

*Program of Study*

# Personal and Social Development

**Sections: I-II-III-IV-V**

**September 2005**

Mise à jour  
November 2011

**Québec** 



*Program of Study*

# Personal and Social Development

**Sections: I-II-III-IV-V.**

**September 2005**

**Update  
November 2011**

Formation professionnelle et technique  
et formation continue

Direction de la formation générale  
des adultes

**Note that some of the courses have been removed. Their respective codes are closed.**

### **English Version**

Direction de la production en langue anglaise  
Secteur des services à la communauté anglophone  
Ministère de l'éducation, du Loisir et du Sport

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## INTRODUCTION

**Note that some of the courses have been removed. Their respective codes are closed.**

### **INDIVIDUALIZED LEARNING**

- **Individualized learning does not mean learning in isolation**

The Personal and Social Development Program incorporates the main principles of individualized learning. This term refers to a learning approach that is adapted to the specific needs and circumstances of adult students and not to one that encourages students to work in isolation. It should be noted that the teachers involved in individualized learning do not provide the students with one-on-one instruction.

- **Main characteristics**

This learning approach is designed to encourage adult students:

- to take an active part in the learning process
- to take responsibility for their own progress
- to work at their own speed
- to put their own knowledge and experience to use

Throughout the learning process, students will be able to identify their strong and weak points, discover the reasons for any problems they may have and determine the steps they must take to solve these problems and continue making progress.

- **Learning pace and duration of courses**

Students should consider their needs and aptitudes, as well as the pace at which they work, in order to determine the amount of time and effort required to complete the different parts of a course. Ideally, however, they should finish the work within the timeframes laid down for each course.

- **Group work or the equivalent**

Where possible, it is desirable to have the students meet in a group, preferably the same group throughout the course. It should be pointed out, however, that group work is not considered essential to successful completion of a course.

When circumstances do not permit the formation of a group, it is up to the students with the help of their teacher to make the best possible use of local resources, however limited these may be. If necessary, alternative solutions may be used to compensate for the lack

of a sizeable or permanent group. For example, students in small groups may share their knowledge and experience with one another. They may also share the experiences of other groups. In this case, the shared experiences should be recent ones if they are to be meaningful.

- **Conclusion**

Throughout these courses, the students are free to take advantage of any opportunities that arise to use the services offered by the teacher or the group.

The teacher is responsible for providing the students, as needed, with:

- support
- advice
- encouragement
- information
- constructive comments and feedback

He or she is also responsible for adapting these services to meet the specific needs expressed by the students.

Marcel Landry  
Service de la formation générale  
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SECTION I:

INTERPERSONAL RELATIONS

## **Goal of the Personal and Social Development Program**

The goal of the Personal and social development program is to help the students develop their full potential as individuals and as members of a community within a changing society.

## **General Objective of Section I: Interpersonal Relations**

The general objective of Section I is to enable the students to develop a greater understanding of themselves and of others in order to improve the quality of their interpersonal relations.

## **Background**

Recent advances in technology and science have had a major impact on the environment and on the way people live. Caught up in the accelerating process of change, people need to continually rethink, change and update the means they use to effectively meet their needs and to maintain the often delicate balance in their relationships with their social and physical environment.

To create and maintain satisfying interpersonal relations remains a challenging objective. Most people aspire to this goal and many are prepared to make the effort needed to achieve it. The variety of therapies available today and the growing number of recreational and volunteer organizations are examples of efforts being made by adults to form significant relationships.

The breakdown of the traditional organization of our society and the emergence of new values have brought about a period of questioning conflict and growth. To meet the current challenges, people need a comprehensive education that allows them to recognize their self-worth, to value differences and to interact more harmoniously with the other members of their continually evolving society.

## **Target Group**

Adult students enrolled in the courses in Section I are normally very interested in all the different aspects of interpersonal relations and are anxious to learn how to improve their own relationships. Faced with the complexities of creating and maintaining relationships, they seek to understand themselves better, to develop a more satisfying personal and social life and to create new bonds or improve and strengthen those they already have with the people around them.

In these courses, the students discover new perspectives and viable ways of meeting their need to create meaningful interpersonal relations.

## **Guiding Principles**

- The students' life experience serves as the starting point for all learning.
- Self-knowledge is the cornerstone of interpersonal relations.

A genuine and positive search for self-knowledge leads to the development of self-confidence and self-esteem, qualities the students must develop if they are to see themselves as unique and autonomous individuals and to recognize others as separate individuals, each with their own identity.

- Students should explore their own personal relationships in order to identify the basic values that govern their choices.

As the students come to know themselves better, they usually want to look more critically at the factors involved in human relationships. This is a good time to examine how stereotypes and prejudices have influenced their relationships and how these stereotypes and prejudices have changed over time.

- Being able to identify the factors that facilitate or block communication is essential to creating more satisfactory relationships.
- In our constantly changing society, people may feel that it is necessary to redefine or affirm their own identity.

Rapid social change and advances in science and technology have had an impact on everyone, men and women, young and old alike.

**SECTION I: INTERPERSONAL RELATIONS**

<b>No.</b>	<b>Name</b>	<b>Number of terminal objectives</b>	<b>Number of credits</b>	<b>Code</b>
1	Self-Knowledge	1	1	PRS-5042-1 (GTA-253)
2	Communication	1	1	PRS-5043-1 GTA-254
3	Working in Groups	1	2	PRS-5044-2 GTA-255
4	Self-Knowledge II	1	1	PRS-5045-1 GTA-156
5	Parent-Child Relationship	1	3	PRS-5046-3 GTA-257

SECTION I: INTERPERSONAL RELATIONS

**Course 1: Self-Knowledge I**

PRS-5042-1 (GTA-253)

## **SECTION I: INTERPERSONAL RELATIONS**

### **COURSE 1: SELF-KNOWLEDGE I (PRS-5042-1)**

#### **Context**

The process of trying to understand oneself requires time and motivation in an age when speed, materialism and performance are the prevalent values.

How well students integrate what they learn is closely linked to the perception they have of themselves and of their needs, resources and limitations. This ability is enhanced by the intellectual, emotional and physical balance that self-knowledge can bring.

The search for self-knowledge does not provide all the answers. However, it does help individuals integrate the affective and cognitive dimensions of their personality. This process promotes the continuing reflection and consolidation that is part of the education and day-to-day life of the adult student.

#### **Target Group**

The students enrolled in the Self-Knowledge I course are aware of the need to learn more about themselves in order to fulfill their potential. The very act of going back to school allows them to begin broadening their understanding of new situations, of themselves and of their personal goals.

These students may have concerns about financial dependence, unstable emotional relationships, family responsibilities or learning difficulties.

The course, then, is designed for all who wish to know more about themselves, and to understand and accept their individuality — prerequisites to establishing better interpersonal relationships.

#### **Andragogical Aims**

All learning can produce changes in ways of thinking, perceiving and acting and this is especially true of learning designed to increase self-knowledge. This is an area in which adult students have already developed a variety of abilities, accumulated a wide range of experience and acquired valuable skills. The learning approach for this course should encourage the students to identify their own resources and to develop them.

The students are at the heart of the learning process; they are both the subject and the agent of their own development. The role of the teacher is to accompany them as they discover basic factors such as needs, achievements, experiences and values, all of which play a major role in determining how their lives are organized. As they progress, the students will become increasingly aware that they are responsible for finding ways to meet their own needs.



The teacher provides theoretical information, but his or her primary role is to facilitate the personal progress of the students. It is up to the teacher to create a climate of confidence and reassurance that will encourage the students to be open to new experiences and to develop their autonomy, creativity, critical thinking skills and decision-making abilities. Only the students can become the "experts" in understanding and determining their own actions.

## **Content**

The approach used in this course involves both theory and practice; it encourages the students to examine some of the different aspects of their personalities which they often know little or nothing about, for the purpose of learning more about themselves.

The students will accomplish this by:

- assessing their resources, limitations and abilities
- developing a clearer self-image
- identifying their needs
- getting in touch with their feelings
- coming to understand some of their behaviours
- putting their values in order of priority

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to describe a significant aspect of their personality in accordance with the following conditions and criteria.

### **Evaluation conditions**

Using examples drawn from a personal or social situation.

### **General performance criteria**

- Clear description of the chosen aspect
- Evidence that thought has been given to the importance of the chosen aspect for the development of self-knowledge
- Relevance of the examples given to the chosen aspect

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>1.1</b> To describe some aspects of their personality.	<ul style="list-style-type: none"> <li>• Concise definition of:               <ul style="list-style-type: none"> <li>- resources, limitations</li> <li>- self-image</li> <li>- needs, feelings, behaviours</li> <li>- values</li> <li>- relevance to self-knowledge</li> </ul> </li> </ul>
<b>1.2</b> To identify their resources and limitations.	<ul style="list-style-type: none"> <li>• Identification of resources and limitations</li> <li>• Identification of abilities</li> <li>• Choice of one resource to reinforce</li> <li>• Choice of one limitation to reduce or overcome</li> </ul>
<b>1.3</b> To summarize and to clarify their personal perception of themselves and other people's perception of them.	<ul style="list-style-type: none"> <li>• Body image: personal perception; other people's perception</li> <li>• Inner image: personal perception; other people's perception</li> <li>• Reactions to these findings</li> </ul>
<b>1.4</b> To identify appropriate ways of meeting some of their needs.	<ul style="list-style-type: none"> <li>• List of current needs</li> <li>• Maslow's theory of motivation</li> <li>• Categorizing the listed needs by level</li> <li>• Ways of meeting needs</li> </ul>
<b>1.5</b> To evaluate their ability to get in touch with their feelings.	<ul style="list-style-type: none"> <li>• Discrimination between acceptable and unacceptable feelings, and feelings that have not been experienced.</li> <li>• Feelings (indicators of):               <ul style="list-style-type: none"> <li>- satisfaction of a need</li> <li>- non-satisfaction of a need</li> </ul> </li> </ul>

<p><b>1.6</b> To understand some of their behaviours.</p>	<ul style="list-style-type: none"> <li>• Analysis of behaviour: <ul style="list-style-type: none"> <li>- link between meaningful behaviour, feelings and needs</li> </ul> </li> <li>• Analysis of need – problem – lack: <ul style="list-style-type: none"> <li>- link between need – problem – lack, feelings and meaningful behaviour</li> </ul> </li> </ul>
<p><b>1.7</b> To put their values in order of priority.</p>	<ul style="list-style-type: none"> <li>• Concept of values</li> <li>• Steps in acquiring values</li> <li>• Priority values</li> </ul>

SECTION I: INTERPERSONAL RELATIONS

**Course 2: Communication**

PRS-5043-1 (GTA-254)

## **SECTION I: INTERPERSONAL RELATIONS**

### **COURSE 2: COMMUNICATION (PRS-5043-1)**

#### **Context**

Despite the rapid development of technological means of communication in recent years, the art of communication has not become any easier. For many people, communication is an activity that is all too often incomplete and frustrating.

The anonymity experienced in our increasingly urbanized society, coupled with the changes in the family unit and in values as a result of economic and social upheaval, have led to superficial and fragmentary communication and an equally superficial and transient sense of belonging.

Learning about communication should help adult students break out of the isolation brought about by the changes in society. It should stimulate their interest in analyzing their own communication habits and skills, thereby helping them to identify their strengths and overcome their weaknesses. Their reward for meeting this difficult challenge will be an improvement in the quality of their personal relationships.

#### **Target Group**

This course is designed for students who want to examine the quality and effect of their communication skills on their relationships with others. In general, these students would like to have greater contact with other people and to widen the range of their personal relationships.

They are interested in learning to communicate more effectively. They feel that this process will help them come to know themselves better, to express themselves more clearly, to share more readily, to evolve as people and to improve their personal relationships.

#### **Andragogical Aims**

The purpose of this course is to help the students discover the importance and relevance of communication in their daily lives.

Teachers should help the students develop self-confidence, autonomy and initiative (important factors in interpersonal communication) by recognizing, appreciating and drawing on the students' experience. They should also stimulate the desire for greater openness toward others and encourage the students to make greater use of their personal communication skills.

## **Content**

This course, which comprises theory and practice, is designed to help the students:

- identify and understand the main factors in communication
- analyze attitudes and behaviours that facilitate or block communication
- discover their personal style and become aware of their skills and their difficulties in communicating
- formulate personal goals aimed at integrating what they have learned and apply this knowledge in their daily lives

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to explain how certain factors can facilitate or block communication in accordance with the following conditions and criteria.

