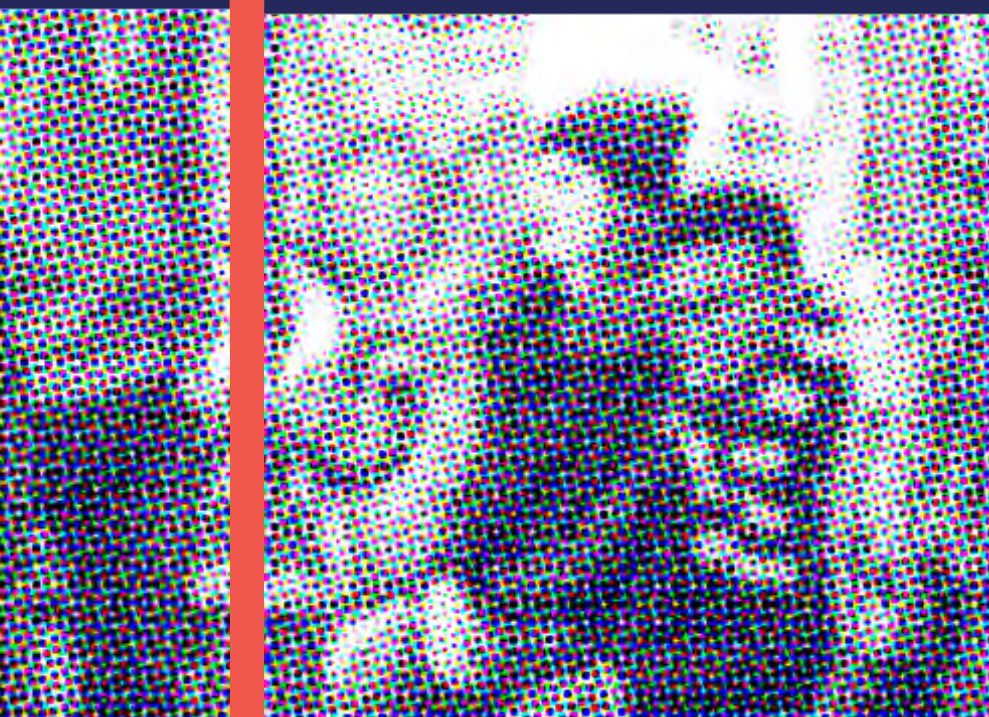


Activity Guide

(For a period of confinement)



boscoville
innover pour la jeunesse

An activity guide to help you through the crisis

It is with great enthusiasm that the Boscoville team presents to you this brief activity guide, designed especially for a period of confinement. The guide is principally aimed at workers of the CISSS and CIUSSS and contains 11 clinically focused recreational activities for youth between the ages of 6 and 17 who are living in residential care centres. We are aware that the measures that have been put in place over the last few weeks have placed many youth and their families in a state of disequilibrium. This is also true for workers.

Most of the usual daily activities have been suspended and this requires a rapid reorganisation of programming at the centres where you work.

Although we cannot directly support you on the floor, we want to help in any way we can. The activities in this guide are ready to go, simple to animate, and it will help you share positive and unforgettable moments with your youth during this period.

Recreational activities

The guide is a simple tool to enhance your weekly programming. With each activity there is a brief description of the goals, materials required and instructions. The activities can be set up quickly with minimal preparation. Each activity description is written in such a way that it can be read directly to the youth, giving clear, step by step instructions. This means less planning time for you and more time to focus on the moments spent with the youth.



Clinical activities

Several different types of activities have been included in this guide, including physical, social, relaxation activities, etc. In order to maintain the clinical quality of the services that you provide, the activities are designed to address the development of the youths' social, motor and emotional competencies. Each activity closes with a word about its clinical or educational implications. Our hope is that you can use the activities to respond to the developmental goals you are working on with your youth. We are currently working on a second volume of the guide, so please feel free to get in touch and let us know about how the activities are going, whether the guide is being put to good use, or any other needs or ideas that are emerging for you at the moment. Your feedback is vital to the creation of relevant, useful and user-friendly tools. Finally, the whole team at Boscoville sincerely applaud and thank you for your daily commitment to the protection and development of youth and children, especially at this very unusual and difficult time when all our adaptive capacities are being tested. Many thanks!

This activity guide was developed by

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Lava flow

Preparation

- Form into teams of 2 or 4 players. If you are playing the game with older youth, you may want to create slightly larger teams.
- For the more adventurous among you, put on the Lord of the Rings soundtrack to create a dramatic atmosphere.
- Place about a dozen sheets of paper 2 or 3 feet apart all along the floor (see appendix 1).



Goal of the activity

In teams, players need to get to the other side of the lava flow. They can only step on the stones that are floating on top of the lava.

Materials required

- A room or area suitable to place the 'stepping stones' (corridor, living room, large space with obstacles).
- Sheets of paper or an old newspaper.
- Optional: some keys cut out of paper and some 'treasure' (juice boxes, special stickers, a group reward).

The favorite game of young hobbits.

Instructions

- ① Set the context for the youth. You are all lined up in front of a lava flow. The pieces of paper are stepping stones floating on top of the lava. One by one, you will need to move from one stepping stone to the next (model stepping from stone to stone).
- ② If one player steps into the lava, the whole group must return to the starting point. In this activity, we win together and we lose together.
- ③ Your chances of success are much greater if you encourage one another and help one another out.
- ④ However, there is a catch! When you step on a stone it dislodges it from the lava and the stone is washed away in 5 seconds (the animator is responsible for taking away the stones after 5 seconds). This means that if one person moves too far ahead of the group, the stones will wash away before the rest of the group can catch up and you will all need to start again from the start. (Demonstrate the stones being washed away and that the gap between them is impassable).
- ⑤ Take a few moments to discuss your strategy. The animator can help to facilitate the conversation and guide the strategies.
- ⑥ Start the activity!
- ⑦ Once the group has successfully crossed the lava flow, the animator congratulates the youth on their success and either finishes the activity or suggests another round.

Clinical and educational benefits

This activity is principally about the development of cooperation and communication skills. The youth are put into a position where they need to recognise the skills, rhythms and capacities of each team member to succeed. They are practicing positive attitudes that are key to group living. In planning their strategy, the youth are listening to the ideas and propositions of others and are collaborating in a solution focused way. Participants need to direct and modulate their energy in the execution of the physical task of moving from stone to stone. This engages their psychomotor functions and their energy regulation skills.

