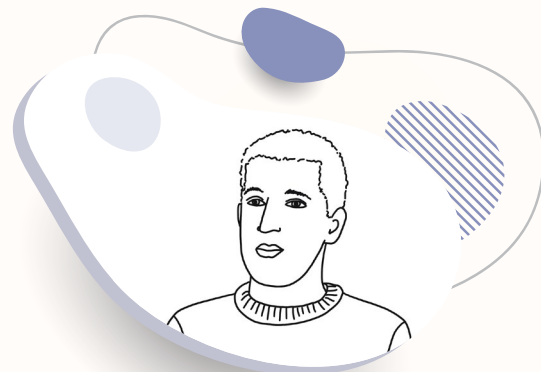




POSITIVE Mental Health

Voices of Students *in AGE and VT*

Adult General Education - Vocational Training



VIDEO Activity Guide



POSITIVE mental health

Voices of Students *in AGE and VT*

VIDEO Activity Guide

Coordination

Frédéric Bergeron-Vachon, agente de planification, de programmation et de recherche

Research and Writing

Frédéric Bergeron-Vachon, agente de planification, de programmation et de recherche

Marilou Cyr Fournier, agente de planification, de programmation et de recherche

Claude Lemire, agente de planification, de programmation et de recherche

Marc Pelletier, agent de planification, de programmation et de recherche

Under the supervision of

Judith Archambault, cheffe médicale adjointe

Marylène Goudreault, cheffe de service

Marc Lamontagne, chef de service

Internal Collaborations

Karine His, agente de planification, de programmation et de recherche

Julie Laloire, agente de planification, de programmation et de recherche

Marie-Mousse Laroche, coordonnatrice professionnelle

Nicole Perreault, agente de planification, de programmation et de recherche

Florian Soletti, agent de planification, de programmation et de recherche

External Validation Committee

Cécilia Da Silveira, conseillère pédagogique réseau et au Centre Antoine-De-St-Exupéry, CSSPI

Toute l'équipe de l'Accompagnement national des services éducatifs complémentaires en FP-FGA :

Karine Jacques, Karine Martin, Lucie Tremblay et Martine Veillette

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1560, rue Sherbrooke Est
Montréal (Québec) H2L 4M1

santepubliquemontreal.ca

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Language Revision

Suzanne Bonn, PhD

Graphic Design and Layout

Paon communication
www.paoncommunication.ca

Graphic Facilitation

Illustration (p. 11) and portraits of participating students (covers)

Marie-Ève D'Amour, Graphic Design Facilitator, L'ILLOT
www.lilotcoop.com

Other Illustrations

www.freepik.com

Video Credits

Participating students:

Beyaunka Paquette, James Lyng Adult Education Center, DES

Henri Lamarche, James Lyng Adult Education Center, DES

Mufaro Muindisi, James Lyng Adult Education Center, DES

Sydney Croteau, Pearson Adult and Career Center, Health Assistance & Nursing

Serge Junior Boukaka, Verdun Adult and Career Centre, Information Technology Support

Xuezhu (Lucien) Wang, Verdun Adult and Career Centre, Plumbing & Heating

Videographer: Guillaume Pilote

Interview: Claude Lemire

Producer: Marilou Cyr Fournier

A special thanks to those who made these shootings possible:

Verdun Adult and Career Centre, LBPSB

Michael Clark, Director

Emma Bryans, Assistant Director

Mavis Teye, Guidance counselor

Pearson Adult and Career Center, LBPSB

Marilyn Aon, Director

Layla Naji, Psychosocial Technician

James Lyng Adult Education Center, EMSB

Véronique Carrié, Director

Bernard Osei-Asamoah, Assistant Director

NOTE

*In accordance with the **Commitment Charter on the Inclusion of Sexual and Gender Diversity** adopted by the Executive Committee of Santé Québec–Centre-Sud-de-l'Île-de-Montréal-Universitaire, this document has been written as inclusively as possible. Gender-neutral language has been used where appropriate.*

Please note...

Images that refer to documents or tools are interactive.

Simply click on them to open the corresponding PDF in full format and download it as needed.

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CONTEXT

In the spring of 2024, the Direction régionale de santé publique de Montréal produced a video featuring the voices of eight Montreal students in adult general education or vocational training (AGE-VT). The objective was to hear them talk about what contributes positively to their mental health and their success in their academic journey.

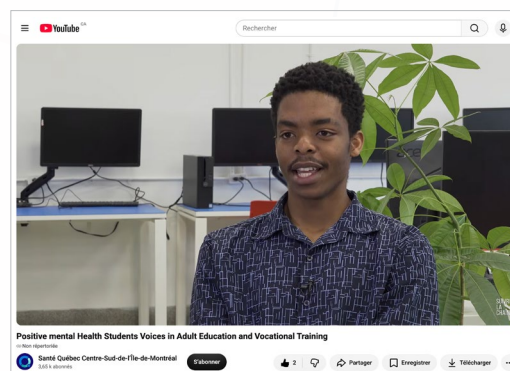
The video

Positive mental health: Voices of students in adult general education and vocational training (AGE-VT)

Link to the video: www.youtube.com/watch?v=Q6pj3UEgK5c

Chapters:

- 00:00 - Introduction of students
- 02:43 - Definition of positive mental health
- 06:24 - Welcome and diversity
- 09:38 - Stress management
- 13:12 - Work-study balance
- 15:29 - Motivation and school engagement
- 20:08 - Our message to students



Total length: 23:43 minutes

*The **objective** of this guide is to facilitate the use of the video to raise awareness and promote action around key themes relating to the well-being and educational success of students in adult general education (AGE) and vocational training (VT).*

Who is this guide for?

- Members of school teams working in adult general education and vocational training, including administration, teaching staff, and complementary educational services, as well as any person playing an active role in promoting mental health and educational success within the centres;
- Community partners working in these areas;
- Public health teams collaborating with AGE-VT centres.

What can this guide be used for?

The guide will support the implementation of a workshop with a centre's team or with students in AGE or VT by proposing activities and questions to ask to stimulate a discussion during the viewing of the video.