### **Evaluation conditions**

- Using a communication model
- Using examples drawn from personal experience

### **General performance criteria**

- Clear presentation of the communication model
- Accurate definition of the terms used
- Clear explanations
- Identification of the main factors which facilitate communication
- Identification of the main factors which block communication
- Relevance of examples

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>2.1</b> To define the basic factors in communication.</p>	<ul style="list-style-type: none"> <li>• Concepts related to perception: subjectivity, objectivity</li> <li>• Communication: <ul style="list-style-type: none"> <li>- message</li> <li>- sender</li> <li>- code</li> <li>- receiver</li> <li>- feedback</li> <li>- interference</li> </ul> </li> </ul>
<p><b>2.2</b> To describe the communication process and the different forms it takes.</p>	<ul style="list-style-type: none"> <li>• Interactive mechanisms: <ul style="list-style-type: none"> <li>- communication process</li> <li>- mutual influences</li> <li>- filters</li> </ul> </li> <li>• Forms of communication: <ul style="list-style-type: none"> <li>- verbal</li> <li>- non-verbal</li> <li>- written</li> <li>- symbolic</li> </ul> </li> </ul>
<p><b>2.3</b> To describe how certain attitudes and behaviours can facilitate communication.</p>	<ul style="list-style-type: none"> <li>• Sender: <ul style="list-style-type: none"> <li>- qualities</li> <li>- clear and direct expression</li> <li>- congruence</li> <li>- being genuine</li> </ul> </li> <li>• Receiver: <ul style="list-style-type: none"> <li>- qualities</li> <li>- active listening</li> <li>- congruence</li> <li>- communication that goes beyond the use of techniques</li> </ul> </li> </ul>

<p><b>2.4</b> To describe how certain attitudes and behaviours can block communication.</p>	<ul style="list-style-type: none"> <li>• Attitudes: <ul style="list-style-type: none"> <li>- prejudices</li> <li>- value judgments</li> <li>- resistance to change</li> <li>- facades, etc.</li> </ul> </li> <li>• Behaviours: <ul style="list-style-type: none"> <li>- double messages</li> <li>- inappropriate language</li> <li>- inattentiveness, etc.</li> </ul> </li> <li>• Inability to communicate even with the use of techniques</li> </ul>
<p><b>2.5</b> To set personal goals designed to facilitate communication with others</p>	<ul style="list-style-type: none"> <li>• Partial summary of what has been covered</li> <li>• Setting personal goals: <ul style="list-style-type: none"> <li>- as a sender</li> <li>- as a receiver</li> </ul> </li> </ul>



SECTION I: INTERPERSONAL RELATIONS

**Course 3: Working in Groups**

PRS-5044-2 (GTA-255)

## **SECTION I: INTERPERSONAL RELATIONS**

### **COURSE 3: WORKING IN GROUPS (PRS-5044-2)**

#### **Context**

In today's world we need to be able to live and work in groups, for we are all called upon at one time or another to take part in group activities. These activities may be connected with our work, recreation or social life; they may include participation in parents' committees, citizens' committees, housing cooperatives, farming clubs, sports associations or business management committees.

Group members must have special skills if they are to participate effectively in developing group projects and achieving common goals.

People often have to acquire these skills within the group context of which they are a part. However, the conditions in these groups are rarely favourable to the development of the practical and theoretical skills that group members need in order to be able to understand and analyze the situations in which they are working. Group situations often involve power struggles, different levels of participation and a range of leadership styles, all of which can have an influence on group activities.

This course will help adults develop the skills they need to understand the factors that influence how groups function. The students will also find out how they can play a more active and effective role in group activities and encourage greater involvement on the part of other members of the group.

#### **Target Group**

This course is intended for adult students who want to examine their ability to work in a group or to lead a group. They would like to participate more fully or take on more responsibility in the groups to which they belong. The course will give them an opportunity to share their knowledge and, through a combination of theory and practice, to improve their ability to cooperate with others. These students may be called upon to work in a recreational organization, a volunteer group or a group in the workplace.

#### **Andragogical Aims**

The course should enable students to acquire knowledge that will help them to understand and analyze different group phenomena and to play a constructive role in a group.

The focus is on action: the concrete learning contexts are designed to meet the needs and expectations of adults. By putting into practice what they are learning, the students will have a more accurate perception of themselves as participants and of their capacity for leading a working group. They will also be better equipped to observe and evaluate the participation of the other members of the group.

The teacher should help the students define their learning needs, taking into account their prior achievements and experience. He or she should pay particular attention to the climate in which the learning activities take place.

N. B. It is clear that learning will be enhanced if it takes place in a permanent group, however small. If this is not possible, the teacher could help the students learn from the experience they have gained through participation in other groups.

## **Content**

Theory and practice are combined in this course to enable students to examine the different aspects of their performance as participants and as leaders of a working group.

The following topics are covered in this course:

- definition of a working group and other types of groups
- aspects of communication in a group
- participation of the content, procedure, and climate levels
- facilitating techniques
- leadership styles

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to describe their contribution to the functioning of a group, both as a participant and as a leader in accordance with the following conditions and criteria.

### **Evaluation conditions**

- Using their own observations and those of the teacher and the other participants
- Using examples drawn from their group experience
- Using their course notes and other reference material authorized by the teacher

## **General performance criteria**

Description of their actions and influence in terms of:

- their participation at the content level
- their participation at the procedure level
- their participation at the climate level
- leading the group (clarification, control, facilitation)
- Relevance of examples used to illustrate the behaviours described
- Reasons for their assessment of each of the described behaviours in terms of its positive or negative impact on the way the group functions

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>3.1</b> To define a working group.</p>	<ul style="list-style-type: none"> <li>● Identification of the characteristics of a group</li> <li>● Reasons why groups are formed</li> <li>● Evolution of a group: <ul style="list-style-type: none"> <li>- closeness</li> <li>- sense of belonging</li> <li>- unity</li> <li>- trust</li> </ul> </li> </ul>
<p><b>3.2</b> To describe some of the factors that make communication difficult within a group.</p>	<ul style="list-style-type: none"> <li>● Definition of communication</li> <li>● Communication problems: <ul style="list-style-type: none"> <li>- formulating and linking ideas</li> <li>- codes used</li> <li>- noise, disruptions</li> <li>- prejudices, standards and values</li> <li>- sender-receiver dynamic</li> <li>- ability to listen</li> <li>- feedback</li> </ul> </li> </ul>
<p><b>3.3</b> To compare the way they function on their own with the way they function in a group when performing a task.</p>	<ul style="list-style-type: none"> <li>● Aspects of a working group: <ul style="list-style-type: none"> <li>- decision making</li> <li>- common goal</li> <li>- effectiveness</li> <li>- productivity</li> </ul> </li> <li>● Influence and interaction: <ul style="list-style-type: none"> <li>- assertion</li> <li>- subordination of individual interests</li> <li>- confidence</li> <li>- openness</li> </ul> </li> </ul>
<p><b>3.4</b> To distinguish between the levels of participation within a group.</p>	<ul style="list-style-type: none"> <li>● Content level</li> <li>● Procedure level</li> <li>● Climate level</li> <li>● Mobility between levels</li> </ul>

<p><b>3.5</b> To evaluate their ability to participate at the content level and to describe ways of improving their participation at this level.</p>	<ul style="list-style-type: none"> <li>• Observation checklist for content</li> <li>• Affirmation of their ideas and opinions</li> <li>• Setting objectives</li> <li>• Listening</li> <li>• Taking minutes</li> </ul>
<p><b>3.6</b> To evaluate their ability to help create a suitable climate for achieving group objectives.</p>	<ul style="list-style-type: none"> <li>• Observation checklist for procedure</li> <li>• Drawing up an agenda</li> <li>• Following procedures: <ul style="list-style-type: none"> <li>- taking the floor</li> <li>- circle check</li> <li>- presenting motions</li> <li>- calling for a vote</li> </ul> </li> <li>• Decision-making process: <ul style="list-style-type: none"> <li>- outlining the problem</li> <li>- finding solutions</li> <li>- organizing</li> <li>- evaluating</li> </ul> </li> </ul>
<p><b>3.7</b> To evaluate their ability to help create a suitable climate for achieving group objectives.</p>	<ul style="list-style-type: none"> <li>• Observation checklist for climate</li> <li>• Receptiveness: <ul style="list-style-type: none"> <li>- listening</li> <li>- empathy</li> </ul> </li> <li>• Environment: <ul style="list-style-type: none"> <li>- physical setting</li> <li>- seating arrangement</li> </ul> </li> <li>• Nonverbal factors: <ul style="list-style-type: none"> <li>- physical attitudes</li> <li>- absence</li> <li>- lateness</li> </ul> </li> <li>• Values and standards of the group</li> </ul>

<p><b>3.8</b> To describe appropriate leadership techniques for each of the three levels of participation.</p>	<ul style="list-style-type: none"> <li>• Clarification techniques</li> <li>• Control techniques</li> <li>• Facilitation techniques</li> </ul>
<p><b>3.9</b> To evaluate their ability to use the different leadership techniques.</p>	<ul style="list-style-type: none"> <li>• Observation checklist: <ul style="list-style-type: none"> <li>- reformulate</li> <li>- link ideas expressed by the group</li> <li>- encourage participation</li> <li>- keep track of time spent</li> <li>- make group members feel welcome and accepted</li> <li>- ensure relaxed climate</li> <li>- other</li> </ul> </li> </ul>
<p><b>3.10</b> To distinguish between the different leadership styles and their influence on the group.</p>	<ul style="list-style-type: none"> <li>• Definition of leadership: <ul style="list-style-type: none"> <li>- areas of influence</li> </ul> </li> <li>• Leadership styles: <ul style="list-style-type: none"> <li>- authoritarian</li> <li>- democratic</li> <li>- laissez-faire</li> <li>- organizing</li> <li>- evaluating</li> </ul> </li> </ul>

SECTION I: INTERPERSONAL RELATIONS

**COURSE 4: Self-Knowledge II**

PRS-5045-1 (GTA-256)



## **SECTION I: INTERPERSONAL RELATIONS**

### **COURSE 4: SELF-KNOWLEDGE II (PRS-5045-1)**

#### **Context**

Self-knowledge implies the successful integration of basic information about some of the important aspects of one's personality. Adult students who have already assimilated such information are in a position to look at other aspects of their personality. This course encourages the students to reflect on the various ways of acting and reacting that are characteristic of human beings.

This process should allow students to consolidate what they already know by exploring the emotions, feelings, varied responses to pain, pleasure, decisions and so on that they experience in their daily lives. This process will help the students develop greater autonomy in their personal relationships.

In general, the former and current learning experiences of the students who come to this course are a mixture of theoretical knowledge and occupational skills. The approach used in this course involves a different kind of learning, one that focuses on the personal growth of each individual.

In this context, the process of continuing to learn about oneself encourages personal growth and fulfillment.

#### **Target Group**

This course is primarily intended for students who have successfully completed Self-Knowledge I. However, other adult students who, through their life experience or through other studies, have mastered the basic concepts covered in the first course, may also take this course.

These students want to take the path toward greater self-awareness. They wish to embark on a more autonomous and responsible process of self realization, one that takes into account their own individuality and the reality of their personal and social lives.

#### **Andragogical Aims**

Adult students have already had a wide variety of experiences and achievements, and they have acquired a number of skills. These skills have been identified and reinforced in the Self-Knowledge I course, and/or through their varied life experiences.

The students are the agents of their own learning to the extent that they are both the subject and the object of the learning process.

This course will help the students:

- develop greater self-awareness
- reinforce their positive self-image
- redefine their responsibilities
- improve their ability to take charge of their own growth
- recognize and develop their potential to make decisions and choices

The teacher's role is:

- to provide guidance for students throughout the course
- to correlate the learning activities with the students' experience
- to encourage the students to examine their experience in relation
- to the theoretical data and concepts covered in the course

## **Content**

This course proposes a theoretical and practical approach that helps the students look at how they cope with life.

The course enables the students to develop the tools they need to analyze their reactions and to explore the impact of these reactions on their daily lives.

To achieve these aims, the students will:

- briefly study the different personality theories
- become familiar with one of these theories, as selected by the teacher
- briefly describe their inner functioning
- describe their behaviour with others
- describe their behaviour in decision-making situations

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to describe how one of the components of their personality affects their behaviour either positively or negatively in accordance with the following conditions and criteria.

### **Evaluation conditions**

- Using a personal situation of their own choice
- Referring to a personality component of their own choice
- Referring to the recognized personality theory selected by the teacher

### **General performance criteria**

- Clear description of the personality components:
  - identification of the proposed theory
  - definition of the concepts used
  - brief description of the selected theory
- Clear description of the personal situation selected by the students including
  - the people involved
  - the facts
  - the options available
  - the actions taken
- Description of the influence of the selected personality component on the actions taken

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>4.1</b> To understand the main differences between various personality theories.	<ul style="list-style-type: none"> <li>• Rogerian theory</li> <li>• Gestalt theory</li> <li>• Transactional analysis</li> <li>• Psychoanalysis</li> </ul>
<b>4.2</b> To understand some elements of the selected personality theory.	<ul style="list-style-type: none"> <li>• Background</li> <li>• Basic concepts</li> <li>• Brief outline of the theoretical model</li> <li>• Relationships between the various components</li> </ul>
<b>4.3</b> To describe briefly the main aspects of their inner functioning in terms of the selected theory.	<ul style="list-style-type: none"> <li>• Positive factors</li> <li>• Negative factors</li> <li>• Influence on self-esteem</li> <li>• Personal responsibility:             <ul style="list-style-type: none"> <li>- giving and receiving attention</li> </ul> </li> </ul>
<b>4.4</b> To describe briefly their behaviour with others.	<ul style="list-style-type: none"> <li>• Influence of positive factors</li> <li>• Influence of negative factors</li> </ul>
<b>4.5</b> To describe briefly their behaviour in decision-making situations.	<ul style="list-style-type: none"> <li>• Influence of their different personality components on their:             <ul style="list-style-type: none"> <li>- fears</li> <li>- prejudices</li> <li>- freedom</li> <li>- choices</li> </ul> </li> </ul>
<b>4.6</b> To establish links between their inner functioning, their behaviour with others and their behaviour in decision-making situations.	<ul style="list-style-type: none"> <li>• Links between the different aspects of their behaviour</li> <li>• Responsibility             <ul style="list-style-type: none"> <li>- ways of recognizing and developing their potential</li> </ul> </li> </ul>

SECTION I: INTERPERSONAL RELATIONS

**COURSE 5: Parent-Child Relationship**

PRS-5046-3 (GTA-257)

## SECTION I: INTERPERSONAL RELATIONS

### COURSE 5: PARENT-CHILD RELATIONSHIP (PRS-5046-3)

#### **Context**

The social changes in our society today have a major impact on families, relationships between individuals, and relationships within the family. To cope with changing values in our society, those who are seeking to develop their potential as mature adults must take the time to reflect on and understand these changes.

