"ACTING" LINKED TO SPIRITUAL LIFE AND COMMUNITY INVOLVEMENT

This document is the result of a pedagogical exploration workshop conducted during the winter and spring of 2003. It lists various approaches to develop students' spiritual life and community involvement. It is based on discussions with Spiritual Care and Guidance and Community Involvement animators, consultants responsible for the Spiritual Care and Guidance and Community Involvement Service, and experts in the field. The suggestions and information it contains are intended to help animators use their professional creativity to design activities that reflect the realities of the communities in which they work. The document may be enriched by further discussions and training sessions on this topic.

In this document, the suggested approaches are grouped into ten categories, with extra information in the form of remarks. The table below presents some general information about the approaches and remarks in the rest of the document.

APPROACH	REMARKS
▪ The approaches are highlighted in bold type. They are divided into ten categories, listed alphabetically: ・ Allegories, tales and stories ・ Discussions and debates ・ Enquiries and surveys ・ Experiments with nature and the arts ・ Groups and committees ・ Games, simulation exercises and role-playing ・ Group events ・ Symbols, analogies, rituals and celebrations ・ Personal accounts ・ Visits ▪ The list of approaches is not exhaustive. The same approach may belong to more than one category and be used in both the spiritual and community components. ▪ Each approach is linked to relevant areas of operation, but could also be linked to other areas. A given approach may contribute to the development of more than one area of operation. Student learning may also extend to other areas than those selected by the animator. ▪ Each area of operation is followed by the letter "S" if it relates to the spiritual component, and by the letter "C" if it relates to the community component. ▪ The areas of operation define how each activity is organized. Several approaches can be used in different contexts, and by associating the approaches with the areas of operation specific to the Spiritual Care and Guidance and Community Involvement Service, students will acquire the learning associated with the service's objectives. ▪ An approach may contain specific cultural associations, and in some cases refer to specific beliefs. It is important to be aware of this, and to carefully select the approaches and ways in which they are used.	▪ Several approaches can be used at all educational levels. The animator is responsible for adapting the language used and applying a range of approaches to match the psychological and intellectual level of the students. ▪ Several approaches open up possibilities for combining activities with different programs or school projects, elements of the complementary services programs and of the Quebec Education Program. ▪ Some of the approaches require special knowledge or abilities that animators can acquire through extra training, if needed. ▪ It is important that the "acting" and "renewing" phases include one or more areas of operation connected with spiritual life or community involvement. ▪ Animators must remain attentive to and respectful of the personal reactions of their students and the meaning that they assign to what they discover during the activities. ▪ Students come from a range of cultures and spiritual traditions that offer answers to the fundamental questions in life. It may be profitable to take advantage of these existing universes of meaning when setting up approaches of "acting." ▪ Spiritual Care and Guidance and Community Involvement animators are not neutral. They must be clear about their own views of spiritual life and community involvement, state their position and explain their beliefs at an appropriate time, without attempting to convert the students. Animators may discuss their own experience, but without imposing it on their students. ▪ Animators at the elementary and secondary levels should cooperate to maximize student learning.

