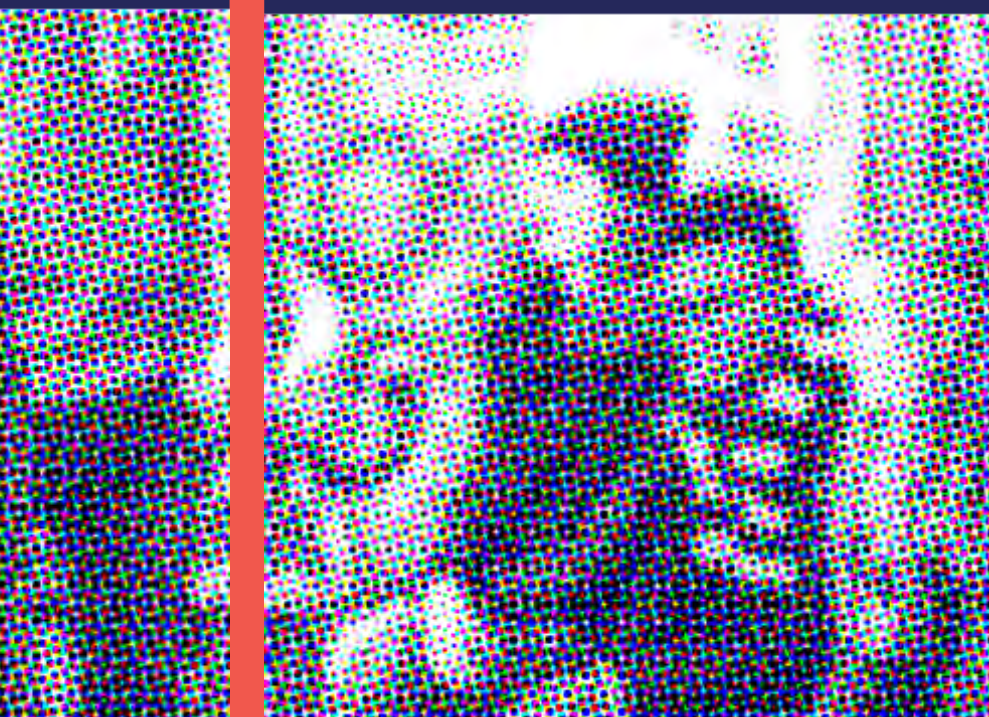


Activity Guide

(For a period of confinement)

Volume 2



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 the second volume of our activity guide, designed specifically for a period of confinement. The guide is principally aimed at workers of the CISSS and CIUSSS and contains 10 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 months 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 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

Boscoville team

What Time is it Mr./Mrs. Wolf?

Preparation

- Determine how much time will be allocated to the game.
- Choose a participant who will be the wolf. This person stands at the end of the field/court.
- The other participants tuck their scarves into their waistband at their lower back. The scarf must be at least 30 cm in length. The educator will double-check to make sure the participants respected the instructions.
- The participants stand in a line about twenty meters from the wolf.

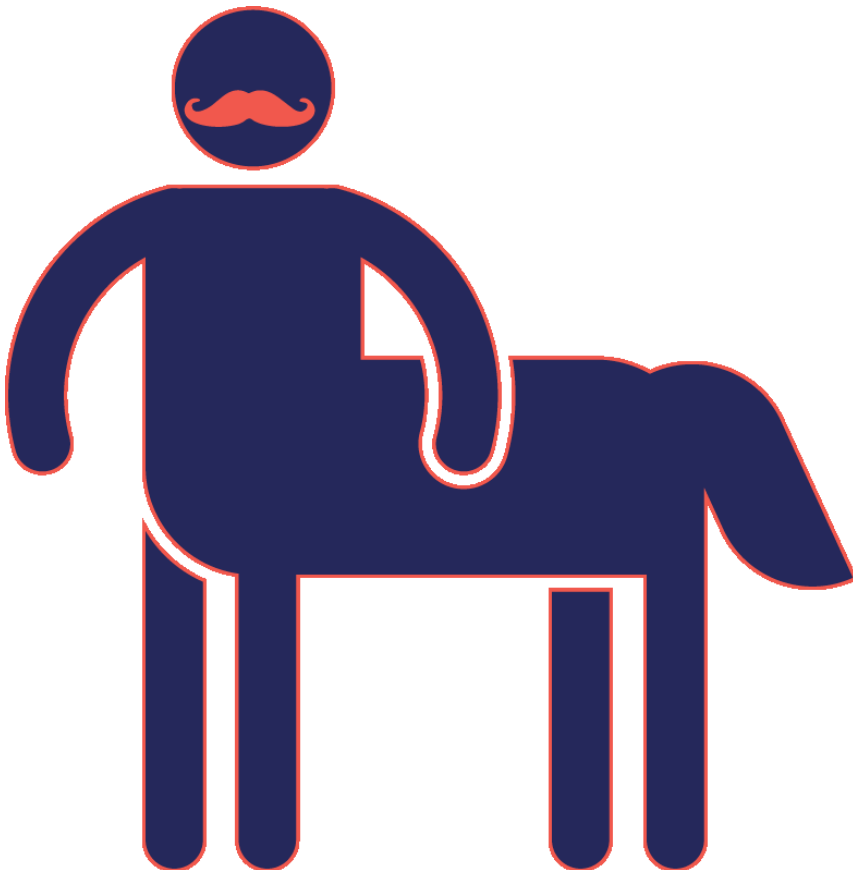


Goal of the activity

Run to avoid getting caught.

Materials required

- Area of good size and demarcated (e.g. a dodge ball court).
- One scarf per player (can also be a piece of fabric, a towel, a bandana).



A wacky racing game inspired by the animal "Rocket"!

Instructions

- ① We are going to play "What time is it, Mr./Mrs. Wolf?" " On one side of the court, there is a wolf/wolves, on the other side, there are animals called Mauritius. In this fantastic country, the grass is always greener near the wolf but the Mauritius know that they should be careful of going too close to the wolf.
- ② The wolf turns their back to the Mauritius. The animals want to graze on the green grass while always paying close attention to the wolf.
- ③ Each turn, the Mauritius will say: "What time is it, Mr./Mrs. Wolf?"
- ④ The wolf will respond by giving a time that they choose. For example, they may say, "It's 4 o'clock!" " The Mauritius then take 4 steps towards the wolf. They can be small steps or large steps (make a demonstration) as there are some reckless Mauritius and some others who are more fearful.
- ⑤ The game continues, with the same request from Mauritius. The wolf can also answer: "Time to eat you!" " In this case, the wolf turns around and goes hunting. The Mauritius must run to their starting line to protect themselves. Mauritius are animals that run in a straight line, never zigzag, and it is important to respect the lines of the field.
- ⑥ If the wolf succeeds in catching the tail (scarf of one of the Mauritius), they will become a part of the wolf pack! The wolf or wolves return to their place and turn their backs to the Mauritius and decide together on what time they will call out next.
- ⑦ The game ends when the whole herd of Mauritius has been caught or when the time for the activity has elapsed.

Clinical and educational benefits

This simple little game allows kids to use bursts of maximum energy in a short period of time. In addition, children can adopt different play strategies to meet their desires and characteristics (Ex. I take big steps towards the wolf to attract attention, or I take small steps to avoid being caught). The wolf can also vary their strategies and try to create surprise effects.

Helpful tips



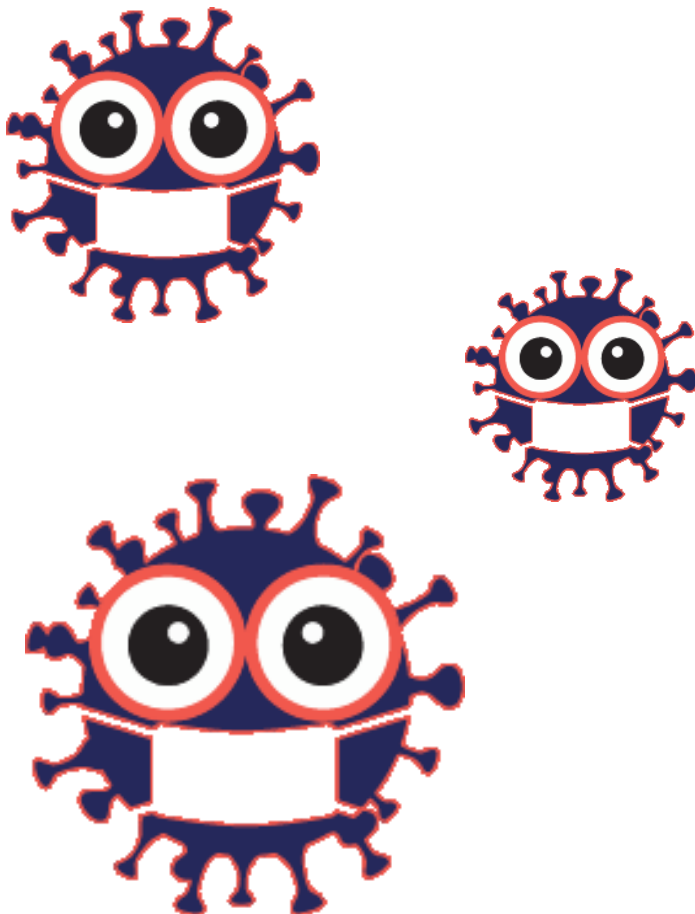
Educators can play the roles of wolves and Mauritius in order to help shape the game. Participants can be separated into teams. In this case, the rules of the game remain the same, but the Mauritius, having become a wolf, will only chase the Mauritius from the opposing teams. In this case, the game ends when a team remains in play. You can make the game more complex by adding some 'treasure' to steal behind the wolves. Depending on your creativity, you can modify or create new rules!