In terms of realities facing the family, it is important to note among others those created by family breakdowns. New family models have appeared. Separation and divorce break marriage ties, but do not break parental ties. These situations are giving rise to new and more flexible parenting and family models—models which cannot be ignored.

The parent-child relationship is one of the most fundamental and important experiences in the life of a man or woman, in terms of length, commitment and scope. This course views adults as social beings and the parent-child relationship as a special opportunity for both children and parents to learn, gain experience and interrelate.

#### **Target Group**

This course is intended for parents who are concerned about coming to grips with the changes and needs of families today — parents who want to learn more about themselves and their children in order to improve their relationships with their children and to understand the complexity and depth of this relationship. Parents seek in this course an opportunity to share their experiences, to learn through contact with their peers and to acquire the skills they need to enrich their parental role.

Today's families may be two-parent or single-parent families or blended families (families made up of two parents, each with children from a former marriage). Regardless of the type of family to which he or she belongs, the parent remains a key person in terms of his or her parental and family role.

This course is designed for parents of children from 6 to 14 years of age. However, it may also be of value to parents of younger children or older adolescents.

Parents may register individually or as couples.

## **Andragogical Aims**

The students have the main responsibility for their own learning and it is therefore very important that they understand the course objectives. These objectives do not encourage students to learn stereotypical behaviour, but rather to come to know themselves and their children better and to understand some important dimensions of the parent-child relationship. Parents should be able to find their own solutions to their problems and to determine the type of relationship they wish to have with their children.

The teacher facilitates the personal progress of the parents on an emotional and intellectual level, acting as a guide and providing support and assistance. The teacher counts on the ability of parents to develop competence by themselves. The parents, through experience, reflection, reading and interaction, learn continually through their own efforts.

The teacher takes into account the parents' circumstances (type of family, age of the children, stage of development of the children) and adapts the content and examples accordingly. The teacher also considers the concerns of the parents and makes them aware that in the learning process they should focus on their resources rather than their limitations. Learning is facilitated when the parents' concern about their limitations is diminished. It is also important for the teacher to take into consideration the particular characteristics of the milieu in which the parents live and their cultural origins.

Lastly, the teacher creates a climate of confidence and respect for each parent in the process of developing inter-active support among the parents.

The course is characterized by the way in which it encourages parents to relate to their environment. Support is given to all of the parents in their efforts to improve the environment of their children. The course confirms the value of the role of parents and their place in society.

The aims discussed above address the individual needs of parents. However, in the area of parent training, experience shows that parents normally benefit a great deal from the support they receive in parent groups. It is therefore advantageous to make use of the resources a group can offer whenever possible, without making group situations a prerequisite to learning.

## **Content**

The parents study the following topics in their own ways and in keeping with their individual situations. It is for this reason that the first person is used in the headings for Parts One, Two and Three.

**PART ONE** (corresponds to Intermediate Objectives 1 to 9)

**Myself, my child and our family environment**

- Description of our family situation
- Recognizing the scope of my relationship with my child
- Developing self-awareness
- Developing my perception of my child
- Recognizing our mutual needs
- Awareness of feelings
- Taking responsibility in my relationship with my child
- Perception of the impact of our family environment
- Definition of my role with regard to our family environment

**PART TWO** (corresponds to Intermediate Objectives 10 to 13)

**Organization and functioning of our family**

- 
- Definition of our family lifestyle
- Description of the factors that influence how our family functions
- Identifying family rules, the reasons for them and their purpose
- Evaluating the ways in which our family functions

**PART THREE** (corresponds to Intermediate Objectives 14 to 17)

**Family relations and communication with my child**

- Description of how our family communicates
- List of our different ways of communicating
- Understanding the communication process
- Inventory of ways of facilitating communication

**TERMINAL OBJECTIVE**

**Expected behaviour**

To demonstrate the required competency, the students should be able to describe their resources as parents and ways of developing these resources within their family environment in accordance with the following conditions and criteria.



### **Evaluation conditions**

- Using their own experiences and conversations with other adults in their milieu
- Using examples drawn from their own experience as a parent
- Enlisting the help of a resource person

### **General performance criteria**

- Description of the resources that are important to them, their children and their family environment
- Brief description of the way in which the student's family functions and the means they use to meet the needs of the other members of their family unit
- Description of the current quality of communication within the family
- Description of the relevance they see between the means described and the desired changes, in terms of:
  - resources in general
  - the way the family functions
  - communication

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<b>5.1</b> To describe their family situation.	<ul style="list-style-type: none"> <li>• Family situation:               <ul style="list-style-type: none"> <li>- characteristics</li> <li>- important people</li> <li>- relationships</li> <li>- extended family</li> <li>- physical and social environment</li> </ul> </li> </ul>
<b>5.2</b> To demonstrate the importance and continuity of the parent-child relationship.	<ul style="list-style-type: none"> <li>• Implications of the parent relationship</li> <li>• Personal and marriage dynamics</li> <li>• Specific nature of the different roles within the family</li> </ul>
<b>5.3</b> To perceive themselves as people in the process of "becoming," with strengths, limitations and differences.	<ul style="list-style-type: none"> <li>• Identifications of strengths and limitations</li> <li>• Identification of abilities</li> <li>• Choice of an area to be reinforced</li> <li>• List of differences</li> </ul>
<b>5.4</b> To perceive their child as a person in the process of "becoming," with strengths, limitations and differences.	<ul style="list-style-type: none"> <li>• Profile of their child:               <ul style="list-style-type: none"> <li>- positive characteristics</li> <li>- negative characteristics</li> <li>- verification of the parents' expectations with regard to their child</li> <li>- definition of obstacles to development</li> </ul> </li> </ul>
<b>5.5</b> To identify ways of satisfying the needs of the parent and the child.	<ul style="list-style-type: none"> <li>• List of the needs of the parent and the child</li> <li>• Notes on needs according to Maslow</li> <li>• Interaction of needs</li> <li>• Factors that influence needs</li> <li>• Ways of satisfying needs</li> </ul>

<p><b>5.6</b> To evaluate their ability to analyze clearly their own feelings behaviour, and those of their children.</p>	<ul style="list-style-type: none"> <li>• Feelings: <ul style="list-style-type: none"> <li>- indicator of satisfaction of a need</li> <li>- indicator of non-satisfaction of a need</li> </ul> </li> <li>• Theory concerning frustration and aggressiveness</li> <li>• Observation of a behaviour</li> <li>• Differentiation between acceptable and unacceptable behaviour: <ul style="list-style-type: none"> <li>- Rivalry and conflict among children</li> </ul> </li> </ul>
<p><b>5.7</b> To describe improvements they would like to make in their parent-child relationship.</p>	<ul style="list-style-type: none"> <li>• Description of the type of relationship they have now</li> <li>• Verification of expectations</li> <li>• Choice of a more satisfactory model</li> </ul>
<p><b>5.8</b> To identify some aspects of their family environment and how these affect their parent-child relationship.</p>	<ul style="list-style-type: none"> <li>• List of factors</li> <li>• Analysis of their effect</li> <li>• Definition of parent role</li> <li>• Choice of action to take with regard to the family environment</li> </ul>
<p><b>5.9</b> To name ways of developing their resources.</p>	<ul style="list-style-type: none"> <li>• Description of ways: <ul style="list-style-type: none"> <li>- how these relate to their resources</li> <li>- changes desired</li> </ul> </li> </ul>
<p><b>5.10</b> To describe the way in which their family functions.</p>	<ul style="list-style-type: none"> <li>• Definition of the family</li> <li>• Description of the family in the past and today</li> <li>• Theory concerning family lifestyles</li> </ul>
<p><b>5.11</b> To describe the factors that influence how the family functions.</p>	<ul style="list-style-type: none"> <li>• Notion of time in the family dynamic</li> <li>• Amount of time devoted to the family</li> <li>• List of what they do for their child</li> </ul>

	<ul style="list-style-type: none"> <li>• Notion of independence</li> <li>• Learning process undergone by the parent and the child</li> <li>• Learning conditions</li> </ul>
<b>5.12</b> To identify their family rules, the reasons behind them, and their purpose.	<ul style="list-style-type: none"> <li>• List of family rules</li> <li>• Reasons – purpose</li> <li>• Theory concerning: <ul style="list-style-type: none"> <li>- principles</li> <li>- values</li> <li>- rules</li> </ul> </li> <li>• Identification of priorities</li> </ul>
<b>5.13</b> To evaluate ways of adapting how the family functions, in order to meet the needs of each family member.	<ul style="list-style-type: none"> <li>• Theory concerning authority: <ul style="list-style-type: none"> <li>- advantages</li> <li>- limitations</li> </ul> </li> <li>• Ways of achieving discipline</li> <li>• Concept of punishment and reward</li> <li>• List of selected ways</li> </ul>
<b>5.14</b> To describe communication in their family.	<ul style="list-style-type: none"> <li>• Observation of the family dynamic</li> <li>• Contribution of each member</li> <li>• Personal influences on this family dynamic</li> </ul>
<b>5.15</b> To name different ways of communicating.	<ul style="list-style-type: none"> <li>• Comprehensive scope of communication</li> <li>• Knowledge of ways of communicating: <ul style="list-style-type: none"> <li>- intellectual</li> <li>- emotional</li> <li>- physical</li> </ul> </li> <li>• Verification of the parents' expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• Identification of the parents' ways of communicating and of those of their child</li> </ul>
<p><b>5.16</b> To describe the communication process.</p>	<ul style="list-style-type: none"> <li>• Strengths and weaknesses of their communication with their child</li> <li>• Sender-receiver</li> <li>• Illustration of the communication process</li> <li>• Theory of communication</li> <li>• Factors that affect communication</li> <li>• Types of language and their effects</li> </ul>
<p><b>5.17</b> To list ways of facilitating communication.</p>	<ul style="list-style-type: none"> <li>• Expressing oneself: <ul style="list-style-type: none"> <li>- theory, advantages, limitations, effects</li> </ul> </li> <li>• Listening: <ul style="list-style-type: none"> <li>- requirements, difficulties, skills to develop</li> </ul> </li> <li>• Orders</li> <li>• Alternating roles: <ul style="list-style-type: none"> <li>- expressing-listening</li> </ul> </li> <li>• Identification of conflict in the family</li> <li>• Creativity in solving conflicts</li> <li>• Process of solving conflicts</li> </ul>

**SECTION II:**  
**LIVING IN SOCIETY**

**Il est à noter que certains cours de ce volet ont été retirés. Veuillez ne pas tenir compte de toute l'information contenue dans son introduction.**

**Note that some of the courses from this section have been removed. Please disregard all the information provided in the introduction.**

## **Goal of the Personal and Social Development Program**

The goal of the Personal and social development program is to help the students develop their full potential as individuals and as members of a community within a changing society.

## **General Objective of Section II: Living in Society**

The general objective of Section II is to enable the students to learn how to manage their personal finances, exercise their rights and responsibilities in the workplace and as members of society, and participate in community life.

### **Background**

We live in a society that is constantly changing. Everything happens so quickly that it sometimes seems as if we are watching a show from the sidelines. As obvious as it may seem, living in society means living with others. It means not being excluded: it means taking an active part in the process of change.

This section should help the students put together a clear picture of the society in which they live, regardless of the fact that they may sometimes find themselves in a marginal position in this society. Budgeting, consumption, credit, laws and rights are everyday realities of a complex nature, particularly when sources of income are very unstable.

By encouraging the students to examine their everyday experiences, the LIVING IN SOCIETY section can help them identify their attitudes and living patterns, and acquire the knowledge and attitudes needed to find a balance between their own expectations and those of their society. This is the route to assuming greater responsibility as citizens—it is a significant step on the road to autonomy.

### **Target Group**

Adult students have had a wide range of life experience. This experience may have included dropping out of school, working intermittently, unemployment, welfare and isolation. After a period of time away from the classroom, they return with a certain determination to examine and redefine their future. The courses in this section are designed to reinforce this process. Adult students should be valued for their role in society and their contribution to the development and growth of society.

The courses in this section are intended for students who wish to reflect on their marginal position, to discover the community support network and to take their place in society.

## Guiding Principles

- The students should acquire and develop behaviours and attitudes that make it easier to live in society.

Students must be able to try out the means that will allow them to become better integrated into their community. They must also be able to apply these readily in their everyday lives and to learn to use them with ease.

- They should develop some concept of the reciprocity of rights and responsibilities.

The individuals within a society have rights. They must be able to identify these rights and stand up for them even when they are denied: they must also recognize and respect the rights of others.

- They should participate actively in community life. Active participation is essential.

Students should be able to become actively involved in their communities, for example, in their local adult education centres or in neighbourhood activities because this type of involvement will help them to recognize and reinforce their potential.

- They should develop the ability to criticize, analyze and synthesize.

Society is presented as a complex phenomenon. The students should avoid instant solutions and, instead, analyze the rules that govern their society in order to understand their own situation and make wise choices in their lives.

