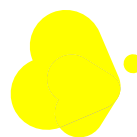




**VIRTUAL REALITY**  
TO HELP TEENS WITH SOCIAL  
AND EMOTIONAL LEARNING

BOOKLET:  
Practical Application  
to Everyday Life



**Jasmin Roy  
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FOUNDATION

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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.

# PRACTICAL APPLICATION TO EVERYDAY LIFE

The content of this booklet is intended for school staff who would like to apply certain concepts discussed during *The 360 Workshops* activity and depicted in the scenarios. It helps to guide adults in their support intervention aimed at developing social and emotional learning (SEL) and helps them apply the topics discussed to the activity.

## THIS BOOKLET INCLUDES:

- Suggested questions for reviewing activities;
- Tables that highlight the development of two skills per video;
- Examples of how to apply the skills to three everyday situations;
- Nine skill fact sheets that can be reinforced with students in the form of personalized support or “model” behaviour and attitudes

## PRACTICAL APPLICATION: POST-ACTIVITY REVIEW

To enhance learning and promote awareness, it may be helpful to briefly review *The 360 Workshops* activity with students. This post-activity review can be the spring board for other practical application activities.

- What do you remember from the virtual reality (VR) videos we watched?
- What positive and negative behaviours do you remember seeing?
- Since *The 360 Workshops* activity, have you observed some of these behaviours among your peers (without naming anyone)?
- Have you adopted some of these behaviours yourself?
- Although certain behaviours have quite negative consequences, why is it difficult to adopt only positive behaviours?
- Have you experienced situations similar to those in the videos since the activity? Can you describe these situations?

# PRACTICAL APPLICATION: SKILLS DEPICTED IN THE VIDEOS

Each video seen during *The 360 Workshops* activity may stimulate reflection and learning. To enhance students' understanding of certain concepts, the following table suggests some questions and skills that can be discussed with them.

## The Little New Kid Video

### SKILL: RESISTANCE TO THE NEGATIVE INFLUENCE OF PEERS\*

QUESTIONS	POSSIBLE ANSWERS
How come we tend to behave like our peers?	<ul style="list-style-type: none"><li>• Human beings tend to bond with people who are like them, both physically and in terms of common interests. Belonging to a group is also a basic need.</li><li>• It is easier and less challenging to associate with people who share our ideas, opinions, values or lifestyle (Charles and Valère seem to share the same sense of humour - Fred and Juliette like the same band).</li><li>• Being able to "shine" in front of others is an important issue, particularly during adolescence.</li></ul>
Is being influenced by others positive or negative? Why?	<ul style="list-style-type: none"><li>• Human beings are social, so it is impossible not to be influenced by others.</li><li>• Being influenced is neither positive nor negative in itself, but the influence may have positive or negative consequences. (Influencing friends to peacefully assert themselves may have positive consequences. Influencing friends to fight may have negative consequences).</li><li>• In violent or bullying situations, the assistance or inaction of witnesses may have negative impacts on the victim.</li></ul>
What are the strategies to resist the negative influence of peers?	<ul style="list-style-type: none"><li>• Have good self-awareness, as well as awareness of your needs and values.</li><li>• Act according to your own needs and beliefs.</li><li>• Listen to your internal signs (discomfort, embarrassment, feeling of injustice, etc.).</li><li>• Have a determined and confident tone.</li><li>• Surround yourself with people with whom you are comfortable expressing yourself or your viewpoint, even when it is different.</li><li>• Use humour.</li><li>• Ask others about their intentions and motives.</li><li>• Distance yourself from the individual or group.</li></ul>

## QUESTIONS

## POSSIBLE ANSWERS

What did you notice about the influence of peers in the video?

When Léa, Juliette and Philippe laugh, it encourages Charles and Valère to continue insulting Fred. However, when they ask them to stop, the insults stop.

Which behaviours are a negative influence?

- Laughing at an insult
- Adding insults like Valère does

Which behaviours are a positive influence?

- Not laughing
- Not encouraging
- Asking to stop
- Saying that it's not funny
- Apologizing

In your opinion, what is a positive leader?

Positive leaders are not always recognized as leaders from the outset. They are young people who help others without expecting anything in return. They adopt friendly and appreciated behaviour and exercise their leadership by example.

Being a positive leader means not only resisting the negative influence of peers, but also positively influencing your social environment.

## SKILL: POSITIVE ASSERTIVENESS\*

### QUESTIONS

### POSSIBLE ANSWERS

What do you think assertiveness means?

Assertiveness is an individual's ability to express what they want or what they don't want, what they feel or what they need. Some people also assert themselves by their actions/choices.

What are the obstacles that sometimes prevent us from asserting ourselves as a victim or witness of a violent or bullying situation?

There are various obstacles that prevent us from asserting ourselves. They depend not only on the situation, but also on each individual. There may be:

- fear of others' judgment or reaction;
- lack of self-confidence and/or mistrust of others;
- feeling of being incompetent;
- perception of previous failures;
- fear of reprisals that it may cause;
- impression that the situation is not worth it;
- lack of time;
- fear of losing the relationship;
- fear of "losing face."

## QUESTIONS

## POSSIBLE ANSWERS

How do you feel when you don't assert yourself?

- Incompetent
- Upset
- Isolated
- Not being true to yourself
- Disappointed
- Frustrated
- Anxious/stressed
- Misunderstood, overlooked
- Powerless

How can you overcome these obstacles?

- Ask for help;
- Seek allies;
- Choose your time;
- Practise;
- Visualize;
- Start by writing it down;
- Etc.

