



Autonomy and Social Participation

Prework Training



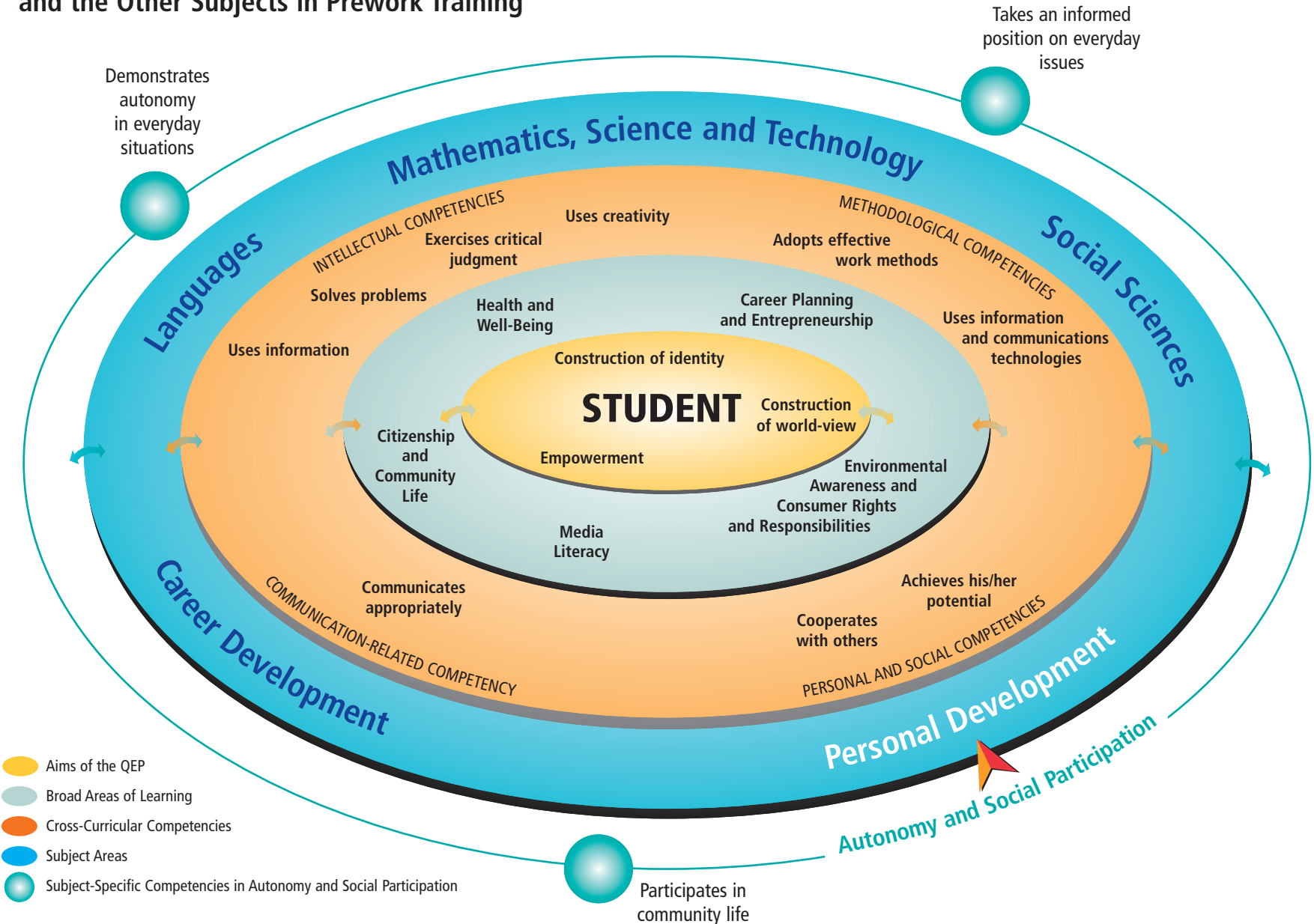
Table of Contents

Introduction to the Program	1
Making Connections: Autonomy and Social Participation and the Other Subjects in Prework Training	2
Pedagogical Context	3
Competency 1 Demonstrates autonomy in everyday situations . . .	4
Focus of the Competency	4
Key Features of Competency 1	6
Evaluation Criteria	6
Learning Targets	6
Competency 2 Takes an informed position on everyday issues . . .	7
Focus of the Competency	7
Key Features of Competency 2	9
Evaluation Criteria	9
Learning Targets	9
Competency 3 Participates in community life	10
Focus of the Competency	10
Key Features of Competency 3	12
Evaluation Criteria	12
Learning Targets	12

Autonomy and Social Participation

Program Content	13
Health	14
Society	17
Consumption	19
Financial Independence	21
Housing	24
Transportation	25
Strategies	26
Bibliography	27

Making Connections: Autonomy and Social Participation and the Other Subjects in Prework Training





Introduction to the Program

To be a man is to feel, when laying one's cornerstone, that one is contributing to the building of the world.
Antoine de Saint-Exupéry

The Autonomy and Social Participation program promotes students' overall development. It is designed to help young people, on the brink of adulthood, acquire the tools they will need to meet their needs on their own, to live in harmony with themselves and with others, and to make their contribution to society.

The program provides students with an opportunity to reflect on issues related to current events or everyday life situations. They are encouraged to develop a set of values and behaviours that will guide their decisions and make it easier for them to live their lives in self-respect and demonstrate openness toward others. Students learn to better recognize their talents, qualities and aspirations. They become

familiar with new social roles and become aware of the requirements of life in society and the responsibilities that stem from them. They learn to maximize their potential and to use the resources in their environment. Finally, they are encouraged to participate in community life.

The development of autonomy is an essential condition for successful sociovocational integration.

It is through active social participation that students develop their ability to live in harmony with themselves and with others.

This program focuses on the development of three interdependent competencies:

- Demonstrates autonomy in everyday situations: students demonstrate this competency through their ability to analyze personal needs and to plan and carry out the steps required to meet these needs in an autonomous and responsible manner.
- Takes an informed position on everyday issues: this competency helps students to identify issues related to different experiences or hypothetical situations and to comment on the consequences of their decisions for themselves and others.
- Participates in community life: this competency is intended to provide students with an opportunity to learn about valued social roles and to understand the value of their contribution, both for themselves and the community.

The program gives teachers an opportunity to explore the richness of the broad areas of learning, the cross-curricular competencies and the entire range of subject-specific knowledge. They can also find new avenues for stimulating students' interest and providing motivation.

