

Program of Study

# Personal Life and Relationships

Subject Area: Personal Development



Secteur de la formation professionnelle et technique et de la formation continue

**CCBE**

COMMON CORE BASIC EDUCATION

Direction de l'éducation des adultes et de l'action communautaire

Québec 



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Subject Area: Personal Development



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## Development Team

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### **Coordination**

Fidèle Medzo, Basic Education Coordinator

Direction de la formation générale des adultes (DFGA)

Denise Beauchesne, Subject Area Coordinator, DFGA

### **Content Development**

Hélène Dufour, Commission scolaire de la Région-de-Sherbrooke

Hélène Turmel, Commission scolaire de la Région-de-Sherbrooke

### **Collaboration in Research and Content Development**

Michel Gauthier, Commission scolaire des Patriotes

Céline Hudon, Commission scolaire de la Capitale

Jacqueline Labbé, Commission scolaire de la Côte-du-Sud

Hélène Leduc, Commission scolaire de la Vallée-des-Tisserands

### **Consultation**

Carmen Allison, Education Consultant

Domenico Masciotra, Education Consultant

Isabelle Nizet, Education Consultant

### **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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Ministère de l'Éducation, du Loisir et du Sport, 2007—07-00474

ISBN 978-2-550-50527-3 (print version)

ISBN 978-2-550-50528-0 (PDF version)

Legal deposit – Bibliothèque et Archives nationales du Québec, 2007

## Subject Area: Personal Development

### Personal Life and Relationships

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#### **Courses**

##### **Presecondary**

Change: Transitions and Challenges — PRS-P101-2

##### **Secondary Cycle One**

Interpersonal Relationships — PRS-2101-2



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## Presentation of the Program of Study

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The *Personal Life and Relationships* program comprises a total of 100 hours divided into two levels: Presecondary and Secondary Cycle One. Its aim is the same as that of all the programs in Common Core Basic Education, which is to help adults deal competently with real-life situations.

This program is designed to help adults play an active role in their overall development and become aware that they are part of a complex reality to which they must adapt. Adults consider everyday challenges affecting the balance in their life—challenges that provide opportunities for them to develop their autonomy, instill a sense of responsibility and increase social participation.

To achieve this goal, the program focuses on real-life situations that allow adults to further explore their identity, improve their perception of change and define what is meant by healthy relationships. It enables them to develop their potential in order to improve their self-esteem and the quality of their interpersonal relationships. Adults explore new means and actions that will help them deal with change and interact harmoniously with others.

## The Courses of the Program of Study

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The table below lists the courses in the *Personal Life and Relationships* program of study.

### Personal Life and Relationships

Presecondary Course	Duration	Secondary Cycle One Course	Duration
Change: Transitions and Challenges	50 hrs	Interpersonal Relationships	50 hrs

The two courses in the *Personal Life and Relationships* program complement one another since they explore the concepts of self and relationships with others.

In the Presecondary course *Change: Transitions and Challenges*, adults develop self-awareness. They analyze an experience of change and determine ways that will help them adapt to change.

In the Secondary Cycle One course *Interpersonal Relationships*, adults concentrate on their relationships with others and on communication. They reflect on the way they interact and communicate.

There are no prerequisites for these two courses.

## Links Between the Program of Study and the Broad Areas of Learning

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The *Personal Life and Relationships* program is related to the broad area of learning *Health and Well-Being* because it helps adults reflect on the way they satisfy their personal needs and the elements that shape their identity and their relationships with others.

Self-knowledge and the ability to adapt to change and maintain healthy interpersonal relationships are essential elements that contribute to a balanced life and increased well-being.

## Contribution of the Program of Study to the Orientations of the *Government Policy on Adult Education and Continuing Education and Training*

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This program of study addresses the orientations of the *Government Policy on Adult Education and Continuing Education and Training* by promoting cultural awareness, improvement in the quality of language, the exercise of citizenship rights and responsibilities, and the integration of information and communications technologies.

### Cultural Awareness

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The *Personal Life and Relationships* program helps improve the cultural content for adults by promoting personal fulfillment. More specifically, it helps adults accept changes in society, improve their interpersonal relationships and be open to the cultural differences that characterize Québec society today.

The program encourages adults to participate in a variety of cultural activities that provide access to different forms of expression, including cinema, music and literature. Activities such as these contribute to developing the general culture of adults and foster attitudes of respect, openness and tolerance.

### Quality of Language

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The *Personal Life and Relationships* program enriches the quality of language as it is an important means of establishing and maintaining contact and of defining and enriching relationships. Language allows us to share our inner world and communicate our feelings. Oral and written expression are therefore frequently solicited as essential tools for dealing with real-life situations.

