



# REINVESTMENT GUIDE

## Grade 5

### 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 5.1 – INFLUENCES THAT WEIGH YOU DOWN

Asserting yourself against social influences

### DID YOU KNOW?

Students are regularly exposed to pressures. To help them deal with these pressures, you can lead them to think about various elements:

- 1- Each student has the right to express their own point of view and is not required to react like the rest of the group. By adopting their own opinions and reactions, each student helps others get to know them better and facilitates communication with them.
- 2- When a student expresses an opinion that differs from that of others, or refuses to agree, they may feel torn between a desire for self-respect and the fear of being rejected by the group.
- 3- When arguments exist to resist pressure, they can more easily take a stand. When their arguments have all been swept aside, it's harder to maintain their position.
- 4- It can be difficult for a student to assert themselves when there's a risk of being excluded from the group. Sometimes, the fear of rejection can lead them to adopt behaviours that go against their will.

(Infor-Drogues, 2016)

### CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, try to identify a situation where you feel pressure to act in a certain way when you don't want to. Use your *Pros & Cons* worksheet to help you make a decision.

### ENABLING REINVESTMENT

When you witness a situation where a student is experiencing peer pressure or allowing themselves to be influenced, you can help them draw up a list of the advantages and disadvantages of allowing themselves to be influenced, like the one on the *Pros and Cons* worksheet (e.g., "If I let myself be influenced, I'll be part of the 'gang', but I'll be in conflict with my parents"). You can also help them find ways to assert themselves in the situation.

Work with your students to create a classroom poster or notebook where students can record the times they have positively influenced another person over the course of the year.

### READING SUGGESTIONS

- Brière-Haquet, A. (2017). *Nina: Jazz Legend and Civil-Rights Activist Nina Simone*. Charlesbridge.
- Parr, T. (2016). *Be Who You Are*. Little, Brown Books for Young Readers.
- Reynolds, P.H. (2020). *Be You!* Orchard Books.
- Romain, T., & Verdick, E. (2018). *Cliques, Phonies & Other Baloney*. Free Spirit Publishing.
- Sitei, F. (2022). *Rosa's Bus*. Darf Publishers.

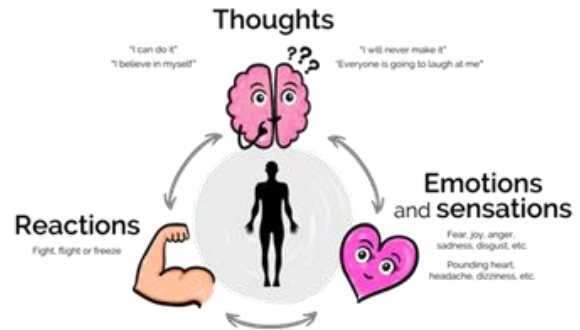
## WORKSHOP 5.2 – A NEW “STATE-OF-THE-ART” SIREN

### Learning about your thoughts

### DID YOU KNOW?

To better understand what's going on inside each person, we can use the cognitive-behavioural approach. This helps us to realize that thoughts have an influence on emotions, sensations and, ultimately, on the behaviours we adopt in response to a situation. Physical sensations also feed emotions, then thoughts and behaviours. All these elements interact.

To manage anxiety, we sometimes have to learn to see things differently, to change our perception of the situation.



(Beck, 2011)

### CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, if you're faced with a stressful situation, use the *The influence of your thoughts* worksheet to identify your thoughts, sensations, emotions and reactions to the situation.

### ENABLING REINVESTMENT

When a student experiences a stressful situation, you can ask questions to help them see things differently: Are you sure it's going to happen this way? Is it possible to imagine another scenario? If your friend were in the same situation, how would they perceive it? You can also help them identify their thoughts, sensations, emotions and reactions by using the *The influence of your thoughts* handout.

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

### READING SUGGESTIONS

- Gaudrat, M.-A. (2018). *What Makes You Happy?* Shelter Harbor Press.

## WORKSHOP 5.3 – THE BIG SWIM

### Adopting helpful thoughts

### DID YOU KNOW?

Anxious students tend to let their thoughts overwhelm them. This prevents them from functioning properly.

