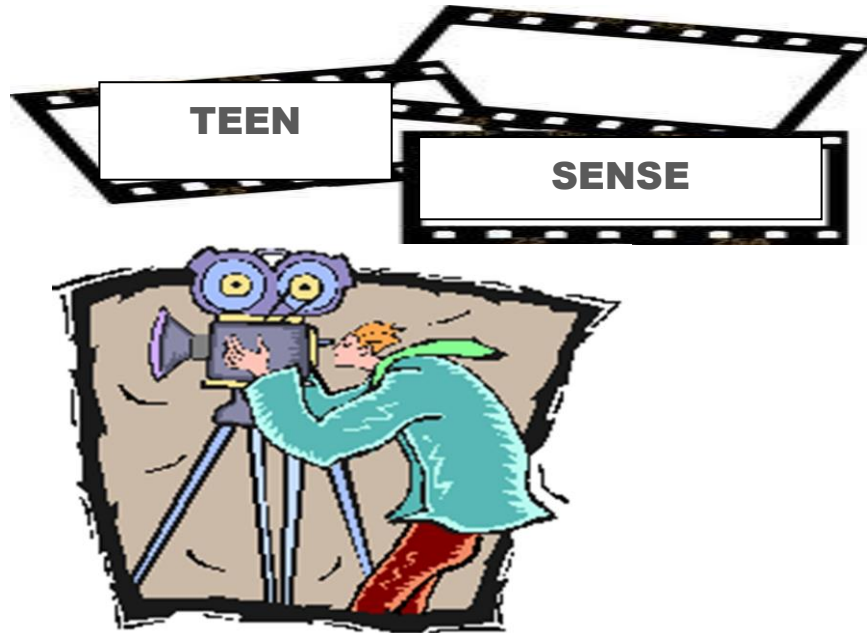




Adaptation, Emotional regulation – Happiness, Anger, Sadness, Fear –, Loss and resolution, Abilities

Facilitator's Guide

Coordinated by:

Angèle Turgeon, S.W., M.S.W.
Planning, Programming and Research Officer
Clinical Programming
DSPQ

With the collaboration of:

Monique Séguin
Ph.D. Psychology, Professor, UQO

Written by:

Angèle Turgeon, S.W., M.S.W.
September 2014
DSPQ

Acknowledgements

We thank the following people for their invaluable contribution to the development of this project, which has taken this form over the years:

Teenagers who participated in the *TeenSense* group;

Members of the *Direction des services professionnels et de la qualité*, (Professional Services and Quality Branch):

ANGÈLE TURGEON, Planning, Programming and Research Officer;

SOPHIE GAUTHIER, Planning, Programming and Research Officer.

Coordination

ANGÈLE TURGEON, Planning, Programming and Research Officer

With the collaboration of:

ANNE DOIRON, Human Relations Officer;

MONIQUE SÉGUIN, Ph.D. Psychology, Université du Québec en Outaouais Professor;

ALAIN PICHE, Educator, Centre hospitalier Pierre-Janet.

All rights reserved

Legal deposit: 2nd quarter 2016

Bibliothèque nationale du Québec

National Library of Canada

ISBN: 978-2-550-75470-1

ISBN : 978-2-550-75471-8

© Full or partial reproduction of this document is authorized, provided the source is credited.

To quote this document: Centre intégré de santé et de services sociaux de l'Outaouais (CISSS de l'Outaouais). *TeenSense* Facilitator's Guide, written by Angèle Turgeon with the collaboration of Monique Séguin (2014), 82 p.

In this text, use of the masculine is generic and applies to both men and women.

Parts of this document are from various authors. We use extracts from these texts to draw inspiration to devise our activities and create appendices. We quote the author in a footnote, and at the end in the bibliography in order to respect copyright. These extracts are used to complement this facilitator's guide.

TABLE OF CONTENTS

THERAPY GROUP TRAJECTORY

Running of group meetings	✓ Welcome ✓ Review of what has been learned ✓ Specific objectives of the meeting or workshop ✓ Activities related to the meeting or workshop ✓ Snack ✓ End of the meeting or workshop	
Introduction Group profile	✓ Background and context ✓ Overall objectives ✓ Specific objectives ✓ Composition of the group ✓ Facilitation type ✓ Workshops' agendas ✓ Basic facilitation materials	
Basic conceptual models		
Themes	Activities	Documentation
Adapting to life sequence	Week 1: Knowing who I am, coming to terms with myself ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ Operating rules ▪ I identify the current stage of my adaptation to loss ▪ I develop my personal objectives
	Week 2: Telling my story ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ I introduce my family ▪ I identify some significant persons around me ▪ I identify my abilities or my strengths and my personal interests ▪ My Infansea
	Week 3: Knowing my strategies for coping with danger ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ My Infansea ▪ I give a meaning to my placement

Emotions sequence	Week 4: Adaptation strategies ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ How I perceive my placement ▪ The masks I use to cope with danger ▪ I identify the mask I use to protect myself
	Week 5: Expressing my emotions ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ The emotions cushions ▪ My strongest emotion ▪ I build my emotions console
Loss and resolution sequence	Week 6: Expressing scars from my placement with pictures ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ I identify the scar left by my placement and the intensity of the emotion I pictured ▪ I make a sketch of my image ▪ I identify the roles and pictures needed for my production
	Week 7: Expressing scars from my placement with pictures (continued) ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ Photo taking ▪ Searching for background pictures on Google
	Week 8: Expressing scars from my placement with pictures (continued) ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ What if this photo was part of a movie?

Developing abilities sequence	Week 9: Building my abilities – Resilience ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ Forgiving the other ▪ Forgiving myself
	Week 10: Building my abilities – Identity ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the workshop	▪ Yoga exercises ▪ I write a letter to a friend
	Week 11: Building my legacy with the group ▪ Specific objectives ▪ Facilitation materials ▪ Agenda (welcome, review of what has been learned and reminder of the objectives) End of the group	▪ Building my legacy with the group ▪ I identify the stage of my adaptation ▪ Life like a ribbon

RUNNING OF GROUP MEETINGS

Groups meetings are always run in the same way:

- **Welcome:** This time is taken to greet the participants¹ and welcome them. It is also used to observe their mood (sad, upset, annoyed, frustrated, etc.) for receiving and giving, as well as sharing with the group. The facilitators can discuss day-to-day matters with the teenagers to create or recreate an atmosphere of trust and sharing.
- **Review of what has been learned:** Review the concepts covered in the previous workshops.
- **Specific objectives of the meeting or workshop:** Reminder of the objectives to ensure that each participant can identify what he will learn during the workshop.
- **Activities related to the meeting or workshop:** Individual or group activity taking place before or after brief theoretical contents are given.
- **Snack:** An opportunity to encourage discussion between participants while what they have learned sinks in, time to take a break.
- **End of the meeting or workshop:** This period is used to assess the meeting, review what has been learned, as well as verify the teenagers' mind-set at the end of the session. An intervention may be required. The facilitator also takes the time to specify the date of the next meeting and what will be discussed. The facilitators thank the teenagers for attending and for the quality of their participation.

¹ Teenagers can refer to children, teenagers or parents depending on the therapy group.

INTRODUCTION

PROFILE OF THE THERAPY GROUP

Here is a little background on how far we had to come to offer the *TeenSense* therapy group to teenagers who experienced a family break-up with no possibility of returning to their natural environment; teenagers who received or are receiving youth protection services in the Outaouais region and who were in need of a first placement, but who have also experienced other placements and transfers.

These experiences, which leave an indelible mark on a life path, prompt several questions. For instance, how does one handle these break-ups, which, unavoidably, create a huge imbalance in a life? Can a teenager plan for the future, considering that he was uprooted because of this break-up? Is there hope to ever regain balance?

However, with the expertise of Ms. Monique Séguin, suicide prevention and mourning specialist and professor at the *Département de psychologie et de psychoéducation de l'Université du Québec en Outaouais*, these considerations lead to this conclusion: in light of the life trajectories of the teenagers and the type of relationship they have with their parents in spite of the placement, these teenagers are more on a **trajectory of social adaptation** to the placement than on a mourning trajectory for the loss of their parents.

In fact, mourning is a process in which the bereaved person must learn to live without the deceased person. In the case of teenagers in placement, occasional contacts and subsequent relationships with their parents are bound to happen. So, how can we ask children to mourn the loss of a parent who is still alive, a parent that they can be reunited with when they come of age? Does this therapeutic approach confront these children with unattainable objectives, to loyalty conflicts even though children, like adults, are capable of experiencing several attachment relationships at the same time?

These teenagers are asked to **give meaning** to the break-up of their attachment bond with their first relational figure while, in most cases, keeping contact with this person. This paradox of break-up and preservation of ties sends the teenagers on a search for the meaning of their story, their emotions, their abilities, their identity and their future.

In light of this, the Centres jeunesse de l'Outaouais (CJO) have chosen to adopt the general “adaptation” conceptual framework from which the four specific conceptual frameworks associated to the four sequences of the therapy group are derived:

1. Adaptation;
2. Emotional regulation;
3. Acceptance of loss and of life events;
4. Development of abilities (resilience – identity).

OVERALL OBJECTIVES

The overall objectives pursued by this therapy group are threefold:

1. Bring the teenagers to understand that in any life trajectory, a human being will experience balances, imbalances and returns to balance.
2. Bring the teenagers to express their emotions and use appropriate adaptation strategies in moments of imbalance.
3. Make the teenagers aware that there are ways to develop the abilities they need to fulfill their future adult life plan.

This is what we call the “adaptation process” which builds the strengths of an individual. In that sense, from now on teenagers are encouraged to find a meaning to their placement trajectory in order to believe that their future life plan can be carried out.

SPECIFIC OBJECTIVES

- The teenagers contribute to the development of operating rules for the *TeenSense* group.
- The teenagers identify the personal and group objectives they want to achieve in the *TeenSense* group.
- The teenagers determine how far along they are in the adaptation process.
- The teenagers introduce their family arrangement and relationships, the significant persons around them and their friends.
- The teenagers describe their social skills (or their strengths) and their personal interests.
- The teenagers share their break-up experiences at the time of their first placement and subsequent transfers, if any.
- The teenagers share their perception of the grounds for their placement.
- The teenagers become more aware of the factors that contributed to their placement.
- The teenagers become more aware of the impact on their identity of the difficulties experienced by their family.
- The teenagers link their adaptation strategies to their emotions.
- The teenagers identify the five basic emotions and connect them to events they experienced.

- The teenagers identify the intensity of each of the emotions in their own words.
- The teenagers describe the scars left by their placement experience and identify the intensity of the emotions associated with their loss.
- The teenagers describe the scars left by their placement experience with a picture/photo.
- The teenagers produce a picture/photo that represents the scars left by their placement experience.
- The teenagers understand the parallel between the scars left by their placement experience and their photo representation.
- The teenagers follow up on their photo as in a movie and choose their future life, a happy ending.
- The teenagers understand what forgiveness of others is.
- The teenager understand what self-forgiveness is.
- The teenagers experiment cooling down strategies through relaxation.
- The teenagers reflect on the life trajectory they would like.
- The teenagers identify the skills they acquired during their life and name them.
- The teenagers discover the skills they will need to acquire to continue on their life trajectory.

COMPOSITION OF THE GROUP

- The group meets for 11 consecutive weeks.
- Each group meeting lasts 90 minutes, with a 15-minute break/snack.
- The group is mixed and is composed of 4 to 6 male and female teenagers aged 13 to 17, subject to an updated proposed permanent arrangement order (placement until the age of majority or tutorship).
- The teenagers are able to function in a group.

FACILITATION TYPE

The specific nature of the facilitation of the *TeenSense* group is based on the relationship the teenager establishes with us, despite his challenges that are more attachment than behavior related. When a teenager adopts inappropriate behaviors, the preferred intervention is to start by observing and deciphering the source of the behavior. When the source is deciphered, the facilitator validates his assumption with the teenager. If the assumption is confirmed, the facilitator tries to help the teenager find new strategies to calm down and get back into exploring new relationship experiences. It sometimes happens that an emotion gets so intense that the facilitator must organize the emotions and take charge of the situation. There may be circumstances where the facilitator must stop behaviors if they are harmful to him or others, in a considerate way, by staying close to the teenager.