CATEGORY 1: ALLEGORIES, TALES AND STORIES	REMARKS
■ **A tale that encourages students to reflect on living together** can, for example, help them ・ *reflect on meaning and on the importance of life in society* (C) ・ *reflect on meaning and on the importance of existence* (S) ■ **A story that encourages students to reflect on social problems** can, for example, help them ・ *become attentive to the living conditions of others and become supportive* (C) ・ *seek the meaning of life through others, in happy and sad times, and through nature, science, etc.* (S) ■ **An allegory that focuses on dreams or passions** can, for example, help students to: ・ *give oneself reasons for living* (S) ・ *reflect on meaning and on the importance of existence* (S) ■ **An allegory that focuses on difficult experiences such as suffering, illness and death** can, for example, help students to: ・ *deal with the fundamental questions of life* (S) ・ *learn to take up the limitations and vulnerability of one's own life and of life in general* (S) ■ **A story that involves philosophical ideas** can, for example, help students to: ・ *reflect on meaning and on the importance of existence* (S) ・ *reflect on meaning and on the importance of life in society* (C) ■ **An allegory that presents a dilemma** can, for example, help students to: ・ *define and adopt a coherent and stimulating vision of existence* (S) ・ *resolve conflicts harmoniously* (C) ■ **A tale for which students can invent a better, or different ending** can help students ・ *seek the meaning of life through others, in happy and sad times, and through nature, science, etc.* (S) ・ *be aware of one's own responsibilities and those of others* (C)	■ These approaches help launch discussions during which the animator must refrain from any attempt to indoctrinate the students or use the story for moralizing purposes. It is important to leave students free to extract the meaning they relate to best. ■ Allegories are self-explanatory; the animator should not explain them, since this might reduce their power to inspire students to use their imagination. Without dissecting the allegory, it is important to encourage students to think about and discuss their reactions, to allow them to direct their own lives. ■ The animator may suggest stories for use by school personnel, or use stories suggested by them. ■ The animator may read or compose tales, allegories and stories, depending on the situation and the areas of operation targeted. ■ A tale, allegory or story is most effective when it is told dramatically rather than just read aloud. The room, setting, group atmosphere and quality of the reading are also important. ■ In some cases, following a specific situation or event they have witnessed, the students may be asked to write a tale or allegory individually or in groups. In other cases, students might be asked to write their own life story, create a multimedia presentation, draw a comic strip about their lives, etc. ■ Allegories, stories and tales present not only ideas, but also intuitions, desires and feelings, and students must become aware of them.

CATEGORY 2: DISCUSSIONS AND DEBATES	REMARKS
A discussion about various aspects of life in society or current events can, for example, help students to: · *reflect on meaning and on the importance of life in society* (C) · *discover interdependence of people, nations and the universe* (C) **A discussion about different local or foreign cultures** can, for example, help students to: · *become attentive to various ways of looking at the world and ways of life different from one's own* (S) · *be familiar with symbols (religious or not) from the local and other cultures* (S) **A discussion with people holding various religious beliefs (religion, atheism, agnosticism, secularism, etc.)** can, for example, help students to: · *compare and contrast one's discoveries and beliefs with those of others* (S) · *seek the "existential" fruits of the cultural and religious history of Québec and of humanity (S)* · *see reality from other points of view, appeciate differences* (C) **A debate between people who see and live life in a different way (vegetarianism, voluntary simplicity, heterosexuality, homosexuality, etc.)** can, for example, help students to: · *become attentive to various ways of looking at the world and ways of life different from one's own* (S) · *see reality from other points of view, appreciate differences* (C) **A debate about the existence of God, the origin of life, the Big Bang or the evolution of the cosmos** can, for example, help students to: · *situate one's life in relation to time, space and the absolute* (S) · *compare and contrast one's discoveries and beliefs with those of others* (S) · *discover interdependence of people, nations and the universe* (C) **A discussion about the infinitely large and the infinitely small, aging, the unexpected, etc.** can, for example, help students to: · *situate one's life in relation to time, space and the absolute* (S) · *compare and contrast one's discoveries and beliefs with those of others* (S) **A debate about ethical issues** can, for example, help students to: · *reflect on meaning and on the importance of existence* (S) · *review the repercussions of one's choices and actions* (C) **A discussion about the concepts of truth, happiness, power, etc.** can, for example, help students to: · *reflect on meaning and on the importance of existence* (S) · *reflect on meaning and on the importance of life in society* (C)	▪ Animators must not underestimate students' capacity to address fundamental issues. They are able to discuss death, suffering, love, friendship, truth, etc. Adjusting the educational approach and the using appropriate language are key. Indeed, the development of philosophy for children demonstrates what is possible. ▪ For secondary school students, these activities can be used to debate ideas, broaden students' understanding of real issues and encourage them to express a personal, but constantly developing, point of view. ▪ Other school personnel already deal with several of these topics, and the discussions suggested on the left can offer opportunities for cooperation. ▪ Various simulation exercises, personal accounts, stories or stereotyped characters can be useful to trigger discussion. ▪ The use of a talking stick to give students the floor can ensure that every student has a fair chance to speak. ▪ The role of the animator is mainly to keep the discussion going, by enriching or elaborating on the opinions expressed, establishing links between different points of view, clarifying the meaning of certain expressions, etc. The animator is not there to give the "right" opinion. ▪ In some cases, the animator will be asked to state his or her beliefs or views on a given situation. The animator must speak coherently and transparently, respecting the students' opinions and remaining aware of his or her influence over the students. ▪ It is important to prepare the students properly to ensure that they: · understand that the objective of the debate is to nourish their individual reflection and create opportunities for dialogue · understand and agree to the reason for holding a debate, its objectives and the rules for conducting the debate ▪ Time must be scheduled at the end of the debate to review the ideas put forward. ▪ The animator must, in collaboration with school personnel, anticipate the repercussions of the debate on the students and the support that some students may need.

