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SOCIAL INTEGRATION SERVICES

PROGRAM

JUNE 2000

Québec 

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JUNE 2000

Direction de la formation générale des adultes

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Ministère de l'Éducation, 2000 — 00-0403

ISBN 2-550-36321-3

Dépôt légal — Bibliothèque nationale du Québec, 2000

In accordance with section 461 of the Education Act (R.S.Q., c. I-13.3),
I hereby approve the **Social Integration Services — Program**,
for adult education.

PAULINE MAROIS

Foreword

The Direction de la formation générale des adultes is proud to present the Organization Guide and Program for Social Integration Services (SIS) for two special reasons. First, because the DGFA has had the pleasure of receiving competent and generous cooperation from the schools of Québec in preparing these documents. Second, the program comes at a time when the specific populations served by the DGFA are increasingly demanding appropriate responses to their specific needs. It is also worth noting that, as society becomes more sensitive to these specific needs, it tends to offer a range of services, allowing the school to carry out its educational mission in a way that complements the other services.

In this spirit we present this *Program*, which comes with a organization guide. The *Organization Guide* and *Program* will enable you to offer all social integration services immediately.

I would like to conclude by thanking everyone who contributed to producing this document, in particular Lise Chevrier-Doucet of the Commission des écoles catholiques de Montréal (CECM) and Marcel Landry of the Direction de la formation générale des adultes (DFGA), who have been working together since 1986 to establish a cooperative relationship of the highest quality between the partners.

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Acknowledgements

The Direction de la formation générale des adultes would like to thank the school boards and individuals who contributed to the development of the *Social Integration Services Program*:

Advisory committee on education for adults with disabilities or learning difficulties (1992-95)

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School boards that took part in testing of SIS (1993-94)

- Commission des écoles catholiques de Montréal
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School boards that took part in testing of SIS (1994-95)

- Commission des écoles catholiques de Montréal
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- Commission scolaire de Charlesbourg
- Commission scolaire de Châteauguay
- Commission scolaire de Dolbeau
- Commission scolaire de la Haute Gatineau
- Commission scolaire de Matane
- Commission scolaire des Laurentides
- Commission scolaire du Centre de la Mauricie
- Commission scolaire Harricana
- Commission scolaire La Riveraine
- Commission scolaire Sainte-Croix

Acknowledgements (cont'd)

Feedback group on documents describing the (1994)

- Marcel Damboise, Commission scolaire de Rivière-du-Loup
- Germain Nadeau, Commission scolaire de Thetford Mines
- Suzanne Provost, Commission scolaire de Saint-Hyacinthe-Val-Monts
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Work group on the organization of information days (1995)

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Work group on the transfer of learning (1995-96)

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Work group on the organization of information days (1996) and the revision of the *SIS Organization Guide*

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- Centre de ressources en éducation populaire:
 - Lucille Doiron
 - Sylvie Pinsonneault and the teaching team
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1 History

The Social Integration Services (SIS) program is the end result of a lengthy collective effort made in the school boards of Quebec, with a view to responding to the training needs of adults who have persistent and significant learning and adjustment difficulties of a psychological, intellectual, social or physical nature.

Starting in 1987-88, the Direction générale de l'éducation des adultes (DGEA) of the ministère de l'Éducation implemented an experimental version of the Programme d'insertion à la vie communautaire (PIVC). This program was intended for adults with a moderate intellectual handicap.

Certainly, the implementation of the PIVC led the school boards to reconsider the nature and models of the services provided to adults with moderate intellectual handicaps, but also to all populations with significant learning and social integration problems. These populations, who are affected by disabilities related to impairments or psychosocial limitations, could not be accommodated by any of the teaching services in the adult education centres because they had special educational needs, and they required adapted teaching methods and a particular model for action.

Given the concerns of the school boards, the DGEA, which in August 1990 became the Direction de la formation générale des adultes (DFGA), created, as part of the *Basic School Regulation Respecting Educational Services for Adults in General Education*, Social Integration Services and developed a new, distinctive education program, thus abolishing the PIVC. To this end, the DFGA held consultations with its advisory committee on the education of adults with handicaps or learning difficulties, as well as with various working groups and school boards.

Section 10 of the *Basic School Regulation Respecting Educational Services for Adults in General Education* defines the purpose of SIS as follows:

Social integration services are designed to enable an adult who is experiencing adjustment difficulties of a psychological, intellectual, social or physical nature to gain access to individualized learning that fosters the acquisition of basic skills to prepare him for his activities and role in society and, where applicable, the pursuit of further studies.¹

A draft program for SIS was written in summer 1993, taking into account many programs of study, various approaches, and the results of research. This draft was tested by nine school boards during a first trial period in 1993-94 and by fifteen school boards during a second trial period in 1994-95.

Working groups also did a close study of the successive versions of the SIS program and made recommendations on its structure, its content and its formulation. Many experts also contributed to the development of certain fields of skills of the program related to their areas of expertise. These individuals thus ensured the consistency of the content of these fields with that of the other general education programs for adults and the reinvestment of many innovations, in particular those related to the acquisition and development of problem-solving skills.

¹ R.S.Q., c. I-13.3, O.C. 732-94.

2 The Aims of the Social Integration Services Program

2.1 To provide adults with training that will allow them to integrate into society: social integration training.

2.2 To provide appropriate guidance and support for the adults in their social integration learning process through contributions by partners

Basic Information	Additional Information	References
<p>2.1 To provide adults with training that will allow them to integrate into society: social integration training.</p> <p>This means fostering the optimal development of individuals in the functional skills that are required in the course of everyday life.</p> <p>The transfer of the adults' learning to their everyday lives therefore constitutes a necessary result of social integration education.</p> <p>Social integration education should only be given if the possibility and the means for the transfer of learning exist.</p>	<p>The adults are the prime agents of their education, of the transfer of learning and of their social integration, for which they are responsible.</p> <p>For the purposes of the education given under the SIS program, social integration has been defined as follows: a complex operation leading to the exercise of adult social roles, in their concrete, functional aspects, with respect to the spheres of personal, social and school life, and with respect to work.</p> <p>This operation is complex for the following reasons:</p> <ul style="list-style-type: none"> – it acts on an interactive system, an "ecosystem" that includes: <ul style="list-style-type: none"> • adults who have learning and adjustment difficulties, • their own respective environments where their social roles are exercised; – it is part of the continuum of life; – it has to take into account multiple dimensions related to the adults and their own environments; – it involves varied, numerous, multidimensional individual capacities in the exercise of their social roles. <p>The transfer of learning to the adult's own environments consists of the application of learning in everyday situations in order to integrate socially. Use of the skills acquired and developed should always be required.</p> <p>According to the results of various action research projects in the school boards, if there is no transfer of learning possible, social integration education is useless.</p> <p>The adults personally make the transfer of learning to their own respective environments.</p> <p>The role of the school board is to prepare the adults for the transfer of learning by providing them with the required education.</p>	

Basic Information	Additional Information	References
<p>2.2 To provide appropriate guidance and support for the adults in their social integration learning process through contributions by partners.</p> <p>Because of their difficulties, the adults need assistance from outside the school system so that the basic skills acquired during the education can be integrated into their daily lives in a lasting manner.</p> <p>The outside partners supplement the teaching activities of the program through their actions in guiding and supporting the adults during their learning. In this way they facilitate the adults' education process and the transfer of learning to their own environments.</p>	<p>Cooperation and the sharing of responsibilities with the outside partners are established by the adult and the school board.</p> <p>The outside partners are qualified, available persons who are important for the adults, and committed to guiding and supporting the adults in their learning process in the SIS program.</p> <p>An outside partner can be, for example, one or more of the following:</p> <ul style="list-style-type: none"> – an official in a community organization; – a professional in the health and social services network; – a volunteer or a friend; – a natural or foster parent; – a member of the family. <p>Within practical limits, therefore, it is possible to use more than one person as an outside partner concurrently or successively.</p> <p>The role of the outside partners is to assist the adults in choosing their objectives, going through the education process and transferring learning to daily life.</p> <p>Their own respective environments are the living environments in which the adults exercise their social roles: family and community environments, and those related to work and educational activities.</p>	<p>See examples of mechanisms of cooperation and the sharing of responsibilities with outside partners in point 3.2 of: <i>Social Integration Services, Organization Guide</i>, MEQ, DFGA, June 1997.</p>

3 The Characteristics of Adults Registered in the Social Integration Services Program

3.1 Continuing serious difficulties in learning and social adjustment

3.2 Suitability for teaching/learning and an approach favouring group work

3.3 Learning needs in the realm of everyday living and the autonomous functional ability to fulfill their social roles

3.4 Commitment to becoming socially integrated

3.5 Appropriate guidance and support in their learning process by partners with connections to the adults' respective environments

Basic Information	Additional Information	References
<p>3.1 Continuing serious difficulties in learning and social adjustment</p> <p>Difficulties in learning and social adjustment experienced by adults result from disabilities caused by impairments or psychosocial limitations. These difficulties cause marked social disadvantages, or handicaps, for the adults.</p> <p>The SIS program is not targeted at adults because of impairments or psychosocial limitations affecting them, but because of the difficulties and social disadvantages experienced by those adults.</p> <div data-bbox="172 852 978 1323" style="border: 1px solid black; padding: 5px;"> <p>The adults who register in the Social Integration Services program experience continuing serious difficulties in learning and social adjustment:</p> <ul style="list-style-type: none"> - causing social disadvantages that limit them in pursuing their studies and fulfilling their social roles; - giving them an achievement record unsuited for other instructional services with the exception of orientation services; - necessitating guidance and support by partners in their own environment. </div>	<div data-bbox="1024 521 1964 760" style="text-align: center;"> <pre> graph LR A[Impairment or psychosocial limitation] --> B[Disability] B --> C[Difficulty] C --> D[Social disadvantage Handicap] style C stroke-width:4px </pre> </div> <p>An impairment* is a loss, a malformation or an abnormality in an organ, a structure or a mental, psychological, physiological or anatomical function. It is the result of an objective, observable and measurable pathological state, and can be subject to diagnosis.</p> <p>A psychosocial limitation constitutes a loss, an abnormality or a disruption that produces an imbalance between the adults and their communities. It is the result of personal and social disadvantages that disrupt the ability of the adults to learn and to adjust socially.</p> <p>Examples of impairments:</p> <ul style="list-style-type: none"> - intellectual impairment; - physical impairment; - sensory impairments; - psychological or emotional impairments. 	<p>* Definitions adapted from the publication <i>On Equal Terms: The Social Integration of Handicapped Persons, a Challenge for Everyone</i>, Office des personnes handicapées du Québec, Direction générale des publications du ministère des Communications, Québec, 1984.</p>

Basic Information	Additional Information	References
<p>The SIS program, used to compensate for difficulties caused by disabilities resulting from impairments or psychosocial limitations, contributes to eliminating or alleviating the social disadvantage, i.e., the handicap experienced by the adult.</p>	<p>Examples of psychosocial limitations:</p> <ul style="list-style-type: none"> – severe learning problems; – social maladjustment. <p>A disability is a congenital or acquired defect in the ability to carry out a cognitive, psychomotor or emotional activity.</p> <p>A learning and social adjustment difficulty created by a disability is an obstacle to the performance of a learning or social adjustment task. It makes the task or part of the task difficult and even impossible to carry out under conditions and limitations that are considered normal.</p> <p>A social disadvantage* is a handicap that limits or prevents the fulfillment of social roles. The handicap can vary from one person to another according to age, sex and sociocultural factors.</p> <p>An adult social role is characterized by functions and tasks carried out by adult individuals, responsible for themselves, in accordance with the expectations of the society.</p> <p>Examples of adult social roles:</p> <ul style="list-style-type: none"> – father or mother; – brother or sister; – son or daughter of an elderly parent; – spouse; – consumer; – householder; – user of individual and community recreational facilities; – citizens; – friend; – member of an association; – member of a religious group; – user of community resources; – worker; – colleague; – team member; – student. 	<p>* Definitions adapted from the publication <i>On Equal Terms: The Social Integration of Handicapped Persons, a Challenge for Everyone</i>, Office des personnes handicapées du Québec, Direction générale des publications du ministère des Communications, Québec, 1984.</p>

4 The Guiding Principles of the Social Integration Services Program

4.1 A situation involving interaction between the adults, their own respective environments, their spheres of life and the exercise of their social roles

4.2 The setting up of a process for solving concrete, immediate problems using reality-based learning

4.3 Respect for the adults' characteristics and styles and those of their environments

4.4 The acquisition and development of varied, numerous, multidimensional individual capacities for social integration by the adults

4.5 An approach that enables adults to learn to learn, to learn to integrate, and to use their learning

4.6 Reliance on support provided by partners with connections to the adults' respective environments

Basic Information	Additional Information	References
4.1 A situation involving interaction between the adults, their own respective environments, their spheres of life and the exercise of their social roles	The SIS program is based on the synergy between adults, their own respective environments, their spheres of life and the exercise of their social roles. Through this, the program contains its own capacity for regeneration, which makes it possible to adapt the program to the development of the adults.	
4.2 The setting up of a process for solving concrete, immediate problems using reality-based learning	The orientation of the SIS program is preparation for everyday life. Practical and utilitarian, it focuses directly on concrete and immediate problems that need to be solved in the course of life.	
4.3 Respect for the adults' characteristics and styles and those of their environments	In the SIS program, the proposed content and process are adaptable to the characteristics and style of the adults, and the characteristics of their own respective environments.	
4.4 The acquisition and development of varied, numerous, multidimensional individual capacities for social integration by the adults	Because all adults are individuals, their capacities for social integration are specific according to their tastes, interests, aptitudes, objectives, emotions, feelings and interactions with their own respective environments.	
4.5 An approach that enables adults to learn to learn, to learn to integrate, and to use their learning	The SIS program permits the development of the intellectual autonomy of the adult through the reinvestment of all learning events in education and in life. Errors are considered a normal part of learning.	
4.6 Reliance on support provided by partners with connections to the adults' respective environments	To do this, the cooperation and the sharing of responsibilities with outside partners is required in order to provide appropriate guidance and support to the adults in the course of their education.	See section 2 entitled "The Aims of the Social Integration Services Program."

5 The Presentation of the Social Integration Services Program

5.1 The overall objective	
5.2 The structure	<p>5.2.1 The spheres of life</p> <p>5.2.2 The fields of skills:</p> <ul style="list-style-type: none">– fields of generic skills– fields of specific skills <p>5.2.3 The learning menu:</p> <ul style="list-style-type: none">– part A: minimal autonomy– part B: functional autonomy <p>5.2.4 The objectives the students must work on for a given period</p>
5.3 The general objectives of the fields of skills	Table 1
5.4 The learning themes dealt with in the fields of skills	Table 2
5.5 The relations among the spheres of life, the social roles and the fields of skills	Table 3

Basic Information	Additional Information	References
<p>5.2.2 The fields of skills</p> <p>A field of skills represents a set of skills needed for the purposes of learning in a given area of action.</p> <p>There are two types of fields of skills:</p> <ul style="list-style-type: none"> – fields of generic skills, which include: <ul style="list-style-type: none"> • problem-solving skills; • preparation for the transfer of learning;* • communication skills; • personal and social skills; • Instrumental mathematical skills; • psychomotor skills; – fields of specific skills, which include: <ul style="list-style-type: none"> • management of daily life; • domestic skills; • family skills; • work skills; • sexuality; • diet and personal care; • use of community resources. <p>* Field 2 of generic skills, preparation for the transfer of learning, is a necessary part and culmination of all fields of skills used by the adults.</p>	<p>Generic skill: basic skill used in broad areas of action from which other actions can result.</p> <p>Specific skill: secondary skill used in limited, finite areas of action.</p>	

Basic Information	Additional Information	References
<p>5.2.3 The Learning Menu</p> <p>The learning menu of the program is made up of the list of general objectives and the list of terminal objectives, divided into sections for each of the fields of skills to be mastered, according to the modes of social integration:</p> <ul style="list-style-type: none"> – part A: minimal autonomy includes the list of terminal objectives that permit learning that leads to minimal or survival autonomy; – part B: functional autonomy encompasses the list of terminal objectives that permit learning that leads to functional autonomy. <p>The learning menu also includes for each of the terminal objectives skills indicators and suggestions for activities.</p>	<p>General objective: objective providing the orientation and the basis for the grouping of the terminal objectives from a field of skill.</p> <p>Terminal objective: objective used to describe a skill to be acquired and used as a target for learning.</p> <p>The grouping of terminal objectives into two parts makes it possible to take into account the social integration methods of individuals, but it does not make it possible to characterize individuals.</p> <p>Mode of social integration: way in which the adult integrates socially and according to which the terminal objectives are divided into two parts for each of the fields of skills in the program.</p> <p>Minimal autonomy: autonomy resulting from the use of simple skills in the exercise of activities related to personal survival.</p> <p>Functional autonomy: autonomy resulting from the mastering of complex skills in order to exercise social roles.</p> <p>Skills indicator: statement, for each terminal objective, of observable behaviours that can be used as reference points to verify the attainment of the terminal objective.</p> <p>Suggestion for activities: information or suggestion that makes possible the effective use of the terminal objectives.</p>	

Basic Information	Additional Information	References
<p>5.2.4 The objectives the students must work on for a given period</p> <p>The teacher, with the adult, selects from the learning menu the terminal objectives to be worked on during a given period, taking into account the possibilities and means for transfer of learning and the contribution of outside partners.</p> <p>This list of objectives helps to guide the planning of teaching/learning activities during a given period.</p> <p>5.3 The general objectives of the fields of skills</p> <p>5.4 The learning themes dealt with in the fields of skills</p> <p>This is a list of the learning themes for each field in the program.</p> <p>5.5 The relations among the spheres of life, the social roles and the fields of skills</p>	<p>The student's list of objectives is the appropriate tool for customized education. It makes it possible to take into account, as required, the situation of the adults, their social integration projects, their social and occupational integration plans, the evolution of their educational needs and the contribution of outside partners.</p> <p>We suggest a period of one school term, in order that the students can be followed closely.</p> <p>Although this list is as complete as possible, other themes that do not appear here could also be used, as long as the overall objective and the general objectives of program are respected.</p> <p>In the sphere of life related to work, the role of <i>worker</i> concerns work in general as a human activity, and not the working world and the labour market.</p>	<p>See table 1.</p> <p>See table 2.</p> <p>See table 3.</p>

Table 1

The General Objectives of the Fields of Skills

<p>FIELDS OF GENERIC SKILLS</p>	<ol style="list-style-type: none"> 1. Problem-solving skills (parts A and B): 2. Preparation for the transfer of learning (parts A and B): 3. Communication skills (parts A and B): 4. Personal and social skills (parts A and B): 5. Instrumental mathematical skills (parts A and B): 6. Psychomotor skills (parts A and B): 	<p>To acquire the ability to use problem-solving strategies.</p> <p>To acquire the ability to transfer their learning to their own environments.</p> <p>To acquire communication skills that enable them to interact socially.</p> <p>To acquire personal and social skills that allow them to interact socially.</p> <p>To acquire the ability to use mathematical instruments.</p> <p>To acquire psychomotor skills.</p>
<p>SPECIFIC FIELDS OF SKILLS</p>	<ol style="list-style-type: none"> 7. Management of daily life (parts A and B): 8. Domestic skills (parts A and B): 9. Family skills (parts A and B): 10. Work skills (parts A and B): 11. Sexuality (parts A and B): 12. Diet and personal care (parts A and B): 13. Use of community resources (parts A and B): 	<p>To acquire the ability to organize their daily life.</p> <p>To acquire the ability to keep their clothes and living quarters clean and neat.</p> <p>To acquire skills that foster family relationships.</p> <p>To acquire skills related to manual work.</p> <p>To acquire the ability to take responsibility for their sexuality.</p> <p>To acquire the ability to take care of their health, personal hygiene, and diet.</p> <p>To acquire the ability to use the resources of the community.</p>

Table 2

The Learning Themes Dealt with in the Fields of Skills

FIELDS OF GENERIC SKILLS		SPECIFIC FIELDS OF SKILLS	
<p>1. Problem-solving skills:</p> <ul style="list-style-type: none"> - metacognitive strategies promoting awareness - metacognitive management strategies - motivation strategies - general cognitive strategies for processing information - cognitive strategies specific to problem solving - socioaffective strategies - transfer strategies - cognitive distortions <p>2. Preparation for the transfer of learning:</p> <ul style="list-style-type: none"> - before application - supervised application - autonomous application <p>3. Communication skills:</p> <ul style="list-style-type: none"> - oral communication: <ul style="list-style-type: none"> • oral comprehension • oral expression - written communication: <ul style="list-style-type: none"> • written comprehension • written expression - non-verbal languages - communication using a microcomputer <p>4. Personal and social skills:</p> <ul style="list-style-type: none"> - knowledge and self-assertion - self-esteem - interpersonal relations - lifestyle - adaptation to change - personal presentation 	<ul style="list-style-type: none"> - prevention of disrespect, exploitation and abuse - social behaviours <p>5. Instrumental mathematical skills:</p> <ul style="list-style-type: none"> - use of numbers in non-numeric contexts - numeration, operations and the use of money - processing of collections of objects numbering fewer than 25 - processing of collections of objects numbering fewer than 100 - logical/mathematical reasoning - measurement - geometrical shapes <p>6. Psychomotor skills:</p> <ul style="list-style-type: none"> - temporal orientation - kinesthetic discrimination: <ul style="list-style-type: none"> • body awareness • laterality • body-surrounding objects spatial relation - sensory discrimination - spatial orientation: <ul style="list-style-type: none"> • moving about outside - gross motor skills - fine motor skills - combination of gross and fine motor skills 	<p>7. Management of daily life:</p> <ul style="list-style-type: none"> - organization of activities for a day and for a week - budget and bills - banking operations - consumerism and shopping - leisure activities - getting around safely <p>8. Domestic skills:</p> <ul style="list-style-type: none"> - safety rules - kitchen appliances and equipment - housekeeping - maintenance of living quarters - maintenance of clothing - communication devices <p>9. Family skills:</p> <ul style="list-style-type: none"> - self-knowledge and self-esteem - interpersonal relations - functioning of the family - family communication - assistance in solving family problems - relations with the outside <p>10. Work skills:</p> <ul style="list-style-type: none"> - performance of work - work schedule - attainments and choice of a work activity - psychosocial behaviours and work habits - responsibilities and rights of a worker - assistance resources 	<p>11. Sexuality:</p> <ul style="list-style-type: none"> - physiology - menstruation - protection and contraception - sexual activity - sexual orientation - emotional dimension - personal responsibility - myths, prejudices and stereotypes - exploitation, violence and abuse - assistance resources <p>12. Diet and personal care:</p> <ul style="list-style-type: none"> - health and health care - consumption of medication - hygiene - dress - care of glasses and contact lenses - diet <p>13. Use of community resources:</p> <ul style="list-style-type: none"> - problems of daily life and resources of the community - emergency situations - use of public transportation - participation and volunteer work - prevention of exploitation and abuse - public figures - elections - use of the road system

Table 3

The Links Between the Spheres of Life, Social Roles and the Fields of Skills

SPHERES OF LIFE		PERSONAL LIFE	SOCIAL LIFE	WORK-RELATED LIFE	SCHOOL LIFE
FIELDS OF SKILLS	SOCIAL ROLES	father or mother, brother or sister, son or daughter of an elderly parent, spouse, consumer, householder, user of individual recreational facilities	citizen, friend, member of an association, member of a religious group, user of community recreational facilities, consumer, user of community resources	worker colleague team member	student colleague team member
	Generic skills				
	1. Problem-solving skills	all roles	all roles	all roles	all roles
	2. Preparation for the transfer of learning	all roles	all roles	all roles	all roles
	3. Communication skills	all roles	all roles	all roles	all roles
	4. Personal and social skills	all roles	all roles	all roles	all roles
	5. Instrumental mathematical skills	consumer, householder, user of individual recreational facilities	citizen, user of community recreational facilities, consumer, user of community resources	worker	student
	6. Psychomotor skills	all roles	all roles	all roles	all roles
	Specific skills				
	7. Management of daily life	consumer, householder, user of individual recreational facilities	consumer, member of an association, member of a religious group, user of community recreational facilities user of community resources	worker	student
	8. Domestic skills	householder	consumer, user of community resources	worker	student
	9. Family skills	father or mother, brother or sister, son or daughter of an elderly parent, spouse	user of community resources	no role	no role
	10. Work skills	householder	user of community resources, friend, member of an association, member of a religious group	worker	no role
	11. Sexuality	father or mother, spouse	user of community resources, friend	colleague	colleague
	12. Diet and personal care	father or mother, consumer, householder	friend, consumer, user of community resources	worker, colleague	colleague
	13. Use of community resources	all roles	all roles	all roles	all roles

6 The Preparation of the Adult for the Transfer of Learning

6.1 The choice of learning objectives

6.2 The use of a variety of environments for learning

6.3 The use of field 2 of generic skills: Preparation for the transfer of learning

Basic Information	Additional Information	References
<p>6.1 The choice of learning objectives</p> <p>The preparation of the adult for the transfer of learning is based first of all on the appropriateness of the choice of terminal objectives from the list of objectives the students must work on for a given period in relation to the possibilities and the means for transfer.</p> <p>6.2 The use of a variety of environments for learning</p> <p>The use of a variety of environments for learning makes it possible to remedy problems experienced by the adults. Learning can take place in their usual educational environment, but also in their own respective environments, when the acquisition of a skill requires it.</p> <p>6.3 The use of field 2 of generic skills: Preparation for the transfer of learning</p> <p>Field 2 of generic skills is used to consolidate the preparation of the adult for transfer of learning. This field must accompany and supplement the other fields of skills used by the adult.</p>	<p>See point 5.2.4.</p> <p>Preparation of the adults for the transfer of learning requires the contribution of outside partners who support and accompany the adult in an appropriate manner over the course of their social integration education.</p> <p>It should be noted that field 2 of generic skills presents learning objectives to be attained by the adult and not operations to be carried out by the adult or the teaching staff. This field is closely related to field 1 of generic skills: problem-solving skills.</p>	<p>See examples of mechanisms of cooperation and the sharing of responsibilities with outside partners in point 3.2 of: <i>Social Integration services, Organization Guide</i>, MEQ, DFGA, June 1997.</p>

7 The Fields of Skills

7.1 Problem-solving skills

7.2 Preparation for the transfer of learning

7.3 Communication skills

7.4 Personal and social skills

7.5 Instrumental mathematical skills

7.6 Psychomotor skills

7.7 Management of daily life

7.8 Domestic skills

7.9 Family skills

7.10 Work skills

7.11 Sexuality

7.12 Diet and personal care

7.13 Use of community resources

7.1

Problem-solving Skills

Specific Notes

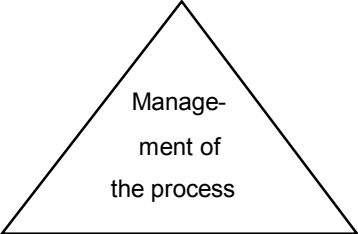
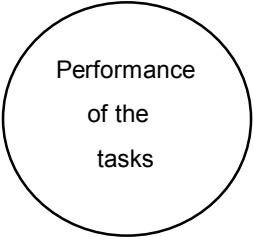
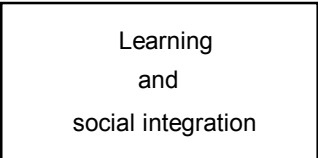
Field 1: Problem-solving skills constitutes a new, generic field of skills in the SIS program. In order to give the teacher the requisite tools to attain the terminal objectives for this field, it is necessary to specify the conditions for use.