The program enables adults to improve the way they communicate with friends, family and others around them. It provides them with

tools that will help them express needs, specify expectations and point out difficulties. The quality of language may be enriched by such activities as listening to testimonials, reading autobiographies and writing dialogues.

### Citizenship

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Personal, social and community involvement stems from individuals taking responsibility for themselves and their loved ones. The *Personal Life and Relationships* program prepares adult learners to become better citizens by introducing them to a reflective process that will allow them to better understand who they are as individuals and what their needs are. Adults who understand and are aware of their own personal needs can develop a more grounded, structured affirmation of their identity. This awareness helps them accept differences and maintain healthy relationships with those around them.

### Integration of Information and Communications Technologies

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The *Personal Life and Relationships* program offers adult learners the opportunity to use different information and communications technologies, especially computers, to maintain relationships and

gather both written and visual information. For example, adults can use e-mail to stay in touch with family and friends or contact support services. They can use word-processing software to request information or write a letter. The Internet opens the door to a vast array of information on the principles underlying communication and interactions.

Lastly, the program allows adult learners to become aware of the media's influence on their perception of themselves and others.



Course  
**Change: Transitions and Challenges**  
**PRS-P101-2**  
Presecondary





“Seizing the moment when everything changed, when I felt that choosing myself was the priority.”

Michèle Roberge, 2002

## Presentation of the Course *Change: Transitions and Challenges*

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The course *Change: Transitions and Challenges* is designed to help adult learners deal competently with situations that involve life changes. It prepares them to adapt to new life conditions.

By the end of the course, the adult learners will be able to describe an experience of change and identify the process that is initiated

when change occurs. They will be able to determine simple, accessible and appropriate means that will help them adapt to change.

## Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are explained in detail under their respective headings.



## Class of Situations Addressed by the Course

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This course addresses a single class of situations: *Life changes*.

This class may include situations of change such as going back to school, or dealing with the birth of a child, the loss of a loved one, a change in one's love life, a blended family, a change in residence or the loss of physical autonomy. In all these situations, adults are faced with new circumstances that, in addition to changing their relationships or material life, engage them in a process of change.

All change involves a process of transformation. Thus, adult learners reflect on, examine, and attempt to measure and

understand the scope of the changes they are facing. Regardless of whether these changes are welcome or not, they emphasize the need to look at life in a new light and to adapt. They motivate adults to be innovative, to grow, and, above all, to reflect on who they are as individuals. In fact, adults who experience change embark on a process that enables them to connect with their past, understand the present, and dream of or envision the future.

Class of Situations	Examples of Situations
Life changes	<ul style="list-style-type: none"><li>▪ Going back to school</li><li>▪ Change in residence</li><li>▪ Change in love life</li><li>▪ Blended family</li><li>▪ Loss of physical autonomy</li><li>▪ Job loss</li><li>▪ Birth of a child</li><li>▪ Loss of a loved one</li></ul>

## Categories of Actions

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The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> <li>▪ Analyzing an experience of change</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recounts an event</li> <li>▪ Identifies sources of change</li> <li>▪ Determines losses</li> <li>▪ Determines positive consequences</li> <li>▪ Identifies the objective consequences of a change</li> <li>▪ Identifies transformations experienced and emotions</li> <li>▪ Keeps a personal journal</li> </ul>
<ul style="list-style-type: none"> <li>▪ Determining means of adapting to change</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determines priorities, actions and approaches</li> <li>▪ Formulates objectives</li> <li>▪ Finds simple ways of dealing with change</li> <li>▪ Sets aside personal time</li> </ul>

## Compulsory Elements and End-of-Course Outcomes

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The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

### Class of Situations

Life changes

### Categories of Actions

- Analyzing an experience of change
- Determining means of adapting to change

### Operational Competencies

Uses creativity

- Describes a change (e.g. using words, images)
- Finds strategies to stimulate new ideas
- Explores different ways of adapting to change
- Transforms creative ideas into realistic solutions

Thinks logically

- Describes events surrounding a change
- Determines the effects of a change in the short, medium and long term
- Formulates hypotheses to adapt to new life conditions
- Justifies the choices made and understands the process involved

### Essential Knowledge

- Process of change
- Phases of adult life
- Self-knowledge
- Managing change
- Managing emotions

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

### End-of-Course Outcomes

In order to deal with the class of situations *Life changes*, adults examine an experience of change that will help them determine ways of adapting to new life conditions.