Discovering Viruses: Quiz and Drawing

Preparation

- Print all appendices.
- Arrange the room to allow the animation of the quiz and the drawing period.
- Record the responses to "Find the Virus" on a piece of paper. From left to right, here are the number of times each virus appears in the image:

2-11-8-8-7-7-21-10-11-9-21-7-13-6.



Goal of the activity

- **Part 1:** (20 minutes) find the right answer to the different questions in the questionnaire.
- **Part 2:** (30 minutes) find the number of times each of the 14 images returns and color the drawing.

Materials required

- Question cards (Appendix 1).
- The answer key (Appendix 2).
- Copies of the game 'Find the Virus'* according to the number of children (Appendix 3).
- Colored pencils, lead pencils and erasers.

Viruses
can also
be our
friends!

*The design of the game 'find the virus' comes from the site [www.wooloo.ca/2020/03/24/cherche-et-trouve-a-colorier-le-virus/](https://wooloo.ca/2020/03/24/cherche-et-trouve-a-colorier-le-virus/)

Instructions

Part 1

- ① I will read each of the questions and the answer choices twice. At my signal, raise your hand to give the correct answer.
- ② Choose a first question and ask it to the group. Continue with all the other questions.

Part 2

- ③ Distribute the “Find the Virus” to each child (Appendix 3).
- ④ Explain to the children that when we look at viruses using microscopes, we see that they have funny shapes, like what you see in the picture.
- ⑤ Give the following instructions: write the number of times you find each of the drawings at the bottom of the page in the bubbles. Take the time to view each of the images with the children.
- ⑥ Check the children's responses aloud when they are finished. The corrected number of images is as follows: 2-11-8-8-7-7-21-10-11-9-21-7-13-6.
- ⑦ When you have counted the 14 images, you can color the drawing.

Clinical and educational benefits

Part 1 of the activity allows the children to learn about viruses and to debunk certain notions about them, such as the fact that not all viruses are bad, etc. Part 2 stimulates, among other things, different capacities such as attention (executive function), observation skills and fine motor skills. In addition to being a relaxing activity, coloring promotes the development of identity through self-expression.

Helpful tips



For Part 1 of the activity congratulate the children for their participation and for respecting the rules (ex. waiting for the right moment to raise their hand). For Part 2 encourage the children to find all the pictures and praise their persistence. Emphasize everyone's creativity and originality in coloring! Verbally value the uniqueness of each young person.

"The Virologist"

Preparation

- Print and cut out the question cards (Appendix 4: Questions).
- Print in color a virus image in teams of 2 (Appendix 6: virus image).
- Prepare teams of two.



Goal of the activity

- **Part 1** (20 minutes): find the correct answer to the different questions in the questionnaire.
- **Part 2** (30 minutes): In a team of two, a player must succeed in drawing a virus by only having access to the description made by the other player.

Materials required

- Question cards (Appendix 4: Questions).
- The answer key (Appendix 5: Answers).
- A color image of the virus in teams of 2 (Appendix 6: Image of the Virus).
- Colored pencils.
- A card or sheet for the drawing (1 per team).
- A stopwatch.

Who will
gain the title
of the
notorious
virologist?

Instructions

Part 1

- ① Explain the rules. I will read each of the questions and the answer choices twice (Appendix 4: Questions). At my signal, raise your hand to give the correct answer.
- ② Choose a first question and ask it to the group. Continue with all the questions.

Part 2

- ③ Divide the group into teams of two, previously selected. Ask each team to identify a designer and a describer. The designer will be the one who will draw the virus described by their teammate. The describer will describe the image of the virus without gesturing and without showing the illustration to the designer.
- ④ Distribute colored pencils and a sheet (or cardboard) to each of the teams.
- ⑤ Distribute the image of the virus to the describer (Appendix 6: Image of the Virus). Ignore the words in the pictures. Each team has 15 minutes to draw the virus.
- ⑥ When the time is up, ask the describer to show the designer the virus image.
- ⑦ Compare in a group the image of the virus and its design for each of the teams.
- ⑧ Congratulate everyone and give feedback on the activity (see clinical benefit). Ask what was easy and what was difficult and how they communicated to the team.

Clinical and educational benefits

Part 1 helps the youth learn more about viruses. Part 2 works on communication skills. Both the describer as well as the designer must be attentive. In addition, team members must speak as clearly as possible. The activity also asks the describer to structure their description of the image according to their own logic, thus calling for problem solving. Draw a parallel between communication within the game and that in everyday life; our perception of things is not always easy to express clearly, between what we express and what is understood there can be a gap, etc.

Helpful tips



For Part 1 of the activity, congratulate the youth for their participation and for respecting the rules (ex. waiting for the right moment to raise their hand). At the end of Part 2, positively emphasize the findings made in connection with their communication and reinforce the fact that they will be able to use these insights in their interpersonal relationships moving forward.

Moral Reflections

Preparation

- Make sure you have a minimum of 3 participants to ensure a group size that allows discussion.
- Organize the space so that participants can face each other to discuss.



Goal of the activity

Reflect with teens on measures implemented during the COVID 19 pandemic.

Materials required

- A space in which the participants can discuss together.
- Appendix 7: What do you see?
- Appendix 8: Examples of moral dilemmas.
- Optional: a table or something to take notes on.



'Heinz' is
not only a
brand of
ketchup

Instructions

- ① Several measures are in place for COVID-19. We will have a discussion / reflection on ethics. Look at this picture (Appendix 7). Can you tell me what you see? I will ask you simple questions related to the dilemmas. Your goal is simply to share and explain your opinion. All opinions must be respected even if you don't agree with them.
- ② When you want to react to someone's opinion, you will need to ask an open question, for example: "Do you think that ...?" ", "What are your reasons for thinking ...?" "And be sure to listen to the answer until the end.
- ③ You can only ask one question per dilemma.
- ④ Start with the first dilemma (see Appendix 8).
 - Read the first dilemma.
 - Take turns to let each participant speak if they wish. As a host, do not give your opinion and thank each participant for his/her position.
 - Choose a participant and ask a question. Do you think that "(in trying to summarize the point of view and make a hypothesis)?" Let participants exchange. Continue with dilemmas 2, 3 and 4.
- ⑤ Thank the participants and summarize the opinions shared. Invite the participants to reflect on the conversation.

Clinical and educational benefits

The purpose of this activity is to get the group to share their opinions about different moral dilemmas with one another and explain their opinion based on their values. The activity allows the youth to take into account that divergent opinions may exist without necessarily being incorrect. The activity culminates in a moral dilemma inspired by the experience of young people during the COVID-19 pandemic.

Helpful tips



If participants in your group fled during the pandemic, you might consider suspending the session before the presentation of the 4th dilemma. Dilemma 4 can also be read to participants while informing them that it will be the subject of a complete activity in the days that will follow. It may be interesting to do the virus quiz activity by preparation for discussion.

"The Magic Hands"

Mindfulness Breathing

Preparation

- Indicate to the children a place where they can take a seat (a cushion, a towel on the floor, etc.)
- Make sure the children are more than an arm's distance away to limit disturbance.
- Ask each child if they are comfortable where they are. Children can be lying down or seated according to their preference.
- An educator may have the role of facilitating the session; a second educator could participate in the exercise and choose a space that allows them to keep all the children in view.
- Consider that this group activity could also be done individually.



Goal of the activity

Promote calming by breathing (diaphragmatic), mindfulness and refocusing.

Materials required

- A towel, cushion or other comfortable object to sit on.
- Appendix 9: animation of the "Magic Hands" activity.
- Optional: soft or soothing music.



Your hands
can do
magic!

Instructions

- ① We are now going to do a short activity to help you relax your body. With a little practice, you will be able to develop a magic power. Yes, yes, magic. To be sure that you are developing your power well, you will need to remain silent for a few minutes.
- ② Start the music, if you want to play it.
- ③ Taking care to adopt a slow, calm voice, read the technical steps that are written in Appendix 9, trying as much as possible to offer an example of your explanations the first few times.
- ④ After the exercise, congratulate the group and guide them to the next activity in the routine by giving them a concrete example. For example, you can say: congratulations to everyone for your effort and all your beautiful magic during our exercise, now we can get up quietly and calmly head to the kitchen for a snack.