Facilitation “can be defined as the art, by two individuals in the same field or with different but complementary training, to share facilitation of a group. It is a planned method of intervention that is appropriate to the needs of the members of the group and which is applied throughout the process and updated in various practical settings.” *[Translation]* (Turcotte & Lindsay [2001] p. 217)

The two facilitators foster cohesion in the group by ensuring that the ideas exchanged among teenagers flow properly and that everyone feels listened to. They introduce the theory and the activities of the workshop and maintain an atmosphere that is conducive to dialogue and discussion within the group. Being a positive role model is an intervention of choice for facilitators as they draw on their personal experiences to provide examples to participants. Facilitators carry out activities and share with the group based on their own experiences as teenagers or adults.

The facilitators also help the teenagers to think through their reflections by evoking perceived emotions and providing positive reinforcement. The facilitators identify the participants’ false cognitions and begin to change them by helping the teenagers to learn appropriate adaptation strategies.

WORKSHOPS' AGENDAS

Group meetings are always run the same way: welcome, review of what has been learned, reminder of the specific objectives, new activities related to the themes covered and end of the meeting. A snack is also provided to the teenagers.

The facilitator gets personally involved in the activities in order to create an environment that encourages confidence and sharing with the teenagers. During the activities, the teenagers are given a lot of time to discuss, voice their opinion and vent about their experiences, past and present.

After the activities of the week, the facilitator makes observations on the behaviors and perceptions of each of the participants. These observations are forwarded to the participant's caseworker, each week. This allows the caseworker to support the teenager, as he progresses, throughout his participation to the *TeenSense* group.

BASIC FACILITATION MATERIALS

- ☐ Teenager's workbook
- ☐ Flipchart (to write the operating rules, the goals and objectives on large sheets that are then posted on the wall)
- ☐ Reusable adhesive
- ☐ Lead pencils, pens
- ☐ Radio
- ☐ Camera
- ☐ Snack

CONCEPTUAL MODEL

Adaptation theory

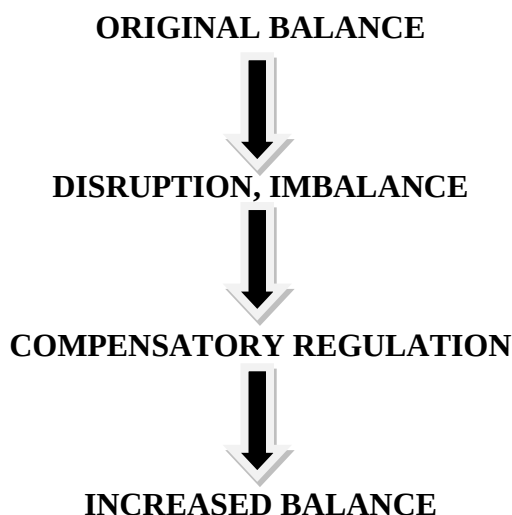
As previously mentioned, the CJOs have chosen to adopt the general “**adaptation**” conceptual framework from which the four specific conceptual frameworks associated to the four sequences of the *TeenSense* therapy group are derived.

Adapting to life determinants

In psychology, the definition of adaptation refers to the **changes in behaviors that will ensure balance between an organism and its living environments**. When defined this way, adaptation also refers to the processes underlying these changes.

Therefore, adaptation corresponds to a balance and to the way this balance is established and occurs between the actions and the organism on the environment, but also between the actions of the environment on the organism. When an individual acts on the environment, it changes and in return when the environment acts on the individual, he changes as well.

The assimilation mechanisms refer to the subject’s action and consist in incorporating new data to the existing behavioral models. The coping mechanisms are determined by the object and lead to changing existing behaviors to adapt them to the demands of the situation.



The **adaptation theory** refers to the ability of individuals to change certain behaviors in order to ensure balance between themselves and their living environment using the processes underlying these changes (balance, imbalance, compensatory regulation, increased balance).

Emotional regulation

Emotional regulation allows us to influence which emotions we experience and to control their intensity and the way we express this intensity. The emotional regulation theory brings an individual to master his emotions in order to manage them better and prevent them from becoming dysfunctional and cause him to lose control over them.

Emotional regulation is being able to influence which emotions we experience, when we experience them, how we experience them and how we express them. Regulating dysfunctional or inappropriate emotions can take different forms:

- When emotions are expressed in an explosive or impulsive way;
- When emotions are held back or too controlled;
- When a person's first reaction is to avoid the situations that cause the emotion;
- When emotions become a permanent distressing affective state (depression).

“The emotional reaction can be triggered by an external event, but most of the time, in intimate relationships, the triggering event is internal, i.e., *how one interprets the event*. For example, individuals who were abused as children will mistakenly interpret the behaviors of a relative as malicious. Because they were victims of violence in their childhood, they are automatically on full alert and expect to be attacked.

To totally accept and tolerate one's emotions, even the most painful, means to give in to them without fear of terrible consequences. To give in to one's emotions is the opposite of fighting them; in fact, suffering or depression gets worse when fighting one's emotions. In short, this means taming them like one tames a wild colt. By accepting one's emotions, emotion and action become separate. Feeling angry doesn't mean that one individual will attack the other. Feeling desperate doesn't mean to commit suicide. Indulging in one's emotions doesn't mean having to express them as is to relatives. As an emotion becomes regulated, it stops being expressed in direct action and becomes a signal. Thinking about an emotion gives it meaning and this reflection becomes part of the trend towards action and communication. Symbolizing an emotion by putting it into words allows an individual to give it meaning.”²

[Translation]

Resolving losses

After a loss, whatever it was, various consequences can occur. Difficulties may develop to different degrees depending on individuals and their onset will be different for each individual.

The after-effects of a loss can manifest themselves in different ways through consequences: financial, physical, social, existential, psychological. Of course, some consequences are harder to identify even though they may be painful for the person experiencing the loss.

Finally, **building individual abilities** is an important factor in the adaptation of an individual to a given situation. Getting to know his own abilities, developing, and using them bring an individual to resolve a problem successfully by taking effective action.

² Jérôme Guay, Ph.D.

Building individual abilities

Competence is a “system of conceptual and procedural parts of knowledge organized into operating schemes that help identify a problem-task and its solution through an efficient action within a set of situations”.³

Competence is a system of knowledge that is declarative (the “what”), conditional (the “when” and the “why”), and procedural (the “how”), which is organized into operating schemes that not only allow, within a set of situations, problems to be identified, but also to be resolved through efficient action.

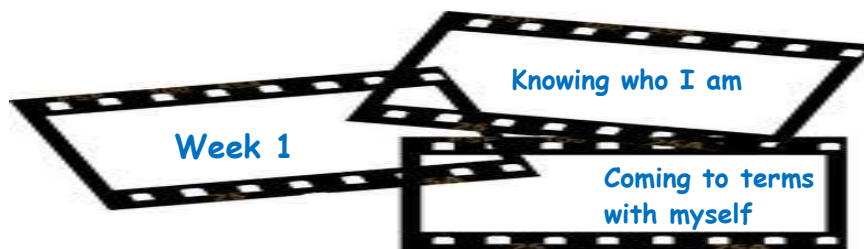
“I prefer this definition of competence because it stresses the fact, and this is very important, that it is fundamentally a knowledge system. It is not exclusively about procedural knowledge, but also about declarative and conditional knowledge. Such a concept completely eliminates knowledge fragmentation in training of professionals. In addition, the definition clearly highlights the need for the knowledge components of competence to be organized into operating schemes.”⁴

[Translation]

³ Gillet, P. (1991). *Construire la formation : outils pour les enseignants et les formateurs*. Paris: PUF.

⁴ Tardif, J. (1996) Le transfert de compétences analysé à travers la formation de professionnels, in Meirieu, Ph., Develay, M., Durand, C. and Mariani, Y. (Eds.). *Le concept de transfert de connaissances en formation initiale et en formation continue* (pp. 31-46). Lyon: CRDP

Conceptual framework	Theme	Workshop
Adapting to life theory	Balance – Imbalance – Return to balance	Knowing who I am, coming to terms with myself Telling my story Knowing my strategies for coping with danger
Emotional regulation	Identifying and expressing my emotions	Identifying my emotions Expressing my emotions
Loss and resolution	Scars from placements	Describing my scars with pictures Expressing my scars with pictures Planning the rest of my life experience
Building individual abilities	Discovering my abilities	Building my abilities – Resilience Building my abilities – Identity Building my legacy with the group



Specific objectives

- The teenagers contribute to the development of operating rules for the *TeenSense* group.
- The teenagers identify the personal and group objectives they want to achieve in the *TeenSense* group.
- The teenagers determine how far along they are in the adaptation process.
- The teenagers introduce their family arrangement and relationships, the significant persons around them and their friends.

Specific materials

- ☐ Adaptation cycle poster
- ☐ “Objectives of the *TeenSense* group” poster

1. Welcome (10 minutes)

- 💡 The facilitators greet the teenagers at the front door, welcome them and direct them to the meeting room. They take the time to chat with the teenagers (Who is your caseworker? What school do you attend?) to make them feel comfortable and get to know them.
- 💡 The facilitators introduce themselves and ask the participants to say their name.



NOTE TO FACILITATOR⁵

The welcome period is the best time for the facilitators to assess the emotional state of the teenagers, their willingness to participate and to open to the group.

⁵ Since the welcome ritual is always the same, details of this activity will not be repeated in the following pages.

2. Presentation of the goal and specific objectives of the *TeenSense* therapy group (10 minutes)

- ☛ The facilitators ask the participants if they know the goal and the objectives of the *TeenSense* therapy group. They go around the table and take the time to listen to each participant.
- ☛ Afterwards, the facilitators invite the teenagers to ask themselves the following questions:
 - ☒ Why I am in this group?
 - ☒ What do I have in common with the rest of the teenagers in the group?
 - ☒ What makes me want to be part of this group?
 - ☒ What is my personal motivation?
- ☛ The facilitator explains that all participants in this group have one thing in common: **they have all been ordered by a judge of the Court of Québec not to live with their parents until they reach the age of 18.** Some of the teenagers live with their extended family, others in foster homes. Some have contacts with their parents and others don't.
- ☛ The facilitator says he is aware that such a situation is not always easy to cope with. He goes on to explain the two main objectives of the *TeenSense* group, which the participants will find in their workbook. The facilitator then tapes a laminated card to the wall.

3. Icebreaker (15 minutes)

- ☛ The facilitators explain that they will start with a short game to break the ice so “we can get to know each other better”. The facilitator can choose one of these activities:

Name of the activity: The anecdote

Objective – Result: To make the teenagers feel comfortable with a fun mystery game.

Game time: 10 to 15 minutes

Materials: Pencil and paper

Instructions: Each participant writes on a sheet of paper something original, amusing or funny that happened to him (meeting a star, a funny experience in school, etc.). The facilitator collects all the sheets of paper and writes the stories on the flipchart. Then the teenagers ask each other questions to discover who is the author of each story. Of course, they are not allowed to ask their fellow participants directly if they wrote a given story.

Name of the activity: The lie detector

Objective – Result: To make the teenagers feel comfortable with a fun mystery game.

Game time: 10 to 15 minutes

Materials: Pencil and paper

Instructions: As in the popular French television quiz game, participants choose three statements – two are true and one is false. The participants try to find out which statement is false by asking questions.

Name of the activity: Fatal handshake

Objective – Result: To make the teenagers feel comfortable with a fun mystery game.

Game time: 10 to 15 minutes

Materials: A room large enough to allow the teenagers to walk around.

Instructions: Choose one of the participants to be the *detective*. Take him away from the group. Ask the other participants to close their eyes and lower their head. Choose a “murderer” by tapping one of the participants on the shoulder. Ask him to start walking and shaking hands with everyone, and ask the detective to come back with the group. The role of the murderer is to outsmart the detective by eliminating all the other participants without being discovered. To do so, he must squeeze the hand of the person he is giving a handshake to. The person whose hand was squeezed waits five seconds (while walking around and giving handshakes), then “dies”, falling to the ground and making noise. The detective has three chances to discover who is the murderer. If he fails to do so before everyone dies, the murderer wins.

4. Group operating rules (10 minutes)

🗨 The facilitators hand out the participant’s workbook and ask everyone to open their exercise book. They explain to the participants that every group needs basic operating rules in order to create a positive atmosphere. They can ask the participants:

- ☒ How do you define a rule? (E.g., rules are guidelines, principles for a group to be enjoyable and function well.)
- ☒ What, in their opinion, are the most important rules for the proper functioning of the group?



