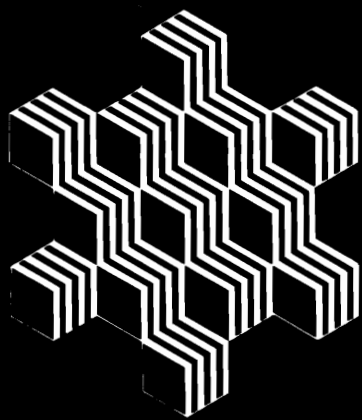


Secondary School Curriculum



**PERSONAL AND SOCIAL
EDUCATION**

Secondary School Curriculum

PERSONAL AND SOCIAL EDUCATION

Approved by the comité catholique and
the comité protestant of the Conseil supérieur
de l'éducation on June 6, 7, 17 and August 26, 1983.

© Gouvernement du Québec
Ministère de l'Éducation, 1985

ISBN 2 – 550 – 08329 – 6

Legal deposit - fourth quarter 1985
Bibliothèque nationale du Québec

I am pleased to confirm that the program in "Personal and Social Education for Secondary Schools", issued in conformity with Section 3 of the Regulation Respecting the Basis of Secondary School Organization, has received the approval of the Confessional Committees of the Conseil supérieur de l'éducation, and constitutes a course which I authorize for use in all schools beginning July 1, 1985.

A handwritten signature in black ink, appearing to read 'François Gendron', with a stylized flourish at the end.

François Gendron
Minister of Education

Education in Québec aims at developing the personality in all its dimensions: physical, intellectual, emotional. It has a social dimension. In its existence, it integrates ethics and, frequently, religion.

Education in Québec aims to promote, by creating a balanced educational environment, the development of a creative personality.

Education in Québec aims to ensure the development of a person who aspires to autonomy, freedom and happiness; who needs to love and to be loved; who is open to transcendental values.

Education in Québec considers the person as a social being in close relation with a community and groups sharing a common history and a particular culture.¹

¹ Ministère de l'Éducation, *The Schools of Québec - Policy Statement and Plan of Action*, (Éditeur officiel du Québec, 1979), p. 26.

TABLE OF CONTENTS

	PAGE
TABLE OF CONTENTS	5
LIST OF TABLES	9
INTRODUCTION	
0.1 Key Issues	13
0.1.1 School, Society - Continuous Interaction	13
0.1.2 Present Situation	13
0.1.3 Desired Situation	14
0.2 History of the "Personal and Social Education" Program	14
0.3 Relationship Between This Program and the Former Experimental Program	15
0.4 Relationship Between the "Personal and Social Education" Program and Other Programs	16
0.5 Relationship Between the "Personal and Social Education" Programs for Elementary and Secondary Schools	17
0.6 Target Population	17
0.7 Content	17
PART ONE	
GENERAL ORIENTATIONS	
1. GENERAL ORIENTATIONS	
1.1 Basis of the "Personal and Social Education" Program	21
1.2 Instructional Approach	23
1.3 Overall Objective and Aims of the Program	25
1.3.1 Overall Objective of the "Personal and Social Education" Program	26
1.3.2 Aims of the Program	26
PART TWO	
STRUCTURE, CONTENT AND OBJECTIVES OF THE PROGRAM	
2. STRUCTURE	
2.1 A Multidisciplinary Program	29

2.2 A Program Composed of Five Sections	29
2.2.1 Contribution of Each Section to the Personal and Social Education of the Individual	29
2.3 Objectives of the "Personal and Social Education" Program in Order of Importance	31
2.4 Development of the Objectives for Each Section of the "Personal and Social Education" Program	34
2.4.1 Table of Contents	34
2.4.2 Transposition into Objectives	39

PART THREE

SECTIONS OF THE "PERSONAL AND SOCIAL EDUCATION"

PROGRAM

A. "HEALTH EDUCATION" SECTION

Summary	44
1. Specific Contribution of Health Education to the Pupil's Personal and Social Education	45
2. Relationship Between "Health Education" and the Other Sections of the Program	45
3. Issues of "Health Education"	46
4. Orientations of the Section "Health Education"	49
5. Content and Objectives	51
6. Bibliography	96

B. "SEX EDUCATION" SECTION

Summary	100
Introduction	101
1. The Situation of Sex Education in Relation to the Whole Development of the Young Person	101
2. Nature of Sex Education	102
3. Some Elements of the Sex Education Issue	104
4. Guiding Principles	107
5. Orientation of the "Sex Education" Section	108
6. Content and Objectives	110
7. Bibliography	149

C. "INTERPERSONAL RELATIONSHIPS EDUCATION"

SECTION

Summary	152
1. Contribution of Interpersonal Relationships Education to the Pupil's Development	153
2. Relationship between "Interpersonal Relationships Education" and the Other Sections of the Program	153
3. Issues of "Interpersonal Relationships Education"	154
4. Orientations of the Section "interpersonal Relationships Education"	155
5. Content and Objectives	160
6. Bibliography	193

D. "CONSUMER EDUCATION" SECTION

Summary	196
1. Specific Contribution of Consumer Education to the Pupil's Development	197
2. Relationship of the Section "Consumer Education" with the Other Sections of the Program	197
3. Issues of "Consumer Education"	198
4. Orientations of the Section "Consumer Education"	201
5. Content and Objectives	203
6. Bibliography	226

E. "LIFE IN SOCIETY EDUCATION" SECTION

Summary	230
1. Specific Contribution of Life in Society Education to the Pupil's Personal and Social Development	231
2. Relationship Between "Life in Society Education" and the Other Sections of the Program	231
3. Issues of the Section "Life in Society Education"	232
4. Orientations of the Section "Life in Society Education"	234
5. Content and Objectives	235
6. Bibliography	291

PART FOUR EVALUATION

4. Evaluation	295
4.1 General Considerations	295
4.2 Evaluation in Personal and Social Education	295
4.2.1 Object of Evaluation	296
4.2.2 Warning	296
4.3 Information Appearing in the School Report	296
GENERAL BIBLIOGRAPHY	299

LIST OF TABLES

1. The Distribution of the Learning Content	35
2. Synthesis of Work Themes of the "Personal and Social Education" Program	36
3. Synoptic Table of the General Orientations of "Health Education" in Secondary School	51
4. Distribution of the Learning Components of "Health Education" in Secondary School	52
5. Distribution of the Learning Objectives of "Health Education" in Secondary School	55
6. Synoptic Table of the General Orientations of "Sex Education" in Secondary School	109
7. Distribution of the Learning Components of "Sex Education" in Secondary School	110
8. Distribution of the Learning Objectives of "Sex Education" in Secondary School	113
9. Synoptic Table of the General Orientations of "Interpersonal Relationships Education" in Secondary School	159
10. Distribution of the Learning Components of "Interpersonal Relationships Education in Secondary School	160
11. Distribution of the Learning Objectives of "Interpersonal Relationships Education" in Secondary School	162
12. Synoptic Table of the General Orientations of "Consumer Education" in Secondary School	203
13. Distribution of the Learning Components of "Consumer Education" in Secondary School	204
14. Distribution of the Learning Objectives of "Consumer Education" in Secondary School	206
15. Synoptic Table of the General Orientations of "Life in Society" Education in Secondary School	235
16. Distribution of the Learning Components of "Life in Society" Education in Secondary School	236
17. Distribution of the Learning Objectives of "Life in Society" Education in Secondary School	241

INTRODUCTION

INTRODUCTION

0.1 KEY ISSUES

0.1.1 School, Society - A Continuous Interaction

Many people will see the school as an institution that answers the needs of today's society. Others will consider that its role is to develop individuals capable of adapting to a future that will differ greatly from the present.

Society is in evolution and the school must constantly re-think, modify and enrich its activities to offer a coherent answer to the needs of individuals and of the community. This argument supposes that the school, while being in a certain sense dependent on society, contributes to its evolution by appropriate educational action directed towards the individual.

As a result, the school, while pursuing genuine utilitarian aims related to the necessities of manpower training evolves beyond knowledge and performance to educational dimensions connected with attitudes.

Progress in science and the development of technology have brought about considerable changes in the human environment. This evolution has had a direct impact on the individual's life-style, particularly on his health, sexuality, interpersonal relationships, consumer awareness, and life in society. To be personally and socially well-balanced, the individual needs an appropriate education.

This is why a school that is too centered on instruction and that does not help young people to base their behaviour on a clear knowledge of reality and on guiding principles fails to answer present needs. This is also why a greater number of specific expectations are being expressed and emphasized so that school may be more directed to the development of autonomous, responsible and creative persons, able to live self-actualizing relationships with the community.

0.1.2 Present Situation

A glance at the present situation in each of the sectors of life already mentioned confirms the necessity of a genuine education of the person; this education should promote the maximum development of the individual within a society which is in continuous evolution as well as the responsible and creative participation of the individual in this evolution.

In the field of *health*, research and reports on the physical condition of Quebecers (heart diseases, malnutrition, stress) show the necessity of intervening in education. Information and sensitization campaigns have already been launched. The different media endeavour to promote healthy attitudes towards food, physical exercise, and the preservation of life. One conclusion seems inescapable: in these important areas, education must begin early.