Helpful tips



This activity allows you to have fun with minimal materials. Youth will engage more fully if you put a touch of drama and fun into it. You could perhaps take some photos during the activity that you can all share and laugh about later. As an optional extra, if you have the time, you can tell the youth that a mysterious creature has left some treasure at the other end of the valley where the lava is flowing. To access this treasure, they need to find 3 keys. Each time they succeed at crossing one lava flow, they receive one key from the animator. Once they have received all 3 keys, the animator opens the 'box of treasure' and gives it to the youth.

The Specialist

Preparation

- In advance of the activity, choose a youth who has good skills of deduction to play the role of the specialist. This youth will be indispensable to the success of the activity.
- Set up the room so the youth can sit comfortably in a circle either on chairs or on the floor.
- Gather the young people and try as much as possible to make them comfortable.

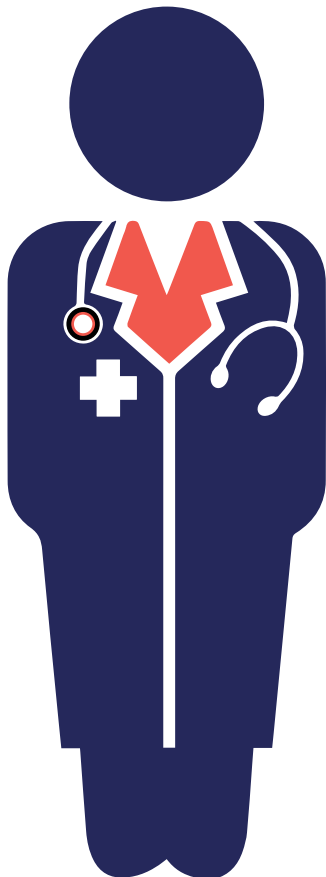


Goal of activity

The Specialist must discover as quickly as possible how the mysterious virus works (no, not COVID-19).

Materials required

- This activity does not require any material.



Find a cure for the virus that has taken hold of the group.

Instructions

- ① Set the context for the youth. An unknown virus has recently struck the group. As a result, some group members are acting very strangely. A specialist has been called in to study the virus. The specialist's goal is to understand how the virus is affecting the behaviour of people in the group. Identify the specialist and ask him or her to leave the room.
- ② Once the specialist has left the room address the rest of the group. Tell them that the virus makes you think that you are the person on your right. When the specialist returns, he or she will ask you a series of personal questions. You will respond as if the question was posed to the person sitting on your right. For example, if he or she asks you what colour your sweater is, and the person on your right is wearing a green sweater, answer green.
- ③ You need to be polite and refer to the specialist as 'Mr or Madam Specialist.' This adds a touch of humour.
- ④ If the specialist asks your name, ignore the question.
- ⑤ The animator should then leave the room and explain to the specialist their role.
- ⑥ Explain the following to the specialist. Your job is to figure out how the virus is affecting the group. You can ask any questions you wish to the group members one by one, but you must refer to them as 'young gentleman' or 'young lady'.
- ⑦ You can ask any questions you like other than asking for their names. For example, you might ask: "Young gentleman, what age are you?"
- ⑧ Start the activity! You can vary the activity by asking the youth to respond as if they were the person opposite, one specific person, the person on their left etc.

Clinical and educational benefits

This activity gives participants the opportunity to get to know the members of the group by asking questions about their lives, interests, preferences. It asks the youth to decentre themselves and consider a different perspective; in this sense it is an empathy building exercise. It contributes to group alliance, activates interactions and can bring about the sharing of personal characteristics.

Helpful tips



This activity is most effective when the group members already know one another quite well. But even if they do not, it can make for an openness between the youth. Following the activity, it can be useful to open a discussion about some of the observations made by the animator about the preferences, tastes and characteristics of the group members. The activity 'game of favourites' can also be used to enrich this activity.

Sound effects workshop

Preparation

- Assemble teams of 3 to 4 youth balancing the youth's strengths. Ideally assign one adult to each team.
- Prepare to show the video.
- A few minutes before the start of the activity, write the roles to be distributed on a board so that they are visible to the youth.
 - Writer: the person who writes the name of the object and the action to be taken to create the noise.
 - Spokesperson: the one who presents the answers of their team at the end of the activity.
 - Researcher 1: the person in charge of going to find the object, to bring it to the team to make the noise and to bring it back to the original location.
 - Researcher 2: the person in charge of going to find the object, to bring it to the team to make the noise and to bring it back to the original location.
- Install sound effects either on a table or in the middle of the room where the activity will take place.



Goal of the activity

Find which object can reproduce the listed sounds.

Materials required

- Print the list of 'sounds to reproduce' for each team (appendix 2 and 3).
- Print the answer key (appendix 4).
- Objects capable of reproducing the noises are written on the list. If you don't have access to these items, use your creativity to find a replacement item.
- Internet connection to watch the following link (sounds effects at the cinema).
- Technical supports (tablet, television, computers) for projecting video.

Discover
the face
of cinema.

Instructions

- ① Set the context for the youth. Today, we are going to learn how to be sound effects makers. Who has ever heard of the sound effects profession in the cinema? Who thinks they have an idea of what it is?
- ② Play the video explaining what the sound effects profession is. It is possible to play a shorter clip of the video if their attention spans are short.
- ③ Ask the youth what they understood about the job of a sound effects person. You can add that the sound effects person is the one who reproduces noises and soundscapes.
- ④ Distribute to each team their list of sounds (appendix 2 and 3) and assign the roles listed on the board. You can give an example of the tasks assigned to each role to help the youth to understand.
- ⑤ Explain to the youth that they must match the available objects (right column) with the sounds to reproduce (left column) by producing sounds with the objects. When they figure out which object can create which sound, they write their answers on their sheet. Do a demonstration with the first answer to make sure the youth have understood correctly.
- ⑥ Tell the youth that they will have 30 minutes to match the correct object that reproduces each of the sounds.
- ⑦ Ask each team, in turn, to present their answers by making the requested sounds. Other objects or answers may be accepted according to your judgment.
- ⑧ Congratulate each team and determine a winning team if you want!

Clinical and educational benefits

In an educational respect, this activity allows the youth to discover a potential job in the field of cinema in addition to stimulating their creativity and imagination. It encourages the youth to be attentive to their senses by trying to figure out which sounds are produced by different objects, which can be beneficial for learning selective attention.

Helpful tips



Make sure to give positive reinforcement to the youth when they collaborate with each other. At the end of the activity, you can congratulate their creativity and highlight their curiosity. Also, be aware that a noisy sound environment can be a trigger for some who are less comfortable in an environment where energy and sensory stimulation is high. If so, allow these youth to stay away or separate the groups into different rooms for example.

Did you hear the one about...?