This guide, like the video, covers the following five themes (these can be addressed simultaneously or separately):

1. Define **positive mental health** and what contributes to it
2. Adapt to the **diversity** of needs and life paths in the context of **welcoming** new students
3. Promote **stress and anxiety management**
4. Facilitate **work-study-life balance**
5. Support **motivation** and **school engagement**

Specific objectives

For AGE or VT training centres

- Allow the centre's team to respond to student testimonies while questioning their own experiences and perspectives related to these different themes;
- Reflect on the issues conveyed by the themes addressed by the students by putting into perspective how the actions take place in their centre;
- Target actions that can be strengthened or integrated either in the classroom or in the centre.

For students

- Allow students to respond to their peers' testimonies and to question their own experiences and perspectives on these different themes;
- Promote a diversity of paths, issues, and courses of action;
- Develop their sense of belonging to their group and their centre by proposing actions to be taken in the centre to improve the well-being of all students.

If you would like support in organizing a positive mental health awareness activity in your centre using this resource, and your centre is located in Montreal, please do not hesitate to contact our local team:

✉ FGA-FP.drsp.ccsmtl@ssss.gouv.qc.ca



This facilitator's guide proposes
a 4-step approach¹:

- 1. Preparation**
- 2. Pre-viewing**
- 3. Viewing**
- 4. Post-viewing**



¹ Inspired by: Hirsch, S., Audet, G., Gosselin-Gagné, J., & Turcotte, M. (2023). *Aborder des thèmes sensibles avec les élèves [Addressing sensitive topics with students]*. Centre d'intervention pédagogique en contexte de diversité. https://sre.servicescsmb.com/wp-content/uploads/2020/12/Vivre-ensemble-FICHE_Sujets-sensibles.pdf

STEP ONE:

PREPARATION

This section suggests various elements to consider during workshop preparation by the organizer(s). These are primarily suggestions to support your preparation, which may vary depending on the environment and its context.

A. Determine the target audience for the activity (students or centre's team) and the objective (take inspiration from the proposals in the **Specific Objectives** section):

- Depending on the time available, choose the topic(s) to be addressed and the corresponding video chapter(s).
- **Note:** If time permits, it is best to listen to the entire recording in the chronological order provided.

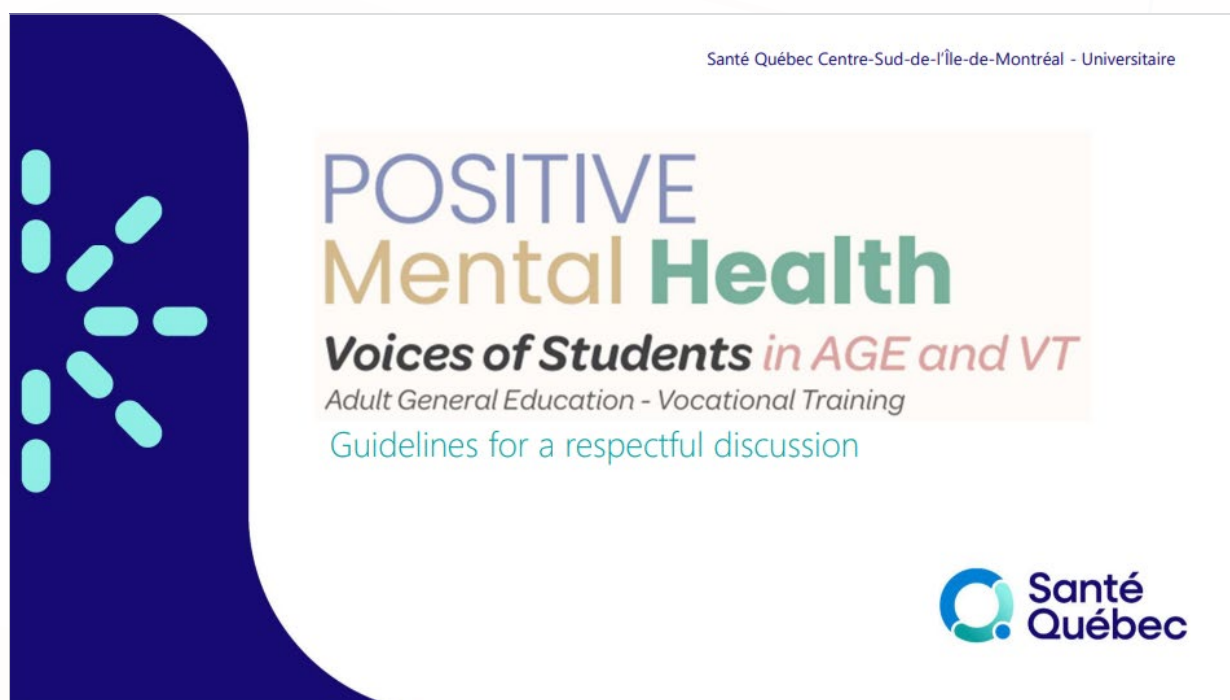
B. Plan the videos with the following suggestions in mind to prepare for some possible reactions from your target audience when they watch the video:

- It may be helpful to highlight any preconceived notions that you think might come up when listening to the students' testimonials.
 - For example, try to distinguish between what may be facts versus opinions.
- It may also be relevant to pay attention to your feelings and what makes the themes sensitive.



- C.** From among the suggested questions and activities presented in this guide, choose or draw inspiration from those that you feel are most appropriate for your audience:
 - Feel free to adapt the chosen suggestions(s) to suit your needs and context.
- D.** Consider the context in which the activity will take place and prepare the necessary materials and room layout.
 - If a technological tool is used during the activity (e.g., Wooclap, Mentimeter), prepare the questions on the platform in advance.
- E.** Establish the framework and rules for discussion to ensure that it takes place in an open, supportive, and respectful manner. Also, agree on how to present them to participants. Here are some suggestions:

Simply [click on the image](#) to access the downloadable PDF and view it in large format.



** If needed, you will find more detailed suggestions for inspiration in [Appendix A](#).*

Thematic summary sheets (as needed)

The purpose of this subsection is to support you in your preparation by providing relevant information on each topic. If necessary and depending on your knowledge and experience with the chosen topic(s), you will find hyperlinks to summary sheets here. These sheets provide definitions, key messages, and/or best practices to keep in mind for the five topics covered in the video. These sheets can also be reviewed with the group during the workshop if deemed relevant.

