



REINVESTMENT GUIDE Kindergarten 4

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 K4.1 – THE BIG ADVENTURE

Recognizing your emotions and learning to calm down

DID YOU KNOW?

From an early age, children learn to recognize their own emotions and those of others. From the age of 3, children can identify certain emotions on the faces of others, such as joy, anger, sadness and fear. On the other hand, they sometimes make mistakes and can mix up certain emotions. As they grow up, students develop their emotional skills and become quicker and more accurate at recognizing other people's emotions by observing their faces.

There are many advantages to encouraging students to develop their emotional skills. Among other things, it enables students to read other people's emotions correctly so they can modify their behaviour to maintain positive relationships, facilitates academic success by enabling them to cope better with difficulties, and helps them with conflict resolution and empathy.

(Naître et grandir, 2014)

CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, show your parents how to do belly breathing.

ENABLING REINVESTMENT

To encourage reinvestment in learning, keep the emotion cards in the classroom. When a student experiences a situation that evokes an emotion, ask them to use the cards to identify and name the emotion they are experiencing.

You can integrate belly breathing into your daily classroom routine, so that students practice the technique regularly and learn to use it on their own. You can set aside specific moments in the routine, suggest breathing when you feel the group needs it, or propose breathing as a way of calming down when a student is experiencing an intense emotion. You can also have students experiment with other ways of taking breaths. Here are a few ideas: blow out a candle, imitate the sound of the wind, smell a perfume or flower, etc.

READING SUGGESTIONS

- Lienas, A. (2018). *The Color Monster: A Story About Emotions*. Little, Brown Books for Young Readers.
- van Hout, M. (2011). *Today I Am*. Fish Book Co.
- Witek, J. (2014). *In My Heart: A Book Of Feelings*. Harry N. Abrams.

WORKSHOP K4.2 – THIS FEELS GOOD!

Using ways to make yourself feel good

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 b; Institut de cardiologie de Montréal, 2020; Naître et grandir, 2016e)

CHALLENGE

Suggest the following challenge:

- Between now and the next HORS-PISTE workshop, try to do something with your parents that makes you feel good.

ENABLING REINVESTMENT

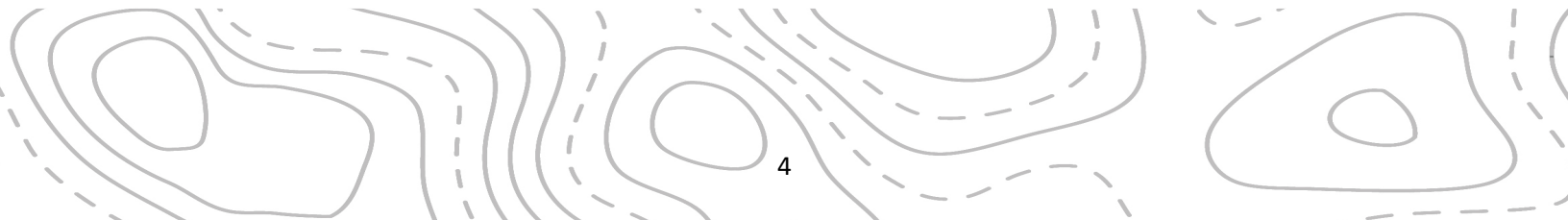
When students enter the classroom in the morning or when they return from lunch, you can take a moment to put on some soft music and give them time to take ten or so deep, calm breaths before starting a new activity. Breathing and relaxation exercises are part of the strategies for adopting healthy lifestyle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



WORKSHOP K4.3 – CHOOSING YOUR CAMP

Getting to know your own interests

DID YOU KNOW?

One of the components of a child's social and emotional development is directly linked to the development of his or her personal and social identity. Through different experiences and the eyes of others, children learn to recognize their own personal characteristics and the differences between theirs and others'. Over time, they then develop an accurate vision of their own strengths and difficulties.

Around the age of 3 or 4, children describe themselves mainly through very concrete characteristics, such as their physical features, physical abilities and preferences.

By experimenting with different activities, children gradually discover what they like, and this is how, over time, they build their individual identity.

(Gouvernement du Québec, 2019)

CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, find three activities you like to do.

ENABLING REINVESTMENT

To support students in the development of their personal identity, you can encourage them to take part in a variety of activities, even if they are not naturally inclined toward certain games or types of activity. In this way, you give each child the chance to experience new things and discover new interests. Some children tend to play the same games over and over, thus having fewer opportunities to develop their interests. A rotation of workshops over the course of the day can therefore be very useful for everyday activities.

You can also create a responsibility chart for students. This will enable them to try out different tasks and foster their sense of competence and autonomy.

READING SUGGESTIONS

- Dubuc, M. (2021). *1, 2, 3, Off to School!* Kids Can Press.
- Mitchell, M. (2020). *My Very Favorite Book in the Whole Wide World*. Orchard Books.

WORKSHOP K4.4 – LOST AND FOUND

Helping others

DID YOU KNOW?

Between the ages of 3 and 5, children develop more interest in group play and are less focused solely on solitary play. It's also during this period that children develop an understanding of the principle of mutual assistance.

Integrating cooperative games into classroom activities helps develop this idea, since this type of game relies “on all the players working together to achieve a common goal. This objective can only be achieved if the players help each other and demonstrate solidarity.”

Through cooperative play, children learn many things that will be useful throughout their school career, such as:

- Helping others;
- Self-confidence;
- The pleasure of play;
- Respect for others;
- Problem solving;
- Communication;
- Social solidarity.

(Naître et grandir, 2018)

CHALLENGE

Suggest the following challenge:

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

ENABLING REINVESTMENT

To stimulate the reinvestment of what was learned, you can incorporate cooperative games on a regular basis so that students can continue to develop their mutual assistance and cooperation skills.

There are many cooperative games suitable for preschoolers. Here are just a few examples:

- The telephone game;
- Board Games (e.g., *Peaceable Kingdom Hoot Owl Hoot!/Peaceable Kingdom; Little Cooperation/DJECO*)
- A joint art project (e.g., a mural).

READING SUGGESTIONS

- Dubuc, M. (2021). *1, 2, 3, Off to School!* Kids Can Press.
- Mitchell, M. (2020). *My Very Favorite Book in the Whole Wide World*. Orchard Books.

WORKSHOP K4.5 – FEATHERS AND ROCKS

You have an impact on others

DID YOU KNOW?

Between the ages of 3 and 5, children increasingly develop the ability to empathize. They become more aware of other people's emotions and will even try to comfort one another, without being asked to do so by an adult. However, they still have difficulty realizing that their actions and words can have an impact on others. Adults can help children to learn by using images and inviting them to put themselves in a friend's shoes and ask how they would feel if it happened to them.

What's more, although empathy is innate, children learn a great deal about this concept by observing the gestures and words of adults. So, the more sensitive and caring adults are toward students and other adults, the more children learn how to do the same.

(Naître et grandir, 2016g)

ENABLING REINVESTMENT

To encourage reinvestment, you can keep a feather and a rock in the classroom to visualize the concepts when you're resolving a conflict between two students. This way, they can quickly make the connection between their words and actions and the effect they had on the other student. You can then suggest restorative gestures using word pictures or “feather” gestures.

You can also ask students to name kind words. Write them down on a sheet of paper and place them in a jar. During the week, you can pick out words and read them. You can also add other ideas. This will help students develop their vocabulary of kind words.

READING SUGGESTIONS

- Escoffier, M. (2013). *Me First!* Enchanted Lion Books.
- Church, C.J. (2007). *Come On, Digby!* Simon & Schuster Children's UK.