



GUIDE
FOR STUDENTS AND
SCHOOL STAFF

YOUTH HEALTH

1999-2000 Update and Addenda

**Direction de l'adaptation scolaire
et des services complémentaires (DASSC)
Ministère de l'Éducation**

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Ministère de l'Éducation

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Introduction

The 1999-2000 school year marks the fourth anniversary of the Youth Health project. Implemented by the Ministère de l'Éducation and developed in collaboration with the Ministère de la Santé et des Services sociaux, this project was designed to support the education community, made up of school staff, students, parents and others. The purpose of the Youth Health program is to help the education community supplement and reinforce measures it has already taken to create a healthy, high-quality environment in the school.

Since 1996, the Youth Health program has been offering workshops to school staff and their partners (CLSCs, community organizations, police departments), students and parents. These workshops deal broadly with the improvement of quality of life in groups and the well-being of individuals. As follow-up to these workshops, two guides have been produced: *Youth Health, Quality of Life in the Classroom*,¹ and *Youth Health - Class Activity, Behaviour Modification and Creativity*.²

The Youth Health program aims for both improvement of the quality of life of the group and development of the well-being of its individual members. To this end it proposes three lines of action: self-understanding, self-confidence and creativity.

Activities involving students' observation of their own behaviour are proposed in the guide, *Youth Health – Quality of Life in the Classroom*. For example, the Label Game, Bomb Shelter and Cut-outs activities relate directly to the notion of self-understanding. The analogies of the mouse, elephant, sheep and bird, well known to those familiar with the Youth Health project, are also related to this idea. In addition, the project views the development of quality group life as a collective creation whose point of departure is the realization of how young people tend to behave in a group.

The second line of action in the program involves the reinforcement of self-confidence. The development of a group requires that those of its members who allow themselves to be dominated (mice) be more assertive and that members inclined to blindly follow leaders (sheep) show more independence. In Chapter III of *Youth Health – Quality of Life in the Classroom*, "Establishing and Maintaining a Climate of Trust," two activities have been devoted to this topic: "My Talents and Abilities" and "Students of Quality."

As indicated in the guide, *Youth Health – Class Activity, Behaviour Modification and Creativity*, it is not enough to simply tell someone who behaves like a mouse to be assertive, if we wish that person to come out of his or her mousehole. The new behaviour must be invented by the person if he or she is to adopt it.

¹ Ministère de l'Éducation. *Youth Health – Quality of Life in the Classroom*. Québec City, 1997.

² Ministère de l'Éducation. *Youth Health – Class Activity, Behaviour Modification and Creativity*. Québec City, 1999.

Too often, unfortunately, young people do not see themselves as creative agents capable of making their way in the world. Many of them have a tendency to shift the responsibility for themselves and their actions onto others. In discussing the evolution of a group and its members we must keep in mind the notion of creativity, encourage young people to recognize and exercise their creative abilities and value their originality. Perseverance and risk-taking are unavoidable paths in the Youth Health project.

The constant focus of this document is self-understanding, self-confidence and creativity. These are the three main lines of action that have been selected. For each one, we suggest updates for certain activities described in one or the other of the existing guides, and we include some additional material. We also discuss a fourth line of action that has not been adequately covered so far in the Youth Health program—self-control.

1. Self-Understanding

The development of quality of life in a group is a collective responsibility that requires every member to review his or her behaviour. Those who have a tendency to be submissive (mouse behaviour) learn to progressively find the courage to be more assertive about their needs, ideas and feelings. Those who are “followers” (sheep behaviour) need to learn to demonstrate more independence and originality. As for those who are inclined to take up space and dominate others (elephant behaviour), their challenge is to increase their self-control and demonstrate greater respect for others.

For all these changes to be realized, each person must first of all make a fair and critical assessment of his or her own behaviours. This is sometimes a complex exercise. It requires being objective about oneself, which is not always easy to do. There is even a certain resistance to doing so. Let us admit that it is not a comfortable experience to look at oneself as one is, and it can even be threatening.

Without pretending to offer miracle solutions, certain strategies can assist in gaining an accurate and realistic view of one's behaviours. Fiction and the analysis of a typical behaviour, in allowing people to see their behaviour indirectly, can help to lessen their resistance to a realistic evaluation of their attitudes and actions. Recognition by others of one's efforts to improve one's behaviour can also produce a similar effect. For the most part, the activities described in the following pages make use of one or the other of these strategies.

JOSEPHINE AND JUMBO

Objective

- ◆ To support the courage and effort of students who are trying to be more assertive in class

Grades

Elementary 2 and 3

Materials

A copy for each student of Exercise 1.1.1: Josephine and Jumbo—A Fable.

Duration

25 minutes

Procedure

The students sit on chairs arranged in a circle. The teacher creates a mood for listening and tells them the story of Josephine and Jumbo.

Reflection

1. The teacher asks the students:

- ◆ Why was Josephine sad at the beginning of the story?
- ◆ What did the bird say to Josephine to help her?
- ◆ Do you agree with the idea that living in a group can be pleasant when each member takes his or her place but does not take over? Why or why not?
- ◆ What does it mean to “take your place?”

If necessary, the teacher explains that to “take your place” means the following:

To express your ideas and opinions, make your needs and feelings known, exercise your talents and abilities, respect others and be respected in turn.



2. The teacher asks the students:

- ◆ Was it easy for Josephine to take her place, that is, to tell Jumbo what she was feeling? Why?
- ◆ Was Josephine right to take her place? Why?
- ◆ Are there any students in our classroom who are more assertive now than they were at the beginning of the year?
- ◆ If there are, who are the ones who speak up more now than at the beginning of the year? Why? (Give examples.)
- ◆ For the students we have named, are there any advantages to being more assertive? If so, what are they?
- ◆ If not, what did Josephine gain by deciding to be a little more assertive?

3. The teacher asks the students:

- ◆ Can there be disadvantages to being more assertive? If so, what are they?
If necessary, the teacher can talk about disadvantages such as the possibility of being wrong or being laughed at, of not being understood or misunderstood, of losing friends, etc.
- ◆ What do you think takes the most courage for a person who has a tendency to be like a mouse: behave as usual (that is, keep quiet and hope that someone else will solve the problem for him or her) or do something different (that is, take his or her place)? Why?

Conclusion

The teacher encourages students who wish to do so to express a particular message to the class or to another student.

The teacher reminds the students that life in a group can be satisfying when each member takes his or her place without taking over. For this reason, it is necessary for the “mice” to find the courage to assert themselves more.

JOSEPHINE AND JUMBO—A FABLE

The village of Buluba was located in the heart of a magnificent virgin forest. It was an extraordinary site and the Bulu Bulus were very proud of their forest.

However, in the heart of this wonderful forest, a pretty little mouse named Josephine was very unhappy. Yet she had every reason to be happy: she was very sweet and intelligent, she did well in school and her parents were very pleased with her. Everybody loved her!

Still, Josephine was unhappy because every day, when she went to the Great Heron's classes on survival techniques in the forest, she felt anxious. To be sure, she liked listening to the Great Heron and doing the exercises that he had them do, but Jumbo, the elephant, one of the other forest animals who attended the classes, was so troublesome: he was always talking, trying to get attention by making jokes, turning around in his seat, getting Josephine and the other animals to laugh and constantly squirming. Sometimes, Josephine played along with him and laughed at his jokes or antics, but she didn't like what was happening because she knew that it prevented her from concentrating on the teacher's lesson or on her work, which she liked so much.

In addition to this, the monkey and the sheep, who sat next to Josephine, tried to imitate Jumbo because they liked him, even though he was quite clumsy, disturbed others and seemed uncomfortable in his big elephant skin and unable to make others love him. This resulted in a lot of commotion when the Great Heron was talking or when everyone was doing an exercise or an activity.

Josephine didn't know what to do, because she just wanted to be able to get on with things; for her it was very important to know how to survive in the forest. And so, she went to the Great Heron's classes every day, even though she didn't feel like going. She did her work, but she was not very enthusiastic.

One day, when Josephine was hunting for seeds in the forest, a magnificent bird landed on a tree stump beside her. The bird began talking to her, praising her beautiful shiny grey coat, telling her how pretty she was and that he knew how sad she was:

- ◆ "Josephine," he said, "I like you very much and I would like to help you. You know, Jumbo and his friends are not really bad, but they have a tendency to take over and not give anyone else a chance. You are part of the group too and to TAKE YOUR PLACE you must say what you feel, and what you think when you don't agree with what they are saying or doing. Remember, you have the RIGHT to work and listen without being disturbed and you have the RIGHT to tell them that that is what you want. That way they will finally come to respect your needs and take your wishes into account. You'll see, you will be much happier."

And the bird flew away warbling trills of joy.

The next day, Josephine didn't dare talk to Jumbo and his friends. And she continued to be unhappy. But, the day after that, she got up her courage to tell them what she thought.

Source: Germaine Tremblay, Commission scolaire du Lac Saint-Jean.



Sheet 1.1.1 (cont.)

And to her great surprise, Jumbo, who she thought was so sure of himself, started to apply himself to his work, without bothering anyone. Of course, there were still times for many days after when Jumbo forgot himself and went back to his old ways, but Josephine didn't let him get away with it any more and told him what she thought. Gradually, after a few weeks, Jumbo and his friends came to respect the Great Heron's instructions and didn't try to disturb the other animals any more. The atmosphere became more relaxed and all the animals were happier.

