

School is an environment where students have the opportunity to learn and develop their full potential.

## How can you introduce the concepts of mental fitness and resilience without adding a new program?

1. By creating an atmosphere in which teaching strategies and behaviour management help to meet the three basic psychological needs while achieving the learning outcomes of the curricula.

Through its direction, its values, its four subject areas, and its learning outcomes, the FPS program matches the vision of wellness and mental fitness set out at the start of this guide.

2. By having the three psychological needs (CAR) as a backdrop each day in school.

This responsibility shared by all school staff has an impact on student motivation at school and allows for knowledge transfer to students.

## Integrating strategies into daily activities in the classroom

The boxes on the following pages suggest that the strategies can be divided into two groups. The first category is tied to the general atmosphere in the classroom. These strategies can be integrated into daily classroom activities. The second category is concerned with planned or occasional strategies that are more closely linked to clearly defined times in the teacher's lesson planning.

These suggestions reflect only a very small portion of the information presented in the various works and on the various websites dealing with the topic of motivation and self-determination theory.

## COMMUNICATION

- Use the students' first names.
- Give clear instructions.
- Explain why a task is important and to what it is connected.
- Check that students have understood your instructions by having them explain.
- Explain clearly the reasons for the limits set.
- Use appropriate and rich vocabulary.
- Use modelling and guided practice (student and teacher).
- Explain, practise, and adopt effective communication and listening techniques.
- Empower students to express their ideas clearly.
- Get the students to participate in the discussion.
- Listen to and consider students' opinions when making decisions.
- Give words of encouragement.
- Validate your perceptions with the students.
- Identify and express feelings and emotions.
- Demonstrate pro-social attitudes.
- Use humour.
- Use non-verbal language to call students to order.
- Build a rapport with parents.

## STRENGTHS/COMPETENCIES

- Acknowledge and take into account students' abilities.
- Assign challenges based on abilities.
- Encourage student involvement in a variety of activities focusing on interests and preferences.
- Empower and encourage students to make decisions.
- Let students find their own solutions to specific problems.
- Emphasize accountability and acceptance of consequences of one's choices.
- Give students the opportunity to identify and use their strengths
- Allow students the opportunity to experience success.
- Allow students to see others experience success (modelling).
- Allow students to receive words of encouragement and affirmation from others.
- Develop stress management skills.
- Promote the development of social skills.

## BUILD RELATIONSHIPS

### DIFFERENCES AND DIVERSITY

- Use centres of interest.
- Give choices (topic, book, material, activity, duration of assignment, presentation format, individual or group work, in accordance with students' needs, aptitudes, etc.).
- Vary tasks within a given activity.
- Assign challenges based on students' strengths.
- Take learning styles into account.
- Show respect for different kinds of intelligence.
- Accept differences.
- Emphasize acceptance of differences among students.
- Allow and encourage inclusion – engage withdrawn students.
- Focus on integration and social justice when students are working in groups.

### COLLABORATION/COOPERATION

- Involve students in learning scenarios and make them active participants in their learning.
- Post steps/instructions for a project to ensure they are visible and accessible.
- Encourage collaboration/cooperation.
- Suggest activities that foster interaction (cooperative work, projects).
- Pair students according to their needs and interests without regard to the intellectual strengths of individuals.
- Vary groups (heterogeneous groups, groups by affinities, groups by needs, etc.)
- Use a sociogram to group students together.
- Have students use problem-solving and conflict-resolution steps.
- Get parents involved.