Scientific research and cultural evolution have had an effect on the *domain of sexuality*. Nowadays, sexuality has a social, psychological, affective and moral importance, as well as an anatomical and physiological dimension. This new vision of sexuality has resulted in an evolution in morals, particularly in sexual roles, sexual orientations, sexual relations that are more and more premature, and planned parenthood.

At the same time, the marketing of sex has assumed alarming proportions; the individual is constantly exposed to a flood of pornographic magazines and films, a string of sex gadgets and subliminal advertising.

An increase of sexually transmitted diseases and unwanted pregnancies has become evident in spite of all the information on birth control and infectious diseases. It appears that information alone does not modify attitudes concerning the expression of sexuality.

This results in a questioning of values by the individual, a feeling of insecurity and a difficulty in deciding about the nature of his own sexuality.

There is a need for society to give the individual a sexual education that offers the opportunity for reflection and maturation and an integration of sexuality in the perspective of personal stability and the quality of personal and social life.

Interpersonal relationships concern the relationships between two persons, but are not limited to them. They can be experienced among many persons and even within a community. Nowadays it is more and more difficult to experience satisfying relationships between individuals. The numerous therapies presently offered on the market, whether as a cure or prevention, are proof of this. Social dynamics sometimes imply conflicts - sometimes concessions. This situation calls for an education that will enable individuals to respect the personal values of others, even if these differ, and to function as a community.

In *consumer education*, the different media suggest new consumer "needs" each day. The individual is constantly stimulated by radio, T.V., in the street, through the mail, or in his reading to consume these goods, all of which are supposedly essential to his happiness. From ready to wear to jeans, everything is at his disposal, with or without money.

This barrage of advertising has unfortunately led the individual to consider too many of these goods as essential. The Government as well as l'Office de la Protection du Consommateur, The Automobile Protection Association, and cooperatives endeavour to make the community aware of the personal and social consequences of bad consumer choices as well as of the economic stakes which too often lie behind this "canned happiness". One may think only of all the unreal and short-lived happiness promised to the children, without mentioning the values suggested through this display of objects. The school surely has a role to play in stimulating the child's awareness and developing critical attitudes toward this alienating phenomenon.

In *life in society*, the person today must function within a more and more complex framework because of its groupings, structures and institutions. The individual needs to understand the reality around him if he wants to be an active participant. He has difficulty understanding because of the rapid evolution and the complexity of the social organization. He has more difficulty finding ways of expressing his collective conscience and undertaking responsibilities as a citizen. It is thus essential that he possess a good knowledge of the principles that govern a genuine democratic society, and the rights and responsibilities of each person.

0.1.3 Desired Situation

Faced with this problem, many people have expressed a desire to see the school intervene in the

preparation of young people for the various realities of life such as health, sexuality, interpersonal relationships, consumer education, and life in society. These pressures came from organizations, ministries or groups concerned with the education of young people and already working in this field. Some came from school boards, the Federations of Parents' Committees, the Office de la protection de la jeunesse, the Office de la protection du consommateur, the Ministère de la Justice, the ministère des Affaires sociales through the D.S.C. and the C.S.S., the Régie de l'assurance automobile du Québec, the Red Cross, St. John's Ambulance, the Direction de la protection des incendies, the Civil Liberties Union, the Council of the Status of Women, the Comité catholique du Conseil supérieur de l'éducation, the Centrale des enseignants du Québec, the Fédération du Québec pour le planning des naissances, the different police forces, Health and Welfare Canada, the ministère de l'Environnement, universities and other organizations or individuals.

All agree that young people need a better preparation to face the contemporary life. It is one of the school's tasks.

The ministère de l'Éducation du Québec has therefore decided to add to the existing curriculum a field of study that will meet this need. The present program is viewed as a major element in the school's intervention in the pupil's development in relation to the human and social questions that are their daily concerns.

0.2 HISTORY OF THE "PERSONAL AND SOCIAL EDUCATION" PROGRAM

For about fifteen years, the school curriculum has covered hygiene, family education, civics, and economics. Nevertheless these sectors did not have a priori the importance given them today because of the quality of life. These subjects constituted at most a code of life, rather than a genuine preparation for life! It became necessary to give them their total meaning for the development of the individual as a person and as a member of a community.

In 1972, the ministère de l'Éducation grouped them with sex education in an experimental program for Personal and Social Development that the school boards could use. From the observations made by the milieus concerned, it was apparent that the program presented interpretation difficulties on the pedagogical as well as on the philosophical level.

These considerations led to the preparation of a second version of the program in 1975. It was accompanied by a guide identifying the elements to be used in the development of a Sex Education program (1976) and a document published by the

Comité catholique du Conseil supérieur de l'éducation concerning Sex Education in Québec schools. Because of the pedagogical approach suggested and the lack of precision of the content, this experimental program also presented difficulties in its application. On the other hand, this new version permitted a better understanding of the philosophy of the ministère de l'Éducation du Québec.

In 1978, the ministère de l'Éducation, in conjunction with the teachers, presented a new version of the program "Personal and Social Development". This program attempted to reduce the difficulties experienced previously.

The program had two objectives:

- to lead the young person to recognize life as a value and commit himself personally to promote life within and around himself.
- to develop in these sectors of life, the capacity of the young person to make responsible choices, illuminated by respect for life.

The objective was to develop in the young person a responsible freedom based on a respect for life.

The use of this program on a trial basis by some school boards made it possible to evaluate the program in terms of relevance, applicability, and effectiveness.

For the majority of the teachers who experimented with it, the 1978 program proved difficult to apply because of the lack of practicality of the pedagogical materials, a difficulty in following the learning approach (awareness of life and exploration of the themes) and a difficulty in treating the content judiciously. The teachers also emphasized that learning was difficult to measure and evaluate because the objectives were too philosophical.

The program seemed to promote a focussing of the pupil on himself as well as a sensitization to the search for a better life. On the other hand, no data led to the conclusion that this program had further developed the young person's capacity to make responsible choices illuminated by the respect for life. It is true, however, that the short try-out period did not allow longitudinal observations to be made.

The experimental use of the 1978 "Personal and Social Development" Program underlined the main weaknesses of the basic theory, the emphasis given to the stage of development of the child in different age groups (same learning process for pupils of 6 to 16 years of age) the relative importance given to the content and, lastly, the lack of integration of the different aspects of the program (links between general objectives, processes and areas of study; links between the objectives and suggested content).

The information gathered when the 1978 program was tried out proved very useful in the development

of the new version of the "Personal and Social Development" Program. Through various consultations with the milieu and with the resource persons specialized in the fields of study of the program, the main needs and options of the program were specified.

Parallel to these consultations, a survey conducted among the school boards² isolated the problem of Sex Education in school. An analysis of the local Sex Education programs brought out the main objectives and themes chosen by 50 school boards in Quebec.

Lastly, an inventory of all documents in the field of Personal and Social Development and in the related fields (human sciences, social studies) an analysis of the Canadian programs and of certain American and European programs, a synthesis of the orientations of research in education (L.A.E.R.A.) and a consultation of the milieu (Federation of Parents Committees in Quebec, Federation of School Boards and other organizations) led to the establishment of the guiding principles for the 1984 version of this program.

0.3 RELATIONSHIP BETWEEN THIS PROGRAM AND THE FORMER EXPERIMENTAL PROGRAM

The new program is not an outright rejection of the elements of the former program. Roger's theory on affectivity, the basis of the 1978 experimental program, serves as the background for certain aspects of the program (content meaningful for the pupil, objectives linked to freedom of expression, to the expression of his feelings in interaction, etc.). Nevertheless, because of the lack of information it offers on the process of development of the individual and the different stages of this development, a theory of affectivity cannot be the only basis for a developmental program.

This new program takes Roger's theory on affectivity and the main theories of development, particularly those of Piaget, Erikson and Neilsen into consideration, making it possible to structure a "Personal and Social Education" Program adapted to the psychological, cognitive, and psycho-social characteristics of the different age groups for which it is intended; an approach which was lacking in the former version.

The 1978 program dealt with five sectors of life: health, sexuality, economics, civics and family. The final version covers the same sectors. However, the importance given to the content and the pupil's

² Ministère de l'Éducation du Québec. *Situation actuelle et situation désirée en regard de l'éducation sexuelle*. Information Document (Québec, 1980).

stages of development have led to the broadening of certain fields of study. As well, the dimension of "safety" has been added to the section on "health." The section on "economics" is integrated with "Consumer Education". Civics is covered in a broader way and integrated with "Life in Society Education". Lastly, the study of the "family" is integrated with the section "Interpersonal Relationships Education" as well as with "Life in Society Education."

0.4 RELATIONSHIP BETWEEN THE "PERSONAL AND SOCIAL EDUCATION" PROGRAM AND OTHER PROGRAMS.

The "Personal and Social Education" Program, like all other programs, aims at achieving the objectives of school education. It is part of the educational activities which, by different paths and different means, tend to render the pupils more autonomous and better adapted to the conditions of their physical and human environment.

