



REINVESTMENT GUIDE

Grade 2

INTRODUCTION TO THE REINVESTMENT GUIDE

The overall aim of the program is to reduce anxiety-related risk factors and strengthen protective factors by promoting mental health and developing psychosocial skills. More specifically, the program aims to develop and promote the following psychosocial skills, which are key determinants of health and well-being.

- Know and value yourself.
- Deal with your emotions and stress.
- Ask for help when you need it.
- Assert yourself against social influences.
- Use prosocial behaviour.
- Use lifestyle habits that contribute to well-being.

The workshops conducted in class contribute to the development of these skills. This reinvestment guide is intended for teachers, to assist them in revisiting the content covered.

The “Did you know...” section gives you some theoretical background on the concepts covered during the workshop. This section is designed to provide you with the knowledge you need to run your workshops, and is not intended for students.

The “Challenge” section presents the challenge presented to your students at the end of the workshop. You can pay special attention to carrying out these challenges and encourage students to achieve them.

In the “Enabling Reinvestment” section, you'll find strategies to help you facilitate reinvestment of learning. Implementing these strategies increases the scope of the workshops.

The “Reading Suggestions” section features children's literature that can contribute to the development of the psychosocial skills addressed in the workshops.

WORKSHOP 2.1 – SUNNY OR CLOUDY?

Naming happy situations and difficult situations

DID YOU KNOW?

Students can sometimes find it difficult to communicate what they are experiencing, especially in negative situations. It can also be difficult for them to associate their emotions with the situation that gave rise to them.

Encouraging students to talk about pleasant and unpleasant situations is important for them. This is how they'll learn to differentiate between them, and understand that it's easier to talk about pleasant situations than those which stir up unpleasant emotions.

Talking about situations enables students to put their experiences into words and identify the emotions they arouse and the impact they have on them. They can realize that the emotions they experience are legitimate, and that it's perfectly normal to experience positive and negative situations, sometimes even on the same day.

When a student has difficulty communicating what he or she is experiencing, remember that it can be helpful to ask open-ended questions (not requiring yes/no answers) and to situate the student in time (e.g., What did you play during recess this morning?). To help students confide in you, you can take some quality time to play with them or do a special activity.

(Naître et grandir, 2016b)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, share the happy and difficult moments of your week with a friend or family member.

ENABLING REINVESTMENT

To encourage the reinvestment of what has been learned, you can take five minutes each day or week to allow students who wish to do so to recount a pleasant (sunny moment) or unpleasant (cloudy moment) situation they have experienced. You can build this time into the routine so that it becomes predictable for them (for example, during the morning chat). This activity can also be done with a drawing or written in a logbook.

READING SUGGESTIONS

- Gravel, É. (2013). *How Do You Doodle?: Drawing My Feelings and Emotions*. American Psychological Association.

WORKSHOP 2.2 – DISCUSSING THE RAPIDS

Expressing yourself clearly

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 a; Éducatout, 2019; Luis & Lamboy, 2015; World Health Organization, 2009)

CHALLENGE

Suggest the following challenge:

- Between now and 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.

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.

WORKSHOP 2.3 – RABASKATASTROPHE!

Cooperating with your peers

DID YOU KNOW?

Each individual in a group has their own characteristics and peculiarities.

Cooperative learning aims to achieve a common goal through a learning process and a relationship of **positive interdependence** between peers. This inter-dependence is generated by the responsibilities given to each member of the group.

More than regular teamwork, cooperative relationships aim to bring out the skills of each individual to ensure the team's complementarity.

To achieve the objective and facilitate learning, the adult guiding the cooperative learning of a group of students establishes a work method, a general guideline, and sensitizes the students to see themselves as mutually responsible for their own roles and the group's objective.

What's its good for?

- Promoting the development of interpersonal skills;
- Mobilizing metacognition strategies;
- Self-evaluation;
- Fostering a sense of belonging;
- Engaging students in learning;
- Enhancing social relations.

(Centre collégial de matériel didactique, 2019)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, help a friend in need.

ENABLING REINVESTMENT

In a teamwork situation, reinvest this activity by assigning roles to the students, asking them to clearly express their point of view, and making them aware of the shared goal which they must meet together. It might be possible, for example, to get them to work together on a collaborative art project in four stages: 1) choose a theme, 2) assign roles, 3) produce the work according to the team's decisions, and 4) discuss it as a group. Students will be encouraged to make decisions together and negotiate with each other to create a collaborative work.

READING SUGGESTIONS

- Perceval, T. (2018). *Ravi's Roar*. Bloomsbury Publishing.

WORKSHOP 2.4 – KEEPING YOUR BATTERIES CHARGED

Taking care of yourself

DID YOU KNOW?

Promoting healthy lifestyle habits has a positive impact on students' academic success. In addition to improving overall health, readiness to learn, concentration, memory and emotional management, certain lifestyle habits help reduce stress and anxiety in children.

Here are a few examples of helpful lifestyle habits:

- Get enough sleep (9 to 11 hours for children aged 6 to 13);
- 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 to maximum 2 hours/day.

(AlloProf, 2019b; Naître et grandir, 2016e)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, pay attention to your everyday habits (good and not-so-good) and try to change one habit to make it healthier and more positive (e.g., sleep, diet, screen time, physical activity, etc.).

ENABLING REINVESTMENT

To reinvest the learning, you can help your students track the evolution of their plant and help them make the right choices to care for it. You can also plan another time in the schedule for students to draw or write down their own healthy habits. Provide each student with a copy of the supplementary sheet *Habits that make me feel good*.

You can also suggest that students set some class challenges to promote healthy living and well-being. These challenges can be related to nutrition (snacks in class), physical activity, screen time, the introduction of a relaxation period or anything else. Follow up on your group challenge in class and provide a little reinforcement to congratulate them when the challenge is successful.

READING SUGGESTIONS

- Danis, N. (2018). *I Hate Everyone*. POW! Kids Books.

WORKSHOP 2.5 – REMI GETS NEW TOOLS

Finding ways to deal with difficult situations

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)

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.