Making Connections: Autonomy and Social Participation and the Other Subjects in Pework Training

Each subject in the Pework Training option contributes in its own way to the development of students' autonomy and gives them more tools for becoming active participants in society. Students should thereby be able to make decisions concerning work, health, consumption and lifestyle with more independence and assurance. Greater autonomy and active social participation foster the continuing development of competencies in these subjects.

Language competencies play a key role in this process. To the extent to which they are proficient in reading, students will be able to use the information contained in brochures, leaflets, newspaper articles and so on. To better analyze their personal nutrition needs, they will be able, for example, to consult texts comparing the effects of various foods on health and question their own eating habits. Proficiency in oral communication should, moreover, help them obtain information from agencies such as their regional health and social services centre, the local employment centre or their municipality. They will be able to obtain information about the availability of health care services and recreational activities in their region, as well as about job opportunities or what they need to do to get a job. Even a little knowledge of French will allow them to satisfy other needs autonomously when information is available only in French. Consider, for example, instructions for assembling a piece of furniture, advice on the use of toxic products or simply the viewing of Web sites for personal ends, for taking part in a discussion on a specific theme or for making a purchase.

Students should be encouraged to make connections between subject-specific competencies and their ability to make informed decisions. In mathematics, for example, they might be helped to discover how solving problems can be useful in any real-life situation in which they must process information, and develop, select and apply solutions. In personal finance and budget management, they will learn to use their arithmetic skills to draw up lists of priorities in relation to their needs. The Geography, History and Citizenship Education course should provide them with the tools and the motivation they need to become more actively involved in their community, and to choose the appropriate means of transportation for getting to their practicum, identify agencies that offer athletic and recreational activities, etc.

Finally, frequent reference to the knowledge and competencies associated with the different subjects should encourage students to do the same spontaneously and on a regular basis.

Pedagogical Context

The cabinetmaker and the guitarist, each with the tools of his trade, enjoy travelling to work together.
Félix Leclerc

Students preparing to enter the work force must be able to take charge of their lives. To do so, they need to develop certain skills that will allow them to harmoniously meet their different needs. They need to be exposed to different opportunities that will allow them to directly explore the resources in their community, to cooperate with others, to become aware that they are part of a community and to play valued roles. It is also important that they experiment with social activities that will prepare them to become involved in their community.

Students are invited to reflect on certain questions that arise in everyday life, for example: Do my friends appreciate me? Am I comfortable sharing my ideas? Could I earn a good living? They must ask themselves: What should I do in this situation and why? Which solution should I choose? Why should I adopt such or such a behaviour? In order to take a stance, the students question their values and behaviours and adopt stable guidelines that will help them choose their actions on the basis of their well-being and that of others. The teacher should guide students in this process and provide them with numerous opportunities for developing the ability to examine their reactions to different everyday situations. He or she can ask questions related to the concerns of young adults, who are increasingly capable of making informed judgments and taking responsibility for their decisions. The teacher asks questions such as: Can frequent dining in fast-food restaurants be harmful to your health? Why should you recycle at home and at school? Why should people follow the rules set out in the Highway Safety Code? The teacher can also invite the students to participate in discussion groups, defend their convictions, prepare posters for a campaign to raise awareness of environmental conditions or voice their opinion on the impact of an advertisement. The teacher must also be attentive to the perception students

To prepare for their sociovocational integration, students should gradually learn to solve everyday problems on their own.

have of themselves and encourage them to see themselves as a work in progress by using their experiences, even the difficult ones, to further construct their personal identity. For example, the teacher could help a student who regrets impulsively purchasing a costly item of clothing to realize the importance of defining one's needs and being aware of one's resources before making a purchase.

Given the great diversity of students' needs, the instructional approach must be sufficiently differentiated and adapted to each student's characteristics.

Bear in mind, however, that these young people are, for the most part, in the last stage of preparing for the job market and that they need to learn how to solve everyday problems on their own. They should also be exposed to contexts that re-create actual situations that they will be facing in their personal, social or work life—situations that should enable them to express their viewpoint; compare values, strategies and methods; find their place in society; and develop a feeling of solidarity.

COMPETENCY 1 Demonstrates autonomy in everyday situations

Autonomy is being able to live on one's own, i.e. acquiring the skills needed to live independently of another person.
Richard Cloutier

Focus of the Competency

For students in Prework Training, developing autonomy is especially important because they are heading for sociovocational integration in the short term. They will soon be making their own decisions with respect to health, life in society, consumerism, finances, housing and transportation. They should not only be capable of making the required decisions on their own, but also of following up on them. It is through practice that they will gain a sufficient degree of autonomy to do so. By acting in a responsible manner and by gradually reducing their need for supervision, they will become increasingly aware of their ability to act in a manner that maintains or improves their well-being, in spite of constraints.

In previous cycles, the students became familiar with a problem-solving process and its usefulness in different situations. In Prework Training, they will have another opportunity to use this process, recognizing the importance of setting goals and learning to persevere. They will be encouraged to become involved in more demanding activities that require them to mobilize a number of resources and assume greater responsibility, agreeing, for example, to volunteer in an activity intended to raise awareness of the need to protect the environment. They will also learn to reflect on their process and to identify its consequences, so that they can recognize that they have the power to act in an autonomous and responsible manner, in spite of the various factors that could have an influence on them.

This competency has three key features: Identifies the goal to be achieved in a situation; Takes action; Reflects on his/her process. These key features highlight the dimensions that are essential to applying the competency: being able to act responsibly on their own, capitalizing on their strengths and having confidence in themselves, and knowing how to analyze their process.

Identifies the goal to be achieved in a situation

Placed in situations that involve different areas of human activity, the students are encouraged to reflect on their needs, to imagine the desired situation, and to distinguish between their wants and their real needs.

The students first examine the type of need to be met, then assess the advantages and disadvantages of the various possible solutions, and specify the goal to be achieved. If, for example, they want to purchase a product or service, they first determine the need to be met, then the advantages associated with the product or service. They also consider the potential disadvantages of the purchase. If they need transportation, they study the costs of the different means available in order to make an informed decision.

With the teacher's help, the students find and organize the necessary information on how to meet their needs and ensure that the means they select will contribute to maintaining or improving their health and well-being as well as the quality of their social life. They must also learn to take into account certain risks or risk factors; for example, they consider risks related to illnesses such as cardiovascular disease when deciding which foods to eat.