This program, however, offers a particular contribution to the educational plan. It complements the entirety of the school subjects. While the latter often study the physical world and try to ensure that the pupils can live adequately in this universe, the "Personal and Social Education" Program considers the human and the individual; it aims at having the pupil study questions related to human conditions, his own condition, and seek to affirm his identity, develop his personality, protect his personal integrity, establish significant ties with others and organize his life adequately.

The particular contribution of this program also complements subjects that are closely related. Like physical education, the arts, languages, religious and moral education, and social studies, the "Personal and Social Education" Program focusses on human aspects and aims at the pupil's development in this direction. Nevertheless, it is different because it is almost exclusively centered on the pupil's personal and daily experiences: what he is, feels, and does. The study of the person, his present and future needs as a human being and as a citizen and the steps taken to answer his needs are the only aims of this program.

The "Personal and Social Education" Program is particularly related to the Moral Instruction Program.* Both programs aim at forming autonomous persons; persons who will behave in a responsible

and consistent manner. Both programs refer, although in different degrees, to values underlying attitudes and behaviours.

Nevertheless, these two programs remain distinct in their content as well as in the steps taken to attain their objectives.

The content of the "Personal and Social Education" Program is centered on the study of everyday realities such as health, consumer awareness, sexuality, interpersonal relations, and life in society. It is intended to inform young people about various aspects of these, leading them to question themselves on their attitudes and behaviours in these domains, and offering them an opportunity for moral reflection which will be answered by the Moral Education Program. The Moral Education Program does not have the study of these realities as an objective. These realities, like many others, can help develop moral judgment. Its objectives concern specific learning, values, moral qualities that make it concrete and develop moral judgment.

Both programs, however, aim at studying the realities of human life: one is centered on the study of these realities, pointing occasionally to their moral dimension, while the other has the development of moral judgment and moral qualities as a long term objective.

The two programs differ on the steps leading to learning. The "Personal and Social Education" Program is particularly concerned with information, prevention, and the analysis of the consequences of actions as well as the modifications to be applied. The Moral Instruction Program is concerned with the development, the actualization, and the integration of principles as the basis of free and responsible action.

Although the "Personal and Social Education" Program has characteristics of its own, it must not be isolated from the subjects with which it is closely tied. Care must be taken that each subject offers an enlightenment that is enriching. It is evident, for example, that a knowledge of the past and of the great learnings resulting from it will be conducive to the pupil's better understanding of his personal situation as well as that of his community.

The "Personal and Social Education" Program, like all other programs, is closely linked to personal and complementary services for pupils, as they also have a role to play in the attainment of the objectives of school education. Their contribution consists mainly of the assistance and support given to the pupil in his learning at school and in his personal and social development. The "Personal and Social Education" Program is particularly linked to the personal and complementary services to the pupils by its content which, when compared with that of other programs, puts an accent on the pupil's attitudes.

* When reference is made to the "Moral Instruction" Program, the moral dimension of the "Religious Instruction" Program is included.

The "Personal and Social Education" Program requires close collaboration with these services, collaboration made concrete by continuous action on the part of specialists working in the field of psychology, health and social services. If the teacher should be a resource person able to guide the specialists in their interventions, the specialists should in the same way, support and complete through their respective activities, the development of attitudes in the various domains of life referred to in the program.

0.5 RELATIONSHIP BETWEEN THE "PERSONAL AND SOCIAL EDUCATION" PROGRAMS FOR ELEMENTARY AND SECONDARY SCHOOLS.

To avoid useless repetitions and too many divergences between these two programs, to assure continuity in pupil's education, the two programs have been developed after a common study of the five main subjects covered in the two programs, using an identical structure.

Starting with these common orientations and structure, the content and objectives have been distributed over the four cycles covered by the two programs so that the pupils may cover the subjects that are pertinent and adapted to their level of development and progress in a normal manner. Take as an example the knowledge of his body as a sexual entity, the pupil will study this in the first cycle of the elementary school while studying the anatomy of the human body, and complete this study in secondary school when studying the physiology of the sexual organs.

Pupils will study the same topics in the elementary and secondary classes, always widening and deepening their knowledge and further integrating this knowledge with the problems they face in life.

The two programs are, in short, one and the same, and it is to lighten the teacher's task that two distinct documents are presented.

0.6 TARGET POPULATION

The "Personal and Social Education" Program is compulsory. It is intended for all adolescents registered in a Quebec secondary school. This course will appear each year on the pupil's schedule at the rate of one period per week whether he pursues general or vocational studies, or whether he attends a public or private institution, a Catholic school, a Protestant school or a school of another denomination.

0.7 CONTENT

This booklet consists of 4 parts. The first part gives the general orientations of the "Personal and Social Education" Program. The second part indicates the structure, the content and the objectives of the program. The third part presents the five sections of the program: Health Education, Sex Education, Interpersonal Relationships Education, Consumer Education and Life in Society Education, and the fourth part deals with the evaluation of learning.

The general orientations indicate the main foundations of the program, present the components of the field of the subject as well as the instructional approach preferred by the program. The general orientations lead to the formulation of the overall objectives and the aims pursued by the Personal and Social Education Program.

The structure, content, and objectives of the program deal with the organization of the program itself, the order of learning of the objectives of the program, as well as with the development of the objectives of the sections.

The part presenting the five sections expands upon each of the fields of knowledge and formulates the objectives related to each section.

The part dealing with evaluation indicates briefly the orientations to be taken in the evaluation of the learning outcomes of this program.

PART ONE

GENERAL ORIENTATIONS

1. GENERAL ORIENTATIONS

1.1 BASIS OF THE "PERSONAL AND SOCIAL EDUCATION" PROGRAM

The proposals formulated hereafter constitute the basis of the program; they establish the major principles that govern and serve as the foundation for the "Personal and Social Education" Program for secondary school.

These relate directly to the child, his needs and his forms of growth, taking as a starting point society's expectations concerning education in Québec, the aims of the Quebec education and the values on which it is based.

Needs of the Adolescent

To develop and reach adult age, the adolescent must satisfy a certain number of his affective, intellectual, psychological, physical, social, and moral needs. This is why he should be allowed to fully live this period of his development and satisfy the basic needs specific to his age.

Adolescence, like childhood and adulthood, has specific characteristics. Adolescence differs from childhood by its ambivalence. The adolescent is undetermined, he is searching for an identity. To situate himself he must stand back from his family and society. Adolescence is the period in which the young person questions the adult world, and particularly the values it promotes. The adolescent questions the system and tries to win the people close to him to his version of reality. He refuses to accept automatically the established rules and often feels isolated and misunderstood; sometimes he stops participating in the community.

And yet he has a social role to fulfill, be it in his family, his district, or in the school he attends. He will fulfill it if he is heard, helped in his quest, and made aware of his rights and responsibilities as a member of a community.

The adolescent is searching for an identity. He tries to define himself, and the simplistic model of an ideal adult can become for him the image of an idol. Publicity suggesting different ways of behaving is added to idols. Faced with all these projects and dreams, the adolescent needs to be enlightened in order to identify his basic needs, become aware of the impact that the different types of consumption will have on his life, and adopt rational attitudes.

Like all human beings, the adolescent needs love, friendship, enriching human relationships in which he can share his experience and gain from the experience of others. Life in a comprehensive school often encourages anonymity and generates a feeling of profound solitude in the pupil in spite of the fact that he meets a large number of human beings every day. The peer group is for the adolescent a place of refuge, communication, and solidarity. Nevertheless, he sometimes experiences a feeling of rejection by the group as well as situations of conflict that can put an end to his relationship with one or more of his peers, and this without his being aware of the reasons for the break-up. Consequently, it is important that the adolescent understand the components of a genuine human relationship as well as the ties between these components. The adolescent needs to be aware of his desires, his needs, his values, in order to remain honest in his relationships with the other person and to be able to establish satisfying and genuine interpersonal relationships with young people of his age and later on with adults. In this way only will he experience satisfying relationships.

Important changes take place in the adolescent on the physical and physiological levels. The rapid and irregular growth of his body as well as the appearance of external characteristics make him insecure because he ignores what is happening to him, what will become of him. These changes modify the adolescent's lifestyle. The body needs more food, hygiene, and exercise. The young person needs to understand the nature and consequences of these changes in order to accept himself and adopt attitudes that will promote healthy growth.

It is in the course of, and particularly after, puberty that the young person becomes fully aware of the real implications of belonging to a sex. Sexual awareness, a characteristic of this period, entails an opening, a desire to draw closer to the persons of the other sex. It's the time of first intimacies, flirtations, first expressions of sexuality. Sex conveyed through the media is often unreal and gives a false image of what a man and woman are. In order to develop and express this dimension, the person of one sex needs to know his or her sexuality, and also to recognize differences and similarities in the other person to be able to establish a harmonious and rewarding relationship with that person.

In short, the adolescent is a complete human being who needs to love, to be loved, to live rewarding human relationships, to be recognized by the community, and for this he must live in a physical and human environment that will promote his development.

