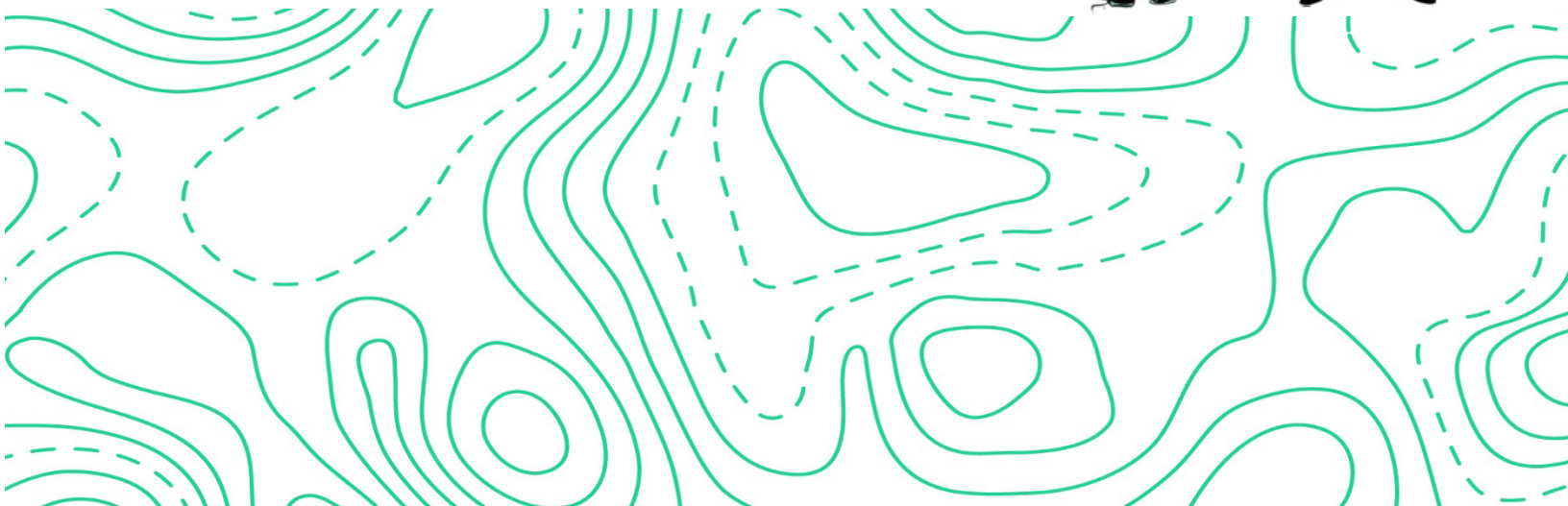
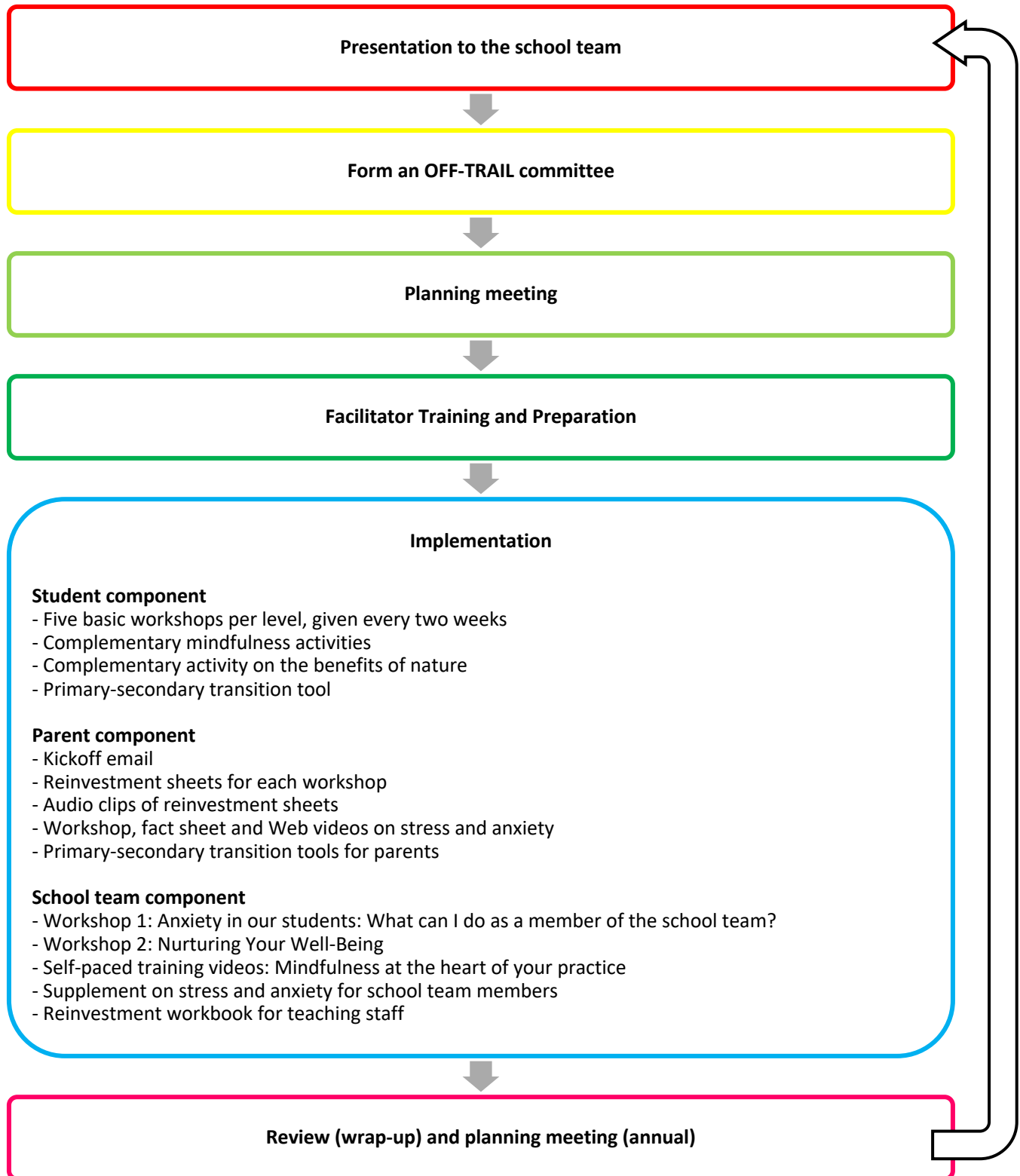