Josephine felt much better and at the end of her classes on survival in the forest she received a mark of "excellent" from the Great Heron. As for Jumbo, he started paying more attention to his work. He was even congratulated yesterday by the Great Heron because he had made great progress in learning the techniques for surviving in the forest.

ONE DAY IN BULUBA

Objective

- ◆ To support the courage and effort of students who are trying to be more assertive in class

Grades

Elementary 2 and 3

Materials

A copy for each student of Exercise 1.2.1: One Day in Buluba—A Fable

Duration

20 minutes

Procedure

The students sit on chairs arranged in a circle. The teacher creates a mood for listening and tells them the story “One Day in Buluba.”

Reflection

1. The teacher asks the students:
 - ◆ What does Josephine, the little mouse, resent about Jumbo, the elephant?
 - ◆ What does the bird advise Jumbo to do?
 - ◆ In the classroom, are there any students who have succeeded in changing their behaviour, like Jumbo—students who are now more attentive and disciplined than they were at the beginning of the year?
 - ◆ If there are, can you name the students who are now more attentive and disciplined than they were at the beginning of the year?
 - ◆ Has changing their behaviour brought certain advantages to the students you have named? If so, what are they?
 - ◆ If not, what are the advantages that Jumbo gained by changing his behaviour?



2. The teacher asks the students:

- ◆ Can there be any disadvantages to changing one's behaviour, as Jumbo did (becoming more attentive, distracting the others less, making fewer jokes, being more disciplined)? If so, what are they?

If necessary, the teacher can talk about disadvantages such as becoming less popular with some students, or losing friends, having to work harder, etc.

- ◆ What do you think takes more courage for someone like Jumbo: continuing as usual (wasting time talking, being funny and trying to distract the others) or changing (becoming more attentive and disciplined)? Why?

Conclusion

The teacher emphasizes that life in a group can be pleasant when each member takes his or her place without taking over. For this reason, it is necessary for those with a tendency to take over in a group to find the courage and strength to discipline themselves.

ONE DAY IN BULUBA—A FABLE

Almost every morning Jumbo the elephant wakes up in a bad mood. He doesn't like getting up at all and is often grouchy.

To tell the truth, Jumbo doesn't really like going to the classes given by the Great Heron, but he doesn't know why. He daydreams about what he will do on Saturday and doesn't listen to the Great Heron's instructions. Then, when it comes time to do the survival practice exercises, he doesn't know how to do them, and sometimes, he doesn't even know what he is supposed to do.

More and more unhappy, he doesn't get a good mark and he has the impression others are making fun of him because he is always disappointed in his performance. He thinks that he is a failure. He feels like a fool.

To forget his problems, poor Jumbo tries to distract his classmates by making them laugh or talking to them to pass the time. He squirms constantly on his seat and turns his head around to see whether anyone is noticing him. In short, he tries to draw attention to himself by any means he can.

One day, just as Jumbo was arriving home, a magnificent little bird landed on a tree stump beside him:

- ◆ “Jumbo,” the bird said to him, “you don't seem very happy. What is the matter?”
- ◆ “Today,” answered Jumbo, “Josephine, the little mouse I would like to be my friend, told me she was tired of me always bothering her during the Great Heron's classes because she needs to listen to understand what he is explaining. She told me clearly that I should not speak to her any more. That hurt me a lot.”
- ◆ “You know,” answered the bird, “Josephine has a right to work without being disturbed. And she was right to let you know because it takes a lot of courage for a little mouse to say what she thinks. I understand why you are upset but do you think Josephine will become your friend if you continue acting like you do? I don't think so. And your friends probably don't like the way you behave very much either. I think that instead of thinking or doing something else while the Great Heron is talking, you should listen to what he has to say. Then, your marks will start to improve and you will be prouder of yourself. And even if sometimes your marks are not as good as you would like, you will still be proud of the effort you put into your work. You will be happy with the work you have done, and that is what counts, because you will have done your best. Everyone will be pleased with you, and will tell you so. Maybe Josephine will want to be friends with you!... What do you think?”

The next day, Jumbo made up his mind to pay more attention to the Great Heron's lessons. He found out that it was easier to do the exercises, and his marks got better too. Of course, he was sometimes not always satisfied with his marks, but he was happy because he knew that he had done his best.

After a while, Jumbo discovered that he liked going to the Great Heron's lessons much better. He was proud of himself because the other students liked working with him more and more and they liked his new attitude. Best of all, Josephine began to talk to him.

Of course, he sometimes forgot his good intentions and started to bother the others again, but he made a real effort to change. As the year progressed he found it easier and easier to concentrate. Two months later, Jumbo was happy because he no longer needed so much attention and he had made many new friends who liked to play with him.

Source: Germaine Tremblay, Commission scolaire du Lac Saint-Jean.

STRONG POINTS, WEAK POINTS AND IMPROVEMENTS**Objectives**

- ◆ To have the students draw a picture of a “mouse” type, an “elephant” type, a “sheep” type and a “bird” type
- ◆ To have the students identify the respective strong points and weak points of each animal type
- ◆ To have the students find means by which these types can improve their respective behaviours
- ◆ To encourage the students to look critically at how they behave in the classroom

Grades

Elementary 4 and 5

Materials

- ◆ A picture of each type (see Sheets 1.3.1 to 1.3.4)
- ◆ A copy for each student of Sheet 1.3.5: Strong Points, Weak Points
- ◆ A list of what each type can do to improve (see Sheets 1.3.6 to 1.3.9)
- ◆ One copy for each student of Sheet 1.3.10: The Scale
- ◆ An envelope for each student

Duration

Two sessions of about 30 minutes each, two to three weeks apart

Procedure

1. The teacher explains to the students that it is possible to recognize different ways of behaving in a group. Some people are calm, others are boisterous, some are leaders and others are followers or quiet types. To illustrate his or her point, the teacher uses the example of animals, and talks about “mouse” types, “elephant” types, “sheep” types and “bird” types.



2. The teacher asks the students:

- ◆ How would you describe the behaviour of all these types?

The teacher compares the students' responses with the pictures of the "mouse," "elephant," "sheep" and "bird" types on Sheets 1.3.1 to 1.3.4.

3. The teacher asks the students:

- ◆ Of the types of students described, do some seem better than others? Which ones? For what reasons?
- ◆ In life, can one person have only good points or only bad points?

Based on these answers, the teacher suggests that the students draw up a list of strong and weak points that can be attributed to the mouse, elephant, sheep and bird, respectively.

4. Each student receives a copy of Sheet 1.3.5: (Strong Points, Weak Points) to fill out either individually or in a group with two or three other students. After 10 minutes, the teacher suggests that the students share their answers. Each student or group of students in turn states the strong and weak points they recognize in each of the animal types. They must not repeat what has already been said. The teacher writes the students' answers on the board. If necessary, he or she supplements them from the list below.

	STRONG POINTS	WEAK POINTS
Mouse	▪ Discreet ▪ Calm ▪ Respectful ▪ Good listener	▪ Meek ▪ Rarely gives an opinion ▪ Tends to put himself or herself down
Elephant	▪ Assertive ▪ Spontaneous ▪ Determined	▪ Lacks ability to listen to and respect others ▪ Egocentric ▪ Undisciplined
Sheep	▪ Loyal ▪ Faithful ▪ Flexible ▪ Quiet	▪ Easily led ▪ Lacks originality ▪ Dependent
Bird	▪ Assertive ▪ Self-controlled ▪ Good communicator	▪ Associates with those who resemble himself or herself and forgets about those who need help ▪ Hesitates to become seriously involved and take on responsibilities

5. The teacher asks the students:

- ◆ What can each type do to improve his or her behaviour?

The teacher compares students' answers with the means expressed by the Elementary 6 students at the Commission scolaire de Rouyn-Noranda (see sheets 1.3.6 to 1.3.9).

Conclusion

All students receive a copy of Sheet 1.3.10, The Scale, and fill it out individually. The students then put it in an envelope on which they write their name. The teacher collects the envelopes and puts them up where all can see them.

The teacher explains that, since a group is a collective creation, improving the quality of life in the group necessarily involves improving the behaviour of each of its members. The teacher adds that in two to three weeks they will go back to the scale exercise.

Reflection

Two or three weeks later, the students take back their envelopes and open them.

Taking turns, the students read what they wrote under the headings Strong Points and Weak Points. For each student, the teacher asks the group whether that student has improved one of the weak points he or she indicated. If so, the teacher asks them to justify their answer with examples.

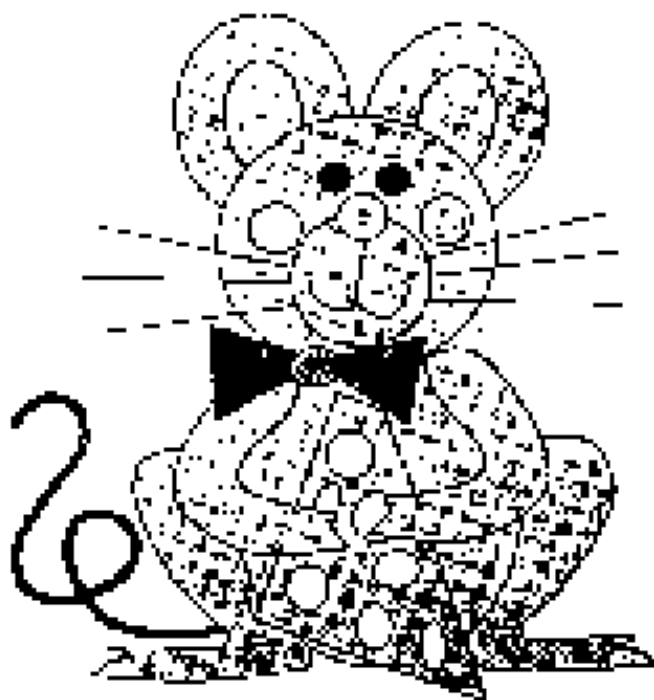
If not, the teacher asks the students if they have any realistic, practical advice to give the student.