Preparation

- Organise a safe and comfortable space where the kids can sit in a circle. You can play in the kitchen or living room, as long if you don't need to move too much furniture!
- If you wish, you could dim the lights and create an atmosphere of mystery and imagination. You can take on the role of the master of ceremonies or 'the wise storyteller'.
- Place the poster on the wall.
- Arrange the kids in a circle and hand out 4 pieces of paper and a pencil to each of them.



Goal of the activity

Create a story by picking words from a hat.

Materials required

- A hat or a box.
- Pieces of paper.
- A pencil for each player.
- A small poster upon which is written:
 - A place (a gingerbread house, the back of an elephant);
 - A character (Santa Claus, my teacher);
 - A color (light green, bright yellow);
 - An action (eating cabbage, jumping in a puddle).
- You can create the poster beforehand with a piece of card and some colouring pencils.

An opportunity to express the child's spirit in a safe environment.

Instructions

- ① Set the context for the kids. We are going to play a game where you will invent a story that has never been told before by using the words that you choose. Set free all the ideas that come into your mind!
- ② You will take your paper, your pencil, and write the first word that comes into your head on each piece of paper. The worker/parent will participate too.
- ③ Write down a place, a character, a colour, an action and then put your piece of paper into this hat, just like this! Model writing a word on each piece of paper and placing it into the hat.
- ④ One by one, you will come and pick a piece of paper from the hat and you will tell a story of about 30-90 seconds inspired by the word on the piece of paper. The person that follows you will pick another word from the hat and will continue the story of the previous player. Enthusiastically, model taking the paper from the hat and begin an example story and then model taking the second piece of paper and continue the story.
- ⑤ Choose a first player and begin the game.
- ⑥ Once you run out of pieces of paper, decide with the kids whether to continue with the current story or to start a new one.
- ⑦ At the end of each story, summarise what the kids came up with and congratulate them on their creativity.

Clinical and educational benefits

Children and youth in rehabilitation centres are often so focused on the immediate moment that they do not have the opportunity to engage their imagination and creativity. Often the circumstances of their lives have taught them to be on the lookout for potential danger, so they have not been allowed to let their imagination run free. This activity provides them with a safe moment to express their inner child with the support of understanding and encouraging adults. This activity also helps with the development of cognitive flexibility by practicing the ability to respond quickly to the words and ideas of their peers.

Helpful tips



You can use this activity as an opportunity to reinforce the engagement and creativity of each child or youth. You can point out that it would not have been possible to come up with such an interesting story without the collaboration and input of everyone. As the saying goes, 'alone we go quickly, but together we go further!' Also, if the invented characters made the children laugh or touched them in some way, you can suggest that they draw them and put them on the walls of the unit. You can reuse any of the characters in subsequent rounds of the game to create a link between different sessions. In the animation of the activity, consider directly supporting children with reading and writing skills. This activity can really help their development.

Bowling

Preparation

- Divide your group into teams of 1 to 3 players. It is possible to make more than 2 teams and play in rotation.
- Build your teams according to the physical and interpersonal skills of the youth. It is important for the youngest to have favorable progress, otherwise you can proceed by drawing lots.
- Place the pins on each side of the room (one in front of each player).
- Draw a line in the center of the room.
- Place the ringettes in the center on a defined center line. One ringette or more per pair of opponents (see appendix 5 for an illustration of the placement).

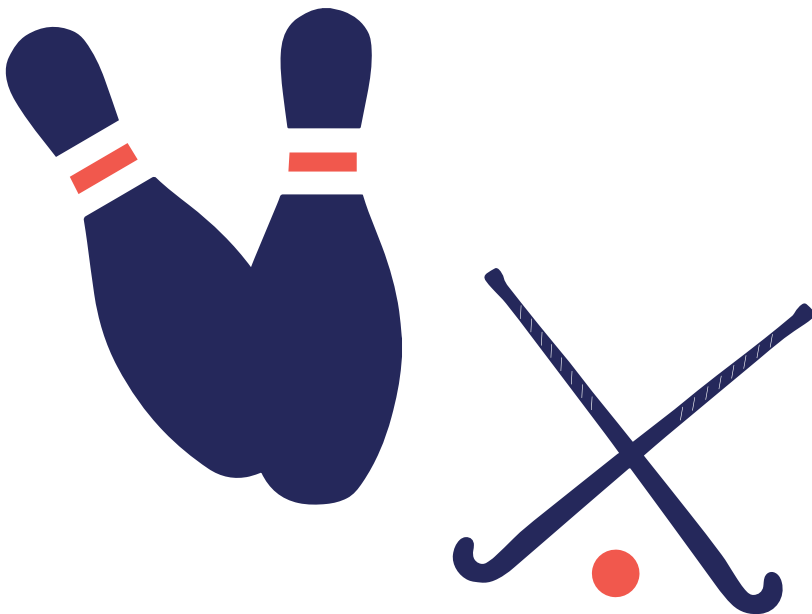


Goal of the activity

Knock down the other team's bowling pins while protecting your own.

Materials required

- One stick per player (a broomstick, an upside-down hockey stick).
- One bowling pin per player (it can be an empty plastic or cardboard container for juice or milk of 1 to 2 litres).
- 1 to 3 ringettes or any other small, round soft puck that slides.
- A play area like gymnasium, or large room.



You do not need to be an athlete to enjoy this game!

Instructions

- ① Set the context for the youth: We are going to play a game that will test your sports skills! The object of the game is to knock down all the pins of the opposing team while protecting your own pins.
- ② Stand in front of a pin and protect it.
- ③ Using your stick slide the ringette to the opposing player's pins and try to knock them down (do a demonstration of shooting).
- ④ During the whole game, you can never cross the center line, not your body or your stick.
- ⑤ You are only allowed to move, pass and play with ringettes that are in your area.
- ⑥ You can move around your area and make passes.
- ⑦ You can protect your pin or those of your teammates by blocking the ringettes with your foot, your stick or by placing a knee on the ground. However, it is forbidden to block by putting two knees on the ground like a goalkeeper (do a demonstration of possible and prohibited blocks).
- ⑧ If your pin falls, you must leave the playing area and pick up your pin (do a demonstration of picking up the pin and leaving the play area).
- ⑨ When this happens to you, don't worry! You will quickly return to the next game.
- ⑩ At the signal of the referee (the educator), go to a ringette or stay put to protect your pin.
- ⑪ The game ends when all the pins of a team have fallen.
- ⑫ Start the game!
- ⑬ Repeat as many times as desired!

Clinical and educational benefits

This activity allows the youth to expend energy in short periods of time at high speed, but in a way in which physical contact and the risk of accidents are reduced. For the youngest players, this game trains the least skilled in the skills needed for certain team sports such as hockey and ringette: visual coordination and body movement, strategies (passing, playing defense), and team communication. For older youth, the game allows participants to work on sports attitude and mentality (being a good player, being respectful). It is up to you to animate this activity according to your group's skill level and by focusing on the players' needs.

