

During their schooling, young people experience a variety of situations related to various issues of health and well-being. On this sheet, you will find specific intervention guidelines that have been developed to support the work of stakeholders who plan and implement health promotion and prevention actions.

To see all the health-related recommendations presented in the EKIP reference framework: [Visit the School-based interventions section](#)

GENERAL RECOMMENDATIONS FOR HEALTH AND WELL-BEING ACTIONS IN SCHOOLS

- **Adopt an attitude of openness, respect for differences and inclusion toward young people and their families.**
 - Accept young people as they are, without judgment.
 - Build on each person's strengths and abilities.
 - Avoid comparing young people to each other or disparaging them either alone or in front of others.
- **Be aware that your own values, beliefs and prejudices can affect the way you deal with students and their families.**
- **Be sure that you are a positive role model to promote:**
 - safe and healthy behaviours
 - behaviours that support positive relationships
 - egalitarian relationships
- **Support young people's development of a sense of competence.**
 - Focus primarily on personal accomplishment rather than on performance, competition and comparison with others.
 - Promote educational success, both individually and collectively (effort and perseverance) and avoid actions or activities that encourage unhealthy competition.
- Set realistic goals for young people to avoid failure.
- Provide students with feedback to help them identify their needs, progress, strengths and challenges.
- Intensify interventions to increase the sense of competence during transitions:
 - from preschool to elementary school
 - from elementary to secondary school
 - at the end of secondary school
- Encourage young people's participation in projects that allow them to become involved in school and community life.
- **Seize various opportunities to encourage students to reinvest their competencies in their health and well-being. Periodic events associated with a particular topic, such as theme days or weeks, can serve to motivate or to facilitate engagement; however, to have a real impact, such events must be used alongside structured interventions at other points during year.**

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- Be aware of students with multiple risk factors (academic failure, family difficulties or changes, trauma, specific physical conditions, difficulties in social relationships) and recognize the early warning signs of problems: use of psychoactive substances, distress, neglect, abuse, eating disorders, etc.
- Address the topics of growth, development and anticipated bodily changes in girls and boys from a positive perspective, for instance by valuing strengths, motor skills or independence.
- Ensure familiarity with the social dynamics and relationships within student groups and adapt interventions accordingly.
- Take into account the students' socio-economic, cultural, linguistic and religious circumstances during interventions and activities.
- Intervene in any situation of ridicule such as:
 - weight
 - appearance
 - physical abilities
 - sex and gender expression
 - sexual orientation
 - any other form of discrimination
- Avoid any form of stigmatization through actions, attitude or words. Promote inclusive messages.
- Value body diversity and promote a positive body image.
- Avoid displays, postings and activities that are sexist, present an unrealistic body image or convey a unique model of beauty.
- Take into consideration the fact that young people may experience the same situation differently depending on their gender, without reinforcing stereotypes.
- Deliver clear messages that are free from sensationalism and sensitive to the students' age and situation:
 - Provide simple and accurate fact-based information before addressing emotions on any given theme.
 - Avoid messages that are moralistic or guilt-inducing, or that create fear or anxiety.
 - Consider the diversity of perceptions as enriching for discussions, provided they do not support prejudices.
 - Do not be afraid to admit not knowing something about a particular issue.
 - Refute myths by providing accurate and realistic information.
- Acknowledge and accept that it may not be possible to answer all of the young people's questions on all themes.
- Seek the expertise of community partners (CISSS or CIUSSS, community organizations) on themes with which members of the school team feel less comfortable or lack information.
- Avoid drawing positive or negative attention to negative leaders.
- Encourage appropriate conflict resolution among students, both inside and outside the classroom.
 - Take stock of the incident quickly.
 - Listen to the different points of view.
 - Use open-ended, non-threatening questions: ask "how" and "what" questions rather than "why."
 - Follow up individually with the students involved.

