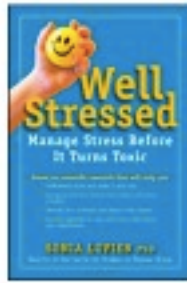
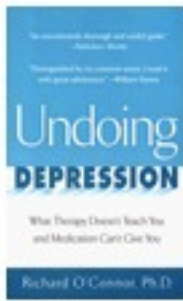
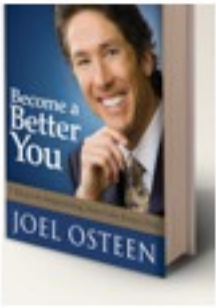


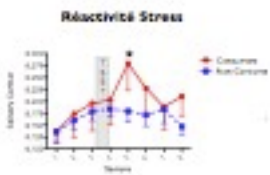
S'AIDER SOI-MÊME



Auto-diagnostic/stigma?

7

VA-T-ON MIEUX?



Marin et al., (en préparation)

8

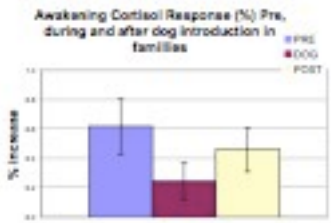
LE POUVOIR DES AUTRES

Les meilleurs amis.....



- à 4 pattes

9



Chien MIRA avec enfants troubles envahissants comportement :

↓ Hormones de stress

Viau et al., 2010

10



Un programme pour enfants et adolescents crée par le centre d'études sur le stress humain
www.stresshumain.ca



11



Lupien et al., 2001; Dev. Psychopathology

12

- 👤 Aimed at children aged 11-13 years
(Grades 6 and 7)
- 👤 Transition from Middle School to High School



13

Program encourages students to:

- Think about factors that may be perceived as stressful & why these factors create a stress-response.
- Acknowledge what a stress-response entails.
- Learn ways to decrease the stress-response following exposure to a perceived stressor.



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Workshop 1: THE NUTS MODEL

- > WHAT EXACTLY IS STRESS?
- > DIVIDE THE CLASS INTO GROUPS
- > EACH GROUP WRITES DOWN A STRESSOR ON A PIECE OF PAPER AND PLACES IT INTO A POT



15

Workshop 1: NUTS MODEL

In this pot, each of the groups have written down something that causes them stress.

What one group considers to be a stressor may be different from what another group considers to be a stressor.

But, it is important to know that even though the stressors may be different in nature, there is a **RECIPE OF STRESS** that is the same for everyone.



16

Recipe for Stress



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Don't GO NUTS !

An easy way to remember these 4 things is, don't go NUTS! (At this point, educators can draw a table on the board that will be used to evaluate whether the stressor contains at least one of the N.U.T.S. elements).

	Novelty	Unpredictability	Threat to Self	Sense of Control
List of stressors				

18

Discussing the NUTS MODEL with the class



- Examine the “stressors” that the groups have provided.
- For each stressor, determine if these situations contain one or more elements of the NUTS model. (Students will notice that each stressorr contains at least one element of the NUTS).

Novelty?

No control?

Unpredictable?

THREAT TO EGO?

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- The aim of this exercise is to help students internalize the NUTS model and practice its application to real-life situations.

- All the examples have **at least one element** of the NUTS model. And remember, the more elements you have, the more stressful the situation is and the more stress you will feel.



20

LOGBOOK (intro)

LOGBOOK 1

Did anything stressful happen today?

If yes, what happened? Make a list of all the things that made you feel stressed.

1. _____ Novelty? Unpredictable? Threat to ego? Ego of Threat (YES)

2. _____ Novelty? Unpredictable? Threat to ego? Ego of Threat (YES)

3. _____ Novelty? Unpredictable? Threat to ego? Ego of Threat (YES)

4. _____ Novelty? Unpredictable? Threat to ego? Ego of Threat (YES)

5. _____ Novelty? Unpredictable? Threat to ego? Ego of Threat (YES)

Circle each situation that made you stressed, circle which element(x) of the N.U.T.S. model it included.

21

Workshop 2: Interpretation of stress and NUTS workshop



- > Share the stressful situations experienced by teens and noted in the logbook
- > Different stressors for each person
 - Find a **common stressor** (for example, fight with sibling)
 - => Different person have different interpretation of the **SAME** stressors



We all perceive stressful situations differently

22

TEACHER

As you can see from the list of stressors, we are all different in the type of stressors we encounter. We all face different stressors. However, we have some common stressors too.

Common Stressor: "Getting into fight with brother"		
	JOHN	KELLY
Novelty		✓
Unpredictability	✓	✓
Threat to ego	✓	✓
Sense of control		
Number of NUTS elements	2	3

Stress depends on the CONTEXT

23

REINFORCING NUTS MODEL

ACTIVITY: LET'S ACT IT OUT!

- Small groups
- Each group has 5 minutes to create a skit in which they will stage a stressful situation that contains at least 2 elements of the NUTS model - classmates have to identify the elements
- Objective : become aware of how stress can be experienced in everyday life and how people can experience the same situation and perceive it as being stressful for different reasons.



