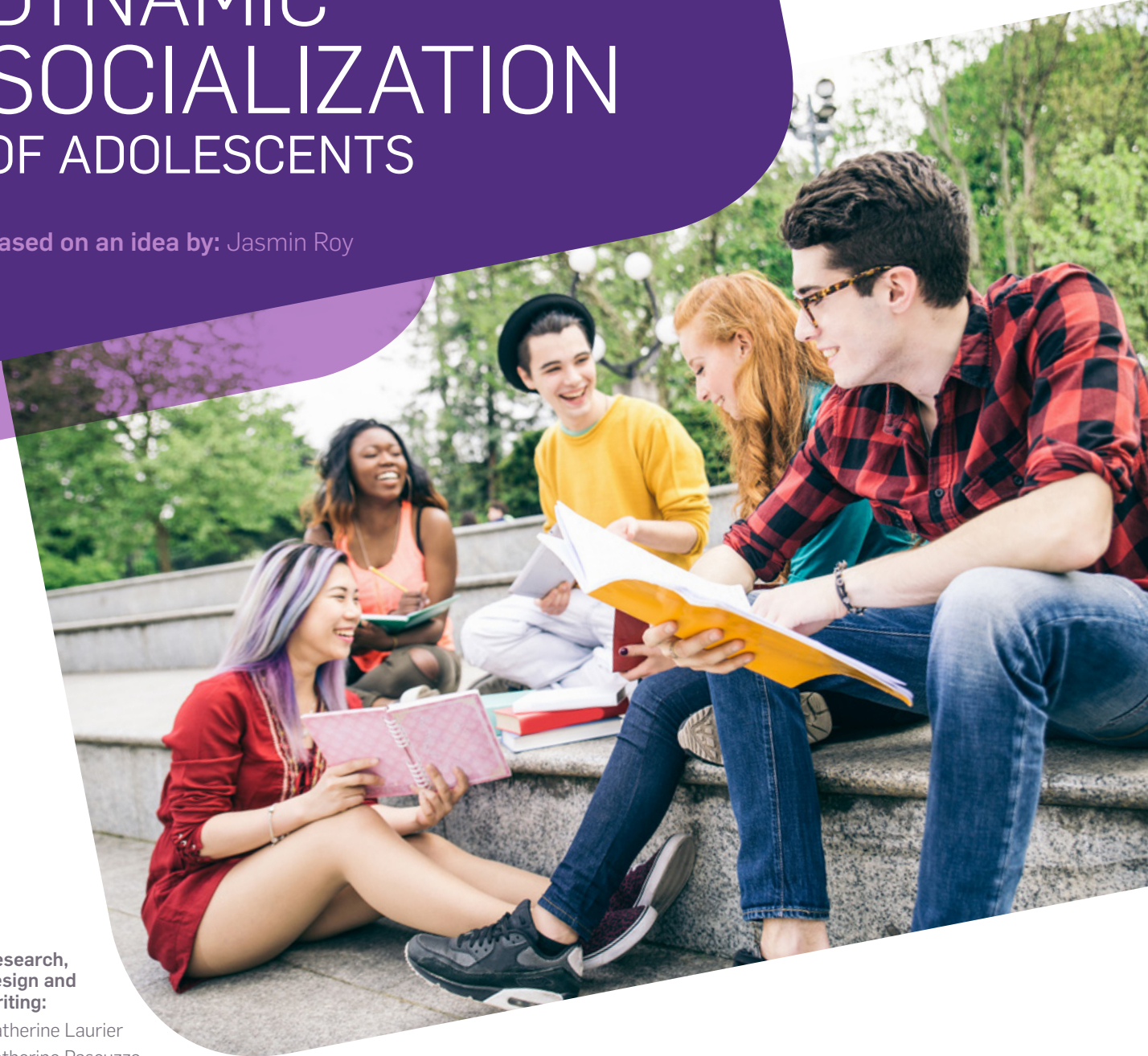


A GUIDE TO PROMOTE THE DYNAMIC SOCIALIZATION OF ADOLESCENTS

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REFLECTION ACTIVITY ON THE ABILITY TO ADAPT TO CHANGE

TOOL 4

All kinds of events are triggers for human beings to bring about changes in their lives. These changes are sometimes minor, sometimes major, but they help everyone build meaning and identity. Since 2020, the COVID-19 pandemic has led us to make many changes and adjustments in all areas of our lives. However, there are many situations and events that force us to reflect on our identity, question things and make changes. If we think about it, we realize that the events that force us to change are not only negative in nature. Of course, we can consider the hardships and setbacks over the course of our lives, but also the events, such as graduating from elementary to secondary school, then from high school to college, obtaining a license to drive a moped or a car, being accepted on a sports team, in an orchestra, etc.

The following exercise encourages students to ask themselves questions so that they become aware of what has changed in their lives after an event. The questions may be used in all circumstances of life, whether the impact of the events has been positive or negative. Anyone who is able to facilitate activities in the school environment can facilitate the activity.

Option 1:

To encourage students to do some introspection, meet with them individually and discuss some issues. In a preventive approach focused on the students' well-being, this option can be done by significant professionals during occasional follow-up in order to identify the most vulnerable students in terms of mental health.

Option 2:

Ask the entire class questions; students who feel like it can answer them. This could be done, for example, in Ethics and Religious Culture or in French.

Option 3:

In French, we could ask students to compose a text individually on this theme by drawing inspiration from the various questions proposed.

Option 4:

Students could be asked to reflect on various issues in sub-teams in order to consider similarities and differences in their ways of living and adapting during the pandemic. We then discuss all the questions in a large group, encouraging students to notice similarities and differences compared to the entire class.

Option 5:

In Ethics and Religious Culture, have a debate on the theme "The Pandemic Changed Me," with students in favour and against. They have to find strong arguments to support their views.

<p>What did this event allow you to learn about yourself?</p> <p>What has changed for you and the way you see your life?</p>	<p>Inventory of responses</p> <p>(If we wish to identify and discuss them in large groups to see the similarities and differences)</p>
<p>Think about how the pandemic has had an impact:</p>	
<p>Regarding the person you are?</p>	
<p>Regarding your ability to adapt?</p>	
<p>Regarding your emotional skills?</p>	
<p>Regarding your relationships with others?</p>	
<p>Regarding your ability to be resilient?</p>	
<p>Regarding your ability to let go?</p>	
<p>Regarding your way of seeing family life?</p>	
<p>Regarding your way of life?</p>	
<p>Regarding your perception of money and your relationship to money?</p>	
<p>Regarding how you work?</p>	
<p>Regarding your involvement in activities?</p>	
<p>Also think of:</p>	
<p>What did you miss the most?</p>	
<p>What did you miss the least?</p>	
<p>How will you resume what you missed the least?</p>	
<p>Or how did you do it?</p>	
<p>How did you react to resuming activities you missed the most?</p>	