Forms of Growth

- The actualization of a person is the result of a continuous and necessary confrontation between the person able to actualize himself and the environment which suggests to him objectives, standards, norms, and restrictions.
- At the same time as the person aims at living social experiences he searches for his identity and his personal vocation. He asserts and opposes himself at the same time as he accepts involving himself in a social reality without renouncing his transcendence or values.

Throughout life, the person is constantly in relationship with his interior world (emotions, feelings, thoughts) and his exterior world (physical and human). Because he is a social being, the person will endeavour to establish harmony between his interior and his exterior world, harmony essential to his actualization. Health, sexuality, interpersonal relationships, consumer education and life in society are the dimensions of human life that underlie the concrete relationships of a person with himself and his environment. This is where the person learns to adapt to the reality of everyday life. This adaptation will occur during the course of life experiences through reflection, questioning, and continuous adjustment of his personal reality to his social reality.

Society's Expectations

The importance of preventing various social afflictions that could hinder the development of young people such as drugs, alcohol, smoking, accidents, venereal diseases, legal problems, interpersonal and social conflicts, overconsumption, sexual exploitation are among society's great expectations

regarding the education of young people. Young people must be warned about these dangers as soon as they are capable of understanding these social realities.

To fulfill themselves on the personal and social level, to protect their personal integrity and lead a rewarding social life, young people must be aware of the content and the stakes of life. Ignorance cannot be expected to foster responsibility and freedom. For that, one must be aware. To remain healthy, avoid accidents, communicate with others, answer one's real needs and those of the people nearest to him, to live a gratifying sex life, one must first of all be aware of the factors promoting the maintenance of good health, road safety rules, the mechanisms of communication, one's genuine needs and the different components of human sexuality. Society expects the school to give all the basic information needed to make a decision so that young people can become autonomous and responsible adults.

Society also expects education to stimulate young people to develop their social dimension, critical sense, and creativity in order to offer an active contribution to the evaluation of their environment, particularly in the sectors of economics and research in various domains to promote the development of better conditions of life for their community. Society also expects education to develop the young people's capacity to bring their personal expectations, rights, and responsibilities into harmony with those of society so that they may become free, autonomous, responsible and know how to behave on the personal and social level.

Aims of Education

- "Education in Québec aims at developing the personality in all its dimensions: physical, intellectual, emotional. It has a social dimension..."³

Health, sexuality, interpersonal relationships, consumer education and life in society call on the physical, intellectual, emotional, moral, social and religious dimensions of the person. It is through these realities of life that the person expresses himself on the personal and social level. To be fully experienced, these realities demand education.

- The task of every educational institution is to transmit knowledge at the same time as it promotes the acquisition of habits and attitudes.

The simple transmission of information doesn't always have the impact expected on the pupil's attitudes and behaviours. Information campaigns on food, road safety and smoking did not always yield the expected results. A real impact supposes that the

3. Ministère de l'Éducation du Québec, *The Schools of Québec, Policy Statement and Plan of Action*, (Québec, 1979), p. 26.

information will become meaningful for the pupil, that it is adapted to his level of development and to the situations he meets. He must also be made aware of the causes and consequences of phenomena and actions. If not, information could well remain sterile and produce none of the expected results.

If pupils are really to become free individuals and responsible citizens, we must go beyond information and develop their capacity for analyzing the situations they experience and the various kinds of information they receive. One becomes adult only by mastering the tools of one's culture, by becoming able to judge realities, to act with full knowledge of the facts and make one's own synthesis.

For example, the young people asked to choose among various modes of consumption and food suggested to them, having to experience their sexuality, or even more, having to fulfill their role as citizens will do so more easily if they have previously made a critical study of all these questions and are informed about the personal, moral and social implications they entail.

Values Promoted by Education

- The search for a philosophy of life is meaningful only if at the same time there is a search for genuine values.

How can a person arrive at an understanding of life without having access to tools which enable him to know if the reality he perceives is good for him and for others? How can he promote attitudes and behaviours if he ignores whether these ideas and behaviours are right? How can he live with others and participate fully in the accomplishment of common plans if he doesn't have the common conviction of sharing the same ideas and the same objectives?

It is essential for the person to build himself a scale of values that will guide him throughout life. A Personal and Social Education Program should propose certain values. The values generally accepted by Québec society are the values that serve here as a reference. It is suggested that our pupil's reflection be guided by values such as justice, self-respect and respect of others, love, authenticity, responsibility, freedom, empathetic respect for others and their ideas, quest for truth, critical judgment, respect for life, sense of belonging to the community, democracy, team spirit, interiority, and selflessness.

These values which appear in *The Schools of Quebec* are for this program tested values that represent the essence of Quebec's educational plan. They serve as guidelines applicable to the various groups within our community and they offer a guarantee of development for the young people and for our society.

CONCLUSION

The "Personal and Social Education" Program was oriented so that the school and the community would be in close and constant interaction. To introduce the pupils to questions that individuals, families, a large number of institutions and social groups deal with each day, the school must be aware of the needs, the expectations, and the options of the community.

The program in its conception as well as in its application gives an important place to the perception the community has of itself and of its social plan and to the orientations it intends giving to the education of young people.

The program endeavours to answer the needs of society by dealing with five important aspects of young people's development. Consideration was given to the needs of the various milieus by integrating the content most frequently found in the existing local programs. The local orientations were respected through consultations with parents, school boards and different organizations involved.

For the adolescent, the "Personal and Social Education" Program should be a response to his developmental needs. This program is oriented towards the development of autonomous, responsible, and creative personalities in dimensions of life such as health, sexuality, interpersonal relationships, consumer education, and life in society. This program, through its objectives related to information and the development of judgment, will enable the pupils to make clear judgments on realities concerning them, and lead them to adopt attitudes and behaviours in real situations which will promote their personal and social development.

To say that this program is a lengthy reflection on personal and collective reality, a process to illuminate the concepts related to the different sectors of life that have been studied, to search for information, to investigate, to discuss and to search for a personal position in relation to the daily problems, is to describe accurately the basic points presented by the program.

This program is an instrument of study and preparation for life. It is hoped that in the years to come, a consistent reflection on reality and the continuous confrontation of his ideas with those of his peers and of his human environment will enable the pupil to reach a clear and coherent perception of the various realities that concern him.

1.2 THE INSTRUCTIONAL APPROACH

The proposals presented as a basis for the "Personal and Social Education" Program constitute the

framework for this program. This framework and certain educational principles pertaining to learning should determine the approach to be used.

- The person forms a whole; if this whole is entirely involved, learning and integral development will be favoured.
- Through learning, the person changes, becomes different, his version of the world and of reality is equally transformed.
- Children's questions and experience play a major role in the educator's actions.
- Each individual has not only his own rhythm of learning but also a personal learning style.
- The pupil's errors are an integral part of learning and a source of information for subsequent learning. To learn, one must have the opportunity of exploring new situations and ideas without fear of being penalized because of errors.
- Self-actualization depends more on the profound satisfaction inherent in learning than on external approval.

The instructional approach preferred in this program takes some of the child's needs and the way he learns into consideration. When working towards the attainment of each terminal objective, the child will be invited to reflect, to question himself on his experiences, to express his feelings (fears, desires, joys) concerning the situation he is living and that calls on one of the dimensions of life such as health, sexuality, interpersonal relationships, consumer education, and life in society. As the child's *development occurs in constant interaction with his environment*, he will be invited all through the program to confront his feelings, his ideas, his behaviours and attitudes with his human environment. His parents, peers, educators will be the many resources through which he can be reassured, encouraged in his progress, receive information, review his positions, and further adjust them to what he is and to his environment.

The instructional approach also takes into consideration the relationships between the school and society as well as the aims of education. Thus, all through the program the pupil will be invited to acquire information on various social realities, to develop his critical sense in relation to these realities, as well as his creativity in the search for solutions leading to an improved standard of living for the community. The approach was intended to be non-directive in the sense that it encourages the pupil to become responsible and gradually autonomous in his thoughts as well as in his actions.

Lastly, because the program considers the person as a whole in which each dimension is close to and has an influence on the other, the instructional approach *must integrate the being in its entirety*. As

the five sections of the program correspond to dimensions of the being which in life are interrelated in one way or the other, it is obvious that a preparation for life must not completely separate these dimensions. Thus, in this program they are first identified as particular components of life, then reviewed according to the implications they have for one another.

Physical exercise is important for the individual's health. In the same section, rules and instructions to follow when riding a bicycle will be found. The two elements are first studied separately. The pupils are then called to join the two realities and to see that their decision to ride a bicycle for health reasons implies that they must be informed about the rules related to this activity. One can even push the relationship further by linking these choices to the problems of consumption. Is a ten speed bicycle necessary and desirable to maintain oneself in good health and as a safety measure?

The integration of all dimensions of the person will also be fostered by the interaction of the different school subjects according to their aims. Human Biology can deal with the human reproduction phenomenon. Moral Education could bring enlightenment by making reference to values in the process of analysis and decision. The other subjects are also called to contribute to this learning.