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Logbook 2:



Logbook: ask students to share how they know they are stressed – how does your body react when faced with a stressor?

LOGBOOK 2

Identify stressors – an event, process or situation that causes you stress. Next to each stressor, explain how your body reacted to the stressor.

What made you feel stressed?	How did your body react to the stressful event?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

25

Workshop 3: HOW DO YOU KNOW YOU'RE STRESSED?



Ask students to share their logbook's response on how they knew they were stressed out by certain situations?

Mobilizing energy



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How your body reacts to stress



Ways your body responds to a stressful situation:

- Pupils dilate (become larger) so that we can see more clearly
- Hair stand up – making us appear larger in order to scare off our opponent
- Heart rate increases – so that we can pump more blood to the muscles
- Breathing speeds up – so that there is more oxygen
- Sweat glands open – allowing body to cool when over-worked

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LOGBOOK 3
Identify stressor - an event, person or situation that causes you stress. Next to each stressor, explain how your body reacted to the stressor. This time, also write down how you lost your energy.

Stressor	How do you know you are stressed?	How did you lose the energy?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

29



30

Move!



Remember energy mobilization? You don't always have the option to fight or fly

- However, you do have the option of exercising and using up your mobilized energy.

Suggestions: Run, bike, swim, participate in team sports...



31



Practice goodwill

• **Have you thought about how it feels to help someone?**

- Help a friend to get up after they have fallen down, help a grandparent to make dinner or help mom clean the house? When we practice goodwill, the brain sends positive messages to the body, those that decrease stress.

• *Suggestions:* Start a chain of goodwill, become a volunteer, ... open the door for strangers



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Laugh...



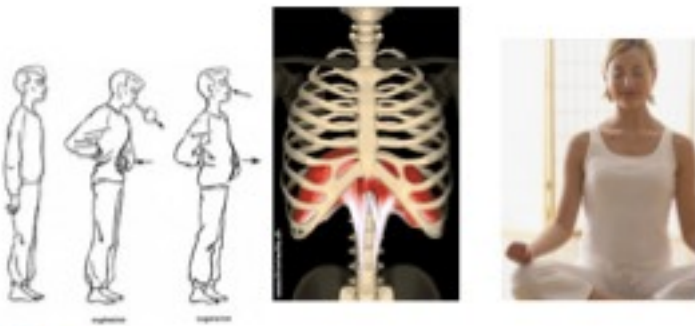
When we laugh, we secrete hormones that decrease the effects of stress hormones.

- *Suggestions:* Read the comic section in the newspaper, share jokes with friends, attend a comedy show...



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Step on the breaks— Belly breathing



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... and the various ways it can be done

- ⊗ **Sing**
 - When holding a note, we stretch the diaphragm
 - In times of stress, sing! Join a choir!
 - Scientific studies have shown that participants of a choir have decreased stress response compared to those who are not part of a choir.
- ⊗ **Pray**
 - Monotone voice which leads to stretching of the diaphragm
- ⊗ **Listen to music**
 - Attention...not all types of music!
 - The brain has an interesting tendency to synchronize breathing to the music's rhythm



35

Workshop 4: Problem focused coping

- ✓ Logbook 3: what do you do to get rid of your energy?
- ⊗ Impossible to completely get rid of stress. You need to learn to cope with it
- ⊗ Deconstruct and reconstruct stress!



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Apprendre à déconstruire son stress

	S	P	I	N
Magasiner avec ma mère	□	X		
Examen fin d'année			X	
Chicaner avec mon frère			X	



Chaque stresser contient au moins un ingrédient, plus il y en a, plus on est stressé

37

Conversation avec un enfant sur le thème du stress

1. On déconstruit : Je stresse car je me dispute toujours avec ma mère par rapport à mes devoirs....

Est-ce que tu as l'impression d'avoir le **contrôle**? Non! J'ai l'impression de ne pas avoir le choix du moment de faire mes devoirs!

Est-ce que la situation menace **ta personnalité**? Oui, j'ai l'impression d'être accusé de paresseux à chaque fois que ma mère me parle de mes devoirs

Est-ce que c'est **imprévisible**? Non...Je sais que c'est toujours ça qui arrive

Est-ce que c'est **nouveau**? Non, je me dispute toujours avec ma mère à propos de mes devoirs

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Conversation avec un enfant sur le thème du stress

2. On reconstruit : on trouve un plan A, plan B, etc.

Que peux-tu faire pour avoir l'impression d'avoir plus de **contrôle**?

Plan A : Je demande à ma mère de me faire confiance

Plan B : J'organise un horaire d'étude et le présente à ma mère

Que peux-tu faire pour que cette situation menace moins **ta personnalité**?

Plan A : Je dis à ma mère de cesser de dire que je ne suis pas digne de confiance et que je suis paresseux

Plan B : Je demande à mon père de m'aider dans mes travaux. Il est moins exigeant que ma mère!

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Logbook 4:

Identify stressors experienced during the week. Identify N.U.T.S. and write down coping strategy used. Did the strategy work? If not, did you have a Plan B? If so, explain what your plans were.

