

* The challenge was to talk about the happy and difficult moments of their week with a friend or family member.

THE ADVENTURES OF LEO AND CHARLIE

After getting to know the other crew members, Charlie and Leo are excited to get started on their rabaska trip!^{1,2} The counsellors explain the rules for a trip like this. They also explain what everyone has to do. The two counsellors in the boat will be the team leaders. They will sit at the front and back of the boat. Their job is to guide the rest of the crew down the rapids.

Leo can't wait to go down the rapids. Charlie doesn't really like thrills, but she trusts the team and knows it will go well...

Now it's time to launch the rabaska and head down the river. The crew is split in two: half sit on the left side of the boat and the other half on the right. The two teams have to talk to each other to get the boat into the water without anyone slipping on the rocks.

¹ Rabaska: a Québec name for a very large canoe, used by the First Nations to carry up to 13 people, supplies and merchandise on long voyages. See [Rabaska - Wikipedia](#)

² Expedition: a journey taken by a group of people for a particular purpose.

DID YOU KNOW?

There are certain rules of communication that enable us to maintain an interesting and appropriate conversation with others. Just like adults, children need to learn these rules sooner or later so they can interact properly with others, develop friendships and enjoy rewarding relationships.

Here are a few examples of ways to express yourself clearly and effectively:

- Express your emotions to the person concerned;
- Be able to give and receive feedback (reinforcement, positive and negative comments);
- Show respect (take turns speaking, use respectful language);
- Be sensitive and understanding of others;
- Demonstrate an attitude of openness (take the time to listen to others, look them in the eye);
- Be aware of who you're talking to (you don't talk the same way to your friend as to your grandmother, your teacher, etc.);
- Consider the situation (raising hands in class before speaking, etc.).

(Airenti, 2017;
AlloProf, 2019a; Éducatout, 2019;
Luis & Lamboy, 2015;
World Health Organization, 2009)

INSTRUCTIONS

1. Divide the group into four teams and ask them to stand in a corner of the classroom. You explain that, just as Leo and Charlie had to do to get the rabaska into the water, they'll have to communicate effectively to meet their challenge.
2. Ask the students to take each other by the hand to create a messy human chain (the students don't just take the hand of their neighbour, but of someone further away from them, so that the arms are all intertwined between them).
3. Ask the teams to walk around the classroom, but don't let go of their classmates¹ hands. To do this, they'll need to find a way of communicating effectively with each other.
4. When all the teams have successfully completed their challenge, bring the students back into the large group and start a discussion based on the following questions:
 - How did you accomplish your mission?
 - Was it easy or difficult to make yourself understood by the others? Why?
 - How can you make sure others understand you?
5. Give students the *Effective communication strategies* handout and use it to complement the students' answers.



8



9



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CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, when you're working as a team, look back at the handout on effective communication strategies and use at least one of them.



12

ENABLING REINVESTMENT

To encourage reinvestment of what was learned, you can display the *Effective communication strategies* handout in the classroom. You and your students can also establish your own rules and strategies for communicating in the classroom, based on what was discussed during the workshop. You can post them in the classroom and refer students to them when they experience a conflict, a breakdown in communication, a misunderstanding, or simply if a student doesn't know how to communicate with others.

READING SUGGESTIONS

- Barnett, M. (2014). *Telephone*. Chronicle Books.
- Olsen, S. (2024). *Collaboration Station*. Life Between Summers.



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HANDOUT TO PRINT

Effective communication strategies



Say how you feel.

State your likes and dislikes, e.g.,
“I don't like it when...”



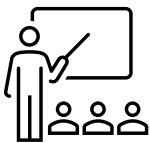
Say clearly what you want.

Use a calm, respectful tone of voice.



Listen to others.

Look others in the eye.



Choose the right moment to say things.