## Implementation Guide for Schools



# Implementation Process



### Presentation to the school team

**Objective:** Familiarize and engage the school team.

**Action:** Present the program to the entire school team.

- Use the introductory video found on the [Off-Trail web platform](#) in the “Workshops and tools for the school staff – Overview of the program” section.
- Use the [Reflection Sheet](#) to guide a post-screening discussion with the school team.
- This step can be carried out before or after forming an OFF-TRAIL committee and holding the planning meeting.

### Form an OFF-TRAIL committee

**Objective:** to ensure the program's long-term viability and encourage the engagement of the school team.

**Action:** Set up a committee (or mandate an existing school committee) to tailor the implementation procedures to the school's needs and resources.

This committee is made up of:

- School administration personnel;
- School specialists (professionals, technicians and attendants);
- Teachers (if possible);
- Daycare educators (if possible);
- Any other person wishing to get involved in discussing and planning the implementation.

This committee usually holds **two meetings a year**.

### Hold a Planning Meeting

**Objective:** Make concrete plans for implementation (what to do and how to do it?).

**Action:** Hold a meeting with the OFF-TRAIL committee and the resource person who is helping your school roll out the program.

- This meeting is facilitated by the person supporting your school in deploying the program.
- This meeting should last about 1.5 hours.
- After this meeting, it is important to give the password to all those who will be facilitating workshops, so that they can access the material.
- To help you plan all the stages of implementation, you can use the planning document found on the [Off-Trail web platform](#) in the “Implementation tools” section.



