

**POSSIBLE JOINT ACTIVITIES BETWEEN THE SCHOOL TEAM  
AND THE SPIRITUAL CARE AND GUIDANCE AND COMMUNITY INVOLVEMENT ANIMATOR  
USING THE ACTION-BASED APPROACH (acting, reviewing, renewing)**

This document gives examples of ways in which the spiritual care and guidance and community involvement animator and the different school workers may collaborate to foster the educational success of students. These examples are briefly presented in three parts, according to the three phases of the action-based approach: acting, reviewing, renewing. In some of these examples, the service animator initiates the project. In other cases, he or she introduces a new dimension to activities organized by others, relating to the objectives of the service (to provide students with an opportunity to unify their sense of being within the context of a vision of life and to develop a social conscience). These examples may take different forms, depending on the local culture, the availability of the different organizers, and their personalities. Should people other than the service animator organize the activity, the animator remains responsible for making sure the spirit of the service is respected. He or she will suggest appropriate procedures or tools. As the present document is meant to illustrate possible collaborations, the actual content of the activities and projects presented is purposely not developed.

<b>Examples</b>	<b>Collaborators</b>	<b>Educational Level</b>	<b>Subjects</b>
Example 1	Preschool teacher	Preschool	Atmosphere of the classroom
Example 2	Special education technician	Elementary Cycle One	Sex education
Example 3	Homeroom teacher	Elementary Cycle Two	Survey
Example 4	Physical education teacher		Study trip
Example 5	Homeroom teacher	Elementary Cycle Three	Religious beliefs
Example 6	Homeroom teacher and secondary students		Community problems
Example 7	Homeroom teacher		Connection to a science class
Example 8	English teacher	Secondary Cycle One	Dignity for the handicapped
Example 9	Guidance counsellor		Guidance-oriented approach
Example 10	Recreational activities technician		Individualized education plan
Example 11	Guidance counsellor	Secondary Cycle Two	Guidance-oriented approach
Example 12	English teacher		Sex education
Example 13	French teacher		Broad area of learning: Media literacy
Example 14	Parents	Entire elementary school	Family activity
Example 15	Recreational activities technician		Sports teams
Example 16	Addiction prevention counsellor	Entire secondary school	Drug addiction prevention
Example 17	Student life animator		Student council
Example 18	Music teacher		Musical ensemble
Example 19	School workers		Clubs, groups, teams
Example 20	Psychologist and teacher	Elementary or secondary students	Grief counselling following a death

	Example 1	Example 2	Example 3	Example 4
<b>ACTING</b>	The <i>preschool teacher</i> organizes activities (hypothetical situations, role plays, etc.) to help students learn to manage their interpersonal relationships both in the classroom and at play.	The <i>special education technician</i> leads activities to help students explore sexist stereotypes at the Elementary Cycle One level, as part of sex education.	At the <i>service animator's</i> suggestion, the Elementary Cycle Two <i>homeroom teacher</i> has the students conduct a survey of the things that make people around them happy. The teacher and the students then organize a presentation of the results.	The <i>physical education and health teacher</i> organizes a study trip for the Elementary Cycle Two students.  During the planning stages, the <i>service animator</i> suggests taking a moment during the activity to explore the interdependence between people and the universe.
<b>REVIEWING</b>	After a few of these activities, the <i>service animator</i> organizes a celebration of the sense of well-being that the class has developed since these activities were started. He or she invites the students to point out what each of the other participants has done to improve the atmosphere in the classroom, asking them to name specific actions, words or behaviours that have allowed people to maintain friendly relations.  The <i>animator</i> invites the participants to make drawings indicating changes or gestures that will help.  These drawings are displayed in the classroom in a visible area as a stimulus to students to get involved.	During the days following these activities, the <i>service animator</i> invites the students to reflect upon:  - the grandeur and the vulnerability of human beings  - the value and dignity of people  - the integrity and equality of people  - the value and importance of friendly and fruitful relationships	After presenting the results, during the same period or a little later, the <i>service animator</i> invites the students to review the results to:  - analyze how the results have affected their own idea of happiness  - identify new attitudes and actions based on this new idea of happiness	The <i>service animator</i> meets with the students who participated in the study trip and guides them in a structured review of the aspects explored during the activity.
<b>RENEWING</b>	With the <i>teacher's</i> support, the students help maintain or improve the atmosphere of the classroom by practicing the gestures they have illustrated.	During classes in personal development, the <i>homeroom teacher</i> asks the students to compose a myth that illustrates the complementary relationship between men and women.  This may take the form of: - a story - a comic strip - a play, etc.	The <i>homeroom teacher</i> invites the students to create one of the following: - a story - a song - a show - a drawing, a sculpture, etc. to express their idea of happiness.  A day or evening based on the theme of happiness could be organized by the <i>teacher</i> or the <i>service animator</i> to present the results of the survey to the other students, their families and the local community.	In connection with the aspects studied and the results of the review, the <i>homeroom teachers</i> who participated in the study trip help the students to:  - use teamwork in their learning  - become aware of the interdependence between people and nature, etc.