When analyzing an experience of change, adults describe the events that surround this experience based on their perception of the change and the emphasis they place on key aspects, transformations and emotions experienced. Based on this description, adults identify the change process, recognize the event that triggered it and the steps involved, and describe the components of the process in their own words. They determine the short-, medium- and long-term effects of this experience. They use strategies that stimulate the creation of new ideas so that they can picture the experience in its entirety. In order to situate the experience in relation to life stages, they describe significant changes that can alter a person's life. They formulate hypotheses that will help them explore ways of adapting to change.

When adults determine means of adapting to change, they create different scenarios that help them foresee possible outcomes. They explore a variety of means and select those that will allow them to understand themselves better. They transform creative ideas into realistic solutions and, if necessary, rely on techniques for managing change and emotions. They justify their choice in terms of their own understanding of the experience.

## Evaluation Criteria

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- Analyzes an experience of change in a meaningful way
- Determines simple, accessible and appropriate means of adapting to a change

## Operational Competencies

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The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Uses creativity and Thinks logically*.

### Contribution of the Operational Competency *Uses creativity*

In the course *Change: Transitions and Challenges*, the operational competency *Uses creativity* enables adults to reflect on and describe an experience of change and search for ways that can help them adapt to new life conditions.

Adults look at change in different ways. They use strategies to stimulate the creation of new ideas that take into account their intuition and feelings about an event. They imagine various scenarios that help them anticipate possible outcomes. They question their usual ways of doing things and explore new and original means that can help them adapt to change and potentially lead to greater satisfaction. They transform their creative ideas into realistic, personal solutions.

### Contribution of the Operational Competency *Thinks logically*

The operational competency *Thinks logically* enables adults to adopt a rational approach when analyzing an experience of change, determining the process and choosing means that can help them adapt to new life conditions.

To analyze a change, adults describe the events or aspects of life affected by the change in terms of loss, positive repercussions and objective consequences. They determine the effects of a change in the short, medium and long term in order to make wise choices. They hypothesize about how to adapt to new life conditions. They choose simple, accessible and effective means and are able to justify them according to the understanding they have acquired.

## Essential Knowledge

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### Process of change

- Categories of change (changes can be categorized according to different aspects of adult life: intimate life, family life, working life, domestic life)
- Concepts of change and transition
- Phases and issues

### Phases of adult life

- Aspects of adult life (intimate life, family life, working life, domestic life)
- Life stages

### Self-knowledge

- Values
  - preferences, references
  - role of values
- Needs
  - basic needs
  - categories of needs
- Self-perception
  - self-esteem
  - ways of boosting self-esteem
- Motivation
  - intrinsic and extrinsic motivation
  - motivation with respect to change
  - motivation strategies

### Managing change

- Change-management techniques (e.g. problem-solving, decision-making or time-management techniques)
- Techniques for developing creativity

### Managing emotions

- Signs
- Expressing emotions

## Attitudes

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The following attitudes are provided as suggestions only. The development of these attitudes can help adults become more competent in dealing with the real-life situations in this course.

<b>Open-mindedness</b>	<b>Self-confidence</b>
Adults who are open-minded approach change by considering different points of view and by questioning their usual ways of dealing with change. This attitude is essential when searching for new means of adapting to change.	Adults who are confident use the appropriate resources when dealing with situations involving change. This attitude promotes greater reflection and helps reinforce personal choices.

## Complementary Resources

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The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none"><li>▪ Support resources available at the educational institution</li><li>▪ Staff at recognized organizations in the region</li></ul>	<ul style="list-style-type: none"><li>▪ Directory of psychological and social resources</li></ul>

## Contribution of the Subject Areas

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The contribution of other subject areas, in particular knowledge related to Languages and to Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

### Subject Area: Languages

#### Program of Study: *English, Language of Instruction*

- Oral interaction to recount life experiences, express personal thoughts and emotions, respond empathetically and offer and obtain advice
- Listening to informative and expressive discourse about life changes (e.g. testimonials, radio or television programs)
- Reading informative and expressive texts about life changes, personal needs, values, motivation and self-knowledge
- Writing expressive texts (e.g. personal letters and goodwill cards, journal entries) to express sympathy and understanding, recount and reflect on personal experiences of life changes, and explore ways of coping

### Subject Area: Mathematics, Science and Technology

#### Program of Study: *Computer Science*

- Searching for information related to change (e.g. searching for documents or information on public, parapublic or community organizations on the Internet, requesting information using e-mail)
- Formatting various documents supporting personal reflection (e.g. list of questions, short expressive text)

## Andragogical Context

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The *Personal Life and Relationships* program enables adult learners to mobilize their personal resources when they are faced with change or need to maintain interpersonal relationships and communicate. It emphasizes self-knowledge, the process of change, harmonious interpersonal relationships and communication. It gives rise to learning situations that promote reflection and problem solving and refer to meaningful life situations. It makes use of the classroom context and thus confers a concrete, realistic and observable dimension to the situations that may be addressed in this course.