The "Personal and Social Education" Program prefers a *"systematic" instructional approach*. Each of the sections of the program not only illuminates the study of the other sections, but has an important impact on them, and vice versa.

The figure below illustrates the relationship and impact of one section on the other sections of the program.

Take for example the impact of "Health Education" on another section of the program. The relationship can then be completed by studying the other sections.

Health Education and Its Relationship to Sex Education

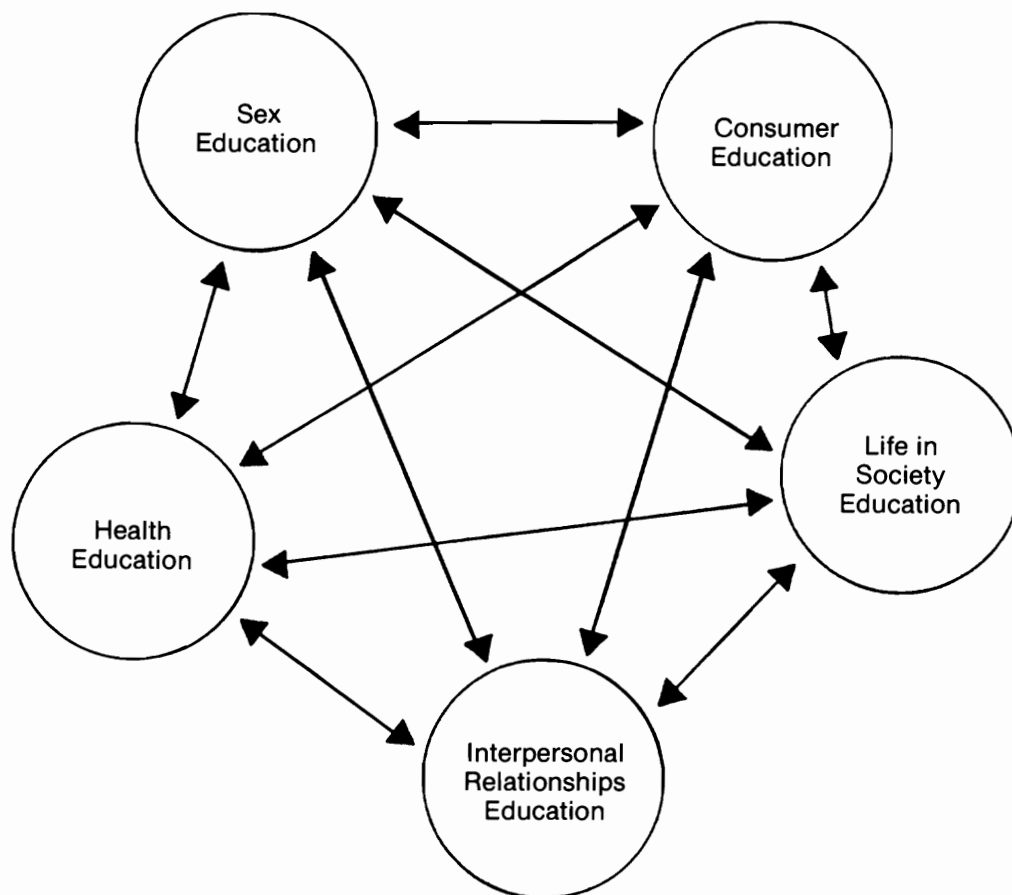
When beginning the study of "Sex Education" and the themes related to contraception, sexual abuse, pregnancy, puberty, it will be essential to study these phenomena in light of the section on "health" because of all the information it gives on the functioning and needs of the body. Without this, the pupil will be unable to make a responsible and judicious choice. In addition, his decisions concerning his

health will influence his options when the above-mentioned themes are studied.

Young people will be able to develop these dimensions of life and express themselves fully by questioning, reflecting, exchanging, by expressing feelings on problems that concern them. By discussing in depth and studying the questions related to them, young people will develop their capacity for solving the problems they sometimes meet.

1.3 OVERALL OBJECTIVE AND AIMS OF THE "PERSONAL AND SOCIAL EDUCATION" PROGRAM

The philosophy underlying the program leads to the formulation of the overall objective and the aims that constitute the major objectives of the different sections of the program in elementary and secondary school.



1.3.1 Overall Objective of the “Personal and Social Education” Program

In the domains of everyday life such as health, interpersonal relationships, life in society, sexuality, and consumer education the program has as its objective the acquisition of knowledge and the adoption of attitudes and behaviours essential to the full development of the pupils as individuals and as members of a community.

1.3.2 Aims of the Program

- To enable the pupil to recognize in his life the numerous aspects of human life such as health, interpersonal relationships, life in society, sexuality, and consumer education.
- To enable the pupil to clarify and expand his concepts, values and actions in these various fields of development.
- To enable the pupil to have a better understanding of the social dimension of his personality in order that his relationship with the community be rewarding.
- To enable the pupil to discover and appreciate the unique character of each human being so that he may learn respect for the person in the various realities of life.
- To enable the pupil to understand his rights and responsibilities as a citizen and the necessity of generally accepted standards in a democratic society.

PART TWO

STRUCTURE, CONTENT AND OBJECTIVES OF THE PROGRAM

2. STRUCTURE

2.1 A MULTIDISCIPLINARY PROGRAM

The objectives of every program are related to a specific field. The objectives of the English program, for example, are related to the domain of language.

The "Personal and Social Education" Program differs from other programs in that its objectives pertain to five specific fields of study. It covers the great dimensions of human life such as health, sexuality, consumer education, life in society and interpersonal relationships, dimensions that relate to the social studies, ecology, biology, sociology, anthropology and philosophy, as well as economics.

In this sense, it is a multidisciplinary program in which each discipline has its specific field of knowledge. Nevertheless, although they are distinct, these disciplines have a common objective: the personal and social development of the human being.

These considerations lead to the kind of approach used in the development of the "Personal and Social Education" Program. It is a systematic approach that enables a certain coherence to be established among the various concepts stemming from the different subjects.

From the study of the relationships between these different concepts a unifying concept emerges: *interaction*. In fact, whether in the study of health, life in society, sexuality, interpersonal relationships, or consumer education, the person is constantly in interaction with the three great components of his universe constituting the *inner self*, that is the elements composing the interior world of the person such as his thoughts, feelings, sensations, desires and needs, the *physical environment* and the *human environment*.

The concept of interaction was used in the formation of the concepts related to the five sections of the program. Each terminal objective refers to a particular type of interaction. The interaction will also be found in the suggested learning activities.

Let's take for example the concept of *harmony* developed in the section "Interpersonal Relationships Education." This concept relates to a terminal objective that consists of the recognition by the child of the importance of his participation within the group. This objective concerns the pupil's interaction with his human environment. Therefore, in the intermediate objectives will be found all the elements of knowledge and reflection related to the self and to the group that will enable the pupil to understand the nature of a group and become more involved in it. The suggested learning activities should also promote the interaction of the pupil with his human environment. Care will be taken to create situations in which it will be possible for pupils to experience life within a group.

2.2 A PROGRAM COMPOSED OF FIVE SECTIONS:

The "Personal and Social Education" Program is presented through: Health, Sexuality, Interpersonal Relationships, Life in Society, and Consumer Education.

What do each of these sections contribute to the personal and social development of an individual? Do these sections interrelate? What importance is given to each of the sections in the program? The answers to these questions will be found in the pages that follow.

2.2.1 Contribution of each Section to the Personal and Social Education of the Individual

Section: "Health Education"

To develop, the human being must answer certain basic needs experienced by his body, such as a need for food, clothing, and housing, as well as affective and psychological needs. The form and degree of satisfaction of these needs, as well as the physical and human environment in which the individual evolves, will be determining factors for the stability or the instability of his body.

Health is an essential factor in the individual's development. Nowadays, it is more and more difficult

to live in good health, because the accelerated rate of life, the rapid spread of fast food restaurants, the availability of television programs, automation, overconsumption, stress, make it difficult to remain healthy. At a very early age the individual adopts habits that will promote good or bad health. For this reason, Health Education is essential to young people as it can promote a healthy physical and psychological growth.

Section: "Life In Society Education"

Living in society implies understanding how society is organized, assuming one's responsibilities, contributing to a better life together devoid of all domination, participating in a constructive way in the evolution of the community, making one's rights known and respecting those of others.

The family is the first group in which the human being evolves. Then as he develops and according to his orientations, he finds himself in larger and more diversified social groups such as peer groups, class groups, school associations, and extra-curricular associations, parents associations or federations, unions, political groups and even international groups. In every group, there is place for a better standard of life together. This better standard of life demands the participation of citizens aware of their social responsibilities and concerned with the well-being of their community.

This is where Life in Society Education comes in, for even if the human being is naturally sociable, he must receive an adequate social education to understand how society is organized, as well as his rights and responsibilities. This will give birth to a genuine feeling of belonging to a community. Life in Society Education is a contribution to the individual's development because it awakens and develops the human being's awareness of the community which is a prerequisite to the true role of a citizen.