Takes action

The students will then decide what action to take and mobilize to achieve their goal. Taking into account the contexts and requirements of the situation, they take the necessary steps. They must always keep an overall perspective

The students recognize that they have the power to act in an autonomous and responsible manner, in spite of the different factors that could have an influence on them.

of the situation, meet requirements and make an effort to use the best strategies to overcome obstacles (e.g. availability, cost and effort involved, schedule, accessibility).

In order to encourage the students to stay motivated and interested in the task, the teacher helps them to focus on their personal characteristics and resources and to understand that they are responsible for their success and that they have a certain degree of control over their lives. They learn to recognize and use available sources of information, in particular people and organizations that provide information and support.

Reflects on his/her process

With the teacher's help, the students examine the factors that fostered or increased their autonomy by reflecting on their action, considering their achievements and assessing the effectiveness of the means used. They are encouraged to appreciate their success factors and to recognize the obstacles that they have overcome. As needed, the students review certain steps in order to take stock of what they have learned and to foresee ways of applying this learning to other situations. They can then consider other challenges that will give them more opportunities for action.

Key Features of Competency 1

Identifies the goal to be achieved in a situation

Recognizes the need to be met for his/her well-being • Takes a stance with regard to the challenge being faced • Envisages a variety of possible actions • Examines the requirements related to these actions • Chooses the actions to be carried out

Takes action

Decides what action to take • Maintains his/her motivation with respect to the goal • Relies on his/her own resources and strategies • Uses available resources

**Demonstrates autonomy
in everyday situations**

Reflects on his/her process

Takes a critical look at the action taken • Identifies factors that need improvement • Recognizes his/her progress in seeking autonomy • Sets new goals

Learning Targets

At the end of the program, the students will be able to analyze their personal needs, and then plan and take action to meet them in an autonomous and responsible manner. They make informed choices in situations involving different actions to be taken.

They find ways of achieving their goal in a given situation. To take the necessary action, they choose a solution appropriate to the context, the requirements of the situation and the obstacles to be overcome. They rely on their personal characteristics as well as on their own and other available resources. Throughout the process, they use appropriate strategies to overcome difficulties. On occasion, they can apply these strategies to other situations or use new ones as needed. They demonstrate perseverance.

They note the effectiveness of their actions in the process of gradually achieving autonomy. They recognize their progress and use the resources available in their environment to overcome certain difficulties. They thereby gain confidence and are more comfortable with new challenges.

Evaluation Criteria

- Appropriate solutions and strategies
- Continued motivation
- Feedback on his/her degree of autonomy

COMPETENCY 2 Takes an informed position on everyday issues

Truth is found not in answers, but in questions.
Daniel Pennac

Focus of the Competency

The consumption of goods, the management of financial resources, access to employment, the quality of the environment, the preservation of resources, physical activity and healthy eating habits are issues that everyone must take a stance on sooner or later. Students should be able to grasp what is at stake and to make informed choices, while interacting with others. Students can thus be encouraged to develop their own value system by referring to different resources that will help them evaluate what is best for their well-being and health as well as for the well-being of the community. This process could eventually prompt students to question their values, behaviours and even how they can meet certain needs. Guided by the teacher, the students can acquire strategies that will help them adapt to numerous social and economic changes that are transforming society and making their quest for autonomy a complex task.

In previous cycles, students had the opportunity to become aware of some of their needs, and made various of their interests and preferences known. They observed that their consumer habits were subject to certain influences; they grasped the importance of these influences by engaging in discussion with others in their environment and by assessing the impact of these influences on their lifestyle. As part of Pework Training, the students will further explore their awareness and will take a critical look at themselves, at different events and at society. They will learn to understand the various aspects of a situation and how the values in question relate to their own in order to arrive at a clearly formulated opinion. They will develop the habit of questioning their choices and how they assert them.

This competency focuses on the following four key features: Forms an initial opinion; Compares his/her position with those of others; Asserts his/her position; Reflects on his/her process. These key features highlight the dimensions essential to applying the competency: being able to envisage

different ways of behaving or meeting their needs; being able to interact effectively with others; and knowing how to analyze and make the most of their process.

Forms an initial opinion

Called to reflect on an everyday situation, the students seek to determine the key elements of the situation and make connections among these elements. They consider the context and identify the interests and values in question in order to adopt a personal stance. For example, when planning a purchase, they could ask themselves questions such as: Do I really need this product or is it merely a whim? What is influencing my decision? Can I afford it? Does this product contribute to or interfere with my well-being? Will purchasing or using this product harm the environment? With the teacher's help, the students will learn to better define their needs, the interests in question and the associated values. Thus, they can begin to form their viewpoint and understand consumption.

Students will develop the habit of questioning their choices and how they assert them.

Compares his/her position with those of others

Supported by their teacher, the students identify various scenarios that allow them to explore the different facets of the situation being studied. Let's return to the example in which students are invited to compare different ways of looking at a purchase. The teacher proposes different resources to help them reflect on the situation: various media (newspapers, magazines, videos, TV programs, the Internet), presentations or discussions on the subject. In collaboration with others, the students identify the issues related to the situation so that they can be aware of its main characteristics. The teacher invites them to examine the possible options from different angles: the consequences, benefits and losses for themselves and others. They compare their position with those of others and adopt or reject certain positions, justifying their decisions on the basis of their values. Thus, they learn to recognize differences of opinion and to make the most of them, and they discover how important their own viewpoint can be, for themselves and for others.

Asserts his/her position

By sharing their experience with their classmates, students become aware of different viewpoints and the arguments behind them, and they become adept at taking a stance and at defending it. In the case of a purchase, for example, they will explain the relationship between their need and their choice. Examining the similarities and differences between their position and those of others will allow them to clarify the reasons behind their choice. The students recognize similarities and differences in similar situations and use appropriate means of communicating their position and adequately supporting it. They must ensure that new actions reflect their decision and the values underlying it.

Reflects on his/her process

Guided by the teacher, the students review the steps involved in arriving at their position. They observe how their position took shape throughout the process, recognize achievements and difficulties, and identify the most effective strategies. They are called upon to foresee situations in which they could apply these strategies and are encouraged to develop new strategies as needed. By helping them observe their progress, the teacher also encourages students to become aware that it is important to engage in a process to affirm their identity and develop their autonomy. The teacher thus helps them realize that they are increasingly capable of acting on their own and encourages them to set new goals.

