



REINVESTMENT GUIDE

Kindergarten 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 K5.1 – THE BUS BREAKS DOWN

Recognizing your emotions

DID YOU KNOW?

Students gradually learn to express and cope with a variety of emotions throughout their emotional development. Learning about emotions forges self-esteem and the adoption of more complex attitudes such as empathy, resilience, kindness and the ability to overcome life's difficulties.

(Naître et grandir, 2016f)

What's more, at preschool age, learning about emotions fosters the socialization of students who develop an interest in being part of a group.

(Portail enfance, 2011)

Regular communication with peers helps students better understand their emotions and the events that surround them. They become more aware of what's going on inside them, and develop a greater ability to detect other people's emotions.

(Encyclopédie sur le développement des jeunes enfants, 2011)

Finally, the learning of emotional self-regulation is important for students in this age group, as it also predicts the development of adequate social skills as they get older. One of the keys to regulating emotions is to take a step back, so as to be less quick to react automatically and respond more consciously.

(Eisenberg, 2006)

CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, show your parents your emotion cards and explain how you can use them to talk about your emotions.

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 also set up a relaxation corner in the classroom where students can soothe themselves when they're experiencing an uncomfortable emotion, using drawing, reading, yoga, meditation, stationary physical activity, breathing exercises and so on. You can also post some of the ways of calming down that were mentioned during the workshop, as a reminder.

READING SUGGESTIONS

- Grenning, R. (2016). *Alligator is Angry*. Make Believe Ideas.
- Lianas, 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 K5.2 – RADIO COMMUNICATION

Asking for help when you need it

DID YOU KNOW?

Preschoolers seem to know when to ask for help. As they get older, however, they are more likely to neglect asking for help, and to try to solve a problem even if they don't have all the information needed to solve it.

(Was & Warneken, 2017)

A child's willingness to ask for help is facilitated to the extent that the helper (whether parent, teacher or peer) is encouraging, trustworthy and friendly. Children prefer to interact with someone who seems to want to help them answer their question, rather than with someone who is competent but emotionally disengaged.

(Rowles & Mills, 2018)

To help a student find solutions to their problem, you can listen to what they have to say and offer help, without trying to control everything or providing help too quickly. You can help the student assess the situation, the resources they possess and the resources they lack to solve the problem.

(Coughlin et al., 2015)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, if you need help, ask the person you've drawn to help you.

ENABLING REINVESTMENT

To encourage the reinvestment of what was learned, you can set up a space in the classroom where you can display the students' drawings, along with the names and photos of people they can trust at school to ask for help (e.g., a large poster with the photos and names of helpers at school). If time allows, you can print out the walkie talkie (handheld radio transceiver) on the supplementary sheet and use this image to help students identify the offices of the school's resource persons.

You can also encourage help-seeking and refer students to their drawings when they don't know how to overcome a challenge.

When a student asks you directly for help, encourage them to think about the problem by listening to their needs, encouraging them in a reassuring and caring way and offering your support, without necessarily providing solutions too quickly.

READING SUGGESTIONS

- Gravett, E. (2007). *Little Mouse's Big Book of Fears*. Pan Childrens.
- Ohi, R. (2019). *No Help Wanted!* North Winds Press.

WORKSHOP K5.3 – R-E-S-P-E-C-T!

Respecting others

DID YOU KNOW?

From preschool age onwards, students increasingly understand the notion of respect and relationships. They tend more to put themselves in the other person's shoes. They understand better the importance of listening when others speak, and are increasingly able to detect other people's emotions and needs.

By implementing certain strategies in the classroom, such as non-violent communication and mindfulness, you can guide students toward increasingly autonomous conflict resolution and the adoption of positive group behaviours. As a result, they'll be better able to choose to express their emotions and opinions in a respectful, healthy way that limits the impact on others and on the classroom climate. They are also more likely to be kind and positive toward their peers.

If you want to introduce non-violent communication in the classroom, remember that it's based on the following 4 steps:

- Observation: focus on the facts and set perceptions aside.
- Emotions: identify those that emerge from the situation by asking "What am I feeling right now?"
- Needs: identify what's missing to make the situation satisfying for you.
- Ask: clearly and sympathetically ask the person concerned what they need.

(Encyclopédie sur le développement des jeunes enfants, 2015; Institut Pacifique, 2016; Morin & Berrigan, 2019; Naître et grandir, 2020; Passeport santé, 2018)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, say something nice to three other students.