	Example 5	Example 6	Example 7	Example 8
ACTING	<p>In the fall, the Elementary Cycle Three <i>homeroom teacher</i>, in collaboration with the service animator, invites the students to conduct a survey on the religious beliefs of the other students at their school.</p> <p>The results will be compiled during a math class.</p>	<p>The Elementary Cycle Three <i>homeroom teacher</i> proposes that students research problems in their municipality and invites them to identify:</p> <ul style="list-style-type: none"> <li>- the causes identified by different experts</li> <li>- the effects on the physical and human environment (e.g. vandalism, poverty, excessive real estate development, choice of public building sites, factory closings)</li> </ul> <p>The results of the research are presented to the other students at the school.</p>	<p>During a science class, the <i>teacher</i> has the students of Elementary Cycle Three study the solar system.</p> <p>The <i>service animator</i> and the teacher offer the students an approach to help them:</p> <ul style="list-style-type: none"> <li>- become aware of their place in the world</li> <li>- reflect upon the origins of the universe</li> </ul>	<p>The <i>service animator</i> invites a person with a disability to visit the students of Secondary Cycle One, to share with them his or her passions, dreams, and difficulties of living with a disability, and to discuss his or her strategies for dealing with situations in ways that help him or her blossom and find a place in society.</p>
REVIEWING	<p>After presenting the results of the survey, the <i>service animator</i> leads a discussion about the similarities and differences between the various religious beliefs noted at the school. The students are invited to make connections between the belief systems presented and their own way of seeing the world.</p> <p>The <i>animator</i> then invites the students to express their own world-view in writing or through drawings.</p>	<p>Using the results of the research, the service animator invites the students to:</p> <ul style="list-style-type: none"> <li>- name the values involved</li> <li>- take a stand on the issues</li> <li>- reflect on the importance of looking at situations from different points of view</li> <li>- describe the ideal world in which they would like to live, etc.</li> </ul> <p>The students then choose a course of action that the class could take to improve or correct one or more of the situations discussed.</p>	<p>The service animator invites the students to make connections between the interdependence of the elements of the solar system and the interdependence of humans within a community.</p> <p>The students are invited to express their new awareness through works of art, such as:</p> <ul style="list-style-type: none"> <li>- mobiles</li> <li>- collages</li> <li>- drawings, etc.</li> </ul> <p>This artwork will be displayed at the school or in a public place within the community.</p>	<p>Using a table provided by the animator, the <i>English teacher</i> invites the students to express their perceptions of people with disabilities and to define what it means, to them, to be human.</p>
RENEWING	<p>The <i>service animator</i> organizes an exhibition of the students' drawings. Other classes are invited to examine the results of the survey and to visit the exhibition.</p> <p>During this activity, some students, possibly accompanied by their families, present certain aspects of their religious traditions.</p>	<p>The <i>service animator</i> and the teacher help the students follow through with the action they have chosen, such as:</p> <ul style="list-style-type: none"> <li>- writing a letter of support</li> <li>- circulating a petition</li> <li>- creating and putting up posters</li> <li>- participating in a group meeting</li> <li>- putting on a show to raise awareness, etc.</li> </ul>	<p>The <i>teacher</i> invites the students to prepare a short presentation on the analogy between the interdependence of the planets and that of humans, as well as the needs of the latter. The students then visit the other classes to give the presentation.</p> <p>The <i>service animator</i> invites the students who wish to do so to form a club of "meaning seekers."</p>	<p>The <i>service animator</i> and/or the <i>teacher</i> support the students in their interest in "renewing":</p> <ul style="list-style-type: none"> <li>- Some students will write a story, which they will read to the students of an elementary school.</li> <li>- Others will organize a campaign to raise awareness of every individual's right to human dignity.</li> <li>- Others will research accessibility of certain sites to people with disabilities, or the perception of people around them about people with disabilities, etc.</li> </ul>