## SECTION II: LIVING IN SOCIETY

No.	Name	Number of terminal objectives	Number of credits	Code
1	Budgeting and Consumer Issues	1	2	PRS-5048-2 (GTB-252)
2	Rights and Responsibilities in the Workplace	1	2	PRS-5049-2 (GTB-253)



SECTION II: LIVING IN SOCIETY

**COURSE 1: Budgeting and Consumer Issues**

PRS-5048-2 (GTB-252)

## **SECTION II: LIVING IN SOCIETY**

### **COURSE 1: BUDGETING AND CONSUMER ISSUES (PRS-5048-2)**

#### **Context**

In a consumer society like ours, the importance of knowing how to draw up and manage a budget and how to save and use credit is self-evident.

In this course, students work through practical situations which allow them to assimilate the theory in the course and to apply what they have learned in their daily life situations. The basic aim is for the students to be able to enjoy life without having to worry about making ends meet at the end of each month. This course does not touch on the complexities of the stock market.

#### **Target Group**

This course is designed for adults who need help in preparing a budget.

#### **Andragogical Aims**

- To help students evaluate factors which affect their financial situation.
- To help them evaluate how much control they have over their financial situation.
- To help them put into practice new skills that will allow them to change the way they manage their budget.
- To help them put their own experience to use throughout the course.
- Calling on the students' varied personal experiences should help them apply new skills more easily in their everyday lives. Students will be able to evaluate the advantages of changing some of their budgeting habits.
- To help the students learn in an enjoyable atmosphere.
- Examining difficult and sometimes stressful questions in a light-hearted way can often relieve the anxieties brought on by having to deal with such questions.

## **Content**

The main goal of this course is to allow students to develop the skills they need to plan their personal finances more effectively, while looking realistically at the context in which this will be done and at the limitations which prevent them from taking full control over their finances.

The students try out concrete ways of improving their financial situation and keep a detailed record of how they use their financial resources. This will help them to form a clear picture of their attitudes and behaviours, and will motivate them to draw up a realistic budget.

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to describe the factors to consider and the steps to take in evaluating their financial situation in accordance with the following conditions and criteria

### **Evaluation conditions**

Referring to the evaluation of their own financial situation

### **General performance criteria**

- Inclusion of the main personal factors
- Inclusion of the main social factors
- Logic of the sequence of steps described
- Evidence that thought has been given to the nature of their responsibilities

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>1.1</b> To understand some of the basic concepts that are essential to managing their personal finances.</p>	<ul style="list-style-type: none"> <li>• Basic concepts: <ul style="list-style-type: none"> <li>- financial needs and sources</li> <li>- types of credit</li> </ul> </li> <li>• Concepts of money: <ul style="list-style-type: none"> <li>- associated values</li> <li>- where the money goes</li> </ul> </li> </ul>
<p><b>1.2</b> To describe how certain factors affect their financial situation.</p>	<ul style="list-style-type: none"> <li>• The economy and consumer patterns: <ul style="list-style-type: none"> <li>- economic context</li> <li>- aspects of consumer patterns</li> <li>- specific situations</li> </ul> </li> <li>• Basic choices in life: <ul style="list-style-type: none"> <li>- values and consequences</li> <li>- lifestyles</li> <li>- general outlook on life</li> </ul> </li> <li>• Management of their affairs: <ul style="list-style-type: none"> <li>- management styles</li> <li>- roles</li> </ul> </li> </ul>
<p><b>1.3</b> To understand in real terms how much control they can have over their financial situation.</p>	<ul style="list-style-type: none"> <li>• Limits, constraints</li> <li>• Positive factors: <ul style="list-style-type: none"> <li>- confidence of others as a factor in control</li> </ul> </li> <li>• Individual situations and general situations</li> <li>• Competencies: <ul style="list-style-type: none"> <li>- abilities and limitations</li> <li>- knowledge</li> </ul> </li> <li>• Economic independence and financial autonomy: <ul style="list-style-type: none"> <li>- relationship between income and autonomy</li> <li>- factors that encourage independence</li> <li>- financial autonomy</li> <li>- interdependence</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Individual and social responsibilities: <ul style="list-style-type: none"> <li>- as consumers</li> <li>- their needs and values</li> <li>- dependents</li> </ul> </li> </ul>
<b>1.4</b> To describe how to use some of the tools they need to evaluate their financial situation.	<ul style="list-style-type: none"> <li>• How income is spent</li> <li>• Financial commitments</li> <li>• Personal planning style</li> </ul>
<b>1.5</b> To evaluate their financial situation with a view to improving the way they manage their personal finances.	<ul style="list-style-type: none"> <li>• Roles of consumption and credit: <ul style="list-style-type: none"> <li>- how to make sensible purchases</li> <li>- consumer rights</li> <li>- credit and debt</li> </ul> </li> <li>• Taxes and savings plans: <ul style="list-style-type: none"> <li>- taxes</li> <li>- SSP (Stock Savings Plan)</li> <li>- RRSP (Registered Retirement Savings Plan)</li> </ul> </li> <li>• Improvements needed: <ul style="list-style-type: none"> <li>- tools</li> <li>- attitudes</li> </ul> </li> </ul>
<b>1.6</b> To draw up a personal budget based on their current financial situation.	<ul style="list-style-type: none"> <li>• Main steps</li> <li>• Attitudes</li> <li>• Resources</li> </ul>

SECTION II: LIVING IN SOCIETY

**COURSE 2: Rights and Responsibilities in the Workplace**

PRS-5049-2 (GTB-253)

## **SECTION II: LIVING IN SOCIETY**

### **COURSE 2: RIGHTS AND RESPONSIBILITIES IN THE WORKPLACE (PRS-5049-2)**

#### **Context**

The working world is vast and complex. The course Rights and Responsibilities in the Workplace covers a very specific area of this world. It helps students clearly identify their rights in the labour market and examine their responsibilities as workers or future workers in relation to these rights. At the end of the course, the students should be able to assert their fights when necessary and be willing to respect the rules that govern the working world.

#### **Target Group**

This course is intended for ail adult students who may have been or who may at some rime find themselves out of work, and is designed to encourage and equip them to stand up for their fights when necessary and to assume their responsibilities at work.

#### **Andragogical Aims**

- To help students understand their right to a place in the labour market
- To help students become aware of their responsibilities as workers.
- To help students understand their position with regard to rights and responsibilities in the workplace.

#### **Content**

The course begins by outlining the rights and responsibilities of workers. It then relates these rights and responsibilities to different fields of application: Québec Labour Code, the Act respecting labour standards, the Act respecting occupational health and safety, the Québec Charter of Rights and Freedoms, and unions.

The students carry out a class project which involves putting together a resource handbook informing workers of their rights and responsibilities.

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to associate the relevant societal resources with the exercise of rights and responsibilities in the workplace in accordance with the following conditions and criteria.

### **Evaluation conditions**

- Referring to the body of rules that govern the working world
- Carrying out the evaluation in small groups if desired

### **General performance criteria**

- Inclusion of the main rights and responsibilities
- Precise description of the rights and responsibilities identified
- Pertinence of the description of the rights and responsibilities identified



<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>2.1</b> To compare their rights and responsibilities as workers with those of their employer.</p>	<ul style="list-style-type: none"> <li>• Concepts of rights and responsibilities: <ul style="list-style-type: none"> <li>- personal perceptions</li> <li>- definition</li> </ul> </li> <li>• Rights and responsibilities of employees: <ul style="list-style-type: none"> <li>- productivity at work</li> <li>- cooperation at work</li> <li>- respect for others</li> <li>- other</li> </ul> </li> <li>• Rights and responsibilities of employers: <ul style="list-style-type: none"> <li>- according to the law</li> </ul> </li> <li>• Comparison: <ul style="list-style-type: none"> <li>- limitations of each</li> <li>- interrelationship</li> </ul> </li> </ul>
<p><b>2.2</b> To distinguish different aspects of the working world.</p>	<ul style="list-style-type: none"> <li>• Québec Labour Code</li> <li>• Act respecting labour standards</li> <li>• Unions</li> <li>• Employers</li> <li>• Other</li> </ul>
<p><b>2.3</b> To describe the main aspects of the Act respecting labour standards.</p>	<ul style="list-style-type: none"> <li>• Introduction to the Act: <ul style="list-style-type: none"> <li>- overview</li> <li>- what is covered</li> <li>- what is not covered</li> </ul> </li> <li>• Sectors to which the Act applies: <ul style="list-style-type: none"> <li>- non-unionized labour</li> <li>- work in the home</li> </ul> </li> <li>• Areas covered: <ul style="list-style-type: none"> <li>- minimum wage</li> <li>- mode of payment</li> <li>- overtime</li> </ul> </li> </ul>

<p><b>2.4</b> To describe some aspects of the Act respecting occupational health and safety and its application.</p>	<ul style="list-style-type: none"> <li>• Introduction to the Act</li> <li>• Roles of the CSST (Commission de la santé et de la sécurité du travail)</li> <li>• Principal rights: <ul style="list-style-type: none"> <li>- protective reassignment</li> <li>- rights specific to women</li> </ul> </li> <li>• Personal responsibilities: <ul style="list-style-type: none"> <li>- toward oneself</li> <li>- toward others</li> </ul> </li> <li>• Employers' responsibilities: <ul style="list-style-type: none"> <li>- safe working environment</li> <li>- organization of work</li> <li>- workplace premises</li> </ul> </li> </ul>
<p><b>2.5</b> To describe possible recourses in cases of discrimination at work.</p>	<ul style="list-style-type: none"> <li>• Discrimination in the workplace: <ul style="list-style-type: none"> <li>- Québec Charter of Rights and Freedoms</li> <li>- young people</li> <li>- women</li> <li>- sexual orientation</li> </ul> </li> <li>• Possible recourse: <ul style="list-style-type: none"> <li>- how to lodge a complaint and with whom</li> </ul> </li> <li>• Examples of discrimination: <ul style="list-style-type: none"> <li>- examples</li> <li>- possible recourses</li> </ul> </li> </ul>
<p><b>2.6</b> To describe the union movement as it relates to the rights and responsibilities of workers.</p>	<ul style="list-style-type: none"> <li>• Functions of a union: <ul style="list-style-type: none"> <li>- definition of a union</li> <li>- roles and functions</li> <li>- Québec Labour Code</li> </ul> </li> <li>• Prejudice against unions: <ul style="list-style-type: none"> <li>- brief history</li> <li>- aggressive unionism</li> <li>- influence of the media</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Unionization: <ul style="list-style-type: none"> <li>- a right</li> <li>- recognition of unions</li> <li>- personal views</li> </ul> </li> <li>• Major unions in Québec: <ul style="list-style-type: none"> <li>- employment sectors covered</li> <li>- main demands</li> </ul> </li> </ul>
<p><b>2.7</b> To list some of the agencies that can inform workers about their rights and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Agencies: <ul style="list-style-type: none"> <li>- government</li> <li>- private</li> <li>- community</li> </ul> </li> </ul>

**SECTION III:**

**HEALTH AND SEXUALITY**

## **Goal of the Personal and Social Development Program**

The goal of the Personal and social development program is to help the students develop their full potential as individuals and as members of a community within a changing society.

## **General Objective of Section III: Health and Sexuality**

The general objective of Section III is to enable the students to prepare themselves to take responsibility for their physical, psychological and social well-being, and to accept their sexuality as an integral part of their personality.

## **Background**

It is well known that quality of life begins with good health. No one, even those who are well-informed and take good care of themselves, is immune from health problems, whether physical or psychological. Health is not simply the absence of illness; it is primarily feeling good within ourselves.

Our society has inherited inhibitions, dependence and discomfort concerning health and sexuality. These subjects are still considered private and personal, despite evidence to the contrary in the form of widespread publicity about them. Even as adults we find it difficult to free ourselves of misconceptions that have led to narrow and rigid attitudes.

This section encourages the students to question their attitudes and personal habits, and to learn about the physical, psychological and social aspects of health and sexuality, these aspects being closely linked and interdependent. The courses should enable the students to envisage ways in which they can modify their attitudes and personal habits, and to learn that being informed and taking preventive measures are the least expensive and most effective ways to stay healthy.

In a society like ours, learning about health and sexuality deserves as much attention as language learning.

## **Target Group**

Adult students are confronted daily with a great many factors that, taken together, can contribute to health problems. These factors include unemployment, welfare, background and living environment, and being a woman, single parent or immigrant. Clearly, good health does not always depend simply on the individual.

Being an adult does not always mean that one takes responsibility for one's health and is comfortable with one's sexuality.

The courses in the section HEALTH AND SEXUALITY are designed for students who wish to examine their attitudes, dependencies and personal habits, and to make appropriate changes. These courses are not for those who are looking for assistance and ready-made answers.

### **Guiding Principles**

- *It is important that the students recognize the value of health and sexuality, and the scope of their effect on individuals, on their personality development and on society.*

The aim is not to judge or stifle certain attitudes, personal views or world views, but rather to present a range of possible strategies that students can use to evaluate their own health and sexuality, and to make decisions concerning their well-being and that of their society.

- *The students should be encouraged to take responsibilities for maintaining or regaining a sense of well-being.*

There is no question here of pointing a finger at individuals or of assigning blame. Rather, the goal is to lead the students to take responsibility for themselves and to develop a sufficiently positive self-image to enable them to look after themselves and their living environment.

- *All the content should correlate with the students' achievements and life experience.*

The different aspects of health and sexuality covered in this section should be closely correlated with the students' experience. The students will find it easier to deal with health and sexuality issues when they realize that these relate to simple everyday occurrences.