NOTE TO FACILITATOR

The facilitator uses the flipchart to write the rules established with the group and tapes the flipchart sheet to the wall with reusable adhesive. These rules will be posted on the wall each week.

Examples: **Confidentiality** (we talk about personal realities that are confidential), **respect** (right to speak and right to be heard, be sober and physically willing to participate), **commitment** (be motivated, participate from beginning to end).

Operating rules activity

Confidentiality means:

Commitment means:

Right to speak and right to be heard means:

Our group rules:

5. Break/Snack (15 minutes)

A snack is provided to participants during the break.



NOTE TO FACILITATOR⁶

The break/snack time also serves to create a bond between the teenagers and the facilitators.

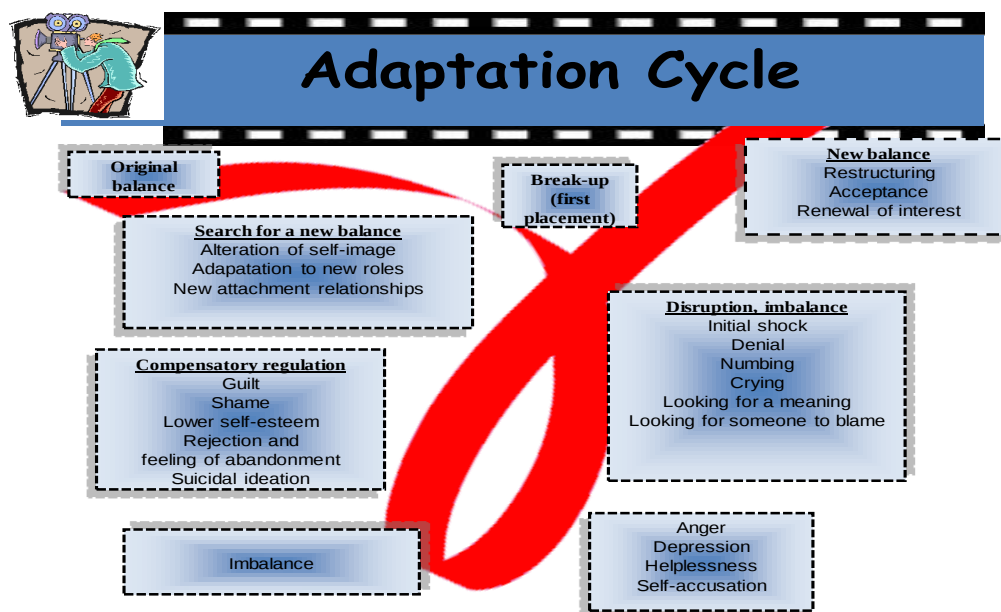
6. “Identifying my current stage of adaptation” activity (15 minutes)

- ☛ The facilitator asks the participants to take their workbook and turn to the adaptation cycle diagram.
- ☛ He explains that any person who experiences stressful events (and we are not talking here about writing an exam or making an oral presentation in school but we are talking about major events that create a lot of stress like removal from his family and placements in foster families or elsewhere, the death of a loved one, the divorce of his parents, etc.) must go through a period of adaptation before starting to return to balance.
- ☛ The facilitator explains and reads the adaptation cycle diagram.

⁶ Since the break/snack time ritual is always the same, details of this activity will not be repeated in the following pages.

- ✎ After the explanation, the facilitator asks the participants to highlight with a marker the stage they are at, based on their perception of things, and then goes around the table.

I identify the current stage or my adaptation to loss⁷



7. Defining my personal objectives (15 minutes)

- 🗣 The facilitators explain that a reading will conclude the first activity. It is important that participants stay focused because this story will help them to start thinking about the objectives of their participation in the group.

⁷ Séguin, M., Fréchette, L. (1995). *Le deuil : une souffrance à comprendre pour mieux intervenir*. Montreal: Éditions Logiques.

Defining my personal objectives⁸

Gulliver's trip



Gulliver had been planning the trip that was to change his life, for a very long time. He had studied geography and learned to speak several languages. The place to visit was not important, what was important to him, was to leave.

He started having difficulties when he went to the travel agency to reserve his plane ticket. The travel agent asked him the usual questions, then he had to choose a destination for his trip.

- I don't want to go to Mexico, or Greece, or Italy, or even Pakistan, said Gulliver.
- Where will you go then? said the agent.
- Definitely not to England, or Africa, or Australia or Germany, said our friend.
- Knowing where you don't want to go doesn't help us much, said the specialist who was getting more and more confused, we need to know where you want to go.
- Spain or Portugal doesn't interest me, nor do Russia or India, said Gulliver.

Realizing he was in a dead-end, looking sheepish, our tourist to be decided to go home.

That night, he dreamed he was in an airport watching airplane after airplane take off.

Suddenly, the great Lindbergh, the first pilot to cross the Atlantic in 1927, was by his side and said to him: "Planes will go anywhere, but the pilot is the one who has to decide where an aircraft will land."

Shortly after, our friend woke up suddenly and didn't go back to sleep until much later.

In the morning, he had come to realize how important it is to know your destination before going on a trip.

[Translation]

- 🗣️ The facilitators ask the participants what they have learned from this story. They support the explanations given by everyone while saying that the important thing to remember about Gulliver's story is that: **each person has the ability to go wherever she wants to go, as long as she knows what she wants and where she wants to go.**
- 🗣️ By participating in this group, teenagers are all given the opportunity to understand where they come from, where they are now and to choose where they want to go later.
- ✍️ The facilitators then ask the participants to open their workbooks and write the personal objectives they want to achieve by the end of this group.
- ✍️ The objectives of all the participants are then shared with the entire group (if a participant is not comfortable with sharing his objectives, the facilitator respects his wish).

⁸ Unknown author

What personal objectives do I want to achieve by the end of this group?



8. Introducing his original family and the significant persons around him; describing his abilities, his strengths and his interests (30 minutes)

- 🗨️ For the next activity, the facilitators explain the objectives of today’s workshop, which the teenagers will find in their participant’s workbook.
- 🗨️ The facilitators ask the participants to open their workbook and explain that the aim of this activity is to get us to start thinking about *who we are*. In order to do this, it is important to know *where we come from*.
- ✍️ Individually, the teenagers must complete the “I introduce my original family” sheet. The facilitators tell them that the information will be shared in a group round table.
- ✍️ Then, the facilitators ask the teenagers to complete the “I identify the significant persons around me” sheet and invite them to introduce to each other the persons they can count on in times of trouble.
- ✍️ Finally, the facilitators ask the teenagers to complete the “I identify my abilities or my strengths and my personal interests” sheet and invite them to share this information with the entire group.



NOTE TO FACILITATOR

The facilitators also participate to this activity with the aim of showing the teenagers that adults also experience break-ups during their lifetime, which bring them to adapt to new situations.

During the round table, the facilitators take the time to bring up/rephrase the emotions they perceive in the teenagers (I see that talking about your parents makes you sad/angry; it seems hard to introduce your family, etc.).

I introduce my original family

My biological family

My mother's name is:

With her, I like to:

Her best qualities are:

My father's name is:

With him, I like to:

His best qualities are:

My brother's (or sister's) name is:

With him (or her), I like to:

His (or her) best qualities are:

My sister's (or my brother's) name is:

With her (or him), I like to:

Her (or his) best qualities are:

I identify the significant persons around me

People that are important to me

I feel good at:

I can confide in:

I like to talk about my achievements with:

I like to do things to relax with:

To get advice, I can ask:

If things went wrong at home, I could go to:

My best friends are:

9. End of the workshop (10 minutes)

- The facilitators thank the teenagers for their attendance and their participation, show them out and tell them: “Enjoy the rest of the evening. See you next week!”

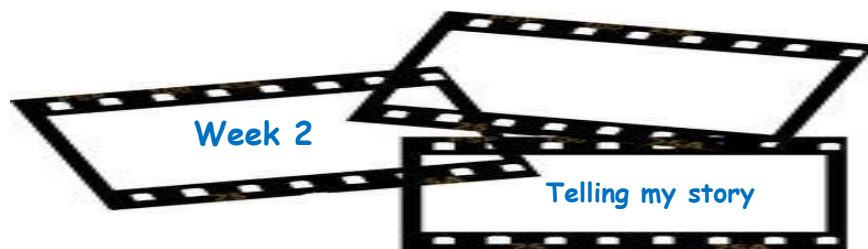


NOTE TO FACILITATOR⁹

At the end of each workshop, the facilitators tidy up the room and share their observations regarding the participation of the teenagers during the activities.



⁹ Since the end of the meeting ritual is always the same, details of this activity will not be repeated in the following pages.



Specific objectives

- The teenagers describe their social skills (or their strengths) and their personal interests.
- The teenagers share their break-up experiences at the time of their first placement and subsequent transfers, if any.

Specific materials

- Teenagers' activity book (participant's workbook)

1. Welcome (10 minutes)

- 💡 The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- 💡 At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.



3. I identify my abilities or my strengths and my personal interests (15 minutes)

The facilitators ask the teenagers to take a few minutes to answer the questions on the activity sheet. Then, they are invited to share their answers with the group.

I identify my abilities or my strengths and my personal interests

A little more about myself

I was born in _____

At school, I am in grade _____

My favorite subject is _____

With my friends, I like to _____

My favorite dish is _____

My favorite animal is _____

Later, I would like to be _____



4. Break/Snack (15 minutes)

A snack is provided to participants during the break.

5. “My Infansea” activity (15 minutes)

- ☛ The facilitator asks the participants to pay attention during the reading of the analogy titled *My Infansea*.

*My Infansea*¹⁰



Once upon a time, a tiny soul sat on a cloud. It was watching people on Earth and was very eager to join them. It was looking forward to paddling a kayak, playing, laughing, eating fruits, etc.

One day, it was told that it was its turn to become a pretty little baby. At last, it could embark on the amazing journey that would take it from birth, to childhood to the rest of its adult life.

Before leaving, it was told that all new human babies were precious and important beings that deserve to be protected and loved regardless of how attractive, intelligent or talented they are. It was also told that at the beginning of its life, it would not be able to survive on its own or do all the things it watched so keenly, right away. Little human babies are wonderful, have a lot of potential, but are very vulnerable at the beginning of their lives.



They are not able to feed themselves or protect themselves or take care of themselves, yet. They have a lot of things to learn before being able to survive by themselves. The tiny soul was told that the beginning of its life would be like a long journey on a boat. This journey would take it across some kind of ocean between two continents: the one of its birth and the one of its arrival in the adults' world.

In order to survive, grow and learn, the tiny soul would travel on a boat called a family. On this boat, two adults would be like captains and known as a daddy and a mommy. The tiny soul could be totally confident that they would love it, feed it and take care of it.

They would be responsible for ensuring its survival, keeping it in good health and taking it safely across the ocean.



Since this is exactly what he had been told would happen, the little baby slowly drifted to sleep, feeling safe.

Suddenly, he woke up with a jump, in a panic. He was in the water; the boat had capsized . . . and the captain was gone . . . He was very very frightened – afraid of drowning, afraid of dying. This wasn't supposed to happen like this. He didn't know what to do.

As he was about to drown, he was rescued by another boat. There was another captain on this boat, and a lot of little babies like him that were found floating in the water. Exhausted, starving and worried, he had no choice but to get aboard this unknown boat.

¹⁰ This analogy is the written property of Johanne Lemieux (2008), *L'adoption internationale : Démystifier le rêve pour mieux vivre la réalité*. Recueil de textes, Un guide pratique pour les parents adoptifs et les intervenants en adoption internationale, Bureau de consultation en adoption de Québec.

The little baby stayed on this boat for a while. Just as he was starting to have a bit of trust in the new captain, there was a big storm and the boat ran violently aground on a beach.

Shaken and traumatized, he grabbed hold of another boat. This one sailed for a while, before finally sinking to the bottom of the sea.

With great difficulty, the little baby swam and without really knowing how it happened, found himself on a beach, alone.