CATEGORY 3: ENQUIRIES AND SURVEYS	REMARKS
▪ **A survey of people involved in a social or environmental cause** can, for example, help students to: ・ *become attentive to the living conditions of others and become supportive* (C) ・ *discover interdependence of people, nations and the universe* (C) ▪ **A survey of students and adults in the classroom or the school concerning their talents, strengths, origins, interests, etc.** can, for example, help students to : ・ *develop a sense of belonging to the community (C)* ・ *appreciate the grandeur and the mystery of life* (S) ▪ **An enquiry, for example within the school or the family, about service to others and giving of oneself** can, for example, help students to: ・ *be aware of the importance of commitment and service to others* (C) ・ *become attentive to various ways of looking at the world and ways of life different from one's own (S)* ▪ **A enquiry within the school about how various people see certain events** (war, birth, conflict, relationships, etc.) can, for example, help students to: ・ *discover interdependence of people, nations and the universe* (C) ・ *seek the meaning of life through others, in happy and sad times, and through nature, science, etc.* (S) ▪ **A enquiry within the school about how various people see social situations or ethical questions** (poverty, exclusion, the environment, euthanasia, abortion, same-sex marriage, racism, etc.) **or certain themes** (happiness, abundance, shortage, evolution, notion of time, etc.) can, for example, help students to: ・ *see reality from other points of view, appreciate differences* (C) ・ *become attentive to various ways of looking at the world and ways of life different from one's own* (S) ▪ **An enquiry into various ways of marking key points in the year** (new school year, change of season, major religious holidays and social festivals, etc.) **or key points in life** (birth, birthdays, the onset of adolescence, etc.) can, for example, help students to: ・ *be familiar with symbols (religious or not) from local and other cultures* (S) ・ *enter into the universe of celebrations and rituals* (S) ▪ **A enquiry about the answers that people give in response to the major existential questions** (life, death, suffering, happiness, origin of the world, etc.) can, for example, help students to: ・ *become attentive to various ways of looking at the world and ways of life different from one's own* (S) ・ *deal with the fundamental questions of life* (S) ▪ **A survey of elderly people** can, for example, help students to: ・ *seek the "existential" fruits of the cultural and religious history of Québec and of humanity* (S) *see reality from other points of view, appreciate differences* (C)	▪ From Elementary Cycle One, students can carry out simple surveys of parents or fellow students. ▪ Surveys are especially suitable for small groups (classes, clubs, committees, etc.). ▪ When preparing a survey, the students should devise questions with the help of teachers as part of a learning activity. ▪ Mathematics teachers can be asked to help compile the results of the survey. ▪ The results can be presented in various ways, sometimes with help from teachers and support staff: ・ video ・ student newspaper article ・ poster ・ Web page ・ etc. ▪ Several survey subjects can be connected with the social sciences and personal development subject areas.