It is important to remember that each one of us is unique and that if we express an opinion, it is not necessarily against someone, but it is to be true to and consistent with our values. In addition, even if we cannot anticipate others' reactions, we can control how we speak to each other. By using communication focused on expressing our viewpoints, we reduce the risk that others will feel attacked and react inappropriately to what we say.

When someone does not share our ideas, we should not personally attack the other person; we should simply debate ideas. Not sharing the same viewpoint does not mean we are better than others.

What are the benefits of being appropriately assertive?

There are various benefits of considerate assertiveness, especially if maintained over the long term:

- increased self-confidence
- satisfaction of remaining true to our values
- give others an opportunity to get to know us better
- guide our reflection
- satisfy our needs
- etc.

Who has the courage to assert themselves in the video?  
What are the consequences?

In this scenario, Léa and Juliette have the courage to assert themselves and not only put an end to an unacceptable situation, but they also create a bond with a new person.

\*See the fact sheets *Resistance to Negative Peer Influence and Positive Assertiveness* on pages 16 and 17

# Nerves on Edge in the Gym Video

## SKILL: EMOTIONAL AND BEHAVIOURAL SELF-CONTROL \*

QUESTIONS	POSSIBLE ANSWERS
What do you think the term “emotional self-control” means?	Emotional self-control refers to the ability to use strategies to avoid being overwhelmed by an emotion and to express it in an appropriate way. It is also the ability to manage emotions and behaviours to effectively adapt to the environment.
What are the most difficult emotions for you to manage?	Students’ answers.
Do you think it’s okay to be angry, disappointed or exasperated?	All emotions are normal; they tell us about the needs or values that are being challenged. However, human beings do not all experience the same emotions in the same situations. All individuals are different, so it is normal to experience anger in a situation in which our friends, for example, do not experience the same anger as us.
Can a positive emotion have negative effects or be so intense that it prevents us from functioning?	Even positive emotions must be managed so as not to have negative impacts on our functioning. For example, being extremely enthusiastic and having difficulty sleeping or concentrating; being extremely happy that we won and making our opponents feel uncomfortable due to our joyful gloating.
How do you think we can realize that we’re experiencing an emotion?	There are physical signs that indicate that we are experiencing an emotion. These physical signs cannot be controlled and they vary from one emotion to the next and from one individual to next.
What are the physical signs that indicate that you are angry, for example?	<ul style="list-style-type: none"><li>• Frowning;</li><li>• Clenched fists;</li><li>• Red face or ears;</li><li>• Fast beating heart;</li><li>• Tense muscles;</li><li>• Etc.</li></ul>
What are your reactions when you’re angry? How do other people know that you’re experiencing anger?	Students’ answers
What immediately makes you angry?	Students’ answers



## QUESTIONS

## POSSIBLE ANSWERS

What can you do to calm down when this happens:

- In class?
- During sports?
- During breaks with our friends?

In class:

- Ask permission to go drink some water or take a break;
- Take big breaths;
- Draw;
- Ask for support;
- Say briefly how you feel if you can;
- Etc.

During sports:

- Ask permission to go drink some water or take a break;
- Take big breaths;
- "Talk to yourself" and rationalize the situation;
- Leave the field if possible;
- Etc.

During breaks with our friends:

- Take big breaths;
- Walk away;
- Go listen to some music;
- Etc.

What can happen if we don't take the time to calm down before expressing our emotions?

- You may say things you don't really mean;
- You may commit acts of violence against yourself or others;
- You may hurt others or lose friends;
- You may experience consequences, for example, being kicked out of a party;
- Etc.

What can be done if we were not able to calm down before expressing ourselves?

- Reflect on and explain what happened to us with the individuals concerned;
- Learn what "pushes our buttons";
- Think about other ways to act next time.

How long does it take to manage an emotion or behaviour?

The time varies from one person to the next. Some people have the ability to quickly calm down and to appropriately express themselves within just a few minutes after experiencing an intense emotion. Some people need a few hours or a few days. This is normal and it is best to respect everyone's pace.

How can we react to someone who is experiencing anger?

- Check our perception;
- Let them have the space or time they need, if necessary, and if the situation allows;
- Identify our understanding;
- If necessary, calmly point out that certain reactions are unacceptable while demonstrating that you understand the other person's emotion;
- Suggest ways to calm down, without asking the person to calm down directly;
- Etc.

## QUESTIONS

## POSSIBLE ANSWERS

How can we appropriately express our emotions?

By using a way to calm down and trying to identify the cause of our emotion, it is then possible to express ourselves by emphasizing what we are experiencing and our emotion, without accusing the other person and clearly indicating our needs related to this emotion.

In the video, who has trouble managing their emotions and behaviour?

Philippe and Jean-Sébastien.

What's different in the second part of the video?  
How does the situation conclude ?

- Jean-Sébastien quickly intervenes before the tension rises and he no longer threatens Philippe with a consequence. On the contrary, he encourages him to use a way to manage his emotion.
- Philippe distances himself from the group to calm down his emotion.
- Jean-Sébastien tells the group that he, too, as an adult, sometimes experiences anger. That way, it normalizes this feeling while mentioning that it is important to choose our preferred way to calm down.
- These different behaviours help prevent the situation from getting out of control. At the end of the video, Philippe is about to knock over a pile of balls, but he controls himself at the last minute.

## SKILL: CIVILITY\*

### QUESTIONS

### POSSIBLE ANSWERS

What does the word "incivility" mean to you?

Incivility can be defined as a lack of courtesy, politeness or respect for others, often caused by a lack of knowledge or rejection of society's rules of etiquette.

How can incivility affect students and the overall school climate?

- Stress;
- Frustration;
- Lack of trust;
- Lack of motivation;
- Decreased efficiency and academic performance;
- Waste of time;
- Deterioration of relations;
- Etc.