1. These terminal objectives are used exclusively in the context of solving **real, concrete problems related to the daily life of the adult.**
2. They are selected in accordance with the intellectual functioning of the adult so that the adult is respected.
3. They are also implemented throughout SIS education, accompanying other terminal objectives. It is a matter of teaching the adult to solve a problem while acquiring the knowledge and skills related to specific aspects of the situation.
4. They are demonstrated and explained by the teacher, who highlights the links between the task to be carried out, the strategies to be favoured, the expected results and the effectiveness to be obtained.
5. They are used in a way that permits adults to manage the problem-solving process, by understanding the utility of the strategies learned and how to use them.

To this end, the teacher shows the adults how to use language addressed to oneself, that is, talk to themselves in order to act consciously and deliberately in the management of the problem-solving process. This is done to reinforce desirable behaviours and eliminate harmful ones.

Language addressed to oneself favours the expression and control of thought.

Table 4
Problem Solving

PROCESS	STRATEGIES
 <p>Management of the process</p>	<p>Metacognitive strategies</p> <ul style="list-style-type: none"> – Strategies that foster awareness of the factors influencing the problem situation and the problem-solving process – Specific strategies for managing the process and carrying out problem-solving tasks
 <p>Performance of the tasks</p>	<p>Motivation strategies</p> <p>Cognitive strategies</p> <ul style="list-style-type: none"> – General strategies for processing information – Specific strategies for problem solving <p>Socioaffective strategies</p>
 <p>Learning and social integration</p>	<p>Transfer strategies</p>

Definition of Terms Used

Attention

Discrimination among all the elements of information received by sensorial memory of what is relevant, important.

The orientation of mental resources towards a single message by eliminating the irrelevant information.

Concentration

Sustained attention for a certain period of time on an object, a goal, a task to be carried out.

Cognitive distortions

Aberrations in the processing of information caused by the use by the adult of inappropriate reasoning. These can interfere with the use of metacognitive, cognitive and socioaffective strategies.

Cognitive strategies

Intellectual strategies including:

- general strategies for processing information to:
 - appropriate new knowledge;
 - organize it;
 - relate it to and integrate it with previous knowledge;
 - memorize it;
 - remember it;
 - use it functionally.
- specific problem-solving strategies, chosen and used to carry out problem-solving tasks.

Long-term memory

A large reservoir of knowledge without limit as to quantity and duration. It resembles, by analogy, a public library: the items of information are classified, filed, grouped into categories. The more the information is organized, the easier it is to recover and use it. Long-term memory contains two types of memory: semantic memory, which includes general knowledge, and episodic memory related to personal history.

Metacognitive strategies

Strategies chosen and used to manage the problem-solving process, including:

- strategies that foster awareness of the factors that influence the problem situation and the problem-solving process: motivational, cognitive, socioaffective, personal factors;
- specific management strategies involving planning, organization, supervision, control and evaluation of the process and strategies used to carry out problem-solving tasks.

Motivation

All the internal and external forces that induce the adult to engage in solving a problem, to participate in it, to take the measures necessary to solve it, and to persist in search for a solution.

Motivation strategies

Strategies chosen and used to create and maintain the motivation to solve a problem in order to learn and integrate socially.

Each category of strategies includes the use of support resources to compensate for existing difficulties so as to facilitate the solving of problems in order to learn and integrate socially.

Perception

Personal and unique way of interpreting the items of information coming from the sensory receptors.

Problem-solving strategies

Strategies that correspond to the behaviours, techniques and means used by an adult to solve a problem in order to learn and integrate socially.

This includes strategies:

- to manage the problem-solving process, that is, metacognitive strategies;
- to carry out the problem-solving tasks, that is, motivation, cognitive, socioaffective and transfer strategies.

Short-term memory

Working memory that receives information from the environment and from long-term memory. It can simultaneously retain only seven items of information (give or take two items) for a period of 10 to 30 seconds. It can easily be disturbed by distracting elements.

Support resources

Material and human resources used to neutralize or remedy a difficulty in the solving of a problem. The resources are adapted both to the functional characteristics of the adults and to those of their environments. They promote interaction between the adults and their environments.

Transfer strategies

Strategies chosen and used so that the adult transposes the learning to daily situations in order to integrate socially.

Socioaffective strategies

Strategies chosen and used to act on the socioaffective components that influence problem solving: stress, anxiety, sociability.

FIELD OF GENERIC SKILLS
FIELD 1: PROBLEM-SOLVING SKILLS

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		Spheres of life: all
		Social roles: all
THEMES: <ul style="list-style-type: none"> – Metacognitive strategies promoting awareness – Metacognitive management strategies – Motivation strategies – General cognitive strategies for processing information 		<ul style="list-style-type: none"> – Cognitive strategies specific to problem solving – Socioaffective strategies – Transfer strategies – Cognitive distortions
Part A: Minimal autonomy		Part B: Functional autonomy
THEME: Metacognitive strategies promoting awareness		THEME: Metacognitive strategies promoting awareness
1.A.1 To take note of their capacities for attention and concentration.		1.B.1 To become aware of their usual learning process in order to improve it.
1.A.2 To take note of their capacities for perception.		1.B.2 To become aware of factors influencing their own problem-solving processes in order to learn and integrate socially.
1.A.3 To take note of their capacities for memorization.		1.B.3 To explain the influence of the factors in question on their own problem-solving process in order to learn and integrate socially.
1.A.4 To take note of the personal socioaffective factors influencing problem solving in order to learn and integrate socially.		
1.A.5 To make use of support resources that foster awareness of factors influencing the process of solving a simple problem.		
THEME: Metacognitive management strategies		THEME: Metacognitive management strategies
1.A.6 To compare the effectiveness of two simple cognitive strategies for carrying out a concrete problem-solving task.		1.B.4 To choose strategies for solving a problem.
1.A.7 To choose a simple cognitive strategy for carrying out a concrete problem-solving task.		1.B.5 To plan the sequence of strategies chosen to solve a problem.
1.A.8 To master the implementation of simple cognitive strategies for problem solving.		1.B.6 To organize concretely the process and performance of problem-solving tasks.

Part A: Minimal autonomy	Part B: Functional autonomy
<p>1.A.9 To make use of support resources for help in the choice and use of strategies to solve a simple problem.</p>	<p>1.B.7 To master the process and the performance of problem-solving tasks.</p> <p>1.B.8 To evaluate the effectiveness and efficiency of the strategies they use in the process and the performance of tasks.</p> <p>1.B.9 To adapt the process and the performance of problem-solving tasks according to the results of their evaluations.</p> <p>1.B.10 To make use of support resources for the use of metacognitive strategies.</p>
<p>THEME: Motivation strategies</p>	<p>THEME: Motivation strategies</p>
<p>1.A.10 To recognize the concrete utility of the task to be done.</p> <p>1.A.11 To state their personal goals with respect to the simple, concrete task requested.</p> <p>1.A.12 To recognize their knowledge and abilities in relation to the task to be done.</p> <p>1.A.13 To recognize progress following the performance of the task.</p>	<p>1.B.11 To explain the role of motivation in learning and problem solving.</p> <p>1.B.12 To interpret the utility of the task to be done in relation to their social integration plans and the functional exercise of their social roles.</p> <p>1.B.13 To illustrate the benefits of learning in the different spheres of their lives in relation to the functional exercise of their social roles.</p> <p>1.B.14 To explain their personal goals in relation to a task.</p> <p>1.B.15 To grasp realistically the requirements of the requested task in relation to their abilities.</p> <p>1.B.16 To evaluate their progress.</p> <p>1.B.17 To attribute their progress and successes to the appropriate factors.</p> <p>1.B.18 To use mistakes as a stage in the process or a result that makes it possible to direct problem solving and learning.</p> <p>1.B.19 To explain their interests, tastes and needs in relation to the requested task.</p> <p>1.B.20 To establish the efforts to be made to complete the task successfully.</p> <p>1.B.21 To provide the efforts required to complete the task.</p>

Part A: Minimal autonomy	Part B: Functional autonomy
<p>THEME: General cognitive strategies for processing information</p> <p>1.A.14 To direct their attention.</p> <p>1.A.15 To maintain their concentration during the performance of a concrete task for five minutes.</p> <p>1.A.16 To gather concrete information through their senses.</p> <p>1.A.17 To understand an instruction including two or three items of information.</p> <p>1.A.18 To relate new information to what is known.</p> <p>1.A.19 To structure logically two or three items of information.</p> <p>1.A.20 To give to a new item of information a meaning related to their needs, emotions, interests, etc.</p> <p>1.A.21 To use methods to remember a very simple procedure related to a concrete task.</p> <p>1.A.22 To use methods to remember the conditions for using a very simple procedure.</p> <p>1.A.23 To remember significant facts and events related to situations characteristic of minimal or survival autonomy.</p> <p>1.A.24 To remember an item of information or a simple procedure using a verbal clue, an image or a learning context.</p> <p>1.A.25 To make use of support resources to compensate for certain intellectual difficulties in the implementation of simple information processing strategies.</p>	<p>THEME: General cognitive strategies for processing information</p> <p>1.B.22 To maintain their concentration for fifteen to twenty minutes while performing a task.</p> <p>1.B.23 To perceive information using observation strategies.</p> <p>1.B.24 To use strategies to relate new information to what is known.</p> <p>1.B.25 To use information organization strategies.</p> <p>1.B.26 To understand the new information.</p> <p>1.B.27 To use short-term memory while processing information.</p> <p>1.B.28 To use strategies to remember a procedure including sequences related to a task.</p> <p>1.B.29 To use strategies to remember the conditions for applying a procedure related to a task.</p> <p>1.B.30 To use strategies to remember knowledge.</p> <p>1.B.31 To remember significant facts and events related to the exercise of their social roles.</p> <p>1.B.32 To remember a procedure and its conditions for use according to a task.</p> <p>1.B.33 To use support resources to make up for intellectual difficulties in the implementation of complex information processing strategies.</p>
<p>THEME: Cognitive strategies specific to problem solving</p> <p>1.A.26 To recognize the elements of a simple, concrete, well-defined problem to be solved.</p> <p>1.A.27 To give the solution to a problem.</p> <p>1.A.28 To apply the chosen solution.</p> <p>1.A.29 To recognize the effectiveness of the applied solution.</p>	<p>THEME: Cognitive strategies specific to problem solving</p> <p>1.B.34 To identify the characteristics of a problem to be solved.</p> <p>1.B.35 To describe a problem to be solved on the basis of its components.</p> <p>1.B.36 To establish the difference between the current situation and the desired situation.</p> <p>1.B.37 To use techniques to develop hypotheses for a solution that are likely to reduce the difference between the current situation and the desired situation.</p>

Part A: Minimal autonomy	Part B: Functional autonomy
1.A.30 To make use of support resources in the execution of simple, concrete, well-defined problem-solving tasks.	1.B.38 To choose a solution among the hypotheses using various criteria. 1.B.39 To apply the chosen solution. 1.B.40 To evaluate the results of the application of the solution on the basis of various criteria. 1.B.41 To make use of support resources in the execution of complex problem-solving tasks.
THEME: Socioaffective strategies	THEME: Socioaffective strategies
1.A.31 To ask for help in case of difficulty solving a problem in order to learn and integrate socially. 1.A.32 To recognize their reactions in relation to the stress created while solving a simple problem. 1.A.33 To use a simple method to deal with a symptom of stress arising during problem solving and learning. 1.A.34 To use a simple method to deal with their impulsiveness. 1.A.35 To use a simple method to deal with their passivity.	1.B.42 To use the group as a support to learning and problem solving. 1.B.43 To interpret their personal reactions in relation to stress during problem solving. 1.B.44 To use strategies for the prevention of learning-related stress that influences problem solving. 1.B.45 To use strategies to deal with the stress arising during problem solving. 1.B.46 To use strategies to eliminate negative thoughts that hinder problem solving. 1.B.47 To use strategies to control their impulsiveness. 1.B.48 To use strategies to control their passivity.
THEME: Transfer strategies	THEME: Transfer strategies
1.A.36 To compare similar simple problems presented in related contexts. 1.A.37 To recognize the conditions for using a procedure. 1.A.38 To use, in related contexts, what has been learned. 1.A.39 To compare the use of what has been learned in an educational setting with use in their own environments. 1.A.40 To apply in their own environments what has been learned in the educational setting.	1.B.49 To compare problems related to different contexts. 1.B.50 To deduce a rule for using previous learning in different contexts. 1.B.51 To give examples of using previous learning in their own environments. 1.B.52 To establish the conditions for the functional use of learning in their own environments. 1.B.53 To apply previous learning in daily situations related to the exercise of social roles.

Part A: Minimal autonomy	Part B: Functional autonomy
<p>1.A.41 To make use of support resources to facilitate minimal autonomy in the practice of learning in their own environments.</p>	<p>1.B.54 To make use of use support resources to facilitate the autonomous practice of complex learning for functional integration into their own environments.</p> <p>THEME: Cognitive distortions</p> <p>1.B.55 To use metacognitive and cognitive strategies aimed at alleviating and eliminating cognitive distortions.</p>

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Metacognitive strategies promoting awareness	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
1.A.1	To take note of their capacities for attention and concentration.	– Describing, in their own words or using gestures, their performances in activities requiring attention and concentration.	– Expressions: "it works," "it doesn't work," "I'm having trouble." – Learning contexts: concentration games, explanations, tasks, etc.
1.A.2	To take note of their capacities for perception.	– Describing, in their own words or using gestures, their performances in activities of visual, auditory and kinesthetic perception.	– Expressions: see terminal objective 1.A.1. – Learning contexts: perception games, explanations, tasks.
1.A.3	To take note of their capacities for memorization.	– Describing, in their own words or using gestures, their performance in activities requiring the use of short-term memory or the recall of information in long-term memory.	– Memory games. – Exchanges of ideas on the methods used.
1.A.4	To take note of the personal socioaffective factors influencing problem solving in order to learn and integrate socially.	– Indicating, among the different statements made by the teacher, those related to the personal socioaffective factors that influence learning.	– Socioaffective factors: stress, anxiety, fear of ridicule, fear of others, state of well-being, relaxation, feeling of failure, self-esteem, etc.
1.A.5	To make use of support resources that foster awareness of factors influencing the process of solving a simple problem.	– Using means of support to promote awareness of factors influencing the process of solving a simple problem.	– Material resources: <ul style="list-style-type: none"> • sequences of images; • sound recordings; • notebook on the factors influencing the method of solving a problem, etc. – Human resources: <ul style="list-style-type: none"> • the assistance of a resource person.

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Metacognitive management strategies	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
1.A.6	To compare the effectiveness of two simple cognitive strategies for carrying out a concrete problem-solving task.	– Naming, following learning contexts, the simple cognitive strategy that works the best.	– Simple cognitive strategies: see terminal objectives 1.A.14 to 1.A.25.
1.A.7	To choose a simple cognitive strategy for carrying out a concrete problem-solving task.	– Selecting a simple cognitive strategy among those proposed by the teacher.	– Say what succeeds, what is easy, difficult, etc.
1.A.8	To master the implementation of simple cognitive strategies for problem solving.	– Performing a task requiring the implementation of simple cognitive strategies in an autonomous, satisfying, quick, calm manner.	– To be observed: the ability to act consciously and deliberately in problem solving and in the performance of the task.
1.A.9	To make use of support resources for help in the choice and use of strategies to solve a simple problem.	– Using support resources to facilitate the choice and use of strategies to solve a simple problem.	– Natural resources: <ul style="list-style-type: none"> • instructions, images; • "management" notebook; • sound recordings, etc. – Human resources: <ul style="list-style-type: none"> • the assistance of a resource person.

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Motivation strategies	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.A.10 To recognize the concrete utility of the task to be done.	<ul style="list-style-type: none"> - Expressing, in their own words, the concrete utility of the task to be done. - Pointing out images of daily activities related to the task to be done. 	<ul style="list-style-type: none"> - Expression of the utility of the task by gestures, images, drawings, etc. 	
1.A.11 To state their personal goals with respect to the simple, concrete task requested.	<ul style="list-style-type: none"> - Expressing, in their own words, their personal goals. - Pointing out images of daily activities illustrating their goals. 	<ul style="list-style-type: none"> - See terminal objective 1.A.10. 	
1.A.12 To recognize their knowledge and abilities in relation to the task to be done.	<ul style="list-style-type: none"> - Answering questions from the teacher when the knowledge and abilities listed are possessed. 	<ul style="list-style-type: none"> - Expression of this knowledge after the learning contexts. 	
1.A.13 To recognize progress following the performance of the task.	<ul style="list-style-type: none"> - Expressing, in their own words, the progress made. - Demonstrating, through appropriate gestures, their awareness of having made progress and having succeeded. 	<ul style="list-style-type: none"> - Means of support: log book, various illustrations at each of the stages, etc. - Gestures of joy, victory, etc. 	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: General cognitive strategies for processing information	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.A.14 To direct their attention.	<ul style="list-style-type: none"> - Demonstrating a state of listening. - Looking in the appropriate direction. 		
1.A.15 To maintain their concentration during the performance of a concrete task for five minutes.	<ul style="list-style-type: none"> - Applying themselves to the performance of a task for five minutes without becoming distracted or engaging in behaviours unrelated to the task. 	<ul style="list-style-type: none"> - Ability to disregard external stimuli: background noises. - Constant visual contact. 	
1.A.16 To gather concrete information through their senses.	<ul style="list-style-type: none"> - Expressing, in their own words, strategic elements perceived by their senses. - Indicating, among a series of statements, those that are related to the information to be perceived with their senses. 	<ul style="list-style-type: none"> - Sight, hearing, smell, touch, etc. - Sensory discrimination; see field 6: Psychomotor skills. 	
1.A.17 To understand an instruction including two or three items of information.	<ul style="list-style-type: none"> - Expressing, in their own words, the instruction and what it means. - React to the instruction appropriately. 		
1.A.18 To relate new information to what is known.	<ul style="list-style-type: none"> - Establishing a link between what is new and what is known. - Stating similarities and differences between what is new and what is known. 	<ul style="list-style-type: none"> - Links through learning contexts, using images. 	
1.A.19 To structure logically two or three items of information.	<ul style="list-style-type: none"> - Transposing the information according to a logical structure, verbally or using images. 	<ul style="list-style-type: none"> - Logical sequence. - Organization in time and space. - Inventory, classification. - Articulation of data: where, when, how, who, what, etc. - Previous mastery of spatio-temporal skills from field 6: Psychomotor skills. 	
1.A.20 To give to a new item of information a meaning related to their needs, emotions, interests, etc.	<ul style="list-style-type: none"> - Expressing their emotions, feelings, tastes and interests in relation to a new item of information and their needs. 	<ul style="list-style-type: none"> - Give a strong emotional value to the information to be memorized. 	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: General cognitive strategies for processing information (cont'd)	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
1.A.21	To use methods to remember a very simple procedure related to a concrete task.	– Performing a task according to a memorized procedure using various methods.	– Use a written or sound support resource or an image illustrating the sequence of actions. – Use mnemonics. – Use the procedure frequently in various contexts.
1.A.22	To use methods to remember the conditions for using a very simple procedure.	– Naming the conditions for use of a very simple memorized procedure using various methods.	– See terminal objective 1.A.37. – Specify where, when, how, why, in what context.
1.A.23	To remember significant facts and events related to situations characteristic of minimal or survival autonomy.	– Giving relevant information on request from the teacher. – Recounting events experienced.	– Episodic memory.
1.A.24	To remember an item of information or a simple procedure using a verbal clue, an image or a learning context.	– Performing a task requiring a simple procedure using a verbal clue, an image or a learning context.	– Give a verbal clue: "When there is such-and-such condition, I should [...]". – Use guided practice and autonomous practice.
1.A.25	To make use of support resources to compensate for certain intellectual difficulties in the implementation of simple information processing strategies.	– Using support resources in the form of images, sounds and written checklists, to process information by remedying certain intellectual difficulties in the use of simple strategies.	– Support resources: <ul style="list-style-type: none"> • illustrated, sound or written checklist • meaningful illustrations, • directions for use, etc.

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Cognitive strategies specific to problem solving	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
1.A.26	To recognize the elements of a simple, concrete, well-defined problem to be solved.	– Indicating, in a series of statements, those that are related to one of the four components of the problem.	– Specify the four components: goal of the problem-solving strategy, means, data, constraints. – See terminal objective 1.A.19.
1.A.27	To give the solution to a problem.	– Expressing, in their own words, a possible solution. – Pointing out, in a series of images, the one that represents a possible solution.	– See terminal objectives 1.A.18 and 1.A.19.
1.A.28	To apply the chosen solution.	– Performing a task using the chosen solution.	
1.A.29	To recognize the effectiveness of the applied solution.	– Saying, in their own words, if the solution applied succeeded or not. – Demonstrating, using appropriate gestures, awareness of having applied an effective or ineffective solution.	– See terminal objective 1.A.6.
1.A.30	To make use of support resources to carry out simple, concrete, well-defined problem-solving tasks.	– Using support resources to help in carrying out simple, concrete, well-defined problem-solving tasks.	– Material resources: • book of illustrations; • illustrated guide, etc.; – Human resources: • the assistance of a resource person.

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Socioaffective strategies	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.A.31 To ask for help in case of difficulty solving a problem in order to learn and integrate socially.	– Adopting a behaviour of asking for help: raise a hand, call a resource person, etc.	– See theme Knowledge and self-assertion in field 4: Personal and social skills.	
1.A.32 To recognize their reactions in relation to the stress created while solving a simple problem.	– Expressing, in their own words, what is felt.	– Anxiety, nausea, stomach ache, sweaty palms, etc.	
1.A.33 To use a simple method to deal with a symptom of stress arising during problem solving and learning.	– Carrying out a simple action to neutralize a symptom of stress arising during problem solving and learning.	– Relaxation, breathing technique. – Request for help. – Playing down concerns. – Humour.	
1.A.34 To use a simple method to deal with their impulsiveness.	– Carrying out a simple action to neutralize a manifestation of their impulsiveness.	– See terminal objective 1.A.33. – Work on attention and concentration: see terminal objectives 1.A.14 and 1.A.15. – Implement problem-solving strategies: see terminal objectives 1.A.27 to 1.A.29.	
1.A.35 To use a simple method to deal with their passivity.	– Carrying out a simple action to increase their level of participation.	– See terminal objective 1.A.34. – Make adjustments to medication. – Adopt healthy eating habits. – See themes Knowledge and self-assertion and Lifestyle in field 4: Personal and social skills.	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Transfer strategies	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.A.36 To compare simple similar problems presented in related contexts.	– Expressing, in their own words, the similarities and differences between the problems and the related contexts.	– Examples: time, the calendar, numbers, etc.	
1.A.37 To recognize the conditions for using a procedure .	– Carrying out a procedure according to its conditions for use.	– Conditions for use: where, when, how, why, who, what.	
1.A.38 To use, in related contexts, what has been learned.	– Carrying out in another context a task that has already been learned.	– Examples: tell the time, telephone, make purchases, etc.	
1.A.39 To compare the use of what has been learned in an educational setting with use in their own environments.	– Expressing, in their own words, the similarities and differences between use in class of what has been learned and use in their own environments.	– Examples: contexts related to the four spheres of life.	
1.A.40 To apply in their own environments what has been learned in the educational setting.	– Performing in their own environments a task learned in an educational context.		
1.A.41 To make use of support resources to facilitate minimal autonomy in the practice of learning in their own environments.	– Performing in their own environments, using support resources and in a minimally autonomous manner, a simple task learned in an educational context.	– Material resources: <ul style="list-style-type: none"> • illustrated, sound or written checklist; • illustrations, reference points; • sound, visual, warning signals. etc. – Human resources: <ul style="list-style-type: none"> • the assistance of a resource person. 	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Metacognitive strategies promoting awareness	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
1.B.1	To become aware of their usual learning process in order to improve it.	– Describing their usual learning process.	– Ask themselves: "How do I learn? What happens? How does it take place? What are my skills and my difficulties? What is my style?"
1.B.2	To become aware of factors influencing their own problem-solving processes in order to learn and integrate socially.	– Listing the factors influencing their own problem-solving processes.	– Motivational factors. – Cognitive factors. – Socioaffective factors. – Personal factors. – Verbalization of questions to themselves.
1.B.3	To explain the influence of the factors on their own problem-solving processes in order to learn and integrate socially.	– Describing the influence of these factors on their own problem-solving processes.	– See terminal objective 1.B.2.

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Metacognitive management strategies	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
1.B.4	To choose strategies for solving a problem.	– Selecting, from a set, strategies to solve a problem.	– Cognitive, socioaffective, transfer strategies; motivation strategies.
1.B.5	To plan the sequence of strategies chosen to solve a problem.	– Making a plan of the strategies to be used. – Explaining the sequence of the strategies chosen to solve a problem.	– Diagram, illustrations. – Process. – Directions for use.
1.B.6	To organize concretely the process and performance of problem-solving tasks.	– Preparing the process and performance of problem-solving tasks by bringing together the necessary conditions.	– Organization of time, of material, of space, etc.
1.B.7	To master the process and the performance of problem-solving tasks.	– Performing a sequence of problem-solving tasks with calm, rapidity and accuracy according to the plan made.	– Supervision and control. – Conscious and deliberate action, self-correction. – Control of stress, anxiety. – Use of self-instruction or language addressed to themselves.
1.B.8	To evaluate the effectiveness and efficiency of the strategies they use in the process and the performance of tasks.	– Giving arguments to judge the effectiveness and efficiency of the strategies they use. – Giving the advantages and disadvantages of these strategies.	– Conscious and deliberate action.
1.B.9	To adapt the process and the performance of problem-solving tasks according to the results of their evaluations.	– Modifying the process and the performance of problem-solving tasks according to the results of their evaluations.	– Guided practice, autonomous practice. – Verbal explanations as needed.
1.B.10	To make use of support resources for the use of metacognitive strategies.	– Using support resources in the management of the problem-solving process.	– Material resources: • plan to act in a conscious and deliberate manner; • daybook; • sound references for confirmation; • list of questions to ask themselves. – Human resources: • the assistance of a resource person.

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Motivation strategies	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
1.B.11	To explain the role of motivation in learning and problem solving.	– Giving examples of the effects of motivation on learning and problem solving.	– Start with the effect of motivation in the actions of daily life.
1.B.12	To interpret the utility of the task to be done in relation to their social integration plans and the functional exercise of their social roles.	– Explaining the utility for them of the task to be performed.	– Before any learning, discuss the utility and transfer in the situation being considered.
1.B.13	To illustrate the benefits of learning in the different spheres of their lives in relation to the functional exercise of their social roles.	– Giving examples of the effects or consequences of learning in their lives in relation to the functional exercise of their social roles or give examples.	– This represents an important stage before learning about transfer strategies, i.e., the stage during which the concept of transfer is encoded.
1.B.14	To explain their personal goals in relation to a task.	– Presenting their personal goals clearly.	– Oral or written presentation to the group.
1.B.15	To grasp realistically the requirements of the requested task in relation to their abilities.	– Comparing the requirements of the task with their personal abilities. – Evaluating the requirements of the task in relation to their personal abilities.	– To reinforce feeling of competence.
1.B.16	To evaluate their progress.	– Contrasting their situation before and after solving a problem according to the progress made. – Evaluating their progress.	– Evaluation should be primarily formative. – Support resources: formative evaluation checklists.
1.B.17	To attribute their progress and successes to the appropriate factors.	– Giving the real causes of their progress and successes.	– Examples of causes to which to attribute their progress and successes: skills, control of the process, use of strategies, attitude, calm, clear goals, help asked for and received. – Inappropriate factors: chance, luck, etc.