There he was tiny and naked, thinking to himself: *“What is happening to me? I expected to go through my childhood on a nice boat with two nice captains who were supposed to love me, feed me, protect me, teach me the most important lessons in life and take me to the other side of the Infansea safely.”* Is it my fault? Is something wrong with me? Am I less important and less valuable than the other babies? Why have other babies stayed on the same boat with the same captains and not me?

He was so sad that for a minute, he had doubts about really wanting to cross such a dangerous ocean. What good would it be to spend all this time suffering for maybe one day landing on the adults’ continent?

Yet, a small inner voice, like a flame that refuses to die, pushed him to survive anyway. He realized that to achieve this he had no choice but to wait for another boat. He was still too frail and too small to successfully cross the ocean alone, without the help of a captain. However, he decided that this time if a boat came his way, he would take control of it and would never again trust the captains. That way, he would never end up being vulnerable, weak or abandoned . . .

After a while, a nice boat came by. It looked sturdy, and its captains were smiling. Regretfully, but with a deep desire to survive, the little baby accepted the two captains’ invitation to get on this new boat. These two captains spoke softly and told him that they had been looking for a long time for a little sailor like him to love and reassure and be part of their crew. They were really looking forward to showing him how wonderful the universe was.

Still in shock, listening without hearing, the baby’s thoughts were elsewhere. Never again would he allow himself to be pushed around. At the beginning, this new boat would simply be a lifeline, nothing else. The baby would be very careful. He would watch the captains day and night for fear that they would not be dependable, knowledgeable, reassuring. Fearing that these new captains would be like the others who left the boat without even telling him, leaving him in great danger. Before loving them, trusting them and allowing himself to feel safe, the baby would test their navigation skills, their integrity, their kindness by sometimes being nice and sometimes unpleasant, or by being challenging at times or by misbehaving. If need be, he would attack the wheelhouse to take their place in case of danger.

6. End of the workshop (5 minutes)

- The facilitators ask the participants what they have learned from the story and give everyone the time needed to express themselves. The facilitators tell the participants that we will come back to this story, next week.
- The facilitators thank the teenagers for their attendance and their participation, show them out and tell them: “Enjoy the rest of the evening. See you next week!”





Specific objectives

- The teenagers share their perception of the grounds for their placement.
- The teenagers become more aware of the factors that contributed to their placement.

Specific materials

- ☐ Masks
- ☐ Paint
- ☐ Brushes
- ☐ Craft supplies
- ☐ Object to be sketched

1. Welcome (10 minutes)

- 🗣️ The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- 🗣️ At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. My Infansea (15 minutes)

- 🗣️ Further to the reading of the analogy, the facilitators put up these posters on the wall:
 - ☐ My family boats;
 - ☐ My shipwrecks
 - ☐ Me precious baby
- ✍️ The facilitator explains to the participants that the boats represent the families in which they lived including their original family. The shipwrecks represent periods in their lives where they felt lonely and doubted they wanted to continue down the path to adult life. The babies represent the precious children they are.

- ✎ Going round the group, they ask the participants to identify their family boats and the experiences of break-up, helplessness and security they had at the time of their first placement and subsequent transfers, if any.



I define my Infansea

☛ Then, the facilitators ask the participants to identify the foster families where they have lived by establishing a link between the quality of their feeling of security and the quality of the boat. They feed the discussions by reviewing the analogy.

- ☒ What is happening to me?
- ☒ Why is it happening to me?
- ☒ Is something wrong with me?
- ☒ Is it my fault?

During this discussion, the facilitator takes the opportunity to teach the participants about biological parents and parents with heart. Generally, parents play two roles. It sometimes happens that biological parents, after giving birth, find it difficult to protect their child properly. That's when the adults decide to entrust their precious baby to the care of parents with heart.

☛ What is the difference between biological parents and parents with heart?

Biological parents give life! That's quite something! Parents with heart protect children from dangers and support them in their discoveries. They marvel at their children. When these children are sad, scared or hurt, parents with heart are available to comfort them.

My family boats



My shipwrecks

💡 The facilitators also ask the teenagers to identify the periods when they felt shipwrecked.



Me precious baby

- The facilitators ask each participant to draw a circle around the precious baby that looks like him on the “Precious baby” sheet.



4. “A meaning to my placement” activity (15 minutes)

- ☛ With the help of the pictures chosen by the participants and the “*My Infansea*” analogy, the facilitator starts by reflecting on their break-up experiences at the time of their first placement and subsequent transfers, if any. He asks these questions:
 - Why does a child go into placement?
 - What makes a child go into placement?
 - Is there only one reason for a child to go into placement or is it a series of factors that lead to the placement of a child?
- ☛ The facilitator asks the teenagers to turn to the page titled “A meaning to my placement” in their workbook. He presents the following theoretical content to the teenagers to make them aware of some of the different factors that contributed to the first placement:
 - The needs of a flower;
 - The difficulties of a gardener;
 - The family’s resources;
 - The family ordeals, unexpected or not, that made a significant difference in their life.





NOTE TO FACILITATOR

Theoretical content

Child: Flower

Children can have specific needs related to their condition: illness, disposition, handicap and personal difficulties.

Parent: Gardener

Parents can experience personal difficulties that affect, at times, their parenting skills, which make them incapable of taking care of their child with specific needs. Here is a potential list of a few of these difficulties:

- alcoholism,
- drug addiction,
- mental disorders,
- emotional dependence,
- spousal violence.

The resources: Garden

The quantity and quality of the family's resources can influence the parents' living conditions and competence: material and relational support of the extended family and network of friends, poverty, single parenting, isolation, availability of support services are all important elements to consider when assessing this aspect.

The weather forecast: Tragedy

Some situations, sometimes unexpected, sometimes not, that arise in the lives of parents and are not relevant to their parenting skills, can affect the life trajectory of the parent-child relation. Think of the serious illness of a family member.

- ☛ The facilitator invites the teenagers to consider this and discuss among themselves the factors that contributed to their placement and to the fact that they weren't able to return to their family. Afterwards, they will be invited to share with the entire group.

I give a meaning to my placement¹¹

Weather forecast



**Child – Flower
resources**



Parents - Gardeners



Parents'



3. End of the workshop (5 minutes)

- ☛ The facilitators thank the teenagers for their attendance and their participation, show them out and tell them: “Enjoy the rest of the evening. See you next week!”



¹¹ Johanne Lemieux, Formation Attachement, Niveau 1, 2011



Specific objectives

- The teenagers become more aware of the impact, on their identity, of the difficulties experienced by their family.
- The teenagers link their adaptation strategies to their emotions.

Specific materials

- ☐ Teenagers' activity book (participant's workbook)
- ☐ Emotions cushions
- ☐ Masks, paint, brushes, craft supplies

1. Welcome (10 minutes)

- 🗣️ The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

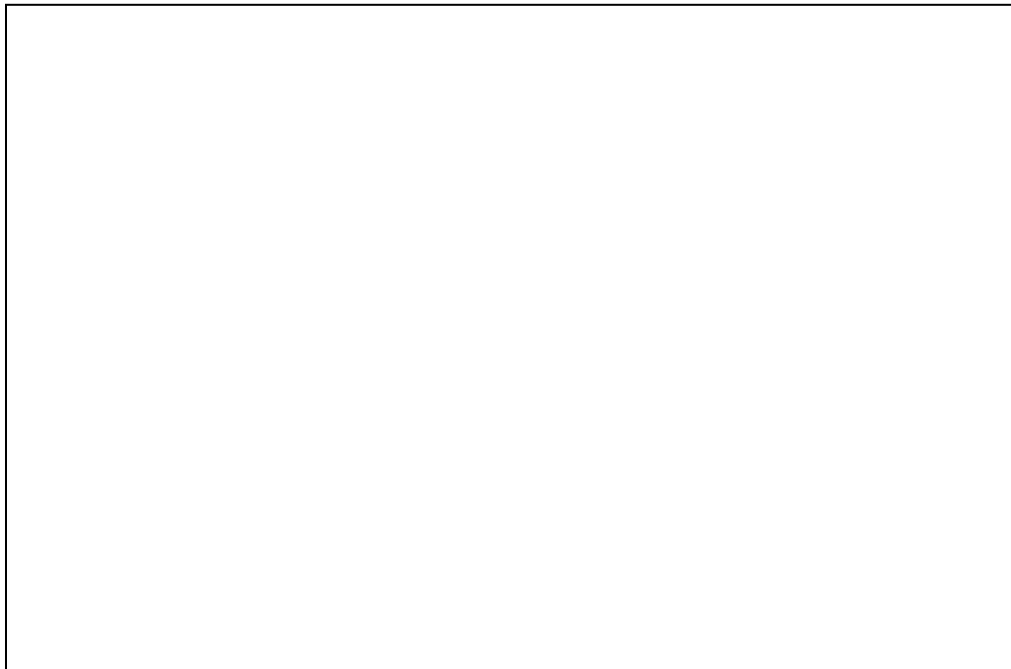
- 🗣️ At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. “My perceptions” activity (10 minutes)

- 🧠 The facilitator invites the teenagers to do the “I make a sketch of my perceptions” activity in their workbook.
- 🧠 The facilitator takes a predetermined object, places it in the middle of the table and gives the following explanations: each participant must draw the object from his viewing angle and share his masterpiece with the entire group.
- 🧠 A discussion on perceptions follows. The facilitators explain to the teenagers that there are no wrong perceptions in the sense that everyone is right even though the viewing angle is different. The objective is to establish the link between the grounds for placement in this way: very often parents, caseworkers, lawyers and foster families have a different perception or opinion concerning the placement. Everyone takes the liberty of voicing their opinion on the way they perceive the situation.
- 🧠 Then, these questions are put to the participants:
 - Can you find a connection with certain events you are experiencing? At school or in another living environment?

I make a sketch of my perceptions

Draw a sketch of the object you see



4. “I understand how my brain works” (10 minutes)



NOTE TO FACILITATOR

During the break/snack, the facilitators distribute the masks and paint to the participants. They instruct them to apply a base coat while they continue to discuss. The facilitators also give instructions on how to decorate the mask. It must be divided in two: one half expresses the strategies used to cope with danger, and the other, the emotion hidden by this strategy. The craft project is done while discussions continue.

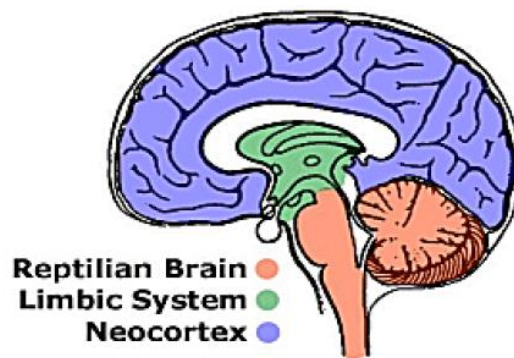
- 🧠 The facilitator puts up the “Functioning of the brain” poster on the wall and asks the participants to open their workbook.
- 🧠 The impact on the functioning of their brain of the difficult situations experienced by the teenagers in their original environment is introduced this way: no two people will react in the same way to the same situation:
 - Some may choose to **ESCAPE** reality;
 - Others may be so **FRIGHTENED** that they choose not to do anything, not to say anything and wait;
 - Others may choose to become **AGGRESSIVE** because of the anger they are experiencing.
 - Others may choose to become **CHARMING** because of the anger they are experiencing.
- 🧠 Different parts of our brain help us react (presentation of the brain poster). Fortunately, a large part of our brain called the **neocortex** differentiates us from animals, it allows us to adapt to stressing situations **by reasoning**.
- 🧠 **The positive aspect of adaptation is brought up:** over a lifetime, imbalances are part of human development. Everyone experiences them, the difference between the teenagers and certain people is that they (the teenagers) experience these imbalances earlier in their life.
- 🧠 Up until now, they have adopted certain adaptation strategies that have allowed them to survive and protect themselves from dangerous situations. These adaptation strategies are sometimes good, sometimes not (self-mutilation, drug use, aggressiveness can be given as examples).
- 🧠 These behaviors are all adaptation strategies they may have adopted to survive and protect themselves from dangerous situations (like moving to an unknown environment and living with people they don’t know).
- 🧠 There are no bad adaptation strategies, in the sense that they are all appropriate based on the situations experienced at different stages of life and the individual’s temperament.