Key Features of Competency 2

Forms an initial opinion

Recognizes the key elements of the situation • Becomes aware of the needs, interests and values at stake • Develops a personal position

Compares his/her position with those of others

Becomes aware of others' positions • Expresses his/her own position • Considers similarities and differences • Reviews his/her personal position

Takes an informed position on everyday issues

Reflects on his/her process

Takes a critical look at his/her approach • Assesses the relevance of the strategies used • Determines the possibility of using the strategies in other contexts • Recognizes progress made with respect to his/her ability to assert himself/herself • Sets new goals

Asserts his/her position

Explains the reasons behind his/her position • Justifies his/her position • Uses appropriate means to support his/her position • Identifies behaviours consistent with his/her position

Learning Targets

At the end of the program, the students will be able to take a stand on issues related to everyday life situations and to comment on the consequences of their choices for themselves and for others.

In order to form an initial opinion, the students identify their needs, the interests at stake and the related values. They compare their position with those of others. They recognize differences of opinion on the situation, make the most of them and reconsider their position if applicable.

To assert their position, they rely on valid arguments to support their choices, values and the issues at stake in the situation (e.g. using a product vs. protecting the environment). They identify behaviours that reflect their position.

They take a critical look at their personal approach and can say how their point of view has evolved. They recognize their progress and the difficulties encountered and identify the most effective strategies for taking a position. They set new goals that can influence their behaviour.

Evaluation Criteria

- Understanding of the significant elements of the situation
- Expression of his/her position
- Appropriate justification of his/her position
- Feedback on his/her approach

COMPETENCY 3 Participates in community life

*Exceed your limitations, tear down the barriers of your constraints, mobilize your will,
demand freedom as a right, be what you want to be.
Discover what you would like to do and do everything you can to do it.*

Richard Bach

Focus of the Competency

Positive helping experiences, especially in their school environment, allow students to assess the importance of solidarity and the potential consequences for themselves and others. By becoming actively involved in their community, they will be able to develop skills related to taking charge of their lives, while discovering the role that social action can play in their lives and in their community.

This program provides students with an opportunity to become involved in their community. As part of a planned process, they will be required to collaborate on a social or community project, carried out individually or collectively at the school or in their immediate environment. For example, they could participate in the school cooperative, organize an awards night, participate in a recycling project at a youth centre, visit a senior citizen, help clean up a riverbank, etc. Such participation will allow them to develop a sense of responsibility as active members of the community and to feel useful and self-fulfilled. While becoming aware of the diversity of values, opinions and behaviours, they develop a feeling of belonging to their environment and assess the impact on their sociovocational integration. Taking action on behalf of the common good, in a spirit of collaboration and solidarity, will help the students understand the importance of genuinely participating in community life. In addition to constructing their identity and learning how to carve out a place for themselves in society, this experience will allow them to build a network of people that they can call upon as needed. Finally, students will be encouraged to consider the possibility of applying this process to other contexts, for example, in community organizations, support groups or sports associations.

Students will have the opportunity to become acquainted with the process of democratic life in a group and to discover the importance of respecting the rules.

In previous cycles, the students participated in group activities and developed their ability to cooperate with others. They learned to work as part of a team, to share viewpoints with others and to show interest in a common task. In Pework Training, they will actively take part in group activities, either as participants or contributors to a community organization. They will have an opportunity to become acquainted with the process of democratic life in a group and to discover the importance of respecting the rules that have been established to ensure harmonious group life. Students will be helped to develop the attitudes and behaviours that will allow them to significantly contribute to the group's well-being. They will be able to assess the consequences of their actions and thus see themselves as effective members of society.

This competency focuses on the following three key features: Develops a plan for social participation in his/her community; Implements the plan; Evaluates the consequences of his/her actions. These key features highlight the dimensions that are essential to applying the competency: being able to choose the appropriate actions and try them out; being able to participate with others in activities; being able to see themselves in different social roles; and being able to recognize the benefits of their actions.

Develops a plan for social participation in his/her community

Students will consider their interests and the social situations likely to motivate them to become involved. First, are they interested in becoming involved in school activities? Would they like to play a role in organizations that help individuals experiencing a loss of autonomy or people with handicaps? Do they wish to help recently arrived immigrants adapt to their new surroundings? Would they like to be involved in organizations that help individuals with low income, such as a food bank or used clothing store? Would they be interested in environmental protection groups or groups that promote fair trade? Would they enjoy participating in the activities of a recreation centre, youth centre or municipal library? With the teacher's help, the students then identify the organizations that would be interested in having them do community service. They develop ways of choosing the best environments in which to invest their efforts. They can also validate their choices with their teacher or peers, in particular, by considering the requirements related to the task and possible actions, as well as the reasons motivating them to make this commitment.

Implements the plan

Students must take the means required to implement their plan. To do so, they carry out the steps as planned, cooperate with the people involved and mobilize the appropriate strategies. They must also learn to listen to the people they are cooperating with, remain within the limits of their role and responsibilities and adopt the appropriate attitudes. They must anticipate the difficulties to be overcome, as well as the resources they can count on, and use their personal experiences as well as those of others to improve their action. They must make an effort to stay motivated throughout the process and make adjustments as required.

Evaluates the consequences of his/her actions

With the teacher's help, the students reflect on the aspects that made their plan successful, the means they used to overcome the obstacles encountered, and the efforts they made to achieve their goals. This exercise should allow them to become aware of their progress, to understand the connections between their actions, the satisfaction they felt and the appreciation of the people they worked with, and to plan the next steps. This should also be an opportunity for students to discover that they are improving in some respects, for example, their self-assertiveness, degree of autonomy and ability to become involved, as well as to observe that they are able to confidently fulfill new roles that are often more complex than those with which they are already familiar. Encouraged to be receptive to the appreciation of others, students realize that social participation is an important source of personal satisfaction and reflect on ways of becoming involved once again in the future.

Key Features of Competency 3

Develops a plan for social participation in his/her community

Foresees different ways of participating • Chooses a situation • Develops a plan based on the situation chosen • Makes the necessary arrangements

Implements the plan

Integrates into the situation • Adopts attitudes that promote involvement • Relies on past experiences and makes the most of others' experiences • Perseveres with his/her action • Adjusts the plan as needed

Participates in community life

Evaluates the consequences of his/her actions

Recognizes his/her achievements and the challenges faced • Considers the assessments made by the community • Assesses the benefits of his/her involvement for himself/herself and others • Plans ways of becoming involved again in the future

Evaluation Criteria

- Accurate planning
- Effectiveness in implementing the plan
- Identification of the consequences of his/her actions

Learning Targets

By the end of the program, the students have participated in one or more community projects. They learned to cooperate with others and to assume responsibility as active members of a community. They discovered the importance of their contribution and of the role that social action can play in their lives and in that of their community.