Section: "Sex Education"

Sexuality is another dimension inherent in human society. The human being is born male or female, and it is through this sexual dimension that he will express himself as such all through his life. Sexuality is not only the capacity to reproduce, it relates to ways of perceiving and of thinking, as well as to behaviour.

Human sexuality involves both development and learning. For this reason, Sex Education contributes to the personal and social development of young people, for it is only through it that they will understand themselves; only through it can they give it a conscious expression, coherent with what they are and want to be, responsible and measuring up to human dignity. Sex Education, like Health Education, is essential to the individual's as well as the

community's well-being and improved standard of life.

Section: "Interpersonal Relationships Education"

The social dimension is also a characteristic of the human being. To develop, a person needs to establish interpersonal relationships in which there will be understanding and mutual respect, communication, self-esteem, and esteem of others.

To love, to be loved, to share one's experience, to be enriched by the experience of others are necessary to personal growth. This capacity for developing ties does not come automatically. To possess it, one must have a good knowledge of oneself and of the other person, and be aware of the mechanisms and conditions necessary for a genuine human relationship. Interpersonal Relationships Education contributes to the person's education because it is a tool required for the establishment of harmonious relationships among individuals.

Section: "Consumer Education"

From birth, the human being exchanges goods and services with others. This is part of the individual's life. Indeed, it is first of all to satisfy basic needs (to feed, dress and lodge himself) that the person uses the wealth found in his environment. In the course of his development, the human being experiences other needs that he must satisfy. Thus, the human being will consume all his life.

Consumption, however, is not the only way of satisfying human needs, though unfortunately, many people resort to consumption in the hope of satisfying their affective, psychological, or social needs. Consuming for compensation does not help the individual to develop, and only slows down his quest for a true solution to his needs.

The form of consumption used by the individual has direct repercussions on his well-being as well on his environment. As the physical environment in which the consumer evolves has been enriched by different kinds of products, it has become more and more difficult for him to choose what is really good for him. The durability of consumer goods has lost its importance as a criterion of selection. As a result, the environment has deteriorated greatly.

It is a must for the consumer to perform acts that are responsible and consistent with his nature, his stability, and his environment.

In this sense, Consumer Education contributes to the person's development through the information it gives him about the consumer's world and the possibilities it offers him for exercising his judgment. Consumer Education aims at giving young people means of safeguarding their human integrity and of

participating in the improvement of their environment.

2.3 OBJECTIVES OF THE "PERSONAL AND SOCIAL EDUCATION" PROGRAM IN ORDER OF IMPORTANCE

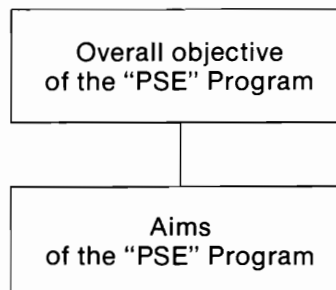
Due to the extensiveness of each section covered by this program, the various levels of objectives that a program-by-objectives demands and the continuity necessary from elementary to secondary, the reader will encounter, in this document, a great many objectives concerning either the program, a specific section, a school cycle, or even the more immediate planning of classes.

To help the reader understand the way in which the program was developed and to help the teacher better organize his work, a presentation of the objectives in order of importance follows.

Objectives Related to the "Personal and Social Education" Program

The first level of objectives characterizes the program as a whole. These objectives (those found in the general orientations of the program) are valid for the five sections of the program. They identify what is expected overall from the study of the various sections. They are the most abstract of all objectives, and indicate the main intentions of the program.

The overall objective and the aims of the program will be found at this level.



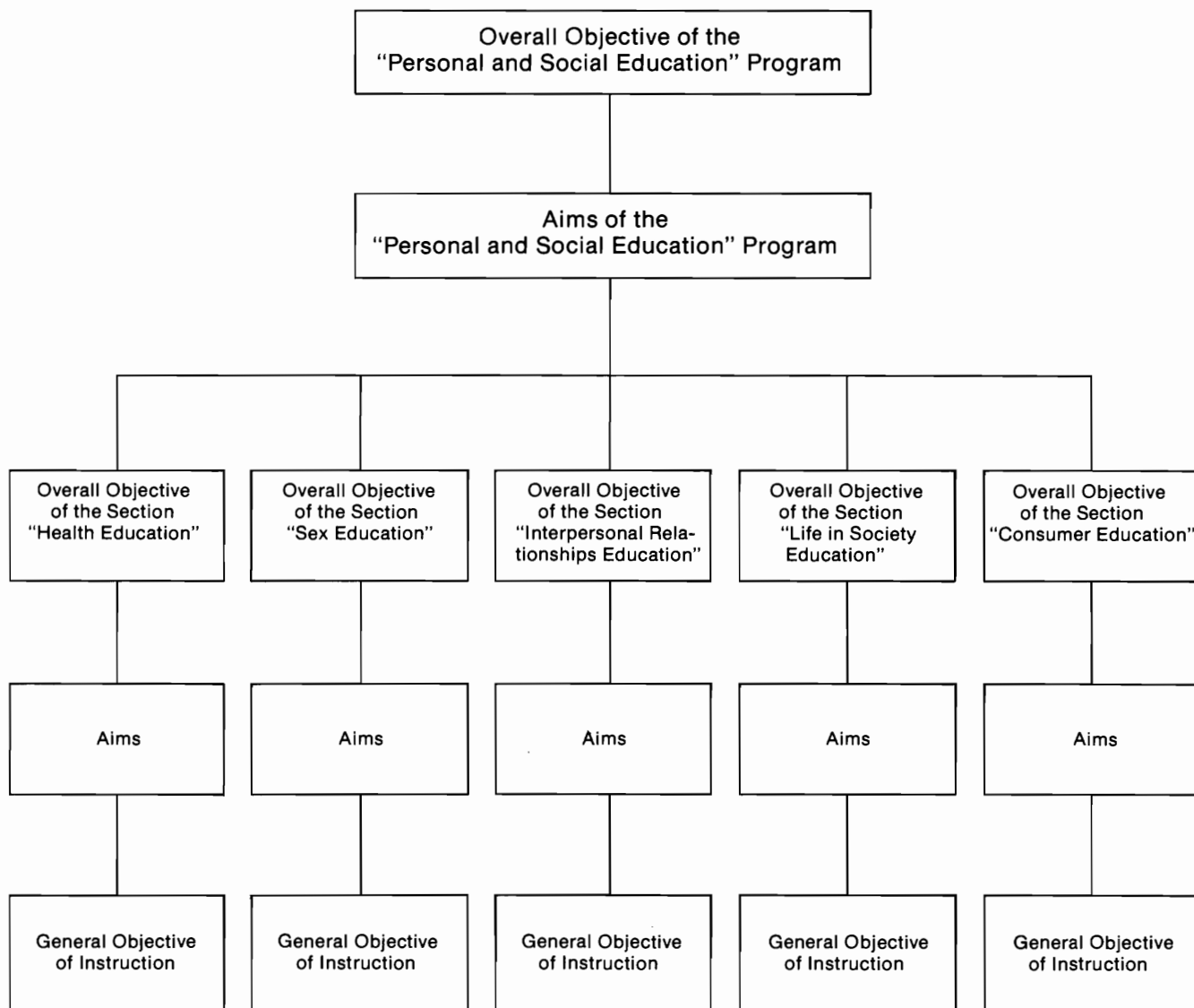
Objectives Related to Each Section

The second level of objectives is concerned with each specific section. This second level translates the aims of the program into specific objectives for each section.

These Objectives are:

1. The overall objective of the section.
2. The aims that identify what the program proposes to do over the 11 years of elementary and secondary school in order to attain the overall objective of the section in question.
3. The general objectives of instruction (elementary and secondary).

This leads to the following order:



Objectives Related to the Cycle of Instruction

Objectives have been set for each cycle of instruction in order to determine more specifically what is expected from the pupil. They are the terminal and the intermediate objectives.