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Motivation strategies (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.B.18 To use mistakes as a stage in the process or a result that makes it possible to direct problem solving and learning.	<ul style="list-style-type: none"> - Analyzing their mistakes to benefit from them. - Starting a task again following an evaluation of their mistakes as an indicative result. 	<ul style="list-style-type: none"> - More emphasis on the process than on the result, on the learning rather than on the evaluation. 	
1.B.19 To explain their interests, tastes and needs in relation to the requested task.	<ul style="list-style-type: none"> - Giving examples of their interests, their tastes and their needs in relation to the requested task. 		
1.B.20 To establish the efforts to be made to complete the task successfully.	<ul style="list-style-type: none"> - Explaining the efforts to be made to complete the task successfully. 	<ul style="list-style-type: none"> - Perseverance, commitment, methods. 	
1.B.21 To provide the efforts required to complete the task.	<ul style="list-style-type: none"> - Performing a task by making the effort required to complete it. 	<ul style="list-style-type: none"> - Provide frequent feedback. - More emphasis on the process than on the results. 	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: General cognitive strategies for processing information	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.B.22 To maintain their concentration for fifteen to twenty minutes while performing a task.	– Applying themselves to a task for fifteen to twenty minutes without getting distracted or showing behaviours unrelated to the task.	– Means that foster concentration: absence of visual and sound distractions, understanding of sequence of tasks, etc.	
1.B.23 To perceive information using observation strategies.	– Identifying information using observation strategies.	<ul style="list-style-type: none"> – General observation. – Detailed observation. – Methodical exploration. – Observation of the components and subcomponents of an object. – Manipulation. – Exchange of ideas on their observations. – Observation in time and space. – Mastery of spatio-temporal and kinesthetic skills before learning observation strategies. – See field 6: Psychomotor skills. 	
1.B.24 To use strategies to relate new information to what is known.	– Implementing strategies to relate new information to what is known.	<ul style="list-style-type: none"> – Comparison. – Semantic charts. – Diagrams. – Comparison of similarities and differences. – Distinction of what is important and what is secondary. – Classification into categories. – Measurement. – Qualification. – Identification, labeling, etc. 	
1.B.25 To use information organization strategies.	– Implementing information organization strategies.	– See terminal objective 1.B.24.	
1.B.26 To understand the new information.	– Explaining the new information.	– See terminal objective 1.B.24.	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: General cognitive strategies for processing information (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.B.27 To use short-term memory while processing information.	<ul style="list-style-type: none"> - Taking the time to process a piece of information before going on to another. - Processing information according to the number of units available. - Clearing their short-term memory of preoccupations other than the learning itself. 	<ul style="list-style-type: none"> - Attention: avoid overloading short-term memory. - Other preoccupations: worries, emotional factors, surroundings, distractions. 	
1.B.28 To use strategies to remember a procedure including sequences related to a task.	<ul style="list-style-type: none"> - Implementing strategies to remember a procedure including sequences related to a task. - Carrying out a task according to a memorized procedure using various strategies. 	<ul style="list-style-type: none"> - Use a summary. - Explain the procedure several times. - Apply the procedure in different contexts. - Present the procedure in writing. 	
1.B.29 To use strategies to remember the conditions for applying a procedure related to a task.	<ul style="list-style-type: none"> - Implementing strategies to remember the conditions for applying a procedure related to a task. - Naming conditions for the application of a memorized procedure using various strategies. 	<ul style="list-style-type: none"> - Use modeling. - Relate the procedure to the various conditions for use. - Explain the procedure more than once. - Identify, in different contexts, the conditions for the application of a procedure. 	
1.B.30 To use strategies to remember knowledge.	<ul style="list-style-type: none"> - Implementing strategies for remembering knowledge. - Answering questions about the knowledge they have internalized using various strategies. 	<ul style="list-style-type: none"> - Make semantic charts. - Give the meaning and emotional value of the knowledge to be memorized. - Repeat this knowledge verbally. 	
1.B.31 To remember significant facts and events related to the exercise of their social roles.	<ul style="list-style-type: none"> - Giving information on request from the teacher. - Recounting, verbally, in writing or using images, events that have been experienced. 	<ul style="list-style-type: none"> - Examples of significant events: a birth, a marriage, a divorce, a first job, a new friendship, etc. 	
1.B.32 To remember a procedure and its conditions for use according to a task.	<ul style="list-style-type: none"> - Applying a procedure in the appropriate context on request from the teacher or in a learning context. 	<ul style="list-style-type: none"> - Guided practice, autonomous practice. 	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.	THEME: General cognitive strategies for processing information (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
1.B.33 To use support resources to make up for intellectual difficulties in the implementation of complex information processing strategies.	– Implementing complex strategies while overcoming certain intellectual difficulties using support resources.	<ul style="list-style-type: none"> – Material resources: <ul style="list-style-type: none"> • illustrated, sound or written checklist; • procedure book; • list of questions to ask themselves. – Human resources: <ul style="list-style-type: none"> • the assistance of a resource person. – Others: <ul style="list-style-type: none"> • use of mental images.

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Cognitive strategies specific to problem solving	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.B.34 To identify the characteristics of a problem to be solved.	– Explaining the characteristics of a problem to be solved.	– Four components of the problem: goal of the problem solving, means, data, constraints.	
1.B.35 To describe a problem to be solved on the basis of its components.	– Giving the elements of the problem to be solved.	– See terminal objective 1.B.34. – Problems related to the difficulties of social integration.	
1.B.36 To establish the difference between the current situation and the desired situation.	– Demonstrating the difference between the current situation and the desired situation.	– Nature, gap, goals, causes, consequences, sub-problems.	
1.B.37 To use techniques to develop hypotheses for a solution that are likely to reduce the difference between the current situation and the desired situation.	– Applying techniques to develop hypotheses for a solution.	– Techniques for developing hypotheses for a solution: brain-storming, analogies between situations, creativity techniques, etc.	
1.B.38 To choose a solution among the hypotheses using various criteria.	– Selecting a solution and explain the selection criteria.	– Selection criteria: effectiveness, efficiency, advantages, disadvantages, emotional value, etc.	
1.B.39 To apply the chosen solution.	– Using the solution to perform the problem-solving task.		
1.B.40 To evaluate the results of the application of the solution on the basis of various criteria.	– Doing an evaluation of the results of the application of the solution taking into account various criteria.	– Relate to terminal objective 1.B.30.	
1.B.41 To make use of support resources in the execution of complex problem-solving tasks.	– Using support resources to perform complex problem-solving tasks.	– Material resources: • procedure book; • list of questions; • sound documents. – Human resources: • the assistance of a resource person.	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Socioaffective strategies	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.B.42 To use the group as a support to learning and problem solving.	<ul style="list-style-type: none"> - Asking for help from the group. - Participating in group life. 	<ul style="list-style-type: none"> - Make links with the theme Interpersonal relations in field 4: Personal and social skills. 	
1.B.43 To interpret their personal reactions in relation to stress during problem solving.	<ul style="list-style-type: none"> - Explaining their personal reactions in relation to stress. 	<ul style="list-style-type: none"> - Panic, anxiety, trembling. 	
1.B.44 To use strategies for the prevention of learning-related stress that influences problem solving.	<ul style="list-style-type: none"> - Implementing strategies for the prevention of learning-related stress that influences problem solving. 	<ul style="list-style-type: none"> - Prevention strategies: healthy eating, physical exercise, leisure activities, relations of friendship and love. 	
1.B.45 To use strategies to deal with the stress arising during problem solving.	<ul style="list-style-type: none"> - Implementing strategies to deal with the stress arising during problem solving. 	<ul style="list-style-type: none"> - Action strategies: relaxation, time management, asking for help, expression of emotions and feelings, etc. 	
1.B.46 To use strategies to eliminate negative thoughts that hinder problem solving.	<ul style="list-style-type: none"> - Implementing strategies to eliminate negative thoughts that hinder problem solving. 	<ul style="list-style-type: none"> - Strategies for the elimination of negative thoughts: substitution of mental images, asking for help, expression of negative emotions, creative visualization, etc. 	
1.B.47 To use strategies to control their impulsiveness.	<ul style="list-style-type: none"> - Implementing strategies to control their impulsiveness. 	<ul style="list-style-type: none"> - Strategies to control impulsiveness: relaxation, hard work, proceeding in successive steps, asking for help, verbalization of their own instructions, clear goals, etc. 	
1.B.48 To use strategies to control their passivity.	<ul style="list-style-type: none"> - Implementing strategies to control their passivity. 	<ul style="list-style-type: none"> - Strategies to control passivity: physical exercise, healthy eating, enough rest, self-motivation, adjustment of medication, verbalization of their own instructions. - Strategies to control passivity: relate to the theme Knowledge and self-assertion in field 4: Personal and social skills. 	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Transfer strategies	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.B.49 To compare problems related to different contexts.	– Identifying the similarities and differences between problems in different contexts.	<ul style="list-style-type: none"> – Say why, how and in what the different problems are alike or different. – Specify the structural data of a problem. – Avoid dwelling on contextual elements. 	
1.B.50 To deduce a rule for using previous learning in different contexts.	– Stating a rule for using previous learning in different contexts.	<ul style="list-style-type: none"> – State the rule for different contexts; for example, "When I have a guarantee, I have to use the product normally." 	
1.B.51 To give examples of using previous learning in their own environments.	– Illustrating the functional use of previous learning in their own environments.	<ul style="list-style-type: none"> – Give examples: budget, communication skills, consumerism. – Closely associate the concept of transfer of learning with illustrations of situations for using previous learning. 	
1.B.52 To establish the conditions for the functional use of learning in their own environments.	<ul style="list-style-type: none"> – Explaining the conditions for the functional use of learning in their own environments. – Giving examples of these conditions. 	<ul style="list-style-type: none"> – Refer to the four spheres of life and their social roles. – Apply terminal objective 1.B.52 before, during and after learning. – Closely associate the concept of transfer of learning with the conditions for using what has been learned. 	
1.B.53 To apply previous learning in daily situations related to the exercise of social roles.	– Using previous learning in daily situations related to the exercise of social roles.	<ul style="list-style-type: none"> – Autonomous practice in their own living environments, in relation to the four spheres of life. 	
1.B.54 To make use of support resources to facilitate the autonomous practice of complex learning for functional integration into their own environments.	– Performing, in their own environments and with the help of support resources, a complex task learned in an educational context for functional integration.	<ul style="list-style-type: none"> – Material resources: <ul style="list-style-type: none"> • procedure for tasks in their own environments; • illustrations of scenes from life; • checklist, tasks schedule; • use diagrams. – Human resources: <ul style="list-style-type: none"> • the assistance of a resource person. 	

GENERAL OBJECTIVE: To acquire the ability to use problem-solving strategies.		THEME: Cognitive distortions	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
1.B.55 To use metacognitive and cognitive strategies aimed at alleviating and eliminating cognitive distortions.	– Implementing metacognitive and cognitive strategies aimed at alleviating and eliminating cognitive distortions.	– Cognitive distortions: <ul style="list-style-type: none"> • "all or nothing"; • over-generalization; • negative filter; • rejection of the positive; • hasty conclusions: unwarranted interpretation or error in prediction; • exaggeration (by dramatizing) and minimizing; • emotional reasoning; • overuse of "I have to" and "I should"; • labeling and mistakes in labeling; • personalization. 	

7.2

Preparation for the Transfer of Learning

FIELDS OF GENERIC SKILLS

FIELD 2: PREPARATION FOR THE TRANSFER OF LEARNING

GENERAL OBJECTIVE: To acquire the ability to transfer their learning to their own environments.		Spheres of life: all Social roles: all
<p>This field is a necessary part and culmination of all other fields of skill used by the adult. In addition, the skills of field 2 are closely linked with problem-solving skills. It may be useful to associate the terminal objectives of this field with those of field 1.</p>		
THEMES: <ul style="list-style-type: none"> - Before application - Supervised application of simple learning - Supervised application of complex learning 		<ul style="list-style-type: none"> - Autonomous application of simple learning - Autonomous application of complex learning
Part A: Minimal autonomy		Part B: Functional autonomy
THEME: Before application		THEME: Before application
2.A.1 To associate a situation related to survival with simple transferable learning.		2.B.1 To specify the utility of the transfer of complex learning in relation to their social integration project and the functional exercise of their social roles.
2.A.2 To recognize the concrete utility of the transfer of simple learning in a situation related to survival.		2.B.2 To illustrate the benefits related to the transfer of complex learning in relation to their social integration project and the functional exercise of their social roles.
2.A.3 To state their personal goals with respect to the transfer of simple learning in a situation related to survival.		2.B.3 To grasp realistically the requirements related to the transfer of complex learning in a situation requiring functional autonomy.
2.A.4 To recognize the conditions to be changed in a situation related to survival in order to carry out the transfer of simple learning.		2.B.4 To distinguish the conditions to be changed in a situation requiring functional autonomy for the purpose of the transfer of complex learning.
2.A.5 To indicate a simple method to change a concrete condition in a situation related to survival for the purpose of the transfer of simple learning.		2.B.5 To describe the strategies for changing the conditions of a situation requiring functional autonomy for the purpose of the transfer of complex learning.
2.A.6 To structure a simple sequence of actions to be carried out for the purpose of the transfer of simple learning in a situation related to survival.		2.B.6 To establish the efforts to be made to perform the transfer of complex learning in a situation requiring functional autonomy.
2.A.7 To recognize the support resources that foster the transfer of simple learning in a situation related to survival.		2.B.7 To establish a plan of action for the purpose of carrying out the transfer of complex learning in a situation requiring functional autonomy.
2.A.8 To ask for help from an outside partner for the purpose of preparing for the transfer of simple learning in a situation related to survival.		2.B.8 To carry out, in the educational setting, a plan of action for the purpose of the transfer of complex learning in a situation requiring functional autonomy.

Part A: Minimal autonomy	Part B: Functional autonomy
2.A.9 To apply, in the educational setting, a simple sequence of actions for the purpose of the transfer of simple learning in a situation related to survival.	
THEME: Supervised application of simple learning	THEME: Supervised application of complex learning
2.A.10 To apply, under the supervision of the teacher, in their own environments, a simple sequence of actions for the purpose of the transfer of simple learning in a situation related to survival.	2.B.9 To carry out, under the supervision of the teacher, a plan of action in their own environments for the purpose of the transfer of complex learning in a situation requiring functional autonomy.
2.A.11 To use, under the supervision of the teacher, support resources to facilitate minimal autonomy to carry out the transfer of simple learning.	2.B.10 To use, under the supervision of the teacher, support resources to facilitate functional autonomy to carry out the transfer of complex learning.
2.A.12 To recognize the effectiveness of the supervised application of simple learning in their own environments for the purpose of transferring it to those environments.	2.B.11 To evaluate the effectiveness of the supervised application of complex learning in a situation requiring functional autonomy in their own environments.
THEME: Autonomous application of simple learning	THEME: Autonomous application of complex learning
2.A.13 To apply, autonomously, in their own environments, a simple sequence of actions for the purpose of the transfer of simple learning in a situation related to survival.	2.B.12 To carry out, autonomously, in their own environments, a plan of action for the purpose of the transfer of complex learning in a situation requiring functional autonomy.
2.A.14 To use, autonomously, support resources that facilitate minimal autonomy to carry out the transfer of simple learning.	2.B.13 To use, autonomously, support resources that facilitate functional autonomy to carry out the transfer of complex learning.
2.A.15 To recognize the effectiveness of the autonomous application of simple learning in their own environments for the purpose of transferring it to those environments.	2.B.14 To evaluate the effectiveness of the autonomous application of complex learning in a situation requiring functional autonomy in their own environments.
2.A.16 To take note of the success of their preparation for the transfer of simple learning.	2.B.15 To describe the success of their preparation for the transfer of complex learning.

GENERAL OBJECTIVE: To acquire the ability to transfer their learning to their own environments.		THEME: Before application	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
2.A.1	To associate a situation related to survival with simple transferable learning.	– Relating, verbally or using images, a situation related to survival with simple transferable learning.	
2.A.2	To recognize the concrete utility of the transfer of simple learning in a situation related to survival.	– Expressing, in their own words, the concrete utility of the transfer of simple learning in a situation related to survival.	– Expression of utility through gesture, images, drawing, etc. – See terminal objective 1.A.10.
2.A.3	To state their personal goals with respect to the transfer of simple learning in a situation related to survival.	– Presenting, in their own words, their personal goals. – Pointing out images of daily activities to illustrate their goal.	– Expression of utility through gestures, images, drawings, etc. – See terminal objective 1.A.11.
2.A.4	To recognize the conditions to be changed in a situation related to survival in order to carry out the transfer of simple learning.	– Stating, in their own words, the conditions to be changed in a situation related to survival to carry out the transfer of simple learning. – Pointing out, in a series of images, those that represent conditions to be changed in a situation related to survival to carry out the transfer of simple learning.	– Conditions to be changed: organization of time, of space, of the management of daily life, etc. – Support resources to used: see terminal objective 2.A.7.
2.A.5	To indicate a simple method to change a concrete condition in a situation related to survival for the purpose of the transfer of simple learning.	– Stating, in their own words, a simple method to change a concrete condition for a situation related to survival for the purpose of the transfer of simple learning. – Pointing out, in a series of images, the one that represents a simple method to change a concrete condition for a situation related to survival.	– See terminal objectives 1.A.18 and 1.A.19, as well as terminal objective 1.A.26.

GENERAL OBJECTIVE: To acquire the ability to transfer their learning to their own environments.		THEME: Before application (cont'd)	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
2.A.6	To structure a simple sequence of actions to be carried out for the purpose of the transfer of simple learning in a situation related to survival.	<ul style="list-style-type: none"> - Listing, in their own words, two or three actions of a logical sequence. - Constructing a sequence of two or three actions using images. 	<ul style="list-style-type: none"> - See terminal objectives 1.A.19, 1.A.21, 1.A.22 and 1.A.24.
2.A.7	To recognize the support resources that foster the transfer of simple learning in a situation related to survival.	<ul style="list-style-type: none"> - Naming the support resources, in the form of illustrated, sound or written checklists, that help overcome certain difficulties in the use of simple strategies, in particular with tasks related to the transfer of learning. 	<ul style="list-style-type: none"> - Support resources: <ul style="list-style-type: none"> • illustrated, sound or written checklist; • significant illustrations; • directions for use; • the assistance of a resource person.
2.A.8	To ask for the help of an outside partner for the purpose of preparing for the transfer of simple learning in a situation related to survival.	<ul style="list-style-type: none"> - Adopting an asking behaviour: call attention or express, in their own words or through gestures, their need for help to prepare for the transfer of simple learning in a situation related to survival. 	<ul style="list-style-type: none"> - See terminal objective 4.A.11. - See field 3: Communication skills. - See terminal objective 1.A.31.
2.A.9	To apply, in the educational setting, a simple sequence of actions for the purpose of the transfer of simple learning in a situation related to survival.	<ul style="list-style-type: none"> - Using, in the educational setting, a sequence that includes two or three actions for the purpose of the transfer of simple learning under the supervision of the teacher. 	<ul style="list-style-type: none"> - See theme Transfer strategies in field 1: Problem-solving skills.

GENERAL OBJECTIVE: To acquire the ability to transfer their learning to their own environments.		THEME: Supervised application simple learning	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
2.A.10 To apply, under the supervision of the teacher, in their own environments, a simple sequence of actions for the purpose of the transfer of simple learning in a situation related to survival.	– Using, in their own environments, a sequence including two or three actions for the purpose of the transfer of simple learning under the supervision of the teacher.	– See theme Transfer strategies in field 1: Problem-solving skills.	
2.A.11 To use, under the supervision of the teacher, support resources to facilitate minimal autonomy to carry out the transfer of simple learning.	– Carrying out, in the educational setting and in their own environment, a supervised application of simple learning using support resources.	– See theme Transfer strategies in field 1: Problem-solving skills.	
2.A.12 To recognize the effectiveness of the supervised application of simple learning in their own environments for the purpose of transferring it to those environments.	– Saying, in their own words, if the supervised application of simple learning in their own environments was successful or if they encountered problems. – Demonstrating, using appropriate gestures, a realization of having succeeded or not in the supervised application of simple learning.	– See terminal objective 1.A.29. – See terminal objective 1.A.13.	

GENERAL OBJECTIVE: To acquire the ability to transfer their learning to their own environments.		THEME: Autonomous application of simple learning	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
2.A.13 To apply, autonomously, in their own environments, a sequence of actions for the purpose of the transfer of simple learning in a situation related to survival.	– Using, autonomously, in their own environments, a sequence including two or three actions to carry out the transfer of simple learning under the supervision of the teacher.	– See theme Transfer strategies in field 1: Problem-solving skills.	
2.A.14 To use, autonomously, support resources that facilitate minimal autonomy to carry out the transfer of simple learning.	– Carrying out, in the their own environment, an autonomous application of simple learning using the support resources.	– See theme Transfer strategies in field 1: Problem-solving skills.	
2.A.15 To recognize the effectiveness of the autonomous application of simple learning in their own environments for the purpose of transferring it to those environments.	– Saying, in their own words, if the autonomous application of simple learning in their own environments was successful or if they encountered difficulties.	– See terminal objective 1.A.29. – See terminal objective 1.A.13.	
2.A.16 To take note of the success of their preparation for the transfer of simple learning.	– Qualifying, in their own words or using gestures, the success of their preparation for the transfer of simple learning. – Indicating, by words or gestures, their ability to transfer their simple learning.	– Expressions: "I can," "I'll do it," etc.	

GENERAL OBJECTIVE: To acquire the ability to transfer their learning to their own environments.		THEME: Before application	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
2.B.1 To specify the utility of the transfer of complex learning in relation to their social integration project and the functional exercise of their social roles.	– Explaining the utility for them of the transfer of complex learning in relation to their social integration project and the functional exercise of their social roles.	– See terminal objective 1.B.11.	
2.B.2 To illustrate the benefits related to the transfer of complex learning in relation to their social integration project and the functional exercise of their social roles.	– Giving examples or consequences of the transfer of complex learning in relation to their social integration project and the exercise of their social roles.	– See terminal objective 1.B.13.	
2.B.3 To grasp realistically the requirements related to the transfer of complex learning in a situation requiring functional autonomy.	– Comparing the requirements related to the transfer of complex learning to their personal abilities, motivation and the efforts to be made.	– See terminal objective 1.B.15.	
2.B.4 To distinguish the conditions to be changed in a situation requiring functional autonomy for the purpose of the transfer of complex learning.	– Explaining conditions to be changed in a situation requiring functional autonomy for the purpose of the transfer of complex learning.	– See terminal objective 1.B.34. – Conditions change: management of daily life, schedule, spatio-temporal organization, interpersonal relations.	
2.B.5 To describe the strategies for changing the conditions of a situation requiring functional autonomy for the purpose of the transfer of complex learning.	– Explaining the strategies for changing the conditions of a situation requiring functional autonomy for the purpose of the transfer of complex learning.	– See terminal objective 1.B.35. – See field 4: Personal and social skills.	
2.B.6 To establish the efforts to be made to perform the transfer of complex learning in a situation requiring functional autonomy.	– Explaining the efforts to be made to carry out the transfer of complex learning in a situation of functional autonomy.	– See terminal objective 1.B.20.	
2.B.7 To establish a plan of action for the purpose of carrying out the transfer of complex learning in a situation requiring functional autonomy.	– Explaining their plan of action for the purpose of carrying out the transfer of complex learning in a situation of functional autonomy.	– Elements of the plan of action: • actions to be taken; • constraints; • difficulties to be solved; • efforts to be made; • locations; • schedule, etc.	
2.B.8 To carry out, in the educational setting, a plan of action for the purpose of the transfer of complex learning in a situation requiring functional autonomy.	– Using, in the educational setting, a plan of action for the purpose of carrying out the transfer of complex learning under the supervision of the teacher.	– See theme Transfer strategies in field 1: Problem-solving skills.	

GENERAL OBJECTIVE: To acquire the ability to transfer their learning to their own environments.		THEME: Supervised application of complex learning	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
2.B.9	To carry out, under the supervision of the teacher, a plan of action in their own environments for the purpose of the transfer of complex learning in a situation requiring functional autonomy.	– Using, in their own environments, a plan of action for the purpose of carrying out the transfer of complex learning under the supervision of the teacher.	– See theme Transfer strategies in field 1: Problem-solving skills.
2.B.10	To use, under the supervision of the teacher, support resources to facilitate functional autonomy to carry out the transfer of complex learning.	– Carrying out, in the educational setting and in their own environment, supervised practice of complex learning using support resources.	– See theme Transfer strategies in field 1: Problem-solving skills.
2.B.11	To evaluate the effectiveness of the supervised application of complex learning in a situation requiring functional autonomy in their own environments.	– Making an evaluation of the effectiveness of the supervised application of complex learning in their own environments on the basis of various criteria.	– See terminal objective 1.B.40 and terminal objectives 1.B.16 to 1.B.18. – State the criteria: success of the task, number of times, number of contexts for use, etc.

GENERAL OBJECTIVE: To acquire the ability to transfer their learning to their own environments.		THEME: Autonomous application of complex learning	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
2.B.12 To carry out, autonomously, in their own environments, a plan of action for the purpose of the transfer of complex learning in a situation requiring functional autonomy.	– Using, in their own environment, a plan of action for the purpose of the transfer of complex learning under the supervision of the teacher.	– See theme Transfer strategies in field 1: Problem-solving skills.	
2.B.13 To use, autonomously, support resources that facilitate functional autonomy to carry out the transfer of complex learning.	– Carrying out, in their own environment, autonomous practice of complex learning using support resources.	– See theme Transfer strategies in field 1: Problem-solving skills.	
2.B.14 To evaluate the effectiveness of the autonomous application of complex learning in a situation requiring functional autonomy in their own environments.	– Evaluating of the effectiveness of the autonomous application of complex learning in their own environments on the basis of various criteria.	– See terminal objective 1.B.40 and terminal objectives 1.B.16 to 1.B.18. – State the criteria: success of the task, number of times, number of contexts for use, etc.	
2.B.15 To describe the success of their preparation for the transfer of complex learning.	– Explaining how to prepare to transfer complex learning into their own environments.		

7.3

Communication Skills

FIELDS OF GENERIC SKILLS
FIELD 3: COMMUNICATION SKILLS

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.		Spheres of life: all	
		Social roles: all	
THEMES: <ul style="list-style-type: none"> – Oral communication: <ul style="list-style-type: none"> • oral comprehension • oral expression – Written communication: <ul style="list-style-type: none"> • written comprehension • written expression – Non-verbal languages – Communication using a microcomputer 			
Part A: Minimal autonomy		Part B: Functional autonomy	
THEME: Oral communication: oral comprehension		THEME: Oral communication: oral comprehension	
3.A.1	To focus their attention on the words of the person they are talking with.	3.B.1	To interpret different oral messages coming from one or more persons in a utilitarian communication situation.
3.A.2	To discriminate sounds, words, expressions and intonations.	3.B.2	To interpret oral messages from segments of informative radio and television broadcasts.
3.A.3	To decode various oral messages related to survival originating from one or more persons.		
THEME: Oral communication: oral expression		THEME: Oral communication: oral expression	
3.A.4	To pronounce understandably simple words, expressions or sentences that correspond to information related to survival.	3.B.3	To find information in a utilitarian communication situation.
3.A.5	To adopt the basic verbal behaviours appropriate to an oral communication situation.	3.B.4	To inform their conversation partner in a utilitarian communication situation.
3.A.6	To participate in a five-minute conversation on everyday life.	3.B.5	To express their opinions and feelings orally.
		3.B.6	To ask for guidelines.
THEME: Written communication: written comprehension		THEME: Written communication: written comprehension	
3.A.7	To decode information related to survival.	3.B.7	To interpret, in utilitarian communication situations, the main elements of written texts of an informative, persuasive or expressive nature.