Helpful tips



During the first few games players will try to challenge certain rules. Take the opportunity to offer positive feedback to players who respect the rules.

For example, a player avoids putting his two knees on the ground, take the opportunity to say: "Well done, I see that you are respectful of the rules by putting only one knee on the ground". At the end of the game, take time to congratulate players who have met some of your expectations. After a few games in which you have provided positive feedback, most players will follow the rules and have a lot of fun. Even the less athletic may be surprised at how much they love this game! Finally, take care of your players by bringing them water bottles and being enthusiastic when you observe big moments and highlights in the game!

Finding your safe space

Preparation

- You can prepare the activity for either a group or individual animation.
- Regulation activities can create a feeling of discomfort for youth who need to maintain a high energy level. Plan an alternative activity for high-energy youth or offer them a 'way out' during the activity.
- Organize the room and the time to facilitate relaxation (soft lighting, a time of day favourable for relaxing).
- Ask the youth to take a seat on their cushion or blanket. Ask the youth to sit more than an arms length away from one another to avoid disturbing. The youth can sit or lie down according to their preferences. After everyone is seated, ask if they are comfortable in their seats.
- One educator can be the lead animator of the group while other educators place themselves in a manner where they can keep an eye on the whole group.



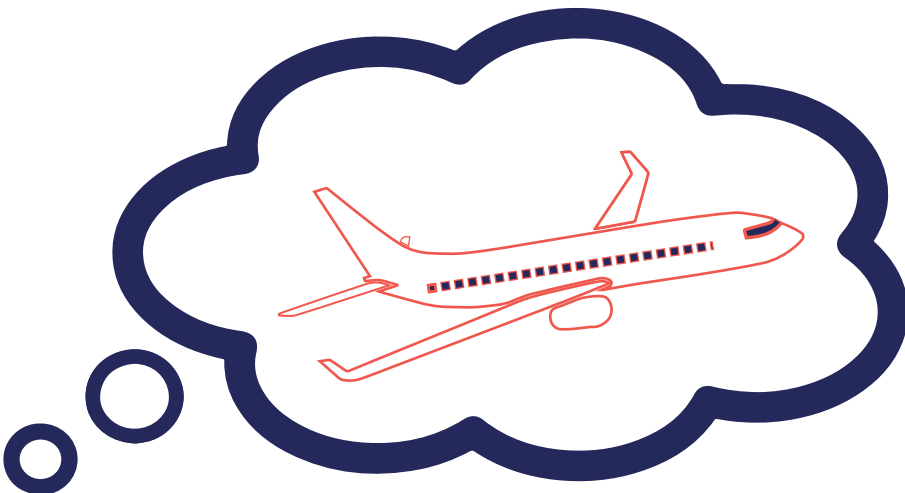
Goal of the activity

Allows the youth to visualize a place or a feeling of safety.

Materials required

- Blanket, cushion or something comfortable to sit on.
- Animation appendix 6.
- Ambient music (optional).

The stars are
not always
aligned, but
the sky remains
forever starry.



Instructions

- ① Set the context for the youth. We are now going to do a short activity that uses our imagination to help deal with feelings of stress and anxiety. Stress and anxiety can be a normal part of daily life or happen when we are facing difficult events. The exercise may not be for everyone, but I ask that you keep an open mind and give it a try.
- ② Sometimes in life we feel overwhelmed by our emotions. Even if we are not really in danger, our whole body becomes alert and prepared to react. This is often the case before important events (e.g. before court, a meeting with your social worker or an exam at school). Sometimes, the stress and anxiety are so strong that it prevents us from functioning or acting as usual. We can be hot or cold, our heart rate increases and our breathing changes. It seems then that all our thoughts are directed to these events. We think about it, we make scenarios, we feel insecure and even feel fear sometimes.
- ③ It is for this reason that 'finding your safe space' has been created, to help us in feeling safe and relaxed.
- ④ With a little practice, you will be able to use this technique to calm down and create a state of calm in your body and in your thoughts. For this to work, give time to develop the technique well. You will have to remain silent for a few minutes to allow everyone to try the exercise.
- ⑤ Take care to read in a slow and calm voice and read the steps of the exercise found in appendix 6.
- ⑥ At the end of the exercise, congratulate the group for participating and being calm and direct them to the next moment in the schedule. Use a concrete example: "Congratulations to everyone for your practice. We can now get up quietly and calmly head to the kitchen for the snack". You can set an example by calmly heading to the kitchen).

Cinical and educational benefits

The "finding your safe space" exercise is a fairly standard technique in the field of trauma therapy such as EMDR (Safe Space Desensitization & Reprocessing Technique). The idea is not to act as a certified therapist, but rather to explore a relaxation technique that relies on visualization with the youth. The idea is simple. When a person feels stressed or anxious but can realize they are not in real danger, they can then imagine themselves in a place where they feel safe. The goal is to calm the internal panic state and develop the capacity to tolerate a certain level of stress. For the best results, this kind of technique requires the youth to both build this imaginary place inside of their mind and pratice how to get there. Of course, it is only with repeated practice that the technique becomes effective. This exercise may not suit everyone. It can be interesting to hold a few sessions with a group and then to follow up by individually supporting the youth who show interest in the exercise.

Helpful tips



You can followup individually with each youth in order to get their impressions and experiences of the technique. Remind the youth that this kind of technique will only work if it is practiced. This session will allow the youth to learn the technique by building their personal safe space, but will have to be the subject of stimuli to become effective. For some youth whose cognitive skills are weaker, it is recommended to have them draw this kind of place rather than imagine it. It is up to you to find the best time to bring this relaxation activity to life! Is it before bedtime, before a moment of calm, before schoolwork or after a sporting activity?

Running in the dark

Preparation

- Form two teams of 3 or more players.
- Use your equipment to create two identical obstacle courses (e.g. pass under the table, walk between two recycling bins, jump over a stack of cushions, etc.).
- Make sure the course remains safe. The youth will have to do it blindfolded!
- This activity can be done indoors or outdoors.



Goal of the activity

Complete an obstacle and relay race without using sight.

Materials required

- 1 scarf per team.
- Between 5 and 10 objects on hand to create an obstacle course (chairs, cones, coffee table, etc.).



Successfully complete an obstacle course in the dark being guided only by voice.