## Facilitator Training and Preparation

**Objective:** to ensure that facilitators have all the information they need to present the student component.

**Action:** prepare for the presentation of the student workshops and activities.

- View the self-paced training video before the first basic workshop or complementary activity:
  - This 33-minute video for facilitators familiarizes them with the foundational concepts applied in designing the workshops and the recommended attitudes and postures for program facilitators, as well as how to navigate the program website.
  - CURRENTLY AVAILABLE IN FRENCH ONLY – This video can be found on the [web platform](#) in the “Facilitator training” section.
- Prepare facilitation materials and handouts for students:
  - Materials lists and printable handouts can be found on the [web platform](#) (password required) in the “Workshops and tools for students (facilitation materials)” section.
- Familiarize yourself with the workshop content by reading through the workshop guides and associated slide shows.
  - These materials can be found on the [web platform](#) in the “Workshops and tools for students (facilitation materials)” section, organized by level and workshop number. A Complete Facilitation Guide including all the workshop guides is also available there.

## Implementation

### STUDENT COMPONENT

**Objective:** develop the students’ psychosocial competencies.

**Action:** run the five basic workshops, as well as the program introduction for students and the complementary activities if desired. All the workshops and tools can be found on the [web platform](#) (password required) in the “Workshops and tools for students (facilitation materials)” section.

- **Basic workshop modules**
  - Introduction to the program and the characters
  - Five workshops per grade level
  - About 40 minutes per workshop
  - Roughly one workshop every two weeks
  - Facilitated by teachers or specialists
- **Complementary mindfulness activities**
  - Eight mindfulness activity sheets
  - From 10 to 20 minutes per activity
  - Facilitated by teachers or specialists who wish to practice more mindfulness with the students



- **Supplemental activity on the benefits of nature**
  - An activity to help students experience the beneficial effects of nature on their well-being
  - Tips to facilitate reinvestment in the classroom, in the school environment, and at home
  - About 1.5 hours
  - Facilitated by teachers or specialists who wish to do so
- **Primary-secondary transition tool**
  - A checklist to give to grade 6 students on strategies for a successful transition to high school

## Implementation

### PARENT COMPONENT

**Objective:** Facilitate reinvestment in learning, and support parents in developing actions that promote their child's well-being.

**Action:** Distribute the necessary documentation to parents.

- **Send the [Email to parents – Startup](#):**
  - This document is in MS Word format, so you can copy and paste the content directly into the email instead of attaching the information. This email informs them about their child's participation in the program and provides them with some useful tools and links.
- **Send a reinvestment sheet to parents for each workshop:**
  - These sheets can be found on the [web platform](#) in the “Workshops and tools for students (facilitation materials)” section, organized by level and workshop.
  - Various strategies can be used to send these sheets to parents:
    - Send the files by email;
    - Print the sheets for students to take home;
    - Upload forms to the usual platforms for communicating with parents (Classroom, Teams, etc.).
- **Send the audio version of the reinvestment sheets:**
  - An email containing (a link to) an audio version of each of the reinvestment sheets can be sent to parents.
  - These emails can be found on the [web platform](#) in the “Workshops and tools for students (facilitation materials)” section, organized by level and workshop.
- **Send out Web videos in the planned sequence, using previously-prepared emails:**
  - These emails can be found on the [web platform](#) in the “Workshops and tools for parents” section.



- **Send the Primary-secondary transition tool to parents of Grade 6 students toward the end of the year:**
  - This tool can be found on the [web platform](#) in the “Workshops and tools for parents” section.
- **Send the [Email to parents – Workshops completed](#)**
  - This document is in MS Word format, so you can copy and paste the content directly into the email instead of attaching the information. The aim is to inform them of the workshops have been completed and encourage them to continue the learning at home.