Before participating in a community project, they consider different possible avenues of action and make realistic choices based on their interests and the characteristics of the community (e.g. youth centre, school library). Then they adequately plan the steps in their approach based on their choices. They take into account the main requirements related to the task considered, the possibilities for action and the intrinsic motivations behind their commitment.

Once committed, the students take the necessary measures to implement their plan. They rely on their past experience, take advantage of others' experience and adopt attitudes that foster participation. They demonstrate perseverance and make adjustments to their plan as needed.

To evaluate the consequences of their actions for themselves and the community, they make certain connections between their actions, the ensuing benefits and the appreciation of the people they worked with. They recognize the challenges faced and consider different ways of once again participating in their community.

Program Content

Competency development in the Autonomy and Social Participation program is based on a set of concepts that are divided into six major themes: health, society, consumption, financial independence, housing and transportation. These themes may be approached from different angles, thus offering students the opportunity to become familiar with the main challenges that they will be facing when they integrate into society and engage in life projects in an autonomous and responsible manner. In the Work-Oriented Training Path, the teacher chooses from among the proposed content—provided as an example only—those the students will cover, taking into account their skills, needs and degree of autonomy. The teacher must explore the concepts in a variety of contexts by focusing on the students' learning, especially with regard to the broad areas of learning and cross-curricular competencies.

The content of this program is related to that of other Pework Training programs. Also, in order to ensure that learning is not compartmentalized or fragmented, it is important to help students discover the relationships that exist among these elements.

The program content is presented in tables that include, for each theme, the concepts, how these concepts should be approached and examples of how they can be applied. Additional tables present cognitive, metacognitive and affective strategies, as well as strategies related to resource management.



Concepts	Approaches	Possible applications
State of health	– Explore different aspects of health	– Discussing with classmates what it means to be healthy
	– Explore factors that have an impact on health	– Discussing the factors that can harm their health – Participating in role-plays where health is at risk (e.g. “My girlfriend broke up with me! and I’m no longer eating” or “Nobody understands what I’m going through!”)
Needs	– Distinguish between wants and needs <ul style="list-style-type: none"> • physiological • social • security • self-esteem • self-fulfillment 	– Listing their needs and distinguishing between those that are essential and those that are not – Sharing with others their perceptions of the differences between an essential need and a whim
	– Explore relationships between individual and collective needs	– Determining the collective needs of the class and comparing them with those of several students
Physical activity and eating habits	– Make connections between the level of physical activity and a person’s state of health	– Trying out a physical activity and describing how it feels – Taking the stairs instead of the elevator – Promoting outdoor activities
	– Identify healthy, safe behaviours in leisure and sports activities	– Discussing the main safety measures to adopt during leisure activities (skiing, skateboarding, cycling, etc.)
	– Identify the effects of healthy eating on weight and growth (healthy weight)	– Finding information on the importance of physical activity and diet in maintaining a healthy weight
	– Use methods to evaluate their body mass index (BMI)	– Calculating their BMI – Comparing the credibility of different tips related to adopting lifestyle habits that promote healthy weight
	– Identify the elements of a healthy diet (calorie and fibre requirements, food groups, etc.)	– Making a list of healthy foods and observing whether these are part of their regular diet – Listing five tips to give a friend to encourage healthy eating habits

Health (cont.)

Concepts	Approaches	Possible applications
Physical activity and eating habits (cont.)	– Evaluate their eating habits	<ul style="list-style-type: none"> – Writing down everything they eat and drink for two consecutive days – Comparing the results with <i>Canada's Food Guide to Healthy Eating</i> – Identifying the aspects that need improving
	– Develop a plan for improving some of their eating habits	– Preparing a daily menu based on the recommendations in <i>Canada's Food Guide to Healthy Eating</i>
Sexuality	– Explore healthy and safe sexual behaviours	<ul style="list-style-type: none"> – Finding information about contraception and sexually transmitted infections (STIs) and blood-borne infections – Discussing the role of emotions in dating relationships
Tobacco, alcohol and drugs	– Become aware of the effects of tobacco, alcohol and drugs on health	<ul style="list-style-type: none"> – Finding information on: <ul style="list-style-type: none"> • the harmful substances in tobacco • the life expectancy of smokers vs. that of nonsmokers – Finding examples of cases where consuming alcohol or drugs has harmful or serious consequences (e.g. driving a car, pregnancy) – Identifying signs of dependence (e.g. frequent consumption, loss of focus, lack of interest in school)
	– Adopt responsible consumer behaviours	<ul style="list-style-type: none"> – Identifying ways to avoid developing harmful habits – Imagining a risky situation and planning how to act
Sleep	– Become aware of the importance of the quality and duration of sleep	– Recording his/her number of hours of sleep per night, calculating the average per week, and comparing the results with the school nurse's recommendations
	– Identify the factors that impact the quality of sleep	– Examining what can interfere with a good night's sleep (e.g. noise, stress, unresolved conflict)
	– Use methods to deal with sleep-related problems	– Discussing ways of overcoming insomnia
Leisure	– Become aware of the effects of leisure on health	<ul style="list-style-type: none"> – Making a connection between feeling relaxed and physical exercise – Realizing the enjoyment experienced during a pleasant gathering with friends
	– Plan leisure activities to fit into their schedule	<ul style="list-style-type: none"> – Drawing a portrait of how they use their free time and comparing it with those of their classmates – Establishing a typical weekly schedule that includes leisure activities – Choosing activities that contribute to maintaining a healthy life balance

Health (cont.)

