



VIRTUAL REALITY
TO HELP TEENS WITH SOCIAL
AND EMOTIONAL LEARNING

BOOKLET:
Preparation Document
for School Staff

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PRESENTATION OF THE PARTNERS

JASMIN ROY FOUNDATION



The primary mission of the Jasmin Roy Foundation is to fight bullying, violence and discrimination against elementary and secondary school children. Its goal is to promote caring environments for students by supporting and organizing various initiatives that provide more effective intervention with victims, aggressors and witnesses. The Jasmin Roy Foundation's team is committed to finding long-term solutions to the problems of violence and bullying in all walks of life; the Jasmin Roy Foundation's team also seeks to create caring and positive work environments by preventing harassment as well as elder abuse.

INSTITUT PACIFIQUE



Since 1976, the Institut Pacifique has been developing programs and services to prevent violence and psychosocial problems among youth in early childhood education, schools and communities. Over time, the conflict resolution expertise and reputation of the Institut Pacifique spread beyond the Montreal region and throughout Quebec, Canada and abroad. The Institut Pacifique promotes peaceful conduct on a daily basis in order to prevent these problems and build violence-free environments.

SHERBROOKE UNIVERSITY



A prestigious and modern institution, Sherbrooke University (SU) is one of the top-rated universities in Canada. Recognized for its human dimension and its innovative character, it is distinguished by its student-centred culture and various initiatives to promote everyone's success.

SU is also distinguished by its comprehensive programs at all three levels, covering a broad range of disciplines (nearly 400 degree programs). The University offers a diversified program that meets training needs, particularly at graduate levels (research programs, master's programs, continuing education, microprograms and customized training).

The high quality of the work carried out by its professors has enabled SU to acquire an excellent international reputation and to participate in major discoveries and innovations in various disciplines. Significant investment by public and private partners in recent years has also enabled it to modernize and develop new high-calibre research infrastructure.

It is a rewarding human and academic experience to study in SU's dynamic and stimulating environment.

PREPARATION DOCUMENT FOR SCHOOL STAFF

This booklet enables school staff to prepare and become familiar with the 360 Workshops activity in order to develop students' social and emotional learning* (SEL).

*See the booklet: *The 360 Workshops - Virtual Reality, Social and Emotional Learning and School*

DESCRIPTION OF *THE 360 WORKSHOPS*

PURPOSE:

To use virtual reality to foster empathy and consideration for others in conflict, violent and bullying situations in order to achieve meaningful, integrated and sustainable learning.

OBJECTIVES:

- To create a forum for discussion with students on social and emotional learning (SEL).
- To stimulate reflection and discussion on creating conditions that promote social and emotional learning (SEL) in schools;
- To promote the adoption of healthy emotional and social lifestyles among students;
- To document the effects and feasibility of the large-scale use of virtual reality technology with high school students.

METHODOLOGY :

The 360 Workshops activity consists of three virtual reality videos presented to students. Using the facilitators guide, an external facilitator, who is familiar with virtual reality technology and social and emotional learning (SEL), leads the video viewing and ensuing discussion on various skills related to the prevention of violence and bullying.

EDUCATION KIT FOR SCHOOL STAFF

The 360 Workshops: Virtual Reality to Help Teens with Social and Emotional Learning

- Booklet: Preparation Document for School Staff
- Booklet: Virtual Reality, Social and Emotional Learning and School
- Booklet: The Adult's Role
- Booklet: Practical Application to Everyday Life

Note: The technological equipment (VR glasses and computer equipment) for *The 360 Workshops* activity is provided by the facilitation team.

ROLES OF VARIOUS PROFESSIONALS INVOLVED:

| SCHOOL STAFF* | FACILITATORS |
|---|---|
| <ul style="list-style-type: none">• Carry out the preparatory work for the activity;• Conduct the preparatory workshop with students;• Help facilitate the activity;• Allow time and/or take opportunities to apply the concepts discussed during the activity (see the booklets <i>The 360 Workshops - The Adult's Role</i> and <i>The 360 Workshops - Practical Application to Everyday Life</i>). | <ul style="list-style-type: none">• Carry out the preparatory work for the activity (see page 5);• Take full charge during the activity;• Follow up with the school if necessary. |

* The school staff involved may differ depending on the organization of each institution: TES, psychoeducator, psychologist, responsible teacher, etc.

PREPARING THE 360 WORKSHOPS ACTIVITY

Note: Virtual reality is not recommended for the following people: pregnant women - children under 12 years old - individuals with epilepsy or photosensitivity - individuals with cardiac deficiency - claustrophobic individuals - individuals with balance problems and people with reduced mobility. It is therefore important to consider this warning when preparing *The 360 Workshops* activity, as it may exclude some students.

1. Parental consent:

- Print enough letters for parents (see Letter to Parents appendix);
- Give the letter to the parents of students participating in the activity;
- Collect reply stubs;
- Ensure that the parents' consent/non-consent is complied with for each student during the activity.

2. Theoretical preparation of school staff:

- Read the theoretical information in the booklets *The 360 Workshops - Virtual Reality, Social and Emotional Learning and School* and *The 360 Workshops - The Adult's Role*;
- Read the activity plan for the in-class preparatory workshop and contact the external facilitator if you have any questions.