The student being discussed has the last word. The student reads his or her answer to the question: "Say in a few words what you can do to make the scale tip to the positive side," and has an opportunity to respond to the others' comments about him or her.

In life, as on a bicycle, you have to set your sights high and frequently look ahead to make sure you are going in the right direction. The rest of the time you must keep your eyes on the front wheel and consider each turn of the wheel as a victory.

PORTRAIT OF THE MOUSE TYPE

Mouse



└ TAKES UP VERY LITTLE ROOM.

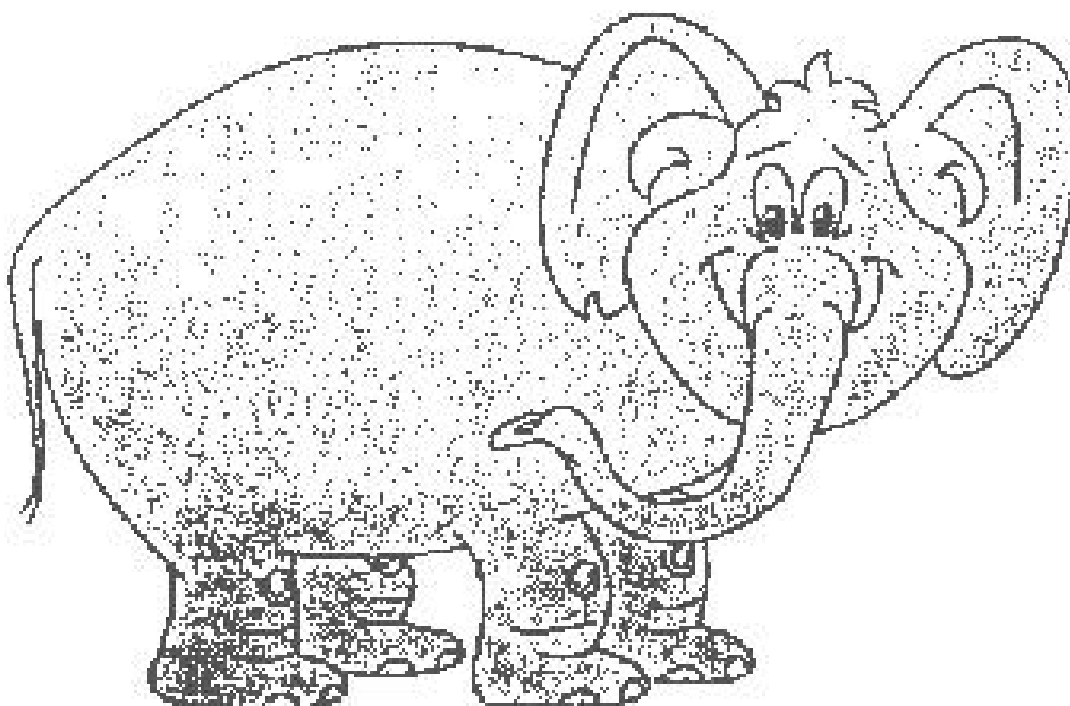
• CALM AND QUIET, DOESN'T BOTHER ANYONE.

• HAS A TENDENCY TO LET HIMSELF OR HERSELF BE DOMINATED.

└ IS AFRAID TO BE ASSERTIVE,
TO TAKE HIS OR HER RIGHTFUL PLACE.

PORTRAIT OF THE ELEPHANT TYPE

ELEPHANT

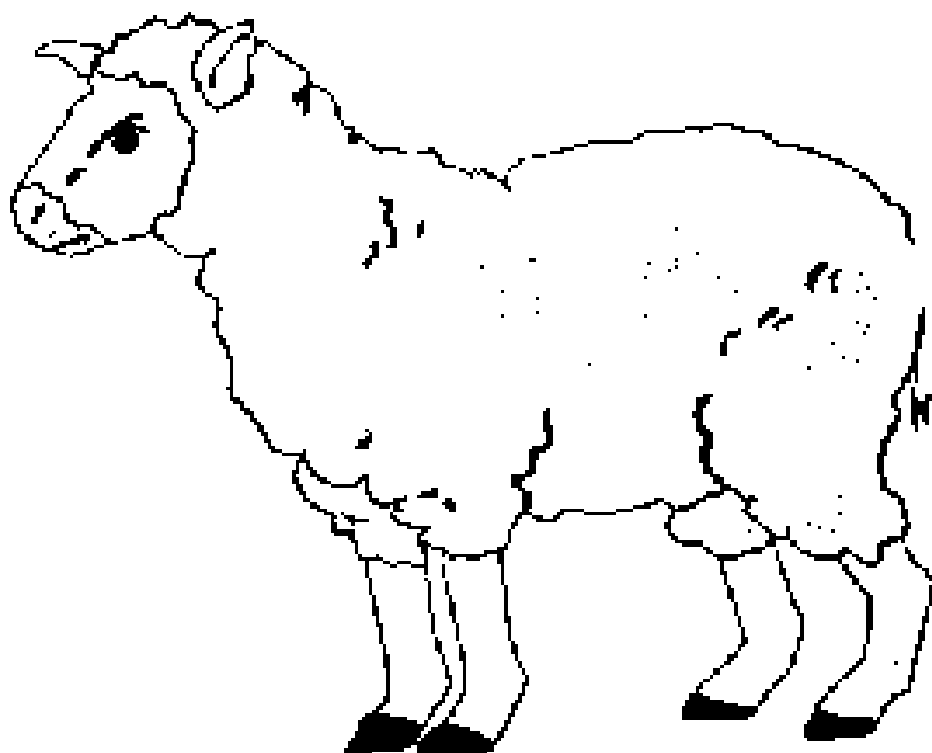


ë TAKES UP A LOT OF ROOM...
SOMETIMES ALL THE ROOM, AND SQUEEZES OUT THE OTHERS.

ë RESPECT AND SHARING ARE NOT HIS OR HER MAIN QUALITIES.

PORTRAIT OF THE SHEEP TYPE

SHEEP



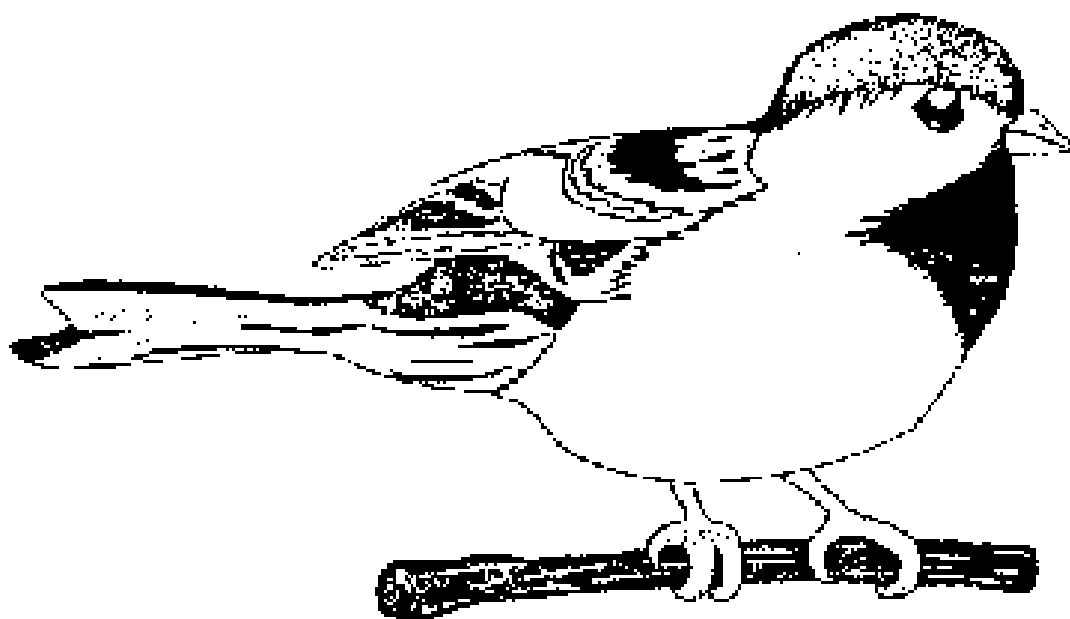
ë IS EASILY INFLUENCED.

ë HAS A TENDENCY TO TAKE THE ELEPHANT AS A ROLE MODEL.

└ IS A FOLLOWER WHO TRIES TO TAKE UP A LOT OF ROOM
TO GET CLOSE TO HIS OR HER ROLE MODEL.

PORTRAIT OF THE BIRD TYPE

BIRD



ë KNOWS HOW TO TAKE HIS OR HER OWN PLACE WHILE LETTING OTHERS
ASSERT THEMSELVES EQUALLY.