In all cases, the learning situations developed must be meaningful to adults and resemble the situations they encounter or may some day

encounter in their lives. Many different learning activities can therefore be organized: meetings with communication specialists, presentation of testimonials, participation in extracurricular activities or associations, documentary screenings, interviews or surveys, etc.

The real-life situations addressed by the program refer to personal experiences. They require adults to reflect on their personal history, perceptions and emotions and may therefore directly affect some individuals. For this reason, teachers should be careful to choose situations that do not intrude on the private life of adults but still allow them to construct the knowledge and develop the competencies required to deal with the situations.

## Learning Situation

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The learning situation that follows is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

## Example of a Learning Situation

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### Going Back to School

Many changes can alter an adult's life. Going back to school is one such change. In the context of the course *Changes: Transitions and Challenges* and the class of situations *Life changes*, going back to school is a situation that all adults in the class face. The following learning situation gives adults the opportunity to verbalize and understand their experience, to act on their motivation and to consider concrete ways of persevering in their studies.

In the first learning activity, the teacher hands out a questionnaire to help adults differentiate between their adult and their adolescent school experiences. The questionnaire focuses on the adults' motivation to return to school, their personal objectives and career goals, the impact of this decision on their daily life as well as the short-, medium- and long-term benefits they hope to derive from their studies. Once they have answered the questionnaire, adults discuss their answers with a partner and clarify their respective points of view before presenting them to the entire class. These exchanges help adults describe the experience of going back to school and clarify, in an interactive way, the process associated with such a change.

The second learning activity begins with a plenary session led by a guidance counsellor or an adult learner who has almost completed his or her studies. Its purpose is to help adults become aware of the many different educational options available, the most common reasons for quitting school and the benefits of lifelong learning, while taking into account their different paths.

The session is followed by a teacher-led discussion in which the adults identify ways of dealing with the difficulties they encounter and of persevering in their studies.

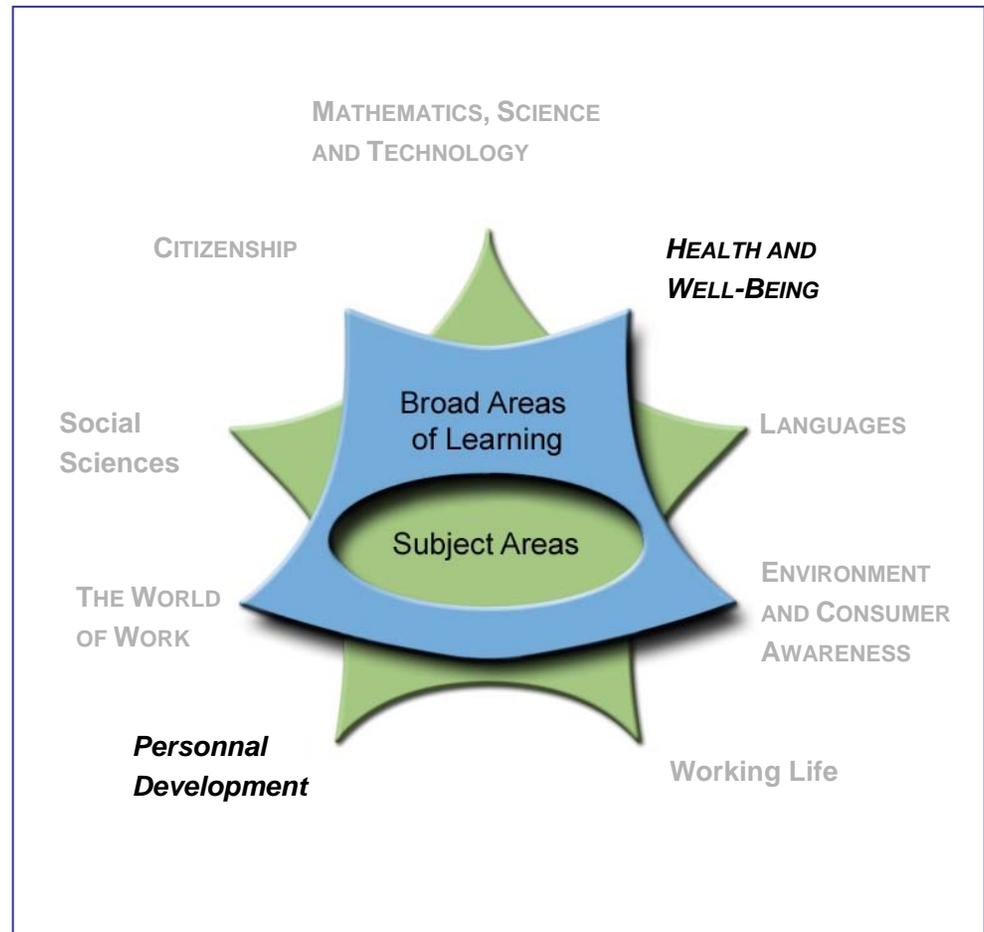
In a logbook, the adults then summarize their answers to the questionnaire from the first activity and critically assess the means identified by the class, comparing them to their particular situation. They formulate their personal objectives in terms of challenges to be met and evaluate their level of satisfaction with the situation as a whole. The teacher goes over the means chosen and asks each person to clarify or enrich them.