What acts of incivility did you observe in the video?

- Yelling;
- Insulting (calling someone a cheater, douchebag);
- Knocking over the shelf;
- Slamming the door.

\*See the fact sheets *Civility and Emotional and Behavioural Self-Control* on pages 20 to 23

# Teamwork Video

## SKILL: CHECKING PERCEPTIONS\*

QUESTIONS	POSSIBLE ANSWERS
How do you define the word "perception"?	An individual's perception is the way in which they see and interpret reality.
What factors influence our perceptions?	<ul style="list-style-type: none"><li>• values;</li><li>• education;</li><li>• positive and negative life experiences;</li><li>• current mood;</li><li>• culture of origin;</li><li>• prejudices;</li><li>• etc.</li></ul>
Why should we check our perceptions? How can we do this?	<p>In our daily interactions, it is normal to have misunderstandings, since we are all different. Checking our perceptions helps to avoid misunderstandings, unpleasant emotions and negative reactions to a situation. It also avoids judging the other person or situation.</p> <p>You can check your perceptions by asking questions or simply by clearly stating what you understand about the other person's words or situation and asking the other person if they see things the same as we do.</p> <p><i>(When Philippe asks Léa for the true reasons for her departure and she answers honestly, it prevents the team members from thinking that Léa is lazy or that she does not want to participate, etc. Léa is also happy to tell the truth and not be judged.)</i></p>
What are the risks of not checking our perceptions?	<ul style="list-style-type: none"><li>• Not seeing the other person's reality;</li><li>• Crystallizing a mistaken perception of the other person or situation;</li><li>• The emergence or escalation of conflict;</li><li>• Inappropriate behaviour;</li><li>• Not finding a suitable solution to the situation;</li><li>• Hurting others unintentionally;</li><li>• Not being understood or not understanding each other.</li></ul> <p><i>(Léa is convinced that the others will make fun of her if she says that her boyfriend is waiting for her and that she has not seen him in a week. She does not check her perception and lies, which leads others to judge her and misunderstand the situation.)</i></p>

## SKILL: POSITIVE CONFLICT RESOLUTION \*

### QUESTIONS

### POSSIBLE ANSWERS

Why do you think it's normal to have conflicts with our friends, peers and authority figures?

Experiencing conflict is normal since each individual has their opinions, way of seeing things, interests, etc. Our interactions are often affected by these differences and cause misunderstandings, conflicts, etc.

To effectively and sustainably resolve a conflict, what should we do before attempting to find a solution to the conflict?

It is best to take a break to manage our emotions and then calmly discuss our experience, feelings and needs. This will allow us to find a practical solution, recognizing everyone's responsibility. In addition, the solution found and chosen will better match the needs and interests at stake in the situation; the solution will thus be more satisfactory and sustainable for everyone involved.

*(In the video, Philippe suggested that everyone should calm down and encouraged Léa to honestly express herself. At that point, the characters seek a solution and have constructive dialogue.)*

What attitudes can lead to inappropriate and ineffective conflict resolution?

- Accusing the other person;
- Defending your viewpoint without listening to the other person;
- Believing that the other person is the only source of the problem;
- Strongly and uncontrollably expressing your emotions;
- Believing that there is only one possible solution.

What attitudes and skills can promote appropriate and effective conflict resolution?

- Openness and attentive listening;
- Ability and willingness to calmly identify your feelings and what is really important to you;
- Empathy;
- Allowing yourself time to calm down when you are overwhelmed by emotion and being tolerant of this need in others;
- Assuming responsibility for the situation;
- Creativity;
- Considerate communication.

What are the criteria for a solution to be effective over the long term?

- The solution must be realistic;
- The solution must be found in pairs or teams;
- The solution must be fair;
- The solution must be non-violent and peaceful;
- The solution must be specific.

What can we do if we witness a conflict?

- Make a link with the influence of peers:
- Do not try to influence either person;
  - Encourage the individuals to withdraw to a quiet place, to speak clearly, honestly, respectfully and calmly;
  - Encourage the individuals to take the time to resolve their conflict.

\*See the fact sheets *Positive Conflict Resolution* on pages 14 and 15 and *Checking Perceptions* on pages 24 and 25

# PRACTICAL APPLICATION: EVERYDAY SITUATIONS

The following three examples from everyday situations may provide opportunities to apply social and emotional learning\* (SEL) with students. We suggest some examples of dialogue and attitudes that promote students' SEL.

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

## **A student is very angry because he received a bad grade: he tears up his exam copy.**

Is it your grade that angers you so much? Would you like to take a short break and go drink some water to relax a bit? I'd like to talk with you about it, but when you're ready, okay?

The other day, I really didn't like a text I wrote ... I admit that I had to take three big breaths; otherwise, I would have smashed my computer...

How did you feel just now when you saw your copy? I saw you turn red... I think you were pretty angry. Am I wrong? Or disappointed?

What could you have done to calm down a bit and avoid tearing up your copy?

What bothers you the most about your grade? Are you worried about passing your course? Is it because you studied a lot?

The next time you get angry like that in class, what can you do to avoid doing something like tearing up your copy?

**Two students are insulting each other about their participation in a team project.  
One accuses the other person of being lazy, while the other person compares him to an army general.**

You know, it's normal to not always agree on how to work as a team, because there are many equally valid ways of doing things. You don't have to insult each other either. I encourage you to calmly discuss your way of seeing things. But before speaking, perhaps you could take a break to change your outlook on things?

How are you feeling now about teamwork? How can you tell him that you are anxious and angry?

What is most important to you about the work? Could it be very important to you but not necessarily so important to him?