Clinical and educational benefits

This mindfulness exercise uses simple breathing and movement techniques to create a calming state in children. Some children will remain agitated during and after their first attempts. They likely have little or no integrated "autonomous" process to calm themselves down. Repeating the exercise can help the child develop the ability to find comfort and healing. Diaphragmatic breathing improves blood oxygenation while promoting activation of the parasympathetic nervous system, both of which are mechanisms associated with soothing in the body.

Helpful tips



It's up to you to find the best time to host this relaxation activity. Perhaps before bedtime or after an energetic activity (sports) will work best. You can also record yourself during an exercise so that you can have a recording to playback for a future exercise, which you or other educators may use.

The Imaginary Voyage

Preparation

- The activity can be done with individuals or in a group setting.
- Self-regulation activities can be uncomfortable and challenging for youth with elevated energy levels. Prepare an alternative activity, or a 'way out' for these youth.
- Organize the room to facilitate an atmosphere of comfort and safety (soft lighting, choose a time of day favourable to relaxation).
- Ask the youth to choose somewhere comfortable to either sit or lie down depending on their preference. They can use the cushions or towels as they like. They should be at least an arm's length away from one another.
- One educator may choose to animate the activity while another can place themselves in a position where they can see all the youth and keep an eye out for any discomfort or deregulation.



Goal of the activity

Develop the youth's self-calming skills. To link with the visualization technique described in volume 1 of the activity guide entitled Finding Your Safe Space

Materials required

- A towel, cushion or anything else that is comfortable to sit on.
- Appendix 10: Animation Script.
- Ambient music.



Peter Pan
would be
happy!

Instructions

- ① We are going to do an activity that requires you to use your imagination. Previously, we did an exercise focused on finding our safe space. This time, we are going to use the technique to bring you to a place of calm in your body and mind. Before we start, let's take a couple of moments of silence to get each of you ready for the activity.
- ② Now, we are going to relax our bodies and free ourselves from our thoughts as much as possible. You may be thinking about other things throughout the exercise. That's ok. Just try to let those thoughts pass you by without attaching yourself to them and return your attention to my voice and your breathing.
- ③ The educator now reads the script in Appendix 10 in a calm, slow voice.
- ④ Once the exercise is done, congratulate the group and orient them to the next moment of the daily routine. Be concrete in your instructions, ex, 'Congratulations everyone for listening and engaging in the activity. Now we are going to calmly get up and head to the kitchen for our snack'. Model moving calmly to the kitchen for the youth.

Clinical and educational benefits

During this activity, the youth uses his or her imagination to visualize a place of peace and calm. This activity builds on the Finding your Safe Space activity by helping the youth to calm his or her thoughts while continuing to use a visualization technique. By practicing this technique in calm or neutral spaces, the youth can develop his/her capacity to enact it in times of stress.

Helpful tips



Educators who are familiar with other breathing, muscle relaxation or relaxation techniques can use them in tandem with the Imaginary Voyage. This activity might not be for everyone. It is unlikely to work for those youth uncomfortable with low energy levels and might bring about feelings of anxiety or aloneness. For those who enjoy the activity, it is important to continue practicing it. For others, physical activities are the best way to calm down. Such activities should equally be offered to these youth

Matis and the Monsters

Preparation

- Read the story in preparation to understand the different characters, the plot and the noises that are to be made.
- Print one story script for each child in the group. There are 7 characters, including the narrator. You can perform the story with 2 groups or assign more than one character to the same child depending on your group size.
- Choose a series of items to make the noises in the story.



Goal of the activity

This activity gives children the opportunity to act out characters from a story while also doing the story sound effects with various objects as well as their hands and mouths.

Materials required

- A copy of the story Matis and the Monsters (Appendix 11) for each child in the group.
- Objects with which to replicate various sounds in the story (ex. Sticky tape or velcro to make the sound of Tiguli's fur being pulled out, plastic toys for the sound of falling, a pen to make the sound of the clicking on of the lamp).
- Optional: a tape recorder to capture the story interpretation (or a recording application available on a cell phone).

Learn to
play with
your
voice!

Instructions

- ① Set the context for the children. 'Who likes to act and perform? This activity is going to give you all the chance to develop your talents in acting and comedy.'
- ② We are going to interpret the story of Matis and the Monsters. Each of you will take on either the role of one of the characters in the story, or you will make the sounds in the story with these objects or with your hands and mouths.'
- ③ Hand out the stories and assign characters or certain sounds to each child. Give the sound effect roles to children who are less capable of reading.
- ④ Explain the following elements: 'to help you with realizing your character, you can use the clues in the story (the character's age, relationship with others, etc.). The narrator will need to put lots of energy and emotion into their voice to make the story exciting and atmospheric.'
- ⑤ Tell the children who are making the sounds how each sound will be produced (either by an object or by their mouths and hands).
- ⑥ Read the story summary and give each child a moment to locate their character in the script.
- ⑦ Do a first reading of the script together where each child gets the sense of their character and the noises made. Children with difficulty reading should be accompanied by an adult.
- ⑧ Then give a 15-minute break for the children to practice individually.
- ⑨ Perform the story together. You can do 2 or 3 rehearsals until you have a fun and interesting version.

Clinical and educational benefits

This activity gives children a chance to practice their reading skills in an informal setting as well as their skills at interpreting characters and expressing emotions. Some children may find they have a hidden talent. Others may discover an interest in drama and story telling. Either way, this activity will give children the opportunity to discover more about themselves and their interests. The story contains emotions ranging from fear to joy, so use the opportunity to discuss these emotions with the children.

Helpful tips

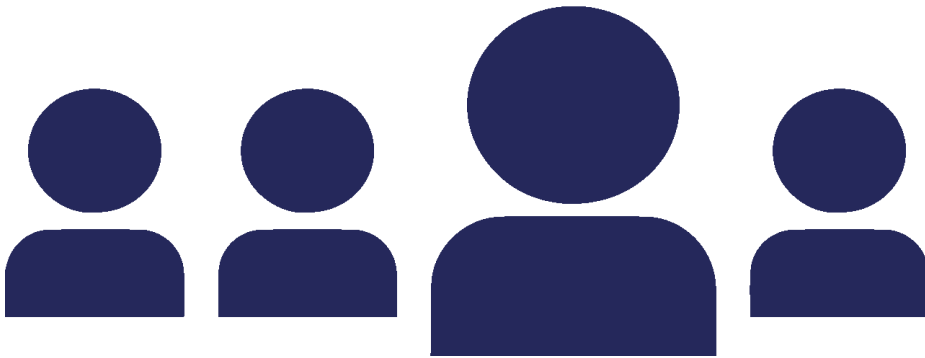


Play the role of director for the children and help them to realize their characters fully. For the final performance of the story, try to bring an audience together (other educators, the director of the services, chefs). You could also record the performance so the group can listen to it later or send it to the children's parents. If the children enjoy the activity, suggest that they create their own piece of theatre over the coming weeks. Always take the opportunity to praise the children for their performances.

Panic on Board!

Preparation

- Read the story in preparation to understand the different characters, the plot and the noises that are to be made.
- Print one story script for each child in the group. There are 7 characters, including the narrator. You can perform the story with 2 groups or assign more than one character to the same child depending on your group size.
- Choose a series of items to make the noises in the story.



Goal of the activity

This activity gives children the opportunity to act out characters from a story while also doing the story sound effects with various objects as well as their hands and mouths.

Materials required

- A copy of the story Panic on Board! (Appendix 12) for each child in the group.
- Objects with which to replicate various sounds in the story (ex. Sticky tape, Velcro, paper, a glass, a handful of coins, some marbles).
- Optional: a tape recorder to capture the story interpretation (or a recording application available on a cell phone).

Play a
game with
your
voice!

Instructions

- ① Set the context for the children. 'Who likes to act and perform? This activity is going to give you all the chance to develop your talents in acting and comedy.'
- ② We are going to interpret the story of Panic on Board! Each of you will take on either the role of one of the characters in the story, or you will make the sounds in the story with these objects or with your hands and mouths.'
- ③ Hand out the stories and assign characters or certain sounds to each child. Give the sound effect roles to children who are less capable of reading.
- ④ Explain the following elements: 'to help you with realizing your character, you can use the clues in the story (the character's age, relationship with others, etc.). The narrator will need to put lots of energy and emotion into their voice to make the story exciting and atmospheric.'
- ⑤ Tell the children who are making the sounds how each sound will be produced (either by an object or by their mouths and hands).
- ⑥ Read the story summary and give each child a moment to locate their character in the script.
- ⑦ Do a first reading of the script together where each child gets the sense of their character, and the noises made. Children with difficulty reading should be accompanied by an adult.
- ⑧ Then give a 15-minute break for the children to practice individually.
- ⑨ Perform the story together. You can do 2 or 3 rehearsals until you have a fun and interesting version.

Clinical and educational benefits

This activity gives children a chance to practice their reading skills in an informal setting as well as their skills at interpreting characters and expressing emotions. Some children may find they have a talent. Others may discover an interest in drama and storytelling. Either way, this activity will give children the opportunity to discover more about themselves and their interests. The story contains emotions ranging from fear to joy, so use the opportunity to discuss these emotions with the children.