Positive mental health (in French)



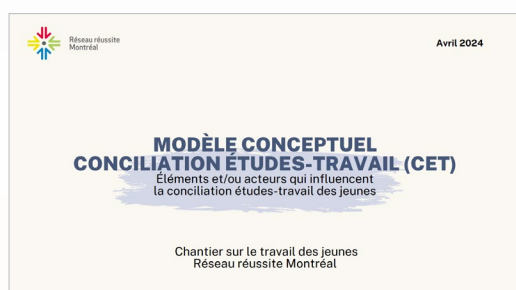
Summary sheet

Adapting to diverse needs and life experiences when welcoming new students (in French)



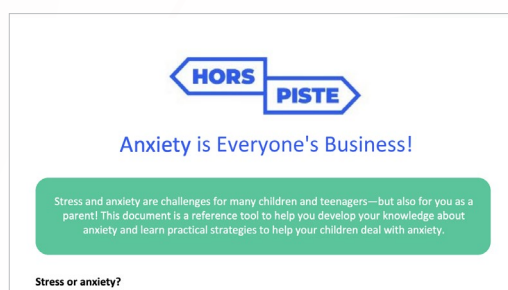
Some examples of good practices by Julie Morissette

Facilitating the balance between work-life-school balance (in French)



“Conceptual model for work-study balance (WSB): Elements and/or actors that influence young people’s ability to balance school and work”
by Montreal Success Network

Promoting stress and anxiety management



Fact sheet “Anxiety is everyone’s business!” from the RBC Centre for University Expertise in Mental Health

Supporting motivation and school engagement



Infographic “The ingredients of motivation and engagement” by Montreal Success Network

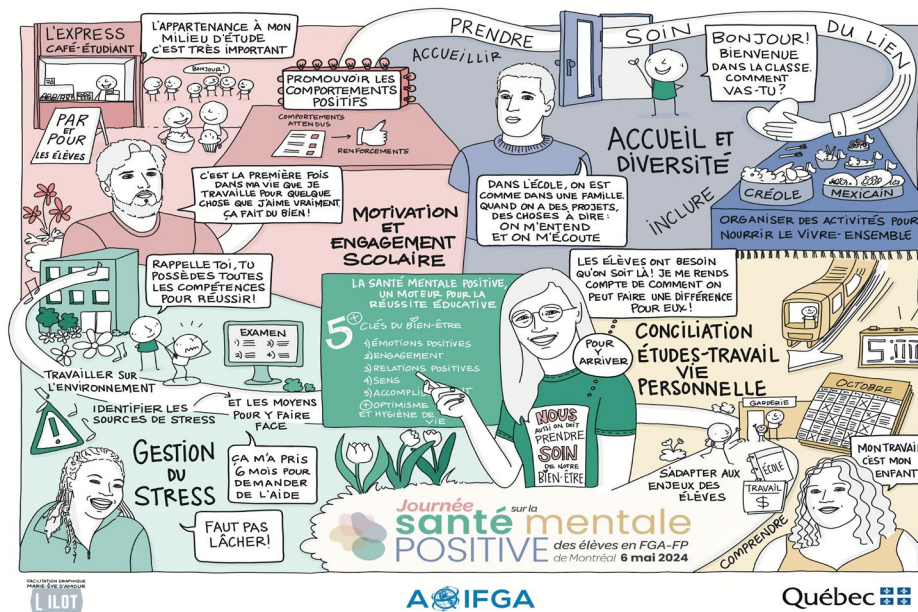


Elements recognized as supporting motivation in AGE and VT listed on the Montreal Success Network website (in French)

Graphic facilitation

You can also refer to graphic facilitation, carried out by Marie-Ève D'Amour from L'ILOT, which represents the key elements raised by school stakeholders in AGE-VT during a knowledge mobilization day focused on these five themes.

Simply [click on the image](#) to access the downloadable PDF and view it in large format.



STEP TWO:

PRE-VIEWING

This section presents a few ideas for setting the stage before viewing the video.

- Mention the workshop's objective(s) and outline the schedule.
- With the group, agree on the framework and rules for promoting open and respectful discussion ([see suggestions above](#));
 - ♦ If possible, write the conditions established by the group on a board or other visual aid that will remain visible throughout the activity.
- Inform participants that the video clip addresses sensitive topics such as mental health issues, but the focus is on possible solutions and the resilience of the students who share their stories.
- Depending on the activity or theme of the discussion that will follow the viewing, it may be helpful to give the group a question to keep in mind while watching.

Suggested introductory activity:

What exactly is mental health?

Objectives:

- ✓ Gauge participants' comfort level when talking about mental health.
- ✓ Destigmatize the term "mental health" by presenting it as something that goes beyond mental disorders before the viewing.

Time:
10-15 minutes

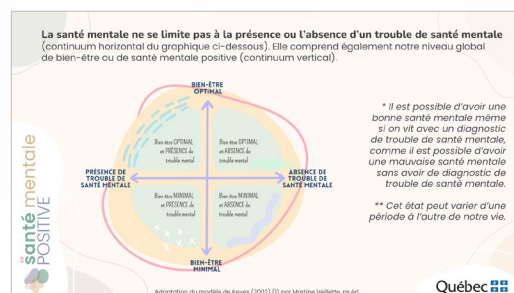
Required materials:

- The activity can be done using a technological tool (such as Wooclap, Mentimeter, Teams, etc.) or by a show of hands.