40

WORKSHOP 5: SOCIAL SUPPORT



41

Social Support Tree



Think of all the people who are your social support...write their names down

Social Support Tree



This tree will help you determine what is the best source of social support vs social pressure



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Adolescents avec haut niveau de colère à l'entrée au secondaire

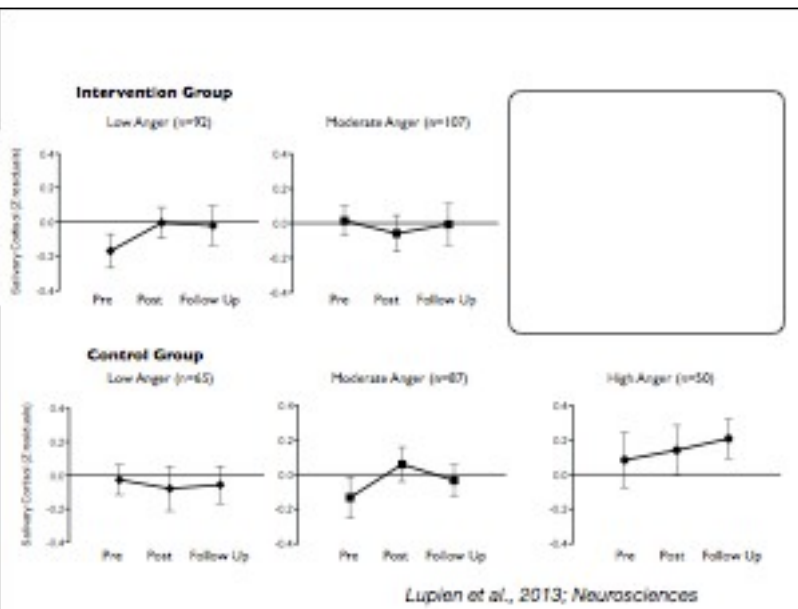


↓ Hormones de stress

↓ Symptômes dépressifs

Lupien et al., 2013

43



44

Commentaires

- Le Programme de la semaine qui a été introduit entre élèves pour améliorer le comportement
- Fait partie des programmes de prévention de la violence
- Fait être impliqués les enseignants et les parents des élèves
- Fait partie des programmes de prévention de la violence
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- Fait partie des programmes de prévention de la violence

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Que fait iSMART ?

- Il va vous demander périodiquement votre niveau de stress perçu
- Il va archiver votre réponse
- Il va détecter l'occurrence d'une répétition dans votre niveau de stress

phase 1

- Il va vous aider à identifier la source de votre stress
- Il va vous proposer des solutions pour résoudre le stress chronique détecté

phase 2



phase 1



phase 1

LE PROGRAMME STRESS ET COMPAGNIE

Pour les adultes en milieu de travail



52



Quatre modules

- Vous
- Le stress
- Votre stress
- Contrôle de votre stress



53



Quatre modules

- Vous
- Le stress
- Votre stress
- Contrôle de votre stress



54



Quatre modules

- Vous
- Le stress
- Votre stress
- Contrôle de votre stress



55



Quatre modules

- Vous
- Le stress
- Votre stress
- Contrôle de votre stress



56



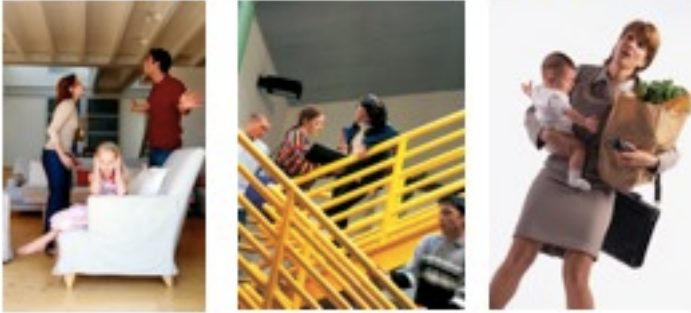
Quatre modules

- Vous
- Le stress
- Votre stress
- Contrôle de votre stress



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Transférer l'information sur le stress à ceux qui peuvent le plus en bénéficier



www.stresshumain.ca

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The screenshot shows the homepage of the Stress Humain website. At the top, there are navigation tabs: LE STRESS, STRESS ET VOUS, CHERCHEURS, PROGRAMMES, FAD - LES CHERCHEURS VOUS REJOignent, and À PROPOS DU CESH. The main content area features several articles and sections: 'PARTICIPER À UNE ÉTUDE SUR LE STRESS FAMILIAL', 'MAMMOUTH MAGAZINE', 'ÉTUDES SUR LE STRESS', 'Chaire sur la santé mentale', 'L'ÉQUIPE', 'SONDAGE ÉCLAIR', and 'ACTUALITÉS'. Each section includes a small image and a brief description of the content.

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The screenshot shows the content of MAMMOUTH MAGAZINE. It features several articles with headlines such as 'Le stress chez les...', 'Je suis en "burnout" : Suis-je en dépression?', and 'Experts au secours: Les jeunes connaissent-ils vraiment les maladies mentales?'. The magazine cover is visible in the background, showing a family photo and the title 'MAMMOUTH MAGAZINE'.

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