Helpful tips

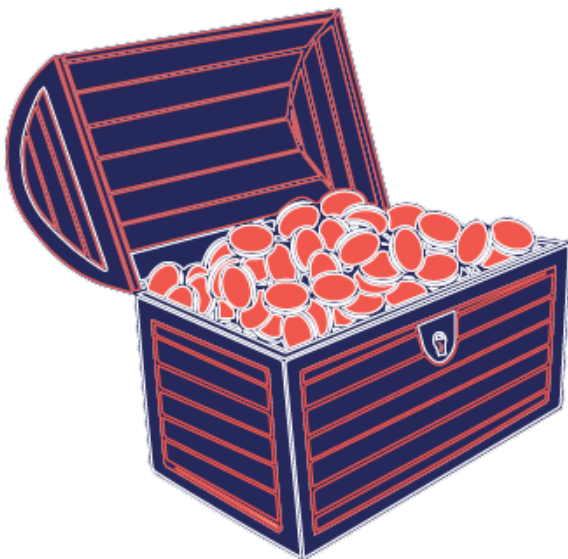


Play the role of director for the children and help them to realize their characters fully. For the final performance of the story, you might want to bring an audience together (other educators, the director of the services, chefs). You could also record the performance so the group can listen to it later or send it to the children's parents. If the children enjoy the activity, suggest that they create their own piece of theatre over the coming weeks. Always take the opportunity to praise the children for their performances.

The Secret Agent

Preparation

- Create an obstacle course with plenty of spaces where players can hide.
- Create at least three teams depending on the number of participants. Each team has 2 players.
- Set out the large container with all the 'treasure' items in it at the end point of the obstacle course. These are the objects that players will try to steal.
- The animator should place him/herself at the end of the obstacle course with their back to the players.
- Ensure that the obstacle course is safe – the players will be moving quickly, and we don't want any accidents!
- At the starting point (the bunker) the smaller containers should be placed, one for each team.
- This activity can be done indoors or outdoors.



Goal of the activity

To collect as many items as possible without being spotted by the animator.

Materials required

- Obstacles: ex, mattresses, outdoor furniture, walls, benches, trees, etc.
- 'Treasure' items: ex, scarf, rope, pen, juice box, etc.
- A bag or container for each team to put their 'treasure' in.
- A large container for the animator to put all the treasure objects in at the start of the game.

Each team will accomplish their mission by collaborating with their teammates.

Instructions

- ① Set the context for the youth. 'You are all secret agents. In the large container at the end of the obstacle course, there are items of treasure. It is your goal to collect as many items of treasure and bring them back to your team's chest as possible without being seen by the animator.'
- ② You will be in teams of 2 and will need to work together to complete your mission.
- ③ When I shout 'green', that is the signal that you can move. When I shout 'yellow' you will need to find a hiding place. Finally, when I shout 'red' that is the signal that I am coming to search for you. Anyone that I find must return to the bunker. If you have an item of treasure on you, it will be returned to the large treasure chest. I will have 30 seconds (depending on the size of the group and size of the obstacle course) to find as many of you as I can. After that time, I will return to my treasure chest and again turn my back to you.
- ④ The game is complete when there is no more treasure in the chest. Once this is the case, I will count the number of items that each team has in their chest and the team with the most treasure wins the game.'
- ⑤ Start the game!

Clinical and educational benefits

This activity highlights the importance of collaboration and placing trust in others for the fulfillment of a project or challenge. Participants get the chance to practice these skills in a fun and embodied way. In discussions after the game, you may wish to ask the youth to talk about how the skills of collaboration that they presented can be useful in other aspects of their lives.

Helpful tips



Take the opportunity to highlight the strengths of individual participants that you see during the game. It is likely that the good communication, listening and mutual aid allowed the teams to successfully complete the game. Take some time after the game to ask participants what they might have done differently if they could do it over. Again, where possible, link the topics to their real lives.

Rope Shapes

Preparation

- Choose a large space where players have plenty of room to move – outdoors or in the gym.
- Create teams of between 5 to 8 players. (You can also do the activity with just one team).
- Organise the youth into a circle and give each player a piece of the rope to hold. Make sure the rope isn't tangled.
- If you wish to add another layer to the challenge, place a time limit on the fulfillment of the task or ask the youth if they are comfortable doing it blindfolded.



Goal of the activity

Create a perfect geometric shape without letting go of the rope

Materials required

- A long piece of rope (about 10 metres, but adapt to group size).
- Blindfolds for each player (optional).



Make a perfect geometric shape.

Instructions

- ① Set the context for the youth. We are now going to do an activity that will call upon your communication skills.
- ② Everybody please get into a circle.
- ③ I am going to give you this rope. Each of you will take hold of a piece of the rope, and you cannot let go until the end of the activity.
- ④ Your goal is to form a perfect square (or other shape depending of the abilities of the group) together without any of you letting goes of the rope.
- ⑤ You will need to communicate clearly with one another to succeed!
- ⑥ The goal is not just to make a square, but to build relationships and to encourage you to use one another's strengths to resolve the problem.
- ⑦ Start the activity!

Clinical and educational benefits

This activity demonstrates the importance of communication skills and gives youth the opportunity to practice them. It is valuable to use this game to highlight effective communication methods that bring about the resolution of complex problems. After the activity, you can host a discussion on how the use of effective communication can help in the resolution of other, real-life challenges (clarity, leadership, shared vision, etc). Remember, being blindfolded may be a trigger for some youth. If you have any concern that some of your youth may respond badly to be blindfolded, omit this element of the activity.

Helpful tips



Recognize, praise and encourage the positive communication methods you see during the game. Furthermore, you can emphasize that positive communication is a habit that can be practiced and perfected as we go through life. It could be useful to give the youth a few examples of good communication from public personalities/sports stars whom they know. In doing so you are showing them a target behaviour from a respected person that they can emulate and practice.