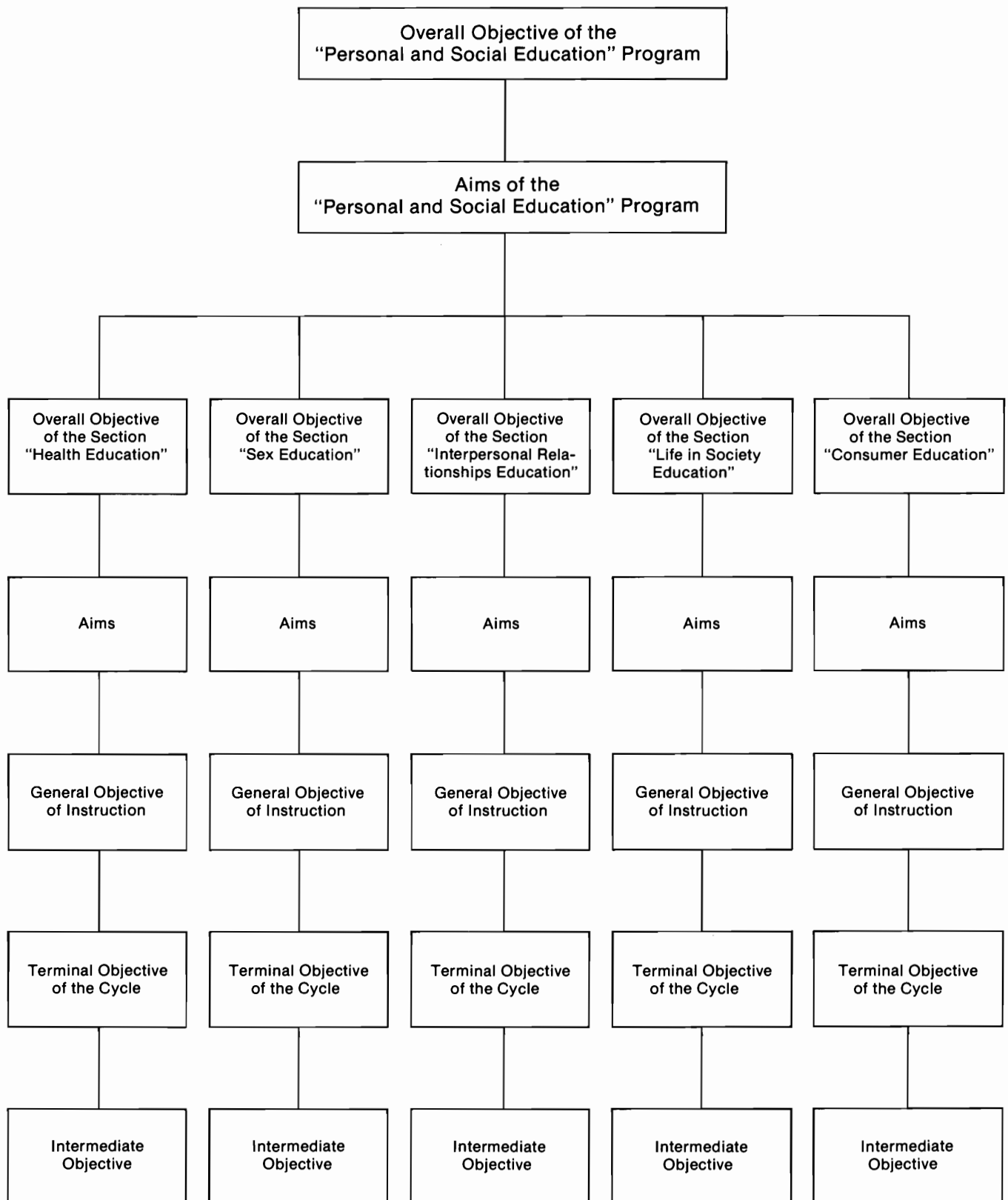
The terminal objectives develop the general objectives while the intermediate objectives indicate the

steps leading to the attainment of the terminal objectives.

The terminal objectives develop the general objectives of the section and should be reached by the pupil at the end of the cycle. The other (intermediate objectives) indicate the steps leading to the attainment of the terminal objectives. Each intermediate

objective will have its full meaning only if it relates to the preceding objectives.

This ends the presentation of the order of the objectives of the program, which could be summarized by the flow chart that follows.



2.4 DEVELOPMENT OF THE OBJECTIVES FOR EACH SECTION OF THE "PERSONAL AND SOCIAL EDUCATION" PROGRAM

The main function of a program is to formulate learning objectives. The preceding chapter presented the structure of the program in relation to its different objectives and the five great domains of study — Health, Sexuality, Consumer Education, Interpersonal Relationships, and Life in Society. The outlines presented give an overall view of the objectives of the program.

If one wishes a complete understanding of the objectives, one must understand fully the mechanisms of formulation of these objectives. To grasp the content of the following chapter, the reader should not neglect the explanations that follow.

At the beginning of each section, the reader will find a reflection on the domain to which it pertains and the orientations that ensue. This part is quite similar to the content of the preceding pages. Immediately after the table of contents there will be a chart of objectives and a series of terminal and intermediate objectives. This will be completely different from the preceding text. How is all this tied together?

2.4.1 Table of Content

First of all, teachers will work primarily with the terminal and the intermediate objectives. They are the objectives related to their daily teaching. Thus it is important to have a good understanding of their origin and the way they were constructed.

These objectives stem from three major sources: the orientations of the section, the psychology of development, and the content to be studied in relation to the domain covered in the section.

The orientations give information about the major axis of the section. For example, in the section "Health", the orientations indicate that a person's health depends on the protection given to his body, on his development, and the balance between these two tendencies. It also indicates that the great majority of obstacles to health stem from the individual's behaviour, and that in Health Education it is important to work on attitudes in order to obtain an impact on the health of young people. Orientations limit the domain of instruction. This limitation is broad but it already contains important points of reference.

A great deal of information is given by the psychology of development. The first information comes from the fact that the individual develops through his interactions with various environments and that his development is partly the consequence of the actions he performs in order to reach the goals he sets for himself.

Psychology of development also informs us of the different stages of development attained by pupils of different ages. This leads us to conclude that, in general, children of a certain age experience a certain problem and are able to grapple with it in one way or another. For example, during adolescence young people live a certain period of sexual maturation and they have to integrate the changes that occur at that time. For this reason, these questions are dealt with at the period of puberty. Other data tells us that pupils are more capable of dealing with questions on a higher level and that they can perform work by referring to principles and abstract concepts.

From the domain of knowledge, elements of instruction pertaining to health, sexuality or interpersonal relationships are drawn. As an example, it is known that the section "Health" should be concerned with food, body hygiene, mental hygiene, pollution, etc.

Once these elements have become apparent, it can be decided what the pupils should study. At that point, the Table of Content of the program can be established.

Type of Relationship

As the readers will note in each table of distribution of the learning content, horizontal lines divide the table into 3 parts indicating the types of relationships the pupil experiences with the environment. There is the relationship with oneself, the relationship with the physical environment, and the relationship with the human environment. For each of the relationships the person's intention is described by the personal research he performs.

DISTRIBUTION OF THE LEARNING CONTENT

RELATIONSHIP

With himself	
With the physical environment	
With the human environment	

An example might facilitate understanding. In the section "Life in Society Education", in the box "Relationship with himself", will be found: "The pupil's relationship with himself, in which he tries to define himself as a social being, and to clarify his personal plan as a free and responsible citizen".

This first distribution provides a rapid overview of the content by indicating the implications of the steps taken by the pupils and the content studied.

If the explanation is continued by referring to Life in Society Education, this means that in the type of relationship with himself, the school will tackle the question on the level of sensitization of the pupil to the social dimension of his personality.

Theme

Nevertheless, even if the Field of Intervention gives a first "limit" to the school's intervention and concen-

RELATIONSHIP	FIELD OF INTERVENTION	
Relationship with himself	Sensitization to the social dimension of one's personality	

Field of Intervention

Following this first step, limitations of the Field of Intervention will be dealt with. The first step is too broad, as it could give place to all kinds of interventions. We must be specific and limit the aspects the school intends dealing with. This appears in the distribution of content under the column "Field of Intervention", that is, the field in which the school intends working.

trates on the content to be studied, it is still too vague to give a clear vision of the content.

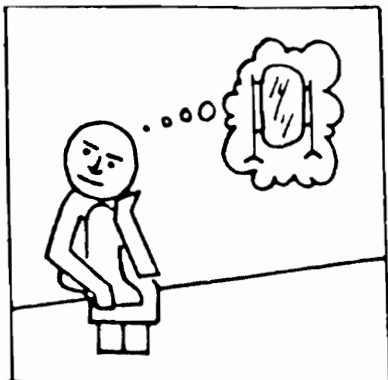
To the first two steps, must be added a third step, drawing from the domain of knowledge the work themes corresponding to the field of intervention selected, as well as to the type of relationship. For the program as a whole, the following table is obtained.