- *The students should develop the ability to think critically, analyze and synthesize.*

In dealing with questions of health and sexuality, students should avoid "miracle" solutions and learn to analyze their own attitudes and behaviour in order to make choices and take action. For example, the use of alternative medicine or treatment is not always appropriate; the consequences of using them for every type of problem can have unfortunate results.

- *An egalitarian relationship should exist between the students and the teacher.*

It is a fundamental principle of adult education that the teacher must respect the students so as not to diminish their motivation and their desire to learn and to apply their knowledge in their personal and social lives.

### SECTION III: HEALTH AND SEXUALITY

<b>No.</b>	<b>Name</b>	<b>Number of terminal objectives</b>	<b>Number of credits</b>	<b>Code</b>
1	Keeping Healthy	1	2	PRS-5053-2 (GTC-254)
2	Keeping Fit	1	2	PRS-5054-2 (GTC-255)
3	Sexuality and Well-Being	1	3	PRS-5055-3 (GTC-256)
4	Psychological Well-Being	1	2	PRS-5056-2 (GTC-257)

SECTION III: HEALTH AND SEXUALITY

**COURSE 1: Keeping Healthy**

PRS-5053-2 (GTC-254)



## **SECTION III: HEALTH AND SEXUALITY**

### **COURSE 1: KEEPING HEALTHY (PRS-5053-2)**

#### **Context**

If you stop taking care of your body, your body soon lets you know that you have been neglecting it.

Keeping healthy has as much to do with illness as with health. The pace of daily life and our many concerns and responsibilities all conspire to have us relegate the task of looking after our health to the bottom of our list of priorities. We talk far more often of our aches and pains, our problems, our lack of recreation, our rare moments of relaxation and, of course, our visits to health professionals.

This course discusses the responsibilities that adult students should assume with regard to their health by helping them to acquire a sound knowledge of the different resources available and of ways to use these resources appropriately.

The goal is to have the students assume greater responsibility for their own health.

#### **Target Group**

This course is intended for students who wish to work toward assuming responsibility for their own health. It does not provide medical counselling.

Students who enroll in this course should be prepared to undertake field research, participate in dynamic learning activities and make use of their prior knowledge and resources throughout the course.

#### **Andragogical Aims**

- To help the students learn more about themselves and become more aware of their bodies.
- To help the students understand the concept of responsibility with regard to maintaining or regaining good health.
- To help the students develop their critical thinking skills and their ability to analyze and synthesize.

In terms of their health, students should avoid "miracle" or instant solutions and should instead analyze their situation before making any choices.

- To help the students develop greater autonomy.

The students should find that by taking responsibility in one area it will be easier for them to do so in other areas.

## **Content**

This course aims at making the students aware of the need to become actively involved in the process of keeping healthy. It also aims at helping them understand the different factors involved in taking responsibility for their health by allowing them to actively explore different ways of assuming this responsibility and to try out some of these. The students evaluate their progress and identify any changes which they can initiate.

More specifically, the students reflect on the nature of health and illness from different perspectives. They then identify their own responsibilities as the main agents for their health and look at the advantages of assuming these responsibilities. The students become familiar with preventive measures and the effective use of related health resources. In this part of the course, they put some of the knowledge they have acquired into practice by choosing a health problem which they would like to address.

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to assess their current state of health and to list the preventive measures they should take to stay healthy in accordance with the following conditions and criteria.

### **Evaluation conditions**

- Individual help should be provided as needed.

### **General performance criteria**

- Assessment:
  - evidence that thought has been given to the following factors:
  - attitudes, personal habits, physical, psychological, social and environmental conditions
  - validity of the links between the above factors
- List of preventive measures:
  - relevance of the preventive measures to the factors considered

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>1.1</b> To compare personal concepts of health with official concepts of health.</p>	<ul style="list-style-type: none"> <li>• Personal definitions: <ul style="list-style-type: none"> <li>- importance of body image</li> <li>- personal choices and those of society</li> <li>- personal health care measures</li> </ul> </li> <li>• Official definitions: <ul style="list-style-type: none"> <li>- World Health Organization, Red Cross, UNESCO, Québec Charter of Rights and Freedoms</li> <li>- other sources</li> <li>- differences in these approaches</li> </ul> </li> <li>• Medical consultation: <ul style="list-style-type: none"> <li>- different roles played by health professionals</li> <li>- protectionism</li> <li>- other</li> </ul> </li> </ul>
<p><b>1.2</b> To explain the role of the different factors that can affect health and how these factors interact.</p>	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Psychological environment</li> <li>• Responsibilities with regard to the environment</li> <li>• Diet</li> <li>• Stress</li> <li>• Use of drugs and alcohol</li> </ul>
<p><b>1.3</b> To describe the different roles and levels of responsibility they can assume when taking charge of their health.</p>	<ul style="list-style-type: none"> <li>• Personal responsibility: <ul style="list-style-type: none"> <li>- limits and advantages</li> <li>- ways of assuming responsibility</li> </ul> </li> <li>• Use of health services: <ul style="list-style-type: none"> <li>- excess, moderation</li> </ul> </li> </ul>
<p><b>1.4</b> To describe the steps involved in taking responsibility for their health and the necessary conditions for undertaking this process.</p>	<ul style="list-style-type: none"> <li>• Taking responsibility: <ul style="list-style-type: none"> <li>- deciding to act</li> <li>- self-diagnosis</li> <li>- identifying possible solutions</li> <li>- identifying resources</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- treating a health problem</li> <li>- evaluating the process</li> </ul> <ul style="list-style-type: none"> <li>• Conditions for taking charge: <ul style="list-style-type: none"> <li>- understanding the problem</li> <li>- positive attitude to taking action</li> <li>- identification of what needs to be done</li> </ul> </li> </ul>
<b>1.5</b>	<p>To describe the basic knowledge and attitudes needed to prevent minor ailments and diseases.</p> <ul style="list-style-type: none"> <li>• General knowledge: <ul style="list-style-type: none"> <li>- of the body</li> <li>- of psychological factors</li> <li>- positive and negative attitudes</li> <li>- questions to ask themselves</li> </ul> </li> </ul>
<b>1.6</b>	<p>To describe the skills needed to take responsibility for treating their own ailments and diseases.</p> <ul style="list-style-type: none"> <li>• Outline of the problem</li> <li>• Analysis of relevant factors</li> <li>• Means of treatment</li> <li>• Resources</li> <li>• Actions</li> <li>• Difficulties in taking charge</li> </ul>
<b>1.7</b>	<p>To plan how they will take responsibility for their health.</p> <ul style="list-style-type: none"> <li>• Plan: <ul style="list-style-type: none"> <li>- drawing up a plan based on what they have learned</li> </ul> </li> <li>• Identification of resources: <ul style="list-style-type: none"> <li>- list of resources</li> <li>- report of findings</li> </ul> </li> <li>• Preparation for using available resources: <ul style="list-style-type: none"> <li>- resources and services offered</li> <li>- questions to ask</li> <li>- effective and ineffective actions</li> </ul> </li> </ul>

SECTION III: HEALTH AND SEXUALITY

**COURSE 2: Keeping Fit**

PRS-5054-2 (GTC-255)

## **SECTION III: HEALTH AND SEXUALITY**

### **COURSE 2: KEEPING FIT (PRS-5054-2)**

#### **Context**

Our health is threatened on many fronts. The pace of life, stress, too many unbalanced and over-generous meals eaten too quickly, lack of exercise and fresh air can ail lead to poor health. Physical activity is necessary for:.

- achieving a balance between the amount of food eaten and energy expended
- ensuring the proper functioning of the internal organs, particularly the heart and intestines
- promoting flexibility and muscle development.

Taking charge of your health involves keeping in good physical shape through a program of activities designed to meet your own needs. Do you long to be as supple as a car? It is up to you!

#### **Target Group**

This course offers basic education designed to compensate for the lack of a module on physical fitness. The course may be offered in each session to allow the greatest possible number of adult students to include physical fitness activities in their educational profile.

This course is intended for all students.

#### **Andragogical Aims**

To encourage students to reflect on the importance of improving their fitness level.

To encourage students to assume responsibility for finding their own ways of keeping fit.

To enable students to learn about and try out different physical activities with a view to making informed choices and developing a taste for a more active lifestyle.

To encourage students to become more autonomous by taking responsibility for being fit. This course applies the principle that real learning takes place when students are able to relate theory to practical experience. To make changes in their daily lives and apply what they have learned, students must be able to refer to personal experience. The readiness

with which students integrate physical activity into their lives depends on how realistic the physical activity program they adopt is and how well it matches their needs.

### **Content**

This course helps students design an appropriate plan of action aimed at improving their level of fitness.

For this purpose, the students explore various aspects of physical activity and look at:

- the factors and conditions that contribute to physical fitness
- their current fitness level
- their responsibilities with regard to keeping fit.

### **TERMINAL OBJECTIVE**

#### **Expected behaviour**

To demonstrate the required competency, the students should be able to design their own physical activity program in accordance with the following conditions and criteria.

#### **Evaluation conditions**

- With the help of a specialized resource person
- Using their fitness appraisal

#### **General performance criteria**

- Pertinent description of the factors that promote physical fitness
- Adequate description of their current fitness level
- Program of realistic physical activities geared to their needs

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>2.1</b> To describe the effects of various factors on their physical fitness.</p>	<ul style="list-style-type: none"> <li>• Factors: <ul style="list-style-type: none"> <li>- weight and diet</li> <li>- hereditary factors</li> <li>- outlook on life</li> <li>- environmental factors</li> </ul> </li> <li>• Evaluation of the impact of these factors on their overall physical fitness</li> <li>• Interaction of these factors</li> </ul>
<p><b>2.2</b> To identify the advantages of being physically fit in relation to their needs, and the responsibilities related to fitness.</p>	<ul style="list-style-type: none"> <li>• Advantages: <ul style="list-style-type: none"> <li>- physiological and psychological advantages</li> <li>- limits and constraints</li> </ul> </li> <li>• Responsibilities: <ul style="list-style-type: none"> <li>- personal responsibilities</li> <li>- social responsibilities</li> </ul> </li> </ul>
<p><b>2.3</b> To make a brief evaluation of their fitness level.</p>	<ul style="list-style-type: none"> <li>• Health record</li> <li>• Heredity</li> <li>• Physiological capacities: <ul style="list-style-type: none"> <li>- cardiovascular endurance</li> <li>- condition of the back</li> </ul> </li> <li>• Effects on their fitness</li> <li>• Personal habits: <ul style="list-style-type: none"> <li>- weight</li> <li>- diet</li> <li>- sleep</li> <li>- drug and alcohol use</li> </ul> </li> <li>• Impact of these habits</li> <li>• Knowledge of the risks associated with physical exercise</li> <li>• Conclusion: <ul style="list-style-type: none"> <li>- motivation and choice</li> </ul> </li> </ul>



<p><b>2.4</b> To establish priorities for their own physical activity program and to identify appropriate ways of getting into shape.</p>	<ul style="list-style-type: none"> <li>• Priorities</li> <li>• Ways of getting into shape: <ul style="list-style-type: none"> <li>- sports</li> <li>- courses</li> <li>- self-defence techniques</li> <li>- yoga</li> <li>- tai chi</li> <li>- self-discipline</li> <li>- other</li> </ul> </li> <li>• Evaluation of these ways of getting into shape</li> </ul>
<p><b>2.5</b> To draw up a plan for carrying out their physical activity program.</p>	<ul style="list-style-type: none"> <li>• Arrangements</li> <li>• Costs</li> <li>• Materials</li> <li>• Place</li> <li>• Time</li> </ul>
<p><b>2.6</b> To develop evaluation, self-evaluation and follow-up procedures for their physical activity program.</p>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Discipline</li> <li>• How well the program met their needs</li> </ul>

SECTION III: HEALTH AND SEXUALITY

**COURSE 3: Sexuality and Well-Being**

PRS-5055-3 (GTC-256)

## **SECTION III: HEALTH AND SEXUALITY**

### **COURSE 3: SEXUALITY AND WELL-BEING (PRS-5055-3)**

#### **Context**

The word sexuality elicits different responses. It is immediately associated with sensuality, sexual activity and reproduction. Often it evokes embarrassed smiles and vocabulary of a technical or vulgar nature. Sexuality is a complex phenomenon that remains difficult to deal with. In defining it, care must be taken to respect individual differences by taking into account cultural influences and social, physical and psychological needs. Sexuality is everything that relates to the individual's existence as a man or a woman. It encompasses sexual identity, body image, sex roles, emotion, procreation and so on.

It is not easy to agree on who should be responsible for sex education. Some people think that it should be the concern of the family, while others think the family and the school should work together toward the same goal. Some oppose any approach because they feel that sexuality is a personal issue.

Adult students tend to have few if any opportunities to openly ask questions concerning sexuality. The traditional constraints imposed by our society do not encourage flexibility with regard to the body or the mind, or changes in attitudes toward sexuality.

Adult students are also parents or potential parents. They need to see themselves as providers of information and education in this area, both for their children and for other adults.

#### **Target Group**

The students who enroll in this course should be willing to take part in a learning approach that promotes open communication, preferably in a group context.

The topics associated with sexuality tend to bring out marked differences in men's and women's experience of sexuality. It is therefore a good idea to have the same number of men and women in the group activities, as this should help students understand these differences and should promote a climate of cooperation and confidence.

#### **Andragogical Aims**

- To help students develop a general understanding of sexuality.