- ☛ Teenagers who have experienced situations of neglect, of violence or both, have developed different adaptation strategies, also called defence mechanisms, one of which usually prevails over the others depending on the teenager's temperament:

I AM FRIGHTENED	—————→	I FREEZE
I AM SAD	—————→	I ESCAPE
I AM ANGRY	—————→	I AM AGGRESSIVE OR I CONTROL BY TAKING CARE OF THE ADULT

- ☛ What becomes inappropriate for an individual is the fact that the strategy he used to survive resurfaces in all the events of his life (e.g., a teenager in a foster home learns that he will not get his mother's visit, his strategy will transform in anger directed to the foster mother).
- ☛ The neocortex allows a human being to make changes and to adapt to any situation by adopting appropriate strategies and making positive life CHOICES.

**I understand how my brain works
(ESCAPE, FEAR, FIGHTING)**



Reptilian: Coordinates our primary survival instincts.

Limbic: Handles emotions and memory.

Neocortex: Allows the development of reasoning (therefore, has turned the human being into a “rational animal”).

- ☛ We can compare ways of adapting to masks. Sometimes, we have to wear a mask to survive a situation.
- ☛ Ask the group the following questions:
 - “What are we hiding behind our mask?”
 - “To have a relationship of trust, should we show our true colors? Sometimes? Always”
With whom? When?”

5. The masks I use to cope with danger (10 minutes)

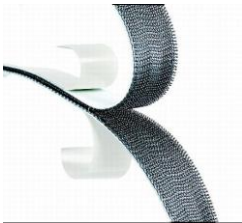
👤 The facilitators put up the following posters and ask the teenagers to imagine that a tiger enters the room. How would they react to this imminent danger in order to survive? Would they be:

- Solo?
- Velcro?
- Sumo?
- Helpful?



Solo

If I show that I need someone or that I am distraught, I will more than likely bother somebody or be rejected. It is better to hide my negative emotions and be self-reliant. To be close is to be rejected.



Velcro

I never know if my needs will be met. It is only when I loudly express my distress, my anger that someone takes care of me. To be close is to be overwhelmed and to keep at a distance is to be abandoned. Being close means being assimilated, being apart means being abandoned.



Sumo

I am helpless and unable to control myself. I cannot rely on the people around me to guide or help me because they are not available or can harm me. It is better for me to take charge of everything by dominating the people around me.



Sumo

I am helpless and unable to control myself. I cannot rely on the people around me to guide or help me because they are not available or can harm me. It is better for me to take charge of everything by taking care of the people around me.

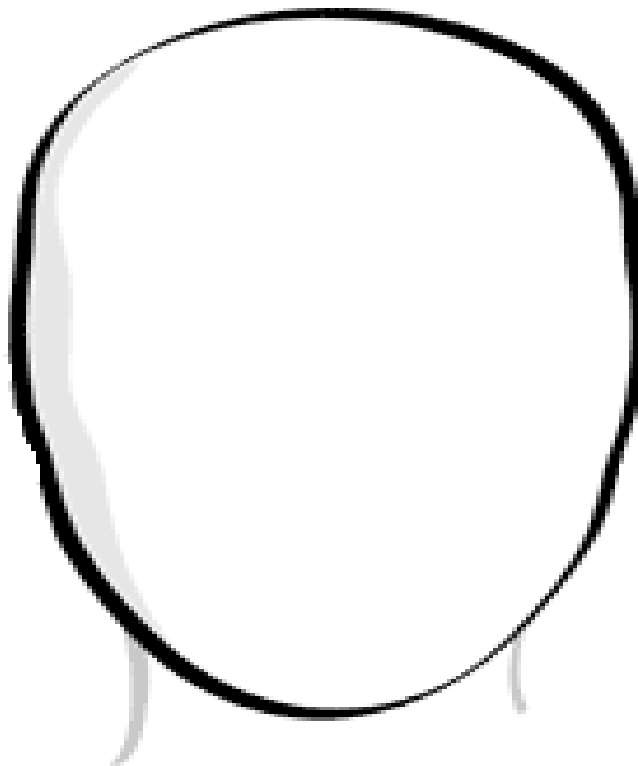
6. Break/Snack (15 minutes)

A snack is provided to participants during the break.

7. “I hide my emotions to cope with danger” activity (30 minutes)

-  The facilitator invites the teenagers to do the next activity in their workbook (sketch of my mask sheet).
-  The teenagers are told that the mask must express two sides of themselves: their adaptation strategy at the time of placement or subsequent transfers, if any, and the emotion hidden behind this ordeal. The teenagers share their thoughts with the entire group.

I identify the mask I use to protect myself



-  The facilitator invites the teenagers to finish the “I hide my emotions to cope with danger” activity while continuing the discussion on what is hidden behind our masks.
-  The discussion can be facilitated with the following questions:
 - Which emotion is predominant, for each of us?
 - Is anger a good emotion? (Yes in a certain way, anger releases emotions, which is important, but we have to find a proper way of releasing them.)

The intention here is to establish a link with the adaptation strategies of the previous week. Everyone shares their thoughts with the entire group.

8. End of the workshop (5 minutes)

- The facilitators thank the teenagers, show them out and tell them: “Enjoy the rest of the evening. See you next week!”



Specific objectives

- The teenagers identify the five basic emotions and connect them to events they experienced.
- The teenagers identify the intensity of each of the emotions in their own words.

Specific materials

- ☐ Teenagers' activity book (participant's workbook)
- ☐ Emotions console and emotions-feelings cards

1. Welcome (10 minutes)

- ☛ The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- ☛ At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. "My emotions cushions" activity



NOTE TO FACILITATOR

During the workshop, the facilitators encourage the participants to continue creating their mask. The craft project continues at the same time as the discussion.

- ☛ The facilitator, still using the "*My Infansea*" analogy, looks back with the teenagers on their break-up experiences at the time of their first placement and subsequent transfers, if any.

💡 The teenagers are asked these questions:

- Do you remember your first placement?
- How did you feel?
- At that time, did you understand why you were in this new place?
- Do you remember something specific about this event? (E.g.; on 911, everyone remembers exactly where they were that day.)

💡 The facilitators invite the teenagers to do “The emotions cushions” activity. Using cushions representing the four basic emotions (**anger, sadness, fear and happiness**), the teenagers are asked, in turn, to take each of the cushions and describe a situation in which they experienced the emotion corresponding to the cushion.



NOTE TO FACILITATOR

The facilitators also join in the activity by choosing an episode in their teenage life and sharing it with the entire group.

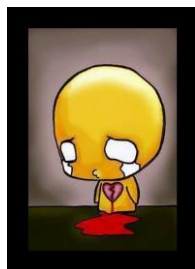
The emotions cushions



Anger



Fear



Sadness



Happiness

- ☛ The facilitator touches briefly on the emotion of shame which is very present among teenagers, especially those who experienced early break-ups as if they had failed, while being a baby, to keep at their side an adult that would protect them.
- ☛ However, shame is not measurable in intensity. It is important to start with anger, which is more accessible to teenagers, and continue with sadness, fear and happiness.



Shame

Which emotion is predominant, for each of us?

The intention here is to establish a link with the adaptation strategies of the previous week.



NOTE TO FACILITATOR

Anger is often associated with the adaptation strategies of the **SUMO** teenager. This teenager is disorganized and uses violence to adapt to the exterior world.

Fear is often associated with the adaptation strategies of the **VELCRO** teenager. This teenager is ambivalent and fears rejection. As a result, he becomes demanding to ensure he doesn't suffer from lack of affection.

Sadness is often associated with the adaptation strategies of the **SOLO** teenager. This teenager is avoidant and plagued by the sadness of being abandoned. So, he becomes very self-sufficient, never asking the adults for anything. He only relies on himself, loses touch with his affects to protect himself from being overwhelmed by this great sadness.

Happiness is the emotion that is the least accessible. The teenager has just as much trouble modulating happiness as he does anger, fear and sadness.

When doing the activity with the cushions, it is useful to check if the anger is hiding another emotion. If so, the facilitator places the other cushion behind the anger cushion, in the teenager's arms.

It can happen that both sadness and fear are hiding behind the anger.

4. Theoretical content “My sound-emotions console” (25 minutes)

- 🗣️ The facilitator introduces the next activity this way: “Just like on a sound console, emotions can be measured at variable intensity.”
- 🗣️ We can leave certain emotions in the background, but then the music becomes cacophonous. However, we can take control of the console so we can regulate the sound of our emotions in reaction to certain life situations.



- 🗣️ The facilitator leads the discussion with questions like these:
 - How does your body feel when you get angry? Do you feel the anger in a specific area (the facilitator can give an example: “When I am really angry, my forehead gets hot, my heart beats faster, etc.”)?
 - Do you ever experience several emotions at the same time for the same situation? (E.g., anger and sadness at the same time.)
- 🗣️ The facilitator introduces the “Emotions vocabulary” poster, which he puts up on the wall, so it can be used to help the teenagers identify the intensity of their emotions (also found in the participant’s workbook). The poster outlines the different feelings associated with the primary emotions (anger, fear, sadness, happiness).

Emotions vocabulary

Anger	Sadness	Fear	Happiness
Aggressive	Abandoned	Alarmed	Bubbly
Angry	Bothered	Anxious	Calm
Annoyed	Dejected	Cornered	Cheerful
Betrayed	Demoralized	Desperate	Content
Controlled	Depressed	Dismayed	Delighted
Criticized	Desperate	Distant	Enjoyment
Cruel	Disappointed	Distraught	Enthusiastic
Disgusted	Discouraged	Fearful	Excited
Dissatisfied	Disillusioned	Frantic	Fascinated
Exasperated	Downcast	Frightened	Feeling good about myself
Frustrated	Empty	Intimidated	Glad
Furious	Glum	Nervous	Happy
Impatient	Grieving	Overwhelmed	Joy
Infuriated	Hurt	Panicked	Lively
Insulted	Lonely	Scared	Lucky
Irritated	Melancholic	Shaken	Motivated
Miffed	Miserable	Spooked	Overjoyed
Nasty	Regretful	Stressed	Pleased
Nervous	Rejected	Swamped	Proud
Outraged	Saddened	Tense	Radiant
Ridiculed	Sorry	Terrified	Satisfied
Sorry	Suffering	Threatened	Thankful
Violent	Unhappy	Worried	Thrilled

5. Break/Snack (15 minutes)

A snack is provided to participants during the break.

6. “My sound-emotions console” (30 minutes)

- ☛ The facilitator asks the participants to open their workbook where there are worksheets to be completed. The participants have to identify the sound intensity (1 to 10) of the emotions they feel when they experience anger, fear, sadness and happiness.
- ☛ The facilitator explains that when we go over the middle level, we have to find strategies to contain ourselves like talking to someone, work out or do an activity that relaxes us.

I build my emotions console

- How do you refer to your anger when it is at 10, 9, 8, 7, 6, 5, 4, 3, 2, 1 out of 10?
- On a degree scale 10 is the highest, 5 is the middle and 1 is the lowest.

Example:

SOUND	ANGER
 10	Violence = Acting-out
 9	Aggressive
 8	Furious
 7	Outraged
 6	Insulted
 5	Angry
 4	Annoyed
 3	Irritated
 2	Upset
 1	Disappointed

- At each degree, where in your body, do you feel the emotion?
- Are there situations, more than others, that bring the emotion to its maximum intensity?
- Can you feel the intensity becoming stronger and stronger?
- Can you adopt a strategy to prevent it from reaching 10/10 and exploding?

My emotions console

Put your emotions into words: ANGER

Intensity	Emotions vocabulary	I feel the emotion in my body
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

Which situations are more likely to spark in you the emotion of anger and bring it to its maximum intensity?

Which strategies can you adopt to prevent it from reaching 10/10 and exploding?

Put your emotions into words: SADNESS

Intensity	Emotions vocabulary	I feel the emotion in my body
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

Which situations are more likely to spark in you the emotion of sadness and bring it to its maximum intensity?

Which strategies can you adopt to prevent it from reaching 10/10 and exploding?

Put your emotions into words: FEAR

Intensity	Emotions vocabulary	I feel the emotion in my body
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

Which situations are more likely to spark in you the emotion of fear and bring it to its maximum intensity?

Which strategies can you adopt to prevent it from reaching 10/10 and exploding?