Instructions: Ask the group these three questions:

- What is the first word that comes to mind when I hear “mental health”?
 - With a technological tool:** Choose the word cloud option to display the answers.
 - Without a tool:** Collect the answers verbally and write them on the interactive whiteboard or on sticky notes.
- On a scale of 1 to 3, how comfortable am I talking about mental health?
 - 1 = very comfortable
 - 2 = somewhat comfortable
 - 3 = not at all comfortable
- In your opinion, is there a link between mental health and well-being?
 - Yes
 - No
 - I don't know

Take the time to review the answers with participants, referring to this slide as needed, which you will find in the **summary sheet on positive mental health**:



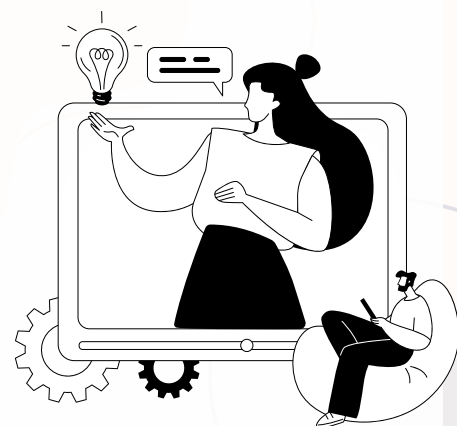
Notes for facilitators: If different experiences or perspectives emerge, point out that the vision of good mental health can vary from one person to another depending, for example, on cultural background or socioeconomic² status.

² Institut national de la santé publique du Québec. (2024). Interventions pour promouvoir la santé mentale de la population [Interventions to promote mental health in the population]. <https://www.inspq.qc.ca/sante-mentale/interventions>

STEP THREE: VIEWING

Play the video according to the predetermined sequence (1 to 5) or the selected chapter(s).

- **During viewing:** Pay attention to participants' reactions and note the moments or phrases that elicit a response so that you can come back to them during the discussion.



STEP FOUR: POST-VIEWING

This section presents some ideas for leading a discussion or activity after viewing the video.

If you don't have much time for feedback after viewing the video, here are some general questions to facilitate a brief discussion:

- *What impressed you about these students' testimonials?*
- *Were you surprised by any of their comments?
If so, which ones and why?*
- *What would you like to say to these students?*

WITH A CENTRE'S TEAM

Suggested activity:

Tools for contributing to student well-being and success

Time:
40–60 minutes

Objective:

- ☑ Identify actions that can be reinforced or integrated either in the classroom or in the centre to promote student well-being and educational success. (Ideally, involve the centre's administration in preparing this activity.)

Required materials:

- Printed questions for each group (see [Appendix B](#)).
- Post-it notes, large pieces of cardboard, or a digital platform for taking notes during group and whole group discussions.
- Stickers in the form of pins (approximately 3 to 5 for each participant).

Group instructions:

- If the number of participants allows, divide the participants into 5 groups (one per theme).
- Each group has 15 minutes to discuss one of the five themes based on the questions provided in [Appendix B](#), i.e., the main challenges, actions currently underway, and actions to be reinforced or implemented for each theme.
- Each group takes notes on the important points that emerge from their discussions, which can be shared in the whole group discussion at the end.
- Rotate the groups so that all groups have the opportunity to address a second topic. After the rotation, the group is invited to improve on the answers already proposed by the first group that focused on this topic, based on the notes taken by group #1. Allow another 15 minutes for this second topic.

Notes for facilitators: If you do not have much time, you can facilitate a large group discussion based on the questions provided for one or two topics at a time.

Whole group discussion instructions:

1. For each of the themes discussed (1 to 5), appoint a spokesperson (from the second group that discussed the theme) to give a brief summary of what was discussed in the group, emphasizing question #3, "actions to be reinforced or implemented." Groups that did not address this theme will be invited to add to it as needed.
 - a. Appoint someone to take notes on the new elements that will be presented during the whole group discussion.
2. Conduct an exercise to prioritize the actions that the centre's team would like to strengthen or implement.
 - a. Post the ideas for actions to be strengthened or implemented.
 - b. Each participant has a total of 3 to 5 pins (or other symbols or stickers) to distribute among the proposed actions to be strengthened or implemented according to their priorities (all topics combined).
3. Lead a brief discussion on the next steps to be taken regarding one or two actions that stand out as priorities for the centre's team.

Follow up on prioritized actions: Keep a record of the discussion and, if possible, follow up with administration, the psychosocial team, and the centre's team to ensure that the targeted priority actions are implemented and monitored.



WITH STUDENTS

Suggested questions and seven follow-up activities to facilitate discussion with students after watching the video

Choose the questions and/or activities that seem most relevant to the desired objective (e.g., raising awareness or mobilizing action) and the theme(s) to be addressed. Questions are highlighted in colour when an in-depth activity is suggested in connection with that question.

Notes for facilitators: This activity can take place during the same session as the viewing of the video or at another predetermined time. If the discussion takes place at a later time, select the questions and give them to the students in advance so that they can take the time to think about them before the session.

Positive mental health

- ☐ What does good mental health mean to you?
- ☐ **What do you do to feel better when you're not feeling great, or simply to take care of your mental health/well-being?**
(see the suggested activity [Strategies for taking care of ourselves](#))
 - **Notes for facilitators:** You can start by asking students to give a few examples from the video to start the discussion (e.g., playing sports, going for a walk in the woods, seeing friends, listening to music, etc.).
- ☐ Are there any measures that could be implemented or reinforced at the centre to promote your mental health/well-being?
 - Write down the suggestions and do a prioritization exercise with the students.
 - Review the students' suggestions with the administration and/or centre's team.

- ☐ Are there any behaviours you could change in your daily life to help improve your mental health/well-being?
- ☐ **What are your strengths that you can build on?**
(see the suggested activity *Rooted in our Strengths*)

Suggested activity:

Strategies for taking care of ourselves

Objective:

- ✓ Make the strategies identified by the students visible so that they can remember them and draw inspiration from them on a daily basis.

Required materials:

- Craft supplies (large cardboard, coloured pencils, magazines to cut up, glue, paint, etc.)

Instructions:

- Invite students to create a collective work of art using the materials listed above so that there will be a tangible reminder in the classroom or centre.

Time:
20–30 minutes

Suggested activity:

Rooted in our Strengths
from Mouvement santé mentale Québec
[Available online](#)

Objectives:

- ✓ Give young people an opportunity to acknowledge their strengths.
- ✓ Encourage the development of confidence and self-esteem.
- ✓ Celebrate and highlight the strengths of young people from various backgrounds.

Required materials:

- See page 2 of the [following document](#).