ë IS RESPECTFUL AND KNOWS HOW TO LISTEN.

ë IS SOMEONE THAT OTHERS LIKE TO WORK WITH.

STRONG POINTS, WEAK POINTS

	STRONG POINTS	WEAK POINTS
Mouse		
Elephant		
Sheep		
Bird		

POINTS FOR IMPROVEMENT: THE MOUSE TYPE

The MOUSE

What can mice do to improve themselves?*

- ♦ Express their opinions
- ♦ Don't wait for others to come to them
- ♦ Work up the courage to say what they think
- ♦ Participate in activities
- ♦ Express themselves in a small group and then in a large group
- ♦ Speak out more often
- ♦ Take risks
- ♦ Ask a bird for help
- ♦ Give themselves little challenges
- ♦ Read about assertiveness
- ♦ Make a list of their own qualities

* *Suggestions made by Elementary 6 students (class of Suzanne Morin) and collected by France Gagné, psychoeducator, at the Commission scolaire de Rouyn-Noranda (1998-1999).*

POINTS FOR IMPROVEMENT: THE ELEPHANT TYPE

The ELEPHANT

What can elephants do to improve themselves?*

- ♦ Think before they act
- ♦ Make room for others
- ♦ Put themselves in others' places
- ♦ Count to ten before speaking out
- ♦ Give others a chance
- ♦ Let others express their ideas
- ♦ Ask others for their opinions
- ♦ Raise their hand before they speak
- ♦ Share and listen
- ♦ Respect others who may be different
- ♦ Be fair
- ♦ Don't get involved in other people's problems
- ♦ Take their time
- ♦ Listen to others before speaking
- ♦ Lower their tone of voice
- ♦ Wait their turn

* *Suggestions made by Elementary 6 students (class of Suzanne Morin) and collected by France Gagné, psychoeducator, at the Commission scolaire de Rouyn-Noranda (1998-1999).*

POINTS FOR IMPROVEMENT: THE SHEEP TYPE

The SHEEP

What can sheep do to improve themselves?*

- ♦ Be themselves
- ♦ Learn to say “no”
- ♦ Work up the courage to say what they think
- ♦ Do what is good for themselves
- ♦ See their own qualities and make use of them
- ♦ Take the bird as a role model
- ♦ Take their rightful place
- ♦ Express their opinions and ideas
- ♦ Set challenges for themselves
- ♦ Question themselves
- ♦ Make lists of pros and cons
- ♦ Read about assertiveness

** Suggestions made by Elementary 6 students (class of Suzanne Morin) and collected by France Gagné, psychoeducator, at the Commission scolaire de Rouyn-Noranda (1998-1999).*



POINTS FOR IMPROVEMENT: THE BIRD TYPE

The BIRD

What can birds do to improve themselves?*

- ♦ Help others to feel comfortable with themselves
- ♦ Encourage others
- ♦ Set an example for others
- ♦ Share tips, good ideas
- ♦ Help students who have difficulties
- ♦ Advocate justice
- ♦ Be responsible
- ♦ Listen to others
- ♦ Be a good role model
- ♦ Show commitment
- ♦ Gently remind others how to behave
- ♦ Accept others at work and at play, etc.

* *Suggestions made by Elementary 6 students (class of Suzanne Morin) and collected by France Gagné, psychoeducator, at the Commission scolaire de Rouyn-Noranda (1998-1999).*



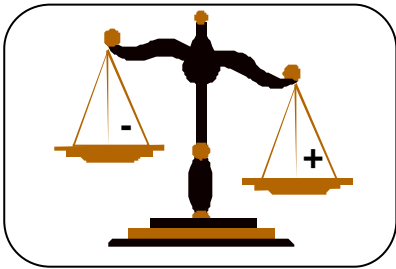
THE SCALE

NAME: _____

Here is a scale that you can use to evaluate your contribution to the quality of life in the classroom.

Instructions

- ◆ On the left side, write down your weak points, that is, things you do that do not help the quality of life in the classroom.
- ◆ On the right side, write down your strong points, that is, things you do that help the quality of life in the classroom.

- ◆ Say, in a few words, what you can do to make the scale tip towards the positive side.

SPEAKING OUT

Objective

- ◆ To describe the conditions that encourage students to speak out in a classroom discussion

Grades

- ◆ Elementary 5 and 6
- ◆ Secondary I

Materials

- ◆ A copy for each designated student of Sheet 1.4.1: Your Turn to Speak Out
- ◆ The compilation of responses recorded on Sheet 1.4.1: Your Turn to Speak Out

Duration

25 minutes

Preparation

- ◆ The teacher identifies students who rarely speak out during classroom discussions. Each of these students receives a copy of sheet 1.4.1: Your Turn to Speak Out. The students answer the questionnaire individually, away from the rest of the group, and hand in their copy to the teacher.
- ◆ The teacher compiles the responses recorded on the questionnaires.

Procedure

1. The teacher points out that, in most groups, there are those who speak out often during a discussion, while others very rarely speak up.

2. The teacher asks the students:

- ◆ Are there any advantages in having the same people always speaking out in a discussion? Explain.
- ◆ Why do some people hardly ever speak up in a discussion?

The teacher writes the answers on the board. Afterwards, he or she compares these answers with those that were given on the sheets filled out by the students who rarely speak up.

3. The teacher asks the students:

- ◆ What can we do as a group to encourage the quietest members to speak up during a discussion?
- ◆ What is it possible to do as a teacher to encourage the quietest students to speak up?
- ◆ What tips or advice could we give those who are quiet to help them speak up during a discussion?

Conclusion

The teacher asks the students whether some of them spoke up a little more often than usual during the discussion they have just had about quiet members of groups.

1. If so, the teacher asks the students:

- ◆ Can you name these students and say whether their participation in the discussion is an advantage for the class? Explain.
- ◆ Can the students identified as quiet tell us whether they were happy to have spoken up? Explain.

2. If not, the teacher asks the students:

- ◆ Could you or I have done something to make it easier for you to speak out?

The teacher concludes by reminding the students that:

A group is a collective creation to which each member has a responsibility to contribute.

YOUR TURN TO SPEAK OUT

During classroom discussions, I don't speak out very often because:

	OFTEN	SOMETIMES	NEVER
1. I don't get a chance to speak.			
2. I don't dare ask to speak.			
3. What I have to say doesn't seem important.			
4. If I said what I thought, my ideas and opinions would not be accepted.			
5. What I have to say wouldn't change anything.			
6. I don't know how to express my thoughts clearly.			
7. Often, what I have to say has already been said by someone else.			
8. I don't feel free to really say what I think.			
9. I didn't think it was important for me to speak out.			
10. I am often interrupted when I start to speak.			
11. I speak, but nobody listens to what I say.			
12. I am too shy.			
13. Some members of the group speak out too often and for too long.			

KNOW YOURSELF**Objective**

- ◆ To establish guidelines to help students make a fair and realistic evaluation of their behaviour

Grades

- ◆ Elementary 5 and 6
- ◆ Secondary I

Materials

- ◆ A copy for each student of Sheet 1.5.1: Know Yourself (evaluation grid)
- ◆ A copy for each student of Sheet 1.5.2: Know Yourself (personal summary)
- ◆ A copy for each student of Sheet 1.5.3: Guidelines for Self-Evaluation

Duration

30 minutes

Preparation

- ◆ All the students fill in the evaluation grid individually (see Sheet 1.5.1) and hand in their sheets to the teacher.
- ◆ The teacher or the students draw up, for each member of the class, a summary of the evaluation of his or her behaviour made by the other students. Sheet 1.5.2, Know Yourself (personal summary), has been designed for this purpose.

Procedure

1. The teacher asks the students:
 - ◆ Whose opinion of your behaviour matters most to you: your own opinion or that of others (teachers, parents, friends, etc.)?
 - ◆ In evaluating your behaviour, do you care more about what you think or what others think? Why?

- ◆ Who decides whether you will adopt, keep or change a given behaviour? Explain.
Example: Who decides whether you will smoke or not?
 Who decides whether you will drop out of your judo class or not?
- 2. The teacher explains that, even though we may sometimes be heavily influenced or pressured into adopting a given behaviour, in most cases we decide for ourselves in the end whether a behaviour is appropriate or not. This means that, when it comes time to evaluate our behaviour, the opinion that matters most is usually our own.
 - ◆ When a student decides not to smoke just because his or her parents think it is not right, it is still the student who decides that it is better to do what pleases his or her parents.
- 3. The teacher asks the students:
 - ◆ Is it difficult to make a fair and realistic evaluation of one's own behaviour? Why?
 - ◆ Can you make a list of guidelines for making a fair and realistic evaluation of your behaviour?

The teacher writes the answers on the board. If necessary, he or she can supplement the students' answers by using Sheet 1.5.3.

 - ◆ Is there a way of checking whether the evaluation of one's behaviour is fair and realistic.
- 4. The teacher explains that comparing one's own evaluation with those of others is a way of checking, to a certain point, whether our own assessment of ourselves is fair and realistic. The teacher then gives each student the summary prepared for him or her (Sheet 1.5.2), in which the student's own evaluation of his or her behaviour is recorded along with the evaluation by the teacher or the teacher and classmates. The teacher gives the students about ten minutes to examine the results of this summary and to answer the questions on it.
- 5. When the time is up, the students take turns presenting the results in their summaries and the answers they have given to the questions.