Part A: Minimal autonomy	Part B: Functional autonomy
THEME: Written communication: written comprehension	THEME: Written communication: written comprehension
3.A.8 To inform their conversation partner in writing using key words concerning information related to survival.	3.B.8 To transmit in writing information related to utilitarian communication situations. 3.B.9 To transmit emotions and feelings in writing.
THEME: Non-verbal languages	THEME: Non-verbal languages
3.A.9 To decode from visual and gestural symbols information related to survival. 3.A.10 To inform their conversation partner, using symbols, in a situation of minimal autonomy. 3.A.11 To decode information related to body language.	3.B.10 To inform their conversation partner, using a non-verbal language, in a utilitarian communication situation. 3.B.11 To find information, using a non-verbal language, in a utilitarian communication situation. 3.B.12 To give their opinions and feelings using a non-verbal language. 3.B.13 To ask for guidelines using a non-verbal language.
THEME: Communication using a microcomputer	THEME: Communication using a microcomputer
3.A.12 To inform their conversation partner, using a computer and key words or symbols, concerning information related to survival.	3.B.14 To transmit utilitarian written messages using a microcomputer.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.		THEME: Oral communication • oral comprehension	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.A.1	To focus their attention on the words of the person they are talking with.	– Demonstrating a verbal or non-verbal reaction of listening intention.	– Eyes focused on the person, ability to disregard other stimuli, state of receptivity.
3.A.2	To discriminate sounds, words, expressions and intonations.	– Demonstrating a verbal or non-verbal reaction of comprehension. – Reproducing orally the sounds, words, expressions or intonations.	– Make auditory and phonetic distinctions. – See terminal objective 6.A.7.
3.A.3	To decode various oral messages related to survival originating from one or more persons.	– Adopting behaviour demonstrating their comprehension of the various oral messages related to survival. – Expressing, in their own words, their comprehension of oral messages. – Reacting to a simple instruction. – Reacting appropriately to information related to survival. – Expressing, in their own words, their comprehension of information related to survival.	– Messages related to survival: normal words, groups of words and symbols essential to minimal autonomy in everyday situations. – Categories of information: <ul style="list-style-type: none"> • identity of individuals, • living quarters, • common purchases, • calendar, • the most common objects, • expression of physical and emotional feelings, • colours, • establishment of contact between individuals, • moving about, etc.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.		THEME: Oral communication • oral expression	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.A.4	To pronounce understandably simple words, expressions or sentences that correspond to information related to survival.	<ul style="list-style-type: none"> - Saying understandably simple words, expressions or sentences that correspond to information related to survival. - Using oral and non-oral means to communicate their message. 	<ul style="list-style-type: none"> - Volume, flow, pronunciation, non-verbal language. - Normal words and groups of words essential to minimal autonomy in everyday situations. - Categories of information: see terminal objective 3.A.3.
3.A.5	To adopt the basic verbal behaviours appropriate to an oral communication situation.	<ul style="list-style-type: none"> - Demonstrating the basic verbal behaviours appropriate to an oral communication situation. 	<ul style="list-style-type: none"> - Basic verbal behaviours: <ul style="list-style-type: none"> • making contact with a known or unknown person; • reacting to contact; • breaking contact; • reacting to a break in contact; • giving necessary information; • asking for help; • asking for information; • reacting to a request for information.
3.A.6	To participate in a five-minute conversation on everyday life.	<ul style="list-style-type: none"> - Talking for five minutes about subjects related to everyday situations. 	<ul style="list-style-type: none"> - Narrative conversation: relating events. - Expressive conversation: expressing opinions, feelings. - Informative conversation: providing information.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.	THEME: Written communication <ul style="list-style-type: none"> • written comprehension 	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.A.7 To decode information related to survival.	<ul style="list-style-type: none"> – Reacting appropriately to the decoded information. – Expressing, in their own words, their comprehension of information related to survival. – Recognizing written information related to survival. 	<ul style="list-style-type: none"> – Use of key words. – Reading of information related to survival: normal words, groups of words and symbols essential to minimal autonomy in everyday situations. – Categories of information: <ul style="list-style-type: none"> • identity of individuals; • living quarters; • common purchases; • calendar; • the most common objects; • expression of physical and emotional feelings; • colours; • establishment of contact between individuals; • spatial orientation; • moving about; • symbols, logos, etc.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.	THEME: Written communication <ul style="list-style-type: none"> • written expression 	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.A.8 To inform their conversation partner in writing using key words concerning information related to survival.	– Giving in writing information related to survival on the basis of an intention to communicate.	– Intention to communicate: reason inducing the adult to communicate. – With or without visual support resource. – Information related to: <ul style="list-style-type: none"> • identity; • living quarters; • prices; • dates; • words representing objects, actions, etc. – Reproduction or composition of short meaningful sentences (three to five words). – Printing in capital letters: <ul style="list-style-type: none"> • hand-eye coordination; • writing from left to right; • observance of the proportions of the letters. – Signing of their name.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.		THEME: Non-verbal languages	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.A.9	To decode from visual and gestural symbols information related to survival.	– Reacting appropriately according to the meaning of the decoded symbols.	– Sign languages: Amer-Ind or the sign language of American Indians, Québec Sign Language or others. – Visual languages: pictograms, symbols or others.
3.A.10	To inform their conversation partner, using symbols, in a situation of minimal autonomy.	– Giving information on the basis of a situation of minimal autonomy using symbols.	– Communication boards. – Communication notebooks. – Use of gestures.
3.A.11	To decode information related to body language.	– Reacting appropriately according to the meaning of the body language. – Expressing, in their own words, what was perceived.	– Emotions, feelings. – Gestures, mimicry, facial expressions.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.	THEME: Communication using a microcomputer	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.A.12 To inform their conversation partner, using a computer and key words or symbols, concerning information related to survival.	<ul style="list-style-type: none"> - Giving information related to survival using a microcomputer. 	<ul style="list-style-type: none"> - Using the keyboard. - Using remedial tools to access the keyboard: telescopic rod or head stick, light pointer, etc. - Using written symbols. - Categories of information: <ul style="list-style-type: none"> • identity of individuals; • living quarters; • common purchases; • calendar; • the most common objects; • expression of physical and emotional feelings; • colours; • establishment of contact between individuals; • spatial orientation; • moving about; • symbols, logos, etc.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.		THEME: Oral communication • oral comprehension	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.B.1	To interpret different oral messages coming from one or more persons in a utilitarian communication situation.	<ul style="list-style-type: none"> - Reacting appropriately to oral messages. - Explaining their comprehension of oral messages. 	<ul style="list-style-type: none"> - Instructions with two or three steps. - Messages of an informative, persuasive or expressive nature.
3.B.2	To interpret oral messages from segments of informative radio and television broadcasts.	<ul style="list-style-type: none"> - Summing up the main elements of oral messages. - Reformulating the main elements of oral messages. 	<ul style="list-style-type: none"> - Television: with the support of an image. - Radio: without the support of an image. - Decoding the words, the intention. - Interpretation of the elements of the context. - Advertising, segments from a news broadcast, a weather forecast, an information program.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.		THEME: Oral communication • oral expression	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.B.3	To find information in a utilitarian communication situation.	– Asking questions to obtain utilitarian information.	– Ask for information. – Find out about a product, a person, an event. – Find information to find their way, to make an appointment. – Ask for directions for using something. – Find out about a route.
3.B.4	To inform their conversation partner in a utilitarian communication situation.	– Giving utilitarian information to their conversation partner.	– Tell their conversation partner about themselves, about a product, a person, an event. – Inform their conversation partner to help him or her find his or her way, to make an appointment. – Report an emergency situation. – Order a product. – Introduce a person. – Describe a problem. – Relate an event.
3.B.5	To express their opinions and feelings orally.	– Expressing, in their own words, their opinions and feelings.	– Opinions on a person, an event, an activity, etc. – Emotions, feelings, tastes, interests.
3.B.6	To ask for guidelines.	– Asking for instructions or advice from their conversation partner.	– Request for instructions in a learning situation, a work situation, when using a community resource.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.	THEME: Written communication <ul style="list-style-type: none"> • written comprehension 	PART B: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.B.7 To interpret, in utilitarian communication situations, the main elements of written texts of an informative, persuasive or expressive nature.	<ul style="list-style-type: none"> – Explaining the main elements of the text in accordance with the utilitarian communication situation. – Answering questions on the main elements of the text appropriately, in accordance with the utilitarian communication situation. 	<ul style="list-style-type: none"> – Use texts of an informative nature: labels, newspaper articles, brochures, posters, bills, job offers, etc. – Use texts of a persuasive nature: instructions, regulations, directions, circulars, advertising. – Use texts of an expressive nature: greeting cards, friendly letters, etc. – Rely on titles, images. – Develop hypotheses, make predictions on the basis of titles and images. – Focus attention on the information being sought. – Use techniques for the general comprehension of a text. – Consult a dictionary.

GENERAL OBJECTIVE: To acquire communication skills that enable the to interact socially.		THEME: Written communication • written expression	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.B.8	To transmit in writing information related to utilitarian communication situations.	<ul style="list-style-type: none"> - Putting information in writing, in accordance with the utilitarian communication situation. - Writing a short informative text. 	<ul style="list-style-type: none"> - Fill out forms, bank documents, etc. - Answer an invitation. - Write an invitation. - Write a job application. - Use capital letters and punctuation properly, achieve minimal coherence.
3.B.9	To transmit emotions and feelings in writing.	<ul style="list-style-type: none"> - Writing a short expressive text, in accordance with the utilitarian communication situation. 	<ul style="list-style-type: none"> - Formulate greetings, wishes. - Express feelings of friendship, love, etc. - Use capital letters and punctuation properly, achieve minimal coherence,.

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.		THEME: Non-verbal languages	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
3.B.10 To inform their conversation partner, using a non-verbal language, in a utilitarian communication situation.	– Informing their conversation partner using a method of non-verbal communication in a utilitarian communication situation.	– Drawing, mime, music. – Sign languages: Amer-Ind or the sign language of American Indians, Québec Sign Language or others. – Visual languages: pictograms, symbols or others.	
3.B.11 To find information, using a non-verbal language, in a utilitarian communication situation.	– Asking questions, using a non-verbal language, to obtain utilitarian information.	– Find out about a product, a person, an event. – Ask for information.	
3.B.12 To give their opinions and feelings using a non-verbal language.	– Demonstrating their opinions and feelings using a non-verbal language.	– Emotions, feelings, interests.	
3.B.13 To ask for guidelines using a non-verbal language.	– Using a non-verbal language to ask for instructions.	– Request for instructions in a learning situation, a work situation, when using a community resource.	

GENERAL OBJECTIVE: To acquire communication skills that enable them to interact socially.	THEME: Communication using a microcomputer	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
3.B.14 To transmit utilitarian written messages using a microcomputer.	<ul style="list-style-type: none"> - Writing short, utilitarian informative and expressive texts. - Transcribing information using a microcomputer. 	<ul style="list-style-type: none"> - See terminal objectives 3.B.8 and 3.B.9. - Adapt the keyboard according to the functional limitations of the students. - Use remedial tools to access the keyboard: telescopic rod or head stick, light pointer, etc.

7.4

Personal and Social Skills

FIELDS OF GENERIC SKILLS
FIELD 4: PERSONAL AND SOCIAL SKILLS

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.		Spheres of life: all
		Social roles: all
THEMES: <ul style="list-style-type: none"> – Knowledge and self-assertion – Self-esteem – Interpersonal relations – Lifestyle – Adaptation to change – Personal presentation – Prevention of disrespect, exploitation and abuse – Social behaviours 		
Part A: Minimal autonomy		Part B: Functional autonomy
THEME: Knowledge and self-assertion		THEME: Knowledge and self-assertion
4.A.1 To recognize their emotions and feelings.		4.B.1 To interpret their basic needs.
4.A.2 To display their emotions and feelings using verbal and non-verbal methods of communication.		4.B.2 To interpret their aspirations, desires and dreams.
4.A.3 To demonstrate to a conversation partner the necessity of fulfilling their essential needs.		4.B.3 To identify their abilities, aptitudes, qualities, faults, strengths and weaknesses.
4.A.4 To say no when the situation demands it.		4.B.4 To identify their own achievements.
		4.B.5 To express their emotions and feelings, according to the rules of propriety, using verbal and non-verbal methods of communication.
		4.B.6 To affirm an opinion formed in an everyday situation appropriately.
		4.B.7 To affirm their needs, desires, preferences and choices appropriately.
		THEME: Self-esteem
		4.B.8 To use strategies that foster self-esteem.
		THEME: Interpersonal relations
4.A.5 To decode the emotions and feelings of another person.		4.B.9 To identify the types of interpersonal relations.
4.A.6 To ask simple questions to find out about the emotions and feelings of another person.		4.B.10 To identify their strong points and their weak points in the types of interpersonal relations.
4.A.7 To recognize the persons exercising the main roles in a group.		

Part A: Minimal autonomy	Part B: Functional autonomy
<p>4.A.8 To observe the simple rules governing a group.</p> <p>4.A.9 To accept observations, cautions or warnings.</p> <p>4.A.10 To recognize the role of a friend.</p> <p>4.A.11 To ask for help from someone important to them in case of difficulty in their personal and social life.</p>	<p>4.B.11 To take into account the emotions and feelings of another person.</p> <p>4.B.12 To use strategies aimed at strengthening interpersonal relations.</p> <p>4.B.13 To use strategies to resolve conflicts in interpersonal relations.</p> <p>4.B.14 To use strategies to make communication more effective within a group.</p> <p>4.B.15 To use strategies to improve their participation within a group.</p>
THEME: Lifestyle	THEME: Lifestyle
<p>4.A.12 To identify among their actions those that are acceptable and those that are not, using simple criteria.</p> <p>4.A.13 To use a simple method to deal with stress related to their personal and social situation.</p>	<p>4.B.16 To interpret rules related to a healthy lifestyle.</p> <p>4.B.17 To determine their own rules for establishing a healthy lifestyle.</p> <p>4.B.18 To use strategies to manage the stress related to their personal and social situation.</p>
THEME: Adaptation to change	THEME: Adaptation to change
<p>4.A.14 To recognize a change in their personal and social situation.</p> <p>4.A.15 To use a simple method to adapt to a change.</p>	<p>4.B.19 To interpret the nature and stages of changes.</p> <p>4.B.20 To interpret their own resistance to changes.</p> <p>4.B.21 To use strategies to deal with change.</p>
THEME: Personal presentation	
<p>4.A.16 To present themselves according to the social norms on dress, hygiene and aesthetics.</p>	
THEME: Prevention of disrespect, exploitation and abuse	THEME: Prevention of disrespect, exploitation and abuse
<p>4.A.17 To recognize the characteristics of an act of disrespect, exploitation or abuse committed against them or by them.</p>	<p>4.B.22 To establish criteria to assess social phenomena or organizations in order to avoid being exploited or abused.</p>
THEME: Social behaviours	
<p>4.A.18 To conduct themselves in accordance with the social norms appropriate in certain everyday situations.</p>	

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.		THEME: Knowledge and self-assertion	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.A.1	To recognize their emotions and feelings.	<ul style="list-style-type: none"> – Expressing, in their own words, their emotions or feelings. – Pointing out images that represent what they feel. 	<ul style="list-style-type: none"> – Use of illustrated support resources.
4.A.2	To display their emotions and feelings using verbal and non-verbal methods of communication.	<ul style="list-style-type: none"> – Showing emotions and feelings using verbal and non-verbal signals. 	
4.A.3	To demonstrate to a conversation partner the necessity of fulfilling their essential needs.	<ul style="list-style-type: none"> – Demonstrating, using words, gestures or images, the necessity of responding immediately to essential needs. 	<ul style="list-style-type: none"> – Physical needs: hunger, thirst, sleep, oxygen, elimination, etc. – Psychological needs: affection, need to produce, to understand.
4.A.4	To say no when the situation demands it.	<ul style="list-style-type: none"> – Indicating, through words or gestures, their categorical refusal in a situation. – Demonstrating an intention of refusal in a given situation. 	<ul style="list-style-type: none"> – See terminal objectives 4.A.17 and 4.B.22. – See terminal objectives 4.A.12 and 4.A.13, as well as terminal objectives 4.A.16 to 4.A.18.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.		THEME: Interpersonal relations	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.A.5	To decode the emotions and feelings of another person.	<ul style="list-style-type: none"> - Reacting appropriately according to the emotions and feelings expressed. - Expressing, in their own words, what was recognized. - Pointing out images that represent the emotions and feelings felt by another person. 	<ul style="list-style-type: none"> - Learning contexts. - Support resources in the form of images.
4.A.6	To ask simple questions to find out about the emotions and feelings of another person.	<ul style="list-style-type: none"> - Finding out using simple questions about the emotions and feelings of another person. 	<ul style="list-style-type: none"> - Show in interest in what another person feels.
4.A.7	To recognize the persons exercising the main roles in a group.	<ul style="list-style-type: none"> - Pointing out, at the teacher's request, the persons exercising the main roles in a group. 	<ul style="list-style-type: none"> - Role: leader, facilitator, participant, assistant, etc. - Roles in a family.
4.A.8	To observe the simple rules governing a group.	<ul style="list-style-type: none"> - Participating in a group following simple rules. 	<ul style="list-style-type: none"> - Rules: wait your turn to speak, raise your hand, avoid interrupting other members, listen, speak in turn.
4.A.9	To accept observations, cautions or warnings.	<ul style="list-style-type: none"> - Reacting appropriately and calmly to observations, cautions or warnings. - Changing the behaviours referred to by an observation, caution or warning. 	<ul style="list-style-type: none"> - Behaviours to be changed in an everyday situation or in a training centre.
4.A.10	To recognize the role of a friend.	<ul style="list-style-type: none"> - Expressing, in their own words, what a friend represents for them. 	
4.A.11	To ask for help from someone important to them in case of difficulty in their personal and social life.	<ul style="list-style-type: none"> - Adopting a behaviour of asking for help: calling attention, expressing, in their own words or through gestures, their need for help, etc. 	<ul style="list-style-type: none"> - See terminal objective 1.A.31.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.		THEME: Lifestyle	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
4.A.12 To identify among their actions those that are acceptable and those that are not, using simple criteria.	- Distinguishing among their actions those that are acceptable and those that are unacceptable, using simple criteria.	- Acceptable actions: sharing, openness, honesty, reliability. - Unacceptable actions: theft, lying, slander, gossiping, jealousy, etc.	
4.A.13 To use a simple method to deal with stress related to their personal and social situation.	- Performing a simple action to deal with their stress.	- See terminal objective 1.A.33: • relaxation, breathing technique, • request for help, • playing down concerns • humour.	

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.	THEME: Adaptation to change	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>4.A.14 To recognize a change in their personal and social situation.</p> <p>4.A.15 To use a simple method to adapt to a change.</p>	<ul style="list-style-type: none"> - Expressing, in their own words, what change took place. - Expressing, in their own words, the similarities and differences between the situation before the change and that after the change. - Reacting to a question from the teacher by indicating the change made. - Taking a simple action to adapt to a change. 	<ul style="list-style-type: none"> - Examples of changes: <ul style="list-style-type: none"> • moving, • change of foster family, • arrival of a new member to the family, • illness of friend or family member, etc. - Simple actions: <ul style="list-style-type: none"> • ask for help; • reward oneself for progress; • play down concerns; • make a joke.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.	THEME: Personal presentation	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.A.16 To present themselves according to the social norms on dress, hygiene and aesthetics.	<ul style="list-style-type: none"> - Having a neat appearance. 	<ul style="list-style-type: none"> - Dress: appropriate clothing, matching colours. - Hygiene: cleanliness of body and clothes. - Aesthetics: hair groomed, make-up, jewelry, etc.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.	THEME: Prevention of disrespect, exploitation and abuse	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.A.17 To recognize the characteristics of an act of disrespect, exploitation or abuse committed against them or by them.	<ul style="list-style-type: none"> - Reacting appropriately to questions from the teacher according to their understanding. - Demonstrating, through words or gestures, recognition of the characteristics of an act of disrespect, exploitation or abuse committed against them or by them. 	<ul style="list-style-type: none"> - Examples: <ul style="list-style-type: none"> • being "taxed": being a victim of extortion at school or in the street, having their clothes, shoes, etc. taken; • not eating enough; • being a victim of sexual harassment. - Act of disrespect, exploitation and abuse committed against them or by them.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.	THEME: Social behaviours	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.A.18 To conduct themselves in accordance with the social norms appropriate in certain everyday situations.	– Demonstrating appropriate social behaviour in certain everyday situations.	<ul style="list-style-type: none"> – Everyday situations: <ul style="list-style-type: none"> • moving about in the street and in public places; • moving about in public transportation; • behaviours at the table, in the home, in restaurants; • behaviours in stores, at church, at the library, etc. – Inappropriate behaviours: <ul style="list-style-type: none"> • pushing, yelling; • tripping, unwarranted or indecent gestures; • eating with dirty hands, with fingers, etc.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.		THEME: Knowledge and self-assertion	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.B.1	To interpret their basic needs.	– Explaining their basic needs.	– Physiological needs of security, social integration, self-esteem and self-actualization.
4.B.2	To interpret their aspirations, desires and dreams.	– Explaining their aspirations, desires and dreams.	
4.B.3	To identify their abilities, aptitudes, qualities, faults, strengths and weaknesses.	– Explaining their abilities, aptitudes, qualities, faults, strengths and weaknesses.	– Transferable functional skills, talents, etc.
4.B.4	To identify their own achievements.	– Explaining their own achievements and accomplishments. – Illustrating their own achievements. – Summarizing of their own achievements and accomplishments.	– Achievement is understood here to mean what the adult recognizes personally as a success, an accomplishment according to their situation. – An achievement can be success in an everyday task that demonstrates a quality, an ability, etc.
4.B.5	To express their emotions and feelings, according to the rules of propriety, using verbal and non-verbal methods of communication.	– Demonstrating their emotions and feelings through words and gestures, according to the rules of propriety in everyday situations.	– The expression of emotions and feelings also applies to aggressiveness. – This assumes that the adults are already capable of expressing their emotions: see terminal objective 4.A.2.
4.B.6	To affirm an opinion in an everyday situation appropriately.	– Asserting an opinion in an everyday situation according to the rules of propriety.	– The expression of an opinion presupposes the control of aggressiveness and frustration. – It also presupposes that the adult is capable of clearly refusing an unreasonable request.
4.B.7	To affirm their needs, desires, preferences and choices appropriately.	– Expressing their needs, desires, preferences and choices confidently and appropriately.	– See terminal objective 4.B.6.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.	THEME: Self-esteem	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.B.8 To use strategies that foster self-esteem.	– Implementing strategies that foster self-esteem.	– Strategies that foster self-esteem: <ul style="list-style-type: none"> • recognizing their strong points; • playing down and accept mistakes; • trying new things; • rewarding themselves for positive actions; • accepting positive feedback; • being open to change; • developing a feeling of competence, etc.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.		THEME: Interpersonal relations	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
4.B.9 To identify the types of interpersonal relations	– Explaining the types of interpersonal relations.	<ul style="list-style-type: none"> – Types of interpersonal relations according to the context: work, leisure activities, family, group, neighbourhood, centres, parties, cafeteria, etc. – Types of relations according to their possibilities and limits: <ul style="list-style-type: none"> • casual relations; • relations open to many; • deep, intimate relations; • occupational relations. – Types of relations according to their forms: <ul style="list-style-type: none"> • equality; • domination; • mutual support; • opposition; • cooperation, etc. 	
4.B.10 To identify their strong points and their weak points in the types of interpersonal relations.	– Explaining their strong points and their weak points in the types of interpersonal relations.	<ul style="list-style-type: none"> – Strong points: capacity for openness, dialogue, respect. – Weak points: aggressiveness, dependence, lack of respect, victimization, etc. 	
4.B.11 To take into account the emotions and feelings of another person.	– Reacting through appropriate words or gestures to the emotions and feelings of other persons.	– See terminal objective 4.A.5.	
4.B.12 To use strategies aimed at strengthening interpersonal relations.	– Implementing strategies aimed at strengthening interpersonal relations.	<ul style="list-style-type: none"> – Strategies aimed at strengthening interpersonal relations: <ul style="list-style-type: none"> • having regular conversations with persons who are important to them; • offering help; • sharing their emotions, their feelings, their interests and their tastes; • making a request according to the standard rules: suitable manner, proper moment, etc.; • showing tokens of friendship, affection; • making birthday wishes; • negotiating; • participating in the same activities as other persons important to them. 	

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.		THEME: Interpersonal relations (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
4.B.13 To use strategies to resolve conflicts in interpersonal relations.	– Implementing strategies to resolve conflicts in interpersonal relations.	<ul style="list-style-type: none"> – Strategies for conflict resolution to be chosen according to the type of interpersonal relations: <ul style="list-style-type: none"> • asking for help, • active listening, • message sent, • high-minded compromise, • mutually satisfactory arrangement, • negotiation, • alternation, • mediation, • expression of emotions and feelings. – Types of interpersonal relations: see terminal objective 4.B.9. 	
4.B.14 To use strategies to make communication more effective within a group.	– Implementing strategies to make communication more effective within a group.	<ul style="list-style-type: none"> – Strategies to make communication more effective with a group: <ul style="list-style-type: none"> • asking for a turn to speak; • formulating a clear, accurate message; • asking questions; • reformulating; • asking for clarification; • accepting the ideas of others; • accepting feedback, etc.; – Strategies for conflict resolution: see terminal objective 4.B.13. 	
4.B.15 To use strategies to improve their participation within a group.	– Implementing strategies to improve their participation within a group.	<ul style="list-style-type: none"> – Strategies to improve their participation within a group: <ul style="list-style-type: none"> • establishing their personal goals; • contributing their help; • taking part in the decision-making process; • identifying their roles within a group, etc. 	

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.		THEME: Lifestyle	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
4.B.16 To interpret rules related to a healthy lifestyle.	– Explaining rules related to a healthy lifestyle.	– Relate the rules to values and beliefs according to the following definitions: <ul style="list-style-type: none"> • rule: way of applying a belief or a value; • belief: certainty with respect to a situation; • value: belief transformed into a conviction closely tied to the individual, which orients and which influences ideals and how the individual acts. 	
4.B.17 To determine their own rules for establishing a healthy lifestyle.	– Explaining the rules chosen for establishing a healthy lifestyle.	– Establish a "life plan ": <ul style="list-style-type: none"> • 24 hours or one day at a time; • twelve steps of alcoholics anonymous; • refusal of bitterness and self-pity, etc. – Observance of rules of discipline.	
4.B.18 To use strategies to manage the stress related to their personal and social situation.	– Implementing strategies to manage the stress related to their personal and social situation.	– See terminal objectives 1.B.44 and 1.B.45. – Clarify their own responsibilities in a situation and that of the other persons involved.	

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.	THEME: Adaptation to change	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.B.19 To interpret the nature and stages of changes.	– Explaining the nature and stages of change.	– Change: movement from one basic state of equilibrium to another.
4.B.20 To interpret their own resistance to changes.	– Explaining their own resistance to change.	– Characteristics of change: inevitable, disturbing, cumulative, stimulating, individual, collective, conscious, unconscious.
4.B.21 To use strategies to deal with change.	– Implementing strategies to deal with change.	– Examples of resistance to change: <ul style="list-style-type: none"> • questioning change; • slowing down or putting off change; • exaggerating the merits of the current situation; • predicting the negative consequences of change; • being afraid of losing control over their lives; • rejecting what is strange, unknown; • running away; • getting sick; • practising avoidance, etc. – Strategies: <ul style="list-style-type: none"> • asking for help; • making a plan; • using relaxation techniques; • accepting the positive aspect of change; • putting change in perspective; • accepting that mistakes are made and using them to improve the situation; • adapting step-by-step; • maintaining their self-esteem, etc.

GENERAL OBJECTIVE: To acquire personal and social skills that allow them to interact socially.	THEME: Prevention of disrespect, exploitation and abuse	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
4.B.22 To establish criteria to assess social phenomena or organizations in order to avoid being exploited or abused.	– Explaining criteria assess social phenomena or organizations in order to avoid being exploited or abused.	– Criteria: <ul style="list-style-type: none"> • respect for the individual; • integration into society; • absence of exorbitant financial contributions; • absence of sexual abuse; • freedom of thought, of expression; • critical thinking encouraged; • autonomy fostered, etc.