How do you think he sees things? Could you ask him how he sees it?

I think it's important that you tell him how you feel and how you see things... Unfortunately, it seems obvious to you, but it's normal that it's not so obvious to him.

How would you like things to happen? Is it realistic?

What could be the possible and realistic solutions to make both of you feel better before continuing to work together?

What attitudes and behaviours would enable you to work better as a team in the future? I'm sure that if everyone takes the time to listen to each other, shares their ideas while being open to others and tries to find solutions that will please all team members, you will enjoy working together! Everyone has their strengths, so believing that everyone can contribute to the work avoids unhealthy competition and gives free rein to creativity!

.....

**A student who was involved in an extracurricular activity decided to attend, despite insistent requests from a group to have dinner with them.**

How did you feel when you had to choose between the activity and the group? I thought you looked torn... Am I wrong?

What made you feel torn? What was important to you or what did you enjoy about participating in the extracurricular activity? And what about joining the group?

I have the impression that it wasn't easy to tell the group that you wouldn't join them. Am I wrong?

What do you think would have happened if you had gone with the group?

I think it's important that you make your own choices based on your own values, depending on what's important to you. I congratulate you for having asserted yourself and for having acted according to your own convictions. It's not always easy, but you have the power to decide what you want. When I was in high school, others thought it was strange to want to become a teacher, but that's what I wanted to do and I'm very happy today!

# PRACTICAL APPLICATION: FACT SHEETS

The following fact sheets describe certain skills related to social and emotional learning\* (SEL). They provide a good understanding of the issues for each skill and highlight their importance in preventing violence and building healthy interpersonal relationships. They also suggest courses of action to provide a role model for students, in addition to helping them develop their skills.

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

## Fact Sheet: POSITIVE CONFLICT RESOLUTION

(Skill related to the component *Responsible Decision-Making in Social and Emotional Learning* (SEL))

### WHAT IS IT?

Conflict is defined as “an opposition of ideas, tastes, interests, values or needs. Its distinctive characteristic is the fact that one or both individuals feel bullied by the attitudes or behaviour of the other person or try to gain the upper hand” (1). Conflict should not be confused with a simple difference of opinion.

Conflict resolution, especially positive conflict resolution, is when two people take the time to listen to each other and properly communicate their perceptions of the situation, their feelings and their needs so that the relationship develops in a satisfactory direction for both parties.

To help students with their approach, they can easily be taught a four-step conflict resolution method (2):

- **Calm down:** It is important to calm our emotions before beginning a discussion or trying to resolve conflict. To do so, it is best to help students with conflict so that they can find a way to manage their emotions that is appropriate for them. It is also important to respect everyone’s pace of managing their emotions and behaviour;
- **Communicate:** After calming down, it is important for everyone to share their perception of the situation, their feelings and needs, but also to listen to each other. It is important to use “I” and not blame the other person or hurt their feelings;
- **Seek solutions:** After everyone has spoken and has been heard, there is a phase to explore solutions. It is important not to influence or hinder the students’ imagination at this stage, as we may be surprised by the solutions they come up with.
- **Choose the best solution(s):** This final step ensures that the best solution is chosen, that is, a solution that will satisfy both students and that will be realistic and fair for everyone.

## IMPORTANCE OF THE SKILL

Interpersonal conflict is a part of life, regardless of our age. We are all different and therefore we do not necessarily share the same values and opinions. These differences in viewpoints can lead to conflicts which, although normal, must be properly managed through peaceful and positive conflict resolution.

Through preventive action and positive conflict management, we can prevent certain violent or bullying situations and prevent a misunderstanding from escalating into a real crisis.

To do so, the development of social and emotional learning (SEL) is essential. It enables students to appropriately and respectfully resolve conflict. In addition, SEL will be a valuable tool for the rest of their lives. The more positive a student's experience of conflict resolution is, the more he or she will no longer perceive conflict as something to be avoided (due to violent or unpleasant words or actions), but rather as an opportunity for change and betterment.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Recognize that it is normal to experience conflict** by facing the difficulties that some students may encounter while emphasizing the importance of their positive resolution;

**Help students who constantly seem to be in denial or fleeing from conflict to move towards a positive resolution of their conflict** by making them see the advantages of such an approach:

- Express their experiences and feelings about a situation;
- Be heard with regards to their expectations and needs;
- Seek a win/win solution;
- Build confidence in their ability to resolve conflict;
- Etc.

**Provide support to students through the 4 stages of conflict resolution by:**

- helping them on a more sustained basis with the steps with which they have the most difficulty;
- following up with students who have practised positive conflict resolution.
- **Encourage your students to identify one or more ways to manage their emotions** by ensuring that they are respectful of everyone, others and the environment.

### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Be convinced that learning positive conflict resolution is an essential skill to pass on to students** by allowing time to provide your students with proper support for this process;

**Demonstrate positive communication when you are dissatisfied with your students' behaviour** by taking the time to identify your feelings and needs in the situation;

**Avoid misunderstandings or the escalation of potential conflict** by identifying your perceptions and feelings about a situation caused by your students and making sure you are heard and understood by them;

**Be open in your interaction with your students** by being willing to receive and hear your students' dissatisfaction, as long as it is done with mutual respect;

**Apologize** for and admit your mistakes;

**Accept the apologies** of students and colleagues;

**Apply the four stages of conflict resolution** to a dispute with or in the presence of students.





# Fact Sheet:

## RESISTANCE TO THE NEGATIVE INFLUENCE OF PEERS

(Skill related to the component *Responsible Decision-Making in Social and Emotional Learning (SEL)*)

### WHAT IS IT?

The need for belonging is a basic psychological need in all human beings. This need for integration and socialization, whereby we attach great importance to others, develops as early as age 8 and only increases with age. This means that during pre-adolescence and adolescence, the influence of peers is particularly noticeable.