Appendix 1

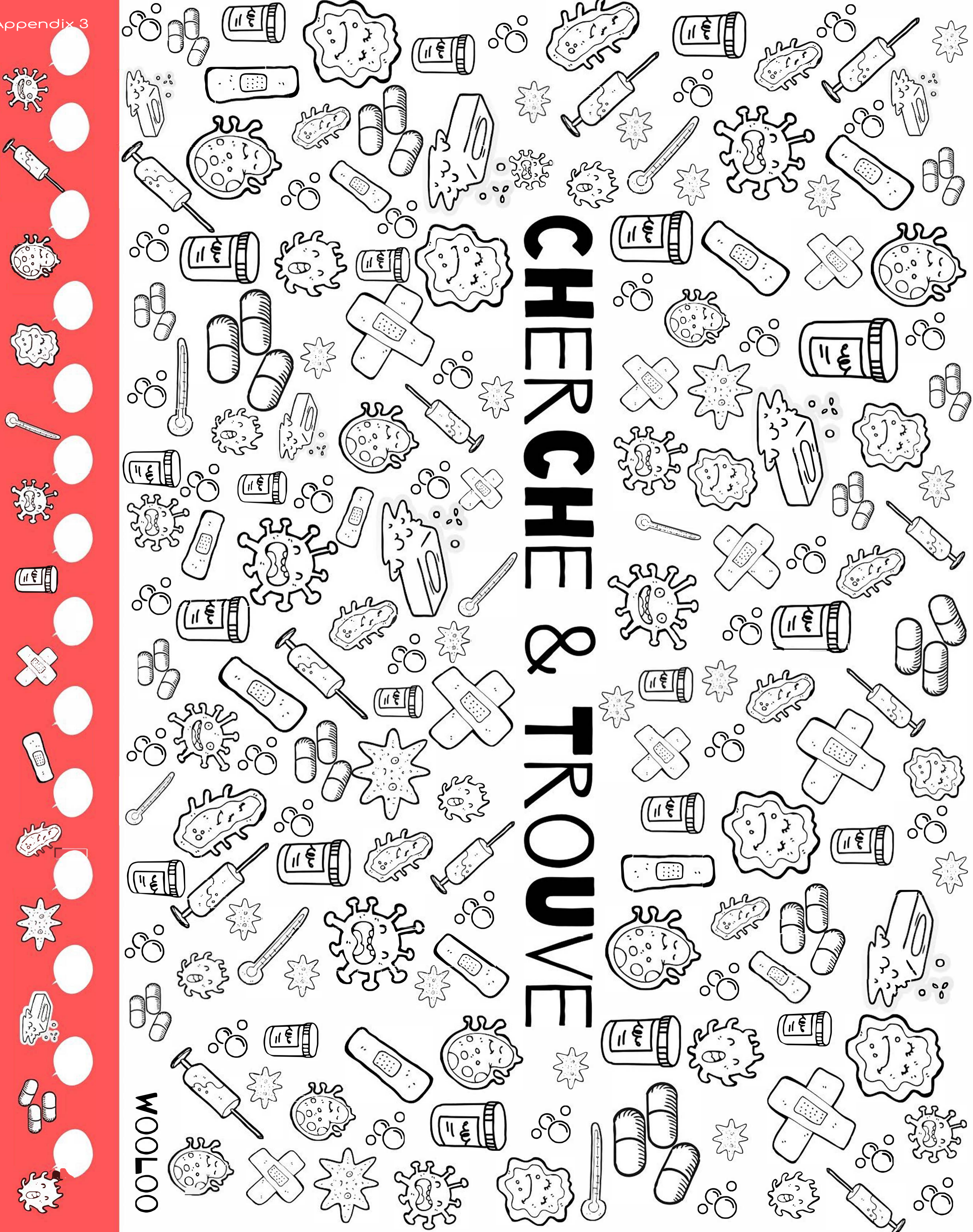
Discovering Viruses: Questions

<p>1. True or false?</p> <p>Several viruses are good for humans.</p>	<p>2. Where can we find the most viruses?</p> <p>A. In the sea B. In the forest C. In the desert</p>
<p>3. Viruses can help humans by:</p> <p>A. Purifying the air B. Killing harmful germs C. Developing our sense of smell</p>	<p>4. True or false?</p> <p>It is possible to see a virus with the naked eye.</p>
<p>5. Which of the following is not a virus?</p> <p>A. COVID-19 B. Ebola C. Tanzania</p>	<p>6. How many viruses are in the body of a healthy adult male?</p> <p>A. Around 100 viruses B. Around 13 500 viruses C. More than 3 trillion viruses</p>
<p>7. Among the following choices, which is not caused by a virus:</p> <p>A. A cold B. Snoring C. The flu</p>	<p>8. True or false?</p> <p>Plants cannot be contaminated by a virus.</p>
<p>9. True or false?</p> <p>It is possible to catch a virus by crossing or being around an infected person who coughs or sneezes.</p>	<p>10. Which are the symptoms that could indicate you are fighting a virus?</p> <p>A. Fever B. Fatigue C. Headache</p>
<p>11. True or false?</p> <p>All microbes are bad for us.</p>	<p>12. True or false?</p> <p>Viruses are part of the family of microbes.</p>
<p>13. Which of these actions help prevent catching the COVID-19 virus?</p> <p>A. Maintain a distance of 2 meters with other people. B. Wash your hands for at least 20 seconds. C. Tie your hair back.</p>	

Appendix 2

Discovering Viruses: Answers

1. True or false? TRUE.	2. Where can we find the most viruses? a) In the sea
3. Viruses can help humans because they: b) kill harmful microbes. Viruses are also used in the manufacture of vaccines.	4. True or False? FALSE. Viruses can only be seen with a microscope.
5. Which one is not a virus? c) Tanzania. Tanzania is a country in east Africa.	6. . How many viruses are in the body of a healthy adult male? c) More than 3 trillion
7. Which one is not cause by a virus? b) Snoring	8. True or False ? FALSE. Plants have their own viruses just like animals.
9. True or False? TRUE.	10. Which symptoms indicate you are fighting a virus? a) Fever b) Fatigue c) Headache
11. True or false FALSE. Microbes have functions that preserve the organism: synthesis of vitamin K, absorption of food, digestion of cellulose, protection against pests, etc.	12. True or false? TRUE.
13. Which of these actions help prevent catching the COVID-19 virus? A. Maintain a distance of 2 meters with other people. B. Wash your hands for at least 20 seconds	



CHERCHE & PROUVE

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Appendix 4

"The Virologist: Questions

<p>1. True or false?</p> <p>Several viruses are good for humans.</p>	<p>2. Where can we find the most viruses?</p> <p>A. In the sea B. In the forest C. In the desert</p>
<p>3. True or false?</p> <p>When we swim we absorb thousands of viruses.</p>	<p>4. True or false?</p> <p>A virus is able to reproduce on its own.</p>
<p>5. Which of the following is not a virus?</p> <p>A. COVID-19 B. Ebola C. Tanzania</p>	<p>6. How many viruses are there in less than one teaspoon of ocean water?</p> <p>A. 1000 B. 10 000 C. 10 millions</p>
<p>7. True or false?</p> <p>It is possible to see a virus with the naked eye.</p>	<p>8. True or false?</p> <p>The science that studies viruses is called virology.</p>
<p>9. Which of the following is not a virus?</p> <p>A. COVID-19 B. Ebola C. Tanzania</p>	<p>10. How many viruses are in the body of a healthy adult male?</p> <p>A. Around 100 viruses B. Around 13 500 viruses C. More than 3 trillion viruses</p>
<p>11. How many viruses are implicated in human diseases?</p> <p>A. 856 B. 8 C. 129</p>	<p>12. Among the following choices, which is not caused by a virus:</p> <p>A. A cold B. Snoring C. The flu</p>
<p>13. True or false?</p> <p>Are vaccines one of the most effective treatments against viruses.</p>	<p>14. True or false ?</p> <p>Plants can't be infected with viruses.</p>

Appendix 4

"The Virologist": Questions

<p>15. True or false?</p> <p>It is possible to catch a virus by crossing or being around an infected person who coughs or sneezes.</p>	<p>16. Which are the symptoms that could indicate you are fighting a virus?</p> <p>A. Fever B. Fatigue C. Headache</p>
<p>17. True or false?</p> <p>Our body's immune system produces antibodies to defend itself when we catch a virus.</p>	<p>18. True or false?</p> <p>Is it harder to fight a virus when we catch it a second time.</p>
<p>19. True or false?</p> <p>All microbes are harmful.</p>	<p>20. What does the term pathogen mean?</p> <p>A. What causes intestinal gas B. Term qualifying a type of cuisine without salt C. What causes illness</p>
<p>21. True or false?</p> <p>Viruses are part of the family of microbes.</p>	<p>22. Which of these viruses does not belong to the coronavirus family?</p> <p>A. COVID-19 B. SARS (severe acute respiratory syndrome) C. Yellow fever</p>
<p>23. What is the likely animal that caused COVID-19?</p> <p>A. Bat B. Polar bear C. Whale</p>	<p>24. Which of these actions help prevent catching the COVID-19 virus?</p> <p>A. Maintain a distance of 2 meters with other people. B. Wash your hands for at least 20 seconds. C. Tie your hair back.</p>