Time:

60 minutes for
the first part and
60 minutes for
the second part.

*Can be adapted
for a shorter,
simplified version.*

Welcome to AGE or VT

- ☐ Can you tell us about your experience when you arrived at the centre?
 - ◆ Who welcomed you? How?
 - ◆ What did you like?
 - ◆ What did you find most difficult?
- ☐ If you had to improve one aspect of the welcome and support you received when you arrived at the centre, what would it be?
- ☐ How can you contribute to welcoming new students as a student yourself?
- ☐ **What message would you like to convey to new students starting their journey in AGE or VT?**
(see the suggested activity [Messages to New Students](#))

Suggested activity:

Messages to New Students

Objective:

- ✓ Highlight the potential role of students in helping new students settle into the centre.

Required materials:

- A large piece of cardboard and coloured pencils

Instructions:

- Invite students to write their messages to new students on a collective piece of cardboard that can be displayed at the centre during the start of the next school year.

Time:
15-20 minutes

Stress management

- ☐ What are the signs that your stress levels are increasing? (see the suggested activity *What happens when I experience stress?*)
- ☐ Are there any stressors at the centre in your daily life? If so, what are they?
- ☐ In your daily life, are there things, places, or people that help you calm down when you feel stressed?
 - ◆ Are there places that help you relax? (see the suggested activity *Photovoice*)

Suggested activity:

What happens when I experience stress?

Time:
20 minutes

Objective:

- ✓ Help students recognize the signs that their stress levels are rising so that they can more easily implement strategies.

Required materials:

- A list of possible reactions to stress (see [Appendix C](#)) printed for each student or prepared in a presentation tool e.g., Wooclap or Mentimeter).

Instructions:

- Present the list of possible reactions to stress to the students and ask them to check the ones they experience during times of stress.
- If appropriate, invite students to discuss how they feel in stressful situations.

Suggested activity:

Photovoice

from the Centre RBC d'expertise universitaire en santé mentale

[Available online](#)

Time:

A simplified version is available for **20-30 minutes** over two separate sessions.

Objectives:

- ✓ Highlight the potential impact of physical spaces and layout on well-being.
- ✓ Have students share their favourite places in (or near) the centre where they can calm down, relax, or study.

Required materials:

- Each student must have their cell phone with them.

Instructions:

- Invite students to walk around the centre or its surroundings to take a photo with their cell phone of their favourite place (e.g. to relax, study, take their mind off things, etc.).
- Once they have taken their photos, invite students to email them to you. Make a digital collage of the students' photos to revisit as a group in a future session. During this subsequent session, using the visual aid of the digital collage of shared photos, invite students who wish to do so to talk about the symbolism of their favourite place and how it contributes to their well-being.

Work-life-school balance

- ☐ Do you work while studying? If so, how is that working out for you?

(see the suggested activity *The pie of my daily life*)

- ◆ Are there aspects of your personal or family life that take up a lot of your time?
 - ◆ In your opinion, what does the centre do to help you study and work at the same time?
- ☐ In your opinion, what could the centre do to help you study and work at the same time?
- ◆ Keep track of students' suggestions and follow up on them with administration and the centre's team.

Suggested activity:

The pie of my daily life

Objectives:

- ✓ Raise awareness of the time allocated to different areas of life.
- ✓ Highlight the challenges that some students may face in balancing their studies, work, and personal life.

Required materials:

- A piece of cardboard cut into a circle or a paper plate with a hole in the center (1 per student) to insert different colored pipe cleaners (5 per student) and coloured pencils. See the example in [Appendix D](#).

* Simplified version possible with only paper and pencil: see the template also in [Appendix D](#) (print one per student).

Time:
30 minutes

Instructions:

- Ask students to divide the circle into different sections using pipe cleaners to represent how they allocate their time during the week between studying, working, family (e.g., as a parent or caregiver), social life, and personal time (e.g., sports, reading).
- Based on these observations, ask students to reflect personally in writing or discuss in a large group using the following questions:
 - ♦ Are you satisfied with the amount of time you allocate to the different areas of your life?
 - ♦ Would you like to allocate more (or less) time to any area of your life? If so, which one?
What concrete steps could you take to achieve this?
 - ♦ Do you feel comfortable asserting your boundaries with your employer or other people in your life who have expectations of you?

Notes for facilitators: This activity can be repeated at different times during the school year to see if anything has changed in the student's life.

Motivation and school engagement

- ☐ What made you want to go to AGE or VT?
- ☐ What helps you feel or stay motivated in your studies?
- ☐ What hinders or could hinder your motivation to continue your studies?
- ☐ What kind of support would you need to help you stay motivated and committed to your studies?
- ☐ **What makes you proud of your journey and what you are currently doing?**
(see the suggested activity *My source of pride*)

Suggested activity:

My source of pride

Objective:

- ✓ Support the development of positive self-esteem in students by inviting them to share something they are proud of with their peers.

Required materials:

- Small pieces of paper (one per student) and a container (e.g., Mason jar or hat).

Instructions:

- Invite each student to write down something they are proud of in relation to their background on a small piece of paper without putting their name on it. Instruct them to crumple up their paper and place it in the container.
- Ask one student at a time to pick a piece of paper and try to guess who in the group this source of pride “belongs” to. Encourage other students to help if necessary.

Time:
20 minutes

Note for facilitators – Towards a more just society?

This note applies to all activities and discussions with students.

- Considering that a significant number of students live in precarious conditions³, here are some examples of best practices to focus on in discussions, when appropriate:
 - ♦ Legitimize students' life experiences;
 - ♦ Encourage students to nurture their aspirations;
 - ♦ Encourage students to protect themselves from injustices they may have suffered (e.g., discrimination in access to housing) by making them aware of possible remedies if necessary;
 - ♦ Encourage students to be aware of their biases when they make comments that stigmatize or harm people living with mental health issues or any other group of people (such as race, gender, gender identity and expression, disability, etc.).⁴

At the end of the discussion and/or chosen activities:

- Survey students to find out how they experienced the activity and how they feel psychologically. Here is a suggestion for this purpose:
 - ♦ Very short evaluation survey (on a digital platform such as Forms or on paper):
 - On a scale of 1 to 5 (1 being "did not like at all" and 5 being "liked a lot"):
 - How did you feel about today's activity?
 - How did you feel about the discussions?

