



# REINVESTMENT GUIDE

## Grade 3

### 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 3.1 – THE BIG CROSSING

Recognizing your emotions and their impacts on your behaviour

### DID YOU KNOW?

Understanding emotions is essential to students' social integration into their environment. It's based on the perception, decoding and interpretation of their own emotions and those of their peers, and on the ability to pinpoint the origin of these emotions.

You can help students improve their understanding of emotions by getting them to realize that:

- Many reactions are possible for the same situation, and emotions can vary.
- An unpleasant emotion, such as guilt, can arise from an act or word that we disapprove of, like lying or stealing.
- It's possible to increase, decrease or maintain the level of an emotion, whether it's pleasant or unpleasant. This is called emotional regulation, and it's done using various strategies that can be acquired over a lifetime, such as adopting positive thoughts, relaxation and many others.

(Coutu et al., 2012)

### CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, try to pay attention to the emotions you're experiencing and identify them. You can ask your parent or parents for help.

### ENABLING REINVESTMENT

To reinvest the learning, when a student experiences a situation that generates a strong emotion, help them identify this emotion and say whether it's pleasant or unpleasant. Then ask them what they will do in this situation, taking their emotions into account.

You can also print out the poster *Possible physical sensations related to stress and anxiety* found on the [OFF-TRAIL website](#) in the *Workshops and tools for students* section, and help your students identify their physical sensations when experiencing strong emotions.

### READING SUGGESTIONS

- Potter, M. (2020). *What's Worrying You?: A Let's Talk picture book to help small children overcome big worries*. Bloomsbury Publishing.

## WORKSHOP 3.2 – TWO SIDES OF THE SAME COIN

Learning to cultivate non-judgment

### DID YOU KNOW?

You can help your students cultivate non-judgment, acceptance and curiosity through the practice of mindfulness.

Judgment of others can create an atmosphere of hostility. Some researchers have observed that regular practice of mindfulness can reduce preconceived ideas and judgment.

Mindfulness is about paying attention to what's going on inside you, such as sensations, emotions and thoughts, with curiosity and acceptance.

How does it work?

- Mindfulness helps to see the whole person, and to place actions in their context rather than judging them as a permanent character trait.
- It also enables us to take a step back from a situation rather than reacting quickly, and to approach new situations with a positive outlook.
- It helps us see everyone as equals (though different).

As a bonus, this culture of non-judgment also has repercussions for the person practicing it, enabling them to be kind to themselves and detach themselves from the judgment of others.

(Morin & Berrigan, 2019; Suttie, 2017)

### CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, try to pause before passing judgment on someone, and ask yourself questions to better understand the other person.

### ENABLING REINVESTMENT

Students may experience a situation that tends to bring out judgment of others. Encourage them to identify this emotion. You can also have your students try out other meditations to help them regain a state of calm when they arrive at school or after recess, for example. You can use previously recorded meditations such as those found on this site:

<https://www.shambhala.com/sittingstilllikeafrog/?srsltid=AfmBOooBt8Z3JEHswU884MZ3m8koK6l1or69ZFtAoF-koUrwGfQEck4W>

### READING SUGGESTIONS

- Deal, L. (2022). *The Ugly Place*. Inhabit Media.
- Jarry, M.-H. (2021). *Nothing At All*. Simply Read Books.
- Pintadera, F. (2023). *Why Are We Afraid?* Kids Can Press.

## WORKSHOP 3.3 – A SCARY STORY

### Learning to calm down

## DID YOU KNOW?

There are countless strategies to help students manage stress. Sometimes, without even realizing it, students already know several of them. You can play your part by integrating some of them into the daily routine of your classroom.

Despite this wide variety of strategies, it's important to remember that every student reacts in their own way, and that there is no universal solution to stress and anxiety. That's why it's useful and enjoyable for students to try out several of them, so they can build up their toolbox and find the ones that suit them best.

What's more, it's important to remember that investing the time, openness and practice are the keys to the integration and effectiveness of the various strategies. You can help them achieve this by providing them regular times to rehearse the method of their choice, whether at a time of stress or even at a time when everything is going well. This way, when students find themselves destabilized by a stressful situation, they'll have clear reference points to put their strategies into practice and overcome the situation more optimally.

## CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, use at least one of the means presented in today's workshop to calm yourself in your everyday life.