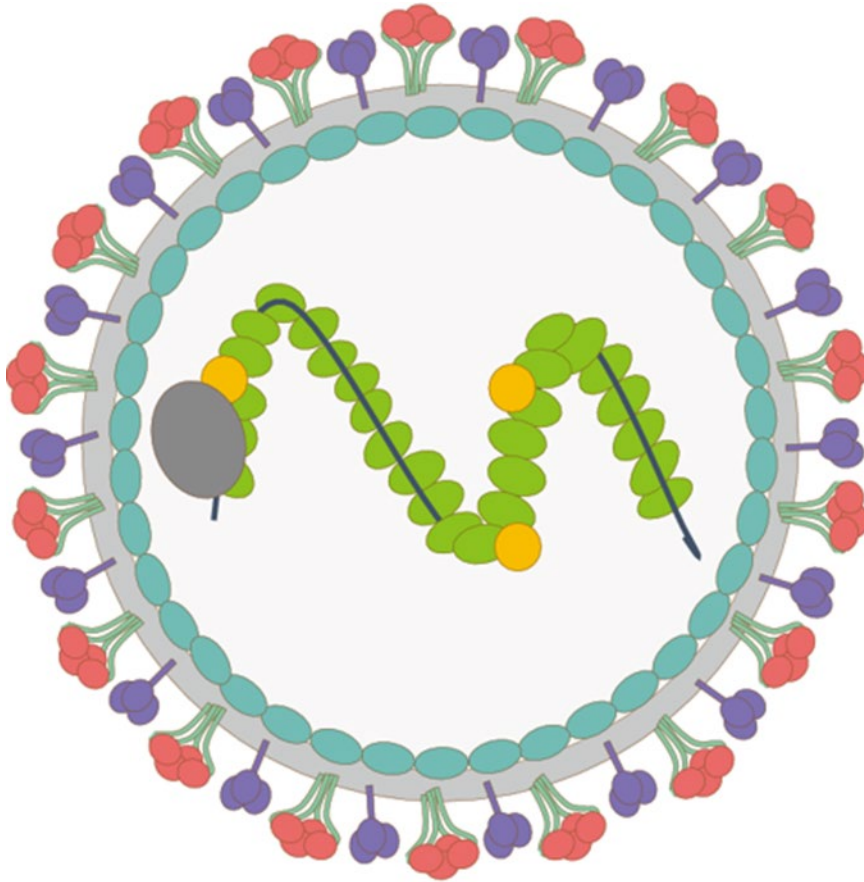
Appendix 5

"The Virologist": Answers

1. True or false? TRUE.	2. Where can we find the most viruses? a. In the sea
3. True or false? TRUE.	4. True or false? FALSE. The virus needs a cell to reproduce.
5. Viruses can help humans because they. b. kill harmful microbes. Viruses are also used in the manufacture of vaccines.	6. How many viruses are there in less than one teaspoon of ocean water? c. 10 millions
7. True or false? FALSE. Viruses can only be seen with a microscope.	8. True or false? TRUE.
9. Which one is not a virus? c. Tanzania. Tanzania is a country in east Africa.	10. How many viruses are in the body of a healthy adult male? c. More than 3 trillion
11. How many viruses have been responsible for human sickness? c. 129	12. Which one is not cause by a virus? b. Snoring
13. True or false? TRUE.	14. True or false? FALSE. Plants can have their own viruses just like animals.
15. True or false? TRUE.	16. Which symptoms indicate you are fighting a virus? a. Fever b. Fatigue c. Headache
17. True or false? TRUE. Our immune system is our natural defense mechanism against viruses.	18. True or false? FALSE. It's easier for our bodies to fight a virus the 2 nd time we get it.
19. True or false? FALSE. Microbes have functions that preserve the organism: synthesis of vitamin K, absorption of food, digestion of cellulose, protection against pests, etc.	20. What does the term pathogen mean? c. Something that causes an illness.
21. True or false? TRUE.	22. Which of these viruses does not belong to the coronavirus family? c. Yellow fever. It's the flavivirus which is the yellow fever virus. This disease is carried by mosquitoes and monkeys in tropical environments.
23. What animal is likely to be the cause of COVID-19? a. Bat. The scientists' hypothesis states that COVID-19 comes from the bat and that it was then transmitted to the pangolin. Pangolin meat is believed to have transmitted it to humans.	24. Which of these actions help prevent catching the COVID-19 virus? a. Maintain a distance of 2 meters with other people. b. Wash your hands for at least 20 seconds.

Appendix 6

"The Virologist": Image of a Virus





Have you seen the face of an old woman or a young girl?

Discuss with the group the following concept: A situation can often be interpreted in several ways and allow for different points of view. Not sharing the same point of view or disagreeing does not necessarily mean that one is wrong and the other is right. Sometimes these different views are valid. When we take into account the point of view of the other, we enrich our perception, and we allow ourselves to see the world in new ways and to adapt to it differently.

Inspired by Impact Academy, Danie Beaulieu, Ph.D. <http://www.academieimpact.com/>

Appendix 8

Moral Reflections: Examples of Moral Dilemmas

Let's start with a classic dilemma, Heinz's moral dilemma, which will gradually get more complicated.

Situation 1

Heinz's wife is very sick. She will die soon if she doesn't take medicine X. It's overpriced and Heinz can't pay for it. He nevertheless goes to the pharmacist and asks him for the medicine on credit. The pharmacist refuses. What should Heinz do? Let his wife die or steal the medicine?

Situation 2

Heinz's wife is very sick. She will die soon if she doesn't take medicine X. It's overpriced and Heinz can't pay for it. He nevertheless goes to the pharmacist and asks him for the medicine on credit. The pharmacist refuses because he says he has only one dose of the drug, which is very rare, and that it has already been promised to a child who needs it as soon as possible. What should Heinz do? Let his wife die or steal the medicine?

Situation 3

Heinz's wife is very sick. She will die soon if she doesn't take medicine X. It's overpriced and Heinz can't pay for it. He nevertheless goes to the pharmacist and asks him for the medicine on credit. The pharmacist refuses because he says he has only one dose of the drug, which is very rare, and that it has already been promised to a child who needs it as soon as possible. However, Heinz's wife is a scientist and is working on a new cure for this disease that is much cheaper. She alone could produce this cure if she recovers. What should Heinz do? Let his wife die or steal the medicine?

Situation 4 (optional) COVID-19

A teenage girl in a rehabilitation center is in confinement during the COVID-19 epidemic, as are the other young people in the center. This is a long and boring time for her because she is not allowed out, no longer goes to school, no longer goes to her dance activity, and she is very bored. She often thinks of her boyfriend whom she has not seen for several days and with whom she has barely had a chance to speak. She thinks it would be a good time to leave the center, just for a few days, to be able to see him. At the same time, she knows that other youth in the unit may find her behavior unfair and dangerous. Should she leave the center or stay there?

Appendix 9

The Magic Hands: Animation

1. Make yourself comfortable by sitting or lying down as we prepare for our exercise.
2. I am going to ask you to notice the objects in this room. You are going to choose some of these objects in a moment and they are going to give you magical powers.
3. Now, I want you to choose 5 objects in the room. You don't have to tell me what they are, they are yours, and you can keep them secret to yourself. These are your magic objects for today. Take a few moments to look at your magic objects.
4. Ok, now that we are ready, you can close your eyes or look at your hands depending on what you would prefer.
5. We are going to start by noticing our breath. Breathe in gently through your nose. While inhaling, blow up your tummy like it is a balloon. Breathe slowly and deeply. (Model breathing exercise).
6. Exhale the breath and gently deflate your balloon. (It is sometimes helpful to ask the children to say the word 'relax' as they are exhaling).
7. Do the previous 2 steps 3 times before proceeding.
8. Now that you are breathing so well, the next step is to use your hands to help. When you breathe in, open your hands and spread your fingers wide. And when you breathe out, close your hands into fists. (Model the hand movements for the children).
9. Now let's breathe a bit slower. See how your hands move slower too when you breathe more slowly. (Say the phrase, 'your hands open.....your hands close' in time with the breathing).
10. Keep breathing gently and deeply while opening and closing your hands. Don't worry if you start to think about other things, that's ok. When this happens, remind yourself of the magic objects you chose earlier and try to refocus your attention on your breath and your hands. (Continue the exercise for 2-3 minutes returning to the phrase 'your hands open.....your hands close').
11. What do you feel in your body? Can you feel the sensations in your feet, the feeling of the floor? Can you feel how your hands feel when they are opening and closing?
12. You are now practicing your magic powers. See how your hands have the power to control your breath and calm your body? When we are calm, things can be much easier, life feels better, and we are able to think clearly. You can practice these powers any time you like to get better at calming your body and your mind.
13. Thank you all. You can now open your eyes or bring your attention back to your magical objects in the room.

Appendix 10

The Imaginary Voyage: Follow up exercise

1. Now that you are settled in, you can choose to lie down or to remain seated during our exercise. The important thing is that you are comfortable for a few minutes.
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's up to you how you feel best.
3. When you breathe, be sure to fill your lungs by inflating your belly and then inflate your chest. (Take a moment of pause). Then calmly deflate your belly, your chest and your lungs. This is how deep breathing can provide feelings of relaxation.
4. Concentrate only on your breathing by respecting these steps. If your thoughts wander, bring them back to your breath. I will count backwards from 7 to 1 giving you directions. You will feel more and more relaxed.
5. Seven ... Relax your feet and ankles. Wiggle your toes to relax more. Then let your feet and ankles become soft and relaxed.
6. Six ... Let the relaxation come slowly by breathing quietly. Gently wiggle the muscles in your thighs then relax the movement. Relax your lower back. Notice how your breathing becomes slow and calm.
7. Five ... Relax your neck and drop your shoulders, let them become heavy and relaxed. Let relaxation rise from your back towards your head. Each breath allows you to become more and more calm and relaxed.
8. Four... Relaxation fills your shoulders now, overflowing gently towards your elbows. Release the tension in your forearms and wrists. Release the tension in the palms of your hands and in your fingers. Let them take their natural position, without forcing.
9. Three ... You are more and more relaxed, keep breathing calmly. Scan your body to see if there are any tight spots, if any find, try to relax these muscles quietly, leaving them as soft as possible. Think back to your imaginary place and how to find it. You can now get there while keeping yourself calm and relaxed. (Allow a little time to pass)
10. Two ... Stroll through this little universe that is just yours. Take the opportunity to admire all its details, this is your creation. You can change the things you don't like. You can do anything you want in this place. Take the opportunity to breathe calmly. (Allow a little time to pass).
11. One ... Sit in a spot that seems welcoming and make yourself comfortable. Breathe easy. (According to available to participants, leave time for silence).

Appendix 11
Matis and the Monsters

MATIS AND THE MONSTERS

– A PLAY-ALONG STORY



SUMMARY

Matis is afraid of sleeping in his room because he is convinced that monsters go there at night. He has told his parents, Marcel and Lucie, about it but they try in every way possible to convince him that monsters do not exist.

With the aid of his imaginary friend Malou, Matis decides to face up to the monsters that invade his room. His plan is to plot a conspiracy with the friendly, but clumsy, monster Tiguili, to ward off the nasty Termite monster. This is a story full of laughs and surprises!

CHARACTERS

NARRATOR

The narrator's role is to describe the situations in the story. The narrator demonstrates emotion and creates the atmosphere for the plot to emerge.

MATIS

Matis is a 5-year-old boy who is afraid of monsters. He feels alone and misunderstood.

MALOU

Malou is Matis' imaginary friend. He is kind and reassuring.

LUCIE

Lucie is Matis' mum. She is protective and worried about her son.

MARCEL

Marcel is Matis' dad. He is strict and does not believe in monsters.

TIGUILI

Tiguili is a friendly monster. He is clumsy and a little bit gullible.