What would you like to remember in a few months' time about the topics covered today during this activity?

- 3** Ministry of Education and Higher Education. (2019). Référentiel pour guider l'intervention en milieu défavorisé. Une école pour la réussite de tous [Reference framework to guide intervention in disadvantaged areas. A school for everyone's success]. Government of Quebec. https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/Referentiel-milieu-defavorise.pdf
- 4** Ministry of Education. (2024). Programme de formation de l'école québécoise. Enseignement secondaire. Programme Culture et citoyenneté québécoise [Quebec school training program. Secondary education. Quebec culture and citizenship program]. Government of Quebec. https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ-culture-citoyennete-quebecoise-Secondaire.pdf

SHARE YOUR EXPERIENCE AS A FACILITATOR

If you have facilitated a viewing and discussion activity based on the video clip at your AGE or VT centre (whether with centre staff or students), we invite you to complete this short evaluation survey. This will contribute to the ongoing improvement of this guide and/or similar future tools:

Link to the evaluation survey:

Feedback on an activity related to the video.

If you have designed an activity related to the video that is different from those suggested in this guide, please feel free to share it [using this Canva!](#)



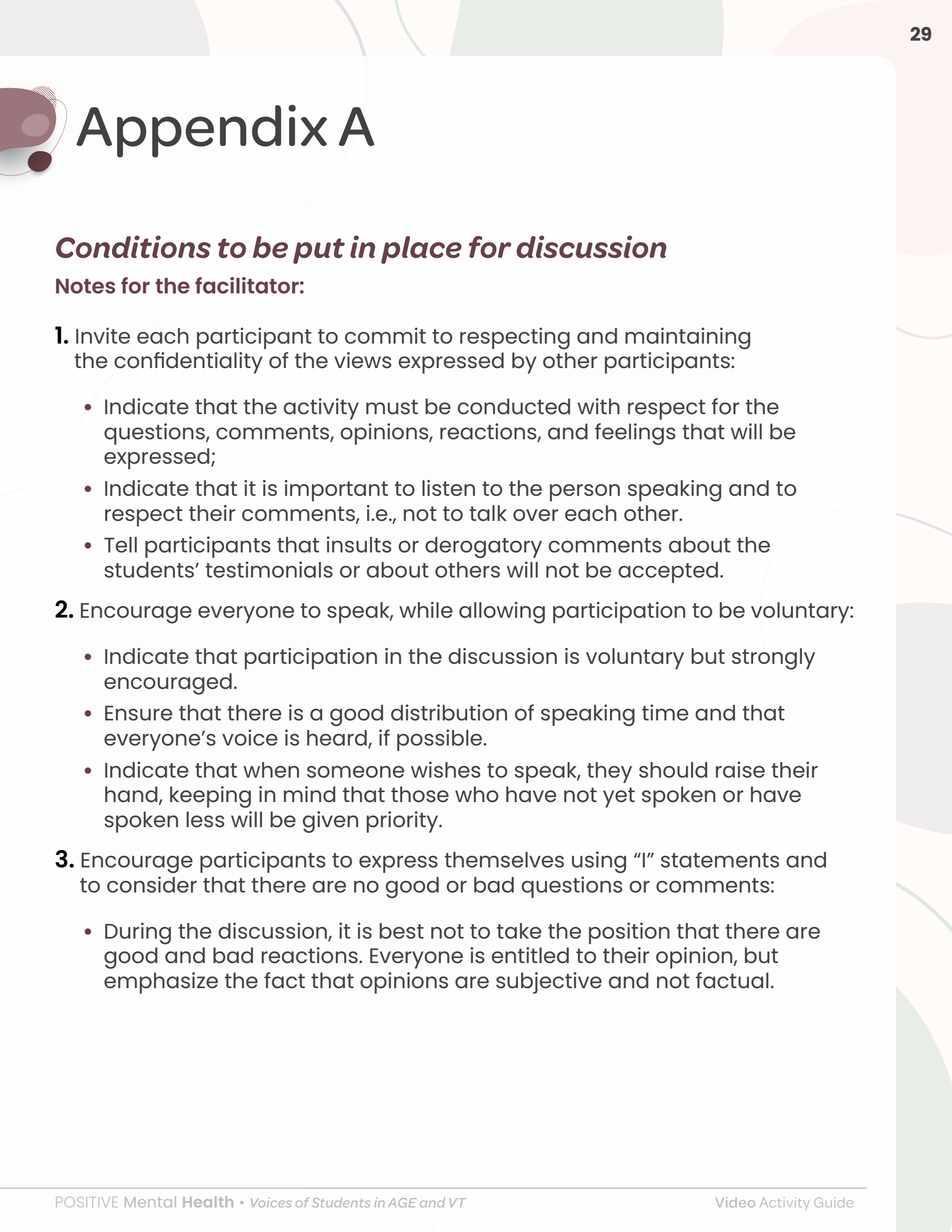
Thank you!



APPENDICES



- A. Conditions to be put in place for discussion
- B. Questions for facilitation with a centre's team
- C. List of possible reactions to stress
- D. Example and template for the activity
The pie of my daily life



Appendix A

Conditions to be put in place for discussion

Notes for the facilitator:

1. Invite each participant to commit to respecting and maintaining the confidentiality of the views expressed by other participants:
 - Indicate that the activity must be conducted with respect for the questions, comments, opinions, reactions, and feelings that will be expressed;
 - Indicate that it is important to listen to the person speaking and to respect their comments, i.e., not to talk over each other.
 - Tell participants that insults or derogatory comments about the students' testimonials or about others will not be accepted.
2. Encourage everyone to speak, while allowing participation to be voluntary:
 - Indicate that participation in the discussion is voluntary but strongly encouraged.
 - Ensure that there is a good distribution of speaking time and that everyone's voice is heard, if possible.
 - Indicate that when someone wishes to speak, they should raise their hand, keeping in mind that those who have not yet spoken or have spoken less will be given priority.
3. Encourage participants to express themselves using "I" statements and to consider that there are no good or bad questions or comments:
 - During the discussion, it is best not to take the position that there are good and bad reactions. Everyone is entitled to their opinion, but emphasize the fact that opinions are subjective and not factual.