Put your emotions into words: HAPPINESS

Intensity	Emotions vocabulary	I feel the emotion in my body
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

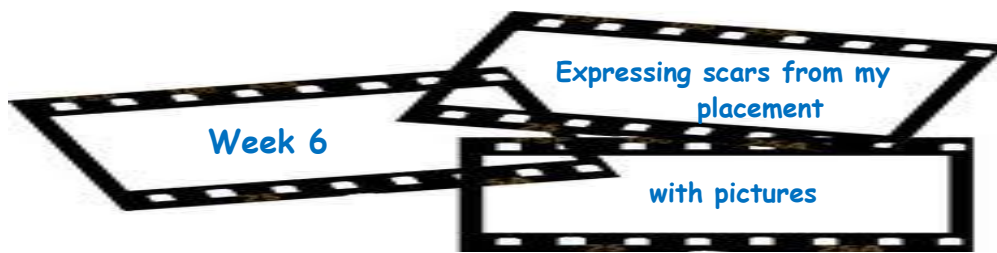
Which situations are more likely to spark in you the emotion of happiness and bring it to its maximum intensity?

Which strategies can you adopt to prevent it from reaching 10/10 and exploding?

7. End of the workshop (10 minutes)

- ☛ The facilitators thank the teenagers, show them out and tell them: “Enjoy the rest of the evening. See you next week!”





Specific objectives

- The teenagers describe the scars left by their placement experience and identify the intensity of the emotions associated with their loss.
- The teenagers describe the scars left by their placement experience with a picture/photo.

Specific materials

- Teenagers' activity book (participant's workbook)

1. Welcome (10 minutes)

- ☛ The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- ☛ At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. Establishing a link between my scars and my emotions (5 minutes)

- ☛ The facilitators explain the next activity to the participants. They must compose a photo that represents their placement scars as they relate to their emotions and the intensity of the emotions they experience because of this scar. The teenagers will take pictures of each other in order to mimic their experiences. They will ask the other participants to play certain roles in the staging of the representation of their placement scars. The facilitators show photos of the participants from previous groups, as examples.

4. Picturing an image of my emotional scar with the group (30 minutes)

- ☛ The facilitators run this group activity and write the scars, the emotions and the image pictured on the board. It happens that some participants have difficulty picturing the image of their scars. The other participants are asked to make suggestions to the participant struggling with his visualization. The teenagers are invited to write their scars, their emotions and their image in their workbook.

**I identify the scar related to my placement experience,
the intensity of my emotion and the image I pictured**

Scars	Emotions	Image

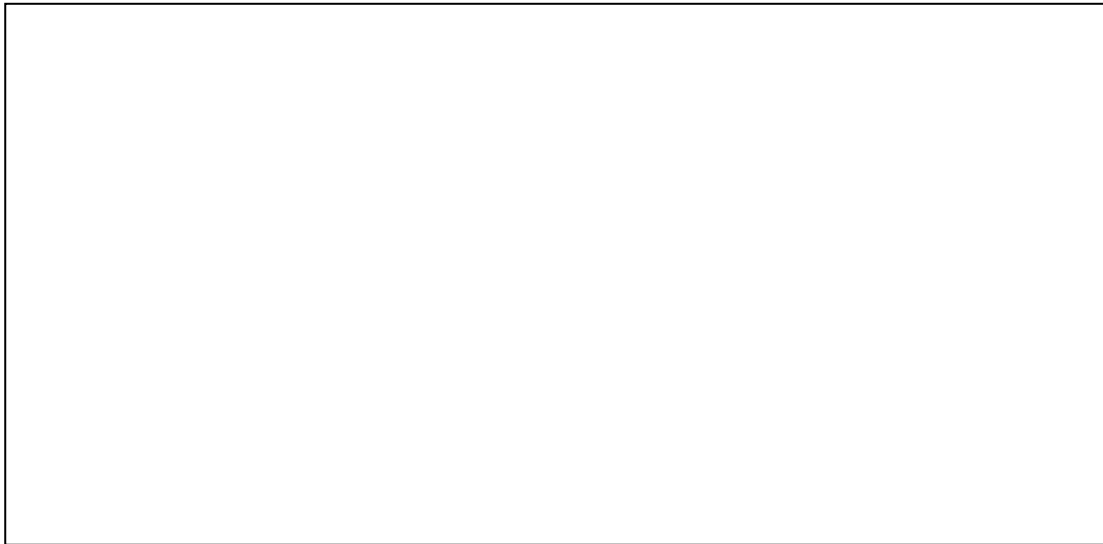
5. Break/Snack (15 minutes)

A snack is provided to participants during the break.

6. Making a sketch of the image I pictured (10 minutes)

- ☛ The facilitators ask the participants to sketch their final image in their workbook. This way, the facilitators can assess how concrete the image pictured is.

Making a sketch of the image of my scar



7. Making a list of the props needed to take a photo of my image (10 minutes)

The facilitators ask the teenagers to make a list of the props they need to stage the representation of their placement scars. The teenagers have one week to gather their props because the pictures will be taken next week.

I identify the props I need, the roles and my background pictures

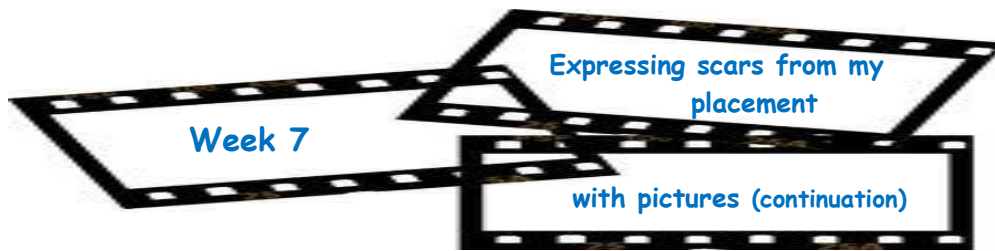
Roles:

Props:

Pictures:

8. End of the workshop (10 minutes)

- ☛ The facilitators thank the teenagers, show them out and tell them: “Enjoy the rest of the evening. See you next week!”



Specific objective

- The teenagers produce a picture/photo that represents the scars left by their placement experience.

Specific materials

- ☐ Camera
- ☐ Special props
- ☐ Computer with Internet access

1. Welcome (10 minutes)

- 🗣️ The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- 🗣️ At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. Review of each photo project

- 🗣️ The facilitators review the teenagers' photo projects with the entire group. They gather all the props required to shoot the photos. Each participant decides on the role to be played by the other participants and where the pictures will be taken. All the teenagers contribute to the shooting of the photos of each participant.

4. Taking the photo

- ✍️ The participants are invited to do the "I shoot my photo and search for background pictures on the Internet" activity. The facilitators take the pictures and the teenagers stage their photos. In turn, the participants get the other participants to play a role in order to reproduce the image of their scars. The facilitator takes several photos and guides the participant so he can describe, as precisely as possible, the emotions linked to his placement experience. This description is used to guide the other participants who can then demonstrate, using their facial expression or a position of their body, the intensity of the emotions described.

5. Break/Snack (15 minutes)

A snack is provided to participants during the break.

6. Searching for background pictures on Google Images

- ☛ The facilitators help the teenagers to search for a picture that will be used as a background in their photo. The facilitators may censor inappropriate pictures.

7. End of the workshop (10 minutes)

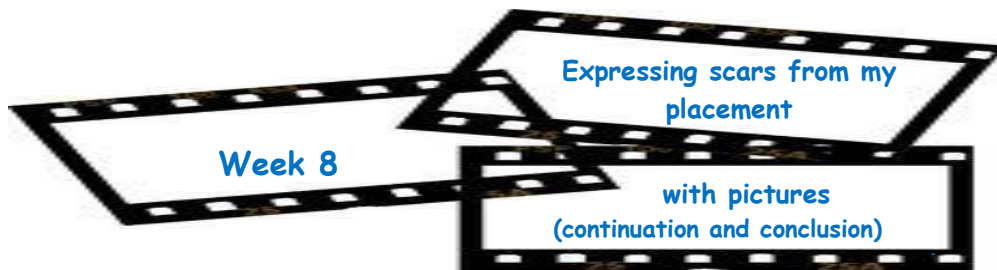
- ☛ The facilitators thank the teenagers, show them out and tell them: “Enjoy the rest of the evening. See you next week!”



NOTE TO FACILITATOR

The facilitators save the background pictures and the photos they took of the teenagers on a USB drive, in separate participants' files. The facilitators ensure that the format of the photos is modified so they are the right size for the photo montage. The facilitators print the color pictures on glossy paper to prepare the materials required for next week's montage.





Specific objectives

- The teenagers understand the parallel between the scars left by their placement experience and their photo representation.
- The teenagers follow up on their photo as in a movie and choose their future life, a happy ending.

Specific materials

- ☐ Participant's workbook
- ☐ Printed photos and pictures of each participant
- ☐ Scissors
- ☐ Glue stick
- ☐ Plastic sheet protectors

1. Welcome (10 minutes)

- 🗨️ The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- 🗨️ At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. Photo montage depicting my placement scar (15 minutes)

- 🗨️ The facilitators invite the teenagers to make a photo montage depicting their life like a movie. The teenagers are accompanied this way: they cut out their photo and glue it on their background picture. In turn, the participants show the finished product of the representation of their scars.



4. A photo like an event (40 minutes)

- ☛ The facilitators prompt a discussion around the concept of “a photo, an event”. The teenagers are invited to do the activity “How does my story continue?” in their workbook.

**What if this photo was part of a movie . . .
How does the story continue, MY story?**

- How can I continue my journey with what I have?
- If our life was a movie, what kind of movie would we like it to be: funny, romantic, dramatic, science fiction, etc.?

Despite your placement experience or experiences, each of you continued to grow. You are strong; you are survivors! The show is yours!



6. Break/Snack (15 minutes)

A snack is provided to participants during the break.

7. End of the workshop (10 minutes)

- ☛ The facilitators thank the teenagers, show them out and tell them: “Enjoy the rest of the evening. See you next week!”



NOTE TO FACILITATOR

The facilitator collects the photo montages at the end of the workshop, from which the participant's scar related to his placement experience, including his emotions, is written. During the week, the facilitator gets ready to return the photos to each participant when he sees them next week.





Specific objectives

- The teenagers understand what forgiveness of others is.
- The teenager understand what self-forgiveness is.

Specific materials

- ☐ Teenagers' activity book (participant's workbook)

1. Welcome (10 minutes)

- 🗨️ The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- 🗨️ At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. Discussion on forgiveness of others and self-forgiveness (55 minutes)

- 🗨️ The facilitator slowly reads the story of the forgiveness princess to introduce the discussion on forgiveness.

STORY OF THE FORGIVENESS PRINCESS

With music playing in the background, the facilitator reads the following slowly and with a soft voice:

“Sit and make yourself comfortable. Choose a place with plenty of space around you, so that when you close your eyes, you will have the impression you are alone. This way, you have your personal space.”

Choose the hand that represents your great princess. Turn your body towards the side you have chosen. Raise your hand above your eyes, keeping a distance of approximately 40 centimetres (16 inches) between your hand and your face. Imagine that the palm of your hand is a screen.

Look at your great princess, she is domineering. She is very important because she has principles. She especially wants your little princess to succeed in life. She wishes above-all for your little princess to be well considered by others. She is the one who says: “What will others say or think if you do this or that?” She is the one who gets all worked up when someone hurts you, and she is the inner voice that reprimands you. Think back to all the pain you have expressed at the last meetings. Think of what your great princess has said to you regarding this pain. She tends to blame you.

For example:

- You should not have said such a thing.
- You should not have done such a thing.
- It is your fault if your parents separated or a member of your family died.
- You should have done this.
- You should not have fought with your brothers or sisters.
- You should have done more household chores.

In a nutshell, your great princess wanted your little princess to be perfect. The great princess asks for forgiveness for all the times when she put too much blame on your little princess, to the point where she felt guilty. She wants you to be perfect, and at the same time she recognizes that you need to be loved just the way you are, with your weaknesses.

Start welcoming her request for forgiveness, calmly. Appreciate the fact that she wants what is best for you and to help you grow (moment of silence).

Now, lower your hand and take a deep breath. Take a few seconds to stretch.