CATEGORY 4: EXPERIMENTS WITH NATURE AND THE ARTS	REMARKS
Exploring a forest clearing or a park, while observing things and events in the clearing, can, for example, help students to: ・ *appreciate the grandeur and the mystery of life* (S) ・ *discover interdependence of people, nations and the universe* (C)	▪ Several subject areas offer opportunities for collaboration (mathematics, science and technology subject area, arts education subject area, etc.). The animator may offer to join activities already organized by teachers in these disciplines, or propose an activity linked to the program.
Spending the night outdoors, watching a sunrise or sunset, climbing a mountain, etc., while raising questions about the origin of life, the evolution of the cosmos and that which is "beyond the self" can, for example, help students to: ・ *situate one's life in relation to time, space and the absolute* (S) ・ *deal with the fundamental questions of life* (S) ・ *develop a sense of belonging to the community* (C)	▪ Several of these activities are particularly suitable for use during a camp or with a small group. ▪ It is important to go beyond factual observation to address the symbolic and aesthetic dimensions.
Raising butterflies, hatching eggs or observing plant growth can, for example, help students to: ・ *appreciate the grandeur and the mystery of life* (S) ・ *situate one's life in relation to time, space and the absolute* (S)	▪ It is important to use styles of music that young people enjoy and to allow students to identify how music affects them.
Walking in the forest, while remaining silent in order to listen, feel and see can, for example, help students to: ・ *appreciate the grandeur and the mystery of life* (S) ・ *become familiar with interiority, silence and meditation* (S)	
Listening to the various components of a musical ensemble can, for example, help students to: ・ *appreciate the grandeur and the mystery of life* (S) ・ *discover interdependence of people, nations and the universe* (C)	
Holding an art contest based on a spiritual or community theme can, for example, help students to: ・ *reflect on meaning and on the importance of existence* (S) ・ *reflect on meaning and on the importance of life in society* (C)	
Putting on a stage show with a spiritual or social theme can, for example, help students to: ・ *reflect on meaning and on the importance of existence* (S) ・ *discover interdependence of people, nations and the universe* (C)	

Category 5: GROUPS AND COMMITTEES	REMARKS
▪ **A peer-assistance group, or student or class buddy-system** (assistance in reading or dressing, support for handcrafts, organization of activities, etc. for younger students) can, for example, give students opportunities to ・ *helps others and give freely of one's time* (C) ・ *discover interdependence of people, nations and the universe* (C) ・ *give oneself reasons for living* (S) ▪ **A special school projects committee** (theme day or week, relational atmosphere, the environment, recycling, etc.) can, for example, help students to: ・ *participate in democratic life* (C) ・ *develop a sense of belonging to the community* (C) ▪ **A meditation workshop or grief counselling group** can, for example, help students to: ・ *find one's inner source, the thirst for life* (S) ・ *become familiar with interiority, silence and meditation* (S) ・ *be aware of one's inner life, one's spiritual dimension* (S) ▪ **A leadership camp** can, for example, help students to: ・ *define and adopt a coherent and stimulating vision of existence* (S) ・ *find meaning in one's commitments* (C) ▪ **A communication workshop** can, for example, help students to: ・ *maintain friendly and fruitful relationships* (C) ・ *resolve conflicts harmoniously* (C) ・ *be aware of one's inner life, one's spiritual dimension* (S) ▪ **A "sceptics' club" or "philosophers' club" to challenge established ideas or facts** (popular beliefs, the effects of video games on our world-views, the place of technology in our lives, advertising, the relationship between information and truth, etc.) can, for example, help students to: ・ *compare and contrast one's discoveries and beliefs with those of others* (S) ・ *define and adopt a coherent and stimulating vision of existence* (S) ▪ **A cooperation council or student council** can, for example, help students to: ・ *build a just and inclusive world* (C) ・ *participate in democratic life* (C) ・ *define and adopt a coherent and stimulating vision of existence* (S)	▪ Beginning in preschool, students are able to make a short-term, simple commitment towards students of their own age or other students at the school. ▪ Beginning in Elementary Cycle Two, students are ready to undertake short- or medium-term commitments. ▪ In Elementary Cycle Three and secondary school, students are able to make commitments outside the school and act more autonomously. ▪ The groups offer opportunities for "renewing" other types of "acting" such as giving personal accounts, conducting surveys and organizing games. ▪ Various organizations (Mond-Ami, Jeunes-du-monde, Club 2/3, Amnesty International, ATD Quart monde, Équiterre, Development and Peace, Unicef, Oxfam, etc.) produce activity guides. ▪ If a centre for the elderly is available for student visitors, a few students may make regular visits with specific objectives (talk to residents, run errands, play games, bring greetings cards, etc.) ▪ Various environmental groups are willing to work with students and raise awareness about their activities in schools. ▪ By making a commitment to a group, students increase their sense of belonging and become more aware of their own talents and personal charisma, developing their self-esteem. ▪ A school in the Lévis region has received groups of people with an intellectual disability once a month on an experimental basis. A small group of students organizes activity sessions (handcrafts, games, films, etc.) and shares a meal with the visitors. ▪ Other people can be asked to share leadership of the groups with the animator: ・ school staff members ・ parents ・ people from the local community ・ secondary school or college students ▪ Some approaches to "renewing" the learning acquired by students in these groups can involve the whole educational community.