4. Allow participants to withdraw from the discussion (leave the room) and call in a support person if someone leaves the class suddenly:
 - Tell participants that if any of them feel uncomfortable with the topics being discussed, it is important to find someone they trust to talk to about it. Do not leave them with unanswered concerns or questions. If it is a student, refer them to a school support person.
5. Actively engage participants in the activity based on their knowledge and experiences:
 - Use non-threatening questions: Ask questions focused on “how” and “what” rather than “why.”

** To learn more about facilitating an understanding, we invite you to consult these reference documents:*

- CommunAgir’s **“Outil pour une entente collective”**
[Tool for a Collective Understanding].
- Guide to **“Aborder des thèmes sensibles avec les élèves”**
[Addressing sensitive topics with students] from the Centre d’intervention pédagogique en contexte de diversité (CIPCD).



Appendix B

Questions for facilitation with a centre's team

Questions by theme for each subgroup as part of the activity ***Tools for contributing to student well-being and success.***

Group 1

Positive mental health

- What are the main challenges we face in relation to the mental health and well-being of our students?
- What are we already doing on a daily basis to contribute to the mental health and well-being of our students?
- What could be strengthened or implemented in our centre to promote the mental health and well-being of our students?

Group 2

Adapting to diverse needs and life experiences when welcoming new students

- What are the main challenges we face in adapting to the diversity of needs and life experiences when welcoming new students?
- What are we already doing on a daily basis to adapt to the diversity of needs and life experiences when welcoming new students?
- What could be strengthened or implemented in our centre to adapt to the diversity of needs and life experiences when welcoming new students?

Group 3

Promoting stress and anxiety management

- What are the main challenges we face in managing our students' stress and anxiety?
- What are we already doing on a daily basis to promote stress and anxiety management among our students?
- What could be strengthened or implemented in our centre to promote stress and anxiety management among our students?

Group 4

Facilitating the balance between work-life-school balance

- What are the main challenges we face in adapting to the work-life-school balance of our students?
- What are we already doing on a daily basis to facilitate the work-life-school balance of our students?
- What could be strengthened or implemented in our centre to facilitate the work-life-school balance of our students?

Group 5

Supporting motivation and school engagement

- What are the main challenges we face in supporting our students' motivation and school engagement?
- What are we already doing on a daily basis to support our students' motivation and school engagement?
- What could be strengthened or implemented in our centre to support our students' motivation and school engagement?

Appendix C

List of possible reactions to stress⁵

(related to the activity *What happens when I experience stress?*)

Physical reactions

- ☐ Difficulty sleeping
- ☐ Headaches
- ☐ Rapid breathing
- ☐ Stomachache
- ☐ Fatigue
- ☐ Muscle tension

Emotional reactions

- ☐ Sadness
- ☐ Fear/worry
- ☐ Irritability
- ☐ Anger
- ☐ Feeling overwhelmed or powerless
- ☐ Decreased self-confidence

Cognitive reactions

- ☐ Difficulty concentrating
- ☐ More frequent forgetfulness
- ☐ Difficulty making decisions
- ☐ Imagining that the worst will happen
- ☐ Negative view of things or tendency to dramatize
- ☐ Harsh judgment of oneself or others

Behavioural reactions

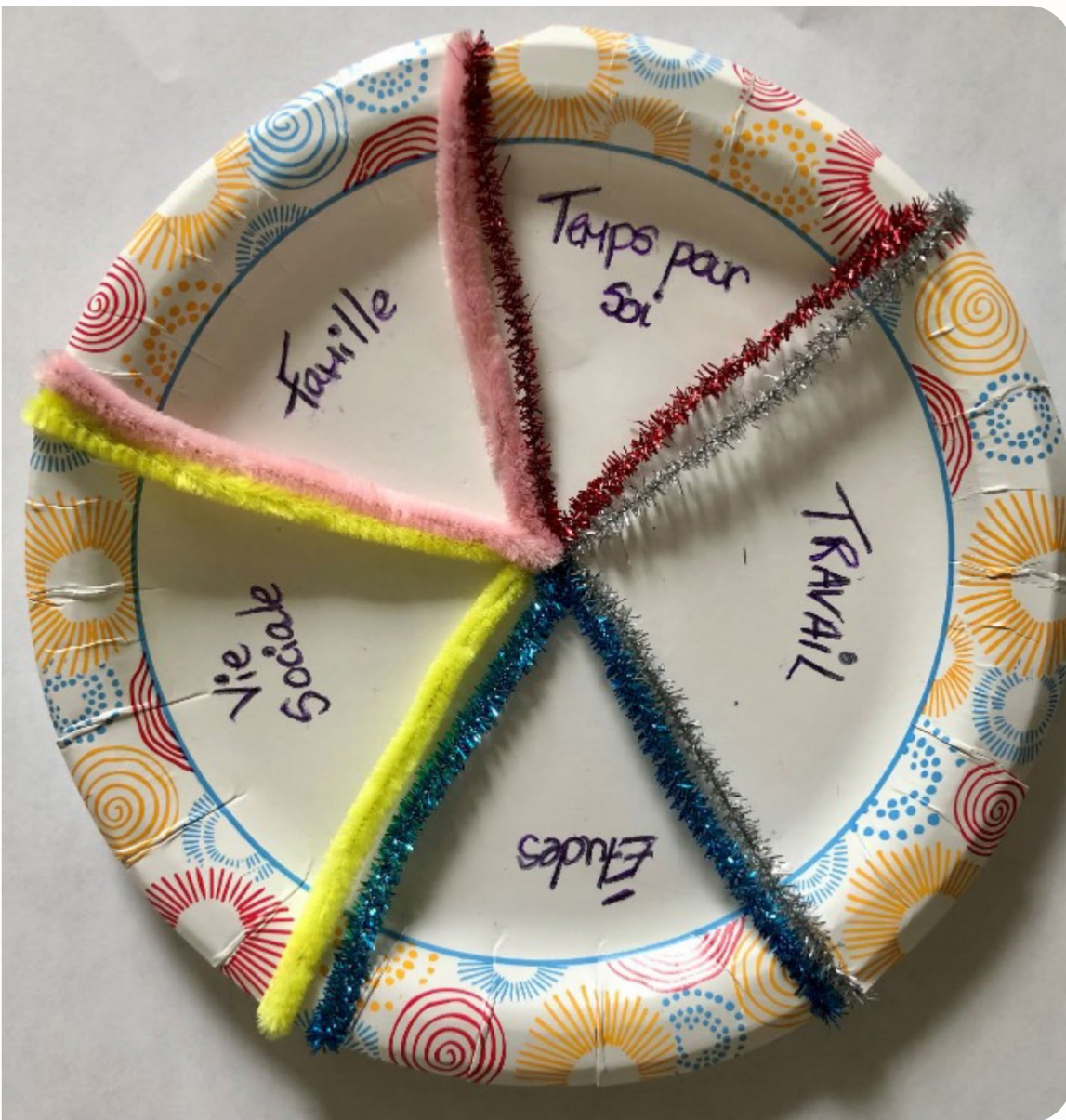
- ☐ Mood swings
- ☐ Aggressiveness
- ☐ Strict attitude
- ☐ Crying
- ☐ Isolation
- ☐ Procrastination
- ☐ Increased drug or alcohol use
- ☐ Absenteeism