7.5

Instrumental Mathematical Skills

FIELDS OF GENERIC SKILLS

FIELD 5: INSTRUMENTAL MATHEMATICAL SKILLS

<p>GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.</p>		<p>Spheres of life: all</p> <p>Social roles:</p> <ul style="list-style-type: none"> - consumer - householder - user of individual and community recreational activities - citizen - user of community resources - worker - student 	
<p>THEMES:</p> <ul style="list-style-type: none"> - Use of numbers in non-numeric contexts - Numeration, operations and the use of money - Processing of collections of objects numbering fewer than 25 - Processing of collections of objects numbering fewer than 100 		<ul style="list-style-type: none"> - Logical/mathematical reasoning - Measurement - Geometrical shapes 	
<p>Part A: Minimal autonomy</p>		<p>Part B: Functional autonomy</p>	
<p>THEME: Use of numbers in non-numeric contexts</p>		<p>THEME: Use of numbers in non-numeric contexts</p>	
5.A.1	To associate numerals with information that is useful to them in a non-numeric context.	5.B.1	To differentiate between even numbers and odd numbers.
5.A.2	To use numerals that are useful to them in a non-numeric context.	5.B.2	To identify numbers in a sequence up to one hundred thousand in a non-numeric context.
		5.B.3	To transpose into written words (written out in full) numbers presented in numerals.
<p>THEME: Numeration, operations and the use of money</p>		<p>THEME: Numeration, operations and the use of money</p>	
5.A.3	To become familiar concretely with two uses of addition and subtraction in concrete everyday situations.	5.B.4	To think of a number or three or more figures, breaking it down and putting it together again.
5.A.4	To perform simple addition and subtraction operations on numbers up to 100 using a calculator.	5.B.5	To interpret contexts for the possible use of addition and subtraction in everyday situations.
5.A.5	To use coins and bank notes in the context of a purchase of \$10 or less.	5.B.6	To interpret contexts for the use of multiplication in everyday situations.
5.A.6	To round off to the nearest dollar the price of a product to be paid for while handling money.	5.B.7	To interpret contexts for the use of division in everyday situations.

Part A: Minimal autonomy	Part B: Functional autonomy
	5.B.8 To carry out mentally additions and subtractions on numbers up to 100 in a situation useful for them. 5.B.9 To carry out in writing additions and subtractions of numbers up to 1000 in a situation useful to them. 5.B.10 To carry out, using a calculator, multiplication and division operations in a situation useful to them. 5.B.11 To calculate percentages using a calculator. 5.B.12 To estimate the amount of change when paying for an item. 5.B.13 To compare the price of equivalent items.
THEME: Processing of collections of objects numbering fewer than 25	THEME: Processing of collections of objects numbering fewer than 100
5.A.8 To create a collection of concrete objects of a given number less than 25. 5.A.9 To compare concretely the value of two numbers of concrete objects in different contexts. 5.A.10 To equalize two collections of concrete objects numbering fewer than 25.	5.B.15 To create a collection of concrete objects of a given number less than 100. 5.B.16 To equalize two collections of concrete objects numbering fewer than 100.
THEME: Logical/mathematical reasoning	THEME: Logical/mathematical reasoning
5.A.11 To sort concrete objects useful for them on the basis of a single characteristic. 5.A.12 To classify concrete objects useful for them on the basis of two characteristics. 5.A.13 To construct a series of objects on the basis of a simple rule. 5.A.14 To arrange in order the items in a collection of ten or fewer objects.	5.B.17 To classify objects on the basis of three or more given characteristics. 5.B.18 To construct a series of concrete objects on the basis of a complex rule.
THEME: Measurement	THEME: Measurement
5.A.15 To decode the meaning of numerical symbols useful for them in a context of measurement.	5.B.19 To perform accurate measurements using measuring tools.

Part A: Minimal autonomy	Part B: Functional autonomy
5.A.16 To use numbers useful for them in a context of measurement, using instruments for measuring liquid volume and length.	5.B.20 To establish equivalencies between units of measurement. 5.B.21 To interpret the meaning of a measurement of temperature in relation to a physical phenomenon.
THEME: Geometrical shapes	
5.A.17 To recognize the basic geometrical shapes.	

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Use of numbers in non-numeric contexts	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
5.A.1	To associate numerals with information that is useful to them in a non-numeric context.	– Recognizing the meaning of the symbols for number words appearing in a non-numeric context.	– Number word: it should be noted that the number corresponds to a word that evokes no numerical value for the student. – Non-numeric context: telephone numbers, television channels, bus numbers, ages, addresses, use of a microwave oven, etc.
5.A.2	To use numerals that are useful to them in a non-numeric context.	– Listing verbally or in writing numbers that are useful for them in a non-numeric context.	– Non-numeric context: telephone numbers, television channels, bus numbers, ages, addresses, etc.

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Numeration, operations and the use of money	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
5.A.3	To become familiar concretely with two uses of addition and subtraction in concrete everyday situations.	– Adding or subtracting concretely objects according to two uses: union and comparison.	– Union: "One person has 3 apples and 4 oranges. In all, that person has 7 pieces of fruit". – Comparison: "Person X has \$3. Person Y has \$4 more. Therefore person Y has \$7."
5.A.4	To perform simple addition and subtraction operations on numbers up to 100 using a calculator	– Adding or subtracting, using a calculator, numbers up to 100.	– Add or subtract the purchase prices of small items. – Add or subtract the elements of a budget of \$100 or less.
5.A.5	To use coins and bank notes in the context of a purchase of \$10 or less.	– Using appropriately coins and bank notes in the context of a purchase of \$10 or less.	– Take into account visual appearance and colours. – Establish comparison tables, if necessary.
5.A.6	To round off to the nearest dollar the price of a product to be paid for while handling money.	– Estimating of the price of a product by rounding off to the nearest dollar while handling money.	– Pay for a product using the price rounded off to the nearest dollar. – Establish the price to pay by adding a dollar to the price indicated.

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Processing of collections of objects numbering fewer than 25	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
5.A.7	To count concrete objects in a collection numbering fewer than 25.	– Indicating the total number of items in a collection numbering fewer than 25.	– Say the number of objects in a small collection: photocopies, plates, utensils, tools, portions, etc.
5.A.8	To create a collection of concrete objects of a given number less than 25.	– Assembling a collection of objects numbering fewer than 25.	– Assemble objects, photocopies, plates, pencils, portions of food, etc.
5.A.9	To compare concretely the value of two numbers of concrete objects in different contexts.	– Stating similarities or differences between numbers of concrete objects.	– More, less. – Manipulation of objects.
5.A.10	To equalize two collections of concrete objects numbering fewer than 25.	– Adding to or taking away from the items in a collection of concrete objects to reach the desired number (less than 25), after comparison.	– Compare concretely the number of photocopies, plates, tools, etc. – Compare the two collections with each other: more, less.

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Logical/mathematical reasoning	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
5.A.11 To sort concrete objects useful for them on the basis of a single characteristic.	– Forming a set of concrete objects useful for them according to a single criterion.	– Form a set of concrete objects useful for them on the basis of one characteristic, for example: <ul style="list-style-type: none"> • put together the dark clothes among those to be washed; • put the canned goods together among all the food products; • sort out the cups among dishes to be put away. 	
5.A.12 To classify concrete objects useful for them on the basis of two characteristics.	– Forming a set of concrete objects useful for them according to two given criteria.	– Form a set of concrete objects useful for them, according to two characteristics, for example: <ul style="list-style-type: none"> • put the dark shirts together among the clothes to be washed; • put the cans of soup together among all the food products; • put the white cups together among dishes to be put away. 	
5.A.13 To construct a series of objects on the basis of a simple rule.	– Placing objects in a certain order according to a simple ordering rule.	– Think up an example of a simple rule: □ ○ □ ○ – Put together a platter of food following a simple rule: first put celery, then slices of ham, then celery, then slices of ham. – Place the utensils in a certain order on the table: fork on the left, knife on the right, repeat.	
5.A.14 To arrange in order the items in a collection of ten or fewer objects.	– Attributing an order to the items in a collection of ten objects or fewer.	– Place in order by thickness, size, length, volume, etc. – See themes Kinesthetic discrimination: body-surrounding objects spatial relation and Sensory discrimination in field 6: Psychomotor skills.	

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Measurement	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
5.A.15 To decode the meaning of numerical symbols useful for them in a context of measurement.	<ul style="list-style-type: none"> - Recognizing the meaning of numerical symbols useful for them in a context of measurement. - Associating numerals with a measurement useful for them. 	<ul style="list-style-type: none"> - Measurement of time: <ul style="list-style-type: none"> • time of day: recognize the hour on an analog watch; • time intervals: recognize the interval between the opening and closing times of stores and other establishments; • calendar: recognize a date that is memorable for them. - Measurement of temperature: <ul style="list-style-type: none"> • kitchen thermometer, the outside temperature, body temperature: recognize significant reference points. - Measurement of size and mass: <ul style="list-style-type: none"> • clothing and shoe sizes; • weight: recognize significant reference points. 	
5.A.16 To use numbers useful for them in a context of measurement, using instruments for measuring liquid volume and length.	<ul style="list-style-type: none"> - Carrying out a task of measurement of liquid volume or length on the basis of numbers useful for them using measuring instruments. 	<ul style="list-style-type: none"> - Measurements of liquid volume: <ul style="list-style-type: none"> • measuring cup: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, 1 • measuring spoon: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, 1 • litre: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, 1 - Measurement of length: <ul style="list-style-type: none"> • measuring tape: $\frac{1}{2}$, $\frac{1}{4}$, 1 - Adaptation of tools using visual references. - Adaptation of a recipe book with images representing measurements. 	

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.	THEME: Geometrical shapes	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
5.A.17 To recognize the basic geometrical shapes.	<ul style="list-style-type: none"> - Identifying the geometrical shapes in pictograms, traffic signs and labels. 	<ul style="list-style-type: none"> - Distinguish the basic geometrical shapes: circle, square, triangle, rectangle, diamond. - For the interpretation of pictograms, traffic signs and labels in everyday situations, see field 3: Communication skills, field 6: Psychomotor skills and field 8: Domestic skills.

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Use of numbers in non-numeric contexts	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
5.B.1	To differentiate between even numbers and odd numbers.	– Explaining the difference between even numbers and odd numbers.	– Addresses.
5.B.2	To identify numbers in a sequence up to one hundred thousand in a non-numeric context.	– Recognizing numbers in a sequence up to one hundred thousand in a non-numeric context.	– Addresses.
5.B.3	To transpose into written words (written out in full) numbers presented in numerals.	– Writing in words (written in full) the numbers presented in numerals.	– Issuing of cheques, receipts. – Factual knowledge of the written numbers one to twenty. – Factual knowledge of the words meaning tens, the word "hundred" and the word "thousand."

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Numeration, operations and the use of money	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
5.B.4	To think of a number of three or more figures, breaking it down and putting it together again.	– Identifying the ones, tens and hundreds by breaking down a three-digit number and putting it together again.	– Example of breaking down a number: 351 $300 + 50 + 1$ $100 + 100 + 100 + 50 + 1$ $300 + 10 + 10 + 10 + 10 + 10 + 1$. – Example of putting together a number: $400 + 10 + 10 + 9$ $100 + 100 + 100 + 100 + 10 + 10 + 9$ $400 + 20 + 9$ 429.
5.B.5	To interpret contexts for the possible use of addition and subtraction in everyday situations.	– Explaining contexts for the use of addition and subtraction in everyday situations.	– Contexts: • union; • comparison; • transformation: "This morning, a person had \$3. She won \$4. She now has \$7."
5.B.6	To interpret contexts for the use of multiplication in everyday situations.	– Explaining contexts for the use of multiplication in an everyday situation.	– Cartesian product: "A person has 3 skirts and 4 blouses. She can make 12 different outfits." – Rectangular layout: "In the meeting room, there are 3 rows of 4 chairs. In all, there are 12 chairs." – Repeated addition: "A person buys 3 boxes of cakes. In each box, there are 5 cakes. In all, he has 15 cakes."

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Numeration, operations and the use of money (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
5.B.7	To interpret contexts for the use of division in everyday situations.	– Explaining contexts for the use of division in everyday situations.	– Sharing: "A person has 15 cakes to give to 5 others. Each one receives 3 cakes." – Forming sets: "A person has 12 photos of his family. He puts 4 on each page of his album. He fills 3 pages."
5.B.8	To carry out mentally additions and subtractions on numbers up to 100 in a situation useful for them.	– Adding or subtracting mentally numbers up to 100.	– Knowledge of the tables. – Algorithms. – Strategies for mental arithmetic, that is, the application of techniques without using algorithms, by breaking down the numbers, for example.
5.B.9	To carry out in writing additions and subtractions of numbers up to 1000 in a situation useful to them.	– Adding or subtracting in writing numbers up to 1000.	– Knowledge of the tables. – Breaking down numbers. – Algorithms.
5.B.10	To carry out, using a calculator, multiplication and division operations in a situation useful to them.	– Multiplying and dividing using a calculator.	– See contexts for use. – Show how to operate a calculator.
5.B.11	To calculate percentages using a calculator.	– Determining percentages using a calculator.	– Good and services tax (GST), Québec sales tax (QST), interest, reductions, discounts, sales, measurements, etc.
5.B.12	To estimate the amount of change when paying for an item.	– Saying the amount of change due when paying for an item.	– Purchases in a store.
5.B.13	To compare the price of equivalent items.	– Stating the similarities and differences between the prices of two to five equivalent items.	– Find the best price. – See field 7: Management of daily life.

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.	THEME: Processing of collections of objects numbering fewer than 100	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>5.B.14 To count concrete objects in a collection numbering fewer than 100.</p> <p>5.B.15 To create a collection of concrete objects of a given number less than 100.</p> <p>5.B.16 To equalize two collections of concrete objects numbering fewer than 100.</p>	<ul style="list-style-type: none"> - Indicating the total number of items in a collection of concrete objects numbering fewer than 100. - Assembling a collection of concrete objects numbering fewer than 100. - Adding to or taking away from the items in a collection of concrete objects to reach the desired number (less than 100), after comparison. 	<ul style="list-style-type: none"> - Strategy for grouping and counting by tens. - See terminal objective 5.B.14. - Number more, number less. - Strategy for grouping and counting by tens. - Strategies for matching.

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Logical/mathematical reasoning	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
5.B.17 To classify objects on the basis of three or more given characteristics.	– Forming a set of three or more given criteria.	– Form a set of objects on the basis of three or more characteristics: • put the dark shirts with stripes together among the clothes to be washed; • put together the cans of vegetable soup among the food products; • put together the white coffee cups before putting them away.	
5.B.18 To construct a series of concrete objects on the basis of a complex rule.	– Laying out a set of concrete objects in a certain order, according to an ordering rule including three or more criteria.	– Make up an example of a complex rule: □□Oo □□Oo – Lay out in a plate of food: slices of ham, slices of salami, celery, pickles, repeat,	

GENERAL OBJECTIVE: To acquire the ability to use mathematical instruments.		THEME: Measurement	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
5.B.19 To perform accurate measurements using measuring tools.	– Giving the exact measurement after using a measuring instrument.	<ul style="list-style-type: none"> – Measurement of time: <ul style="list-style-type: none"> • time of day: give the exact time; • schedule: give the time for an activity; • bus, train schedule: specify the day, the time, the time of departure, of arrival, etc.; – Measurement of temperature: <ul style="list-style-type: none"> • inside, outside, medical, kitchen thermometer. – Measurement of time in metric units: <ul style="list-style-type: none"> • year, day, month, hour. – Measurement of length in metric units: <ul style="list-style-type: none"> • measuring tape: measurement of a window, of a human body. – Measurement of liquid volume: <ul style="list-style-type: none"> • measuring cup and spoon; • litre of milk. – Measurement of mass: <ul style="list-style-type: none"> • scales: human body, familiar objects, bags of food, etc. – Geometric measurements: <ul style="list-style-type: none"> • perimeter and surface area: room in the house. 	
5.B.20 To establish equivalencies between units of measurement.	– Explaining equivalencies between units of measurement.	<ul style="list-style-type: none"> – Measurement of time: year, month, day, hour, minute, second. – Measurement of length: metre, centimetre. – Measurement of liquid volume: litre, millilitre. – Measurement of mass: kilogram, gram. 	
5.B.21 To interpret the meaning of a measurement of temperature in relation to a physical phenomenon.	– Explaining the meaning of a measurement of temperature in relation to a physical phenomenon.	<ul style="list-style-type: none"> – Boiling point, freezing point, normal body temperature, comfortable temperature in a house. 	

7.6

Psychomotor Skills

FIELDS OF GENERIC SKILLS
FIELD 6: PSYCHOMOTOR SKILLS

GENERAL OBJECTIVE: To acquire psychomotor skills.		Spheres of life: all
		Social roles: all
THEMES: <ul style="list-style-type: none"> - Temporal orientation - Kinesthetic discrimination: <ul style="list-style-type: none"> • body awareness • laterality • body-surrounding objects spatial relation - Sensory discrimination - Spatial orientation: <ul style="list-style-type: none"> • moving about outside - Gross motor skills - Fine motor skills 		
Part A: Minimal autonomy		Part B: Functional autonomy
THEME: Temporal orientation		THEME: Temporal orientation
6.A.1 To recognize the immediate or concomitant temporal characteristics of a situation or an event.		6.B.1 To locate themselves in time using appropriate temporal concepts.
THEME: Kinesthetic discrimination: body awareness		THEME: Kinesthetic discrimination: body awareness
6.A.2 To locate the external parts of their bodies.		6.B.2 To locate the main internal organs of their bodies.
		6.B.3 To distinguish the functions of the main internal organs in their bodies.
THEME: Kinesthetic discrimination: laterality		THEME: Kinesthetic discrimination: laterality
6.A.3 To differentiate their right sides from their left sides.		6.B.4 To recognize the dominant sides of their bodies.
THEME: Kinesthetic discrimination: body-surrounding objects spatial relation		THEME: Kinesthetic discrimination: body-surrounding objects spatial relation
6.A.4 To recognize the spatial characteristics that define an object or a person.		6.B.5 To distinguish the spatial characteristics that define an object, a person or a situation.
6.A.5 To recognize the position of their bodies in space in relation to an object or a person.		6.B.6 To locate themselves in space in relation to an object, a person or a place, using appropriate spatial concepts.
6.A.6 To locate an object or a person in space in relation to their bodies.		

Part A: Minimal autonomy	Part B: Functional autonomy
<p>THEME: Sensory discrimination</p> <p>6.A.7 To distinguish different types of sensory stimuli.</p>	
<p>THEME: Spatial orientation: moving about outside</p> <p>6.A.8 To orient themselves in their neighbourhood or village to move about on foot to a place they know and that is useful for them.</p>	<p>THEME: Spatial orientation: moving about outside</p> <p>6.B.7 To orient themselves in their town or in their region using a map.</p> <p>6.B.8 To create a mental image of a route on foot on the basis of verbal directions.</p>
<p>THEME: Gross motor skills</p> <p>6.A.9 To coordinate the basic movements of their bodies.</p>	
<p>THEME: Fine motor skills</p> <p>6.A.10 To carry out fine motor movements in the performance of simple manual tasks requiring precision.</p>	<p>THEME: Fine motor skills</p> <p>6.B.9 To carry out fine motor movements in the performance of a task that include a complex sequence.</p>
<p>THEME: Combination of gross and fine motor skills</p> <p>6.A.11 To master simultaneously gross and fine motor skills in the performance of the sequence of a simple manual task, with or without a model.</p>	<p>THEME: Combination of gross and fine motor skills</p> <p>6.B.10 To master simultaneously gross and fine motor skills in the performance of the sequence of a complex manual task, with or without a model.</p>

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Temporal orientation	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.A.1 To recognize the immediate or concomitant temporal characteristics of a situation or an event.	– Answering the teacher's questions affirmatively as soon as the appropriate temporal characteristic is recognized.	<ul style="list-style-type: none"> – Temporal concepts: <ul style="list-style-type: none"> • today, now; • night, day, evening; • morning, afternoon, daytime; • soon, before long, earlier; • immediately; • before, after. – Acquisition of terminal objective 6.A.1 prerequisite to the learning of information strategies. See field 1: Problem-solving skills. 	

GENERAL OBJECTIVE: To acquire psychomotor skills.	THEME: Kinesthetic discrimination • body awareness	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
6.A.2 To locate the external parts of their bodies.	– Pointing out, at the request of the teacher, the external parts of their bodies.	<ul style="list-style-type: none"> – Head: hair, forehead, eyes, ears, nose, cheeks, mouth, lips, teeth, jaw, neck. – Trunk: shoulders, arms, hands, fingers, hips, buttocks. – Legs: thighs, knees, calves, feet, toes.

GENERAL OBJECTIVE: To acquire psychomotor skills.	THEME: Kinesthetic discrimination • laterality	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
6.A.3 To differentiate their right sides from their left sides.	<ul style="list-style-type: none"> - Performing alternating movements, right side, left side, following instructions. - Pointing to the right side or the left side at the request of the teacher. 	<ul style="list-style-type: none"> - Laterality exercises.

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Kinesthetic discrimination • body-surrounding objects spatial relation	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
6.A.4	To recognize the spatial characteristics that define an object or a person.	<ul style="list-style-type: none"> – Reacting appropriately to the statement of the spatial concept that defines precisely an object or a person. – Stating the spatial concept that defines precisely an object or a person. 	<ul style="list-style-type: none"> – Acquisition of terminal objective 6.A.4 prerequisite to the learning of observation strategies. See field 1: Problem-solving skills. – Qualitative spatial concepts: <ul style="list-style-type: none"> • thick, thin, • big, little, • long, short, etc.
6.A.5	To recognize the position of their bodies in space in relation to an object or a person.	<ul style="list-style-type: none"> – Expressing the spatial concept that defines the position of their body in space in relation to an object or a person. – Reacting appropriately to the statement of the spatial concept defining the position of their body in space in relation to an object or a person. 	<ul style="list-style-type: none"> – Acquisition of terminal objective 6.A.5 prerequisite to the learning of observation strategies. See field 1: Problem-solving skills. – Quantitative spatial concepts: <ul style="list-style-type: none"> • here, there; • up, down; • in front, behind; • with, beside; • inside, outside; • near, far (from); • around, on.
6.A.6	To locate an object or a person in space in relation to their bodies.	<ul style="list-style-type: none"> – Stating the spatial concept that makes it possible to locate an object or a person in relation to their body. – Reacting appropriately to the statement of the spatial concept locating an object or a person in space in relation to their body. – Manipulating an object by stating the spatial concept that locates it in relation to their body. – Manipulating an object to locate it in space in relation to their body in accordance with the spatial concept stated by the teacher. 	<ul style="list-style-type: none"> – See terminal objective 6.A.5.

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Sensory discrimination	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.A.7 To distinguish different types of sensory stimuli.	<ul style="list-style-type: none"> - Distinguishing one sensory stimulus among others by describing it in their own words or using appropriate gestures. 	<ul style="list-style-type: none"> - Visual discrimination: <ul style="list-style-type: none"> • visual acuity: visually locate an object; • constant visual locating: follow a moving object with their eyes; • figure-ground perception: select the dominant figure in an environment; • perceptual constancy: show constancy in their interpretations of similar types of objects (classify objects according to their shapes). - Auditory discrimination: <ul style="list-style-type: none"> • auditory acuity: recognize varied sounds and tones, and corresponding intensities (noises in the environment: a door closing, running water, ringing of the telephone, of the doorbell, radio, television); • constant auditory locating: ability to identify the direction of a sound and follow it (car, bus, motorcycle, subway, police and ambulance sirens, snow blower, sounds of walking or running, crying). - Tactile discrimination: recognize various surfaces on the basis of tactile clues: <ul style="list-style-type: none"> • texture, resistance, temperature, density, adhesion; • shapes: round, cubical, thin, thick; • substances: hot, cold, thick, liquid, solid; • hard, soft, rough, soft, wrinkled, smooth, heavy, etc. objects. 	

GENERAL OBJECTIVE: To acquire psychomotor skills.	THEME: Sensory discrimination (cont'd)	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
		<ul style="list-style-type: none"> - Olfactory discrimination: <ul style="list-style-type: none"> • recognize various smells: spicy, acid, perfumed, sweet, burnt; • recognize the smells of vegetables, fruits, meat, etc. - Discrimination by taste: <ul style="list-style-type: none"> • recognize various flavours: sweet, salty, acid, bitter, etc.; • identify the flavours of foods: fruits, vegetables, meat, bread, etc.

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Spatial orientation • moving about outside	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.A.8 To orient themselves in their neighbourhood or village to move about on foot to a place they know and that is useful for them.	– Going on foot taking the shortest appropriate route from their home to a place that is known and useful to them.	– Useful, known places: convenience store, grocery store, pharmacy, barbershop, church, training centre, recreation centre, homes of friends, etc.	

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Gross motor skills	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.A.9 To coordinate the basic movements of their bodies.	<ul style="list-style-type: none"> - Carrying out activities that require the coordination of basic movements of their body. 	<ul style="list-style-type: none"> - Locomotive, non-locomotive movements, manipulation: prehension, dexterity. - Movements that form the basis of general motor skills: <ul style="list-style-type: none"> • upper limbs: use of arms and shoulders (throwing, catching, getting up); • lower limbs: use of feet and legs (running, jumping, walking, kicking, going down stairs); • combination of movements: swimming, gymnastics, dancing. - Everyday locomotive movements: use of stairs and elevators. 	

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Fine motor skills	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.A.10 To carry out fine motor movements in the performance of simple manual tasks requiring precision.	– Performing a routine, repetitive task that requires precision.	<ul style="list-style-type: none"> – Tasks that require hand-eye precision: <ul style="list-style-type: none"> • manipulation movements: grasping an object with the fingers, picking up a box, pushing a door, etc.; • prehension movements: picking up several objects with the fingers, using certain tools, folding paper, handling scissors, doing pre-writing exercises, tracing, colouring a shape, etc.; • grasping movements: stringing together or rolling up objects, doing a jigsaw puzzle, using certain tools. – Examples of applying locomotive movements: <ul style="list-style-type: none"> • pushing a cart; • pulling a door open; • leaning over to pick up an object; • stretching to reach an object. – Examples of applying handling/prehension movements: <ul style="list-style-type: none"> • manipulating small objects: pencils, brushes, chalk; • tying shoelaces; • buttoning clothes; • opening and closing a zipper. – Other methods of kinesthetic compensation for adults with visual impairments. – Kinesthetic references used to compensate for lack of hand-eye precision. 	

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Combination of gross and fine motor skills	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.A.11 To master simultaneously gross and fine motor skills in the performance of the sequence of a simple manual task, with or without a model.	– Performing appropriately a routine, repetitive manual task that requires the combination of gross and fine motor skills, with or without a model.	– Examples of tasks: <ul style="list-style-type: none"> • sorting into categories; • wrapping objects; • folding objects precisely; • setting a table; • making beds; • using utensils, etc. 	

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Temporal orientation	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.B.1 To locate themselves in time using appropriate temporal concepts.	– Associating a temporal concept with situations or events in their everyday lives.	<ul style="list-style-type: none"> – Temporal concepts: <ul style="list-style-type: none"> • before, after; • yesterday, today, tomorrow; • last month, this month, next month; • this year, date. – Activities of everyday life or a memorable event marked by a temporal reference point. – Acquisition of terminal objective 6.B.1 prerequisite to the learning of observation strategies in field 1: Problem-solving skills. 	

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Kinesthetic discrimination • body awareness	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
6.B.2	To locate the main internal organs of their bodies.	– Showing on their own body where the main internal organs are located.	– Internal organs: heart, lungs, liver, kidneys, stomach, intestines, brain.
6.B.3	To distinguish the functions of the main internal organs in their bodies.	– Explaining in their own words what the main internal organs of the body are for.	– See terminal objective 6.B.2.