## ENABLING REINVESTMENT

To reinvest what you've learned, you can integrate certain stress management strategies into your daily routine. For example, you can practice square breathing, or any other breathing technique, when you feel that the group or a student could benefit from it at an appropriate moment, such as before an exam or an oral, when a student is experiencing a stressful situation, or when the group is overexcited. You can use the strategies suggested at the following address (currently available in French only) to try out new ones with your students: <https://sante-mentale-jeunesse.usherbrooke.ca/je-suis-un-jeune/boite-a-outils-2/strategies-pour-approvoiser-mon-stress/>

As with all learning, practice makes perfect!

## READING SUGGESTIONS

- Potter, M. (2023). *How Are You Feeling Now?: A Let's Talk picture book to help young children understand their emotions*. Bloomsbury Publishing.
- Robberecht, T. (2004). *Angry Dragon*. Clarion Books.
- Romain, T., & Verdick, E. (2018). *Stress Can Really Get on Your Nerves*. Free Spirit Publishing.

## WORKSHOP 3.4 – AT THE CROSSROADS

Asserting yourself against social influences

### DID YOU KNOW?

“It's normal for children to be influenced by the people around them. It's all part of a healthy process of evolution. Indeed, a child's identity is largely formed by observing those around them. For example, they will imitate their parent in the way they manage their relationships with others. So being influenced isn't necessarily a bad thing. Throughout their lives, children will admire certain people who will have a positive influence on them.

As long as a child adopts behaviours that help them in their relationships with others, or if those influences are a source of motivation to them, there's nothing to worry about. However, if a child is being influenced in a way that doesn't correspond to their values, or if they no longer seem to have the freedom to think and act as they wish, it's best to intervene. This is also the case if the child's behaviour is inappropriate or age-inappropriate.”

Children can let themselves be influenced for various reasons:

- **To avoid conflicts;**
- **To adapt to others** rather than putting themselves first and acting as a leader;
- **To make friends;**
- **To avoid rejection** by not doing things differently from the others;
- **To seek attention;**
- **Because they have difficulty asserting themselves and saying no**, due to a lack of confidence.

(Naître et grandir, 2016g)

### CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, try to exert a positive influence on a friend.

### ENABLING REINVESTMENT

To encourage students to reinvest what they've learned, you can create a poster with them on ways to assert themselves in the face of social influences, based on the means they identified during the workshop. This poster can be displayed in the classroom. It's also possible to give each student a copy. You can also reuse the debate format with your students to exercise their assertiveness and develop their critical thinking skills.

### READING SUGGESTIONS

- Byers, G. (2018). *I Am Enough*. HarperCollins.
- Choi, Y. (2003). *The Name Jar*. Random House Children's Books.
- Munsch, R. (2018). *The Paper Bag Princess*. Annick Press.
- Reynolds, P.H. (2019). *Say Something!* Scholastic Canada.

## WORKSHOP 3.5 – CONFLICT AT PLAY

Using positive strategies to resolve your conflicts

### DID YOU KNOW?

"One of the functions of conflict is to enable the construction of fairer relationships, by asserting and advancing everyone's rights. [...] The development of a child's personality is, in part, stimulated by the conflictual relationships they experience with their peers"

(Cala Zonzon, 2018, p. 6)

In addition to the 4 steps suggested in this workshop, here are a few other strategies to help manage conflict:

- Discuss openly and calmly;
- Take the time to clarify your thoughts;
- Try to compromise;
- Seek solutions with the other person;
- Seek social support from your peers;
- Use relaxation and physical activity to calm down before tackling the conflict with the other person.

All these strategies are more conducive to conflict resolution than strategies such as withdrawal (or avoidance) and certain negative strategies associated with dominance and control.

(Feldman & Gowen, 1998; Gascon, 2011; Tuval-Mashiach & Shulman, 2006)

### ENABLING REINVESTMENT

To encourage the reinvestment of what's been learned, you can display the *Resolving your conflicts* poster in the classroom, illustrating the four stages of conflict resolution. You'll find this poster on the [OFF-TRAIL website](#), under Workshops and tools for students. When a student is involved in a conflict, you can refer them to the poster and encourage them to apply the four steps.

### READING SUGGESTIONS

- Murguia, B.D. (2020). *We Disagree*. Beach Lane Books.
- Perdew, L. (2020). *The Fort*. Page Street Publishing.