⁵ This list is taken and adapted from the following training course: CHU de Québec and Laval University. *Devenir veilleur: prévention et premiers secours psychologiques* [formation en ligne] [Becoming a watcher: Prevention and psychological first aid [online training]]. CCSMTL Digital Learning Environment Platform. <https://fcp.rtss.qc.ca/ena-login/index.html>

Appendix D

Example and template for the activity
The pie of my daily life (on the next page)

Example of a version with a plate and pipe cleaners



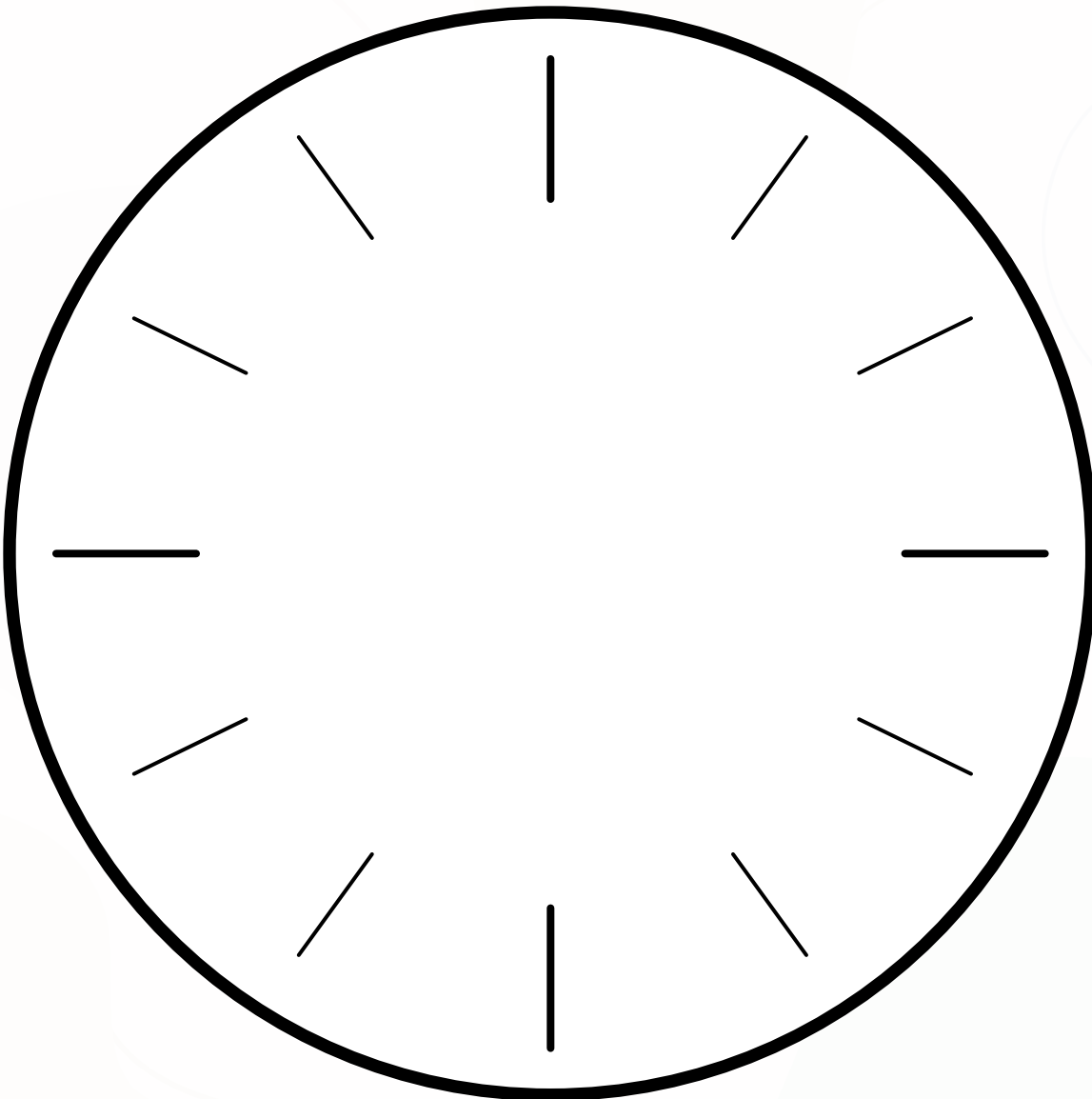
The pie of my daily life

Instructions:

Divide the circle according to the proportion of time you spend on average each week on your “studies,” your “work,” your “family,” your “social life,” and “me time.”

Name: _____

Date: _____



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POSITIVE Mental Health

Voices of Students *in AGE and VT*

Adult General Education - Vocational Training