- **An international solidarity club** can, for example, inspire students to:
  - *take a stand against poverty and exploitation* (C)
  - *help others and give freely of one's time* (C)
  - *deal with the fundamental questions of life* (S)

- **Involvement in a community organization** (fundraising drive, party for senior citizens, riverbank cleanup, birdfeeder maintenance, etc.) can, for example, help students to:
  - *helps others and give freely of one's time* (C)
  - *give oneself reasons for living* (S)
  - *be aware of one's own responsibilities and those of others* (C)

- **A committee to organize visits with senior citizens and the underprivileged** (activities, stage shows, etc.) can, for example, help students to:
  - *helps others and give freely of one's time* (C)
  - *become attentive to the living conditions of others and become supportive* (C)

- **A support group for an environmental, social and/or international cause** can, for example, help students to:
  - *build a just and inclusive world* (C)
  - *be aware of one's own responsibilities and those of others* (C)
  - *define and adopt a coherent and stimulating vision of existence* (S)

- **A workshop to clarify values** can, for example, help students to:
  - *define and adopt a coherent and stimulating vision of existence* (S)
  - *find one's inner source, the thirst for life* (S)
  - *find meaning in one's commitments* (C)

- **A social awareness group** can, for example, help students to:
  - *be aware of one's own responsibilities and those of others* (C)
  - *take a stand against poverty and exploitation* (C)
  - *define and adopt a coherent and stimulating vision of existence* (S)