Influence is a normal phenomenon that we feel throughout our lives. Several sources may influence us: parents, family, advertisements, friends, etc. During adolescence, the influence of peers predominates, since it is the time when students detach from their parents and bond more with their friends.

However, sometimes a group's influence becomes excessive and eventually imposes unfair standards on certain individuals or group of individuals. Students then have to take a stand: either associate themselves with the strength of the group, while being uncomfortable with the group's behaviour, or dissociate themselves from the group in order to respect their own values of justice and equality.

Developing positive leadership not only helps to resist the negative influence of peers, but through considerate and natural behaviour aimed at providing help and support, it also positively influences our social environment.

### IMPORTANCE OF THE SKILL

In general, the creation of peer groups has many positive effects for students. In addition to positive friendships, students learn to develop their own judgment, defend their values and meet their needs, while being able to know when to give in and when to stand firm in their convictions.

In most cases, students are quite capable of differentiating between appropriate and inappropriate behaviour and are therefore capable of embracing positive values. However, when the group's influence is particularly strong or when a student's self-esteem is undermined, it can be a real challenge to have the courage to stand up to a group.

The group effect therefore plays a very important role in adolescent relationships. When peer influence becomes negative, it can lead to rejection, ignorance, violence or bullying of certain individuals or groups of individuals. This behaviour significantly affects the students' well-being and the school climate. It is therefore necessary to take a stand regarding such situations.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Encourage students to make their own choices** in situations where a student's position is different from others;

**Encourage the expression of individual opinions** by congratulating students who express a different opinion compared to the rest of the group;

**Encourage respect for difference** by asking students to respect everyone's choice without trying to influence them;

**Promote healthy influence** by congratulating students who have avoided negatively influencing a student or an incident;

**Help and encourage students to identify and respect values that are important to them;**

**Encourage the development of positive leadership** in students by highlighting positive actions they undertake.

### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Promote openness in your class** by allowing room for differences of opinion, highlighting them and expressing your own;

**Promote diversity** by discussing your own differences in comparison to the groups to which you belong;

**Raise students' awareness about the consequences of negative influence** by sharing your own experiences;

**Encourage a genuine class spirit** by deciding the composition of teams during certain group work in order to break up cliques;

**Create forums for discussion and reflection** during which you and the students have the opportunity to reflect on your identity, values, tastes, interests, etc.

# Fact Sheet: POSITIVE ASSERTIVENESS

(Skill related to the component *Relationship Skills in Social and Emotional Learning* (SEL))

## WHAT IS IT?

Assertiveness is an individual's ability to express what they want or what they don't want, what they feel or what they need. It is also their ability to have the courage to assert their opinions.

This skill is acquired over the lifetime of each individual and mainly develops through contact with others. Thus, through their relations with their peers, students become aware of their feelings, needs and interests and learn to assert them.

Positive assertiveness means being able to express oneself politely while respecting others, being clear, convinced and convincing. To do so, it is essential that students become aware of the importance of appropriately asserting themselves and develop positive communication strategies: Using "I" to avoid accusing others – Finding the right time – Choosing the right words – Being clear with their needs and feelings about the situation – etc.

## IMPORTANCE OF THE SKILL

Whether it is an unsatisfied need, a feeling or a perception of a situation, we all have to assert ourselves on a daily basis. Although it is normal to assert oneself, assertion that is not considerate can lead to many negative consequences for students who have awkwardly expressed their opinions. This can range from a simple misunderstanding to a broken relationship. In addition, students who rarely or never assert themselves, or who are laughed at when they speak, may end up having a great deal of frustration with their relationships with their peers or may even have real difficulty connecting with others.

The expression of positive assertiveness strengthens the autonomy of students, who feel in control over their lives, while having self-respect, as well as respect for others. Moreover, this is one of the key factors for preventing violent and bullying situations. Students who express their opinions, feelings or needs are generally students who are familiar with each other and therefore know how to identify when their boundaries have not been respected or when inappropriate behaviour has been inflicted on them.

However, the ability to appropriately assert oneself is often riddled with minor and major challenges such as lack of self-confidence, fear of others' reactions, the impression that the situation is not worth the trouble, fear of negative impacts on oneself or on friendships, etc. Although real for the individual who fears them, these challenges are short-term disadvantages. On the other hand, assertiveness has many long-lasting benefits, such as the pride of having said what we think, the feeling of being true to our beliefs and values, better self-esteem, etc.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Encourage the expression of opinions** by encouraging students to share their opinions on subjects they like or for which you are familiar with their skills;

**Help students to set boundaries in a situation** by encouraging them to identify what is bothering them, what they feel and what they need to change in the situation;

**Provide assistance to students with their positive assertiveness** by helping them prepare for a meeting that requires them to take a stand on a situation that is important to them and by monitoring their approach;

**Encourage efforts to be assertive**, even when they are subtle or non-verbal;

**Congratulate students who demonstrate respectful and constructive communication** when sharing opinions on a given subject and promote respectful arguments;

**Encourage each student's positive assertiveness** by highlighting their uniqueness and own value;

**Recognize assertiveness challenges** by respecting students' fears;

**Encourage respect for differences** by creating forums for dialogue and discussion highlighting the diversity of values (cultural, religious, political, social or other) and emphasizing the wealth of these differences.

### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Assert yourself in a respectful manner** by identifying your dissatisfaction with the behaviour of your students and by being receptive to constructive dialogue to improve the classroom climate;

**Promote the benefits of positive assertiveness** by sharing an experience that you personally had and that had a positive outcome;

**Use positive and respectful language** when interacting with students;

**Present your viewpoints and opinions** while paying attention to the tone of your voice and the choice of your words.



# Fact Sheet: BEHAVIOURAL AND EMOTIONAL SELF-CONTROL

(Skill related to the component *Behavioural and Emotional Self-Control in Social and Emotional Learning* (SEL))

## WHAT IS IT?

Emotional self-control refers to the ability to influence the emotions we experience, when we experience them, how we feel them and how we express them. Appropriately controlling our emotions not only refers to the appropriate expression of these emotions, but also to the link between incidents and our emotions. Emotional self-control also refers to the ability to become aware of our perceptions of an incident in order to realize that we have the power to influence the emotion we are experiencing. Recognizing that emotions are not only influenced by the environment greatly contributes to a better understanding, acceptance and appropriate expression of them. Among other things, appropriate emotional self-control includes the ability to recognize our emotions, to recognize the influence of our perceptions on our emotions, to realize the power we have over our emotions, as well as the ability to express them in a healthy and appropriate way for ourselves and others. To appropriately express a strong and intense emotion such as anger, disappointment or sadness, it is essential to determine what we feel, and then choose an appropriate way to calm down and reflect on the true cause of our emotion and, lastly, to express it to others (Institut Pacifique, 2002). A caring environment also allows everyone to withdraw in order to manage a strong emotion. Appropriate emotional self-control therefore involves various successive stages (realizing that we are experiencing an emotion; taking time to calm down; finding the cause of the emotion; identifying positive solutions; and our needs to be fulfilled in order to respond to this emotion and express it in a respectful manner), which ensure a clear and precise expression of these emotions, even if they are intense.

## IMPORTANCE OF THE SKILL

Emotions enable us to learn about ourselves, to determine our needs and causes related to these emotions and to communicate who we are to others. It is therefore normal for interpersonal relationships to elicit many emotions on a daily basis, the expression of which in turn affects communication and relationships with peers. Improper emotional self-control can lead to an explosive expression of these emotions or, conversely, to inhibition or excessive control; it can also lead to the exclusion, rejection and isolation of students. It may be difficult for students to make themselves understood by their peers, to grasp their messages or simply to communicate and connect with them. Since being understood, having relationships and appropriately expressing oneself are legitimate needs of every human being, students may try to meet these needs using various strategies that are sometimes inappropriate. Violence and bullying are unacceptable emotional and relationship problems, often resulting from ineffective emotional self-control. To prevent violence and bullying, we need to implement social and emotional educational solutions.

It is therefore essential for students who want to have relationships with their peers in a healthy and harmonious way to develop skills and strategies to manage their emotions, which will enable them to more respectfully and accurately express their emotions.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Recognize the normality of emotions** while emphasizing the importance of appropriately and respectfully expressing them for everyone, and underlining that emotion is not a personality trait, but a transient state;

**Identify the emotions you witness** by reflecting on the non-verbal language you perceive;

**Help students identify the emotion they experience** by reflecting on their own perception of what they are experiencing and the physical signs you observe, by suggesting or rephrasing an awkwardly expressed emotion;

**Encourage the expression of emotions experienced by students** by welcoming them in a caring manner;

**Encourage students to identify the real cause of their emotions** by drawing their attention to the influence of their perceptions and the environment;

**Help students to get to know themselves better** by helping them identify ways to calm down that are appropriate and that suit them;

**Allow students to use ways to calm down** by providing the space and time necessary for the context;

**Support students who would like to express emotions to their peers** by helping them prepare what to say and how to express themselves;

**Create forums for discussion** by highlighting differences in perceptions of the same situation and the influence it has on emotions.

### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Manage your emotions** by using practical, effective and respectful means to calm your emotions;

**Identify the cause of your emotions** by becoming aware of the influence of your perceptions and the context in which they occur;

**Recognize and identify your own emotions with students** by using appropriate communication.

# Fact Sheet: CIVILITY

(Skill related to the component *Social Awareness in Social and Emotional Learning (SEL)*)

## WHAT IS IT?

Civility or good manners refers to the adherence of individuals to a set of rules of community life such as respect for others, politeness and courtesy. It is reflected in the adoption of respectful attitudes and behaviours (e.g. being polite, courteous, patient, waiting one's turn) and consideration for others. This promotes harmonious relationships and the peaceful sharing of common spaces.

By contrast, incivility or rudeness, a term used mostly in everyday language, can be defined as a lack of courtesy, politeness or respect for others, often caused by a lack of knowledge or rejection of society's rules of etiquette. It refers to minor acts of violence that disrupt the rules of communal life in public places or threaten social cohesion and security.

Incivilities may be directed at someone (e.g. not greeting someone who says hello). They may also include impulsive and spontaneous reactions that are not necessarily directed at a particular person but may nevertheless hinder the proper functioning of a group or be interpreted by a teacher as signs of disinterest (e.g. yawning, listening to music in class).

Incivilities may be passive (looking elsewhere when someone is talking to us, eating during class, looking at their cell phone) or active (interrupting the teacher or intervening without asking the teacher's permission to speak, laughing, getting up without permission, arriving late without apologizing).

## IMPORTANCE OF THE TOPIC

Nowadays, incivilities are too often trivialized. However, whether or not they are intentional, it is important to realize that they may have a negative impact on the individuals targeted as well as on the overall school climate.

Recurring incivilities may lead to a feeling of disrespect or lack of security, lead to conflict or pose a burden on the school climate.