Instructions

- ① Set the context for the youth. We are going to do an activity that will use your cooperation skills. The object of the game is for all members of one team to complete the obstacle course before the other team.
- ② Each turn you will identify a person who will cross the course. To make it more difficult, the participant must be blindfolded! We are going to call them "the blind person."
- ③ Each team needs to help the "blind person" to cross the obstacle course by giving them clear instructions of what they must do. Give examples of instructions that the team could offer (e.g. walk a little further to the right, get ready to go under the table, move to the left side, you have to get up and walk straight, etc.).
- ④ You can only use your voices to guide the blind person. It is forbidden to touch the participant who is on the course and forbidden to move any of the obstacles.
- ⑤ It is important for you to find a strategy to support the "blind person" to move forward without falling or tripping.
- ⑥ As soon as the "blind person" has finished the course, they must run back to their team to give the scarf to the next team member, and so on, until all the members of the group have completed the course.
- ⑦ Start the activity!

Clinical and educational benefits

This activity highlights the youth's helping and supporting skills. It is possible, during the activity or after, to reflect to the youth how they used positive communication and social support to help their teammates and how these are the ingredients that can help us to get through some complex situations in life. If you want, you can direct the discussion to other situations that require positive communication or social support, while respecting the learning pace of each individual child. The attachment mechanisms of some children do not always allow for them to blindly trust others. Also, being blindfolded can be a trigger for some children. So, if you see signs of deregulation, allow these children to avoid playing the role of the "blind person."

Helpful tips

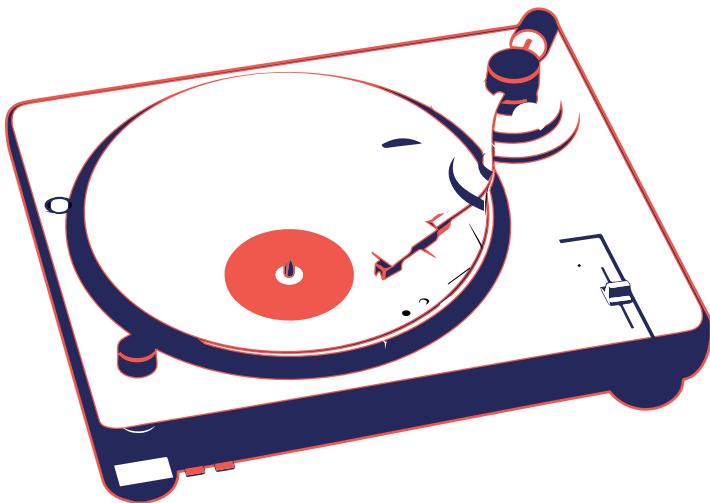


You can highlight the strengths of each participant that you observed during the activity. It is a safe bet that what allowed the teams to finish the race was good communication, active listening, mutual trust, encouragement and perseverance. Do not hesitate to reflect these skills to them! Also, if the group dynamics allow it, you can make the activity easier by forming teams with children who collaborate well together in other situations.

Radio producer

Preparation

- Prepare a device and an application for playing the songs on the appendix either through Spotify, Apple Music or YouTube. If internet access is not available during your work hours, download the songs beforehand.
- Print out the appendices below. Give each youth a copy of appendix 7 and 8.
- Keep appendix 9 for later, these are the answers!



Goal of the activity

To discover new musical styles and artists of Quebec

Materials required

- A computer, a cell phone or a tablet with speakers.
- Access to the Internet or downloaded songs.
- Printed sheets from appendices depending on the number of youths.
- A pencil and an eraser for each youth.

Music gives soul
to the universe
and wings
to the mind.
-Plato-

Instructions

- ① Set the context for the youth. Who likes to discover new music? Tell us about the various styles of music that exist. Use this opportunity to explore the musical interests of the youth.
- ② Who knows what a radio producer does? A radio producer creates the day to day programming of a radio station. He or she chooses the playlists and different styles of music that characterise the station.
- ③ I am going to present to you some different styles of music and we will discuss what style of music each sound clip represents.
- ④ Look at appendix 7 and we will start our musical exploration. Hand out the sheet, explain each musical style with the aid of a 1 minute extract and host a discussion with the youth.
- ⑤ Now take appendix 8. We are going to play samples from each musical style, 12 in total.
- ⑥ Your goal is to identify which style each music sample comes from. And remember, it is possible for music to touch upon more than one style.
- ⑦ Play the music. Take the opportunity between each sample to answer any questions from the youth with the help of appendix 9.
- ⑧ Finish up the activity by asking which of the samples or styles the youth liked best. If you want to follow up, ask the youth to share some of their own music (if appropriate) and discuss the different styles that interest them.

Clinical and educational benefits

This activity gives the youth a chance to learn about different styles of music and discover more about their preferences. Music can have a powerful calming effect for many youth, and by exposing them to different styles you are enlarging their senses of what is available. Since adolescence is a critical period for the development of identity, the exploration of music can serve as a window into the different social codes and subcultures that the youth identify with and provide fertile discussion topics.

Helpful tips

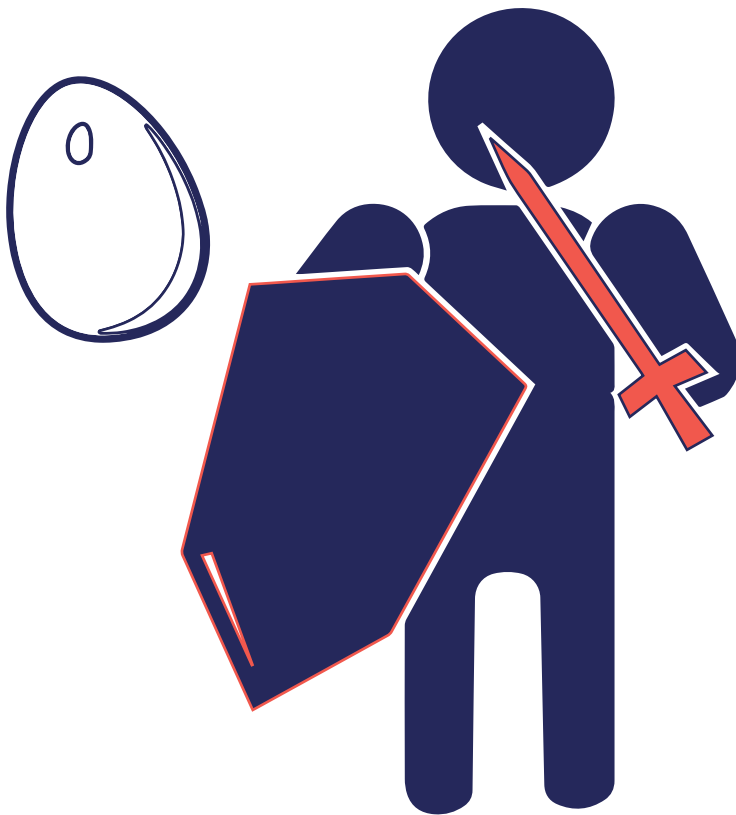


Here is an idea! For the next few weeks, why not designate one youth at a time to create a playlist for Friday evening's dinner, for example. He or she can choose 4 musical styles and share new discoveries or favourites with the group. Try to model an interest and curiosity in all styles of music. There is no 'good' or 'bad' style of music, just tastes and preferences.