ENABLING REINVESTMENT

On a day-to-day basis, in the classroom, try to implement strategies that encourage positive interactions by, for example, emphasizing cooperation rather than competition. You can refer to this bank of games: <https://www.splashlearn.com/blog/what-is-cooperative-play/> for inspiration. You can also try pairing students with different strengths and mixing boys and girls in team games.

(Honig & Wittmer, 1996)

You can also reuse the terms "feather word" and "rock word" with students to foster their understanding using everyday examples.

READING SUGGESTIONS

- Jadoul, E. (2006). *Just a Little Bit*. Zero to Ten Publishing.
- McCloud, C. (2007). *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids*. Ferne Press.
- Miller, P.Z. (2018). *Be Kind*. First Second.
- Neal, K.J. (2019). *Words And Your Heart!* Feiwel & Friends.

WORKSHOP K5.4 – CABIN FEVER

Learning to calm down

DID YOU KNOW?

The heart, lungs and brain communicate with each other.

In fact, their communication is a two-way street. The brain can send a signal to the heart to speed up its beating in response to a strong emotion or a stressful situation. The same signal is sent to the lungs so that breathing can consume as much oxygen as possible and prepare to flee or fight, if necessary. These are stress-response mechanisms that operate through the sympathetic nervous system. Conversely, the brain can also tell the heart and lungs to slow down and rest, via the parasympathetic nervous system.

However, we mustn't forget the messages sent in the other direction. The heart can tell the brain that all is well and that there are no alarm signals to transmit. To achieve this state, we can act on our breathing. In fact, it's the only element on which direct action is possible.

Whether through the practice of mindfulness, a breathing exercise or a relaxation exercise, slowing down and deepening your breathing encourages the heart and brain to calm down.

(Perron, 2021)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, ask someone at home or at school to help you practice one of the activities you tried today (belly breathing, mindful movements, or hourglass).

ENABLING REINVESTMENT

In a corner of the classroom or on a chalkboard, place a list of tips, ideally accompanied by drawings, as a toolbox to remind students of what they can do to calm themselves. You can use the following suggestions:

- Take 5 deep breaths;
- Close your eyes and imagine a pleasant place with as many details as possible;
- Adopt a yoga posture and hold it for as long as possible;
- Settle on the floor, wrap your arms around your knees and rock gently;
- Colour;
- Hug a stuffed animal very tightly;
- Push the wall as hard as you can with your arms and body weight.

(List inspired by the [Boîte à outils pour faciliter le retour au calme](#) and AlloProf, 2019c)

READING SUGGESTIONS

- Gravel, É. (2021). *Puppy in My Head: A Book About Mindfulness*. HarperCollins.
- Hanh, T.N. (2008). *Mindful Movements: Ten Exercises for Well-Being*. Parallax Press.
- Killen, N. (2022). *Ollie's Back-to-School Bear: Perfect for little ones starting preschool!* Simon & Schuster UK.

WORKSHOP K5.5 – WALKING THE TALK

Resolving your conflicts

DID YOU KNOW?

Conflicts are inevitable and represent a highly educational and beneficial experience in a student's development.

Adults often perceive student conflicts in a pejorative light, or try to implement strategies to avoid them. However, when students learn to manage conflict, they are equipped to assert themselves, communicate effectively and respectfully, know their limits, listen to others and be open to a diversity of viewpoints.

You can help students resolve their conflicts by implementing the following strategies:

- Listen to each student's version of the story;
- Ask students to name their emotions;
- Rephrase to understand the problem;
- Help students come up with solutions;
- Encourage students to apply the chosen solutions;
- Congratulate students on resolving their dispute.

The student's initial reaction is not necessarily the most appropriate. Encourage them to calm down and use language rather than acting out.

(Thauvette, 2020)

ENABLING REINVESTMENT

To reinvest what you've learned, you can display the “*Resolving your conflicts*” poster in the classroom, which you can find on the [OFF-TRAIL website](#), under Workshops and tools for students. When a student experiences a conflict, look at this poster with them and guide them through the steps to resolve it.

To work on your students' listening skills, you could also ask them to close their eyes and listen to as many sounds as possible around them for 20 seconds. Then ask them to name a few. Remind them that, when in conflict, it's very important to listen to what the other person has to say.

READING SUGGESTIONS

- Côté, G. (2009). *Me and You*. Kids Can Press.