Now turn towards your other hand and raise it to eye level. See the little princess inside you; she is three to five years old and looking at you. She is that part of you that is very sensitive, gentle and vulnerable. She is the one who will embark in adventures without thinking. She needs to live, love and be loved. It is your little princess who wants attention and affection, and is very sensitive to criticism from your great princess. She easily feels humiliated. It is your little princess who often wonders if daddy and mommy still love her even though they are separated or if the person who died still loves her even though she is not there anymore. It is your little princess, who has angry outbursts, thinks nobody loves her and sometimes feels alone in the world.

Now imagine your little princess asking for forgiveness from your great princess. Deep down, she recognizes that she gets a lot of love, no matter what situation she is in. However, for love to move freely, she realizes that they must forgive each other. Calmly, see the little princess who is sincere and wants to ask forgiveness from the great princess for all the times when she exaggerated when showing her emotions. Take a few moments to let the great princess welcome her forgiveness (moment of silence).

Now, lower your hand and take a deep breath. Take a few seconds to stretch.

Raise your hands on each side of you at eye level. Look at your great princess. She is demanding, the one who tends to blame you when you have been hurt, who often says: “You’re foolish, you’re stupid.” She makes a lot of negative comments that are difficult to accept. Look at her closely. Recognize that, deep down, she would like you to be perfect and that she wants to help you grow.

Now look at your little princess who is vulnerable, gentle and sensitive. She is the one who wants attention and can cause you problems.

Start bringing your hands together, slowly. Become aware of the dignity and qualities of your princesses and of their desire to continue growing together.

Look at your great princess with her principles. She wants to preserve your social image. Look at your little princess who is capable of intimacy, who is always ready to love more and who is also very vulnerable. Today, give them the opportunity to meet by slowly moving forward towards each other. As your fingers touch, cross your hands and place them on your stomach. This gesture means that you have brought your two princesses together as a sign of mutual forgiveness. You allowed them to meet, get to know each other and cooperate. They succeeded in recognizing and accepting their qualities and their limitations (moment of silence).

Let the integration and the reconciliation of your two princesses happen within you. Take the time you need, without really knowing what is happening to you, without understanding what is happening within you. Let yourself become deeply surrounded by feelings of respect and harmony. This way, the great princess who is domineering can now welcome and forgive the little princess who is emotional and vulnerable. In return, the little princess welcomes the great princess who is demanding and rational and forgives her. Allow them to go even deeper.

Now that your two princesses have forgiven each other, let the positive force within you bring them back together. Make room for them, let them waltz together like two melodies playing in harmony. You are starting to feel peace, calmness and tranquility rise and fall within you. Let yourself be rocked by the rhythm of your breathing.

You are moving deeper and deeper towards your inner self, where the best of you lives, where you will find the Loving and Wise Person. In her presence, let your two princesses get even closer, complement each other, integrate, shape their future together. In this relaxed atmosphere, let the rays of joy, love and forgiveness created by your two princesses and the Loving and Wise Person flow within you. Appreciate this gentleness, this calmness and this transcendent force spreading in you (moment of silence).

While respecting your pace, when you want to come back with us, you will very slowly move your fingers and open your eyes.

[Translation]

☛ At the beginning of the workshop, a discussion is initiated on the concept of “forgiveness”.

These questions are put to the teenagers:

- What is the purpose of forgiveness?
- Does forgiving mean forgetting what has happened?

Forgiveness of others concept

Continue in this manner: forgiveness is a step that helps a person to stop focusing on her anger. Forgiveness is the vehicle that makes it easier for each human being that has suffered to reclaim his life, keep on going and develop his personal skills.

The important messages to convey to the teenagers are the following:¹²

- Forgiving the other is not a sign of weakness, but a sign of greatness; a gesture worthy of a prince or a princess. As soon as you feel up to it, forgive the other.
- You will see the sign of your healing, the day you will be able to forgive the other, go beyond your first love. Maybe you cannot do it now, but remain hopeful that one day, when you free the other from his wrongdoings, you will feel great inner peace, as if you have forgiven yourself. You will then become a princess.¹³

- ☛ The teenager is asked to do the activity “I forgive myself – I forgive the other”. With soft music playing in the background, the teenagers are invited to listen to the story of the forgiveness princess.¹⁴ They are asked to sit comfortably, to choose a spot where they can keep enough space around them and to close their eyes. All this to give the impression that



they are alone. They are asked to position their body and to look at one of their hands as if it was a screen where they can see the forgiveness prince or princess. Finally, the teenagers are asked to welcome the request for forgiveness from the prince or princess who only wants to see them grow. Once the first part of the scenario is completed, the teenagers are asked to lower their hand, take a deep breath and stretch a little.

- ☛ The second part starts; the teenagers are now asked to look at their other hand where the imaginary screen shows their little princess¹⁵ who is five years old. This little girl begs for her parents' attention, she needs reassurance from them, she has temper tantrums, she easily feels humiliated. In short, she wants to love and be loved! Finally, the ritual of the little princess forgiving the great princess must not only bring the teenager to forgive the other, but also to forgive himself.

¹² The story of the princess is written by Monbourquette, J., Ladouceur M., Viau, M. (1991). *Dans l'épreuve...grandir ensemble : session pour jeunes : séparation, divorce et décès*. Montreal: Éditions Paulines and Paris: Médiaspaul.

¹³ Prince for boys.

¹⁴ The story is written out in the participant's workbook. It is read slowly and as softly as possible by the facilitator.

¹⁵ Prince for boys.

☛ The discussion continues:

4. Forgiving the other (20 minutes)

“Forgiving the other is not a sign of weakness, but a sign of greatness; a gesture worthy of a prince or a princess. As soon as you feel up to it, forgive the other. Forgiving is more than forgetting; it means holding nothing against the person who has hurt you; it is erasing their debt. You will see the sign of your healing, the day you will be able to forgive the other, go beyond your first love. Maybe you cannot do it now, but remain hopeful that one day, when you free the other from his wrongdoings, you will feel great inner peace, as if you have forgiven yourself. You will then become a prince or a princess.”*

Forgive him for:

- Leaving;
- Leaving too soon;
- Leaving without saying goodbye;
- Leaving without letting you know;
- Leaving without fulfilling his promises;
- Leaving with a part of your life;
- Leaving with your dream world.*



5. Self-forgiveness concept (20 minutes)

The discussion focuses on the necessity to forgive oneself for believing in love and believing in our parents. This is what allows us to overcome the guilt caused by our scar.

🗨️ The discussion continues:

Forgiving myself

- For being sensitive;
- For being careless;
- For thinking I made a mistake;
- For being touched by love, for not anticipating and calculating everything, for being tiresome at times, for making impossible dreams, for ending up frustrated and alone, for starting to love again;
- In short, I would like to forgive myself for being human;
- Forgive myself.

🗨️ In short, I would like to forgive myself for being human.
Forgive myself.
We believed in it, because we are human.

*** For a variation of the activity on forgiveness, see Annex I: Breathing and relaxation techniques if the prince and princess story is not suited to the participants.**

6. Break/Snack (15 minutes)

A snack is provided to participants during the break.

7. End of the workshop (10 minutes)

🗨️ The facilitators thank the teenagers, show them out and tell them: “Enjoy the rest of the evening. See you next week!”





Specific objectives

- The teenagers experiment cooling down strategies through relaxation.
- The teenagers reflect on the life trajectory they would like.

Specific materials

- Teenagers' activity book (participant's workbook)

1. Welcome (10 minutes)

- 🗨️ The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- 🗨️ At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. I make plans for the future¹⁶ (15 minutes)

- 🗨️ With soft music playing in the background, we ask you to picture yourself in five years. What will you look like, what do you hear, how do you feel? The facilitator takes the time to name each participant and say how old he will be in five years.
- In your home – apartment, furniture, alone or with a family, atmosphere in your home, how you feel.
- Physically – your appearance, what you see, what people say when they see you, how you feel in your body, in your style.
- At work – what kind of work can you see yourself doing and in what kind of workplace, what do people say about your work, do you feel competent?
- In your family and love relationships – are your relationships harmonious, true, chaotic, violent? What do your family and friends say about you, how do you feel in these relationships?

¹⁶ Annex I – Additional examples of other exercises

4. I write a letter to a friend (30 minutes)

- 🗣️ The facilitator invites the participant to look five years in the future and write a letter to his best friend whom he hasn't seen in five years to give him news about himself: his personal life, his family life and his professional life. The participant describes the steps taken to achieve his goals.
- ✍️ The teenagers write this letter with the facilitators using Microsoft Word. They take nice pictures of each of the participants.

5. Break/Snack (15 minutes)

A snack is provided to participants during the break.

6. I share my vision of the future (10 minutes)

- ✍️ The teenagers share their vision of the future with each other, by reading their letters. They discuss the realistic steps to make their dreams come through.

7. End of the workshop (10 minutes)

- 🗣️ The facilitators thank the teenagers, show them out and tell them: "Enjoy the rest of the evening. See you next week!"



Specific objectives

- The teenagers identify the skills they acquired during their life and name them.
- The teenagers discover the skills they will need to acquire to continue on their life trajectory.

Specific materials

- ☐ Pizza, soft drinks and cake
- ☐ Thin candle for each participant and one big centrepiece candle
- ☐ Teenagers' activity book (participant's workbook)

1. Welcome (10 minutes)

- 🔊 The facilitators greet the teenagers at the front door and direct them to the meeting room. They take the time to chat with them. The teenagers are invited, in turn, to talk about some of the events that happened during the week.

2. Review of last week's activities (10 minutes)

- 🔊 At the beginning of the meeting, the facilitators review what has been learned the week before and explain what should be emphasized. That way, the facilitators know what to focus on.

3. I celebrate the end of the group (30 minutes)

The facilitators generate discussion about what has been learned in the different workshops throughout the group while sharing a pizza supper with the teenagers.



Building my heritage with the group

This is the stage where they must leave, break away, move on! How can this be achieved without completely cutting the thread of this tiny fragment of life? Because we are afraid of being hurt, because we feel abandoned, once more, even though we gave up?

While eating this last meal, it is explained that leaving does not mean breaking all ties. It is possible to leave and be filled with wonderful memories. We do not cut the thread; we make it longer! This experience is now part of my life trajectory. It is positive, because I learned from it!

I was able to tell my story, become aware of my strategies for coping with danger because I learned that what I experienced, early in life, has led me to develop those strategies. None of them are bad; they are only reactions to events that must be adapted depending on the circumstances!

I talked about emotions; I pictured the scars that were left; I imagined my life as a movie! I developed strengths in the past; I developed more in the past weeks. One of which is very important: my ability to forgive!

Above all, I learned that because of my experiences, I am strong, and it is this strength within me that will pave the way towards a better future!



 The teenagers share the pizza while listening to the music they chose.

4. I receive a letter from a friend (5 minutes)

-  Between the two workshops, the facilitators collected the letters written by the teenagers and changed the name of the recipient to the name of the participant. The aim of this exercise is to make the teenagers aware of the steps they must take to achieve their development plan.
-  Reading their letter, the teenagers share the message they received from themselves.

5. I assess the stage I am at in my adaptation (5 minutes)

- 🔦 Looking at the adaptation cycle diagram, the participant identifies how far advanced he is in his adaptation. He can assess if he has made any progress as a result of his participation in the *TeenSense* group.

6. I define my legacy from the group (15 minutes)

- 🔦 The facilitator places a candle in the middle of the table and lights it. He gives a long thin candle to each of the participants. He then explains to the participants that the candle in the middle of the table represents the group's consciousness. In turn, the participants light their candles and say what they will remember from their group experience. The feeling expressed will stay with the participant as a reminder of a great experience to refer to throughout his lifetime.

✎ In turn, the teenagers speak about their group experience.

7. I evaluate the group (5 minutes)

- 🔦 Using an evaluation of participant's satisfaction form, the teenagers evaluate each of the activities, as well as the organization of the group.

✎ The teenagers evaluate how satisfied they are with the group's organization and approach.

8. I get my certificate (10 minutes)

- 🔦 The facilitators hand out a certificate of participation to each teenager.

9. Life like a ribbon (End of the group – 10 minutes)

- 🔦 The group process ends with the reading of an analogy on relationship break-ups and adaptation.

Life like a ribbon

“Our life can symbolically be compared to a long silk ribbon which can be long, solid and intact or cut up in small and large pieces by the storms of life.”

Children who were adopted or experienced placements all have ribbons of life that have been cut up by the abandonments, break-ups, physical and emotional neglect they endured.