3. Preparatory workshop:

- Allow time for discussion with students prior to the external activity in order to facilitate the preparatory workshop.

DESCRIPTION OF THE PREPARATORY WORKSHOP

PURPOSE: To prepare students for the virtual reality experience in order to optimize social and emotional learning (SEL) during *The 360 Workshops* activity.

OBJECTIVES:

- To demystify virtual reality technology;
- To briefly present *The 360 Workshops*;
- To present various instructions for *The 360 Workshops* activity;
- To answer students' questions and concerns.

DURATION: 15 minutes

TARGET AUDIENCE: High school students participating in *The 360 Workshops*.

FACILITATOR: School professional

FACILITATION PLAN FOR THE PREPARATORY WORKSHOP

1. INTRODUCTION :

- Tell students that you would like to discuss certain aspects with them before the external facilitators come to present The 360 Workshops activity.
- Point out that this will be an opportunity to prepare for this activity and that you will discuss the following aspects:
 - Virtual reality technology;*
 - Activity objectives;
 - Instructions for an optimal experience;
 - Various activity-related questions.

*See the booklet *The 360 Workshops - Virtual Reality, Social and Emotional Learning and School*

2. VIRTUAL REALITY TECHNOLOGY:

- Ask students the following questions:
 - Have you ever experienced virtual reality?
 - What do you think virtual reality is?
- Mention the following content if relevant:
 - The term virtual reality refers to a real-time computer-generated environment in which users can navigate, perceive, feel and interact in a manner that is similar to the real world.
 - During *The 360 Workshops* activity, the viewings will be school-based scenes that students will witness as if they were in a corner of the gym, library or lockers and as if the action took place in front of and right next to them.
- Then ask students the following questions:
 - If you have already experienced VR, did you enjoy it? How did you feel physically during the viewing?
- Mention the following content if relevant:
 - Some people may experience a feeling of invasion, nausea, uneasiness or mild discomfort when experimenting with virtual reality. However, most individuals are able to take full advantage of the experience without major discomfort.
- Point out the following content to students:
 - Unfortunately, virtual reality technology is not recommended for the following people: pregnant women - children under 12 years old - individuals with epilepsy or photosensitivity - individuals with cardiac deficiency - claustrophobic individuals - individuals with balance problems and people with reduced mobility.
- Ask students the following question:
 - What equipment is needed for a VR experience?
- Mention the following content if relevant:
 - VR glasses
 - Headphones
 - Bluetooth connection
- Give students the following instructions:
 - All students will have glasses and headphones but they will no longer see the real space around them. It is therefore advisable to silently sit at their desks to avoid accidents. However, it is highly likely that students will have the reflex to turn or back their heads, which is normal and permitted. There is no need to talk, since the videos are not interactive. However, it is normal to have the reflex to spontaneously blurt out a few words in response to the characters' questions. It is important to speak softly so as not to disturb other students nearby.

3. ACTIVITY PROCEDURE:

- Tell the students that you will provide them with some details about *The 360 Workshops* activity and its objectives.
- Point out to the students that a facilitator (please note that a second facilitator may be present to better manage the activity's technological aspects) from an external organization will lead and coordinate *The 360 Workshops*. Specify the facilitator's name and time of the activity, as well as the adults from the school who will be present.
- Explain that an external facilitator will come to the school to help them properly use the virtual reality technology and optimize learning.
- Mention that during *The 360 Workshops*, students will view three videos, which will then be reviewed in a large group in the form of questions and discussions.
- Explain to students that *The 360 Workshops* will allow them to view realistic scenes depicting social interaction among students of their age and that they will be asked their opinion about the students' and adults' behaviour in different scenes.
- Mention that the goal is not to find similarities with students or teachers at the school; the discussions must remain respectful.
- Point out that the scenes take place in schools and that they do not depict any criminal or extremely violent act (battle, physical violence, etc.).
- Tell students that the goal of *The 360 Workshops* activity is to inform them about various aspects of interpersonal relationships and emotional management.

CONCLUSION

- Return or collect the parental consent letters if applicable.
- Ask students if they have questions and answer them if applicable.
- Invite students to individually let you know if they have any questions or concerns about this experience.



PROCEDURE FOR *THE 360 WORKSHOPS* ACTIVITY




It is strongly recommended that school staff attend the in-class activity. School staff are also expected to supervise students. If necessary, they will be able to assist students during the experience. They may also become aware of potential opportunities to apply the concepts to students' daily lives after the activity or at a specific time. To promote better future communication with students, the adults will also be asked to draw on their emotional and interpersonal skills.*

*See the booklets *The 360 Workshops - Virtual Reality, Social and Emotional Learning and School* and *The 360 Workshops - The Adult's Role*.

The activity is divided into three parts: explanation; viewing of the videos; discussion and feedback on the experience. The following table outlines the concepts that can be discussed in connection with the different videos; these concepts are at the facilitator's discretion and may vary depending on the aspects brought up by the students.