- To encourage students to accept others and respect their individuality.
- To help students take stock of their values and attitudes with regard to sexuality and reflect on how these are influenced by the values of their society.
- To encourage students in their efforts to look critically at topics related to sexuality.
- To encourage a climate of active listening, respect and confidence.
- To help the students see themselves as providers of information on sexuality for their children or future children, and for other adults.

## **Content**

This course is designed to help students consider sexuality in terms of its physical, psychological and social dimensions. The content comprises the minimum of topics essential to a sound understanding of the subject.

The students should be encouraged to learn more about physiology and biology, particularly in the areas of human reproduction. It is, however, up to the students to decide whether or not to do this.

The content covered in the course centres on the following topics:

- different perceptions of sexuality
- sex roles and sex-role stereotypes
- sexual orientation
- contraception
- pleasure
- sexually transmitted diseases (STDs)
- sexual exploitation
- resources

Each topic is covered in a way that makes it easy to grasp the essential points. Students are not expected to do an in-depth study of these topics.

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to describe how their perception of one aspect of sexuality has changed in accordance with the following conditions and criteria.

### **Evaluation conditions**

- Based on their own choice of a topic covered in the course

### **General performance criteria**

- Clear description of their initial perception
- Description of the physical, psychological and social dimensions of the topic considered
- Reasons for the choice of topic
- Clear description of their new perception

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>3.1</b> To define the different dimensions of sexuality and to describe the relationship between health and sexuality.</p>	<ul style="list-style-type: none"> <li>• Dimensions of sexuality: <ul style="list-style-type: none"> <li>- emotional</li> <li>- physical</li> <li>- psychological</li> <li>- social</li> </ul> </li> <li>• Social views of sexuality: <ul style="list-style-type: none"> <li>- relative nature of standards and values</li> <li>- different values in different cultures</li> <li>- expectations of society with regard to sexuality</li> </ul> </li> <li>• Deriving satisfaction from one's sexuality: <ul style="list-style-type: none"> <li>- childhood, adolescence and adult life</li> <li>- discovering their bodies</li> <li>- influence of sex education or the effect of not having had any</li> </ul> </li> <li>• Relationship between health and sexuality: <ul style="list-style-type: none"> <li>importance of sexuality in personal development</li> </ul> </li> </ul>
<p><b>3.2</b> To distinguish between sexuality and sexual relationships.</p>	<ul style="list-style-type: none"> <li>• Sexuality in its broadest sense: <ul style="list-style-type: none"> <li>- sexual activity</li> <li>- reproduction</li> </ul> </li> <li>• Emotion</li> <li>• Tenderness and love</li> </ul>
<p><b>3.3</b> To describe themselves as providers of information on sexual development.</p>	<ul style="list-style-type: none"> <li>• Role of parents in the sex education of children</li> <li>• Their own education and the education they wish to give to their children</li> <li>• Social role: informing young people and adults</li> </ul>

<p><b>3.4</b> To compare the significance of sex-role stereotypes and sex roles in social situations and in their personal lives.</p>	<ul style="list-style-type: none"> <li>• Social situations: <ul style="list-style-type: none"> <li>- sex-role stereotypes and sex roles at work and in personal relationships</li> <li>- active measures to modify or eliminate sex roles and sex-role stereotypes</li> <li>- sexism</li> </ul> </li> <li>• Personal lives: <ul style="list-style-type: none"> <li>- examples of experiences</li> <li>- examples in the information media, advertising, etc.</li> <li>- personal reactions</li> </ul> </li> </ul>
<p><b>3.5</b> To describe the influence of certain social agents on their own perception of sex roles.</p>	<ul style="list-style-type: none"> <li>• Perception of the opposite sex: <ul style="list-style-type: none"> <li>- examples taken from television shows, magazines, etc.</li> <li>- verbalizing their perceptions</li> </ul> </li> <li>• Diversity of sex roles: <ul style="list-style-type: none"> <li>- roles associated with women</li> <li>- roles associated with men</li> <li>- links with social requirements</li> </ul> </li> </ul>
<p><b>3.6</b> To describe a number of social and personal prejudices with regard to sexual orientation in order to put them in perspective.</p>	<ul style="list-style-type: none"> <li>• Prejudices against: <ul style="list-style-type: none"> <li>- homosexuality, prostitution, etc.</li> <li>- diversity of sexual behaviours</li> <li>- responsibilities with regard to these behaviours</li> </ul> </li> <li>• Sexuality, personal expression: <ul style="list-style-type: none"> <li>- their perception of the different sexual behaviours</li> <li>- feeling comfortable with their own choices</li> <li>- respect for the choices of others</li> </ul> </li> </ul>
<p><b>3.7</b> To describe some of the social and psychological implications of contraception.</p>	<ul style="list-style-type: none"> <li>• Social and psychological implications: <ul style="list-style-type: none"> <li>- decrease in the birthrate</li> <li>- willingness to engage in sexual relations</li> <li>- advantages and disadvantages</li> </ul> </li> <li>• Position of the Catholic Church: <ul style="list-style-type: none"> <li>- standards and values</li> <li>- history of the role of the Church in education</li> <li>- the students' personal values</li> </ul> </li> </ul>

<p><b>3.8</b> To understand different aspects of contraception: the methods, their effects, the nature of the responsibilities involved.</p>	<ul style="list-style-type: none"> <li>• Methods of contraception and their effects: <ul style="list-style-type: none"> <li>- natural methods</li> <li>- other methods</li> </ul> </li> <li>• Psychological and physical effects</li> <li>• Sexual relationships without fear of pregnancy</li> <li>• History of contraception</li> <li>• Contraception and abortion: <ul style="list-style-type: none"> <li>- nature of abortion</li> <li>- failure of contraception methods</li> <li>- last recourse, a right</li> </ul> </li> <li>• Responsibilities with regard to contraception: <ul style="list-style-type: none"> <li>- responsibilities of the woman</li> <li>- responsibilities of the man</li> <li>- implications for their sex life</li> <li>- sharing of moral and physical responsibilities</li> </ul> </li> </ul>
<p><b>3.9</b> To define the notion of pleasure in sexuality.</p>	<ul style="list-style-type: none"> <li>• Notion of pleasure: <ul style="list-style-type: none"> <li>- role of pleasure in sexuality</li> <li>- well-being, satisfaction, communication, etc.</li> </ul> </li> <li>• Values and a more satisfying sex life</li> </ul>
<p><b>3.10</b> To relate sexual problems to social expectations.</p>	<ul style="list-style-type: none"> <li>• Sexual problems and lack of information</li> <li>• Sexual responses and difficulties in communicating</li> <li>• Social expectations of men and women</li> </ul>



<p><b>3.11</b> To define in general terms sexually-transmitted diseases, their effects on health, and their personal and social implications.</p>	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of STDs</li> <li>• Progress of STDs</li> <li>• Spread of STDs</li> <li>• Myths: <ul style="list-style-type: none"> <li>- moral wrong, shame, poor hygiene, etc.</li> </ul> </li> <li>• Prevention: <ul style="list-style-type: none"> <li>- regular medical consultation while sexually active</li> <li>- resources</li> </ul> </li> <li>• Consequences and responsibilities: <ul style="list-style-type: none"> <li>- consequences of spreading the disease</li> <li>- psychological consequences</li> <li>- medical consultation</li> </ul> </li> </ul>
<p><b>3.12</b> To look critically at the different ways in which sex has been commercialized.</p>	<ul style="list-style-type: none"> <li>• Forms of sexual exploitation: <ul style="list-style-type: none"> <li>- types of exploitation</li> <li>- reasons</li> <li>- physical and psychological violence</li> <li>- resources</li> <li>- place of sexuality in the media</li> </ul> </li> <li>• Personal view: <ul style="list-style-type: none"> <li>- their critical assessment</li> </ul> </li> </ul>
<p><b>3.13</b> To identify the resources available in the field of sexual health and to describe their own reservations about seeking counselling.</p>	<ul style="list-style-type: none"> <li>• Counselling: <ul style="list-style-type: none"> <li>- demystifying the subject</li> <li>- privacy and intimacy</li> <li>- importance of well-being</li> </ul> </li> <li>• Resources: <ul style="list-style-type: none"> <li>- possible resources</li> <li>- Importance of seeking help when needed</li> </ul> </li> </ul>

SECTION III: HEALTH AND SEXUALITY

**COURSE 4: Psychological Well-Being**

PRS-5056-2 (GTC-257)

## **SECTION III: HEALTH AND SEXUALITY**

### **COURSE 4: PSYCHOLOGICAL WELL-BEING (PRS-5056-2)**

#### **Context**

Health concerns everyone throughout their life. In the past ten years, the majority of the population has become aware of the importance of looking after their health. Today, it is a readily accepted fact that physical health and living habits are interdependent. There is no longer any doubt about the effects on health of habits related to diet, physical exercise, alcohol consumption, and use of tobacco and other drugs.

Many people have also learned that anyone can have emotional problems. Our emotions make us more or less vulnerable at different times in our lives. Emotional problems can lead to a variety of more serious problems. Some begin as seemingly insignificant, so "normal" as to be overlooked until they become worse and begin to interfere in our lives. Each year in Canada, such problems are the reason for 50% of all medical consultations. They affect more individuals than all other diseases combined, including cancer and heart disease. They are responsible for tripling the suicide rate among young people under 20 years of age.

Assuming responsibility for one's psychological well-being is a step toward autonomy. Taking this responsibility does not in any way mean neglecting to seek help from specialists in mental health. What it means is learning to understand one's limitations, how to help oneself and to help others, and if necessary, when to get professional help.

#### **Target Group**

This course is intended for adults who wish to examine their ways of reacting to the different events in everyday life and to adopt practices that promote psychological well-being.

#### **Andragogical Aims**

To help the students understand the notion of taking responsibility and developing and exercising greater autonomy with regard to their psychological well-being.

Autonomy is indispensable to psychological well-being. It is important for everyone to know themselves, to discover their aptitudes and inner resources, and to interact with others and with their milieu, thus developing and reinforcing their autonomy. Others can give us some help with our day-to-day problems, but ultimately it is up to each of us to take steps to help ourselves.

## **Content**

This course aims at encouraging adult students to take more responsibility for their psychological well-being. The students learn concepts and techniques that will enable them to cope better with the minor or major problems that everyone is called upon to deal with at some point in their life.

- Concept of psychological well-being
- Basic attitudes that lead to psychological well-being
- Depression, suicide and alcoholism
- Warning signs of emotional problems
- Some advice on dealing with problems
- How to help others

As they become aware that everyday problems also affect those close to them, the students will discover their inner resources and share these resources with others.

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to describe a plan for implementing measures designed to promote their psychological well-being in according with the following conditions and criteria.

### **Evaluation conditions**

- Using a plan developed in light of the suggestions listed under Objective 4.6
- In a meeting with the teacher

### **General performance criteria**

- Brief listing of personal attitudes and behaviours considered likely to promote their psychological well-being
- Precise description of the area of their life to which the measures apply
- Reasons for this choice

- Reasons for the choice of one or more of the suggestions
- Pertinence and realistic nature of the measures chosen
- Clear description of the steps envisaged for implementing the chosen measures
- Evidence that thought has been given to the feasibility and appropriateness of the plan
- Clarity and structure of the overall presentation

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>4.1</b> To define the concept of psychological well-being.</p>	<ul style="list-style-type: none"> <li>• Brief history: <ul style="list-style-type: none"> <li>- mental health in scientific terms and in its social and historical context</li> </ul> </li> <li>• Overview of the current situation: <ul style="list-style-type: none"> <li>- needs and resources</li> </ul> </li> <li>• The three dimensions of psychological well-being: <ul style="list-style-type: none"> <li>- biological</li> <li>- psychological</li> <li>- social</li> </ul> </li> <li>• Parallel between the body and the mind</li> </ul>
<p><b>4.2</b> To evaluate the importance of the basic attitudes that promote psychological well-being, in reference to their own personality.</p>	<ul style="list-style-type: none"> <li>• Emotional stability of self in relation to: <ul style="list-style-type: none"> <li>- reality</li> <li>- change</li> <li>- anxiety</li> <li>- self</li> <li>- others</li> <li>- hostility</li> </ul> </li> </ul>
<p><b>4.3</b> To briefly describe mental illness.</p>	<ul style="list-style-type: none"> <li>• Mental illness: <ul style="list-style-type: none"> <li>- nature</li> <li>- variety of causes: physical, psychological and social</li> <li>- how to identify mental illness</li> </ul> </li> <li>• Mental illness, intellectual handicaps and emotional problems: <ul style="list-style-type: none"> <li>- distinctions</li> </ul> </li> </ul>
<p><b>4.4</b> To reflect on the most common problems associated with mental illness.</p>	<ul style="list-style-type: none"> <li>• Most common problems: <ul style="list-style-type: none"> <li>- depression</li> <li>- suicide</li> <li>- alcoholism</li> </ul> </li> </ul>

<p><b>4.5</b> To recognize the different warning signs of emotional problems.</p>	<ul style="list-style-type: none"> <li>• Morale low? This happens to everyone.</li> <li>• Warning signs: <ul style="list-style-type: none"> <li>- withdrawal</li> <li>- egocentrism, altruism</li> <li>- insomnia</li> <li>- hypochondria</li> <li>- feeling of powerlessness and dependence</li> <li>- other</li> </ul> </li> </ul>
<p><b>4.6</b> To consider suggestions that might help them to deal with various everyday problems.</p>	<ul style="list-style-type: none"> <li>• Everyday problems that are sources of stress, in general terms: <ul style="list-style-type: none"> <li>- situations that create stress</li> <li>- effects of stress</li> </ul> </li> <li>• Twelve suggestions for dealing with problems: <ul style="list-style-type: none"> <li>- fulfill responsibilities</li> <li>- try to be objective</li> <li>- know and make use of inner resources</li> <li>- do not try to cope with serious problems alone</li> <li>- be positive</li> <li>- be realistic</li> <li>- do not expect to have total and absolute control over the situation</li> <li>- envisage several possible solutions</li> <li>- proceed one step at a time</li> <li>- recognize the danger signals</li> <li>- keep in good health</li> <li>- find ways to relax</li> </ul> </li> </ul>
<p><b>4.7</b> To know which behaviours and attitudes to adopt in helping relationships with their peers.</p>	<ul style="list-style-type: none"> <li>• Helping relationships on equal terms: <ul style="list-style-type: none"> <li>- functions and limitations</li> </ul> </li> <li>• How to be effective in a sympathetic and warm way—empathy: <ul style="list-style-type: none"> <li>- knowing how to listen</li> <li>- knowing how to receive and decode messages</li> <li>- knowing how far to go</li> </ul> </li> <li>• Knowing where to find appropriate resources</li> </ul>

**SECTION IV:**

**JOB PROSPECTS AND THE LABOUR MARKET**

**Il est à noter que certains cours de ce volet ont été retirés. Veuillez ne pas tenir compte de toute l'information contenue dans son introduction.**

**Note that some of the courses from this section have been removed. Please disregard all the information provided in the introduction.**



## **Goal of the Personal and Social Development Program**

The goal of the Personal and social development program is to help the students develop their full potential as individuals and as members of a community within a changing society.