GENERAL OBJECTIVE: To acquire psychomotor skills.	THEME: Kinesthetic discrimination • laterality	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
6.B.4 To recognize the dominant sides of their bodies.	– Saying which side of their body is dominant during the performance of a task.	– Dominance of the right side: right-handed. – Dominance of the left side: left-handed.

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Kinesthetic discrimination • body-surrounding objects spatial relation	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
6.B.5	To distinguish the spatial characteristics that define an object, a person or a situation.	– Defining an object, a person or a situation using appropriate spatial concepts.	– Acquisition of terminal objective 6.B.5 prerequisite to the learning of observation strategies in field 1: Problem-solving skills. – Qualitative spatial concepts: • thick, thin; • big, small; • long, short, etc.
6.B.6	To locate themselves in space in relation to an object, a person or a place, using appropriate spatial concepts.	– Locating themselves in space using spatial concepts appropriate to their position in relation to that of an object, a person or a place.	– Acquisition of terminal objective 6.B.6 prerequisite to the learning of observation strategies in field 1: Problem-solving skills. – Quantitative spatial concepts: • here, there; • a little, a lot; • on top, underneath; • high, low; • in front, behind; • with, beside; • inside, outside; • near, far (from); • around, on.

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Spatial orientation • moving about outside	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
6.B.7	To orient themselves in their town or in their region using a map.	<ul style="list-style-type: none"> - Locating on a map the main points of reference to orient themselves in their town or in their region. - Showing the possibilities for going from one place to another. 	<ul style="list-style-type: none"> - Paper maps or maps on the computer screen. - Points of reference: cardinal directions, main arteries, streets, highways, divided highways. - Routes traced on a map. - Movements on foot or in a car.
6.B.8	To create a mental image of a route on foot on the basis of verbal directions.	<ul style="list-style-type: none"> - Going on foot to a place following verbal instructions. 	<ul style="list-style-type: none"> - Movements on foot based on the person's address. - If necessary, transcription of the route on a map or a piece of paper.

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Fine motor skills	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.B.9 To carry out fine motor movements in the performance of a task that include a complex sequence.	– Carrying out a complex, routine, manual task requiring precision.	– Examples of tasks: <ul style="list-style-type: none"> • writing with or without a means of visual support: formation of the letters, spacing of the words, • assembling objects, • knitting, • sewing, etc. 	

GENERAL OBJECTIVE: To acquire psychomotor skills.		THEME: Combination of gross and fine motor skills	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
6.B.10 To master simultaneously gross and fine motor skills in the performance of the sequence of a complex manual task, with or without a model.	– Carrying out appropriately a complex manual task requiring the combination of gross and fine motor skills.	– Examples of tasks: <ul style="list-style-type: none"> • typing; • wrapping large packages; • loading and unloading a vehicle; • using office equipment; • assembling objects; • making a recipe, etc. 	

7.7

Management of Daily Life

FIELDS OF SPECIFIC SKILLS
FIELD 7: MANAGEMENT OF DAILY LIFE

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		Spheres of life: all Social roles: <ul style="list-style-type: none"> - consumer - householder - user of individual and community recreational facilities - member of an association - member of a religious group - worker - student
THEMES: <ul style="list-style-type: none"> - Organization of activities for a day and for a week - Budget and bills - Banking operations 		<ul style="list-style-type: none"> - Consumerism and shopping - Leisure activities - Getting around safely
Part A: Minimal autonomy		Part B: Functional autonomy
THEME: Organization of activities for a day and for a week		THEME: Organization of activities for a day and for a week
7.A.1 To associate each of the major moments in a day and in a week with a sequence of activities related to a routine.	7.B.1 To establish daily priorities for the use of their time.	
7.A.2 To construct an illustrated model of a daily and weekly routine.	7.B.2 To establish a schedule of their daily and weekly activities in accordance with their priorities.	
	7.B.3 To determine methods for using their daily and weekly time effectively.	
	THEME: Budget and bills	
	7.B.4 To demonstrate the effects of their living habits and their projects on the planning of their financial situation.	
	7.B.5 To demonstrate the utility of making a weekly and monthly budget.	
	7.B.6 To identify the components of a budget.	
	7.B.7 To establish their budget according to their income and their expenses.	
	7.B.8 To determine methods of balancing their budget.	

Part A: Minimal autonomy	Part B: Functional autonomy
	7.B.9 To determine methods of saving. 7.B.10 To determine methods of paying their debts. 7.B.11 To use various methods of paying bills. THEME: Banking operations 7.B.12 To demonstrate the utility of a bank account. 7.B.13 To explain the structure of a bank account. 7.B.14 To use a bank account in terms of the services provided.
THEME: Consumerism and shopping 7.A.3 To relate a consumer need to a small personal item selling for \$10 or less. 7.A.4 To recognize the concrete utility of circulars. 7.A.5 To locate an everyday product in circulars. 7.A.6 To choose among a set of similar products selling for \$10 or less which one is the least expensive. 7.A.7 To make purchases of personal products selling for \$10 or less that meet their consumer needs. 7.A.8 To make a purchase from a vending machine.	THEME: Consumerism and shopping 7.B.15 To compare the characteristics, price and methods of payment for various brand-name products. 7.B.16 To choose the best product in terms of price-quality ratio. 7.B.17 To plan their purchases on the basis of their needs, using information documents. 7.B.18 To make purchases of products that meet their consumer needs. 7.B.19 To interpret the utility and clauses of certain typical contracts in various everyday legal situations. 7.B.20 To interpret their rights as consumers. 7.B.21 To interpret their responsibilities as consumers. 7.B.22 To interpret the consequences of failure to observe their responsibilities as consumers.
THEME: Leisure activities 7.A.9 To choose simple, daily leisure activities that correspond to their interests and their tastes, with the exception of watching television. 7.A.10 To participate in a leisure activity that can be practised in the home.	THEME: Leisure activities 7.B.23 To choose complex leisure activities that correspond to their interests and their tastes. 7.B.24 To choose entertainment products according to standards that correspond to being an adult.

Part A: Minimal autonomy	Part B: Functional autonomy
7.A.11 To participate in a leisure activity that can be practised in a protected environment.	7.B.25 To describe the organization of an acceptable sound environment in the home. 7.B.26 To participate in a regular leisure activity in an ordinary organized environment.
THEME: Getting around safely	
7.A.12 To move about in the street in a safe manner.	
7.A.13 To apply simple safety rules as a passenger in a vehicle.	

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		THEME: Organization of activities for a day and for a week	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
7.A.1	To associate each of the major moments in a day and in a week with a sequence of activities related to a routine.	<ul style="list-style-type: none"> - Establishing a link, verbally or using illustrations, between each of the major moments in a day and in a week and a sequence of activities related to a routine. 	<ul style="list-style-type: none"> - Daily and weekly routines. - Example of a daily routine: <ul style="list-style-type: none"> • morning: get up, wash, get dressed, have breakfast, take medication, etc.; • forenoon: make their bed, wash their clothes, do their errands; • noon: lunch; • afternoon: do a leisure activity, exercise; • evening: supper, watch television, put away clothes, etc. - Example of a weekly routine: <ul style="list-style-type: none"> • Monday: training at the centre; • Tuesday: leisure activities, doctor's appointment; • Wednesday: shopping; • Thursday: training at the centre; • Friday: volunteer work; • Saturday and Sunday: go out to a restaurant, to a dance at the recreation centre, etc.
7.A.2	To construct an illustrated model of a daily and weekly routine.	<ul style="list-style-type: none"> - Placing illustrations of daily and weekly activities in an order related to the major moments in a day and in a week. 	<ul style="list-style-type: none"> - Use the model routine that has been established in their own environments.

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		THEME: Consumerism and shopping		PART A: MINIMAL AUTONOMY	
TERMINAL OBJECTIVES		SKILLS INDICATORS		SUGGESTIONS FOR ACTIVITIES	
7.A.3	To relate a consumer need to a small personal item selling for \$10 or less.	-	Listing their consumer needs for personal products selling for \$10 or less.	-	Personal products selling for \$10 or less: tobacco, food, personal health care products, etc. - Illustrations of products. - Questions on the relevance and utility of consumerism.
7.A.4	To recognize the concrete utility of circulars.	-	Expressing, in their own words, the concrete utility of circulars. - Pointing out images of daily life related to reasons for using circulars.	-	Images from daily life: shopping, buying a product, saving, etc.
7.A.5	To locate an everyday product in circulars.	-	Using circulars to find an everyday product.	-	Relate to field 3: Communication skills and field 5: Instrumental mathematical skills.
7.A.6	To choose among a set of similar products selling for \$10 or less which one is the least expensive.	-	Selecting the least expensive product for a single category of items selling for \$10 or less.	-	See terminal objective 5.A.9.
7.A.7	To make purchases of personal products selling for \$10 or less that meet their consumer needs.	-	Buying personal products selling for \$10 or less according to their consumer needs.	-	See terminal objectives 5.A.5 and 5.A.6 and field 3: Communication skills.
7.A.8	To make a purchase from a vending machine.	-	Making a purchase from a vending machine following instructions.	-	See terminal objective 7.A.7.

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		THEME: Leisure activities	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
7.A.9	To choose simple, daily leisure activities that correspond to their interests and their tastes, with the exception of watching television.	<ul style="list-style-type: none"> - Selecting, among illustrations, leisure activities that correspond to their interests and tastes, with the exception of watching television. - Expressing their preferences among the activities on a list with the exception of watching television. 	<ul style="list-style-type: none"> - Suggest alternatives to watching television, which is often done in excess and can encourage passivity. Establish a balanced daily routine. See terminal objectives 7.A.1 and 7.A.2. - Present activities to be done individually: listening to music, playing an instrument, drawing, reading, swimming, bicycling, fishing, taking care of an animal, running, walking, doing a jigsaw puzzle. - Suggest activities to be done with others: playing music, singing, visiting a friend or member of the family, training for a sport (bowling, badminton), playing board games. - Present some activities that require little energy and others that require a lot.
7.A.10	To participate in a leisure activity that can be practised in the home.	<ul style="list-style-type: none"> - Taking part in a leisure activity that can be practised in the home. 	<ul style="list-style-type: none"> - According to the suggested activity, supplement with terminal objectives from field 3: Communication skills, from field 5: Instrumental mathematical skills, and from field 6: Psychomotor skills.
7.A.11	To participate in a leisure activity that can be practised in a protected environment.	<ul style="list-style-type: none"> - Taking part in a leisure activity that can be practised in a protected environment. 	<ul style="list-style-type: none"> - See terminal objective 7.A.10. - Spend time in protected environments: leisure organizations for adults with disabilities, specialized camps, etc.

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.	THEME: Getting around safely	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>7.A.12 To move about in the street in a safe manner.</p> <p>7.A.13 To apply simple safety rules as a passenger in a vehicle.</p>	<ul style="list-style-type: none"> - Following a route on foot while observing the pedestrian safety rules. - Adopting safe behaviours while riding in a vehicle by following simple rules. 	<ul style="list-style-type: none"> - Traffic light, stop sign, crosswalk, etc. - Decoding symbols and signs. See terminal objective 3.A.7. - Safety rules: as required, upright position, seat belt buckled, limited movements, calm attitude, etc. - Using a taxi.

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		THEME: Organization of activities for a day and for a week	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
7.B.1	To establish daily priorities for the use of their time.	– Explaining their priorities with respect to the use of their time.	– Organization of their time at home, at the centre or elsewhere. – Goals to be achieved. – Activities that are important to them. – Interests, tastes. – Unavoidable tasks.
7.B.2	To establish a schedule of their daily and weekly activities in accordance with their priorities.	– Drawing a diagram of their daily and weekly activities in accordance with their priorities.	
7.B.3	To determine methods for using their daily and weekly time effectively.	– Explaining methods for using their daily and weekly time effectively.	– Methods: <ul style="list-style-type: none"> • daybook; • sharing of tasks; • establishment of priority activities; • establishment of rule requiring concentration on one activity at time; • important dates; • discipline, etc.

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		THEME: Budget and bills		PART B: FUNCTIONAL AUTONOMY	
TERMINAL OBJECTIVES		SKILLS INDICATORS		SUGGESTIONS FOR ACTIVITIES	
7.B.4	To demonstrate the effects of their living habits and their projects on the planning of their financial situation.	–	Giving examples of the effects of their living habits and their projects on their financial situation.	–	<ul style="list-style-type: none"> – Purchasing alcohol, cigarettes, potato chips, drug consumption, etc. – Plans for purchasing, renting a new apartment, taking a trip, etc.
7.B.5	To demonstrate the utility of making a weekly and monthly budget.	–	Explaining the utility of making a budget.	–	<ul style="list-style-type: none"> – Controlling the financial situation. – Saving. – Setting priorities.
7.B.6	To identify the components of a budget.	–	Explaining the components of a budget and how their relate to each other.	–	<ul style="list-style-type: none"> – Calculating revenues. – Calculating expenses. – Difference. – Budget items.
7.B.7	To establish their budget according to their income and their expenses.	–	Constructing a budget according to their revenues and their expenses.	–	<ul style="list-style-type: none"> – Plan a budget adapted to the situation of each person. – See field 5: Instrumental mathematical skills. – Take into account their living habits and their plans.
7.B.8	To determine methods of balancing their budget.	–	Describing the methods chosen for balancing their budget.	–	<ul style="list-style-type: none"> – Budgetary choices: <ul style="list-style-type: none"> • restriction of certain expenses; • elimination of certain budget items; • reconsideration of living habits; • increase in income; • sharing housing, etc.
7.B.9	To determine methods of saving.	–	Describing the methods chosen for saving.	–	<ul style="list-style-type: none"> – Restriction of certain expenses. – Changes in living habits. – Deposit of money that has been reserved or recovered, etc.

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.	THEME: Budget and bills (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
7.B.10 To determine methods of paying their debts.	– Describing the methods chosen to pay their debts.	<ul style="list-style-type: none"> – Saving. – Friendly agreement with the creditor. – Voluntary deposit. – Personal bankruptcy.
7.B.11 To use various methods of paying bills.	– Using various methods of paying bills.	<ul style="list-style-type: none"> – Various methods of paying bills: <ul style="list-style-type: none"> • by mail, in person; • by cheque (with funds) or in cash; • by withdrawal from an automatic teller machine; • by exchange of services. – Instrumental mathematical skills related to paying bills: numeration, operations and the use of money. See field 5: Instrumental mathematical skills.

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		THEME: Banking operations	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
7.B.12 To demonstrate the utility of a bank account.	– Explaining the utility of a bank account.	– Payment without cash, reliability, record of transactions, etc.	
7.B.13 To explain the structure of a bank account.	– Distinguishing the elements of the structure of a bank account.	– Date, code, deposit, withdrawal, balance. – Debit, credit. – Reading the information related to the bank account. See field 3: Communication skills.	
7.B.14 To use a bank account in terms of the services provided.	– Performing banking operations using the services provided.	– Opening the account. – Banking operations at the wicket: <ul style="list-style-type: none"> • withdrawal, • deposit, • cheques. – Using an ATM card. – Automatic teller machine operations. – Direct payment.	

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		THEME: Consumerism and shopping	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
7.B.15 To compare the characteristics, price and methods of payment for various brand-name products.	– Establishing the similarities and differences between the characteristics, the price and methods of payment of various brand-name products.	<ul style="list-style-type: none"> – Commonly used products. – Comparison using information documents or by asking for information. See field 3: Communication skills. – Products to be used. See field 12: Diet and personal care. 	
7.B.16 To choose the best product in terms of price-quality ratio.	– Selecting, among others, the best product in terms of price-quality ratio.	– See terminal objective 5.B.13.	
7.B.17 To plan their purchases on the basis of their needs, using information documents.	– Making a list of products to buy according to their needs, using information documents.	<ul style="list-style-type: none"> – Information documents: circulars, ads, brochures, newspapers, etc. – Written comprehension. See field 3: Communication skills. 	
7.B.18 To make purchases of products that meet their consumer needs.	– Purchasing products that meet their consumer needs.	<ul style="list-style-type: none"> – Food, clothing, furniture, VCR, etc. – Behaviours to be adopted when making purchases. See field 3: Communication skills and field 4: Personal and social skills. 	
7.B.19 To interpret the utility and clauses of certain typical contracts in various everyday legal situations.	– Expressing, in their own words, the function and contents of a typical contract in various everyday legal situations.	<ul style="list-style-type: none"> – Lease. – Credit card. – Rental contract. – Loan. – Written comprehension. See field 3: Communication skills. 	
7.B.20 To interpret their rights as consumers.	– Explaining possible remedies with the merchant or at the Consumer Protection Bureau.	<ul style="list-style-type: none"> – Defective or unacceptable products. – Observance of the warranty. – Fraud. – Right to an advertised product. – Right to an appropriate product. 	

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.	THEME: Consumerism and shopping (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
7.B.21 To interpret their responsibilities as consumers.	– Explaining actions to be taken to exercise their responsibilities as consumers.	– Actions: <ul style="list-style-type: none"> • paying for products bought on credit; • filling in warranty forms correctly; • using the product appropriately; • maintain a system for filing bills and warranties.
7.B.22 To interpret the consequences of failure to observe their responsibilities as consumers.	– Explaining the consequences of failure to observe their responsibilities as consumers.	– Examples of situations of failure to observe their responsibilities: <ul style="list-style-type: none"> • credit card balance too high; • failure to respect a lease. – Consequences: <ul style="list-style-type: none"> • lose of credit card; • legal action; • seizure of goods; • bankruptcy; • eviction from an apartment, etc.

GENERAL OBJECTIVE: To acquire the ability to organize their daily life.		THEME: Leisure activities	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
7.B.23 To choose complex leisure activities that correspond to their interests and their tastes.	<ul style="list-style-type: none"> - Listing the leisure activities chosen according to their interests and tastes. - Justifying the choice of their leisure activities according to their interests and tastes. 	<ul style="list-style-type: none"> - Examples of activities: <ul style="list-style-type: none"> • to be done individually: reading, taking photos, painting, making furniture, repairing electrical appliances or toys, taking care of an animal, canoeing, skating, etc.; • to be done with others: playing with a band, taking care of children, participating in a rally, playing Ping-Pong or baseball, going camping, doing magic, practising a martial art, taking part in card tournaments, etc. - Presentation of activities that require little energy and others that require a lot. 	
7.B.24 To choose entertainment products according to standards that correspond to being an adult.	<ul style="list-style-type: none"> - Listing the entertainment products chosen according to adult standards. - Justifying the choice of entertainment according to adult standards. 	<ul style="list-style-type: none"> - Make an appropriate choice of television shows, videos, music, electronic games, etc. - Avoid the infantile nature of certain products. 	
7.B.25 To describe the organization of an acceptable sound environment in the home.	<ul style="list-style-type: none"> - Explaining the organization of an acceptable sound environment in the home. 	<ul style="list-style-type: none"> - Very loud music while the television is on, excessively loud, intrusive music, etc. 	
7.B.26 To participate in a regular leisure activity in an ordinary organized environment.	<ul style="list-style-type: none"> - Demonstrating their participation in a leisure activity that corresponds to their interests and tastes. 	<ul style="list-style-type: none"> - Ordinary organized environment: recreation centres, recreational sports and cultural organizations, etc. 	

7.8

Domestic Skills

FIELDS OF SPECIFIC SKILLS

FIELD 8: DOMESTIC SKILLS

<p>GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.</p>		<p>Spheres of life: all</p> <p>Social roles:</p> <ul style="list-style-type: none"> - householder - consumer - user of community resources - worker - student
<p>THEMES:</p> <ul style="list-style-type: none"> - Safety rules - Kitchen appliances and equipment - Housekeeping - Maintenance of living quarters - Maintenance of clothing - Communication devices 		
<p>Part A: Minimal autonomy</p>		<p>Part B: Functional autonomy</p>
<p>THEME: Safety rules</p> <p>8.A.1 To decode, in a home situation, signs of risks of accident, fire and theft.</p> <p>8.A.2 To associate a means of prevention for a risk of accident, fire or theft.</p> <p>8.A.3 To use a means of prevention appropriate for a situation involving risks.</p> <p>8.A.4 To use simple tools safely.</p> <p>8.A.5 To decode the characteristics of an emergency situation that warrants asking for immediate help.</p> <p>8.A.6 To associate the characteristics of an urgent situation with an assistance resource.</p>		<p>THEME: Safety rules</p> <p>8.B.1 To observe the safety rules related to living quarters.</p>
<p>THEME: Kitchen appliances and equipment</p> <p>8.A.7 To operate the kitchen range and the microwave oven correctly.</p> <p>8.A.8 To use the main types of cooking equipment correctly.</p>		
<p>THEME: Housekeeping</p> <p>8.A.9 To perform everyday housekeeping tasks in their living quarters with appropriate products and tools.</p>		<p>THEME: Maintenance of living quarters</p> <p>8.B.2 To perform maintenance tasks inside and outside their living quarters using appropriate products, tools and materials.</p>

Part A: Minimal autonomy	Part B: Functional autonomy
	8.B.3 To do minor repairs using appropriate products, tools and materials. 8.B.4 To identify the appropriate resources for doing maintenance or major repairs.
THEME: Maintenance of clothing	THEME: Maintenance of clothing
8.A.10 To operate the washer and dryer correctly.	8.B.5 To choose the method for caring for their clothing according to the manufacturer's directions. 8.B.6 To choose the washer and dryer cycles according to the manufacturer's directions. 8.B.7 To iron their clothing while observing the manufacturer's directions. 8.B.8 To make minor repairs to clothing using basic sewing techniques.
THEME: Communication devices	
8.A.11 To operate communication devices correctly.	

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.		THEME: Safety rules	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
8.A.1	To decode, in a home situation, signs of risks of accident, fire and theft.	– Recognizing signs of a danger of accident, fire or theft.	– Risks of accident, fire or theft in learning contexts or in real situations. – Risks of falls, burns, fractures, poisoning with food, medicine or toxic products. – Risks of kitchen or mattress fires or electrocution. – Risks of theft. – Use of images.
8.A.2	To associate a means of prevention for a risk of accident, fire or theft.	– Relating, verbally or using images, a means of prevention for a recognized risk of accident, fire or theft.	– Means of prevention to be used in the following cases: • in the home: kitchen, bathroom, stairways, • against fires and burns: frying foods, cigarettes, electrical outlets, • against poisoning: keeping foods, storage of medicine, household products, gardening products, • against theft: storage of objects, safe locks, etc.
8.A.3	To use a means of prevention appropriate for a situation involving risks.	– Using an appropriate means of prevention for a situation involving risks.	– Situations: making a meal, putting away food, etc.
8.A.4	To use simple tools safely.	– Performing domestic tasks safely using simple tools.	– Gardening, repair, kitchen tools. – Possible dangers: cuts, burns, electrocution, fractures.
8.A.5	To decode the characteristics of an emergency situation that warrants asking for immediate help.	– Recognizing the characteristics of an emergency situation that warrants asking for immediate help.	– Fire, theft, assault, suspicious individuals, accident.

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.	THEME: Safety rules (cont'd)	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
8.A.6 To associate the characteristics of an urgent situation with an assistance resource.	<ul style="list-style-type: none"> - Relating, verbally or using images, an assistance resource with the recognized characteristics of an urgent situation. 	<ul style="list-style-type: none"> - Assistance resource: personal circle, family, friends, police, fire department, ambulance service, etc. - Oral expression: see field 3: Communication skills and field 13: Use of community resources. - Illustrated directory of assistance resources.

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.		THEME: Kitchen appliances and equipment	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
8.A.7	To operate the kitchen range and the microwave oven correctly.	– Applying a procedure to operate the kitchen range and the microwave oven appropriately.	– See field 1: Problem-solving skills, field 3: Communication skills and field 5: Instrumental mathematical skills. – Check the temperature, the cooking time.
8.A.8	To use the main types of cooking equipment correctly.	– Handling the main types of cooking equipment appropriately.	– Carving, slicing, paring, etc. knives. – Ladle, grater, etc. – Baking dish, pots and pans, etc.

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.	THEME: Housekeeping	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
8.A.9 To perform everyday housekeeping tasks in their living quarters with appropriate products and tools.	– Applying a simple procedure to perform everyday housekeeping tasks in their living quarters with appropriate products and tools.	<ul style="list-style-type: none"> – Performance of a task. See field 10: Work skills. – Metacognitive management strategies and specific cognitive problem-solving strategies. See field 1: Problem-solving skills. – Cleaning the various room in the house: kitchen, bathroom, living room, bedrooms, etc. – Cleaner, scouring powder, soap, brush, rag, etc. – Everyday housekeeping tasks: cleaning, washing, dusting, tidying, vacuuming, etc. – Cleaning household appliances. – Washing the dishes.

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.	THEME: Maintenance of clothing	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
8.A.10 To operate the washer and dryer correctly.	<ul style="list-style-type: none"> - Applying the appropriate procedure to operate the washer and dryer. 	<ul style="list-style-type: none"> - Use of the control knobs. - Use of soaps and softeners.

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.	THEME: Communication devices	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
8.A.11 To operate communication devices correctly.	– Applying a simple procedure to operate communication devices.	– Use appropriate and adapted to the context of life. – Communication devices: <ul style="list-style-type: none"> • radio: turn on and off, tune in a radio station at an appropriate volume, • VCR: turn on and off, put in a videocassette and watch it, rewind the videocassette, • television: turn on and off, tune in the chosen station, • stereo system: turn on and off, operate the CD player, the tape deck, the radio, • telephone: dial the desired number, recognize the signals, use the components.

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.	THEME: Safety rules	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
8.B.1 To observe the safety rules related to living quarters.	– Applying the safety rules related to living quarters.	– Examples: <ul style="list-style-type: none"> • identifying of individuals before letting them into their living quarters; • locking doors and windows; • identifying all valuables in the house; • handing a fire extinguisher; • using the 9-1-1 emergency number; • using products following directions and symbols.

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.	THEME: Maintenance of living quarters	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
8.B.2 To perform maintenance tasks inside and outside their living quarters using appropriate products, tools and materials.	– Applying a procedure to perform tasks required for maintenance inside and outside their living quarters using appropriate products, tools and materials.	– Distinguish the responsibilities of the owner and of the tenant. – Inside maintenance: painting, washing the walls. – Outside maintenance: snow and leaf removal, lawn mowing, painting. – Precautions: regular maintenance, careful handling, cleaning, renovation.
8.B.3 To do minor repairs using appropriate products, tools and materials.	– Applying a procedure to perform minor repairs using appropriate products, tools and materials.	– Distinguish the responsibilities of the owner and of the tenant. – Minor repairs: repairing a piece of furniture, unplugging a drain, replacing a switch or a washer, replacing broken glass, etc.
8.B.4 To identify the appropriate resources for doing maintenance or major repairs.	– Explaining the role of the appropriate resources when doing maintenance or major repairs.	– Resources in the following areas: plumbing, electricity, repair of household appliances, community services, assistance in the family environment, etc.

GENERAL OBJECTIVE: To acquire the ability to keep their clothes and living quarters clean and neat.		THEME: Maintenance of clothing	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
8.B.5 To choose the method for caring for their clothing according to the manufacturer's directions.	– Selecting the method for cleaning the clothing according to the indications provided.	– See field 3: Communication skills. – Decode: chart of labels, washing, bleaching, ironing, dry-cleaning.	
8.B.6 To choose the washer and dryer cycles according to the manufacturer's directions.	– Selecting the washer and dryer cycles observing the manufacturer's directions on the clothing.	– Cycles: delicate, regular, permanent press, etc.	
8.B.7 To iron their clothing while observing the manufacturer's directions.	– Ironing various clothes observing the manufacturer's directions.	– Heat levels: silk, polyester, wool, cotton, linen, etc.	
8.B.8 To make minor repairs to clothing using basic sewing techniques.	– Using an appropriate basic sewing technique to make a minor repair.	– Hand stitches. – Use a sewing machine. – Safe behaviours: put the needles in a pincushion, point scissors down, etc. – Instruments: scissors, seam ripper, pins, needles, tailor's chalk, measuring tape, etc. – Sewing: sew two-hole, four-hole and shank buttons, install a hook and eye, fix a tear, hem an article of clothing (skirt, pants, dress) etc. – Parts of a sewing machine. – Sew a simple seam.	