It is therefore important for civil behaviour to be taught at school as well as practised by adults. The learning of rules, norms and limits creates an environment conducive to the development of positive and peaceful interpersonal relationships.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Help students adopt civil behaviour** by providing a more appropriate way of expressing themselves when they use disrespectful language or when their attitudes negatively affect the classroom climate;

**Encourage students to verbally express their emotions and opinions in a respectful and responsible manner** in order to limit the negative impacts on others and the overall climate;

**Promote your students' civil behaviour** by:

- highlighting the good deeds of students who are respectful in their interactions with others;
- thanking students who demonstrate civil behaviour (greeting you, helping another student pick up the pages they just dropped, etc.), whether in a class or public place at school.

**Involve students in a discussion** about civil behaviour to be adopted in various school contexts.

### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Set an example of expected civil behaviour at school** by:

- being attentive to your verbal and non-verbal language when you are in the students' presence;
- taking time to greet your colleagues and students every day.

**Clarify applicable standards in your classroom** by clearly stating your expectations and guidelines for acceptable behaviour and language;

**Ensure consistency and solidarity in your intervention** with students by cooperating with your colleagues.



# Fact Sheet: CHECKING PERCEPTIONS

(Skill related to the component *Self-Awareness in Social and Emotional Learning* (SEL))

## WHAT IS IT?

Perception is a process by which we understand, organize and interpret the many stimuli that reach our senses. In other words, it is our way of seeing and understanding a situation.

Our perception of a situation is always influenced by our own frame of reference (our needs, values, desires, moods, etc.). A situation can therefore be interpreted in as many ways as there are individuals.

Our perceptions are closely connected with our emotions. The perception we have of an incident will inevitably influence the emotion this incident will elicit.

Moreover, our understanding of the other person's perceptions is closely connected with our empathy for them. Since we are all different, simply recognizing that the other person may have a different perception promotes empathy, that is, understanding what the other person is experiencing, without necessarily feeling the same as they do.

Perceptions are an integral part of our daily lives and greatly influence our interpersonal relationships.

## IMPORTANCE OF THE SKILL

Increasing students' understanding of perception, its influencing factors and recognizing the different perceptions of others are essential for students to learn; this promotes the development of healthy and caring interpersonal relationships.

Students who are aware of their own perceptions are more inclined to appropriately manage their emotions, recognize the different perceptions of others and more easily develop empathy. Moreover, a good understanding of perception enhances students' capacity to check perceptions, which involves verifying whether their interpretation of the situation matches the other person's interpretation.

This skill makes it possible to approach the same situation with a common and shared understanding, which facilitates the proper analysis of a situation.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Encourage the expression of different viewpoints and different perceptions** by creating forums for discussion and dialogue about topical situations;

**Help students to get to know themselves better** by encouraging them to identify what is important to them, their values and needs, and asking them about their way of seeing things;

**Recognize the influence of perceptions on emotions and vice versa** by having students reflect on the link between what they perceive and the emotion they are experiencing;

**Encourage students to validate their perceptions** by encouraging them to speak to the right person to express their assumptions or views about a situation;

**Recognize the differences in perceptions in a conflict situation between students** by welcoming each perception as legitimate.

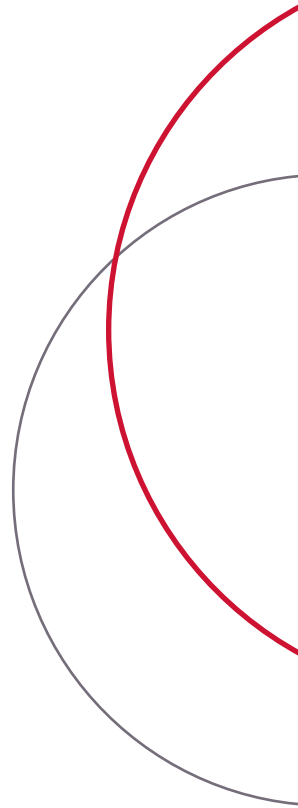
### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Pay attention to your own perceptions** when speaking with students;

**Express your own perceptions** by sharing with students the experiences and values that influence how you view things;

**Check your own perceptions with your students** by making assumptions and using “I.”



# Fact Sheet: **CONSIDERATE COMMUNICATION**

(Skill related to the component *Social Skills in Social and Emotional Learning* (SEL))

## WHAT IS IT?

Communication can be defined as knowing how to express what you think and feel while being able to listen to others.

This skill is essential in our day-to-day interactions, but it can also be an important issue in conflict situations.

Although communication is a tool we use every day, it may be complicated under certain circumstances. Communication often takes places on two levels: the cognitive and the emotional level. The cognitive level refers to facts and events that can be interpreted differently due to people's perceptions of interactions. Perceptions effectively influence individuals' view of reality. The emotional level refers to the emotions and feelings that may, in certain individuals, be more difficult to disclose to others.

## IMPORTANCE OF THE SKILL

A conflict may be rooted in misunderstanding, incomprehension or lack of communication.

Good communication promotes healthy and positive interpersonal relationships. To do so, it is important to adopt attitudes and conditions conducive to effective communication.

Therefore, it is important that students develop this skill by making them aware of the negative consequences that can result from poor communication and, more importantly, by encouraging them to adopt attitudes and behaviours that facilitate effective communication.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Identify and encourage students to fulfill the conditions for effective communication during their discussions together:**

- *Stand away from others;*
- *Be within a reasonable distance;*
- *Wait their turn to speak;*
- *Speak respectfully and calmly;*
- *Use "I" messages.*

**Provide space and time for considerate communication** by encouraging conflicting students to take time to speak with each other outside the classroom.