CATEGORY 6: GAMES, SIMULATION EXERCISES, ROLE-PLAYING	REMARKS
▪ **Simulation exercises, rallies and treasure hunts on various themes** (violence, drugs, egalitarian relationships, consumerism, multiculturalism, the economic situation, relationships between nations) can, for example, help students to: · *be aware of one's own responsibilities and those of others* (C) · *become attentive to the living conditions of others and become supportive* (C) ▪ **Simulation exercises on interpersonal relations and managing power within a group** can, for example, help students to: · *review the repercussions of one's choices and actions* (C) · *develop a sense of belonging to the community* (C) ▪ **Cooperative games** (in other words non-competitive games that raise awareness about teamwork and collaboration) can, for example, help students to: · *maintain friendly and fruitful relationships* (C) · *resolve conflicts harmoniously* (C) ▪ **Games made available on the Internet by organizations involved in international or environmental solidarity** (Ministère de l'Environnement, Solidarité Tiers-Monde, etc.) can, for example, help students to: · *discover interdependence of people, nations and the universe* (C) · *be aware of one's own responsibilities and those of others* (C) ▪ **Role-playing games that promote egalitarian relationships between boys and girls** can, for example, help students to: · *maintain friendly and fruitful relationships* (C) · *see reality from other points of view, appreciate differences* (C) ▪ **Games based on the Charter of Human Rights and Freedoms and on children's rights** can, for example, help students to: · *be aware of one's own responsibilities and those of others* (C) · *reflect on meaning and on the importance of life in society* (C) ▪ **A role-playing game that raises awareness about people with particular limits** (people with visual impairment, people in wheelchairs, the poor, children living in developing countries, etc.) can, for example, help students to: · *become aware of the living conditions of others and become supportive* (C) · *seek the meaning of life through others, in happy and sad times, and through nature, science, etc.* (S) ▪ **Improvisation games or quizzes on particular topics** (family situations, relationships between students, relationships with adults, etc.) can, for example, help students to: · *learn to take up the limitations and vulnerability of one's own life and life in general* (S) · *review the repercussions of one's choices and actions* (C)	▪ These approaches are suitable for raising awareness among students at all educational levels. ▪ Many animators have invented games or simulation exercises like these as part of pastoral animation activities offered in the past. By making adjustments to their content, they can still be relevant as part of the Spiritual Care and Guidance and Community Involvement Service. ▪ Several international, national and local organizations have designed games to raise awareness among elementary and secondary school students about various issues. ▪ Cooperative games are sometimes used in physical education and health courses, which promotes cooperative management in group situations. The animator can ask students to "review" their involvement based on a particular area of operation. ▪ Awareness-raising sessions on the question of egalitarian relationships are offered by the MELS. Animation tools can be found on the CSC Web site : www.mels.gouv.qc.ca/dgfj/csc ▪ Working with teachers and parents, the students of an elementary school class can be asked to spend a day in the same way as children in a developing country (no access to communications tools, simple food, no manufactured toys, etc.) ▪ A small group of secondary school students can spend a day pretending they are visually impaired or living with a disability. They must get from one class to another, open doors and go to the cafeteria as if they had a genuine disability. The "renewing" component involves asking them to share their experience with the rest of the group, and asking the other students to express how the situation affects them, and what has changed in their perception of people with disabilities and their lives.

CATEGORY 7: GROUP EVENTS	REMARKS
▪ **A mural on spiritual and community themes** can, for example, help students to: 　· *develop a sense of belonging to the community* (C) 　· *appreciate the grandeur and the mystery of life* (S) ▪ **Theme days or weeks (friendship week, intercultural day, Earth day, family day, etc.)** can, for example, help students to: 　· *develop a sense of belonging to the community* (C) 　· *reflect on meaning and on the importance of existence* (S) ▪ **An inter-generational project (meal with grandparents, correspondence with an elderly person, etc.)** can, for example, help students to: 　· *develop a sense of belonging to the community* (C) 　· *compare and contrast one's discoveries and beliefs with those of others* (S) ▪ **A "kindness" project (marking a birthday, getting close to a "mystery friend", etc.)** can, for example, help students to: 　· *develop a sense of belonging to the community* (C) 　· *maintain friendly and fruitful relationships* (C) 　· *helps others and give freely of one's time* (C) ▪ **Involvement in the activities of local or international organizations (fundraisers, marches, petitions, letters, etc.) in connection with humanitarian, social or environmental causes** can, for example, inspire students to: 　· *help others and give freely of one's time* (C) 　· *become attentive to the living conditions of others and become supportive* (C) 　· *reflect on meaning and on the importance of existence* (S) ▪ **Ideas, thoughts or messages broadcast over the PA system** can, for example, help students to: 　· *reflect on meaning and on the importance of existence* (S) 　· *become attentive to the various ways of looking at the world and ways of life different from one's own* (S) 　· *appreciate the grandeur and the mystery of life* (S)	▪ When preparing and carrying out these activities, it is essential to secure the cooperation and collaboration of all school staff members. In some cases, the parents should also be informed. ▪ Students can get involved in organizing the event and so, develop other areas of operation. ▪ The group events can be used to trigger moments of reflection with smaller groups, or can be a form of "renewing" a small group's "action." ▪ It is important to pay attention to all the group events taking place in the school that could offer opportunities for creating links with the students' spiritual life and social awareness by developing one or more areas of operation. This can be done by adding a new facet to these events in relation to a particular area of operation, or by "reviewing" them. ▪ Group events must be selected on the basis of their relevance and interest for the school.