Concepts	Approaches	Possible applications
Influencing factors	– Identify different factors that influence their needs	– Examining the degree of influence exerted by their social and physical environment, family, friends, work environment, the media, values, emotions, lifestyle, etc.
	– Explore the factors that influence their food choices	– Discussing the consequences of different eating habits (diets, vegetarianism, fast food, etc.)
	– Become aware of the influence of family, friends and the places frequented on their sleep and leisure habits	– Comparing their sleep habits with those of their friends and relatives – Listing the leisure activities in which they have participated since childhood
	– Explore the factors that influence their sexual behaviour	– Examining the degree of influence exerted by their social and physical environment, family, friends, work environment, the media, values, emotions, lifestyle, etc.
	– Explore the factors that influence choices regarding the use of tobacco, alcohol and drugs	– Asking a smoker why he/she started smoking – Identifying risky situations in their family, school and social environment – Reflecting on their ability to say no to harmful use
Prevention	– Use the appropriate resources for meeting their health needs	– Participating in a support group or joining a sports team – Joining an amateur theatre troupe
	– Make connections between eating habits and the development of certain illnesses	– Seeking concrete means of preventing serious illnesses (e.g. diabetes, obesity, anorexia, cancer, heart problems) and discussing their effectiveness
	– Explore the means taken by society to fight the use of tobacco, alcohol and drugs	– Asking the school nurse questions – Identifying deterrent messages in the media – Organizing a panel discussion on the use of drugs and the risks involved
	– Develop a plan for dealing with stress	– Seeking information on the consequences of stress for health – Identifying stressful situations in their life – Listing effective means of dealing with stress
Services and resources	– The school's complementary resources – CLSCs – Medical clinics	– Carrefours jeunesse-emploi – Youth centres – Recreation centres, etc.

Society

Concepts	Approaches	Possible applications
Laws and regulations concerning social competency	– Reflect on the requirements associated with social frameworks	– Discussing civic rights with resource people in a panel discussion
	– Recognize the need to comply with laws and regulations in order to live in society	– Discussing the importance of adopting and complying with the school's code of conduct
	– Explore the main social and economic rights	– Learning about the right to vote, union affiliation, the protection of privacy rights, access to health care and freedom of religion
	– Understand the importance of the Québec Charter of Human Rights and Freedoms	– Understanding the influence of the Charter on our life in society, using practical examples
Social skills	– Develop social communication skills	– Listing the attitudes that allow an individual to be appreciated in a group – Modifying an attitude that interferes with good relations in a group – Seeking ways of helping a young person who is rejected by his/her peers
	– Perform tasks that require cooperation	– Producing a year-end show with a team: <ul style="list-style-type: none"> • realizing that the contribution of a number of persons is required • identifying behaviours that promote or interfere with teamwork • establishing three rules that help the team function better • helping evaluate the participants in a group project
	– Use a decision-making process	– Recognizing the importance of their contribution as well as that of others in decision making
	– Participate in activities to help their classmates	– Carrying out tasks that at one point or another require helping another student – Listing the advantages of receiving help from another person – Expressing to a team member their appreciation for the help that was given
	– Recognize and accept individual differences	– Describing persons by identifying their differences (e.g. height, hair colour, clothing, values, language, musical preferences, religion, etc.)
	– Understand the concepts of prejudice and discrimination	– Choosing a character in a book or film and discussing the consequences of discrimination for a person's life – Preparing a poster to fight discrimination

Society (cont.)

Concepts	Approaches	Possible applications
Social skills (cont.)	<ul style="list-style-type: none"> – Adopt a problem-solving approach 	<ul style="list-style-type: none"> – Identifying the elements of a conflict situation and target possible solutions, selecting one, applying it and evaluating the results – Doing a role-play in which they help friends resolve a conflict – Recounting a conflict that they have experienced and what they felt, comparing their reactions to those of others and envisaging solutions – Identifying the concrete consequences of a conflict for their lives and those of others
Community involvement	<ul style="list-style-type: none"> – Explore various opportunities for getting involved in their community – Choose an environment in which to get involved, based on their aptitudes and interests – Plan the steps to take and the resources to mobilize – Carry out their project 	<ul style="list-style-type: none"> – Making a list of services provided by the school, the school board or other organizations that could be interested in collaborating on a school project – Meeting with representatives from different milieux discussing how they could get involved – Identifying their values and perceptions regarding the mission of the organization in question – Anticipating the consequences of their involvement for themselves and others – Envisaging the consequences of the project for themselves and the organization – Preparing an action plan for carrying out their community service project – Anticipating the resources required – Following their action plan and adjusting it as needed – Staying motivated throughout the project – Observing their contribution to the organization – Becoming aware of the feelings related to the implementation of their plan: pride, sense of belonging, sense of accomplishment
Influencing factors	<ul style="list-style-type: none"> – Identify the values that influence their life in society – Learn about individuals who are socially active – Seek social recognition 	<ul style="list-style-type: none"> – Discussing with their classmates the values that promote social action – Giving examples of inspiring role models – Volunteering as a member of an organization
Prevention	<ul style="list-style-type: none"> – Develop means of avoiding social isolation – Use the appropriate resources for meeting their needs 	<ul style="list-style-type: none"> – Choosing leisure activities that promote social contact – Reacting quickly in the face of potential conflict
Services and resources	<ul style="list-style-type: none"> - The school's complementary services - Organizations for the protection of individual rights - Mutual support groups, etc. 	

Consumption

Concepts	Approaches	Possible applications
Responsible consumption	– Explore certain social, economic and ethical aspects of consumption	– Showing concern for the origin of goods, the conditions under which they were produced, etc.
	– Make connections between the consumption of goods and meeting a real need	– Discussing the following subject: “The possession of material goods is an important value”
	– Become aware of the environmental and social consequences of overconsumption	– Reflecting on the increase in the number of automobiles and their impact on the environment
	– Evaluate their attitudes toward consumption	– Setting priorities and examining how they consume goods (e.g. Are their choices informed or impulsive?)
	– Adopt responsible consumer behaviours	– Giving examples of responsible purchases – Identifying daily actions that demonstrate respect for the environment – Making a list of common objects that can be repaired at home – Participating in recycling various objects
	– Explore the emotions at play in an environment dominated by consumption	– Being aware of their reactions to music, smells, colours, sales pressure, etc. in a store – Discussing the means used by merchants to encourage spending
	– Identify what motivates them to consume or not to consume a product – Identify decision-making criteria for consuming goods and services	– Using their critical judgment with respect to their motivations – Establishing criteria for making decisions when purchasing clothing – Comparing the warranties of various products – Realizing the consequences of an impulsive purchase
	– Explore the advantages and disadvantages of on-line shopping – Identify the features of a secure on-line shopping site	– Preparing a list of security rules to adopt before making an on-line purchase

Consumption (cont.)