**Encourage students to convey their emotions** by making them aware of their non-verbal communication and by checking our perception;

**Encourage students to adopt peaceful communication** by highlighting their efforts and successes.

### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Apply the conditions for effective communication** by using "I" messages when a situation elicits certain emotions and you want to convey a request to your students:

- *I say how I feel;*
- *I say why I feel like this;*
- *I say what I would like.*

**Recognize and identify your emotions** by making sure to use "I" messages;

**Demonstrate peaceful communication** by choosing respectful and inclusive words in your discussions or interactions with students;

**Recognize and confirm the fact that it is not always easy to communicate well** by apologizing or acknowledging when your communication is not entirely appropriate;

**Apply the conditions for effective communication** by waiting for the end of class and taking the time to sit down with a student when you want to convey a message.

# Fact Sheet: **ACTIVE LISTENING**

(Skill related to the component *Social Skills in Social and Emotional Learning* (SEL))

## WHAT IS IT?

Speaking or conveying a message often come to mind when one thinks of communication, but it also refers to listening and understanding the messages that we convey or that are conveyed to us.

It is important to distinguish between hearing and listening. To adopt an attitude of listening, we need to convey our receptiveness to the other person with our body language and open mind. By contrast, the verb “to hear” refers only to the reception of a message during which we may adopt a more passive attitude.

While listening is important in our relationships and for preventing certain misunderstandings or conflict, it is essential to ensure the proper development of this skill, which is often riddled with challenges. There are various challenges that can hinder genuine listening:

- Judging the words of others rather than understanding them;
- Thinking about counter arguments;
- Interrupting the other person and finishing their sentences;
- Advising the other person or imposing our solutions;
- Etc.

Moreover, genuine active listening requires a great deal of concentration and openness.

## IMPORTANCE OF THE SKILL

Active listening encourages more dialogue and expresses concern for relationships with others. Through active listening techniques, such as rephrasing, reflection and open-ended questions, active listening fosters better mutual understanding.

Rephrasing consists in repeating in your own words what you understand of the other person’s message, using neutral and respectful language.

Reflection aims to articulate what we perceive about the other person’s non-verbal language.

Finally, open-ended questions help to question the other person by giving them the opportunity to express their viewpoint and to find out more information about what they are thinking, experiencing or feeling.

Using these techniques allows us to take a break in order to avoid showing frustration in an inappropriate way. These techniques also promote healthy and effective communication, as they encourage a better understanding of each other’s words and confirmation of our perceptions.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Ensure that optimal conditions are implemented to promote effective listening by:**

- encouraging students to choose a quiet place, away from outside stimuli, when they have to speak with someone;
- encouraging your students not to interrupt each other so that everyone has the opportunity to finish expressing their idea.

**Positively reinforce students' genuine listening attitudes;**

**Ensure the proper understanding of a message between two students** by encouraging them to rephrase the other person's words;

**Develop good listening skills among students in your classroom** by organizing group discussion exercises using a talking stick whereby only the person holding the stick has the right to speak.

### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Apply active listening skills** by using rephrasing, reflection or open-ended questions in your interactions with students.

**Make sure you fulfill the conditions for effective listening during your interactions with students by:**

- identifying times when you are not willing to engage in genuine listening and proposing a more appropriate time;
- stopping what you are doing, when possible, and standing in front of students to listen to them.

**Avoid using WHY** when you want a student to express what they are experiencing, since why seeks the reason;

**Pay attention to your students' non-verbal communication by:**

- using reflection to check the feelings you perceive;
- using open-ended questions to ask students about their behaviour or feelings about a situation.

# Fact Sheet: **EMPATHY**

(Skill related to the component *Social Awareness in Social and Emotional Learning (SEL)*)

## WHAT IS IT?

Empathy is defined as the ability to perceive and understand what another person is experiencing. It is knowing how to put yourself in the other person's shoes in order to understand what is happening without judgment.

It should not be confused with sympathy, which consists of feeling what the other person feels and experiencing their emotion.

Showing empathy is like putting on a pair of mental glasses on our head and putting the pair of glasses on the other person while trying to identify their values, emotions and needs. It does not mean that we have to abandon our values and beliefs or who we are. Rather, it's about taking the time to try to see what the other person sees, to try to reconstruct their reality while respecting it.

## IMPORTANCE OF THE SKILL

Empathy is an essential socio-emotional skill in interpersonal relationships, since it welcomes the other person's needs, welcomes the person for what they are and respects them.

Thus, when we are empathetic, the person in front of us is much less defensive and our empathy fosters their openness and expression of their feelings.

In addition, it has positive effects on us, since when we make an effort to be empathetic, we are more grounded, we understand others better and we experience less frustration. We take others' reactions much less personally and feel less attacked when we know that their attitude or behaviour is explained by their perceptions of reality.

## HOW?

### HOW CAN I HELP MY STUDENTS DEVELOP THIS SKILL?

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**Make students aware** that their empathy for others depends on many factors, such as perceived similarities and differences, degree of involvement in the situation, etc.

**Foster consideration of others** by encouraging conflicting students to learn about each other's reality in order to increase their mutual understanding;

**Value differences** by highlighting that in the same situation, we can have different reactions and different feelings and that it is important to accept these differences;

**Make students aware of the impact of their actions** by drawing their attention to the impact of their actions and behaviours on others.

### REGARDING MY ATTITUDES AND BEHAVIOURS ASSOCIATED WITH THIS SKILL, HOW CAN I BE A ROLE MODEL FOR MY STUDENTS?

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**Demonstrate your objectivity** by not taking sides in a conflict; instead, assume that two realities can coexist and that students can talk about their reality;

**Be aware of your own perceptions** that may affect your capacity to be empathetic with certain people;

**Listen to students' verbal and non-verbal messages** by wording messages that identify their feeling or need you perceive.





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