## **General Objective of Section IV: Job Prospects and the Labour Market**

The general objective of Section IV is to enable the students to clarify their career goal, draw up their educational plan and prepare to enter or reenter the labour market.

## **INTRODUCTION**

From discussions with adult students who are continuing their education, it is clear that work is one of their main concerns and the major reason for their returning to school. The goal of adult students who return to continue their secondary level studies is to improve their work situation on the labour market.

They return to school because they are out of work and it is not by chance that they find themselves in this situation. They do not have the minimum requirement for most jobs – a secondary school diploma. These students return to school for the purpose of completing their secondary school education, but the majority have no clear career goal.

The adult students who return to school are often considered unemployable in the current economic context. They lack the basic prerequisites or any type of specialization; they do not have the necessary skills and qualifications for a job in today's world.

In a society that has changed a great deal since the days not so long ago when there were many non-specialized jobs and relatively few of the specialized jobs that are common today, many adults find themselves lacking the qualifications and varied skills required of them.

Computer science, robotics and other new technologies have brought about a reorganization of office and factory work, with the result that many of the unemployed are finding themselves left behind by the rapid changes in the workplace. It is essential then that these adults review their job prospects and equip themselves to return to the labour market.

In this course, students examine their job options in relation to their social situation and education – a process which ensures that learning is relevant to the students. They also look at their options and plan what they must do to become "employable."

These concerns governed the development of the three courses in this section: Career Choices and Job Search Strategies.

## Background

- High rate of unemployment among the adult population

Economists agree that a rate of 4% to 5% unemployment is considered "normal," but the current unemployment rate is well above this figure. In difficult economic times, the burden on the unemployed is that much greater.

The situation creates problems in terms of the work force. The number of workers is higher than the number of jobs available, and this means greater competition on the labour market. To be more competitive, workers must develop abilities and skills that were not required in the past.

Employers are always looking for more qualified workers on the labour market and workers must adapt to this changing situation. They need to upgrade their qualifications to secure employment. For this purpose, they must:

- produce work of a high standard
- develop a range of work skills
- be willing to make concessions with regard to working conditions
- be prepared to move from one region to another
- think about setting up their own businesses
- change career direction more than once during their lifetime
- adopt effective ways of looking for work

- Rapid changes in the labour market

For a number of years now, technology has been developing an endless stream of new products that have improved conditions in the workplace. This technology has introduced robotics into factories: computers are changing the nature of many jobs, as video display screens replace books and microprocessors analyze our world. Jobs are constantly evolving as they adapt to new technology. This new situation, while stimulating, requires that employed workers and the unemployed:

- acquire as much basic knowledge as possible
- be open to change
- be ready to adapt to new situations
- re-evaluate the concept of work
- change career direction often
- specialize

- find new solutions to work problems
  - develop new aptitudes
  - develop specific competencies.
- A vicious circle: the least well equipped are often the hardest hit

Some of the adult students who come to adult education centres are struggling with a lack of motivation and a negative self-image that are heightened by their feeling of uselessness. Most, having experienced a number of personal, social and job-related failures, are confused by what they are going through and particularly about their future. Some are used to being passive and dependent, and find it difficult to direct and organize their lives in ways that will satisfy their needs and wishes.

These are practical people who live from day to day. They sometimes give the impression of being at the mercy of events and people, as if what happens to them has nothing to do with them. Their financial problems add to the precarious nature of their situation and the continued instability of their daily lives. In these circumstances, the lack of career choices and plans for the future becomes a major obstacle to their personal growth.

### **Target Group**

- Young adults

It is a well-known fact that young adults are the first to suffer in difficult economic times. A substantial number of young people across Canada are currently looking for work.

The young people most affected by this situation:

- lack education
- are unmotivated and have low self-esteem
- lack self-confidence
- are disorganized with regard to their future

- Adult females

As a result of changing social and economic conditions and their desire to give new meaning to their life, many women are returning to school after having worked for some years in the home.

In general, these women:

- are facing what they perceive to be the almost insurmountable

- challenge of completing their secondary level studies
- are often unaware of their potential
- have no career plan
- lack qualifications for entry into the labour market

There are also a number of women who, confined to clerical jobs that do not meet their expectations, are looking for new career opportunities.

These women are often struggling with the feeling that they cannot fulfill themselves in their current jobs. They lack confidence in their abilities and are largely uninformed about job options and educational possibilities.

- Adults who have been laid off work

Some adult students have worked for 10, 15 or even 25 years for the same company and find themselves laid off because the company is modernizing, cutting back on production, or simply closing down.

These students often:

- have little education
- do not have a wide range of skills
- are unsure about their occupational future

- Adults who have had work-related accidents

Some adults who have suffered injuries on the job find themselves out of work and have to re-examine their job options. Regardless of the type of impairment they are left with, they must take steps to redefine their career goals.

These adults are often:

- uncertain about their situation
- unsettled with regard to their occupational future
- lacking confidence in their ability to take on a new job

## Guiding Principles

- The students are the only ones who can decide what they will do and how they will do it.

They must learn how to take responsibility for their own learning.

- The learning methods selected should incorporate the students' own experience and encourage them to analyze this experience.

Adult students each have their own unique experience.

- The students' motivation to learn arises from their need to develop their potential as individuals and to take on the various social roles they must assume.
- The process of learning involves both the intellect and the emotions.

People's emotional state affects their ability to learn. Thus, in order to create the best possible learning environment, it is important to focus on the students before going on to the learning objectives.

- Learning (a change of behaviour or reinforcement of a behaviour) occurs when students assimilate new experiences.

For learning to take place, students must have opportunities to put the theory they have studied into practice. It is through practical experience that concepts are assimilated and become meaningful.

## SECTION IV: JOB PROSPECTS AND THE LABOUR MARKET

No.	Name	Number of terminal objectives	Number of credits	Code
1	Career Choices	1	3	PRS-5067-3 (GTF-252)
2	Job Search Strategies	1	3	PRS-5069-3 (GTF-254)

SECTION IV: JOB PROSPECTS AND THE LABOUR  
MARKET

**COURSE 1: Career Choices**

PRS-5067-3 (GTF-252)

## **SECTION IV: JOB PROSPECTS AND THE LABOUR MARKET**

### **COURSE 1: CAREER CHOICES (PRS-5067-3)**

#### **Context**

It is clear in talking to students that work is a major concern to them and the main reason they are continuing their studies. The majority of the students who come to adult education centres have no clear idea of their career goal.

All of these students want to improve their work situation on the labour market; it is therefore essential that they clarify both their career and their life goals.

#### **Target Group**

This course is open to any adults who have taken general, vocational or popular education courses. The students enrolled in this course are taking secondary level programs on a full-time or part-time basis to prepare for entry or reentry into the labour market.

#### **Andragogical Aims**

It is essential that all students be monitored to ensure their continuing progress throughout the course.

While this course is designed for individualized learning, some of the activities must be carried out in groups if students are to understand and assimilate the concepts studied.

#### **Content**

The aim of this course is to enable students to clarify their career goals. To accomplish this, they will draw up a personal profile of the skills and abilities they have acquired through experience. They will identify occupations that match their interests and values, taking into account job requirements and their personal profile. In addition, the students will learn to recognize and evaluate the different factors that may influence their decisions.

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to clarify their career choices in accordance with the following conditions and criteria.

### **Evaluation conditions**

- Pertinence of the elements of the personal profile

### **General performance criteria**

- Realistic descriptions of the requirements of the jobs considered
- Description of the personal implications of their career choices
- Evidence that thought has been given to ways of acting on their career choices (empowerment)



<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>1.1</b> To explain why they should go through the process of making career choices.</p>	<ul style="list-style-type: none"> <li>• Reasons for making career choices</li> <li>• Consequences of making career choices</li> <li>• Steps in the process of making career choices</li> <li>• Conditions needed to undertake the process of making career choices</li> </ul>
<p><b>1.2</b> To define the components of a personal profile</p>	<ul style="list-style-type: none"> <li>• Definition of a profile</li> <li>• Reasons for drawing up a profile</li> <li>• Content of a personal profile to be used in making career choices: <ul style="list-style-type: none"> <li>- knowledge</li> <li>- skills</li> <li>- personality traits</li> <li>- personal, educational and work experience</li> </ul> </li> </ul>
<p><b>1.3</b> To describe their personal, educational and work experience.</p>	<ul style="list-style-type: none"> <li>• Definition of the word experience</li> <li>• Ways of describing their experience</li> <li>• Areas of experience: <ul style="list-style-type: none"> <li>- education</li> <li>- work</li> <li>- personal life</li> </ul> </li> </ul>
<p><b>1.4</b> To identify the knowledge they have acquired through their personal, educational and work experience.</p>	<ul style="list-style-type: none"> <li>• Definition of the word knowledge</li> <li>• How to identify their knowledge</li> </ul>
<p><b>1.5</b> To identify the aptitudes they have developed during the course of their personal, educational and work experience.</p>	<ul style="list-style-type: none"> <li>• Definition of the word aptitude</li> <li>• Physical aptitudes</li> <li>• General aptitudes</li> <li>• Social aptitudes</li> </ul>

<p><b>1.6</b> To identify their main personality traits.</p>	<ul style="list-style-type: none"> <li>• Definition of the term personality trait</li> <li>• How to identify their personality traits</li> <li>• Needs</li> <li>• Values</li> <li>• Interests</li> <li>• Qualities</li> <li>• Temperament</li> </ul>
<p><b>1.7</b> To write up their personality profile.</p>	<ul style="list-style-type: none"> <li>• How to write a profile</li> <li>• Profile</li> </ul>
<p><b>1.8</b> To describe how they see their future in terms of the personal values and needs they must take into account in choosing a career.</p>	<ul style="list-style-type: none"> <li>• View of their future based on their past and present experience</li> <li>• Identification of personal values and needs</li> </ul>
<p><b>1.9</b> Using appropriate reference materials, to select one or more careers that match their interests and values.</p>	<ul style="list-style-type: none"> <li>• Knowledge of existing resources: <ul style="list-style-type: none"> <li>- monographs</li> <li>- Repères</li> <li>- AREF</li> <li>- CHOICES</li> </ul> </li> <li>• Use of the resources: <ul style="list-style-type: none"> <li>- codes</li> <li>- information</li> <li>- content</li> </ul> </li> <li>• Meaning of CCDO categories</li> </ul>
<p><b>1.10</b> To describe the requirements of the careers selected.</p>	<ul style="list-style-type: none"> <li>• Description of the requirements: <ul style="list-style-type: none"> <li>- wages</li> <li>- temperament</li> <li>- education</li> <li>- interests</li> <li>- other</li> </ul> </li> </ul>

<p><b>1.11</b> To compare the requirements of the selected careers with the characteristics identified in their personal profile.</p>	<ul style="list-style-type: none"> <li>• How to make the comparison</li> <li>• Similarities and differences</li> </ul>
<p><b>1.12</b> To evaluate the implications of their career choices.</p>	<ul style="list-style-type: none"> <li>• Definition of the factors that affect the decision-making process</li> <li>• Internal factors: <ul style="list-style-type: none"> <li>- needs</li> <li>- fears</li> <li>- motivation</li> <li>- self-confidence</li> </ul> </li> <li>• External factors: <ul style="list-style-type: none"> <li>- family pressure</li> <li>- time required</li> <li>- geographic mobility</li> <li>- money</li> </ul> </li> <li>• Consequences of their choices</li> </ul>
<p><b>1.13</b> To plan how to act on their career choices (empowerment).</p>	<ul style="list-style-type: none"> <li>• Definition of empowerment</li> <li>• Ways of empowering themselves in decision making and taking action</li> </ul>

SECTION IV: JOB PROSPECTS AND THE LABOUR  
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**COURSE 2: Job Search Strategies**

PRS-5069-3 (GTF-254)

## **SECTION IV: JOB PROSPECTS AND THE LABOUR MARKET**

### **COURSE 2: JOB SEARCH STRATEGIES (PRS-5069-3)**

#### **Context**

In a labour market where the competition grows increasingly fierce and where there is more and more emphasis on high standards, it is becoming increasingly difficult to find a job unless one is well prepared for the task. The majority of adult students feel inadequate to the challenge.