7.9

Family Skills

FIELDS OF SPECIFIC SKILLS
FIELD 9: FAMILY SKILLS

<p>GENERAL OBJECTIVE: To acquire skills that foster family relationships.</p>	<p>Spheres of life: personal, social</p> <p>Social roles:</p> <ul style="list-style-type: none"> - father or mother - brother or sister - son or daughter of an elderly parent - spouse - user of community resources
<p>THEMES:</p> <ul style="list-style-type: none"> - Self-knowledge and self-esteem - Interpersonal relations - Functioning of the family - Family communication - Assistance in solving family problems - Relations with the outside <p>Note: For part A of field 9, the skills that foster family relationships are personal and social skills found in field 4: Personal and social skills, more specifically in part A. The themes to be used are the following: Knowledge and self-assertion and Interpersonal relations.</p>	
<p>Part A: Minimal autonomy</p>	<p>Part B: Functional autonomy</p>
	<p>THEME: Functioning of the family</p> <p>9.B.1 To describe the functioning of their family environment in relation to their personal situation.</p> <p>9.B.2 To distinguish their needs from those of the members of their family in relation to the functioning of the family.</p> <p>9.B.3 To determine methods of satisfying their needs and those of the members of their family in relation to the functioning of the family.</p> <p>THEME: Family communication</p> <p>9.B.4 To identify the manipulation techniques used by them or by the other members of their family.</p> <p>9.B.5 To determine strategies to foster healthy, satisfying communication in their family.</p>

Part A: Minimal autonomy	Part B: Functional autonomy
	<p>THEME: Assistance in solving family problems</p> <p>9.B.6 To distinguish the role of assistance resources in the solution of various types of family problems.</p> <p>THEME: Relations with the outside</p> <p>9.B.7 To interpret the influences of the physical and social environment on family relations, specifically the parent-child relation.</p> <p>9.B.8 To determine strategies to foster or control the influences of the physical and social environment on family relations, specifically the parent-child relation.</p> <p>9.B.9 To interpret their responsibilities as a parent in relation to various resource persons.</p>

GENERAL OBJECTIVE: To acquire skills that foster family relationships.		THEME: Functioning of the family	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
9.B.1	To describe the functioning of their family environment in relation to their personal situation.	– Describing the main characteristics of the functioning of their family environment in relation to their personal situation.	– Existing relations between members of the family. – Single-parent, two-parent, blended, etc. family. – Factors that influence the functioning of the family: time devoted to persons who are important to them and to important things, appreciation, confidence. – Rules that influence the functioning of the family: meals, sharing of tasks, outings, pocket money, relations between members, organization of activities, etc. – Means of meeting the needs of each family member. – The functioning style of the family.
9.B.2	To distinguish their needs from those of the members of their family in relation to the functioning of the family.	– Explaining their needs and those of the members of their family in relation to the functioning of the family.	– For the expression of needs, see field 3: Communication skills and field 4: Personal and social skills.
9.B.3	To determine methods of satisfying their needs and those of the members of their family in relation to the functioning of the family.	– Explaining ways of meeting their needs and those of the members of their family in relation to the functioning of the family.	– Means of meeting needs: <ul style="list-style-type: none"> • sharing of tasks, • modification of family rules, • establishment of a group contract, etc.

GENERAL OBJECTIVE: To acquire skills that foster family relationships.		THEME: Family communication	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES		SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
9.B.4	To identify the manipulation techniques used by them or by the other members of their family.	<ul style="list-style-type: none"> - Explaining manipulation techniques. - Giving examples of manipulation techniques. 	<ul style="list-style-type: none"> - Unhealthy triangle: the person who is a victim, the one who saves the others and the one who persecutes them. - Emotional, financial blackmail. - Broken promises, etc.
9.B.5	To determine strategies to foster healthy, satisfying communication in their family.	<ul style="list-style-type: none"> - Explaining strategies to foster healthy, satisfying communication in their family. 	<ul style="list-style-type: none"> - See field 3: Communication skills and field 4: Personal and social skills. - Implement strategies that foster communication: <ul style="list-style-type: none"> • establish the needs of each individual; • communicate using the word "I"; • communicate in a way that helps the others; • communicate in an adult way, without permitting emotions to reign, without being trapped in the role of victim, of the person who saves the others or the one who persecutes them; • detect cognitive distortions; • recognize their faults, etc.

GENERAL OBJECTIVE: To acquire skills that foster family relationships.		THEME: Assistance in solving family problems	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
9.B.6 To distinguish the role of assistance resources in the solution of various types of family problems.	– Explaining the role of assistance resources in the solution of various types of family problems.	<ul style="list-style-type: none"> – Local community service centres (CLSCs), hospitals, school psychologist. – Private family psychology services. – Doctor, nurse. – Self-help groups: Al-Anon, Parents anonymous, courses for parents, etc. 	

GENERAL OBJECTIVE: To acquire skills that foster family relationships.		THEME: Relations with the outside	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
9.B.7 To interpret the influences of the physical and social environment on family relations, specifically the parent-child relation.	– Explaining the effects caused by the physical and social environment on family relations, specifically the parent-child relation.	<ul style="list-style-type: none"> – Parent-child relation: the adults can play the role of parent, the role of child, or both at the same time. – Physical environment: neighbourhood, type of housing, objects, television, space available. – Social environment: school, friends, relatives, people in the neighbourhood, the working world, the recreation centre, etc. 	
9.B.8 To determine strategies to foster or control the influences of the physical and social environment on family relations, specifically the parent-child relation.	– Explaining strategies to foster or control the influences of the physical and social environment on family relations, specifically the parent-child relation.	<ul style="list-style-type: none"> – Strategies: <ul style="list-style-type: none"> • dialogue; • direct action; • family contract; • programming of specific activities; • registration in organizations, etc. 	
9.B.9 To interpret their responsibilities as a parent in relation to various resource persons.	– Explaining their responsibilities as a parent in relation to various resource persons in the community.	<ul style="list-style-type: none"> – Specification of the roles of the various resource persons in the community. Identification of the precise area of parental responsibility. – School system: school committee, teachers, administration. – Health care system: doctor, nurse, CLSC, etc. – Recreational community: sports bodies, sociocultural organizations, etc. 	

7.10

Work Skills

FIELDS OF SPECIFIC SKILLS
FIELD 10: WORK SKILLS

<p>GENERAL OBJECTIVE: To acquire skills related to manual work.</p> <p>Note: Field 10 makes possible the acquisition of work skills in general, as a human activity, and not skills related directly to the working world or the labour market.</p>	<p>Spheres of life: personal, social, related to work activities</p> <p>Social roles:</p> <ul style="list-style-type: none"> - householder - user of community resources - friend - member of an association - member of a religious group - worker - team member - colleague
<p>THEMES:</p> <ul style="list-style-type: none"> - Performance of work - Work schedule - Attainments and choice of a work activity - Psychosocial behaviours and work habits - Responsibilities and rights of a worker - Assistance resources 	
<p>Part A: Minimal autonomy</p>	<p>Part B: Functional autonomy</p>
<p>THEME: Performance of work</p>	<p>THEME: Performance of work</p>
<p>10.A.1 To perform a simple manual task following instructions.</p> <p>10.A.2 To perform simple, repetitive manual work for two hours.</p> <p>10.A.3 To perform simple, repetitive manual work for two hours in accordance with productivity standards.</p> <p>10.A.4 To perform simple manual work while observing safety rules.</p> <p>10.A.5 To perform simple manual work consistent with standards of quality.</p> <p>10.A.6 To wear clothing and safety equipment appropriate to the type of work and the context.</p>	<p>10.B.1 To demonstrate the utility of manual work in their daily life.</p> <p>10.B.2 To demonstrate the utility of complex manual work that is well done.</p> <p>10.B.3 To imagine different work contexts.</p> <p>10.B.4 To perform complex manual work following instructions.</p> <p>10.B.5 To perform complex manual work consistent with standards of quality.</p>
<p>THEME: Work schedule</p>	
<p>10.A.7 To follow a daily work schedule.</p>	

Part A: Minimal autonomy	Part B: Functional autonomy
	<p>THEME: Attainments and choice of a work activity</p> <p>10.B.6 To distinguish their abilities, interests, knowledge, skills and talents in relation to various types of manual work.</p> <p>10.B.7 To choose a complex manual task according to their tastes, interests and previous achievements.</p> <p>THEME: Psychosocial behaviours and work habits</p> <p>10.B.8 To describe their psychosocial behaviours and work habits that could help or hinder their integration in a context of paid or volunteer work.</p> <p>10.B.9 To describe appropriate work habits in a context of paid or volunteer work.</p> <p>10.B.10 To describe the behaviours to be adopted towards persons acting in a harmful or deviant manner in a context of paid or volunteer work.</p> <p>10.B.11 To adopt work habits and psychosocial behaviours appropriate to the performance of a work activity in a given context.</p> <p>THEME: Responsibilities and rights of a worker</p> <p>10.B.12 To interpret the responsibilities of a worker in a context of paid or volunteer work.</p> <p>10.B.13 To interpret the basic rights of a worker in a context of paid or volunteer work.</p> <p>10.B.14 To interpret the utility of documents related to paid work.</p> <p>THEME: Assistance resources</p> <p>10.B.15 To distinguish between the roles of various assistance resources in the search for paid or volunteer work.</p>

GENERAL OBJECTIVE: To acquire skills related to manual work.		THEME: Performance of work	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
10.A.1 To perform a simple manual task following instructions.	<ul style="list-style-type: none"> - Performing manual work according to a simple procedure following instructions. 	<ul style="list-style-type: none"> - See field 1: Problem-solving skills. - Do simple manual work: <ul style="list-style-type: none"> • assemble objects; • make a collection of objects numbering fewer than 25; • prepare a tray of food; • fold objects, sheets, newspapers; • tie, nail; • package; • cut; • transport objects; • load and unload; • place items on a shelf; • put objects in boxes; • unpack objects; • put prices on products; • use office machines; • stuff envelopes; • use a blender; • make beds; • set the table; • handle products; • handle tools; • garden, etc. 	
10.A.2 To perform simple, repetitive manual work for two hours.	<ul style="list-style-type: none"> - Persevering in the performance of repetitive manual work for two hours. - Repeating a sequence of simple manual tasks for two hours. 	<ul style="list-style-type: none"> - Choose the task accordingly. - Perform the chosen task under supervision. - Reach the duration of two hours in stages, including breaks of a few minutes. - See field 1: Problem-solving skills. 	

GENERAL OBJECTIVE: To acquire skills related to manual work.		THEME: Performance of work (cont'd)	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
10.A.3 To perform simple, repetitive manual work for two hours in accordance with productivity standards.	– Maintaining, for two hours, a steady pace in the performance of simple, repetitive work to meet productivity standards.	– See terminal objective 10.A.2.	
10.A.4 To perform simple manual work while observing safety rules.	– Performing simple manual work by adopting appropriate, safe behaviours and by using the required safety equipment.	<ul style="list-style-type: none"> – Prevention of fires, explosions, illness, cuts, burns, falls, injuries. – Wear safety glasses. – Store flammable materials in a protected area. – Adopt postures that protect the back, head, etc. 	
10.A.5 To perform simple manual work consistent with standards of quality.	– Performing work with care.		
10.A.6 To wear clothing and safety equipment appropriate to the type of work and the context.	– Reporting for a work activity correctly dressed.	<ul style="list-style-type: none"> – Appropriate clothing: shoes, hard-hat, safety goggles, gloves, hair net, apron, etc. – Light or heavy jobs that require protection from dirt. – Use of means of visual support: illustrations of proper clothing for a task. 	

GENERAL OBJECTIVE: To acquire skills related to manual work.	THEME: Work schedule	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
10.A.7 To follow a daily work schedule.	<ul style="list-style-type: none"> - Performing tasks according to a planned daily schedule. 	<ul style="list-style-type: none"> - See field 7: Management of daily life. - Establish the schedule: start, duration, break, end, major moments of the day.

GENERAL OBJECTIVE: To acquire skills related to manual work.		THEME: Performance of work	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
10.B.1 To demonstrate the utility of manual work in their daily life.	– Illustrating the benefits of manual work in their daily life.	– Benefits of the task for them.	
10.B.2 To demonstrate the utility of complex manual work that is well done.	– Explaining the utility of complex manual work that is well done.	– Utility of work well done: <ul style="list-style-type: none"> • avoid having to start again, • show of discipline and not negligence, etc. 	
10.B.3 To imagine different work contexts.	– Describing different work contexts.	<ul style="list-style-type: none"> – Businesses. – Community organizations. – Neighbourhood. – Residences. – Types of work. – Working conditions. – Sharing of responsibilities. – Atmosphere, etc. 	
10.B.4 To perform complex manual work following instructions.	– Performing manual work following instructions and a complex procedure that includes a sequence of tasks.	<ul style="list-style-type: none"> – See terminal objective 10.A.1. – Make the procedure more complex with sequences of tasks. – Precise instructions: <ul style="list-style-type: none"> • process, • product, etc. – See field 1: Problem-solving skills. 	
10.B.5 To perform complex manual work consistent with standards of quality.	– Performing complex manual work with care.		

GENERAL OBJECTIVE: To acquire skills related to manual work.		THEME: Attainments and choice of a work activity	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
10.B.6 To distinguish their abilities, interests, knowledge, skills and talents in relation to various types of manual work.	– Explaining their abilities, interests, knowledge, skills and talents in relation to various types of manual work.	– See field 4: Personal and social skills. – Have the adults review their experiences in life and work.	
10.B.7 To choose a complex manual task according to their tastes, interests and previous achievements.	– Selecting work adapted to their tastes, interests and previous achievements.	– Interrelate the requirements for performing a task and the profile of the individual. – Analyze and evaluate the relevance and appropriateness of the work with respect to their tastes, interests and previous achievements.	

GENERAL OBJECTIVE: To acquire skills related to manual work.		THEME: Psychosocial behaviours and work habits	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
10.B.8 To describe their psychosocial behaviours and work habits that could help or hinder their integration in a context of paid or volunteer work.	<ul style="list-style-type: none"> - Explaining their psychosocial behaviours and work habits that could help or hinder their integration in a context of paid or volunteer work. - Giving examples of such behaviours. 	<ul style="list-style-type: none"> - Harmful psychosocial behaviours: excessive shyness, intolerance of others, difficulty accepting instructions or corrective observations, etc. - Helpful psychosocial behaviours. See field 4: Personal and social skills. 	
10.B.9 To describe appropriate work habits in a context of paid or volunteer work.	<ul style="list-style-type: none"> - Describing appropriate work habits in a context of paid or volunteer work. 	<ul style="list-style-type: none"> - Adopt habits related to regular attendance, honesty, acceptance of others, discipline, effort, listening, etc. - Emphasis on good work habits. 	
10.B.10 To describe the behaviours to be adopted towards persons acting in a harmful or deviant manner in a context of paid or volunteer work.	<ul style="list-style-type: none"> - Explaining the behaviours to be adopted towards persons acting in a harmful or deviant manner in a context of paid or volunteer work. 	<ul style="list-style-type: none"> - Examples of harmful or deviant behaviours: <ul style="list-style-type: none"> • verbal aggression; • refusal to follow instructions; • insubordination; • refusal to work; • trafficking in drugs, alcohol, cigarettes; • fraud, theft, etc. 	
10.B.11 To adopt work habits and psychosocial behaviours appropriate to the performance of a work activity in a given context.	<ul style="list-style-type: none"> - Demonstrating appropriate conduct and work habits during performance of a work activity in a given context. 	<ul style="list-style-type: none"> - See field 4: Personal and social skills. - Aim for appropriate behaviour in the given context of a work activity rather than socio-vocational integration in a business. - Take into consideration the nature, context and structure of the activity. 	

GENERAL OBJECTIVE: To acquire skills related to manual work.		THEME: Responsibilities and rights of a worker	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
10.B.12 To interpret the responsibilities of a worker in a context of paid or volunteer work.	– Explaining the responsibilities of a worker in a context of paid or volunteer work.	<ul style="list-style-type: none"> – Respect for the integration of individuals. – Respect for material, property. – Respect for schedules. – Planned work output. 	
10.B.13 To interpret the basic rights of a worker in a context of paid or volunteer work.	– Explaining the basic rights of a worker in a context of paid or volunteer work.	<ul style="list-style-type: none"> – Health and safety. – Labour standards – Work accidents. – Statutory holidays. – Etc. 	
10.B.14 To interpret the utility of documents related to paid work.	– Explaining the utility of documents related to paid work.	<ul style="list-style-type: none"> – Various job application forms. – Income tax deductions applications. – Pay and deduction statement. – Written comprehension. See field 3: Communication skills. 	

GENERAL OBJECTIVE: To acquire skills related to manual work.		THEME: Assistance resources	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
10.B.15 To distinguish between the roles of various assistance resources in the search for paid or volunteer work.	<ul style="list-style-type: none"> - Explaining the roles of various assistance resources in the search for paid or volunteer work. 	<ul style="list-style-type: none"> - Paid work: services externes de main-d'oeuvre (SEMO), Travail-Québec centres (CTQ), etc. - Volunteer work: volunteer centre, association, resource and information centre, etc. 	

7.11

Sexuality

FIELDS OF SPECIFIC SKILLS

FIELD 11: SEXUALITY

<p>GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.</p>		<p>Spheres of life: all</p> <p>Social roles:</p> <ul style="list-style-type: none"> - father or mother - spouse - friend - user of community resources - colleague
<p>THEMES:</p> <ul style="list-style-type: none"> - Physiology - Menstruation - Protection and contraception - Sexual activity - Sexual orientation - Emotional dimension - Personal responsibility - Myths, prejudices and stereotypes - Exploitation, violence and abuse - Assistance resources 		
<p>Part A: Minimal autonomy</p>		<p>Part B: Functional autonomy</p>
<p>THEME: Physiology</p> <p>11.A.1 To name the main genital organs using the appropriate terms.</p> <p>11.A.2 To recognize the main functions of the genital organs.</p>		<p>THEME: Physiology</p> <p>11.B.1 To use the appropriate physiological terms for the internal sexual organs and sexual relations.</p> <p>11.B.2 To explain the phenomenon of reproduction in humans.</p>
<p>THEME: Menstruation</p> <p>11.A.3 To associate menstruation with the use of sanitary napkins.</p> <p>11.A.4 To use sanitary napkins correctly.</p>		<p>THEME: Menstruation</p> <p>11.B.3 To interpret the menstrual cycle.</p>
<p>THEME: Protection and contraception</p> <p>11.A.5 To associate sexual relations with the use of a condom.</p> <p>11.A.6 To use a condom correctly.</p>		<p>THEME: Protection and contraception</p> <p>11.B.4 To identify the contraceptive methods suitable for their situation in terms of advantages, disadvantages and preferences.</p> <p>11.B.5 To identify the protective methods against sexually transmitted diseases (STDs) suitable for their situation.</p>
<p>THEME: Sexual activity</p> <p>11.A.7 To recognize the difference between acceptable and unacceptable sexual behaviours, in public and in private.</p>		<p>THEME: Sexual activity</p> <p>11.B.6 To explain physical and emotional factors that affect sexual activity positively and negatively.</p>

Part A: Minimal autonomy	Part B: Functional autonomy
	<p>THEME: Sexual orientation</p> <p>11.B.7 To distinguish the types of sexual orientation.</p> <p>THEME: Emotional dimension</p> <p>11.B.8 To identify the possibilities of the emotional dimension of sexuality.</p> <p>11.B.9 To interpret the behaviours that influence a healthy couple relationship favourably or unfavourably.</p> <p>11.B.10 To identify ways of expressing their emotional, sexual and relational expectations in a healthy couple life.</p> <p>THEME: Personal responsibility</p> <p>11.B.11 To interpret their personal responsibility with respect to the practice of healthy sexuality.</p> <p>11.B.12 To foresee the consequences of lack of personal responsibility in the exercise of their sexuality.</p> <p>THEME: Myths, prejudices and stereotypes</p> <p>11.B.13 To interpret the myths, prejudices and stereotypes related to sex or sexual orientation that could have an influence on a loving relationship.</p>
<p>THEME: Exploitation, violence and abuse</p> <p>11.A.8 To recognize the characteristics of acts of sexual exploitation, violence and abuse committed against them or by them.</p>	<p>THEME: Exploitation, violence and abuse</p> <p>11.B.14 To determine what behaviours to adopt in situations of sexual exploitation, violence and abuse.</p> <p>11.B.15 To determine methods of putting a stop to their own behaviours of sexual exploitation, violence and abuse.</p>
<p>THEME: Assistance resources</p> <p>11.A.9 To relate the characteristics of a situation of sexual exploitation, violence and abuse to a request for help from a resource.</p>	<p>THEME: Assistance resources</p> <p>11.B.16 To distinguish the role of assistance resources in problem solving related to sexuality.</p>

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.		THEME: Physiology	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
11.A.1 To name the main genital organs using the appropriate terms.	– Associating the appropriate term with the genital organs.	– Female organs: vulva, labia, clitoris, vagina.	– Male organs: penis, testicles, scrotum.
11.A.2 To recognize the main functions of the genital organs.	– Expressing, in their own words, what the genital organs are for. – Associating a function with a genital organ at the teacher's request.	– Functions of the main organs: reproduction, menstruation, etc.	

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Menstruation	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>11.A.3 To associate menstruation with the use of sanitary napkins.</p> <p>11.A.4 To use sanitary napkins correctly.</p>	<ul style="list-style-type: none"> - Relating menstruation, verbally or using images, with the use of sanitary napkins. - Demonstrating the use of sanitary napkins on an anatomical model. - Discussing the use of sanitary napkins during menstruation. 	<ul style="list-style-type: none"> - See field 12: Diet and personal care. - Use sanitary napkins: regular napkins, panty liners, change protection according to needs. - See terminal objective 11.A.3.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Protection and contraception	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>11.A.5 To associate sexual relations with the use of a condom.</p> <p>11.A.6 To use a condom correctly.</p>	<ul style="list-style-type: none"> - Relating sexual relations, verbally or using images, to the use of a condom. - Demonstrating the use of a condom on an anatomical model. - Discussing the correct use of condoms. 	<ul style="list-style-type: none"> - Discuss the prevention of STDs and pregnancy. - See field 4: Personal and social skills for a situation of refusal. - Ensure that each individual, of either sex, is capable of using a condom. - See terminal objective 11.A.5.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Sexual activity	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
11.A.7 To recognize the difference between acceptable and unacceptable sexual behaviours, in public and in private.	– Identifying acceptable and unacceptable sexual behaviours, in public and in private.	– Unacceptable behaviours in public: nudity, masturbation, sexual touching, etc. – Unacceptable behaviours in private: aggression against a person, hurting a person, etc.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Exploitation, violence and abuse	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
11.A.8 To recognize the characteristics of acts of sexual exploitation, violence and abuse committed against them or by them.	<ul style="list-style-type: none"> - Reacting appropriately to questions from the teacher on acts of sexual exploitation, violence or abuse. - Demonstrating, using words or gestures, recognition of such acts. 	<ul style="list-style-type: none"> - See terminal objective 4.A.17. - Describe the acts of sexual exploitation, violence or abuse: harassment, sexual touching, incest, rape, assault. - Direct a person who is a victim of such acts or shows signs of violence to the appropriate resources, if they need help.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Assistance resources	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
11.A.9 To relate the characteristics of a situation of sexual exploitation, violence and abuse to a request for help from a resource.	– Establishing a link between a situation of sexual exploitation, violence or abuse and a request for help from a resource.	– Recognize the assistance resources: <ul style="list-style-type: none"> • parents; • friends; • social worker; • teacher; • police officer, etc. – Contact the assistance resources: see field 3: Communication skills.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Physiology	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>11.B.1 To use the appropriate physiological terms for the internal sexual organs and sexual relations.</p> <p>11.B.2 To explain the phenomenon of reproduction in humans.</p>	<ul style="list-style-type: none"> - Naming the internal sexual organs and sexual relations with the appropriate physiological terms. - Describing reproduction in humans. 	<ul style="list-style-type: none"> - Female organs: uterus, Fallopian tubes, ovaries, etc. - Male organs: prostate, penis, prepuce, scrotum, etc. - Sexual relations: coitus, erection, ejaculation, orgasm, penetration. - Reproduction: fertilization, pregnancy, major stages in the development of the fetus, birth.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Menstruation	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
11.B.3 To interpret the menstrual cycle.	– Explaining the menstrual cycle.	<ul style="list-style-type: none"> – Menstrual cycle: beginning date, number of days, end of the cycle. – Calendar of menstrual cycle. – Variations in the cycle due to disruptive factors. – Addition and subtraction. See field 5: Instrumental mathematical skills.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Protection and contraception	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>11.B.4 To identify the contraceptive methods suitable for their situation in terms of advantages, disadvantages and preferences.</p> <p>11.B.5 To identify the protective methods against sexually transmitted diseases (STDs) suitable for their situation.</p>	<p>– Distinguishing between the contraceptive methods suitable for their situation in terms of advantages, disadvantages and preferences.</p> <p>– Explaining the protective measures against sexually transmitted diseases (STDs) suitable for their situation.</p>	<p>– Recognition the contraceptive methods according to their situation.</p> <p>– Natural contraceptive methods: abstinence, basal body temperature, sympto-thermal, Ogino-Knaus (rhythm) method.</p> <p>– Mechanical methods: condom, diaphragm.</p> <p>– Chemical methods: oral contraceptives, IUD, morning-after pill.</p> <p>– Chemical-mechanical methods: gels and foams.</p> <p>– STDs: chlamydia, gonorrhea, herpes, AIDS, syphilis.</p> <p>– Preventive measures:</p> <ul style="list-style-type: none"> • abstinence, • use of a condom, • checking the health of a partner, • checking the risks of contagion from a partner, • judgment in the choice of a partner.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Sexual activity	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
11.B.6 To explain physical and emotional factors that affect sexual activity positively and negatively.	– Giving examples of physical and emotional factors that affect sexual activity positively and negatively.	– Negative factors: certain physical or psychological ailments, stress, alcohol and drugs, medication, aging, disorders of the nervous system. – Positive factors: rest, relaxation, physical exercise, healthy eating, etc.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Sexual orientation	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
11.B.7 To distinguish the types of sexual orientation.	– Establishing the differences between the types of sexual orientation.	– Types of sexual orientation: heterosexuality, homosexuality, bisexuality.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.		THEME: Emotional dimension	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
11.B.8 To identify the possibilities of the emotional dimension of sexuality.	<ul style="list-style-type: none"> - Explaining the possibilities of the emotional dimension of sexuality. 	<ul style="list-style-type: none"> - Possibilities: love, reproduction, sensuality, sexual interest, seduction, sexual attraction, tenderness, exercises, friendship, sexual consumerism, etc. - Expectations with regard to a specific partner or one corresponding their ideal. 	
11.B.9 To interpret the behaviours that influence a healthy couple relationship favourably or unfavourably.	<ul style="list-style-type: none"> - Giving examples of behaviours that influence a healthy couple relationship favourably or unfavourably. - Explaining behaviours that influence a healthy couple relationship favourably or unfavourably. 	<ul style="list-style-type: none"> - Behaviours of conflict behaviours: bossiness, selfishness, poor distribution of tasks, blackmail, etc. - Behaviours favourable to the couple relationship and that foster autonomy: equality, respect, thoughtfulness, openness to the other person, validation of the loved one. - Others social behaviours. See field 4: Personal and social skills. 	
11.B.10 To identify ways of expressing their emotional, sexual and relational expectations in a healthy couple life.	<ul style="list-style-type: none"> - Giving examples of ways of expressing their emotional, sexual and relational expectations in a healthy couple life. - Explaining ways of expressing their emotional, sexual and relational expectations in a healthy couple life. 	<ul style="list-style-type: none"> - Emotional expectations: love, friendship, tenderness, equality, etc. - Sexual expectations: respect, validation, gradual adaptation, learning, sharing, eroticism, pleasure, etc. - Relational expectations: dependence versus autonomy, commitment, respect, sharing, understanding, communication, etc. - Knowledge and self-assertion and interpersonal relations. See field 4: Personal and social skills. 	