Here are some basic concepts to pass on to students to help them manage their thoughts:

- Our minds are full of thoughts, some positive, some negative. That's normal.
- Thoughts stay in our minds for a while, but eventually they go away again. They're not permanent. There's no need to give them too much importance.
- Thoughts don't always represent reality. That's why we shouldn't always believe them or listen to them.
- Thoughts aren't always useful. To find out whether our thinking is helpful or harmful, we can ask ourselves the following question: Does this thought help me with the activity I have to do?

(Leroux, 2016)

### CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, when you're faced with a difficult situation, try to adopt a more helpful way of thinking about it.

### ENABLING REINVESTMENT

Post the illustration of healthy and ugly fruits in the classroom and refer to it when a student brings up a negative or harmful thought, by asking: "Caution! What fruit are you choosing to nourish your thoughts?" Then help them find more nourishing and helpful thoughts.

You can also do this little activity:

- Ask your students to make an inventory of the negative or harmful thoughts they tend to use; a kind of brainstorming on negative phrases they use on occasion or would have heard before. All these sentences could be entered into the computer and printed out.
- Then, in small groups, ask students to take each harmful thought and change it into a helpful one.
- You could create a poster with these helpful phrases and hang it on a classroom wall.
- Whenever a student adopts a negative or harmful thought, you could refer them to this poster and help them transform their thought into a helpful one.

### READING SUGGESTIONS

- Kilgore, E. (2020). *The Whatifs*. Little Bee Books.

## WORKSHOP 5.4 – BEING DIFFERENT WITHOUT DISAGREEING

### Fighting against prejudice

### DID YOU KNOW?

To be prejudiced is to formulate or repeat a thoughtless, categorical judgment about a person or group of people without really knowing them. A prejudice is always based on a stereotype, which is a ready-made opinion we've never critically examined. It's important to know that, because prejudices are transmitted to us by everything that surrounds us (our social environment), we need to become aware of them and, above all, work on ourselves to get rid of them.

Here are just a few examples:

**Racism:** a negative attitude toward people of certain races, ethnic origins or cultures.

- **Heterosexism or Gender discrimination:** a negative attitude toward people of certain sexual orientations or gender identities.
- **Sexism:** the belief that sex or gender determine a person's status.
- **Ableism:** the belief that physical and mental abilities determine a person's status.
- **Religious intolerance:** a negative attitude toward certain religious beliefs.
- **Classism:** the belief that economic class determines a person's status.
- **Lookism:** the belief that appearance and image determine a person's status.
- **Ageism :** the belief that age determines a person's status.

(Jeunesse, J'écoute, 2019)

### CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, reach out to a new person at recess and get to know them better.

### ENABLING REINVESTMENT

To foster a caring classroom environment where prejudice is not welcome, you can invite students to create a poster listing behaviours they can adopt in their class to combat prejudice.

### READING SUGGESTIONS

- Elschner, G. (2015). *Like a Wolf*. mineditionUS.
- Woodson, J. (2012). *Each Kindness*. Nancy Paulsen Books.

## WORKSHOP 5.5 – A SHAMBLES IN THE NIGHT

Learning to calm down

### DID YOU KNOW?

Music is known to have soothing effects. This is particularly true of soft, relaxing music, which calms our bodies and minds.

In fact, classical music is said to have a greater impact on your health. We can observe how it affects certain physiological functions, such as slowing the heartbeat, lowering blood pressure and reducing levels of the well-known stress hormone cortisol. So music has proven to be a highly interesting stress management tool.  
(Collingwood, 2016)

What's more, there are mind and body benefits to listening to silence. In fact, noise can increase the stress hormone in our brains. Silence, on the other hand, releases tension in the body and brain, acting on blood pressure and blood circulation in the brain.

(Bernardi, 2005)

### ENABLING REINVESTMENT

With the students, you can explore various musical styles using playlists on music apps so they can find songs or playlists that are calming for the group. You can then use this music at certain moments in everyday classroom life, such as when returning from a transition, to promote a return to calm in the classroom, during art periods, or at other times. In this way, you not only help to create a pleasant classroom climate, but also provide an effective means of stress management.

### READING SUGGESTIONS

- Verdick, E. & Lisovskis, M. (2015). *How to Take the GRRRR Out of Anger*. Free Spirit Publishing.