CATEGORY 8: SYMBOLS, ANALOGIES, RITUALS AND CELEBRATIONS	REMARKS
▪ **A celebration (multicultural, honouring, recognition, etc.)** can, for example, help students to: 　· *develop a sense of belonging to the community* (C) 　· *maintain friendly and fruitful relationships* (C) ▪ **A ceremony (marking a group commitment, a life event, personal talents and limits, etc.)** can, for example, help students to: 　· *enter into the universe of celebrations and rituals* (S) 　· *develop a sense of belonging to the community* (C) ▪ **Various rituals** can, for example, help students to: 　· *enter into the universe of celebrations and rituals* (S) 　· *develop a sense of belonging to the community* (C) 　· *situate one's life in relation to time, space and the absolute* (S) ▪ **An exploration of the rituals of various spiritual and cultural traditions** can, for example, help students to: 　· *be familiar with symbols (religious or not) from the local and other cultures* (S) 　· *compare and contrast one's discoveries and beliefs with those of others* (S) ▪ **Experiments with various forms of ceremonies linked to sacred events** can, for example, help students to: 　· *seek the "existential " fruits of the cultural and religious history of Québec and of humanity (S)* 　· *be familiar with symbols (religious or not) from the local and other cultures* (S) ▪ **An analogy in which a group (or team) is compared to a bunch of grapes, or a tree and its fruits, etc.,** can, for example, help students to: 　· *reflect on meaning and on the importance of life in society* (C) 　· *discover interdependence of people, nations and the universe* (C) ▪ **A multi-denominational ceremony, to mark a celebration or a sorrowful event,** can, for example, help students to: 　· *reflect on meaning and on the importance of existence* (S) 　· *see reality from other points of view, appreciate differences* (C) ▪ **Various exercises (mandala, guided meditation, waking dream, psychagogy, etc.)** can, for example, help students to: 　· *become familiar with interiority, silence and meditation* (S) 　· *find one's inner source, the thirst for life* (S) 　· *become aware of one's inner life, one's spiritual dimension* (S)	▪ The ceremony or ritual will be more meaningful if connected to events that have directly affected the school community. ▪ Symbolic experiences are possible at all educational levels. ▪ It is important not to try to explain symbolic experiences, to allow the symbol to retain its strength and to allow students to discover its meaning for themselves. ▪ Rituals and ceremonies allow students to understand events in a way that goes beyond rational comprehension. ▪ It is important to be sensitive to the climate and the sequence of events to maximize their effect. ▪ Where appropriate, similar elements could be identified in the religious rituals of various traditions. ▪ Other school personnel can be made aware of the importance of marking changes by celebrating key moments in the lives of individuals and groups. ▪ In activities based on "rituals" and "ceremonies", it is important to explain the relevant traditions and context to the students and adults involved. ▪ Where appropriate, it can be useful to include symbols and rituals from youth culture, such as body piercing, the eruption of a child's first permanent teeth, or the issue of a driver's licence.

