

Target competency	Manage one's emotions and stress effectively
Cross-curricular competencies (QEP)	<ul style="list-style-type: none"> <li>Use creative thinking</li> <li>Construct their identity</li> </ul>
General objectives	<ul style="list-style-type: none"> <li>Understand the importance of using ways to deal with a difficult situation</li> <li>Use various ways to deal with a difficult situation</li> </ul>



### REVIEW OF THE PREVIOUS WORKSHOP

In the last workshop, we talked about good and not-so-good lifestyle habits. Do you remember the challenge I gave you? Tell me how it went.

\*The challenge was to become aware of one's good and not-so-good habits, and to try to modify one lifestyle habit to make it healthier and more positive.

### THE ADVENTURES OF LEO AND CHARLIE

Back on dry land at last! Charlie and Leo join a group of friends who are playing soccer before supper. The teams are already made, so Leo joins one side and Charlie joins the other. Even after paddling for most of the day, all the campers still have energy for this impromptu game of soccer, except Remi...

Leo notices Remi sitting alone under a tree, away from the game. Leo goes to see him and asks him to join in. Remi refuses. He says the Taylor twins told him to sit out because he's no good at soccer. Remi is feeling hurt and having a hard time dealing with the rejection. Leo says he needs to tell a camp counsellor about what happened. But Remi isn't sure; he finds it difficult to ask adults for help. Just then, Charlie arrives and quickly realizes what's going on. She offers to go with Remi to ask a camp counsellor for help. Remi accepts Charlie's offer.

They find a counsellor, and Remi tells her what happened. She congratulates Remi on coming to see her. She tells him it's important to do what you need to do when you're going through a difficult situation. She suggests that she and Remi talk to the Taylor twins to solve the problem. A few minutes later, Remi, who's now on Leo's team, tries to trick Charlie with a clever fake-out!

Accepting help from Leo and Charlie and talking to a counsellor were excellent ways for Remi to deal with this difficult situation.

## DID YOU KNOW?

For many people, today's pace of life is too fast to allow for adequate adaptation. A certain degree of anxiety may ensue, often expressing itself in a spiral of inaction.

When students encounter a problem that plunges them into inaction, they need to find physical and emotional balance and clarify their thoughts to find solutions. So it's essential to help them find ways to do that. Use the following suggestions to guide them into action:

- Get away from screens and go for a walk to recentre yourself;
- Turn to people you trust for help;
- Take a little time to observe what's going on inside you: your sensations, emotions and thoughts;
- Get moving! Do some physical activity to take your mind off things;
- Do something creative: explore new ideas, new skills or new social relationships;
- Manage your stress and emotions using strategies such as meditation, relaxation, drawing,....;
- Learn to trust yourself and keep trying, accepting the risk of making mistakes!

(Inspired by Rao & Napper, 2019)

## INSTRUCTIONS

1. Divide the students into four separate groups and explain that the aim of the activity is to build the tallest tower possible using 25 wooden craft (Popsicle®) sticks. You must tell the students that their tower must stay standing for at least ten seconds without anyone touching it. It's important to create balanced teams with different strengths.
2. Explain to the students that they may find this difficult, just as Remi found it difficult to talk about what he was going through with someone in charge of the camp. Explain that, when faced with a difficult situation, everyone has a toolbox of ways they can help themselves. Throughout their lives, they can add new ways to their toolbox.
3. Inform the students that, during the activity, you'll be given more tools (resources) to each team to help them build their tower (see below the supplementary sheet *Tools to give out during the activity*, which explains the resources and materials to be printed and handed out at each stage).
4. Start by distributing just 25 sticks to each team, then distribute a resource to each team every four minutes. Give the groups about twenty minutes to complete their tower. Some teams may not be able to complete their tower. Emphasize the efforts they made, their perseverance, and the use of the resources distributed during the construction of the tower.
5. Prompt a discussion by asking each team a question:
  - Was the activity more difficult at first? Easier toward the end? Why?
  - What made the difficult situation easier?
  - Were the extra tools helpful or not?
  - What happens when you don't use our tools to deal with a difficult situation?
6. You can then ask for volunteers to name a situation they find difficult. For each situation, lead a discussion around the following questions:
  - What resources do you have in your toolbox that you could use to deal with this difficult situation?
  - What happens if you don't use any tools?



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9-11



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## COMPLETION ACTIVITY

Explain to the students that this was the last day of Camp OFF-TRAIL for Leo and Charlie this year. Tell them that, even though camp is over, you encourage them to continue using the strategies they've learned to take care of themselves and feel good. Ask the students how they enjoyed the activities, what they remember, and what they learned. Use the reminder posters to help them or provide reminders as needed. The posters are available on the [OFF-TRAIL website](#), under Workshops and tools for students.

## ENABLING REINVESTMENT

To encourage students to reinvest what they've learned, you can create a toolbox poster with them, using the *Toolbox* supplementary sheet, and add resources that can be used to deal with a difficult situation. You can then refer them to it as needed to remind them of what they can do when they experience this kind of situation.

## READING SUGGESTIONS

- Ludwig, T. (2013). *The Invisible Boy*. Knopf Books for Young Readers.
- McAnulty, S. (2017). *Brave*. Running Press.
- Poulin, A. (2020). *Tickled Pink: How Friendship Washes the World with Color*. Ingram Publisher Services.



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## **SUPPLEMENTARY SHEET**

### **Tools to give out during the activity**

All the teams receive a resource at four-minute intervals. These tools are given out in order. Print out and cut out the resources on the *Resources to be cut out and given to the teams* handout, or change slides on your smartboard every 4 minutes. Print four copies of the *Tower image* handout, for distribution on request. The resources ask you to perform the following actions:

**Resource 1: Use a tool to help yourself (to be distributed after four minutes)**

When the team sees this instruction on the smartboard or receives this paper, provide them with a roll of sticker paper or blue mounting putty (Fun Tak®, gommette, etc.).

**Resource 2: Get more materials (to be distributed after eight minutes)**

When the team sees this instruction on the smartboard or receives this paper, provide them with 25 clothespins.

**Resource 3: Ask an adult for help (to be distributed after twelve minutes)**

When the team sees this instruction on the smartboard or receives this paper **and** asks you for help, provide them with the Tower Image handout to guide them on an effective construction method, and support them in executing it as needed.

**HANDOUT TO PRINT**  
**Tower Image**



**HANDOUT TO PRINT**  
**Resources to be cut out and given to the teams**

**Resource 1: Use a tool to help  
yourself**

**Resource 2: Get more materials**

**Resource 3: Ask an adult for help**

**SUPPLEMENTARY SHEET**  
**Tool Box**