Conclusion

The teacher asks the students whether they think it is important to be able to take a fair and realistic look at their behaviours and to justify their answers.

The teacher concludes by emphasizing that, although it is never easy to see ourselves as we are, a fair and realistic understanding of ourselves is indispensable to the development of our well-being.

There is no real knowledge without self-knowledge.

KNOW YOURSELF (EVALUATION GRID)

Name: _____

Evaluate your behaviour and that of each student in the class by using the marking scale below:

(5) Very good

(3) Satisfactory

1) Has great difficulty

(4) Good

(2) Has difficulty

[illegible]

KNOW YOURSELF (PERSONAL SUMMARY)

Name: _____

Results of the evaluation of your behaviour

Evaluators	Respects and listens to others	Is able to control him/herself (self-control)	Helps and encourages others	Participates in activities and discussions	Does not allow him/herself to be influenced by others
1. Teacher					
3. Classmates (average)					
3. Yourself					

- On what point are your evaluation and that of your teacher farthest apart? _____
- On what point are your evaluation and those of your classmates farthest apart? _____
- Do you feel that your own evaluation of your behaviour is:

	Yes	No
Very fair?	☐	☐
Fair and realistic?	☐	☐
Reasonably fair and realistic?	☐	☐
Not very fair or realistic?	☐	☐
Not at all fair or realistic?	☐	☐

- Explain why:



GUIDELINES FOR SELF-EVALUATION

1. Take time to reflect, review your actions and watch yourself in action.
2. Evaluate facts, not wishes.
3. Take a stand and do not always rate yourself as average.
4. Keep in mind that the purpose of the evaluation is improvement, not blame.
5. Be honest, say what you truly think, without considering what others think or might think.

2. Self-Confidence

Since insecurity is the main obstacle to the development of a group and its members, the establishment and maintenance of a climate of trust is an essential component in the process of improving the quality of life in a group.

According to the guide, Youth Health – Quality of Life in the Classroom, one way of working towards this is to recognize the student as an individual. This means helping the student to have self-affirming experiences that will increase his or her self-esteem.

For the most part, self-affirming experiences are very simple, spontaneous things. These include the small gestures of attention that the teacher gives the students every day. Teasing, compliments, a handshake, a knowing wink are all ordinary gestures that have special importance—much more than we might think.

Other, somewhat more formal experiences can also contribute to reinforcing self-esteem. These include activities such as the ones suggested in the following pages, which give the members of the group a chance to publicly acknowledge one another's qualities and strengths.

WINNING QUALITIES

Objective

- ♦ To reinforce students' self-esteem

Grades

Elementary 3, 4 and 5

Materials

- ♦ A slip of paper for each student with his or her name on it
- ♦ A copy for each student of Sheet 2.1.1: Self-Portrait
- ♦ A copy for each student of Sheet 2.1.2: A Person of Quality
- ♦ A copy for each student of Sheet 2.1.3: Learning to Like Yourself
- ♦ A series of tickets for a draw
- ♦ A prize or privilege for the draw

Duration

30 minutes

Preparation

- ♦ On a sheet of paper, the teacher draws up a list of students and assigns a quality to each one
- ♦ The teacher or some students prepare a ticket for each student and write his or her name on it.

Procedure

1. The teacher proposes an activity to the students entitled "Winning Qualities." He or she explains that in this activity they will have two tasks to carry out: to name five of their own personal qualities and specify one that they recognize in another member of the class. They will be paired off when the slips with the students' names are drawn.
2. The names are drawn.
3. Each student receives and fills out a copy of Sheets 2.1.1 and 2.1.2.



4. When everyone has done both tasks, the students take turns presenting the five qualities that they recognize in themselves and receive a ticket for the draw. After each presentation, the teacher asks the student who has drawn the name of the presenter to say which quality he or she sees in the presenter and to explain why. If this quality is included in the list of five qualities that the presenter recognized in himself or herself, he or she receives a second ticket. The teacher then names the quality he or she associates with the presenter. If this quality is on the list of five qualities he or she recognizes in himself or herself, the teacher gives the presenter a third ticket. This continues until all the students have had a turn.

Reflection

The teacher asks the students:

- ◆ Were some of you surprised by the quality that the teacher saw in you or your “twin?” Why?
If they wish, the students in question may react.
- ◆ Is it difficult to name five of your personal qualities? Explain.
- ◆ Is it important to recognize these qualities? Explain.

Conclusion

The teacher reads Sheet 2.1.3 to the students. If necessary, he or she comments on or discusses the text with the students. At the end of the exercise, he or she holds a draw for the prize.

SELF-PORTRAIT

Name: _____

Name five qualities that you possess. Give an example of how you express or demonstrate each of these qualities in daily life.

No.	Quality	Example
1.		
2.		
3.		
4.		
5.		

A PERSON OF QUALITY

Person whose name was drawn: _____

Name one of the qualities of the person whose name you drew and give an example of how he or she expresses or demonstrates this quality in everyday life.

Quality	Example

Person whose name was drawn: _____

Name one of the qualities of the person whose name you drew and give an example of how he or she expresses or demonstrates this quality in everyday life.

Quality	Example

LEARNING TO LIKE YOURSELF

You are the most important person, did you know that?
And did you know that you are only responsible for yourself?
So you must like yourself enough
To take charge of your own life
And you should like others enough
To let them do the same
Life is complicated enough
So be true to you own ideas
And yourself.

You have so many qualities.
Why forget about yourself?
Why deny yourself?
Why not love yourself?

Find your way and follow your path.
Stop from time to time
To look around you.
There will always be
Someone or something there
To guide you.

Look beyond your fears,
Because happiness often lies there.
Live friendship and love
Intensely and sincerely.

Take the time to know yourself,
Take the time to appreciate yourself,
Take the time to love yourself,
And never let any chance to grow
Slip away.

GUARDIAN ANGEL

Objective

- ♦ To reinforce students' self-esteem

Grades

Elementary 4, 5 and 6

Materials

- ♦ A slip of paper for each student with his or her name on it
- ♦ A notebook for each student in which loose sheets can be inserted. This notebook has the title: What the Angel Sees
- ♦ A copy for each student of Sheet 2.2.1: What I See
- ♦ A copy for each student of Sheet 2.2.2: Observations
- ♦ A copy for each student of Sheet 2.2.3: Evaluation of the Activity

Duration

One 20-minute session per week for a period of four to six consecutive weeks

Procedure

1. At the beginning of the week, each student draws a name. For the whole week, the student becomes the guardian angel of the person whose name he or she has drawn, referred to as the protégé(e).
2. The role of the guardian angel is to observe, in secret, his or her protégé(e) and fill in Sheet 2.2.1 (What I See) at the end of the week. On this sheet, the guardian angel must indicate anything especially positive that he or she has seen in the behaviour of his or her protégé(e): a good deed, quality, talent, etc. Whatever is noted on this sheet must be supported by one or more examples.
3. To help him or her with the task, the guardian angel receives, in addition to a copy of Sheet 2.2.1 (What I See), a copy of Sheet 2.2.2 (Observations). On this sheet he or she will note daily observations that will be useful when it is time to fill in Sheet 2.2.1 (What I See).
4. No one but the teacher knows who is the guardian angel of whom.

Sheet 2.2 (cont.)

5. At regular intervals during the week the teacher reminds the students that they have to play the role of a guardian angel. The teacher stresses that, for the exercise to be useful, it is important that everyone take his or her role seriously. One way of working towards this involves taking daily observation notes so that at the end of the week everyone is ready to fill in Sheet 2.2.1 (What I See) accurately and quickly.
6. At the end of the week, the teacher gives the students about 15 minutes to fill in Sheet 2.2.1 (What I See). When the time is up, the teacher asks the students to sit on chairs placed in a circle. Each student in turn reads aloud the sheet that he or she has filled in. When the student has finished, he or she gives it to his or her protégé(e), who says thank you. The procedure continues until all the students have had a turn.
7. When the exercise is over, the teacher asks the students if anyone would like to mention any positive aspects of a student's behaviour which were not mentioned by that student's guardian angel.
8. Finally, the teacher asks the students to insert Sheet 2.2.1 (What I See), which their guardian angel has given them, in their notebook entitled What the Angel Sees.

Conclusion

A week after the activity has been done for the last time, the teacher distributes to each student a copy of the evaluation sheet for the activity. The students have about ten minutes to fill out the sheet on their own. After this is done, the students sit on chairs in a circle and present, in turn, the results of their evaluation.

After all the students have presented the results of their evaluation, the teacher asks them:

- ◆ What do you feel were the strong and weak points of the guardian angel activity?
- ◆ Do you have any suggestions on how to improve the activity?

WHAT I SEE

Week of: _____

I am the guardian angel of: _____
Name of the protégé(e)

I have observed his/her behaviour in class, in the halls and in the schoolyard for the whole week. The positive aspect (good deed, quality, talent or other) of my protégé(e)'s behaviour this week was:

Say what you observed that was positive about your protégé(e)'s behaviour and give one or more examples to illustrate your observations.

Name of guardian angel: _____

OBSERVATIONS

Has your protégé(e) demonstrated a particular talent or quality today? If so, describe the circumstances (time of the day, place, people present, actions of your protégé(e), reactions of those around him or her, etc.). Make a similar note if your protégé(e) has done a good deed, or had some special success. In short, note anything that will help you report on what you found positive in the behaviour of your protégé(e) this week.