Throughout this learning situation, which places particular emphasis on motivation, adults construct their knowledge about themselves and the process of change. They use the operational competencies *Uses creativity* and *Thinks logically*.

By the end of this learning situation, adults will have identified and discussed simple, accessible and appropriate means of adapting to the school context as well as strengthened their desire to persevere in their studies.

## Elements of the Course Addressed by the Learning Situation

<b>Class of Situations</b>	
Life changes	
<b>Learning Situation</b>	
Going back to school	
<b>Categories of Actions</b>	
<ul style="list-style-type: none"> <li>Analyzing an experience of change</li> <li>Determining means of adapting to change</li> </ul>	
<b>Operational Competencies</b>	<b>Essential Knowledge</b>
<ul style="list-style-type: none"> <li>Uses creativity</li> <li>Thinks logically</li> </ul>	<ul style="list-style-type: none"> <li>Process of change</li> <li>Self-knowledge</li> </ul>
<b>Complementary Resources</b>	
<ul style="list-style-type: none"> <li>Support services available at the educational institution</li> <li>Staff at recognized organizations in the region</li> </ul>	<ul style="list-style-type: none"> <li>Directory of psychological and social resources</li> </ul>



Course  
**Interpersonal Relationships**

**PRS-2101-2**

Secondary Cycle One





“It is through relationships that we illuminate the self.”

Gaston Bachelard

## **Presentation of the Course *Interpersonal Relationships***

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The *Interpersonal Relationships* course is designed to help adult learners deal competently with real-life situations that require them to maintain healthy relations with others. The course prepares adults to play an active, responsible role in their interpersonal relationships.

By the end of this course, adults will be able to interact cooperatively with others and reflect on their participation and communication style. They will be able to determine ways of adapting to a relationship as it evolves.

## Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are explained in detail under their respective headings.



## Class of Situations Addressed by the Course

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This course addresses a single class of situations: *Maintaining healthy interpersonal relationships*.

Our personal lives are a tapestry of connections between spouses, family members, friends and colleagues, which engage us in a variety of relationships on a daily basis. In all these cases, we aspire, in our own way, to maintain healthy interpersonal relationships, even though these relationships may be fraught with difficulties and challenges. This class consists of real-life situations that engage adults in exchanges where they must take into account

their own needs and those of others in order to interact with confidence and respect.

Real-life situations such as making a purchase as a couple, sharing household chores or working in a team encourage adults to establish and maintain satisfying relationships. These situations represent important challenges where communication and cooperation play essential roles.

Class of Situations	Examples of Real-Life Situations
Maintaining healthy interpersonal relationships	<ul style="list-style-type: none"><li>▪ Responding to a child's request for permission</li><li>▪ Negotiating with a child or parent</li><li>▪ Making a major purchase as a couple</li><li>▪ Sharing household chores</li><li>▪ Outings with friends</li><li>▪ Discussions at work or school</li><li>▪ Teamwork</li></ul>

## Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> <li>▪ Interacting cooperatively with others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiates a discussion</li> <li>▪ Cooperates in order to carry out a group project</li> <li>▪ Assumes his or her tasks and responsibilities when working in a group</li> <li>▪ Shares his or her point of view</li> <li>▪ Participates in decision making</li> <li>▪ Carries out a group project</li> <li>▪ Asks and answers questions</li> </ul>
<ul style="list-style-type: none"> <li>▪ Reflecting on his or her participation and communication style</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes into account the reactions of others</li> <li>▪ Considers verbal and nonverbal messages</li> <li>▪ Analyzes conflict situations</li> <li>▪ Identifies strengths and weaknesses</li> <li>▪ Identifies a relationship problem</li> <li>▪ Lists conditions that promote teamwork</li> <li>▪ Defines the roles in a relationship</li> </ul>
<ul style="list-style-type: none"> <li>▪ Determining ways of adapting to a relationship as it evolves</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participates in resolving misunderstandings</li> <li>▪ Determines the appropriate time and place for a discussion</li> <li>▪ Provides clarifications</li> <li>▪ Prevents and manages interpersonal conflicts</li> <li>▪ Negotiates conditions that promote discussion</li> <li>▪ Sets personal limits</li> <li>▪ Takes into account the limits and capabilities of others</li> </ul>

