

OFF

TRAIL

Talking About Anxiety Without Stress

OFF-TRAIL Program – Exploration

(universal prevention)



CROSS-CURRICULAR COMPETENCIES

- Achieves his/her potential;
- Cooperates with other;
- Solves problems;
- Exercises critical judgment;
- Communicates appropriately.

BROAD AREAS OF LEARNING

- Health and Well-Being;
- Personal and Career Planning;
- Citizenship and Community Life.

SUBJECT AREAS

PERSONAL DEVELOPMENT

PHYSICAL EDUCATION AND HEALTH

- Adopts a healthy, active lifestyle.

CULTURE AND CITIZENSHIP IN QUÉBEC

- Develops a point of view;
- Engages in dialogue;
- Analyzes social relations;
- Examines a variety of points of view;
- Evaluates elements of knowledge;
- Several themes, including *Identities and Belonging* (secondary 1) and *Autonomy and Interdependence* (secondary 2).

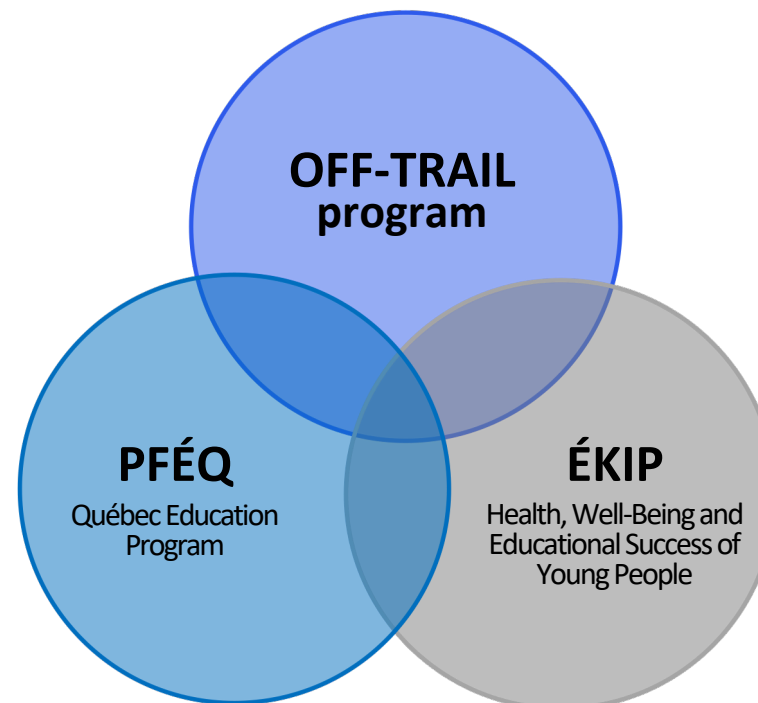
LANGUAGES

FRENCH/ENGLISH LANGUAGE ARTS

- Communicate orally.

PSYCHOSOCIAL COMPETENCIES

- Managing emotions, stress and anxiety;
- Self-knowledge, self-understanding, and self-worth;
- Asking for help;
- Being assertive;
- Communicating appropriately;
- Dealing with social influences;
- Adopting prosocial behaviours;
- Showing empathy;
- Resolving conflicts;
- Using critical thinking.



HEALTHY AND SUPPORTIVE ENVIRONMENTS

- Parent component;
- School team component.

ÉKIP

- Develop and strengthen personal and social skills among young people;
- Contribute to the development of healthy, safe and caring living environments, which includes ensuring that young people have access to the services they need at school or in their community;
- Promote consistency (continuity and complementarity) in school, family and community interventions, and congruence between the actions taken in the health and social services and education networks;
- Equip young people of school-age with tools to handle the real-life situations they encounter.

CONTENT FOR THE DEVELOPMENT OF PERSONAL AND SOCIAL COMPETENCIES

13. Reflect on appropriate strategies for making friends or expanding their social network;
14. Apply various strategies for promoting inclusion and getting along;
15. Understand their responsibility to respect rules of conduct, both in society and in the virtual world, as well as the consequences for themselves and for others if these rules are not respected;
16. Offer positive encouragement to the people around them to adopt safe, healthy behaviours.

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Workshops 1 to 5



2



60

“Dealing with anxiety”

TARGETED COMPETENCIES

- Managing emotions, stress and anxiety
- Self-knowledge, self-understanding, and self-worth

MAIN THEME

Anxiety

DEVELOPMENT TARGETS

- Distinguish between stress and anxiety
- Understand the concepts of comfort zone, avoidance and exposure
- Recognize situations that cause them more anxiety (their intolerances) and recognize their signs of stress and anxiety
- Use strategies to calm themselves and expose themselves to anxiety-provoking situations

3



60

“Managing emotions and asking for help when needed”

TARGETED COMPETENCIES

- Managing emotions, stress and anxiety
- Asking for help

MAIN THEME

Asking for help

DEVELOPMENT TARGETS

- Better recognize their various emotions and understand their purpose
- Use new strategies to experience and manage their stress in a healthy way
- Ask for help if they need it