## Implementation

### SCHOOL TEAM COMPONENT

**Objective:** Support the development of actions that promote the well-being of students and of school team members.

**Action:** Select and carry out one or more workshops for members of the school team, and distribute the tools to the people involved, using the following information:

- **Workshop 1: Nurturing your wellbeing**
    - This 1¼-hour workshop is for all student-facing members of a school team (teachers, professionals, technicians, attendants, principals, daycare staff, etc.).
    - It aims to promote the well-being of school staff members. It allows you to develop a concrete action plan to emphasize the factors that promote their well-being at school and mitigate the impact of factors that hinder well-being. These are the learning objectives:
      - Become aware of issues related to well-being and mental health in teaching;
      - Define mental health and its main determinants in the workplace;
      - Learn how to take care of your own well-being and that of others;
      - Collectively identify courses of action to take in the school to promote its wellbeing and that of the team.
    - To make it available to the school, a specialist (from the school or your regional public health organization) must first be trained to facilitate this workshop in order to offer it to other members of the school team. The specialist must take the following training: *“Formation à l’animation de l’atelier Cultiver son bien-être”*
- N.B. This course is currently offered only in French. However, a slide show translated into English will be provided so that you can present the training to your school team.** To take the facilitator training, you can register for one of the dates listed in the training calendar [HERE](#).

- **Workshop 2: Anxiety among our students: What can I do as a member of the school team?**

- This 2½-hour workshop is for all student-facing members of a school team (teachers, professionals, technicians, attendants, principals, daycare staff, etc.).
- It aims to develop their knowledge of stress and anxiety, and equip them with the strategies they need to put in place at school to prevent or reduce anxiety among the students.
- These are the learning objectives:
  - Understand the relevance of focusing on anxiety in your students;
  - Distinguish between stress and anxiety;
  - Identify manifestations of anxiety in your students;
  - Understand the basic concepts of anxiety;
  - Identify strategies to be implemented in the classroom or school to prevent or reduce student stress and anxiety.
- The aim of this training is to familiarize workshop facilitators with its content, and to give them the tools they need to run it for members of their school team.
- To make it available to the school, a school specialist must first be trained to facilitate this workshop in order to offer it to other members of the school team. The specialist must take the following training: *“Formation à l’animation de l’atelier équipe-école L’anxiété chez nos élèves : que puis-je faire en tant que membre de l’équipe-école?”*

**N.B. This course is currently offered only in French. However, a slide show translated into English will be provided so that you can present the training to your school team.**

To take the facilitator training, you can register for one of the dates listed in the training calendar [HERE](#).

- **Workshop 3: Mindfulness at the heart of your practice**

- These 4 training presentations totalling 2½ hours are aimed at all student-facing members of a school team (teachers, professionals, technicians, attendants, principals, daycare staff, etc.) who would like to learn more about mindfulness.
- Their aim is to enable participants to better understand the foundations of mindfulness practice and establish ways to integrate mindfulness activities into their work environment as well as their personal lives.
- These are the learning objectives:
  - Explain what mindfulness is, how it works and what it’s composed of;
  - Understand the connections between the benefits of the approach and its practice;
  - Gradually apply mindfulness in their personal and professional practice.
- Interested parties can view the 4 vignettes found on the [web platform](#) in the “Workshops and tools for the school staff” section. **CURRENTLY AVAILABLE IN FRENCH ONLY.**





- **Send the Anxiety is Everyone’s Business fact sheet to all school team members:**
  - This [fact sheet](#) summarizes the main concepts of stress and anxiety, as well as strategies for preventing or reducing anxiety in students.
- **Send the Reinvestment Guide to teachers whose class(es) have received workshops:**
  - This tool provides teachers who have not run the workshops with all the information they need to reinvest the learning.
  - A reinvestment guide has been developed for each grade level. All the guides can be found on the [web platform](#) in the “Workshops and tools for the school staff” section.

### (Annual) Review (wrap-up) and planning meeting

**Objective:** to evaluate the (outcomes of the) implementation, identify lessons learned, and adjust the implementation procedures for the following year.

**Action:** Hold a meeting with the OFF-TRAIL committee and the resource person who is helping your school roll out the program.

- Complete this [evaluation questionnaire](#) before the meeting. CURRENTLY AVAILABLE IN FRENCH ONLY.
- This meeting can be combined with the planning meeting for the following year.
- This meeting is facilitated by the person supporting your school in deploying the program.
- This meeting should last about 1.5 hours.