## Compulsory Elements and End-of-Course Outcomes

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The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

### Class of Situations

Maintaining healthy interpersonal relationships

### Categories of Actions

- Interacting cooperatively with others
- Reflecting on his or her participation and communication style
- Determining ways of adapting a relationship as it evolves

### Operational Competencies

#### Communicates

- Takes into account the person he or she is speaking with, the codes used and the communication context
- Adapts his or her verbal and nonverbal language
- Decodes the verbal and nonverbal language of the person he or she is speaking with
- Verifies whether the messages sent and received have been understood

#### Cooperates

- Contributes to task distribution
- Pursues a common, well-identified goal
- Finds solutions to relationship problems

### Essential Knowledge

- Basic principles of communication
- Teamwork
- Managing conflict
- Managing emotions
- Decision making

The end-of-course outcomes describe how adults learners make use of the compulsory elements to deal with the real-life situations addressed in the course.

### End-of-Course Outcomes

In order to deal with the class of situations *Maintaining healthy interpersonal relationships*, adults must be able to interact cooperatively with others, be it in a discussion or during a task, activity or project with a classmate or a team. The adults consider the quality of their personal engagement and determine ways of adapting to a relationship as it evolves. They also consider improvements they can make to maintain healthy relationships.

Adults who interact cooperatively with others work towards a common, clearly identified goal. They are also actively involved in sharing tasks. During exchanges, they adapt their verbal and nonverbal language and take into account the person they are speaking with, the codes used and the communication context. They carefully decode the verbal and nonverbal language of others. They verify whether the messages they send and receive have been correctly understood. They make use of the knowledge they have about teamwork and decision making.

When they reflect on their participation and communication style in a relationship, adults are concerned primarily with decoding the verbal and nonverbal language of those they are speaking with and with verifying whether they have understood the messages they receive. Their reflection allows them to identify the objective to be achieved and determine how tasks are to be shared. They reflect on the basic elements of communication and on managing emotions.

Adults who choose appropriate ways of adapting to evolving relationships and exchanges are able to find solutions to relationship problems, and attempt to prevent and solve conflicts. They rely on their understanding of conflict management.

## Evaluation Criteria

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- Cooperates actively with others
- Reflects systematically on the quality of his or her participation and communication style
- Determines appropriate ways of adapting to a relationship as it evolves

## Operational Competencies

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The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Cooperates*.

### Contribution of the Operational Competency *Communicates*

In the *Interpersonal Relationships* course, the operational competency *Communicates* is at the heart of all real-life situations that require adults to engage in an interpersonal relationship. It promotes their participation as it enables them to express themselves clearly and understand others.

When adults communicate, they take into account the person they are speaking with, the requirements of the context as well as the formal and informal codes used. When they speak out, they relate a personal experience, share feelings, make suggestions, and give and justify a point of view. They adapt their verbal and nonverbal language and decode that of others. They ask questions and rephrase messages in order to verify whether the messages sent and received have been correctly understood.

### Contribution of the Operational Competency *Cooperates*

The operational competency *Cooperates* enables adults to approach relationships in a spirit of fairness, where everyone has the chance to fully develop. This competency is at the core of all actions and attitudes of openness and respect that help adults become positively engaged.

Adults who cooperate are able to share tasks. They take into account others' strengths and limits. They work towards a common, well-identified goal. They find solutions to relationship problems and take part in decision making. They show solidarity by respecting the decisions of the majority. They show consideration for others by respecting differences in points of view. In order to prevent and manage interpersonal conflicts, they look for solutions that will be fair and satisfactory for everyone. They accept recommendations when relevant.

## Essential Knowledge

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### Basic elements of communication

- Types of communication
- Principles of communication (e.g. diagram, obstacles and influential factors)
- Verbal and nonverbal language
- Communication techniques (e.g. "I" statements, active listening)

### Teamwork

- Creating a team
- Developing a work plan
- Roles and sharing of tasks
- Types of leadership

### Conflict management

- Concept of conflict
- Sources of conflict
- Conflict-resolution techniques (e.g. mediation, group consensus, reassignment of tasks, win-win situations)

### Managing emotions

- Types of emotions
- Signs

### Decision making

- Types of decisions
- Decision-making process

## Attitudes

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The following attitudes are provided as suggestions only. The development of these attitudes can help adults become more competent in dealing with the real-life situations in this course.

Openness	Respect
By becoming more open, adults show an interest in the opinions of others and are able to accept different points of view as they interact with others.	Adults who are respectful are able to engage in a relationship and express themselves freely as they take into account their own situation and that of others.