	Example 9	Example 10	Example 11	Example 12
ACTING	The <i>service animator</i> organizes a visit to a seniors' residence for the Secondary Cycle One students.	During the fall, the <i>recreational activities technician</i> invites Secondary Cycle One students who are disruptive and at risk of dropping out to help put on a show at school.  If these students have an individualized education plan, this process (acting, reviewing and renewing) could become part of it.	The <i>guidance counsellor</i> has Secondary Cycle Two students write aptitude tests to help them in their career choices.	The <i>service animator</i> , in collaboration with the <i>Secondary Cycle Two English teacher</i> , and as part of sex education, invites the students to compose love poetry that they would like to express or to receive. The students may read their work aloud during a poetry evening, to which family and friends are invited.
REVIEWING	The <i>service animator</i> and the <i>guidance counsellor</i> invite the students to become aware of the effect the visit has had on them, for example: - the interests and passions that have been awakened in them - the personal aptitudes or weaknesses that they have discovered through the visit - the changes to their world-view following their contact with the reality of a seniors' residence	The <i>service animator</i> meets these students and invites them to review their commitment, to become aware of its effect upon their lives: - their motivation at school and their self-esteem - the importance of giving of oneself - the importance of their commitment, etc.  The students, with the help of the <i>animator</i> , set courses of action to help them continue to nourish these aspects of their lives more autonomously.	The <i>service animator</i> , in collaboration with the <i>guidance counsellor</i> , invites the students to think about the effect that these discoveries may have on the meaning and direction they give their lives, and to compare and contrast their differences, to help them become more aware of the interdependence of people within the community.  The <i>animator</i> invites the students to create a collective mural to illustrate the rich diversity of their differences. The mural is to be displayed at a busy location in the school.  The <i>animator</i> allows the students to identify moments when they might renew their awareness of the richness of their diversity.	During the days following the poetry evening, the <i>animator</i> invites the students to express: - how they see love, after this experience - their expectations of their own love relationships - what they have discovered, through poetic language, about the grandeur and the mystery of life
RENEWING	The <i>guidance counsellor</i> , in collaboration with the <i>coordinator</i> of the seniors' residence, organizes community involvement internships within the residence or with other seniors the students know.  A logbook allows the students to write down their thoughts after each visit. Occasionally, the <i>service animator</i> and the <i>guidance counsellor</i> meet with the students to review their internships, to help them: - highlight the repercussions on their own spiritual life and their social conscience - verify or validate their interests, aptitudes, etc.	The <i>recreational activities technician</i> supports these students in their commitments at school and in the local community: - becoming involved in committees or sports activities - helping to lead school activities - organizing activities at a youth centre, etc.  These students are invited to share their experiences at the awards ceremony at the end of the school year.		The <i>animator</i> , the <i>English teacher</i> , and the <i>complementary educational service personnel</i> help the students organize a day of activities on the theme of tenderness, which might include, for example: - a poetry exhibition - stands offering information about healthy and safe relationships

	Example 13	Example 14	Example 15	Example 16
ACTING	<p>The <i>French teacher</i> invites the students of Secondary Cycle Two to translate a song they particularly like and to look for:</p> <ul style="list-style-type: none"> <li>- the meaning of the text</li> <li>- the literary forms</li> <li>- the musical style</li> <li>- the musical instruments used</li> </ul> <p>The <i>music teacher</i> may be asked to assist with certain aspects.</p>	<p>In December, to help with the firefighters' collection of used toys, the <i>elementary school teachers</i> invite the students to donate toys to the less fortunate children in town.</p>	<p>At the elementary school, the <i>recreational activities technician</i> organizes basketball and volleyball teams. As of the beginning of the school year, the teams play once a week.</p>	<p>The <i>drug addiction prevention counsellor</i> holds meetings for secondary students who wish to stop using drugs.</p>
REVIEWING	<p>The <i>service animator</i> invites the students to reflect upon different aspects of the song they have translated:</p> <ul style="list-style-type: none"> <li>- the values expressed in the song</li> <li>- the importance they give these values</li> <li>- the need for these values in their lives</li> <li>- the openness of the song to that which is "beyond the self"</li> </ul> <p>The <i>French teacher</i> invites the students to compose a song that expresses their discoveries about their values and their relationship to that which is "beyond the self".</p>	<p>The <i>service animator</i> provides a procedure that will allow parents to help their child reflect on the donation, through a family discussion about:</p> <ul style="list-style-type: none"> <li>- the importance of unselfish generosity</li> <li>- the child's reasons for wanting to improve someone else's lot</li> <li>- the personal benefits of making donations, etc.</li> </ul> <p>This procedure will be proposed to the students as "homework" to be done freely with their families, possibly during a supper over the holidays.</p>	<p>Toward the end of the year, just before the final tournament, the <i>service animator</i> invites the students who have participated in the activity to reflect on their experience by naming the following:</p> <ul style="list-style-type: none"> <li>- their sense of commitment and its effect on team spirit</li> <li>- the focus on others inherent in team sports</li> <li>- the "beyond-the-self" experience of being on a team, etc.</li> </ul> <p>The <i>animator</i> invites the students to look for other opportunities in their lives where they might benefit from the new awareness they have found in this exercise.</p>	<p>The <i>service animator</i> and the <i>drug addiction prevention counsellor</i> create a ritual to be practised at the end of each meeting. This ritual will help the students bring new meaning to their lives, through the use of different symbols.</p>
RENEWING	<p>During a friendship week, the <i>animator</i> suggests that the students organize an activity at lunchtime, in which:</p> <ul style="list-style-type: none"> <li>- they present some of their compositions</li> <li>- they explain the importance they give to the values expressed in their songs</li> </ul>	<p>The procedure sent to the parents includes various possibilities for helping the children apply what they have learned, for example:</p> <ul style="list-style-type: none"> <li>- visiting the local Saint-Vincent-de-Paul Centre</li> <li>- preparing a gift for a particular child</li> <li>- giving one's child a book about the benefits of mutual aid, generosity, etc.</li> </ul>	<p>At the start of the following year, having formed new sports teams, the recreational activities technician invites the "veterans" from the previous year to share their experiences with the new students and to tell them about the values they might learn through playing team sports.</p>	<p>Some students agree to share their experiences or become involved in activities to raise awareness about drug use.</p> <p>The <i>animator</i> recommends possibilities for community involvement and moments of reflection to help students take responsibility for their lives and acknowledge their strengths and weaknesses.</p>