Day	Observation
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Name of the guardian angel: _____

EVALUATION OF THE ACTIVITY

Name: _____

1. Of all the positive comments you received on your behaviour, which is the one that gave you the most pleasure? Why? (To answer this question, you can consult your notebook entitled What the Angels See.)

2. Do you think it is important to take the time to do an activity like this one? Why or why not?

3. Did this activity change anything in the class?

a) If so, what?

b) If not, why not?

4. What did this activity do for you personally?

DAISY PETALS

Objective

- ♦ To reinforce students' self-esteem

Grades

Elementary 2 and 3

Materials

- ♦ A ticket for each student with his or her name on it
- ♦ A paper or cardboard circle representing the centre of a daisy for each student
- ♦ Daisy petals made of paper or cardboard
- ♦ A copy for each student of Sheet 2.3.1: List of Qualities

Duration

A session of 30 minutes per week for six to eight consecutive weeks

Procedure

During the first week

1. The teacher distributes to each student a slip of paper and circle made of paper or cardboard. He or she asks the students to write their name on the slip, which will be used to draw names, and on the circle, which will form the centre of a daisy.
2. The teacher collects the signed slips and puts them in a container—flower vase, hat, envelope or other. He or she then asks the students to put up their circles in a specially designated area.
3. The teacher asks the students to name some of the qualities they see in members of the class. The teacher lists the qualities on the board.
4. The students all receive a daisy petal. They then take turns drawing a name and write on the petal a quality possessed, in their view, by the student whose name they have drawn. They may refer to the list on the board.

5. When everyone is ready, the students sit on chairs placed in a circle. Proceeding in order, each student names the person whose name he or she has drawn and the quality he or she has ascribed to that student, briefly explaining why. He or she then gives the petal to the student concerned. This procedure continues until all students have had a turn.
6. At the end of the exercise, the students attach the petal they have received to the circle bearing their name.

During the following weeks

1. Each student draws a name and receives a petal on which he or she writes a quality possessed by the person in question. To help the students avoid repeating the same qualities, the teacher can put up a list of qualities (see Sheet 2.3.1).
2. Sitting on chairs placed in a circle, the students take turns identifying the person whose name they have drawn, stating the quality they ascribe to him or her, and briefly explaining why. They then give their petal to the student in question. When all the students have had a turn, they attach the petal they have received to their circle.

Conclusion

During the week after the activity is held for the last time, the teacher asks the students to sit in a circle. He or she asks each student:

- ◆ Of all the qualities you received during the activity, which one pleased you the most? Why?

The teacher then addresses all the students:

- ◆ Did this activity help to improve relations between the members of the class? Why?
- ◆ Did this activity help you to appreciate one another better as individuals? Why?
- ◆ Do you think it is important to appreciate one another as people? Why?

LIST OF QUALITIES

A

accessible
accommodating
active
admirable
adroit
affable
affectionate
alert
amazing
amusing
approachable
assiduous
attentive

B

benevolent
brave
bright
brilliant

C

calm
captivating
charming
cheerful
civil
clever
compassionate
conciliatory
confident
cooperative
courageous
courteous
creative

D

daring
dazzling
delicate
dependable
determined
devoted
diligent
diplomatic
discreet
diverting
dynamic

E

easygoing
edifying
efficient
energetic
entertaining
exemplary

F

fair
fascinating
firm
flamboyant
forgiving
frank
friendly
fun
funny

G

gallant
generous
genuine
good
gracious

H

happy
helpful
heroic
honest
human
humble

I

imaginative
intelligent
intrepid
inventive

J

jovial
judicious
just

K

kind
knowledgeable

L

level headed
likeable
lively
logical
loyal
lucid
lucky

M

marvellous
meticulous
model
modest

N

natural
nice
noble

O

objective
obliging
open
optimistic
orderly
organized

P

passionate
patient
peaceful
peace-loving
persevering
pleasant
poised
polite
proper
punctual

Q

quiet

R

reasonable
reassuring
refined
resolved
respectable

S

sensitive
serene
serious
sincere
smart
sociable
solid
soothing
sparkling
sporting
stable
strong
subtle

T

tenacious
thoughtful
tolerant
touching
true

U

understanding
uplifting
upstanding

V

valiant
valorous
vigilant

W

wonderful

WHO'S RIGHT?**Objective**

- ◆ To encourage students to recognize their qualities and strong points

Grades

Elementary 5 and 6

Materials

- ◆ A slip of paper for each student with his or her name on it
- ◆ A copy for each student of Sheet 2.4.1: Questionnaire
- ◆ A copy for each student of Sheet 2.4.2: Tower of Strength

Procedure

1. The teacher draws names in order to group the students in pairs.
2. Each student receives a copy of Sheet 2.4.1, which has a list of five questions that appear twice. First, the student answers the questions with respect to himself or herself and then with respect to the student whose name he or she has drawn.
3. The teacher names a student and asks him or her to sit in front of the class, facing the group. The teacher invites the partner (the student who has drawn the name of the first student) to come up and join him or her.
4. One after the other, the two students read the answers they have given to the questions on the sheet. The student designated by the teacher reads the answers he or she gave concerning himself or herself, while the partner reads the answers he or she wrote from the other student's point of view.
5. When this is done, the teacher asks the students to raise their hands to vote on who was right. In other words, the class members determine which of the two students gave answers that best reflected what they know about the student designated. This procedure continues until all the students have had a turn being designated.

Reflection

The teacher asks the students:

- ◆ Is it easier to recognize the strong points and qualities of others than to recognize our own? Why?
- ◆ Do you think it is important to recognize your strong points and qualities? Why?

Conclusion

The teacher explains that self-esteem, or the value we recognize in ourselves in different areas, is the starting point for personal well-being. If we feel that we are only worth a dime, there is a good chance that others around us will treat us as if we were only worth a dime.

Each student receives a copy of Sheet 2.4.2, which he or she fills out individually. Afterwards, the teacher collects the sheets and puts them up where all can see them.

QUESTIONNAIRE

Two copies of the same questionnaire are reproduced on this sheet. First, answer as if speaking about yourself. Then, answer for the person whose name you have drawn.

Copy 1

Name: _____

1. My two main qualities are: _____
 2. What my friends especially like about me is: _____
 3. I am great at: _____
 4. I do really well in: _____
 5. My classmates like me because: _____
- _____

Copy 2

Name: _____

1. My two main qualities are: _____
 2. What my friends especially like about me is: _____
 3. I am great at: _____
 4. I do really well in: _____
 5. My classmates like me because: _____
- _____

TOWER OF STRENGTH

Name: _____

Name five strengths or qualities that you possess. Give an example of how you express or demonstrate each of these strengths in daily life.

Strength	Example
1.	
2.	
3.	
4.	
5.	

3. Creativity

We live in a time when there is a great tendency to avoid responsibility. Many people, both young and old, do not see themselves as creative agents in control of their own life, and fail to take responsibility for themselves or their actions. If a teacher is to contribute to the development of a class, and especially of its students, it is extremely important to make them aware of their creative potential and to help them realize it.

Certain exercises, such as those suggested in the following pages, can help attain this objective. As with those in the guide *Youth Health—Quality of Life in the Classroom*, the main purpose of these exercises is to give students a chance to exercise their creative capabilities. This includes such aptitudes as fluidity (the ability to produce many ideas), flexibility (the ability to look at a problem or a situation from different points of view) and elaboration (the ability to improve, complete or perfect an initial idea).

To think that a few exercises in fluidity or flexibility during the year will help students realize their creative potential would be to believe in miracle solutions. To be valid, these exercises must become part of a class project that emphasizes the development of attitudes such as autonomy, originality, curiosity, sharing of leadership, problem solving, and risk taking, so that fluidity, flexibility and elaboration take root in everyday experience. Creativity exercises then become a dynamic and interesting way to present to students or review with them, the essential elements of the class project in which they are involved.

THE STRING AND THE STICK

Objective

- ♦ To allow students to exercise their fluidity of association
- ♦ To demonstrate the conditions required for the expression or development of the students' originality

Grades

Elementary 3 and 4

Materials

A sheet of paper and a pencil for each student

Duration

20 minutes

Procedure

1. Each student has a sheet of paper and a pencil. The teacher allows five minutes for each one to make up a list of things that can be done with a string and a stick. The answers must be realistic. The object of the exercise is to come up with the greatest possible number of ideas.
2. At the end of the time allotted, the teacher asks each student to count the number of ideas he or she has found and to circle the two ideas that he or she thinks are the most original—in other words, the ones that only he or she could have thought up.
3. Each student states how many ideas he or she has found and presents two that seem to be especially original. In order to check how original the two ideas are, the teacher asks whether the ideas are on any of the others students' lists.

Reflection

The teacher asks the students:

- ◆ What is easier—to think up original ideas or ordinary ideas (the kind that anybody can come up with)? Explain.
- ◆ Is everyone able to demonstrate originality? Explain.
- ◆ What conditions or rules must be respected if we want to be creative?

If necessary, the teacher supplements what the students contribute by talking about the importance of:

- ◆ perseverance
- ◆ self-confidence
- ◆ openness to new experiences and difference
- ◆ risk taking

Conclusion

The teacher asks the students if it is important, in their opinion, to be able to demonstrate originality and why.

The teacher finishes by mentioning that no two people are the same: every individual is unique and original in his or her own way. Unfortunately, because it is much easier and less risky to do what everyone else does, many people have a tendency to behave like sheep rather than making an effort to assert themselves as individuals. However, everyone knows that an original work is worth more than a copy.