Concepts	Approaches	Possible applications
Influencing factors	– Identify the different sources of influence related to consumption (family, friends, colleagues, media)	– Making a comparative diagram to illustrate the degree of influence exerted by their group of friends, family and the media on their consumer behaviour
	– Explore the role of the media in their consumer behaviour	– Discussing with their classmates the impact of advertising on their choice of a product – Giving examples of advertising that has motivated them to buy
Prevention	– Develop ways of resisting pressure that can lead to overconsumption	– Avoiding shopping centres as a place to stroll – Discussing the following statement: “Clothing with brand name X is glamorous and inspires envy in others”
Services and resources	<ul style="list-style-type: none"> – Office de la protection du consommateur – Consumer associations – Specialized magazines, etc. 	

Financial Independence

Concepts	Approaches	Possible applications
Budget	– Explore the advantages of making a budget	– Providing examples of financial situations in which making a budget is useful
	– List the different ways of making a budget	– Comparing different models of balanced budgets
Income	– Explore the different types of remuneration	– Identifying the different types of remuneration: hourly wage, fixed salary, piecework, tips, etc.
	– Compare gross income and net income – Identify and explain the different deductions at source	– Recognizing the type of deductions at source on a pay slip: provincial tax, federal tax, Québec pension plan, employment insurance, retirement plan, union dues, health insurance, parental insurance
	– Consider disposable net income when making a budget	– Examining disposable net income by referring to several examples of pay slips – Calculating their weekly salary on the basis of \$X per hour for X hours of work
Expenses	– Plan expenses according to personal needs – Prepare a list of expenses, starting with fixed expenses and then variable expenses	– Identifying five main categories of expenses for an 18-year-old – Estimating a weekly sum for each of these categories – Calculating the proportion of expenses for each category
Balanced budget	– Establish a direct link between their income and expenses – Prepare a balanced budget by making the necessary choices	– Preparing several examples of budgets where expenses do not exceed income – Balancing a budget where expenses exceed income by 5% – Finding ways of increasing the portion of expenses allocated to food, while maintaining a balanced budget

Financial Independence (cont.)

Concepts	Approaches	Possible applications
Institutions and transactions	– Locate financial institutions in the neighbourhood	– Consulting a directory of local services in order to find the closest financial institutions – Comparing the cost of services offered in several financial institutions
	– Distinguish between various types of bank accounts – Distinguish between the various types of transactions	– Comparing the advantages and disadvantages of the various types of bank accounts – Understanding the meaning of bank account abbreviations for deposits, withdrawals, service fees, etc.
	– Identify the procedure for opening an account	– Learning about the procedure for opening an account
	– Learn about the security rules to observe when using automated services	– Discussing as a group the security rules to observe
	– Compare the different methods of payment	– Comparing the advantages and disadvantages of paying in cash or by credit card, debit card or cheque – Discussing the security rules to be observed for each method of payment – Comparing the total cost of a product paid in cash vs. the cost of the product paid in monthly installments
Savings	– Explore the purposes and advantages of savings	– Discussing the advantages of savings when planning projects, dealing with the unexpected, etc.
	– Explore ways of saving	– Adopting ways of maintaining their motivation to save and resisting impulse buying – Calculating the amount to be saved and the time needed to achieve their goal
Debt	– Reflect on the financial consequences of being in debt – Verify the appropriateness of taking out a loan	– Discussing reasons for needing a loan – Issuing words of caution to a friend who wants to take out a loan
	– Evaluate the costs associated with consumer credit	– Calculating the real cost of a purchase before taxes, if a store requires monthly payments spread over a year
	– Explore different types of loans	– Comparing the advantages and disadvantages of various types of loans (mortgage, personal loan, credit card, line of credit)

Financial Independence (cont.)

Concepts	Approaches	Possible applications
Influencing factors	<ul style="list-style-type: none"> – Identify the values that influence how they manage their budget 	<ul style="list-style-type: none"> – Reflecting on their reasons for buying – Comparing healthy financial situations with problem situations – Recognizing positive aspects and those that need improving
	<ul style="list-style-type: none"> – Seek out positive models and judicious advice 	<ul style="list-style-type: none"> – Identifying informed persons in their surroundings
	<ul style="list-style-type: none"> – Consult various sources of information on consumption, finances and debt – Identify organizations that can help individuals make and follow a budget 	<ul style="list-style-type: none"> – Learning from public interest programs – Meeting with resource persons – Searching for documentation on consumer rights and recourse – Learning how to obtain a refund or repair after purchasing a defective product – Making a list of organizations in the region that help individuals make and follow a budget
Services and resources	<ul style="list-style-type: none"> – Banking institutions – Consumer protection network – Qualified professionals, etc. 	

Concepts	Approaches	Possible applications
Housing	– Learn about their needs and determine the criteria for choosing housing	– Identifying their priorities – Making a list of the features of the desired housing – Exploring the factors that influence quality of life in housing
	– Learn about the steps involved in finding housing	– Exploring the environment according to the different residential zones – Seeking information related to the availability of housing (newspapers, ads at the grocery store, etc.)
	– Learn about the different types of housing	– Comparing the features of different types of housing available in the neighbourhood (apartment building, duplex, single-family home, condo, mobile home)
	– Estimate housing costs	– Doing a simulation to calculate the amount needed for housing, based on setting aside 35% of their income
	– Identify the services and equipment included in the cost of housing	– Finding out the services included: electricity, heating, maintenance, etc.
Rights and responsibilities	– Become familiar with the rights and obligations of tenants and owners – Identify the procedure for resolving a dispute	– Learning to read a lease and fill out the necessary documents – Listing the potential problems for a tenant and comparing possible solutions – Discussing a tenant’s main obligations, after having consulted the Web site of the Régie du logement
	– Apply safety rules	– Knowing where the water inlet and electrical box are located in case they need access – Discussing dangerous situations related to the use of household appliances
	– Maintain and organize their home	– Explaining how to repair a doorknob, install blinds, etc. – Exploring ways of making their home more attractive
	– Determine rules of conduct that promote good neighbour relations	– Preparing a list of individual behaviours that foster harmonious cohabitation and comparing it with their classmates’ lists
Services and resources	– Régie du logement – Tenants’ associations	– Owners’ associations – Municipalities, etc.