	Example 17	Example 18	Example 19	Example 20
ACTING	<p>The <i>student life animator</i>, who supervises the student council, and the <i>service animator</i> organize an induction ceremony for the student council members. It is held during lunch hour, and all students and staff at the secondary school are invited to attend.</p> <p>During the ceremony, each of the student council members receives a logbook, in which they are invited to write down the reasons for their commitment, and its effects on the way they see themselves, others, the world, etc.</p>	<p>Since the beginning of the school year, the secondary students have participated in a musical ensemble under the guidance of the <i>music teacher</i>.</p> <p>In December, the musical ensemble performed in an evening concert for their families and friends.</p>	<p>At lunch time, the <i>student life animator</i>, the <i>recreational activities technician</i>, the <i>service animator</i> and the other <i>staff members</i> separately lead different secondary student groups (Amnesty International, World Youth, chess club, improvisation club, sports teams, etc.), where students may experience values linked to spiritual life and community involvement.</p>	<p>After a death that has had a major impact on the students, the <i>psychologist</i> and the <i>service animator</i> lead a group session with the students most affected. During the session, the animator invites the students to take symbolic steps allowing them to connect with their feelings and to describe the importance this person had for them.</p>
REVIEWING	<p>At the end of each student council meeting, using the <i>animator's</i> suggestions, the <i>student life animator</i> invites the students to take a few minutes to write, in their logbooks, their answers to questions about the fundamental values inherent in their actions: justice, altruism, solidarity, responsibility, perseverance, autonomy, etc.</p> <p>At the end of the year, the <i>service animator</i> and the <i>student life animator</i> organize a "macro-review" of the students' logbooks, in which they examine their commitment to highlight the repercussions it has had on the way they look at the world, their perception of themselves, the meaning of their lives, etc., and to prepare a legacy (advice and suggestions) to pass along to the next student council.</p>	<p>During the days following the concert, the <i>service animator</i> has the students review their experiences with the musical ensemble, so they can appreciate the fruits of their perseverance, describe what helped them surpass themselves, and seek a spiritual dimension to the experience.</p> <p>The students begin a collective mural to symbolize the experience of going "beyond the self" when playing in harmony. This mural is displayed in the music room.</p>	<p>Toward the end of the year, the adult group leaders have their students complete a series of steps prepared by the <i>animator</i>. This activity is designed to help the students become aware of the following, for example:</p> <ul style="list-style-type: none"> <li>- their reasons for living</li> <li>- their motivation at school and their perseverance through difficult moments</li> <li>- their sense of belonging to school and to life</li> <li>- their world-view</li> <li>- the value of devotion and altruism in their lives</li> <li>- their responsibilities, etc.</li> </ul>	<p>The <i>animator</i> prepares an approach that the <i>teachers</i> of the classes affected by the death will use with their students. The approach will deal with the meaning of life and of death, the fragility of life, etc.</p> <p>This approach could be supplemented with a story or a text followed by a moment for the students to express how the death has changed the way they see life. The teacher will refer those students who seem to have specific needs to the <i>psychologist</i> or the <i>animator</i>.</p>
RENEWING	<p>Throughout the year, at the beginning of each student council meeting, the <i>student life animator</i> reviews with the students the notes in their logbooks to help them have another look at their discoveries.</p> <p>During the gala at the end of the year, the animator invites some of the students to talk about their commitment and its benefits to the unity of their being and the development of their social conscience.</p>	<p>At each subsequent practice, the <i>music teacher</i> invites any students who wish to do so, to add to the collective mural.</p>		<p>The <i>animator</i> and the <i>psychologist</i> organize a "buddy system" for students who wish to make themselves available to help their peers through difficult situations.</p> <p>The <i>psychologist</i> and the <i>animator</i> organize sessions with any students who wish to continue their meditations upon grief and mourning.</p>