TERMITE

Termite is a nasty monster. He likes to scare people.

1. Narrator

Matis and the Monsters, by class

After dinner, Matis' parents are washing the dishes. Lucie is worried about Matis. She turns to speak to her husband.

2. Lucie (concerned)

Matis came into our bed again last night. He thinks there are monsters in his room. It keeps happening and I'm worried about him. Marcel, are you listening to me?

3. Marcel (annoyed)

I don't know what you're so worried about, it is normal to believe in monsters at his age. We just need to convince him that they don't exist.

4. Lucie (annoyed)

Oh really? And how exactly to you propose we do that?

5. Marcel (with confidence)

You'll see, I'll take care of it.

6. Narrator

Marcel goes to Matis' bedroom.

7. Marcel

Come on Matis, its time for bed. There is something I want to talk to you about.

8. Matis (surprised)

Oh? What is it daddy?

9. Marcel

Your mum and I have been talking and we don't want you coming into our bed during the night anymore. You are old enough to sleep on your own. How many times do we have to repeat: monsters don't exist.

10. Matis (worried)

Yeah, but daddy I promise there are monsters in my room at night. One of them has green hair and another one

11. Marcel (interrupting)

TUT, TUT, TUT! Look, I don't want to argue about this. Monsters don't exist, end of story! Here, to make you feel better I have installed a night light. Look, see!

CLICKING NOISE OF THE NIGHT LIGHT

12. Matis (afraid)
A lamp isn't going to stop them from coming!

13. Marcel
Sweet dreams! Goodnight my love.

NOISE OF GOODNIGHT KISSES

14. Matis (crying)
Nobody ever believes me!

15. Narrator
Matis feels lonely. He cries himself to sleep. Suddenly, in the middle of the night, his imaginary friend Malou appears out of the blue.

16. Malou (cheerful)

SOUND OF MALOU APPEARING

Matis, wake up!

17. Matis (sleepy)
What? Who is it?

18. Malou (whispering)
Its me, Malou!

19. Matis
What do you want?

20. Malou (confident)
I heard you arguing with your dad earlier. I heard you crying too. So I said to myself, I need to help Matis to find a way to get rid of these monsters. I think I have an idea!

21. Matis (pleased)
Really?

22. Malou
You know how there are two monsters that visit you at night? Well, what you don't know is that one of them is friendly. He is called Tiguili. He is really clumsy and falls around all over the place. Tiguili doesn't mean to be scary. In fact, he wants to get rid of Termite, the scary monster. And I think we can help him!

23. Matis (unsure)
Eh, yeah, but how can we help one another if he is so clumsy?

24. Malou

Ok, let me explain. Termite is terrified of your mum.

25. Matis

He's afraid of my mum?

26. Malou

Yeah. He is afraid that she will pull on his ears, just like his mum did to him.

27. Matis (happy)

(laughs)

28. Malou

All you need to do is to convince Tiguli to dress up in her clothes. That will scare him so much that he will never come back.

29. Matis

But how will I speak to Tiguli before Termite gets here?

30. Malou

Tiguli always arrives as soon as you fall asleep. If you pretend to be asleep, he will come!

31. Matis

Ok thanks Malou. See you later!

NOISE OF MALOU DISAPPEARING

32. Narrator

So Matis lies down and pretends to be asleep.

A few moments later Tiguli, the friendly monster, appears at his bedroom window. Climbing through the window he catches his fur and it gets yanked out.

NOISE OF HIS FUR BEING PULLED OUT

33. Tiguli

Owwwwwwwww, my bum!!

34. Matis

Are you Tiguli? Nice to meet you. I need to talk to you but.....

NOISE OF MATIS SNIFFING

You smell really bad!

35. Tiguli

Why thank you, that's kind of you to say so!

36. Matis

You're welcome. I'm not afraid of you anymore since I spoke with my friend Malou and he told me that you want to get rid of Termite too. Malou and I came up with a plan to make him leave my room. Would you like to help us?

37. Tiguli

Sure! What would you like me to do?

38. Matis

Termite is terrified of seeing my mother. He is afraid that she will pull on his ears just like his mother did to him when he was young.

39. Tiguli (angry)

Absolutely not! It is out of the question that I would dress as a woman.

40. Matis (insistent)

Aw but please Tiguli! You are the only one who can help me!

41. Tiguli (thinking)

Ugh, what kind of mess am I getting myself into? Alright, where are her clothes?

42. Matis

Her pink bathrobe and slippers are behind the door in the bathroom. Her curlers are in the cabinet.

43. Tiguli (disgusted)

Curlers! What an embarrassment! I hope you realise what I am doing for you Matis.

44. Matis (excited)

Hooray! Oh, thank you, thank you, thank you!!

45. Narrator

Tiguli goes to the bathroom to put on his disguise. Matis lies down under his covers and once again pretends to be fast asleep.

NOISE OF MATIS' FAKE SNORING

A short while later, Termite leaps through the bedroom window.

46. Termite

Aha! Little Matis is fast asleep, but not for long.....Hmmm, strange! Something tells me that Tiguli is near. I can smell his terrible stench and I see his fur stuck in the window frame. That wasn't here yesterday.....

SNIFFING AND COUGHING NOISES

Yuck! He stinks so bad! Let me see. Where shall I hide so as to scare little Matis? Under the bed? In the wardrobe? Hmmm, no not tonight. I know! I'll sit right here on this chair beside his bed. When he wakes up I'll give him a shock and he will be so scared he will never be able to sleep in his own bedroom again. Hahahahahahahahahahaha!!!!

His room will be MINE, along with all of his toys. Hahahahahahahahaha!!!!

47. Matis (scared and whispering)
Where are you Tiguli? I'm scared.

48. Termite

NOISE OF TERMITE YAWNING

I'll just take a little nap and wait for the child to wake up.

NOISE OF TERMITE SNORING

49. Narrator
Termite sleeps in the chair right beside Matis. Meanwhile, in the bathroom....

50. Tiguli
How I hate curlers! I hate them! But, with this hairstyle I have made I will give him the fright of his life, no doubt. Ah, I hear Termite snoring. Time to go and wake him up.

NOISE OF TIGULI TRIPPING OVER TOYS

51. Tiguli
Ah darn it!!

52. Narrator
Tiguli gets himself off the floor and sneaks into Matis' bedroom. Meanwhile in Marcel and Lucie's bedroom...

53. Lucie (anxious)
Marcel! Did you hear that? Can you hear the noises coming from Matis' room?

54. Marcel (sleepy)
Don't worry about it dear, go back to sleep. Don't tell me you believe in monsters now too.

55. Lucie
For goodness sake! I'm going to check.

NOISE OF FOOTSTEPS

56. Narrator
Lucie opens Matis' door. She sees Termite's shadow and screams:

57. Lucie (scared)
Who is there? I'm calling the police!

58. Narrator
Termite wakes up and sees two of Matis' mother looking at him.

59. Termite (terrified)
AHHHHHHHHHH!!! Am I seeing double? Two mothers? No, *mama mia!*
Please don't pull my ears, I'm begging you! I will never come back here again, I promise! AHHHHHHHH!

NOISE OF FLEEING FOOTSTEPS

60. Narrator
Tiguili hides behind the curtains so Lucie can't see him. He has done it!

61. Lucie (scared)
Matis, are you ok?

62. Matis
Yes mummy.

63. Narrator
Marcel hears the noise from the bedroom and comes running into Matis' room.

64. Marcel (concerned)
What's going on in here?

65. Lucie (intrigued)
This room smells very strange.

66. Narrator
Searching for the source of the smell Lucie sees something odd behind the curtains...

67. Lucie
Hold on, what are my slippers doing over there?

68. Narrator
Lucie pulls back the curtains to reveal to the whole family a friendly monster dressed in her clothes.

69. Lucie and Marcel (terrified)
AHHHHHHHHHHHHHHHHHHHH!!!!!!!

70. Narrator
Lucie and Marcel are terrified. They cling to one another in fear.

71. Matis (whispering)
Get out of here Tiguli!

72. Tiguli
Sorry Matis, I didn't mean to frighten your parents. Well, at least Termite was twice as scared as they are!

73. Matis
I know! He's never coming back here again, that's for sure. Thank you Tiguli!

NOISE OF FOOTSTEPS DISAPPEARING

74. Narrator
Matis' parents look at him in disbelief and confusion.

75. Matis
Why didn't you believe me about the monsters?

76. Marcel
Because we had never seen them.

77. Lucie
We should have believed you Matis. We are so sorry.

78. Matis
Yeah. Sometimes you need to see things to believe them.

79. Narrator
The nights passed and Matis no longer had any trouble sleeping. He knew he was safe and that Termite was never coming back. Lucie and Marcel told the story to all of their neighbours, but none of them believed it. But of course not, because nobody had seen what they had seen.

GOODNIGHT.

PANIC ON BOARD!

- A PLAY ALONG STORY



SUMMARY

Emma and Christophe Bouvier have just got married and are traveling on the luxurious ship, The Swordfish. The couple are blissfully happy until an argument breaks out one evening. The next morning Christophe is nowhere to be found. What happened? Where did he go?