## Complementary Resources

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The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none"><li>▪ Support resources available at the educational institution</li><li>▪ Recognized support groups and organizations</li><li>▪ Professionals from CLSCs and social services</li></ul>	<ul style="list-style-type: none"><li>▪ Government publications and documentation from recognized organizations</li></ul>

## Contribution of the Subject Areas

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The contribution of other subject areas, in particular knowledge related to Languages and to Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

### Subject Area: Languages

#### Program of study: *English, Language of Instruction*

- Oral interaction to express personal feelings, needs, thoughts, point of view, agreement or disagreement
- Oral interaction strategies and techniques to enhance interpersonal communication or repair communication breakdown (e.g. use of body language, active listening strategies, turn-taking rules in conversations, repetition and reformulation, etc.)
- Listening to oral discourse pertaining to interpersonal communication (e.g. documentaries, excerpts from a television drama series, personal accounts)
- Reading informative texts about communication in interpersonal relationships (e.g. advice columns, articles on communication styles, managing emotions and conflict resolution) and expressive texts (e.g. personal histories and letters)
- Writing expressive texts related to interpersonal relationships (e.g. personal letters or journal entries)

### Subject Area: Mathematics, Science and Technology

#### Program of study: *Computer Science*

- Formatting various texts (e.g. letter of encouragement or congratulations, project assessment, list of tasks or responsibilities)
- Searching for information on interpersonal relationships on the Internet (e.g. documentation; government, parapublic or community organizations offering support and information on interpersonal relationships)

## Andragogical Context

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The *Personal Life and Relationships* program helps adult learners mobilize personal resources when they are faced with change or need to maintain interpersonal relationships and communicate. It emphasizes self-knowledge, the process of change, harmonious interpersonal relationships and communication. It gives rise to learning situations that promote reflection and problem solving and refer to meaningful real-life situations. It makes use of the classroom context and thus confers a concrete, realistic and observable dimension to the situations that may be addressed in this course.

In all cases, the learning situations developed must be meaningful to adults and resemble the situations they encounter or may some day

encounter in their lives. Many different learning activities can therefore be organized: meetings with communication specialists, presentation of testimonials, participation in extracurricular activities or associations, documentary screenings, interviews or surveys, etc.

The real-life situations addressed by the program refer to personal experiences. They require adults to reflect on their personal history, perceptions and emotions and may therefore directly affect some individuals. For this reason, teachers should be careful to choose situations that do not intrude on the private life of adults but still allow them to construct the knowledge and develop the competencies required to deal with the situations.

## Learning Situation

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The learning situation that follows is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

## Example of a Learning Situation

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### Teamwork

Adult learners are often asked to interact and collaborate with their classmates. Whether working on a group project or participating in a class discussion or a committee, adults must be able to contribute to maintaining harmonious relationships. In the *Interpersonal Relationships* course, the class of situations *Maintaining healthy interpersonal relationships* allows adults to reflect on the way they work in team. It encourages them to think about communication and establish the rules for creating a climate of understanding in a group. It calls into play the operational competencies *Communicates* and *Cooperates*.

In the first learning activity, the adults work together in teams on the first part of a research assignment, and thus set the rules for the team to function effectively. From the outset, the teacher places all of the necessary resources at the disposal of the students, including reference books, audio-visual materials, abstracts, and Internet sites. The teams must first agree on a research topic, formulate an objective and determine how to divide up the work. Then, with all teams present, the teacher asks each one to explain how it chose its topic and objective and how it divided up the tasks. The teacher writes and organizes the comments on the board, and gives an interactive presentation on the decision-making process and various types of decisions.

The teacher then asks each adult to recall a teamwork experience. Working alone, the adults identify the difficulties encountered, their causes, the solutions that were effective, those that were not, and those that could have been helpful. Using a fill-in-the-blank text, the adults describe their experience (e.g. place, time, persons involved,

series of events, perceptions, solutions). During the plenary session that follows, each adult relates his or her experience to the group, highlighting the difficulties encountered, the causes, the solutions that were effective or ineffective and those that could have been helpful. The teacher identifies the common points and concludes the activity by discussing elements of the communication process with the class.

During the third learning activity, the adults work in teams once again. The teacher reminds them of the importance of knowing and following the rules of the team in order to encourage participation and avoid conflicts. Each person must first list three behaviours that could hinder teamwork and three behaviours that could help it, and then shares his or her answers with the rest of the team. One person is asked to draw up the list of the behaviours mentioned, grouping together similar ideas. Based on this list, the team discusses the priorities for effective teamwork and chooses five or six desirable behaviours. The rules for effective teamwork are then drawn up once they have been agreed upon by all the members. During a plenary session, each team presents how it assigned roles during the activity. The teacher concludes the activity with an interactive presentation on task distribution and teamwork.

