

Target competency	Use lifestyle habits that contribute to well-being
Cross-curricular competency (QEP)	<ul style="list-style-type: none">Construct their identity
General objectives	<ul style="list-style-type: none">Try out strategies that make oneself feel goodBetter understand the notion of lifestyle habits



REVIEW OF THE PREVIOUS WORKSHOP

In the last workshop, we talked about emotions and belly breathing. Do you remember the challenge I gave you? Tell me how it went.

* The challenge was to show their parents how to do belly breathing.

THE ADVENTURES OF LEO AND CHARLIE

It's a long bus ride to Camp OFF-TRAIL. Charlie, Leo and the other students are getting a little antsy. Some students can't wait to see the camp. Others are nervous because it's a new experience. Mr. Steve, the bus driver, is used to driving students around. He's become an expert at ways to help students feel better during a bus ride. He suggests that the students do different things to help them feel calmer.

For a few minutes, the students make gentle movements with their heads and arms. Then Mr. Steve tells them excitedly about his latest fishing adventure, describing the hu-mon-gous fish he caught. The students are having so much fun, they don't notice the time go by. Thanks to their driver, the students learn all sorts of ways to make themselves feel good.

When Mr. Steve finishes showing them his tricks for feeling calm, Charlie starts clapping, like at a show, because she loved all the activities. The rest of the group joins in. With just a few minutes to go before they reach camp, Mr. Steve invites the group to try some other things that usually make them feel good.

Charlie takes her binoculars out of her bag. She's getting ready to go bird-watching and nature-watching at Camp OFF-TRAIL. She practices using her binoculars by looking out the bus window. Leo decides to take a nap. He slept really badly last night, thinking about everything that would happen today. Other students decide to sing nursery rhymes.

It just goes to show that there are many ways to make yourself feel good.

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DID YOU KNOW?

Healthy lifestyles not only help students maintain good health and physical fitness, but also support daily learning.

The main lifestyle habits to adopt are:

- Get enough sleep (10 to 13 hours for children aged 3 to 5);
- Adopt a healthy diet;
- Stay active and exercise (at least 60 min/day);
- Maintain healthy relationships with others;
- Take time to have fun;
- Show kindness;
- Practice mindfulness, relaxation and breathing;
- Limit screen time (maximum 2 hours/day).

You can help students have a healthy environment and learn the right tools to look after themselves. Consider the following strategies:

- Moments of pause and meditation;
- Self-massage;
- Active breaks;
- Mindfulness;
- Short walks outside.

(AlloProf, 2019;
Institut de cardiologie de Montréal,
2020; Naître et grandir, 2016f)



INSTRUCTIONS

1. Spread the students out in a large enough space, free of obstacles, so that they can make large movements without bumping into others (if you have the opportunity to go outside, even better). Explain that you are about to try a physical activity and a relaxation activity. These activities can do them good when they feel the need.

2. For the physical activity, perform each movement for about 15 seconds. Here are the suggested movements:

- Gentle yes and no motions with the head;
- Shoulder rotations, forward and backward;
- Walking on the spot, swinging your arms;
- Walking on the spot with your arms in the air;
- Walking on the spot, raising your knees high;
- Jumping on the spot with feet together;
- Jumping on the spot, from one side to the other;
- Jogging on the spot;
- Very quick small steps on the spot;
- Walking on the spot, gradually slowing down and ending up sitting on the ground.

3. Ask students to let you know how they feel after this activity by asking them to give their thumbs-up if they feel good, or thumbs-down if they feel not so good.

4. For the relaxation activity, invite students to remain seated or lie down to create their own little bubble and feel relaxed, without being disturbed by others. Ask them to close their eyes if they wish. Explain that you are going to experiment with a body scan. It's simply a matter of taking a moment to relax and calmly observe the sensations or small details that lurk in every part of our body. To help you guide the body scan, use the text presented in the *Relaxation Activity* supplementary sheet (below) or the following audio link: https://sante-mentale-jeunesse.usherbrooke.ca/wp-content/uploads/2025/02/HHp1_K4.2_bodyscan-ix.mp3

5. At the end of the activity, give the students a few moments. Then, let them know that the butterfly's journey is coming to an end, and that he's off to visit students in other classes. Invite students to gently open their eyes, stretch and gently return to their seats.

6. Ask students to tell you how they feel after this activity by asking them to give their thumbs-up if they feel good or their thumb-down if they feel not-so-good. End the activity by reminding students that the activities that make us feel good are different for each person, and this is normal.

7. Prompt discussion with the following statement: Name an activity that makes you feel good. You can also suggest examples of activities (listening to music, singing, dancing, running, drawing, etc.). Ask students to tell you how they feel after this activity by asking them to put their thumbs up or down.



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CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, try to do something with your parents that makes you feel good.

ENABLING REINVESTMENT

When students enter the classroom in the morning or when they return from lunch, you can take a moment to put on some soft music and give them time to take ten or so deep, calm breaths before starting a new activity. Breathing and relaxation exercises are part of the strategies for adopting healthy lifestyle habits and facilitate transitions by equipping students to better manage their stress.

You can also take short breaks to allow students to move around for a few minutes. Here are a few ideas: dancing with your eyes closed, imitating a robot, doing an acrobat position, doing the cat pose by hunching your back while on all fours.

READING SUGGESTIONS

- Gravel, É. (2021). *Puppy in My Head: A Book About Mindfulness*. HarperCollins.
- Jarry, M.-H. (2021). *Nothing At All*. Simply Read Books.



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SUPPLEMENTARY SHEET

Relaxation Activity

Text to guide body scanning



As you lie on the floor and try to calm yourself by breathing quietly, a little butterfly flutters around you. This butterfly is very special. It lets you feel what's going on inside your body. It's a beautiful butterfly, with all the colours and shapes on its wings. It's gentle and kind.

The pretty butterfly settles gently on the tip of your toes. It asks: "What do you feel in your toes? Can you feel your socks around your feet? Are your feet cold or hot or normal?"

Silently, the little butterfly flutters across to your belly. The butterfly asks you: "What can you feel in your belly? Is there a little gurgle? Do you feel how your belly rises and falls when you breathe?"

After giving you a moment to observe, the butterfly flaps its wings and lands on your nose. It asks you to breathe deeply and calmly. It also suggests that you take the time to feel what's going on in your face. "Are your eyebrows furrowed? Are your jaws clenched? Is your mouth closed or slightly open? Are you breathing with your nose or your mouth? Maybe with both? Take the time you need to feel the little details happening in your face and try, if you can, to relax a little more," suggests the kind butterfly.