The ship's passengers and crew assemble in the glamorous ballroom to try and solve the mystery. During their discussions they realize that everyone has reason to attract suspicion. Who is the real culprit?

CHARACTERS

THE NARRATOR

The narrator's role is to describe the situations in the story. The narrator demonstrates emotion and creates the atmosphere for the plot to emerge.

CAPTAIN WILLIAM

William is the proud captain of the ship. He is confident and is intimidating.

MAGGIE

Maggie is a discreet chambermaid who knows all the gossip about the passengers on the ship.

GASTON

Gaston is an old chef. He comes across as harsh and difficult.

MADAM O'HARA

Madame O'Hara is a flamboyant opera singer. She tells stories that seem exaggerated or untrue. She is very dramatic and emotional.

EMMA BOUVIER

Emma is a young newlywed. She is head over heels in love.

CHRISTOPHE BOUVIER

Christophe is a young newlywed. He is head over heels in love, but he is also jealous.

1. Narrator
Panic on board, by class

The North Sea was calm, its waves gently rocking the great bows of the luxury ship, The Swordfish. In the grand ballroom two newlyweds, Christophe and Emma Bouvier waltz on the dancefloor to the rhythm of the orchestra.

SOUND OF ORCHESTRA PLAYING MUSIC IN BACKGROUND

2. Emma
Christophe, my darling. What a perfect night!

3. Christophe
I agree, Emma, just perfect. Promise me that we will always be this happy together.

4. Emma (concerned)
Well....its just that....I need to tell....

5. Christophe
What's the matter Emma? Do you doubt our love?

6. Emma
Of course not, my love.

7. Narrator
Christophe leaves the dancefloor brusquely, followed by Emma.

NOISE OF FOOTSTEPS

The next moment, Madam O'Hara makes a grand entrance. She is wearing an extravagant red dress accompanied by numerous pearl necklaces.

THE SOUND OF PEARLS CLINKING TOGETHER

8. Madam O'Hara
Good evening ladies and gentlemen. There is no need to stand and welcome me into your presence.

9. Narrator
In the corner of the room, by the entrance to the kitchen, two of the ship's workers, Maggie and Gaston, stand whispering.

10. Maggie (annoyed)
Ugh! I can't stand Madam O'Hara.

11. Gaston (annoyed)
Tell me about it! She is constantly complaining about the food I make. It is never to her taste. Too salty, too plain. I have a good mind to put some poison in her meals.

12. Captain William (angry)
Oi! Since when did the workers mingle with the passengers on this boat! Maggie, Gaston, back to your positions immediately!

13. Narrator
Captain Williams points them in the direction of the kitchen doors.

14. Maggie and Gaston
Yes sir, right away sir!

15. Madam O'Hara (proud)
Ah, Captain William, hello. Have you ever had the honour of hearing me sing?

16. Captain William (irritated)
Unfortunately not.....

17. Madam O'Hara (breaking into song)
OOOOOOOOooooooooOOOHHHHH! AAAAAAAAAaaaaaaaAAAHHHHHH!

SOUND OF A GLASS BREAKING

18. Narrator
The following morning when Emma awakes, she sees that Christophe is not by her side. She wanders the ship looking for him, questioning the passengers. No one has seen her husband. An emergency meeting is called in the ballroom to try to find the whereabouts of Christophe.

19. Captain William
We have a serious issue at hand. Christophe Bouvier has disappeared. We have searched the whole ship and there is no sign of him anywhere. We absolutely must know where and when he was last seen.

20. Emma (sad and crying)
Boooohoooooo! Please help me find my husband!

21. Madam O'Hara
Oh Emma, you poor thing. It reminds me of when my fourth husband suddenly disappeared on me.We were at the top of Mount Everest, the highest mountain in the world you know, when.....

22. Captain William (angry and cutting over Madam O'Hara)
Oh shut up Madam O'Hara!

(then gently to Emma)
Emma, when did you last see your husband?

23. Emma (still crying)
Just before I fell asleep last night. Around midnight.

24. Captain William
Did anyone see Christophe Bouvier after this?

25. Maggie
When I was cleaning the washrooms around 2am a man in a striped nightgown passed me. He seemed confused. Perhaps that was him?

26. Emma (excited)
Yes that must have been him! Did you talk to him?

27. Maggie (shy)
No...

28. Madam O'Hara (panicked)
Oh my! He could have jumped into the sea!

29. Gaston (annoyed)
Calm down woman! Nobody has seen this man for more than twelve hours. He has either jumped overboard or someone has taken his life.

Everyone
SINGS MUSIC EMPHASISING DRAMA DUN DUN DUUUUUUUUUUUUNNNNN!

30. Captain William
Mrs. Bouvier. Would your husband have had any reason to take his own life?

31. Emma (angry)
How dare you! Never! We had just got married and were so happy!

32. Maggie (angry)
Not true!

(shy)
So I lied before. The truth is...I did speak with Mr Bouvier last night. He told me that he and Mrs Bouvier had an argument.....But he did also say that they were very much in love.

33. Captain William (angry)
Maggie, why didn't you say this before?

34. Maggie (shy)
Well, I was worried that it would seem suspicious.

35. Madam O'Hara (panicked)
So it is clear then, this man did not want to take his own life, he was in love! There is a murderer in our midst!

36. Gaston (menacingly)
Nobody move. There is a murderer among us and we will find out who it is

So to recap the situation - at 2am Christophe Bouvier was seen for the last time. Who among you has committed the crime?

37. Emma (angry)
How about you Gaston? You are also a suspect.

38. Maggie (angry)
Yes! Even more so since you told me last night that you would like to poison Madame O'Hara.

39. Gaston (angry)
I was joking of course! I would never do such a thing. I would never spoil a dish!

40. Madame O'Hara
What a story. This would make a great film, with me as the main star, obviously.

41. Captain William
Madam O'Hara, we all know that you have made your fortune from the money of your ex-husbands, all of whom disappeared in mysterious circumstances.

Everyone

SINGS MUSIC EMPHASISING DRAMA DUN DUN DUUUUUUUUUUNNNNN!

42. Captain William
Exactly how many husbands have you had?

43. Madam O'Hara (shy)
Eleven.

44. Captain William
Eleven husbands? All disappeared? Very strange don't you think? What a coincidence!

45. Emma (whispering)
Madam O'Hara could have murdered my husband? If she can make all those husbands disappear.....she could have done the same to my Christophe.

46. Maggie
But hold on there Emma. I would really like to know what your argument with Christophe was about last night.

47. Emma (shy)
He was worried because he doubted my love for him.

48. Maggie (confidently)
Might the argument have had something to do with this letter?

49. Narrator
Maggie takes an envelope from her apron upon which a heart is drawn.

50. Emma
What right do you have searching through my suitcase?

51. Maggie
What right do you have to be having a secret affair with the captain?

Everybody

SINGS MUSIC EMPHASISING DRAMA DUN DUN DUUUUUUUUUUUUNNNNN!

52. Maggie
That has to be it! Emma threw her husband into the open sea so she could start a new life with the captain!

53. Captain William (shy)
I admit. As soon as I saw Emma board the ship I fell in love with her. I did send her the letter making my feelings for her clear, but she replied that she was in love with Christophe.

54. Emma
It is all true. I love my husband and would never leave him.

55. Narrator
Suddenly footsteps can be heard approaching the door to the ballroom.

SOUND OF FOOTSTEPS APPROACHING

56. Madam O'Hara (afraid)
Who goes there?

SOUND OF DOOR SLOWLY OPENING

Everyone
OHHHHHHHHHHHHH! CHRISTOPHE!

57. Christophe (overjoyed)
Emma, my darling!

58. Narrator
Christophe turns toward the captain

59. Christophe (angry)
Ladies and gentlemen, this man is an imposter!

60. Captain William
How dare you insult your captain?

61. Christophe
Captain, would you mind telling us all how you are navigating this ship while you are still in this ballroom?

62. Narrator
The captain tries to escape but Gaston shuts the door just in time. He removes a fake moustache and cap from the captain.

SOUND OF MOUSTACHE BEING RIPPED OFF

63. Gaston (surprised)
ROGER! The caretaker

Everybody

SINGS MUSIC EMPHASISING DRAMA DUN DUN DUUUUUUUUUUNNNNN!

64. Captain William
Ok, you got me! I pretended to be the ship's captain and I orchestrated the disappearance of Christophe so I could seduce Emma.

65. Christophe
He tied me up in the cabin with the real captain. Fortunately we both got free before he could do his dirty work!

66. Madame O'Hara
Throw him overboard!

67. Captain William (afraid)
No please, have mercy on me. I'm done for!

68. Gaston
I propose we hold this liar here until the next port where we will hand him over to the authorities. But tonight, we shall celebrate with a feast in honour of the reunion of two lovers!

Everyone
Hooray!

69. Narrator
And so, the glorious ship continued on its course under a clear, starry sky to the music of the orchestra, the chatter of the passengers and love of the newlyweds.

THE END