CONCEPTS THAT MAY BE DISCUSSED IN CONNECTION WITH THE VIDEOS

| VIDEO TITLE | TOPICS COVERED |
|---|---|
|  The Little New Kid | <ul style="list-style-type: none">• Violence• Bullying• The importance of witnesses in bullying situations• Peer pressure• Openness to difference, inclusion• Empathy• Assertiveness |
|  Nerves on Edge in the Gym | <ul style="list-style-type: none">• Emotional self-control• Normality of anger• Signs that indicate we are angry• Allow others to control their emotions without judging• Inappropriate reactions• Respectful ways to calm down• Adult interventions• Civility |
|  Teamwork | <ul style="list-style-type: none">• Perceptions• Defensive reactions• Assertiveness• Considerate communication (identifying feelings, needs, values)• Empathy• Active listening• Search for solutions• Conflict resolution |

APPENDIX 1: Video Summary

THE LITTLE NEW KID Video

While Fred, a new kid at the school, is looking for some things in his locker, Charles, along with his friend Valère, start insulting his haircut. Fred tries to ignore them, while Léa and Juliette witness the scene while laughing. While Charles and Valère continue teasing Fred and the tension is rising, Léa and Juliette stop laughing and try to silence Charles. Philippe, another witness, supports Léa and Juliette. Juliette suddenly begins chatting with Fred, realizing that they both like the same band. While Charles tries to carry on with the discussion, Juliette and Léa offer to show Fred around the school. Valère and Charles, ignored by the girls, apologize to Fred and then go with them on the tour.



NERVES ON EDGE IN THE GYM Video

Part 1

During a soccer game in physical education class, Charles scores a goal. Philippe immediately vehemently accuses him of cheating. While Charles denies it, Philippe keeps shouting that he cheated. Valère tries to calm him, but Philippe continues insulting Charles. Charles fights back, so the teacher, Jean-Sébastien, tells Philippe that if he does not calm down, he will have to go to the principal. Philippe then knocks over a pile of balls while continually muttering his dissatisfaction. Jean-Sébastien then tells Philippe to go to the principal.

Part 2

During a soccer game in physical education class, Charles scores a goal. Philippe immediately vehemently accuses him of cheating. While Charles denies it, Philippe keeps shouting that he cheated. Valère tries to calm him, but Philippe continues insulting Charles. Charles fights back, so the teacher, Jean-Sébastien, asks the entire team to take a short break, and tells Philippe to go drink some water. Jean-Sébastien then tells the students that it is normal to feel frustrated and congratulates Philippe for going to drink some water to calm down. The game happily resumes.



TEAMWORK Video

Juliette, Léa, Philippe and Fred are doing a team project. Léa suddenly becomes impatient and says that she has to leave, without specifying the reason for her departure. Juliette and Fred are opposed and say that all the team members have to do their part. The tension is rising. Some insults and threats are exchanged and then Léa gets up to leave. Philippe then intervenes by asking everyone to calm down and asks Léa the real reason for her hasty departure. Léa is reluctant to tell the truth, but when she tells her peers, everyone is understanding and begins searching for solutions so that the team project can be carried out collaboratively.

APPENDIX 2: Information and Parental Consent Letter



_____ [date]

SUBJECT: Information letter and request for authorization concerning the activity *The 360 Workshops - Virtual Reality to Help Teens with Social and Emotional Learning*

Dear parents,

Our school has decided to provide some of its students with a virtual reality experience to foster their empathy in order to prevent and deal with bullying and violence.

Students will be invited to watch videos depicting various school scenes using 3D technology glasses that simulate a real-life environment. This new technology aims to **create a real-time computer-generated environment in which users can navigate, perceive, feel and interact with this environment as if they were in the real world.**

Various studies have shown that virtual immersion in different environments reduced the subjects' racism and prejudices while improving their empathy and altruism. That is why we believe this would be a valuable experience for some children in our school.

However, it must be noted that in some cases, virtual reality can cause some visual discomfort or disorientation. In addition, virtual reality is not recommended for the following people: pregnant women - children under 12 years old - individuals with epilepsy or photosensitivity - individuals with cardiac deficiency - claustrophobic individuals - individuals with balance problems and people with reduced mobility.¹

Developed by the Jasmin Roy Foundation in collaboration with the Institut Pacifique, this activity will be carried out by facilitators from the Institut Pacifique who have received training by professors/researchers from the Department of Psychology in the Faculty of Literature and Social Sciences at Sherbrooke University. The facilitators' role is to assist your child during *The 360 Workshops* experience in order to optimize its constructive impact, while ensuring the group's physiological and emotional stability. If you wish to receive more information, please feel free to contact the Institut Pacifique at (514) 598-1522.

Institut Pacifique www.institutpacifique.com

Jasmin Roy Foundation www.fondationjasminroy.com

With your authorization below, your child will be able to participate in *The 360 Workshops* activity

at the school _____, on _____,

during the class _____.

Thank you,

School Administration

PARENTAL CONSENT

I have read this letter and I authorize my child _____ (child's name) to participate in *The 360 Workshops* activity, which will take place at the school _____

Parent's signature: _____ Date: _____