Transportation

Concepts	Approaches	Possible applications
Transportation needs	– Analyze their transportation needs	– Listing the activities that require transportation
	– Identify the available means of transportation and ways of using them	– Consulting a bus schedule – Locating the bus stops – Finding out about costs – Exploring the advantages of walking or cycling in order to benefit their health
	– Determine the financial resources that may be allocated to transportation	– Choosing the appropriate means of transportation, taking cost into account
	– Use a map	– Using a map to get to their destination
Environmental impact	– Reflect on their individual and collective responsibilities regarding the environment	– Gathering information on changes in the ozone layer over the past 15 years – Learning about the quantity of greenhouse gas emissions produced annually by different types of vehicles – Discussing the increasing use of the automobile as a means of transportation
Safety	– Reflect on the safety of using various means of transportation	– Learning about the safety rules to apply when using a snowmobile, an all-terrain vehicle, a bicycle, etc. – Discussing risky behaviours such as using a cell phone or headphones while driving
Services and resources	<ul style="list-style-type: none"> – Public transportation (routes, cost, etc.) – Carpooling organizations – Highway Safety Code, etc. 	

<p>Cognitive strategies</p>	<ul style="list-style-type: none"> – Visualizing or writing down a task – Calling upon prior knowledge before starting a new task – Finding the determining elements in a situation – Verifying their understanding of the task <ul style="list-style-type: none"> • Asking questions • Reformulating instructions • Taking notes when given instructions – Planning the resources needed to perform a task in accordance with requirements and the context – Anticipating problems
<p>Metacognitive strategies</p>	<ul style="list-style-type: none"> – Evaluating their performance at work and their ability to fulfill the request – Reflecting on what they learned – Watching themselves work: method, techniques, equipment and strategies used – Reviewing their behaviours – Correcting their work as needed – Considering different ways of improving – Considering their attitudes and behaviours, evaluating their consequences and making the necessary adjustments – Making connections between the requirements of the task and their personal resources, interests and aptitudes
<p>Affective strategies</p>	<ul style="list-style-type: none"> – Encouraging themselves – Taking risks – Taking the time to learn and accepting that one can make mistakes – Rewarding themselves when they have completed part of the task – Equipping themselves to control their anxiety – Fighting negative thoughts and replacing them with more realistic ones
<p>Resource management strategies</p>	<ul style="list-style-type: none"> – Consulting community organizations – Using a model to establish a plan or a work schedule (time management) – Adopting a lifestyle that fosters social participation – Identifying the available resources (people, documents, Web sites, etc.) – Asking for help (teachers, peers, etc.) when necessary and determining the best times to do so – Asking peers, parents, the teacher and other people they trust for their opinion – Taking advantage of their classmates’ experience

Bibliography

- Association coopérative d'économie familiale de Ste-Thérèse. *Cahier-comptable pour budget familial*, Montréal: Étendard, Étendard, [n.d.].
- Barough, Nina. *Walking for Fitness*, New York: DK Publishers Ltd., 2003.
- Beauregard, François J. *Votre argent, votre liberté*, Montréal: les Éditions transcontinental, 2002, 2nd edition. (Collection Affaires).
- Bédard, André. *Guide québécois des finances personnelles*, Saint-Laurent, Trécaré, 1999.
- Béliveau, Richard and Denis Gingras. *Les aliments contre le cancer: La prévention et le traitement du cancer par l'alimentation*, Outremont: Trécaré, 2005.
- Buise, Yolande. *Se nourrir pour être en forme: 500 conseils et 100 tableaux pour manger équilibré*. Outremont: Éditions Logiques, 2001.
- Conseil supérieur de l'éducation. *Éduquer à la citoyenneté: Rapport annuel sur l'état et les besoins de l'éducation 97-98*, Sainte-Foy, Conseil supérieur de l'éducation, 1998.
- Demers, Alain. *Plaisirs d'hiver pas chers*. Outremont, Trécaré, 1999.
- Ewles, Linda and Ina Simnett. *Promoting Health: A Practical Guide*, London, Baillière Tindall, 5th ed., 2003.
- Garnier, Jean-Pierre and Richard Lachapelle eds. *Pratiques émergentes en déficience intellectuelle*, Sainte-Foy: Presses de l'Université du Québec, 2003 (Collection Pratiques et politiques sociales).
- Girard, Michel and Nathalie Dion. *Vos finances personnelles : Guide 2001*, Montréal, La Presse, 2001, 8 fascicules.
- Hamel, Marthe, Luc Blanchet and Catherine Martin eds. *6 – 12 – 17 Nous serons bien mieux! Les déterminants de la santé et du bien-être des enfants d'âge scolaire*. Québec: Publications du Québec, 2001.
- Health Canada. *Eating Well With Canada's Food Guide*. Ottawa, Health Canada, 2007.
- Jodoin, Jean-Pierre. "Règles de vie et coopération : vers l'apprentissage de la citoyenneté scolaire." *Vie pédagogique*, no. 119, April-May 2001, p. 28-29.
- Martin, Catherine. "École en santé: une approche prometteuse pour la réussite des jeunes." *Vie pédagogique*, no. 138, February-March 2006, p. 31-32.
- Moors, Bernard. *Les clés de la publicité aujourd'hui*, Paris: Maxima-Laurent du Mesnil, 2004.
- Office des personnes handicapées du Québec. *La transition de l'école à la vie active*, Québec, Office des personnes handicapées, 2003.
- Plamondon, Rolland and Pierre Sauvé. *La planification financière personnelle, une approche globale et intégrée*, Boucherville: Gaëtan Morin, 2002.
- Protégez-vous. Montréal: Éditions Protégez-vous, monthly magazine.
- Protégez-vous. *Finances personnelles 2007, Bouclez vos finances en 5 étapes faciles*, Montréal: Éditions Protégez-vous.
- Québec, Ministère de l'Éducation. *Sex Education in the Context of Education Reform*, Québec, Gouvernement du Québec, 2003.
- Québec, Ministère de l'Éducation, du Loisir et du Sport, Ministère de la Santé et des Services sociaux, Institut national de santé publique. *Guide for the Education Community and Its Partners. For the Educational Success, Health and Well-Being of Young People*, Québec: Ministère de l'Éducation, du Loisir et du Sport, 2005.
- Soumaille, Suzy. *J'ai envie de comprendre: La dépendance au tabac*. Genève: Éditions Médecine et Hygiène, 2003 (Collection J'ai envie de comprendre).
- Wolfensberger, Wolf. *A Brief Introduction to Social Role Valorization as a High-Order Concept for Structuring Human Services*. 2nd rev. edition. Syracuse, NY: Training Institute for Human Service Planning, Leadership and Change Agency, 1992.
- Office de la protection du consommateur.
Web site: <http://www.opc.gouv.qc.ca>