4



60

“Dealing with social comparison through self-observation”

TARGETED COMPETENCIES

- Self-knowledge, self-understanding, and self-worth
- Adopting prosocial behaviours

MAIN THEME

Social comparison

DEVELOPMENT TARGETS

- Identify some of their own values and characteristics
- Understand the impact of social comparison on self-esteem and self-confidence
- Use new strategies to get to know themselves better, strengthen their self-worth, and deal with social comparison

5



60

“Coping with social pressure by being assertive”

TARGETED COMPETENCIES

- Being assertive
- Dealing with social influences
- Adopting prosocial behaviours

MAIN THEME

Social pressure

DEVELOPMENT TARGETS

- Recognize how social pressure influences them, their health and their well-being
- Assert themselves calmly, respectfully, confidently and courageously
- Use various strategies to better cope with social pressure
- Understand what social pressure is

INTRO
SCHOOL STAFFINTRO
STUDENTS

1



60



30 minutes

Presentation of the program to school staff

OFF-TRAIL - Exploration

OBJECTIVE

Introduce school staff members to the OFF-TRAIL program and explain what it involves

CONTENT

- Objectives and skills targeted by the program
- How the program works
- Program philosophy
- Roles of the workshop leader and other teachers



30 minutes

Presentation of the program to students

OFF-TRAIL - Exploration

OBJECTIVE

Introduce students to the OFF-TRAIL program and explain what it involves

CONTENT

- Objectives and skills targeted by the program
- How the program works
- Program philosophy

“Coping with my stress”

TARGETED COMPETENCIES

- Managing emotions, stress and anxiety
- Self-knowledge, self-understanding, and self-worth

MAIN THEME

Stress

DEVELOPMENT TARGETS

- Recognize their signs of stress
- Understand what stress is and its purpose
- Better understand their own reactions to stress
- Use new strategies to manage their stress

Financial contribution:

Public Health
Agency of CanadaAgence de la santé
publique du CanadaUniversité de
SherbrookeCentre RBC
d'expertise universitaire
en santé mentale

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Workshops 6 to 10



7



60

“Fighting judgment with empathy and compassion”

TARGETED COMPETENCIES

- Showing empathy
- Adopting prosocial behaviours

MAIN THEME

Judgment

DEVELOPMENT TARGETS

- Understand the impact of prejudice and judgments on themselves and others
- Adopt an attitude of openness, attentiveness, understanding and respect toward others
- Use more strategies to develop empathy and compassion for themselves and for others

8



60

“Preventing and resolving conflict by communicating clearly”

TARGETED COMPETENCIES

- Communicating appropriately
- Resolving conflicts
- Adopting prosocial behaviours

MAIN THEME

Conflict

DEVELOPMENT TARGETS

- Understand the role that perceptions play during conflicts
- Become aware of their own attitudes and behaviours that worsen conflicts
- Use an approach to conflict resolution based on compassionate communication
- Use positive strategies for listening to others and expressing themselves

9



60

“Maintaining healthy friendships through prosocial behaviour”

TARGETED COMPETENCIES

- Adopting prosocial behaviours
- Self-knowledge, self-understanding, and self-worth

MAIN THEME

Cooperation

DEVELOPMENT TARGETS

- Understand the importance of prosocial behaviour for getting along and finding one's rightful place in a group
- Recognize the importance of healthy friendships as a protective factor for tackling life's challenges
- Adopt new strategies for creating and maintaining healthy friendships and for leaving uncomfortable relationships

10



60

“Using social media wisely thanks to critical thinking skills”

TARGETED COMPETENCIES

- Using critical thinking
- Adopting prosocial behaviours

MAIN THEME

Social media

DEVELOPMENT TARGETS

- Understand issues surrounding social media use
- Understand their responsibility to follow internet codes of conduct and how failing to do so can have consequences for themselves and others
- Understand attitudes and practices to help develop their critical thinking skills
- Use strategies for responsible social media use

INTRO
SCHOOL STAFFINTRO
STUDENTS

6



60



30 minutes

Presentation of the program to school staff

OFF-TRAIL - Exploration

OBJECTIVE

Introduce school staff members to the OFF-TRAIL program and explain what it involves

CONTENT

- Objectives and skills targeted by the program
- How the program works
- Program philosophy
- Roles of the workshop leader and other teachers



30 minutes

Presentation of the program to students

OFF-TRAIL - Exploration

OBJECTIVE

Introduce students to the OFF-TRAIL program and explain what it involves

CONTENT

- Objectives and skills targeted by the program
- How the program works
- Program philosophy

“Building self-esteem through self-acceptance”

TARGETED COMPETENCIES

- Self-knowledge, self-understanding and self-worth

MAIN THEME

Self-esteem

DEVELOPMENT TARGETS

- Understand what self-esteem is and the factors that strengthen or weaken it
- Define their real and ideal selves, and the gap between the two
- Use strategies to help build and develop their self-esteem

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