It is therefore important for anyone looking for work to develop a range of job search skills in order to compete with others who are also looking for jobs.

#### **Target Group**

This course is designed for students who have taken general, vocational or popular education courses or any other course designed to help them enter or re-enter the labour market.

#### **Andragogical Aims**

It is suggested that evaluation for this course focus on the students' skills in using job search tools and techniques.

While the learning approach is an individualized one, the students will better understand and assimilate the material covered in some of the learning activities if they do them as group projects.

#### **Content**

In the course Job Search Strategies, the students learn about labour market conditions. They become aware of the new demands of the working world. They also learn to use different tools and techniques, such as résumés, letters of introduction, selection interviews and active job search techniques. The students then apply what they have learned by carrying out a supervised job search.

## **TERMINAL OBJECTIVE**

### **Expected behaviour**

To demonstrate the required competency, the students should be able to develop a strategy for using job search tools and techniques in accordance with the following conditions and criteria.

### **Evaluation conditions**

- Taking their career goal into account
- Referring to jobs selected for them

### **General performance criteria**

- Coherence of their plan
- Description of the selected tools and techniques
- Evidence that thought has been given to the feasibility of their plan, given the current labour market conditions

<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>3.1</b> To explain how labour market conditions may affect their entry into the work force.</p>	<ul style="list-style-type: none"> <li>● General description of the labour market</li> <li>● Labour market conditions; limitations and opportunities: <ul style="list-style-type: none"> <li>- unemployment</li> <li>- competition</li> <li>- mobility</li> <li>- specialized training</li> <li>- technological development</li> <li>- economic instability</li> <li>- new types of jobs</li> <li>- growing job sectors</li> <li>- creating a job – setting up a company</li> </ul> </li> <li>● Working conditions: <ul style="list-style-type: none"> <li>- hours</li> <li>- wages</li> <li>- health benefits</li> <li>- other</li> </ul> </li> </ul>
<p><b>3.2</b> To explain how certain attitudes, behaviours and qualities may help or hinder their entry into the work force.</p>	<ul style="list-style-type: none"> <li>● Attitudes, behaviours and qualities sought by employers: <ul style="list-style-type: none"> <li>- versatility</li> <li>- openness to change</li> <li>- involvement in lifelong learning</li> <li>- adaptability</li> <li>- involvement in the company</li> <li>- autonomy</li> <li>- work motivation</li> <li>- punctuality</li> <li>- other</li> </ul> </li> <li>● Effect of their attitudes, behaviours and qualities on the job</li> </ul>
<p><b>3.3</b> To identify the attitudes needed to look for a job.</p>	<ul style="list-style-type: none"> <li>● Nature of a job search: <ul style="list-style-type: none"> <li>- entry</li> <li>- reentry</li> </ul> </li> <li>● Personal profile: <ul style="list-style-type: none"> <li>- as an employee</li> <li>- as a job applicant</li> </ul> </li> <li>● How to start a job search: <ul style="list-style-type: none"> <li>- attitude</li> <li>- attitude questionnaire</li> <li>behaviours and qualities at work</li> </ul> </li> </ul>

<p><b>3.4</b> To describe job search techniques.</p>	<ul style="list-style-type: none"> <li>• Steps in looking for a job</li> <li>• Resources: <ul style="list-style-type: none"> <li>- employment centres</li> <li>- newspapers, professional magazines</li> <li>- relatives, personal contacts</li> <li>- employer directory</li> <li>- telephone book</li> <li>- application forms</li> </ul> </li> <li>• List of jobs and employers</li> <li>• Information available on jobs and companies</li> </ul>
<p><b>3.5</b> To describe different types of résumés and to draw up their own.</p>	<ul style="list-style-type: none"> <li>• History of the résumé</li> <li>• Description and purpose of résumés</li> <li>• Sample résumés</li> <li>• Writing a résumé</li> <li>• Order of the parts of a résumé</li> <li>• Appearance of a résumé</li> </ul>
<p><b>3.6</b> To describe the different types of letters of introduction and to write one.</p>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Content of the letter: <ul style="list-style-type: none"> <li>- types of letters</li> <li>- sample letters</li> </ul> </li> </ul>
<p><b>3.7</b> To identify the different aspects of an interview.</p>	<ul style="list-style-type: none"> <li>• Content of an interview: <ul style="list-style-type: none"> <li>- introduction</li> <li>- appropriate responses</li> <li>- questions</li> <li>- other</li> </ul> </li> <li>• Types of interviews: <ul style="list-style-type: none"> <li>- information</li> <li>- selection</li> <li>- hiring</li> </ul> </li> <li>• Practical advice: <ul style="list-style-type: none"> <li>- information to be obtained</li> <li>- employer's expectations</li> <li>- discriminatory questions</li> <li>- negotiation</li> <li>- frankness</li> <li>- other</li> </ul> </li> </ul>



<p><b>3.8</b> To recognize the importance of certain attitudes and behaviours during an interview.</p>	<ul style="list-style-type: none"> <li>• List of attitudes</li> <li>• List of behaviours</li> <li>• Attitudes and behaviours before the interview</li> <li>• Attitudes and behaviours during the interview</li> <li>• Advice concerning appearance</li> </ul>
<p><b>3.9</b> To carry out a practice selection interview.</p>	<ul style="list-style-type: none"> <li>• Preparing for the interview</li> <li>• Recording the interview on video</li> </ul>
<p><b>3.10</b> To evaluate a selection interview.</p>	<ul style="list-style-type: none"> <li>• Reasons for evaluating</li> <li>• Evaluation criteria</li> <li>• Written evaluation of the interview</li> <li>• Behaviours or attitudes to be modified</li> </ul>
<p><b>3.11</b> To develop a job search plan.</p>	<ul style="list-style-type: none"> <li>• Planning stages: <ul style="list-style-type: none"> <li>- what</li> <li>- who</li> <li>- when</li> <li>- where</li> <li>- other</li> </ul> </li> </ul>
<p><b>3.12</b> To initiate a job search, under supervision.</p>	<ul style="list-style-type: none"> <li>• Test run</li> <li>• Factors that influence the job search: <ul style="list-style-type: none"> <li>- motivation</li> <li>- self-confidence</li> <li>- success, failure</li> </ul> </li> <li>• Periodic evaluation</li> <li>• Modification of the plan</li> </ul>

## **SECTION V:**

### **ORGANIZATION OF LEARNING**

**Il est à noter que certains cours de ce volet ont été retirés. Veuillez ne pas tenir compte de toute l'information contenue dans son introduction.**

**Note that some of the courses from this section have been removed. Please disregard all the information provided in the introduction.**

## **Goal of the Personal and Social Development Program**

The goal of the Personal and social development program is to help the students develop their full potential as individuals and as members of a community within a changing society.

## **General Objective of Section V: Organization of Learning**

The general objective of Section V is to enable the students to make more effective use of their own resources and those of their educational milieu in order to achieve their educational goals.

## **Background**

It is not unusual for adults who enroll in continuing education courses to bring with them a number of negative perceptions, attitudes and behaviours with regard to the educational system and learning in general. Many adult students lack self-confidence and are afraid of failing again. Despite wanting to learn, the shadow of failure persists.

These students sometimes have difficulty adapting to an individualized learning approach. They need time to adjust to this new type of learning.

Taking charge of their own learning requires a degree of independence which they may not have acquired since traditional teaching approaches may have conditioned them to be relatively passive and dependent.

The courses in this section are designed to help the students examine and use their own resources and the resources in their educational milieus more effectively as they pursue their studies. The students will also come to recognize the need to develop autonomy and to realize that it is essential to individualized learning.

## **Target Group**

The courses in this section are intended for adult students who have been out of the classroom for a few years and who lack confidence in their ability to cope in the world of education.

These courses may be of less importance to certain categories of students:

- students coming from CEGEP and who are in adult education for the purpose of taking a few courses
- workers whose experience has enabled them to develop good organizational skills

## Guiding Principles

- The students' experience must be taken into account.

It is important to consider the specific needs and experiences of each student and to take into account the diversity of life and work experience, backgrounds, cultures and values found among the students.

- Adaptations must be made to allow for individual differences.

It is also important to adapt to individual differences. Teachers should take these into account when planning their strategies.

- The concept of success must be promoted.

Teaching methods that focus on success should be used. Suggested strategies include:

- adopting a receptive and caring attitude
- offering discreet and constant support
- offering consistent encouragement
- giving praise when merited.

- The teacher should build on the students' prior achievements.

The suggested teaching/learning approach should enable the students to identify their strengths, weaknesses and achievements. They should work at using their personal resources, which will help them in their studies and enrich their way of learning.

In general, the aim of the courses in this section is to help the students adopt strategies adapted to their needs. These strategies will allow them to feel more comfortable in learning situations and thus to develop greater autonomy in their role as students.

**SECTION V: ORGANIZATION OF LEARNING**

<b>No.</b>	<b>Name</b>	<b>Number of terminal objectives</b>	<b>Number of credits</b>	<b>Code</b>
1	Reading and Research Techniques	1	2	PRS-5071-2 (GTG-253)

SECTION V: ORGANIZATION OF LEARNING

**COURSE 1: Reading and Research Techniques**

PRS-5071-2 (GTG-253)

## **SECTION V: ORGANIZATION OF LEARNING**

### **COURSE 1: READING AND RESEARCH TECHNIQUES (PRS-5071-2)**

#### **Context**

Adult students often have little experience in working on their own, using workbooks and reference and audio-visual materials, and can become easily discouraged when they are required to do so.

Sometime unsure of their own resources, they have difficulty finding identifying and handling information for purposes of research, with the result that they tend to give up easily.

#### **Target Group**

This course is intended for those students who do not know what to look for or how to go about doing research.

#### **Andragogical Aims**

This course gives the students an opportunity to examine information that is presented to them or that they find through reading and doing research. They learn how to use suggested resources more effectively, and this in turn helps them to work on their own more easily and efficiently.

#### **Content**

Once the information they need to research has been clearly identified, the students learn to find appropriate resources, to identify information related to their research, to select what they need and to organize this information. Throughout the course, they evaluate the relevance of the information they have obtained.

#### **TERMINAL OBJECTIVE**

##### **Expected behaviour**

To demonstrate the required competency, the students should be able to develop a procedure for reading and researching information in accordance with the following conditions and criteria.

**Evaluation conditions**

- On the basis of a specific need for information related to a learning objective

**General performance criteria**

Inclusion of a reading summary

- Quality of the summary of information obtained
- Clear and concise description of the need for information
- Pertinence of the sources of information identified
- Inclusion of a procedure for organizing the information obtained
- Inclusion of an evaluation checklist of the available information



<b>INTERMEDIATE OBJECTIVES</b>	<b>RELATED CONTENT</b>
<p><b>2.1</b> To identify factors which promote or block learning when reading.</p>	<ul style="list-style-type: none"> <li>• Definition of reading</li> <li>• Importance of reading</li> <li>• Qualities of an efficient reader</li> <li>• Basic principles of efficient reading: <ul style="list-style-type: none"> <li>- necessary physical conditions</li> <li>- ideal psychological conditions</li> </ul> </li> <li>• Reading goals: <ul style="list-style-type: none"> <li>- survey technique</li> <li>- scanning technique</li> <li>- skimming technique</li> </ul> </li> <li>• Expanding their vocabulary</li> </ul>
<p><b>2.2</b> To select reading methods that improve their comprehension.</p>	<ul style="list-style-type: none"> <li>• Active method of reading textbooks</li> <li>• Active method of reading a number of different reference books for a single assignment</li> <li>• Strategy for changing reading habits</li> </ul>
<p><b>2.3</b> To clearly identify the information required for a learning assignment.</p>	<ul style="list-style-type: none"> <li>• Elements to consider when choosing a topic: <ul style="list-style-type: none"> <li>- personal interest</li> <li>- reader interest</li> <li>- scope of the topic</li> <li>- time available</li> <li>- resources available</li> </ul> </li> </ul>
<p><b>2.4</b> To draw up a complete inventory of the sources of information available in their educational milieu.</p>	<ul style="list-style-type: none"> <li>• Written sources</li> <li>• Audio-visual sources</li> <li>• Oral sources: <ul style="list-style-type: none"> <li>- definition of an interview</li> <li>- types of interviews</li> <li>- procedure to follow</li> </ul> </li> </ul>

<b>2.5</b>	To establish criteria for selecting information from available sources.	<ul style="list-style-type: none"> <li>• Tentative outline</li> </ul>
<b>2.6</b>	To select pertinent information from available sources.	<ul style="list-style-type: none"> <li>• Subject catalogue</li> <li>• Reading of reference material</li> </ul>
<b>2.7</b>	To organize the information selected.	<ul style="list-style-type: none"> <li>• Note cards: <ul style="list-style-type: none"> <li>- quotations</li> <li>- summaries</li> <li>- comments</li> </ul> </li> </ul>
<b>2.8</b>	To use the information obtained.	<ul style="list-style-type: none"> <li>• Organizing note cards</li> <li>• Final choice of topic</li> <li>• Detailed outline: <ul style="list-style-type: none"> <li>- introduction</li> <li>- development</li> <li>- conclusion</li> </ul> </li> </ul>

Éducation,  
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learning  
throughout life