Extreme egg challenge

Preparation

- Create teams of between 3 and 5 players.
- Organise the room in such a way as to give each team space to create their 'egg shield'.
- Distribute all the materials to each team.
- If possible, put on some rhythmical music.
- This activity can be done indoors or outdoors.



Goal of the activity

To protect the egg from an extreme fall.

Materials required

- 5-10 straws.
- 1 washcloth.
- 2 elastic bands.
- 1 piece of cardboard.
- A handful of clothes pegs.
- 2 eggs (in case one of them breaks).
- 1 Ziplock bag to hold the egg.
- 1 balloon (quite large).
- 1 sheet of white paper.
- 2 pipe cleaners.

Will they manage to protect the egg from an extreme fall?

Instructions

- ① Set the context for the youth. For this activity you will need to collaborate and be creative. The goal is simple; you need to protect the egg from an extreme fall.
- ② With the materials you have, you will create a shield around the egg that will ensure it does not break when it is dropped from a height of 2 metres.
- ③ Each team has a maximum of 30 minutes to create the strongest shield possible. You will need to think together as a group to come up with the best possible solution.
- ④ After the 30 minutes is up, take a moment with the teams to discuss the following 3 questions:
 - How did you build your shield?
 - What are the strong and weak points of your shield?
 - What are you going to name your creation?
- ⑤ Now, you are going to test your egg shield. Measure a height of 2 metres, and by standing on a chair or dropping it out of a window, drop your creation one team at a time.
- ⑥ Start the activity!

Clinical and educational benefits

This activity stimulates creativity and collective problem-solving skills. Youth will need to use their listening and negotiation skills in order to succeed at the task they have been given. Beyond the success or otherwise of their egg shield, the activity can make youth aware of their potential to make decisions and solve a common problem together in a positive manner.

Helpful tips



In order to maintain a positive climate, the animator should go between the individual groups and highlight the strengths that the youth are presenting. Try to support the youth to come up with their own ideas and add them to the whole. At the end of the activity, take a moment to share some of the skills that you saw and relate them to real life (e.g. I saw some great compromises being made by this team, and this can be helpful in the development of healthy relationships). If the egg breaks, be sure to intervene on negative comments and steer the youth towards the positive things you saw during the process.

Guess who?

Preparation

- Split the group into, at least, 2 teams.
- Choose about 20 famous people (politicians, singers, actors, historical figures) and write their names on the back of a piece of card. Choose characters that are at an appropriate level for the group of youth. You can also play an alternative game with different categories: places, films, objects etc.).
- Organise the space into a 'U' with tables (one table per team).
- Place one chair per youth behind each table.



Goal of the activity

Guess the names of famous people by asking questions and deducing clues.

Materials required

- 1 dice (as large as possible).
- Letter size pieces of card.
- Pencils.
- Sticky tape.
- A stopwatch set to 30 minutes.



A game to compete with any TV quiz show!

Instructions

- ① Set the context for the youth. We are going to play a game that will test your knowledge and logic. Stuck to the front of your table there is a piece of card with a famous person's name on it. Your goal is to guess who that person is with the help of the other teams.
- ② You will have 30 minutes to guess as many famous people as possible.
- ③ One team at a time will roll the dice. If you roll either a 1 or a 6, each team must give you a clue as to the identity of your character.
- ④ If you roll a 2, 3, 4 or 5, your team has one minute to ask the rest of the group questions about your character.
- ⑤ Teams can only answer yes or no to your questions, so be precise (e.g. Is it a man? Is it a woman? Is my person a singer? etc.).
- ⑥ At the end of each turn, your team can take a moment to consult and propose ONE character that you think is written on your piece of card.
- ⑦ If you guess correctly, your team has 1 point. You will then stick another piece of card at the front of your table.
- ⑧ Each team has two chances to guess the name of their character. After the second turn, you will change the card stuck to the front of your desk and you receive no points.
- ⑨ At the end of 30 minutes, the team with most points wins.
- ⑩ Stick the cards to the front of each team's tables, set the timer and start the game!

Clinical and educational benefits

Although this activity might appear to be simple, it requires problem resolution skills and self control. Participants will need to call into action their memory and cognitive flexibility in order to ask pertinent questions to gain the necessary information to solve their puzzle. Additionally, waiting in turn, negotiating the group's one answer and being constrained by time requires self restraint and communication skills. You can use this opportunity to praise these skills either during the game or later.

Helpful tips



It is important to choose characters that are appropriate to the developmental stage of the group. You can also create 'player of the match' categories to highlight different skills or strengths of the youth involved (e.g. funniest clue, craziest question, Mr. Know-it-all, etc.). For the enthusiastic animators among you, why not create the atmosphere of a television quiz show where you are the host.

The game of "favorites"

Preparation

- Organize the room by arranging the chairs in a circle or freeing up space for the youth to sit on the floor.
- Gather the youth and try as much as possible to get everyone seated comfortably.



Goal of the activity

To be able to name your interests while remembering the interests of others.

Materials required

- This activity does not require any material.



Do you really know what you like? What fascinates others?

Instructions

- ① Set the context for the youth. I will ask you to stand in a circle and think about your favorite things. We will call it "your favorite"! It can be an object, an activity, an artist, a song, an expression, an animal, a person, etc.
- ② Give the following instructions. You will have to say one by one which is your "favorite" sport for example. However, the more the game goes on, the more complicated things will get. The first participant will name their "favorite" sport (for example, my favorite is soccer) and the next participant in turn will name their favorite, repeating that of the person just before (for example, our favorite sports are soccer and swimming).
- ③ The game continues until all participants have spoken. Normally, the last participant should name all of the group's favorite things.
- ④ Explain to the youth the following points. The goal is simply to get to the last player. You may find somebody else's 'favourite' to be funny or unusual or uninteresting. If so, keep the negative comments for yourself. The "favorite" of each person is something precious and unique. You have to respect everybody's differences. Just focus on remembering all of the favorites named.
- ⑤ Start the activity!
- ⑥ You can continue it for a second, third or even fourth round if you wish and add a variant (e.g. eliminating participants who forget one).
- ⑦ Conclude by thanking the youth and highlighting the multitude of interests they have expressed.