CHARACTERS ON REQUEST**Objective**

- ◆ To help students define empathy
- ◆ To demonstrate the benefits that students can enjoy by knowing how to show empathy

Grades

- ◆ Elementary 5 and 6
- ◆ Secondary I

Materials

- ◆ A copy for each student of Sheet 3.2.1, List of Characters
- ◆ A timer

Duration

25 minutes

Procedure

1. The teacher selects three students who have a talent for dramatic improvisation. He or she asks two of them to go outside the classroom and to wait in the hall until they are called back in.
2. The teacher explains to the group that the three students chosen are going to participate in a drama activity entitled “Characters on Request.” As the title indicates, the exercise involves playing the character requested by the teacher. This character is always described in two words. The first indicates an emotion or a state of mind (satisfied, furious, excited, etc.), while the second indicates an occupation or a role (secretary, clergyman, student, etc.)
3. During the exercise, the first of the three students selected by the teacher sits on a chair in front of the class, facing the group, and assumes the following position: torso bent forward and head resting on his or her knees. He or she must go back to this position at the end of each improvisation.

4. Each student selected will do five 40-second improvisations. The teacher signals the beginning and end of each improvisation by clapping. The student sitting on the chair has 5 seconds in which to think, and then begins the improvisation. Between each one, he or she assumes the position described in step 3. After the student has played the five characters, the teacher calls the next student, who is asked to portray the same five characters.
5. When all three students have finished the exercise, the teacher asks the group to vote, by raising their hands, on which of the three best performed the requests.

Reflection

The teacher asks all the students:

- ◆ Were there any improvisations that you found especially interesting? Which ones? Why?
- ◆ Can you name the character that each student played best and explain why?
- ◆ Can you name the qualities that each student demonstrated during the exercise?

The teacher asks the three actors:

- ◆ Do you agree with the list of qualities given by the other students in the class and would you like to add any others?
- ◆ Which character did you find the most difficult to play? Why?

Conclusion

The teacher asks the students what they think the word “empathy” means. If necessary, he or she explains that this is the ability to put oneself in someone else’s place, to be able to feel what another is feeling, to adopt another’s point of view and put oneself in their shoes. For an actor, it is very important to be able to experience empathy.

The teacher asks the students whether in everyday life it is an advantage to be able to feel empathy, and why. The teacher points out that those who are capable of empathy are usually better communicators.

The teacher also asks whether there are any students in the class who show more empathy and openness towards others now than they did at the beginning of the year. If so, the teacher asks the students to name these classmates and to support their statements with examples.

LIST OF CHARACTERS

1. Scared student
2. Sad clown
3. Nervous soldier
4. Arrogant salesperson
5. Angry boss

CLAPPING STORY

Objective

- ◆ To help students experience their ability to elaborate (add details to an initial statement)
- ◆ To allow students to recognize that fear is a major obstacle to the expression of creativity and to the development of personal well-being

Grades

- ◆ Elementary 5 and 6
- ◆ Secondary I

Materials

- ◆ A copy for each student of Sheet 3.3.1: Taking Risks

Duration

20 minutes

Procedure

1. The students are seated on chairs placed in a circle. The teacher stands up and starts to tell a story, which may be familiar, adapted or made up. After about 40 seconds he or she claps and sits down again. The student sitting to the left of the teacher then gets up and continues the story.
2. In a few moments the teacher claps again. This is a signal for the student who is standing to sit down and for the person to his or her left to stand up and continue the story. This is repeated all the way around the circle.

Reflection

The teacher asks the students:

- ◆ Can you name which students are good storytellers and explain why?
- ◆ What did the good storytellers do that the others did not do?

The teacher explains that good storytellers give a lot. They are generous with their ideas and contribute new ones rather than repeating what has already been said before. They are also very expressive, moving, walking around, getting into the character, bringing the story to life.



Sheet 3.3 (cont.)

The teacher asks the students to explain why some storytellers were less expressive than others. If necessary, he or she adds that fear is usually considered one of the main obstacles to creative expression.

Conclusion

The teacher asks the students if it is possible to overcome the fear of expressing our creativity. If so, how do we do this? If not, why is it not possible?

The teacher reads the students the content of Sheet 3.3.1: Taking Risks. If necessary, he or she comments on it and discusses it with the students.

TAKING RISKS

To smile is to risk appearing ridiculous.

To cry is to risk appearing sentimental.

To reach out to another is to risk becoming involved.

To show one's feelings is to risk showing one's real self.

To expose one's ideas and dreams in a crowd is to risk losing them.

To love is to risk not being loved in return.

To hope is to risk feeling hopelessness.

To try is to risk failing.

To live is to risk dying.

We have no choice but to take risks because the greatest risk in life is to risk nothing. A person who risks nothing has nothing and is nothing.

You may be able to avoid suffering and regret, but in doing so you will not learn how to feel, change, grow, love or live.

Shackled by safe certainties, human beings are slaves that have given up their freedom.

Only the human being who takes risks is truly free.

4. Self-Control

Following the principle that the development of a group is based on the self-confidence of its members, the object of the Youth Health program is to help each student take his or her place without crowding others. In other words, this program proposes a model of group action oriented towards empowerment, or the acquisition, development and use of competencies that lead to greater self-control and more credibility with others.

While the guides accompanying the Youth Health program have until now been focused mainly on self-confidence and creativity, self-control remains an important line of action as a means of encouraging the development of quality group life. In fact, if we allow fear to dominate us, it is very likely that we will not take up much room in the group. By the same token, if we are unable to properly control our anger, there is a great risk that we will take up too much room.

“It is difficult to control our emotions because the knowledge required to do so must be acquired at times when the individual is least able to absorb new information and learn new reactions: when he or she has been thwarted in some way.”³

The activities suggested in the following pages must be approached realistically. They cannot produce significant changes in behaviour by themselves. However, we believe that these activities can serve as an excellent means of reinforcing the actions and strategies that the teacher is using to encourage the development of self-control.

3. Daniel Coleman. *L'intelligence émotionnelle – Comment transformer ses émotions en intelligence*. Robert Laffont, Paris: 1995. [free translation]

THE SENTRY

Objective

- ◆ To help students test their capacity for concentration
- ◆ To demonstrate methods of concentration and self-control for students

Grades

Elementary 2 and 3

Materials

None

Duration

30 minutes

Preparation

1. The teacher asks the students if they know what a sentry is. If necessary, he or she explains that it is a soldier who stands on guard. The teacher also asks them if they have ever seen the soldiers of the Royal 22nd Regiment who stand guard at various locations, such as the citadel in Québec City. These soldiers wear tall black fur hats and stand perfectly still for hours at a time as if they were statues.
2. The teacher suggests that the students participate in an activity where they will have to play the role of a sentry. He or she explains that the game will have two parts. First, three students chosen at random will play the role of sentry. The rest of the class will try to make them lose their concentration. Afterwards, all the students in the class will play the role of sentry.

Procedure

1. The students are seated on chairs placed in a circle. Three of them are chosen at random to play the role of sentry. Two of these three students go outside the classroom and wait their turn in the hall.
2. The first student chosen stands in the centre of the circle formed by the other students. He or she stands at attention and looks straight ahead, without moving, like a statue. The student's challenge is to stay in this position for the whole game.



3. A student is chosen to begin the game. When the teacher claps, the student stands up and tries to break the sentry's concentration with a comment, joke or facial expression. It is forbidden to go closer than one metre to the sentry. The methods used to distract the sentry must remain in good taste.
4. After about ten seconds the teacher claps again. This is the signal for the student trying to break the sentry's concentration to sit down and for the person to his or her left to get up and continue the game.
5. The game continues until all the students have had a turn trying to break the sentry's concentration. At this point, the teacher calls on the second and then the third student chosen to take over as the sentry.
6. Finally, the teacher asks the students to vote, by a show of hands, on which of the three students made the best sentry.

Reflection

The teacher asks the three students who played the role of sentry:

- ◆ Were there any times when you had more difficulty keeping your concentration? If so, what were they?
- ◆ What tricks or methods did you use to keep your concentration?

The teacher makes a list of these methods on the board.

The teacher asks the other students:

- ◆ Do you know any other tricks besides the ones used by the three selected students, to keep your concentration? If so, what are they?

The teacher writes the students' ideas on the board.

- ◆ Are there any students in the class who are better able to concentrate and control themselves now than they were at the beginning of the year? If so, can you name these students and give examples of their progress?

Conclusion

To conclude, the teacher proposes an exercise in which all the students will have the chance to play the role of sentry.

The students form two rows facing each other. Each student has a partner in front of him or her. The object is to stand at attention, looking one's partner straight in the eye for a certain length of time (for example, 2 minutes). To meet the challenge of the game, all members of the group must keep their concentration for the duration of the activity.