CATEGORY 9: PERSONAL ACCOUNTS	REMARKS
▪ **A personal account from an adult or student involved in a social or environmental cause, explaining the reasons behind his or her commitment,** can, for example, help students to: · *become aware of the importance of commitment and service to others* (C) · *become attentive to the living conditions of others and become supportive* (C) ▪ **A personal account from someone who has found meaning to life through a commitment or following a particular event, and who can explain his or her quest for meaning,** can, for example, help students to: · *reflect on meaning and on the importance of life in society* (C) · *learn to take up the limitations and vulnerability of one's own life and life in general* (S) ▪ **A personal account from someone who, through his or her spiritual life, has found a reason to make a commitment to a social, environmental of humanitarian cause,** can, for example, help students to: · *find meaning in one's commitments* (C) · *define and adopt a coherent and stimulating vision of existence* (S) ▪ **A personal account from someone who has found meaning in a religion, a philosophy or certain principles and values** can, for example, help students to: · *become attentive to the different ways of looking at the world and modes of life* (S) · *compare and contrast one's discoveries and beliefs with those of others* (S) ▪ **A personal account from an elderly person about parts of his or her past life** can, for example, help students to: · *seek the "existential" fruits of cultural and religious history (S)* · *see reality from other points of view, appreciate differences* (C)	▪ Students are more likely to become involved and learning will be easier for them if the personal account is connected, for example, to the school's educational project, to an objective pursued by the school, to a program of complementary educational services, to a broad area of learning, to the social sciences or personal development or to any other element of the Québec Education Program. ▪ In some cases, the type of witness selected or the subject of the testimony may not be suitable for all children. Caution is advised. It is important to choose the right speaker to give a personal account, since he or she may have an influence over the students. It is important to ensure that the speaker will use language adapted to the students' abilities, and understands that this is not a time for indoctrination. The animator should meet the speaker before the activity to ensure that he or she fully understands the objective of the activity. ▪ A discussion between the guest speaker and the students will give the students an opportunity to strengthen their grasp of the areas of operation involved. ▪ After the guest speaker has left, a discussion or writing period will give the students an opportunity to realize what effect the personal account has had on them. The animator can also use the time to rectify the students' perceptions, if necessary. ▪ A secondary school student involved in a group or committee, or in international cooperation, may be asked to give a personal account to elementary school students, who will be "acting," whereas the secondary school student will be "renewing."

CATEGORY 10: VISITS	REMARKS
▪ **A visit to a community organization** can, for example, help students to: 　· *become aware of the importance of commitment and service to others* (C) 　· *helps others and give freely of one's time* (C) ▪ **A visit to a residential home for the elderly or for people with disabilities** can, for example, help students to: 　· *situate one's life in relation to time, space and the absolute (S)* 　· *become attentive to the living conditions of others and become supportive* (C) 　· *develop a sense of belonging to the community* (C) ▪ **A visit to a centre employing people with intellectual disabilities** can, for example, help students to: 　· *see reality from other points of view, appreciate differences* (C) 　· *learn to accept their limits and the fragility of their own life and life in general* (S) ▪ **A visit to a centre for wildlife (plant or animal) protection** can, for example, help students to: 　· *discover interdependence of people, nations and the universe* (C) 　· *appreciate the grandeur and the mystery of life* (S) ▪ **A visit to an exhibition on the range of meanings offered by various religious traditions or schools of thought** can, for example, help students to: 　· *compare and contrast one's discoveries and beliefs with those of others (S)* 　· *see reality from other points of view, appreciate differences* (C) ▪ **A visit to various religious buildings (churches, mosques, monasteries, synagogues, etc.)** can, for example, help students to: 　· *be familiar with symbols (religious or not) from the local and other cultures* (S) 　· *become familiar with interiority, silence and meditation* (S) 　· *see reality from other points of view, appreciate differences* (C) ▪ **A visit to a historic site** can, for example, help students to: 　· *seek the "existential" fruits of the cultural and religious history of Québec and of humanity* (S) 　· *situate one's life in relation to time, space and the absolute* (S)	▪ Although all preschool, elementary and secondary students can be taken on a visit, it is important to ensure that they are able to deal with what they encounter. The older the students, the better they are able to deal with the complex situations addressed by these centres and organizations. ▪ It is important to ensure that the people encountered during the visit do not attempt to indoctrinate the students in any way. ▪ When "renewing" the visit, in cases where students have encountered forms of suffering, it is important to focus on transformation and new states of awareness through difficulty, rather than on pity. ▪ A visit can be linked to research on or a survey of a particular subject. ▪ A visit that is linked to a subject that is already a focus for the school will have more impact on the students, and they will be more likely to decide to become involved. ▪ During a visit scheduled by the school, in collaboration with the staff who organize the visit, the students can be asked to think about one of the areas of operation of the Spiritual Care and Guidance and Community Involvement Service. ▪ Before the visit, the animator can ask the students to answer a question that will require them to verbalize their current understanding of the situation of the people they will meet (the elderly, people with a mental deficiency, the homeless, etc.). The animator may ask the question again after the activity, during "renewing." This will help the students become aware of the way their attitudes have been changed by the visit.