

## Structured educational interventions

It is essential **that the content be explained in the same structured manner as the content of other subjects** for all students. It is also recommended to not wait for difficult moments to convey this content.

**Educational interventions** must include guided learning activities that are:

- planned
- meaningful to students
- engaging

Learning must encourage students to actively participate by soliciting frequent and varied responses, which are then validated or corrected through appropriate **feedback**. It encourages reflection and fosters long-lasting, transferable learning. This approach offers many opportunities for students to express themselves and learn.

The content must be conveyed:

- for a period of time that is tailored to the age of development, needs and availability of the group
- in a way that takes into account the students' social, emotional and cognitive development
- in a way that respects each student's pace of learning

Here are a few suggestions for adequately preparing the learning environment:

- Confidentiality must be protected at all times. This means that personal information about another person cannot be communicated, and names be mentioned during an activity.
- Explain and encourage respectful behaviours.
- Before starting the lesson, provide students a moment of relaxation, with a deep-breathing exercise, for example.

**Get students interested and on board** by clearly explaining what they are about to learn, why this learning is important and the various contexts in which they will be able to use it.

**Follow up with one or more activities to put what they have learned into practice.** This involves a guided practice where the adult guides students by offering them physical, visual or verbal support. At this stage, students can work individually, in pairs or in a group. Here are a few ideas:

- Role play
- Imitation
- Scenarios
- Discussions

**Creating visual support materials related to the content conveyed to the group** can become a useful tool for reminding students of the expected behaviours and methods to be used.

**Teamwork, personal journals and group discussions** can optimize learning experiences and the encoding of information.

## Sources:

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