Clinical and educational benefits

This game allows the youth to think about their interests while learning about the interests of others. Playing can lead the group to get to know each other better and create an atmosphere of trust. When rounds are added, the game also works on memory and attention. Elimination can also allow a more experienced group to work on these elements, which makes the task more complex and makes the activity a little more competitive.

Helpful tips



The facilitator should support the group throughout the game.

It may be difficult for some youth to identify their "favorites."

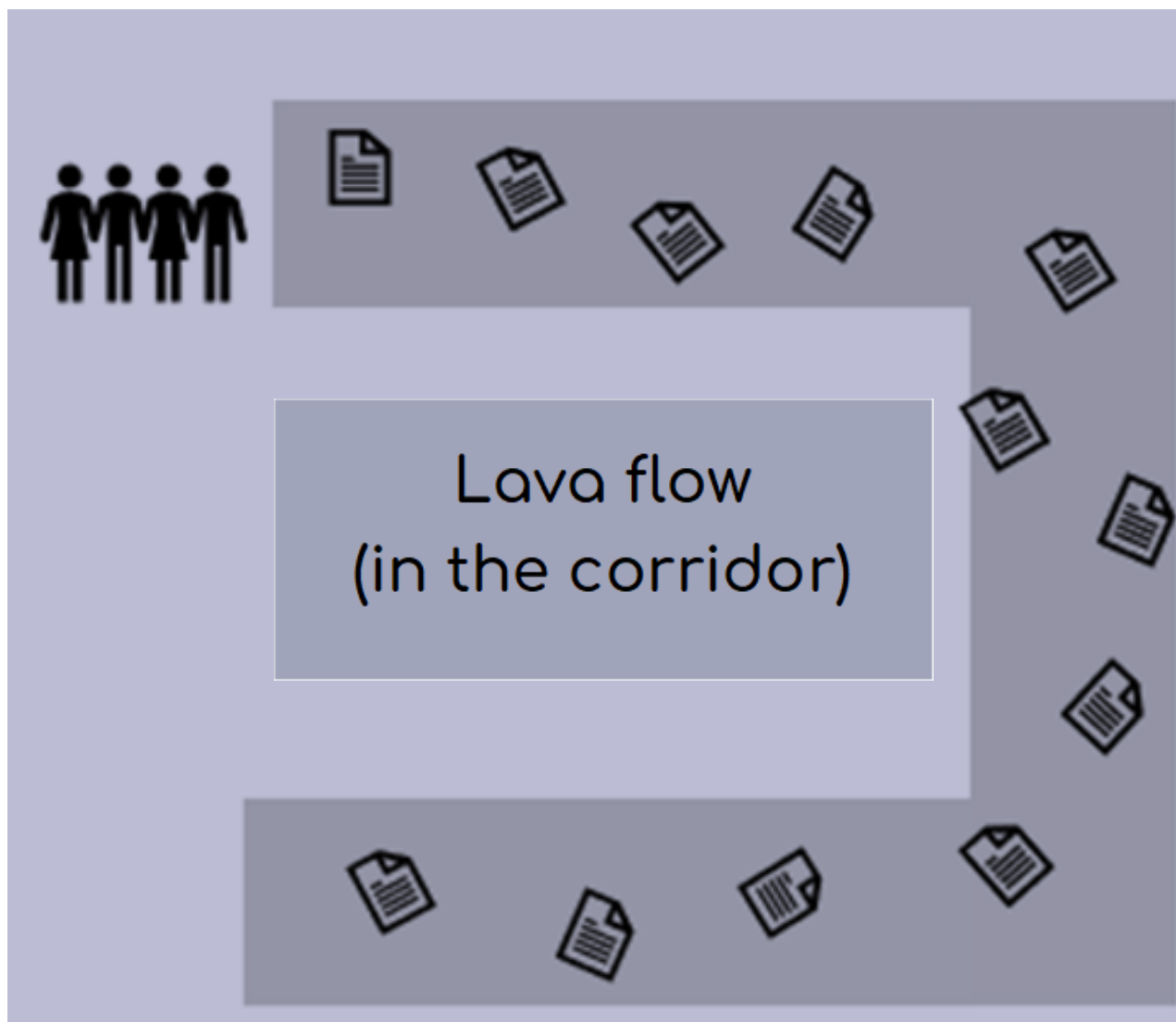
Ideally, the participants have a moment to reflect before answering.

This is important so that all the youth have chosen a "favorite"

which they truly feel represents themselves. Another consideration is that

the participants are not all at the same stage of cognitive development and the use of memory can be an issue. It is possible to add variants allowing participants to ask for help from their group (for example, by giving the right to ask one or two questions during their turn). The important thing is not to win, but to focus on knowing yourself, your interests and the interests of others!

Appendix 1
Lava flow: Illustration



Appendix 2

Sound effects workshop: List of sounds Team 1

Sound	Object	Your answer (write the letter of the object)
Pearl necklace	a. Straw (straw broom) brown tissue paper	
Hair tearing off	b. Mouth	
Footsteps	c. A bowl of water with a spatula	
A rattlesnake	d. Plastic bag	
Ice skating	e. Push pen	
The blowing wind	f. Paper bag	
A crackling fire	g. The bottom of an empty cup	
Bird song	h. Balls	
A canoe on a lake	i. Piece of paper	
Walking in dead leaves	j. Shoes or feet	
Clicking a light on	k. Maracas	
Walking in the snow	l. Ruler	
Breaking glass	m. Mouth	

Appendix 3

Sound effects workshop: List of sounds Team 2

Sound	Object	Your answer (write the letter of the object)
A canoe on a lake	a. Balls	
Walking in dead leaves	b. Piece of paper	
Clicking on a lamp	c. Shoes or feet	
Walking in the snow	d. Maracas	
Birdsong	e. Ruler	
Pearl necklace	f. Empty cup and change	
Hair tearing off	g. Straw (straw broom), brown tissue paper	
Footsteps	h. Mouth	
A rattlesnake	i. Bowl of water with a spatula	
Skating on ice	j. Plastic bag	
The blowing wind	k. Push pen	
A crackling fire	l. Paper bag	
Breaking glass	m. Mouth	