The teacher can suggest different levels of difficulty. For example:

Level I

- ◆ Distance between the two rows: 1 metre
- ◆ Duration of exercise: 1 minute

Level II

- ◆ Distance between the two rows: 1 metre
- ◆ Duration of exercise: 2 minutes

Level III

- ◆ Distance between the two rows: 0.5 metre
- ◆ Duration of exercise: 1 minute



THE MODEL

Objective

- ◆ To help students describe what they feel when they are angry
- ◆ To enable students to explore different ways of expressing anger and know which ones the class finds acceptable, partially acceptable and unacceptable
- ◆ To enable students to learn ways of controlling their anger

Grades

Elementary 3 and 4

Materials

None

Duration

20 minutes

Preparation

1. The teacher explains to the students that sculptors and painters sometimes use people as models. The teacher asks them what they think the main task of a model is. If necessary, he or she explains that a model's job is to strike and hold a pose (become a statue) long enough for the artist to reproduce it. This is a job that requires a lot of concentration and self-control.
2. The teacher suggests that the students do an activity in which they will have to model for an artist who is creating a work entitled "Anger."

Procedure

1. The students are seated on chairs placed in a semi-circle. An extra chair is placed in the centre of the open part of the semi-circle.
2. The student sitting to the left of the extra chair goes to sit on it. Bending forward, head resting on knees, he or she waits for the signal to begin. When the teacher says "Action," the student strikes a pose to illustrate anger. The student may stay seated, stand up, stand on the chair, use the chair as a prop, etc. He or she must hold the pose until the teacher claps.



3. When the teacher claps, the student returns to his or her place. The student seated to his or her left stands up and goes to sit on the extra chair. Bending forward, head on knees, the student waits for the start signal. When the teacher says “Action,” he or she strikes a pose illustrating anger. The student holds the pose, without moving, until the teacher claps again.
4. This process continues until all students have done the exercise once. No one may do a pose that has already been done by someone else.

Reflection

The teacher asks the students:

- ◆ Were there any poses that you found especially interesting? If so, which ones were they? Why?
- ◆ Were there some poses that illustrate anger better than others? If so, which ones? Why?

The teacher encourages them to describe, as accurately as possible, what they feel when they are angry:

- ◆ What happens in your body when you are angry? (If necessary, the teacher supplements the students’ answers: increased heart rate, sweating, muscular tension, etc.)
- ◆ What goes through your mind when you are angry? (The teacher writes the students’ answers on the board.)
- ◆ Can you make a list of the different ways of expressing anger? What actions do you do? What acts do you carry out when you are angry? (The teacher notes the students’ answers on the board.)
- ◆ Can you identify, from the list on the board, the ways of expressing anger that you find acceptable, partially acceptable and unacceptable?

The teacher may wish to take the opportunity to review the rules of classroom behaviour.

Conclusion

The teacher asks the students whether they think it is possible to learn to control their anger better, and if so, to give examples and to talk from their experience about how this can be done.

The teacher also questions the students to find out whether they find it easy to control their anger better and why or why not.

The teacher points out that, while it may be possible to learn to control one’s anger better, it may require a considerable effort.

The teacher asks the students whether any of them are able to control their anger a little better now than at the beginning of the year. If so, the students are asked to name these classmates and give concrete examples of their progress.

ANGER**Objective**

- ◆ To encourage students to describe what they feel when they are angry
- ◆ To help students to explore different ways of expressing anger and find out which ones the class finds acceptable, partially acceptable and unacceptable

Grades

- ◆ Elementary 5 and 6
- ◆ Secondary I

Materials

A chair, a desk and a telephone

Duration

25 minutes

Procedure

1. Three students known for their acting talents are chosen. Two of them go outside to wait their turn in the hall.
2. The student who remains is asked to do a 60-second improvisation on the theme of “Anger.” The student may use the following props: a chair, a desk or a telephone. The object of the improvisation is to illustrate, in a realistic (it must be emphasized) manner, the behaviour of a person who is angry.
3. The student is allowed 30 seconds to think about his or her improvisation. When the time is up, the teacher gives the starting signal and the student begins.
4. When the improvisation is over, the teacher lets the second student in and this student proceeds in the same fashion as the first. The third student follows suit.

Reflection

The teacher asks the students:

- ◆ Were there any improvisations that you found especially interesting? If so, which ones? Why?
- ◆ Was the portrayal of anger done by each student realistic or not? Why?

The teacher asks the students to describe, as accurately as possible, what they feel when they are angry:

- ◆ What happens in your body when you are angry? (If necessary, the teacher supplements the students' answers: increase in heart rate, sweating, muscle tension, etc.)
- ◆ What goes through your mind when you are angry?

The teacher writes the students' answers on the board.

- ◆ Can you make a list of the different ways of expressing anger? What actions do you do? What acts to you carry out when you are angry? (The teacher writes the answers on the board.)
- ◆ Can you identify, from the list on the board, the ways of expressing anger that you find acceptable, partially acceptable and unacceptable?

The teacher may wish to take the opportunity to review the rules of classroom behaviour.

Conclusion

The teacher asks the students whether they think it is possible to learn to control their anger better, and if so, to give examples, and to talk about their experiences.

The teacher also questions the students to find out whether they find it easy to learn to control their anger better and why or why not. He or she points out that it may require a considerable effort for some people to achieve this, and for this reason it is important to encourage those who are making an effort to increase their self-control.

Finally, the teacher asks the students whether there are any among them who have made progress during the year in achieving greater self-control. If so, the students are asked to name them and give one or two examples of the progress they have accomplished.

PRIDE**Objective**

- ◆ To help students describe what they feel when they are proud of themselves
- ◆ To help students distinguish pride from arrogance
- ◆ To demonstrate ways of increasing students' personal pride

Grades

- ◆ Elementary 5 and 6
- ◆ Secondary I

Materials

A timer and a whistle

Duration

30 minutes

Procedure

1. The students are divided into teams of three or four players. The teacher allows them 10 minutes to prepare a 15-second silent improvisation with the title "Proud of Ourselves." All players on the team must participate in the improvisation. During the improvisation, the players are not allowed to speak, but noises are permitted.
2. The teacher insists that during the 10 minutes preparation time allowed them the students not only discuss among themselves but act out and rehearse their presentation. When the time is up, the teams take turns presenting what they have prepared.

Reflection

The teacher asks the students:

- ◆ Were there any improvisations that you found especially interesting? If so, which ones? Why?
- ◆ Did any of the improvisations illustrate the theme of pride better than others? If so, which ones? Why?



Sheet 4.4 (cont.)

The teacher also encourages the students to describe, as accurately as possible, what they feel when they are proud of themselves:

- ◆ What do you think to yourself when you are proud of yourself?
- ◆ What posture (body position) do you assume when you are proud of yourself?
- ◆ Can you make up a list of different ways of expressing pride? What do people do and what actions do they carry out when they are proud of themselves?
If necessary, the teacher can help the students with their lists: tell a friend why they feel so proud, be more generous to others, enjoy themselves, etc.
- ◆ Can pride turn into arrogance? If so, give some examples of arrogant behaviour.

Conclusion

To conclude, the students are asked to do a new improvisation on the theme, “Proud of Ourselves.” The improvisation will be of the same duration (15 seconds) and it is still forbidden to speak. The teacher adds one instruction, however: the improvisation must be done in slow motion. The same procedure is followed as in the first game.

The teacher asks the students whether they think it is important to be proud of oneself and why.

He or she also encourages them to demonstrate ways they might increase their personal feelings of pride. If necessary, the teacher points out that they do not have to accomplish great things to be proud of themselves. They must learn to take pride in their small victories and small successes.

The teacher asks the students to tell the others about things that have made them feel proud recently.

INSTRUCTIONS

Objectives

- ◆ To strengthen students' capacity to follow instructions
- ◆ To demonstrate ways of controlling impatience and excitement in the students

Grades

Elementary 4, 5 and 6

Materials

A copy of Sheet 4.5.1 (Three-Minute Test) and an envelope for each student

Duration

15 minutes

Preparation

1. The teacher proposes that the students do a test entitled "Can you follow instructions?"
2. The test must be done in a period of three minutes. It is handed out in an envelope that cannot be opened before the signal to begin is given.
3. Once the test has been handed out, the teacher cannot answer any questions. Students who finish the test within three minutes must put their sheet in the envelope and hand it back to the teacher.

Procedure

1. When each student has received his or her envelope, the teacher gives the signal to begin.
2. The students open their envelopes and fill in Sheet 4.5.1.
3. The teacher ends the exercise when the majority of students have reached instruction 17.

Reflection

The teacher asks the students:

- ◆ Who followed instruction number 1?
- ◆ Is it because we're in a hurry or excited about something that we ignore instructions in everyday life? If so, can you give examples and talk about your experiences?
- ◆ Is it possible to control our sense of urgency and excitement? If so, can you give examples and talk about your experiences?

Conclusion

The teacher asks the students to name the instructions (classroom rules, school rules, or others) that they have the most trouble respecting as a class. He or she discusses with them ways to improve the situation.

THREE-MINUTE TEST

Can you follow instructions?

1. Read the whole sheet before you do anything.
2. Write your name in the upper right-hand corner of this sheet.
3. Circle the word NAME in the second sentence.
4. Draw five small squares in the upper left-hand corner of this sheet.
5. Put an X in each square.
6. Circle each square.
7. Sign your name under the title of this sheet.
8. After the title, write: yes, yes, yes.
9. Circle the seventh sentence.
10. Put an X in the lower left-hand corner of this sheet.
11. Draw a triangle around the X that you have just made.
12. Say your first name out loud when you have reached this point.
13. Count backwards from ten in a moderately loud voice.
14. Make three small holes in the top of this sheet with the point of your pencil.
15. Underline all the even numbers on this page.
16. Say in a loud voice: "I have almost finished and I followed the instructions."
17. Now that you have finished reading carefully, follow the first and second instructions only.