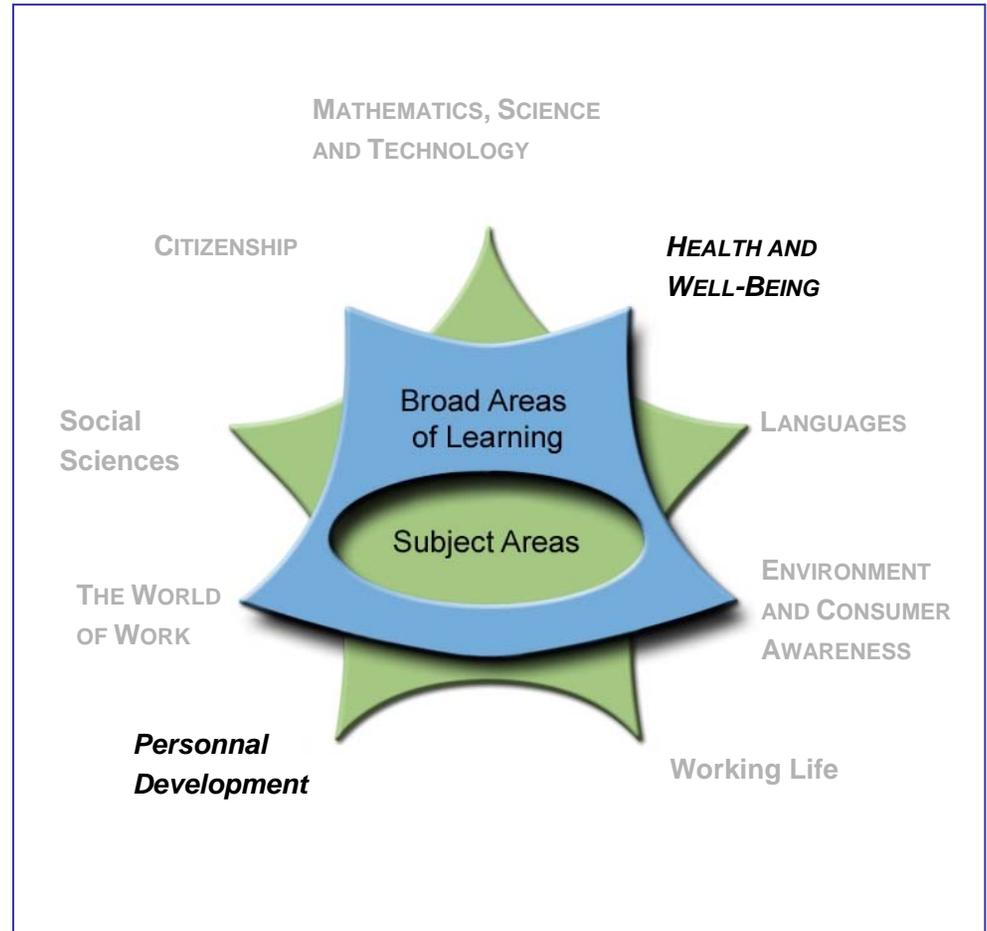
During the last learning activity, the teams are asked to assess their experience, describing their initial expectations and their level of satisfaction. The adults look back on the roles they played and evaluate the methods used to divide up the tasks. Using a drawing done by the team, they illustrate one of their more difficult moments and analyze it together. During this activity, the teacher

circulates among the teams, listening to the findings of each team and reminding the adults about the basic elements of communication, decision making and teamwork—concepts that may be useful for their analysis. The teacher also tries to stimulate exchanges and encourages the adults to answer questions. This activity concludes with a plenary session during which the teacher announces the next steps in the research assignment and discusses with the adults how this activity may help them with the rest of their work.



## Elements of the Course Addressed by the Learning Situation

Class of Situations	
Maintaining healthy interpersonal relationships	
Learning Situation	
Teamwork	
Categories of Actions	
<ul style="list-style-type: none"> <li>Interacting cooperatively with others</li> <li>Reflecting on participation and communication</li> </ul>	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> <li>Communicates</li> <li>Cooperates</li> </ul>	<ul style="list-style-type: none"> <li>Basic elements of communication</li> <li>Teamwork</li> <li>Decision making</li> </ul>
Complementary Resources	
<ul style="list-style-type: none"> <li>List of research topics</li> </ul>	<ul style="list-style-type: none"> <li>Documentation required for each topic: reference books, audio-visual materials, abstracts, Internet sites, etc.</li> </ul>





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