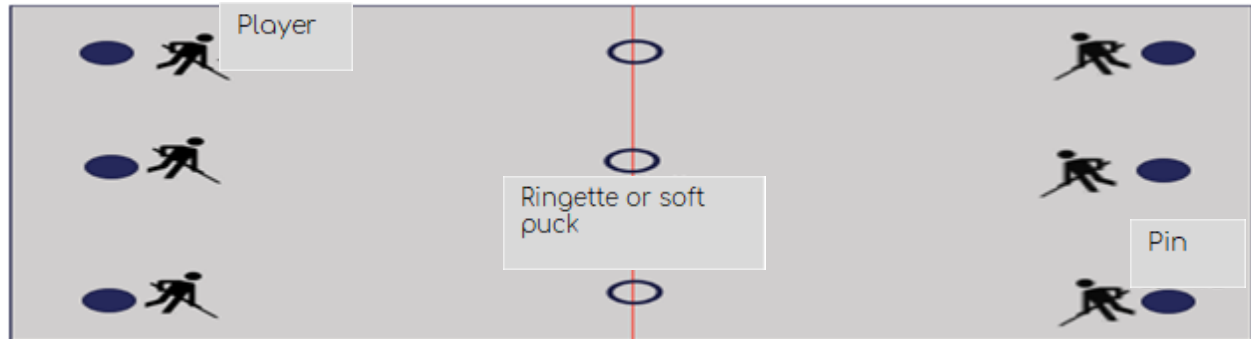
Appendix 4

Sound effects workshop: Corrected

Sound	Object	Action
Collier de perles	Balls	Shake the balls
Poil qui s'arrache	Piece of paper	Tear the sheet of paper
Footsteps	Shoes or feet	Tap the floor with your feet
A rattlesnake	Maracas	Shake the maracas
Skating on ice	Ruler	Rub the ruler against a surface
The wind blowing	Mouth	Breathe out
A cracking fire	Straw (straw broom) / Brown tissue paper	Rub the straw or the tissues together
Birdsong	Mouth	Whistle
A canoe on a lake	A bowl of water with a spatular	Slap the spatula lightly on the water
Walking in dead leaves	Plastic bag	Walk on the plastic bag
Clicking a lamp on	Push pen	Push on the button of the pen
Walking on the snow	Paper bag	Rub the paper bag

Appendix 5

Bowling: Illustration



Appendix 6

Finding your safe space: Animation

1. Now that you are settled in, you can choose to lie down or remain seated during our practice. The important thing is that you are comfortable for our time together.
2. Let's take a few seconds to breathe calmly, quietly and without forcing. You can close your eyes or just keep them open if you prefer. It is up to you how you feel best.
3. We will now go on an imaginary voyage so that we can each create our place of safety and our comfortable space. To get there, you will first need to build it from what you know or want. Only you will know this place and how to get there. To help you, I will ask you questions while you imagine your safe and comfortable place. Do not answer me when I ask the questions and just imagine your place by using my directions. If you do not imagine or see anything, it is ok! Some people do not see anything. Just listen to my voice and be with us for the exercise.
4. By using the power of your imagination, you will now quietly transport yourself to this place. Is your safe place outside? Like a lake, an island, a beach, a mountain? Or is it more a place to live like a house, a castle, an igloo or a hut? This place belongs to you. It is up to you to imagine it as you want. Maybe it is a known place or an unknown place like another planet, another universe, etc. Maybe it is a smaller place like a room with everything you need? You decide. (Give the youth a few seconds to imagine)
5. Now that you have imagined your place, we will build the details more precisely. Ask the questions quietly:
 - What can you see there? What colors or objects are around you?
 - What can you hear?
 - What can you feel? The wind? The sun?
 - What can you smell or taste?
 - How do you feel when you touch the things around you?
 - What is the light like there?
 - Is it cold or hot?
 - What are you wearing in this place?
 - If there is somewhere you would like to sit or go in this place, please go there now.

Appendix 6

Finding your safe space: Animation (next)

6. Now that you have this place in mind, make sure you like all the details. If there is something you do not like, you can change it. You are the creator of this place. Your place doesn't have to be perfect today, you can make changes at any time, changes that will make you feel good, comfortable and safe.
7. Now that you have imagined this safe and comfortable place for yourself, invent a way to get there that will allow only you to enter it. Is there a secret door or password to let you in? Is there a gateway, or guards, or a key that only you have? Make sure that this safe and comfortable place is yours alone to visit.
8. Now, take a few moments to inspect this place and make yourself feel good, comfortable and safe.
9. We have completed our visualization exercise for today. You can quietly leave your place or stay there for a few minutes. In any case, you can always go back, make changes or take refuge there.

Appendix 7

Radio producer: Musical styles

Musical style	Description	Sample suggestions
Rap / Hip-hop	The word rap stands for 'rhythm and poetry'. Rap is characterised by rhythmical diction and rhyming couplets separated by choruses or 'hooks'.	Alaclair Ensemble, FLX.
Country / Bluegrass	A traditional style of music usually played on acoustic string instruments such as the guitar, mandolin, banjo, fiddle (violin) and double bass.	Quebec redneck bluegrass project, Cherokee Shuffle / Grand m'man.
Rock	Rock music is characterised by a strong vocal melody accompanied by electric guitars (lead, rhythm and bass), and drums. Often synthesisers, strings and other instruments play a supporting role.	Rouge Pompier, Autobus.
Instrumental	Instrumental music is performed solely by instruments and not vocals.	Alexandra Stréliski, Plus tôt.
Electronic	Electronic music is created by manipulating electrical signals using synthesisers and sound design technologies. Before it could be played in real time, it used to be recorded onto magnetic tape.	Jacques Greene, Heaven's Only Wishful.
Pop	Pop songs tend to focus on the topic of love and relationships between men and women. Generally, pop songs are short and use rhythms that are conducive to dancing. This is the most common type of music heard on the radio.	Louis-Jean Cormier (et autres), L'amour a pris son temps.

References: Given descriptions come largely from Wikipedia and the general knowledge of the team at Boscoville.

Appendix 8

Radio producer: Choose the musical style

Associate the music sample you hear with one or more of the following musical styles.

	Rap / Hip-hop	Country / Bluegrass	Rock	Instrumental	Electronic	Pop
Extract 1						
Extract 2						
Extract 3						
Extract 4						
Extract 5						
Extract 6						
Extract 7						
Extract 8						
Extract 9						
Extract 10						
Extract 11						
Extract 12						

Appendix 9
Radio producer: Responses

Artist	Song	Answer
1. Arcade Fire	The Suburbs	Rock
2. Orchestre symphonique de Montréal	Danse Macabre, Op.40, R.171	Instrumental
3. Sara Dufour	Chic-Chocs	Country-Rock
4. Mike Shannon	Makers- DeWalta	Electronic
5. Patrick Watson	To build a home	Instrumental
6. Samian	Kiisakin	Rap/Hip-Hop
7. Project Pablo	Closer	Electronic
8. Hubert Lenoir	Fille de personne	Pop-Rock
9. Loud	Sometimes, All the time	Rap / Hip-Hop
10. Les chiens de ruelles	Roadtrip	Bluegrass / Country
11. Galaxie	Camouflar	Rock
12. Alex Nevsky	On leur a fait croire	Pop