- 1) *Take this ribbon in your hands and pull hard on the ends; you will see that it is almost impossible to break.*
- 2) *Then take the same ribbon and cut it in four or five pieces.*
- 3) *Take the time to tie each of the pieces together.*
- 4) *Then, pull as hard as you did before cutting the ribbon.*

“You will notice that it is quite easy for one of the sections to slip and break because of the pressure . . . but it is just as easy to take the time to tie these two pieces together again.”

Johanne Lemieux, 2008



End of the workshop (10 minutes)

- ☛ Participants and facilitators hug each other and say goodbye.

ANNEX I – Breathing and relaxation techniques

This document was prepared to provide you with tools that can easily be used at home, at school or at work. Many of the exercises suggested can be done in 5 to 10 minutes.

You can do these exercises separately or in combination.

This document includes A) breathing and B) relaxation exercises.

A) Breathing

Breathing is essential to life, but we rarely think of it. Because it is done naturally, we take it for granted. Breathing is incredibly useful to reduce stress and improve health. With practice, it is possible to learn to relax your body simply by breathing! Easy, isn't it? In addition, we learn more when we are relaxed.

Breathing is essential to all relaxation exercises. There is a link between the way we breathe and our well-being. When we breathe in, we absorb energy; when we breathe out, we eliminate tension. Most of the time, we do this without even thinking about it. For example, if something scares us, we unconsciously take a deep breath and get the additional energy we need to deal with the situation. Once the crisis is over, we breathe a sigh of relief, which gets rid of the tension.

General instructions for all breathing exercises

- If you are new to this, it is important to choose the exercises you prefer and do them four to five times a day for two to three weeks. Once you have mastered these exercises, you will be able to relax quickly and completely.
- Go slowly, don't overdo it.
- After eating, wait at least one hour before doing breathing exercises.
- Sit comfortably with your back straight (some exercises may be done lying down).
- Some people may feel a bit dizzy when they first begin deep breathing. This is caused by the extra oxygen that their bodies are not used to getting.
- Some people like to listen to soft music when they do their breathing exercises.

Breathing exercises

1) Complete breathing

Effect: This exercise relaxes and gives energy.

- Place one hand on the centre of your chest and the other on the bottom of your rib cage, where your abdomen begins.
- Think of your abdomen as a balloon. Breathe in slowly and deeply through your nose.
- Let the air in very slowly until the balloon is fully inflated.
- Hold your breath for five seconds.
- Breathe out slowly until you have emptied your lungs.
- Repeat this exercise three or four times. You will feel more and more relaxed, each time.

2) Deep breathing

Effect: Deep breathing gives energy by providing more oxygen to the rest of the body. In addition, it encourages the release of endorphins – natural hormones that boost your energy and promote relaxation. You can do this exercise anywhere, any time.

Example 1

- Breathe in slowly and deeply through your nose, while slowly counting to five. Breathe in deeply, filling your abdomen first, then your chest, to make the air go deeper into your lungs.
- Breathe out slowly through your mouth, while counting to seven.
- Repeat three or four times. You will feel the tension disappear and your body relax.

Example 2

- Slowly take a deep breath through your mouth and nose.
- Hold your breath, while counting to ten. *Notice how there is more and more tension in your abdomen, as you keep the air in your lungs.*
- Breathe out quickly through your mouth. *You will see how the tension has disappeared and how much better you feel.*
- Repeat three or four times.

Example 3

- Breathe in deeply for four seconds, then breathe out for four seconds. Repeat three or four times. Take a break after each breathing exercise to determine how you feel.
- Breathe in for four seconds and breathe out for two seconds (to give you energy).
- Breathe in for two seconds and breathe out for four seconds (to relax).

3) Breathing (the yoga method)

- Breathe in deeply through your nose for four seconds.
 - Breathe out through your mouth for four seconds.
 - Breathe in . . . breathe out . . . breathe in and close your eyes . . . breathe out . . .
 - Breathe in calm and relaxing air . . . breathe in . . . breathe out while evacuating your stress.
 - Breathe in and smile . . . breathe out while evacuating all your stress.
 - You feel relaxed and ready to take on the world.
-

B) Relaxation

Relaxation means the transition from a state of stress and fatigue to a state of total well-being. Relaxation is one of the most efficient and accessible methods to reduce stress, as well as physical and mental fatigue. The following exercises are designed to help you achieve a state of mental and physical relaxation.

Relaxation is very beneficial to your body:

- It reduces stress.
- It facilitates sleep.
- It improves concentration.
- It reduces fatigue.
- It improves your mood.
- It relieves headaches and migraines.
- It reduces physical pain.
- It reduces muscle tension.

General instructions for all relaxation exercises

- A breathing exercise should be done before the relaxation exercise.
- The quieter your environment is, the better are your chances of relaxing completely.
- Choose a peaceful room, not too cold or too hot. Soft music can also create a relaxing atmosphere.
- Dress comfortably, wear loose clothing and take your shoes off.
- Relaxation exercises should never be done right after a meal.
- Lie down in a comfortable spot, your body in a straight line, arms on each side, feet uncrossed and eyes closed or sit in a comfortable chair or sofa, hands on your knees or on the armrests of the seat.
- Close your eyes to avoid distractions and help you concentrate.
- Let go. A passive attitude is required for relaxation to be successful.
- Schedule regular relaxation periods during the day – some long, some short.
- Practice often. It is important to repeat the exercises for them to be useful. Therefore, relaxation must be practised several times a week in order to learn the technique and feel its benefits.
- At the end of the session, don't get up too fast. Slowly move your fingers and your toes, then the rest of your body. Take a deep breath. Open your eyes and get up slowly.

Relaxation exercises

1) Decontraction

- You can do this exercise anywhere, when you feel you need it. Do it in combination with your breathing exercises.
- Let go of all the tension in your neck and shoulders.
- Let go of all the tension in your jaws.
- Concentrate on your breathing, nothing else.
- When you breathe out, let your shoulders drop, relax and let your body sink into the chair or the floor. Repeat until you feel relaxed.

2) Progressive relaxation

Effect: This technique helps to relax muscle tension.

- Sit or lie on your back in a peaceful and comfortable room. Close your eyes.
- Clench your fists for five seconds, then relax. Repeat the exercise three times. Pay close attention to what you are feeling when your muscles are tight (tension) and when they are loose (relaxation).
- Repeat step 2 with all muscle groups: arms, shoulders, chest, abdomen, back, hips, thighs, calves and feet. Start with your feet or with your head and move up (or down) your body.
- At the beginning, this exercise will take about 20 minutes. With practice, you will be able to do it in approximately five minutes.

3) Visualization

Effect: Visualization helps fight negative thoughts, nervousness, anxiety and fear. Sometimes, using a positive image helps us to replace negative images and deal with pain, a challenge or difficult situations. You can reach a state of deep physical and mental relaxation by imagining that you are in the ideal location, e.g., near an ocean or on a nature trail.

Forget everything and start on an imaginary journey. The destination is up to you. Sit in a comfortable chair or lie down in a pleasant and safe spot. Close your eyes and try to empty your mind for a moment. Close your eyes, take a deep breath and for about 10 minutes, imagine yourself where you would like to be!

Then, imagine you are visiting one of your favorite places for relaxation. It can be lying down on a sandy beach, sitting around a camp fire, watching a river flow or enjoying a scenic view of a mountain, the sea or a large field. It could be looking at the sky on a nice summer day. It could also be taking a hot bath.

Try to imagine how your senses react. Your skin is warmed by the sun, but cooled by a light breeze. Imagine breathing clean fresh air with the subtle aroma of flowers. Spend a few minutes creating your own little imaginary world. Slowly open your eyes and notice how relaxed you are.

Visualization: the seaside (put on a soft music CD with background sound of the sea)

- Sit comfortably with your hands on your thighs, feet flat on the ground. Become aware of your breathing and concentrate on it. Slowly breathe in, slowly breathe out.
- Imagine that when you breathe in, positive energy comes in and purifies your lungs, and that when you breathe out all your worries and your tensions come out.
- Gradually, you feel that your body is more and more relaxed, a sense of calm slowly grows within you.
- By taking a deep breath, a wave of calm flows within you which will relax each muscle, each part of your body. You feel more and more calm, more and more relax. You concentrate on this inner peace that is spreading inside of you.
- Now, imagine you are at the seaside. You look at the sea extending to the horizon, you see blue skies and white fluffy clouds.
- You see the golden sand, sit on the warm sand, touch it – it is fine, soft and warm.
- Take a handful of this warm and soft sand and let it run through your fingers, your toes.
- Really feel the softness of the sand that is warming you, rising within you.
- Now become aware of the sun rays pleasantly warming up your whole body, enjoy this comforting warmth, let the softness of the sand and the warmth of the sun penetrate you.
- Your attention is now drawn to the waves; the sound they make is soft music to your ears. Listen to them. Now listen carefully and hear the sound of the birds, the scream of the seagulls blending with the sound of the waves.
- Fully enjoy the warmth of the sun and of the sand, appreciate the sound of the waves and of the birds.
- All this warmth and these sounds are so relaxing and restful. Look and appreciate the beauty of this beautiful place that is the seaside. See, hear, feel and fill you whole being with the enjoyment of this scenery. Every inch of your body feels this enjoyment.
- When you feel you are ready, reconnect with your breathing, take a deep breath to fill every inch of your body with this moment of well-being.
- Slowly, prepare yourself to come back to class (or elsewhere), while knowing that you can go back to the seaside at any time to rest.
- Slowly breathe in, slowly breathe out.
- Next time you breathe in, opens your eyes.
- Slowly and calmly return to class (or elsewhere).

BIBLIOGRAPHY

- Brillon, P. (2004). *Comment aider les victimes souffrant de trouble de stress post-traumatique – Guide à l'intention des thérapeutes*. Les Éditions Québecor.
- Collin-Vézina, D. (2012). *Enfants et adolescents victimes de multiples traumatismes : comprendre la problématique pour mieux intervenir*. Manuel du participant selon le programme ARC, Formation Porte-Voix.
- Lemieux, J. (2008). *L'adoption internationale : Démystifier le rêve pour mieux vivre la réalité*. Recueil de textes : un guide pratique pour les parents adoptifs et les intervenants en adoption internationale. Bureau de consultation en adoption de Québec.
- Monbourquette, J., Ladouceur, M., Viau, M. (1991). *Dans l'épreuve...grandir ensemble : session pour jeunes : séparation, divorce et décès*. Montreal: Éditions Paulines and Paris: Médiaspaul.
- Monbourquette, J. (1983). *Aimer, perdre et grandir : l'art de transformer une perte en gain*. Saint-Jean: Éditions du Richelieu.
- Séguin, M., Fréchette, L. (1995). *Le deuil : une souffrance à comprendre pour mieux intervenir*. Montreal: Éditions Logiques.
- Guay, J. (1991). L'approche proactive et l'intervention de crise. *Santé Mentale au Québec*, 16(2), 139-154.
- Tardif, J. (1996). Le transfert de compétences analysé à travers la formation de professionnels, in Meirieu, Ph., Develay, M., Durand, C. and Mariani, Y. (Eds.). *Le concept de transfert de connaissances en formation initiale et en formation continue* (pp. 31-46). Lyon: CRDP.
- Association canadienne de santé publique. (2008, October 10). Vers une vie sans fumer. Retrieved from http://acsp.cpha.ca/stopsmoking/french/sec1_f.html
- Association canadienne pour la santé mentale. (2008, October 10). Le stress apprivoisé. Retrieved from http://www.cmha.ca/data/1/rec_docs/404_CMHA_coping_with_stress_FR.pdf
- Santé Canada. (2008, October 10). Vie 100 fumer : Guide de l'animateur. Retrieved from www.vie100fumer.ca
Available in English at: <http://www.hc-sc.gc.ca/hc-ps/pubs/tobac-tabac/quit-cesser-guide/index-eng.php>
- Société canadienne du cancer. (2008, October 10). Une étape à la fois – Pour les fumeurs qui veulent cesser de fumer. Retrieved from: www.cancer.ca
Available in English at: <http://www.cancer.ca/en/prevention-and-screening/live-well/smoking-and-tobacco/?region=qc>
- Documents from the Psychology Department of the Mathieu-Martin school, September 2004.