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Personal responsibility	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>11.B.11 To interpret their personal responsibility with respect to the practice of healthy sexuality.</p> <p>11.B.12 To foresee the consequences of lack of personal responsibility in the exercise of their sexuality.</p>	<ul style="list-style-type: none"> - Explaining their personal responsibility with respect the practice of healthy sexuality. - Giving examples of the consequences of lack of personal responsibility in the exercise of their sexuality. 	<ul style="list-style-type: none"> - Multiple sexual partners: appropriate health care (hygiene, medical examinations). - Responsibilities with respect to procreation, contraception and the prevention of STDs. - Responsible choice of parenthood. - STDs, unwanted pregnancy, abortion, etc. - Long-term consequences of a pregnancy: human and financial commitment, parenting tasks. - Consequences for the partner: transmission of a STD, unwanted pregnancy, etc.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Myths, prejudices and stereotypes	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
11.B.13 To interpret the myths, prejudices and stereotypes related to sex or sexual orientation that could have an influence on a loving relationship.	<ul style="list-style-type: none"> - Giving examples of myths, prejudices and stereotypes related to sex or sexual orientation. - Explaining the effects of such myths, prejudices and stereotypes on a loving relationship. 	<ul style="list-style-type: none"> - Myths related to the following aspects: virility, masturbation, shape and size of the genital organs, body image. - Prejudices: "women are inferior to men," "women are less intelligent than men," etc. - Stereotypes: <ul style="list-style-type: none"> • distinguish between female and male stereotypes; • recognition of individuals who show sexual stereotypes in their attitudes and behaviours; • identification of their sexual stereotypes on the basis of their personal experience (in their language, in their attitudes and behaviours, in their sports activities, in their leisure activities, in their everyday activities).

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Exploitation, violence and abuse	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>11.B.14 To determine what behaviours to adopt in situations of sexual exploitation, violence and abuse.</p> <p>11.B.15 To determine methods of putting a stop to their own behaviours of sexual exploitation, violence and abuse.</p>	<p>– Explaining behaviours to adopt in situations of sexual exploitation, violence and abuse.</p> <p>– Explaining the methods of putting a stop to their own behaviours of sexual exploitation, violence and abuse.</p>	<p>– Situations of sexual exploitation, violence and abuse: incest, pedophilia, rape, pornography, prostitution, sexual blackmail, etc.</p> <p>– Behaviours: running away, telling the police, making a complaint, etc.</p> <p>– Examples of methods:</p> <ul style="list-style-type: none"> • consulting a psychotherapist; • joining a self-help group; • stopping the use of alcohol and drugs, etc.

GENERAL OBJECTIVE: To acquire the ability to take responsibility for their sexuality.	THEME: Assistance resources	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
11.B.16 To distinguish the role of assistance resources in problem solving related to sexuality.	<ul style="list-style-type: none"> - Explaining the role of assistance resources in problem solving related to sexuality. 	<ul style="list-style-type: none"> - Screening of STDs. - Aid agencies for pregnant women. - Crisis centres for rape victims. - Complaint to the police. - Specialized resources: Commission de la santé et de la sécurité du travail (CSST), CLSCs, hospitals, the police, etc.

7.12

Diet and Personal Care

FIELDS OF SPECIFIC SKILLS
FIELD 12: DIET AND PERSONAL CARE

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.		Spheres of life: all Social roles: <ul style="list-style-type: none"> - father or mother - consumer - householder - friend - user of community resources - worker - colleague
THEMES: <ul style="list-style-type: none"> - Health and health care - Consumption of medication - Hygiene - Dress 		<ul style="list-style-type: none"> - Care of glasses and contact lenses - Diet
Part A: Minimal autonomy		Part B: Functional autonomy
THEME: Health and health care		THEME: Health and health care
12.A.1 To identify the sensations that indicate an illness.		12.B.1 To identify the physical symptoms of an illness that requires a medical examination.
12.A.2 To relate the appearance of an illness and a request for help made to a resource person.		12.B.2 To identify the most frequent mental health problems.
12.A.3 To recognize how to take care of a minor injury.		12.B.3 To analyze their life habits in relation to good physical and mental health.
12.A.4 To provide care in case of a minor injury.		12.B.4 To establish strategies for changing life habits in order to improve physical and mental health.
		12.B.5 To establish a yearly plan for preventive medical examinations.
		12.B.6 To use a first-aid kit.
THEME: Consumption of medication		THEME: Consumption of medication
12.A.5 To relate the safe consumption of a medication and a request for help made to a resource person.		12.B.7 To identify the side effects of medications frequently used by them.
		12.B.8 To determine how to consume medications safely.
		12.B.9 To determine methods of disposing of expired medications.

Part A: Minimal autonomy	Part B: Functional autonomy
<p>THEME: Hygiene</p> <p>12.A.6 To give themselves basic body and dental hygiene care, on a daily and regular basis.</p>	
<p>THEME: Dress</p> <p>12.A.7 To dress appropriately for the climate and context.</p>	<p>THEME: Care of glasses and contact lenses</p> <p>12.B.10 To care for their glasses and contact lenses.</p>
<p>THEME: Diet</p> <p>12.A.8 To purchase food in grocery stores and convenience stores using illustrated lists.</p> <p>12.A.9 To choose healthy foods for snacks.</p> <p>12.A.10 To prepare, on the basis of the four food groups, a simple meal to be eaten at home or taken as a lunch.</p> <p>12.A.11 To prepare dishes using illustrated recipe books.</p>	<p>THEME: Diet</p> <p>12.B.11 To plan the purchases to be made at the grocery store.</p> <p>12.B.12 To do their shopping in food stores using a list.</p> <p>12.B.13 To cook using simple written recipes.</p> <p>12.B.14 To apply the rules of Canada's Food Guide when preparing meals for the day.</p> <p>12.B.15 To identify the consequences of good and poor diet on health.</p>

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.		THEME: Health and health care	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
12.A.1 To identify the sensations that indicate an illness.	– Identifying, verbally or using images, the types of sensations that indicate illness.	– Sensations that indicate illness: headache, stomach ache, pain, fever, cough, etc. – Kinesthetic discrimination. See field 6: Psychomotor skills.	
12.A.2 To relate the appearance of an illness and a request for help made to a resource person.	– Establishing a link between the appearance of an illness and a request for help made to a resource person.	– Individuals closest to the adult: parents, friend, guardian, educator, instructor. – The 9-1-1 emergency number or other emergency number in the region.	
12.A.3 To recognize how to take care of a minor injury.	– Associating a minor injury with the care to be given.	– Cut, minor burn, sunburn, chapped hands and feet, insect bite, etc. – Means of support in the form of images.	
12.A.4 To provide care in case of a minor injury.	– Demonstrating the use of appropriate products and instruments for treating a minor injury.	– Use of bandages, mercurochrome, iodine, gauze, adhesive tape, etc.	

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Consumption of medication	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
12.A.5 To relate the safe consumption of a medication and a request for help made to a resource person.	<ul style="list-style-type: none"> - Indicating the resource person who could answer a request for help concerning the safe consumption of medication. 	<ul style="list-style-type: none"> - Interpretation of the dosage. - Pharmacist or the resource person closest to the adult.

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Hygiene	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
12.A.6 To give themselves basic body and dental hygiene care, on a daily and regular basis.	<ul style="list-style-type: none"> - Demonstrating, through their groomed appearance, their ability to give their bodies regular, daily care. 	<ul style="list-style-type: none"> - Use the following products and instruments: soap, shampoo, conditioner, deodorant, washcloth, sponge, towel, hair dryer, nail cutter, file, toothbrush, toothpaste, mouth wash, comb, hairbrush, razor, hygienic protection. - Give themselves basic personal care: brushing teeth, washing hair, cutting fingernails, cleaning ears, shaving, washing the body, hair styling, etc. - Use sinks, taps, shower.

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Dress	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
12.A.7 To dress appropriately for the climate and context.	<ul style="list-style-type: none"> - Choosing clothing that suits their daily activities. - Matching clothing. - Choosing clothing according to the temperature. 	<ul style="list-style-type: none"> - Choice of clothing according to leisure, work, rest, etc. activities. - Clothing matches. - Choice of colours, colours that match. - Heat, cold, snow, rain, etc. - Personal presentation. See terminal objective 4.A.16.

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.		THEME: Diet	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
12.A.8 To purchase food in grocery stores and convenience stores using illustrated lists.	– Buying food in grocery stores and convenience stores using illustrated lists.	<ul style="list-style-type: none"> – Choose the product, the store. – Find the price of the product. – Choose the quality of the product. – Find the product in the aisles of the store. – Find methods of choosing the product: reading, labels, colours, logo, etc. – See field 3: Communication skills and field 5: Instrumental mathematical skills. 	
12.A.9 To choose healthy foods for snacks.	<ul style="list-style-type: none"> – Selecting, among several foods, snacks that belong to one of the four food groups. – Selecting a food that belongs to one of the four food groups to replace a nonnutrient food. 	<ul style="list-style-type: none"> – Choose among the four food groups: <ul style="list-style-type: none"> • fruits and vegetables, • meats and meat substitutes, • dairy products, • breads and cereals. 	
12.A.10 To prepare, on the basis of the four food groups, a simple meal to be eaten at home or taken as a lunch.	– Preparing a light meal made up of a few elements belong to the four food groups.	<ul style="list-style-type: none"> – See terminal objective 12.A.9. – Prepare breakfast: <ul style="list-style-type: none"> • frozen or fresh fruit juice, powdered milk, hot chocolate, tea, coffee, etc., • toast, • eggs: fried, boiled, poached, scrambled, • cereals, etc. – Prepare a lunch: <ul style="list-style-type: none"> • sandwiches, salads, • soups in envelopes, • light desserts: fruit salad, jellies (JELL-O), etc. – Prepare a meal at home: <ul style="list-style-type: none"> • appetizer: soup, raw vegetables, etc., • main dish: frozen dinners, etc. 	

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Diet (cont'd)	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
12.A.11 To prepare dishes using illustrated recipe books.	<ul style="list-style-type: none"> - Preparing a recipe represented in a series of simple images. 	<ul style="list-style-type: none"> - See field 3: Communication skills, field 5: Instrumental mathematical skills and field 8: Domestic skills. - Follow the steps: <ul style="list-style-type: none"> • prepare the ingredients; • measure; • combine; • cook; • serve. - Recognize the symbols in the images: measuring spoon, measurements, the actions to be performed, cooking time, etc.

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.		THEME: Health and health care	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
12.B.1 To identify the physical symptoms of an illness that requires a medical examination.	– Explaining the physical symptoms of an illness requiring a medical examination.	– Pain, discomfort, fever, level of awareness, frequency, nature of the symptoms, etc. – Oral expression. See also field 3: Communication skills.	
12.B.2 To identify the most frequent mental health problems.	– Giving examples of mental health problems and their symptoms.	– Examples: • depression; • burn-out; • mental illnesses: schizophrenia, manic-depressive psychosis.	
12.B.3 To analyze their life habits in relation to good physical and mental health.	– Explaining their life habits in relation to good physical and mental health.	– Make a comparison between the life habits and physical and mental health. – Give examples: • diet; • daily exercise; • sex life; • weight control; • control of addictions and the taking of medications; • mental state.	
12.B.4 To establish strategies for changing life habits in order to improve physical and mental health.	– Explaining strategies and methods to use to make changes in their life habits in order to improve physical and mental health.	– Examples: • diet; • daily exercise; • sex life; • weight control; • control of addictions and the taking of medications; • stress management; • relaxation and stress relief.	

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Health and health care (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>12.B.5 To establish a yearly plan for preventive medical examinations.</p> <p>12.B.6 To use a first-aid kit.</p>	<p>– Explaining their yearly plan for preventive medical examinations.</p> <p>– Demonstrating the appropriate use of the instruments, medications and products in a first-aid kit.</p>	<p>– List the methods:</p> <ul style="list-style-type: none"> • general physical examination, • eye, dental, prostate, gynecological examinations, • blood samples and analysis, immunization, etc., • cervical cancer and STD detection tests. <p>– Recognize common medications: pain-killers, anti-inflammatory drugs, decongestants, antihistamines, etc.</p>

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Consumption of medication	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
12.B.7 To identify the side effects of medications frequently used by them.	<ul style="list-style-type: none"> - Giving examples of the side effects of frequently used medications. - Explaining the side effects of medications frequently used by them. 	<ul style="list-style-type: none"> - Antibiotics: stomach aches, rashes, etc. - Anti-inflammatory drugs: digestive problems, ulcers, allergies, etc. - Effects of medications in the control of mental illnesses: trembling, dizziness, dryness of the mouth, confusion, etc.
12.B.8 To determine how to consume medications safely.	<ul style="list-style-type: none"> - Explaining ways of consuming their medications safely. 	<ul style="list-style-type: none"> - Take the doses indicated on a medication or on a prescription. - Check the compatibility of certain medications. - Check the expiry date of the medication. - Be careful of dangerous combinations (medications-alcohol).
12.B.9 To determine methods of disposing of expired medications.	<ul style="list-style-type: none"> - Explaining methods of disposing of expired medications. 	<ul style="list-style-type: none"> - Return medications to the pharmacy for safe and ecological destruction. - Non-ecological disposal of medications in the toilet.

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Care of glasses and contact lenses	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
12.B.10 To care for their glasses and contact lenses.	– Demonstrating the care of their glasses and contact lenses.	– Use of specific products, soap, tissues.

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Diet	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
12.B.11 To plan the purchases to be made at the grocery store.	– Organizing their purchases following a sequence of tasks to be carried out.	– See field 3: Communication skills, field 5: Instrumental mathematical skills and field 7: Management of daily life.
12.B.12 To do their shopping in food stores using a list.	– Shopping in a grocery store or supermarket using a prepared list.	– Plan tasks to be carried out: <ul style="list-style-type: none"> • do an inventory of food; • plan menus; • make a shopping list.
12.B.13 To cook using simple written recipes.	– Preparing dishes following written recipes of their choice.	– See field 3: Communication skills, field 5: Instrumental mathematical skills, field 6: Psychomotor skills and field 7: Management of daily life. <ul style="list-style-type: none"> – Establish tasks to be done: <ul style="list-style-type: none"> • follow the shopping list; • calculate the unit price; • check the expiry dates; • buy at that best time; • read the labels; • choose foods that are less costly but have the same nutritional value; • choose products on special, use coupons; • go to the grocery store.
12.B.13 To cook using simple written recipes.		– Consult recipe books. <ul style="list-style-type: none"> – Prepare: <ul style="list-style-type: none"> • soups, salads, etc.; • cooked dishes: shepherd's pie, stew, boiled beef, etc.; • fruits and vegetables; • desserts: fruit salad, pudding, cake, etc. – See field 3: Communication skills, field 5: Instrumental mathematical skills and field 6: Psychomotor skills.

GENERAL OBJECTIVE: To acquire the ability to take care of their health, personal hygiene, and diet.	THEME: Diet (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>12.B.14 To apply the rules of Canada's Food Guide when preparing meals for the day.</p> <p>12.B.15 To identify the consequences of good and poor diet on health.</p>	<ul style="list-style-type: none"> - Making up menus for balanced meals. - Planning a balanced menu for a day. - Giving examples of consequences of good and poor diet on their body. 	<ul style="list-style-type: none"> - Milk and dairy products: three to four portions. - Bread and cereals: three to four portions. - Fruits and vegetables: four to five portions. - Meats and meat substitutes: two portions. - Positive consequences: energy; good muscle tone; resistance to illness, to stress, to fatigue, to cardiovascular disease, to diabetes, to high blood pressure; etc. - Negative consequences: difficulty learning, weakening of the immune system, decrease in physical resistance, tendency to tire easily, irritability, obesity, reduced vitality, etc.

7.13

Use of Community Resources

FIELDS OF SPECIFIC SKILLS
FIELD 13: USE OF COMMUNITY RESOURCES

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.		Spheres of life: all
		Social roles: all
THEMES: <ul style="list-style-type: none"> - Problems of daily life and resources of the community - Emergency situations - Use of public transportation - Participation and volunteer work - Prevention of exploitation and abuse - Public figures - Elections - Use of the road system 		
Part A: Minimal autonomy		Part B: Functional autonomy
THEME: Problems of daily life and resources of the community		THEME: Problems of daily life and resources of the community
13.A.1 To associate a resource in their community with the satisfaction of one of their basic needs.		13.B.1 To associate relevant resources in their community with needs to be filled and problems to be solved.
13.A.2 To associate a means of communication with the community resource related to the satisfaction of one of their basic needs.		13.B.2 To identify the role and characteristics of a community resource with respect to needs to be filled and problems to be solved.
		13.B.3 To identify the services provided by the resources of the community in relation to needs to be filled and problems to be solved.
		13.B.4 To search for information on the resources of the community by using various means of communication.
THEME: Emergency situations		
13.A.3 To decode the characteristics of an emergency situation that justifies an immediate request for help addressed to a community resource.		
13.A.4 To associate the characteristics of an emergency situation with a community resource to which to make a request for immediate help.		
THEME: Use of public transportation		
13.A.5 To use public transportation to go to a known place following a precise route.		

Part A: Minimal autonomy	Part B: Functional autonomy
	<p>THEME: Participation and volunteer work</p> <p>13.B.5 To choose activities offered by the resources of the community in which to participate in relation to problems in daily life to be solved.</p> <p>13.B.6 To identify the reasons for volunteer participation in activities of the resources of the community.</p> <p>THEME: Prevention of exploitation and abuse</p> <p>13.B.7 To establish criteria to protect themselves against organizations that are likely to exploit or abuse people.</p> <p>THEME: Public figures</p> <p>13.B.8 To identify public figures who are important with respect to problem solving in daily life.</p> <p>THEME: Elections</p> <p>13.B.9 To give the characteristics of a democratic election process.</p> <p>13.B.10 To identify how to exercise their right to vote.</p> <p>THEME: Use of the road system</p> <p>13.B.11 To apply road safety rules for driving a vehicle or riding a bicycle.</p>

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.	THEME: Problems of daily life and resources of the community	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>13.A.1 To associate a resource in their community with the satisfaction of one of their basic needs.</p> <p>13.A.2 To associate a means of communication with the community resource related to the satisfaction of one of their basic needs.</p>	<p>– Establishing a link between the satisfaction of a basic need and a resource in their community.</p> <p>– Relating, verbally or using images, a means of communication with the community resource related to the satisfaction of one of their basic needs.</p>	<p>– Deal with all the relevant methods one by one.</p> <p>– Examples:</p> <ul style="list-style-type: none"> • hunger: grocery store, bakery, convenience store; • health problems: doctor, CLSC, hospital. <p>– The resources of the community:</p> <ul style="list-style-type: none"> • training centre; • sports and cultural centre; • church; • grocery store; • pharmacy; • bank, etc. <p>– Use the telephone.</p> <p>– Write small words.</p> <p>– Make a request in person, etc.</p> <p>– To learn how to communicate, see field 3: Communication skills.</p>

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.	THEME: Emergency situations	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>13.A.3 To decode the characteristics of an emergency situation that justifies an immediate request for help addressed to a community resource.</p> <p>13.A.4 To associate the characteristics of an emergency situation with a community resource to which to make a request for immediate help.</p>	<ul style="list-style-type: none"> - Recognizing the characteristics of an emergency situation that justifies an immediate request for help addressed to a community resource. - Making a link, verbally or using images, between an emergency situation and a community resource to which to make a request for immediate help. 	<ul style="list-style-type: none"> - See terminal objective 8.A.5. - See terminal objective 11.A.10. - Recognize the characteristics of an emergency situation: accident, fire, theft, serious illness, death, sexual exploitation. - The resources of the community: 9-1-1 emergency number, emergency service, parent, teacher, educator, police officer, firefighter, ambulance technician, family, hospital, CLSC.

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.	THEME: Use of public transportation	PART A: MINIMAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
13.A.5 To use public transportation to go to a known place following a precise route.	– Using public transportation to go to a known place following a precise route.	<ul style="list-style-type: none"> – Follow a bus or subway route. – For spatial orientation, see terminal objective 6.A.8. – For the decoding of signs, see field 3: Communication skills. – For the payment of fares, see theme Numeration, operations and the use of money in field 5: Instrumental mathematical skills.

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.	THEME: Problems of daily life and resources of the community	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>13.B.1 To associate relevant resources in their community with needs to be filled and problems to be solved.</p>	<p>– Making a link between a relevant resource in their community and a need to be filled and problems to be solved.</p>	<ul style="list-style-type: none"> – 9-1-1 emergency number or other service. – Help services: rehabilitation counseling organization, recycling service (sale of second-hand clothing). – Listening services. – Organizations related to education. – Organizations related to consumerism. – Cultural and sports organizations. – Religious organizations. – Government services. – MP, MNA, municipal councillor. – Social groups. – Health services. – Miscellaneous services: road conditions, weather, etc. – Video club. – Organizations that help do income tax returns.
<p>13.B.2 To identify the role and characteristics of a community resource with respect to needs to be filled and problems to be solved.</p>	<p>– Giving examples of the role and characteristics of a community resource with respect to needs to be filled and problems to be solved.</p>	<ul style="list-style-type: none"> – Type, group, size. – Goals.

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.		THEME: Problems of daily life and the resources of the community (cont'd)	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
13.B.3 To identify the services provided by the resources of the community in relation to needs to be filled and problems to be solved.	– Giving examples of services provided by the resources of the community in relation to needs to be filled and problems to be solved.	<ul style="list-style-type: none"> – Give examples: <ul style="list-style-type: none"> • CLSC: family planning, prenatal courses, diet, health in the workplace, housing, housekeeping, crisis situations, etc.; • role of the resources: multidisciplinary team, doctor, nurse, social worker, visiting homemaker, community organizer. – Make links with: <ul style="list-style-type: none"> • field 7: Management of daily life; • field 8: Domestic skills; • field 9: Family skills; • field 10: Work skills; • field 11: Sexuality; • field 12: Diet and personal care. 	
13.B.4 To search for information on the resources of the community by using various means of communication.	– Finding information on the resources of the community by using various means of communication.	<ul style="list-style-type: none"> – Find means of communication: <ul style="list-style-type: none"> • neighbourhood papers; • local weekly; • advertising; • resource centres; • bulletin boards; • community television; • telephone; • in person; • telephone books, directories, brochures, etc. – To communicate with the resources, see field 3: Communication skills. – To use the telephone, see field 7: Management of daily life. 	

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.		THEME: Participation and volunteer work	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES	
13.B.5 To choose activities offered by the resources of the community in which to participate in relation to problems in daily life to be solved.	– Selecting activities to participate in that are offered by the resources of the community in relation to problems in daily life to be solved.	– Present self-help groups, courses. – Use the structured activities of CLSCs and social service centres (CSS). – Consider also volunteer organizations. – See field 4: Personal and social skills.	
13.B.6 To identify the reasons for volunteer participation in activities of the resources of the community.	– Illustrating the reasons for volunteer participation in activities of the resources of the community.	– Reasons: to feel useful, do good, occupy their time, acquire skills. – Ongoing or occasional participation.	

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.	THEME: Prevention of exploitation and abuse	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
13.B.7 To establish criteria to protect themselves against organizations that are likely to exploit or abuse people.	– Explaining rules for evaluating the orientation and activities of a community organization in order to seek protection.	– See terminal objective 4.B.21.

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.	THEME: Public figures	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
13.B.8 To identify public figures who are important with respect to problem solving in daily life.	– Listing important public figures related to problem solving in daily life.	– Persons related to the world of politics at the federal, provincial or municipal level. – Community leaders. – Public figures, celebrities, etc.

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.	THEME: Elections	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
<p>13.B.9 To give the characteristics of a democratic election process.</p> <p>13.B.10 To identify how to exercise their right to vote.</p>	<ul style="list-style-type: none"> - Describing the characteristics of a democratic election process. - Describing how to exercise their right to vote. 	<ul style="list-style-type: none"> - Organization of an election, role of parties, candidates, voters, role of an elected body. - Secret ballot, structure of the ballot, role of the poll clerks and deputy returning officers, compilation of the results, etc.

GENERAL OBJECTIVE: To acquire the ability to use the resources of the community.	THEME: Use of the road system	PART B: FUNCTIONAL AUTONOMY
TERMINAL OBJECTIVES	SKILLS INDICATORS	SUGGESTIONS FOR ACTIVITIES
13.B.11 To apply road safety rules for driving a vehicle or riding a bicycle.	– Observing the road safety rules while driving a vehicle or riding a bicycle.	<ul style="list-style-type: none"> – Adopt behaviours in conformity with the traffic signs. – Apply general rules of road safety on the basis of the traffic signs, without learning how to drive a car. – See terminal objective 3.B.7.

Appendix

The Codes for the Fields of Skills of the Social Integration Services Program

Fields of skills	French Codes	English Codes
1. Problem-solving skills (part A) Problem-solving skills (part B)	FIN-Z-001-0 FIN-Z-002-0	SIE-Z-001-0 SIE-Z-002-0
2. Preparation for the transfer of learning (part A) Preparation for the transfer of learning (part B)	FIN-Z-025-0 FIN-Z-026-0	SIE-Z-025-0 SIE-Z-026-0
3. Communication skills (part A) Communication skills (part B)	FIN-Z-003-0 FIN-Z-004-0	SIE-Z-003-0 SIE-Z-004-0
4. Personal and social skills (part A) Personal and social skills (part B)	FIN-Z-005-0 FIN-Z-006-0	SIE-Z-005-0 SIE-Z-006-0
5. Instrumental mathematical skills (part A) Instrumental mathematical skills (part B)	FIN-Z-007-0 FIN-Z-008-0	SIE-Z-007-0 SIE-Z-008-0
6. Psychomotor skills (part A) Psychomotor skills (part B)	FIN-Z-009-0 FIN-Z-010-0	SIE-Z-009-0 SIE-Z-010-0
7. Management of daily life (part A) Management of daily life (part B)	FIN-Z-011-0 FIN-Z-012-0	SIE-Z-011-0 SIE-Z-012-0
8. Domestic skills (part A) Domestic skills (part B)	FIN-Z-013-0 FIN-Z-014-0	SIE-Z-013-0 SIE-Z-014-0
9. Family skills (part A) Family skills (part B)	FIN-Z-015-0 FIN-Z-016-0	SIE-Z-015-0 SIE-Z-016-0
10. Work skills (part A) Work skills (part B)	FIN-Z-017-0 FIN-Z-018-0	SIE-Z-017-0 SIE-Z-018-0
11. Sexuality (part A) Sexuality (part B)	FIN-Z-019-0 FIN-Z-020-0	SIE-Z-019-0 SIE-Z-020-0
12. Diet and personal care (part A) Diet and personal care (part B)	FIN-Z-021-0 FIN-Z-022-0	SIE-Z-021-0 SIE-Z-022-0
13. Use of community resources (part A) Use of community resources (part B)	FIN-Z-023-0 FIN-Z-024-0	SIE-Z-023-0 SIE-Z-024-0