SYNTHESIS OF WORK THEMES OF "PERSONAL AND SOCIAL EDUCATION" PROGRAM

TYPE OF RELATIONSHIP

WORK THEMES

Relationship with oneself



HEALTH

- health problem
- body hygiene
- mental hygiene
- nutrition habits

SEXU-ALITY

- human sexual growth
- masturbation
- personal choices
- sexual awakening
- contraception

CONSUMER EDUCATION

- the consumer's role
- leisure
- organization of a leisure activity
- choice of leisure
- post-secondary life-style
- cost of transportation
- the budget

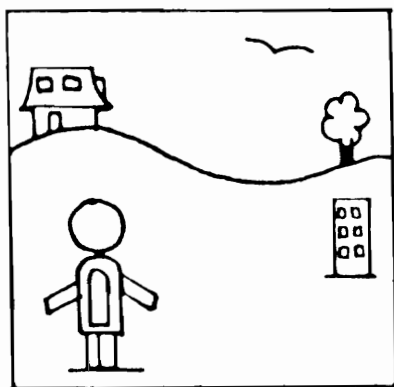
INTER-PERSONAL RELATIONSHIPS

- my picture
- my potential

LIFE IN SO-CIETY

- my social life
- my social aspirations
- nature and role of values
- plurality of values
- rights and responsibilities
- information
- my values

Relationship with the physical environment



HEALTH

- vehicles
- dangerous tools
- fire
- drugs
- pollution
- leisure
- dangerous products

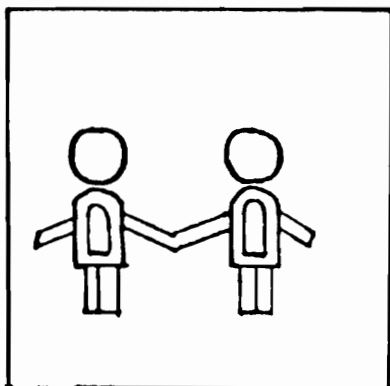
LIFE IN SO-CIETY

- services to the community
- vandalism

TYPE OF RELATIONSHIP

WORK THEMES

Relationship with the human environment

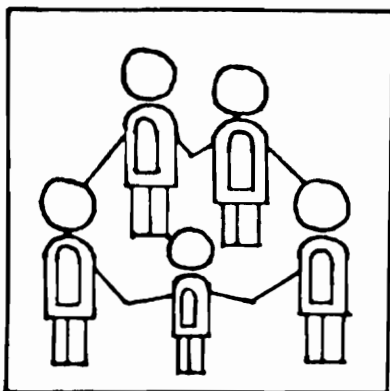


SEXUALITY

- sexual awakening
- sexual behaviour
- sexual abuse
- sexual orientation
- contraception
- the adolescents' sexual relations
- personal plan of life together
- sexually transmitted diseases

INTERPERSONAL RELATIONSHIPS

- friendship
- types of relationship
- conflict
- clarification of message
- expectations
- stereotypes of roles
- choice of a relationship
- attitudes



HEALTH

- responsibility towards children
- first aid
- health services
- health at work

SEXUALITY

- sexual orientation
- pleasure
- sexual abuse
- roles and stereotypes
- sexual roles

CONSUMER EDUCATION

- use of resources
- choice of leisure activities

INTERPERSONAL RELATIONSHIPS

- participation
- family relationships
- work relationships
- neighborhood relationships
- plan

LIFE IN SOCIETY

- society
- multiplicity of interactions
- rules
- the legislative process
- young people and law
- the legal system
- the family
- the comprehensive school
- membership in groups
- social problems
- the pressure groups
- life in the working environment
- community associations
- crime

The working themes enable us to limit the elementary and secondary school's field of study. It can be said that the pupils will work on pollution, conflict, and nutrition.

As has already been pointed out, the pupil's development must be considered, and what should be taught at the elementary or the secondary level must be determined by the content. This way certain themes belonging to the domain of knowledge will

be reserved for elementary or secondary classes, while others will be covered at both levels but in different aspects.

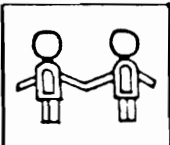
Content and Learning

Once the themes have been identified we can proceed with the identification of the concepts and subconcepts that were dealt with in the study of nutrition or of conception, for example.

These are identified as INSTRUCTIONAL CONTENT in the Table of Content

INSTRUCTIONAL CONTENT

and as related content found in each page reserved for the terminal objectives.

	THEME: TERMINAL OBJECTIVE 1
INTERMEDIATE OBJECTIVES 1.1	RELATED CONTENT —

Under “related content” will be listed concepts drawn from the domain of knowledge or information, and opinions drawn from the pupils’ experience.

2.4.2 Transposition into Objectives

The content determines what the pupil will study. It does not, however, indicate what should be expected from the pupil, and what objectives should be set.

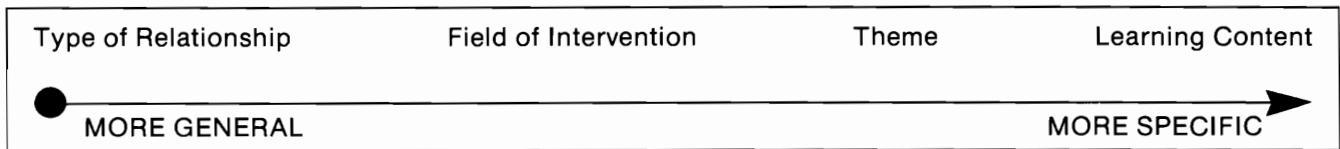
As the reader may have noticed when examining the structure of the program, there are several levels of objectives in a section. There are the overall objective, the aims, the general objectives, the terminal, and the intermediate objectives. These objectives extend from generalities to specific points or from the overall reasons for the school’s intervention in the objective pursued in a course or in part of a course.

How can this structure of objectives be tied with the Table of Content? This is the next task.

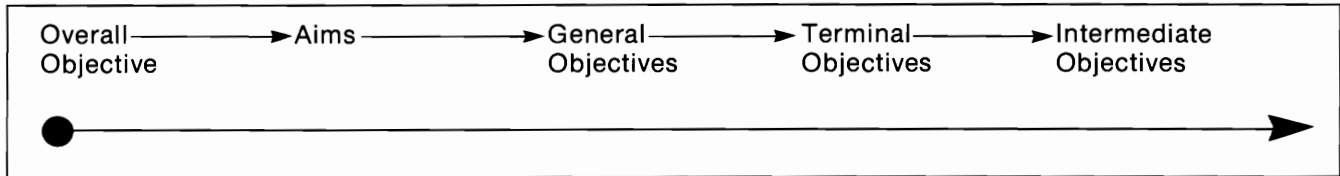
To help the reader understand the origin of the objectives and the reasoning behind their construction, so that they make sense to him, it would be interesting to look at the following.

There are three sources of information: a Table of Content, an order of objectives, and school levels.

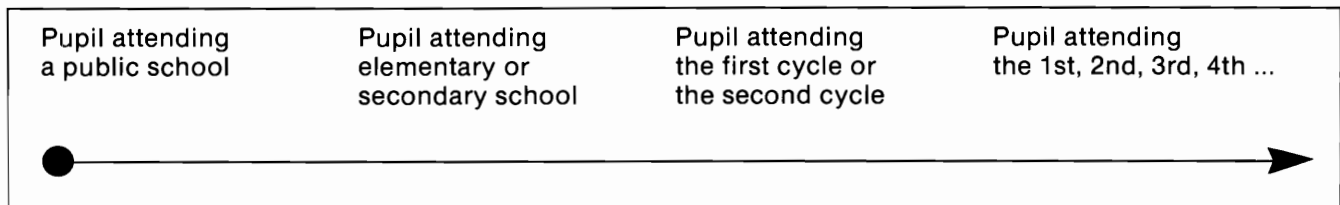
First of all we have a table dealing with content and going from generalities to specifications.



We also have a hierarchy of objectives going in the same direction:

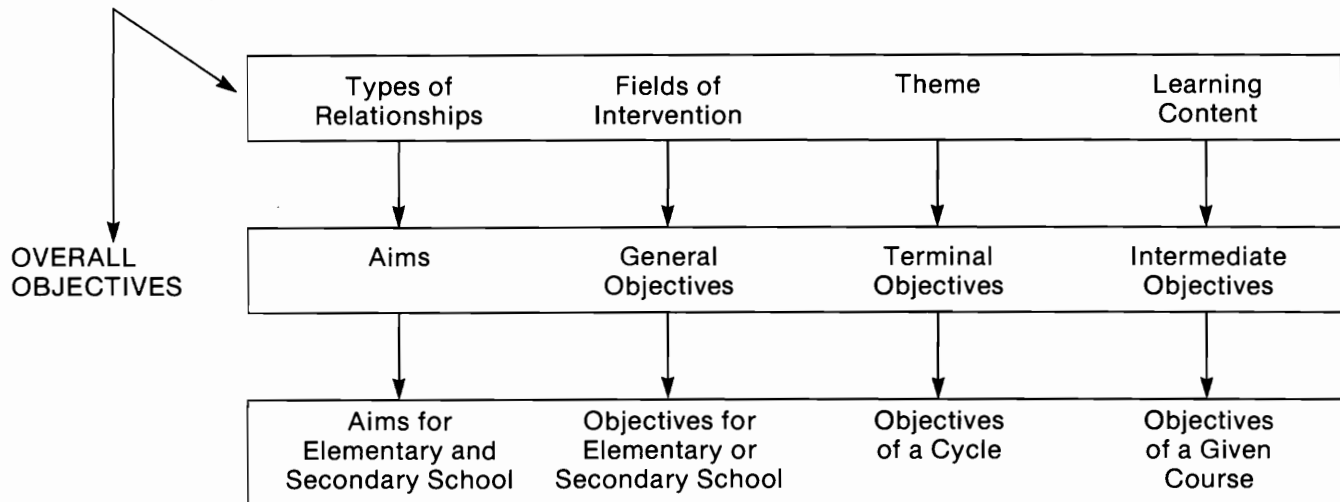


We have a population which can also be considered from this angle.



In this program, as an organizational framework, the following correspondances have been established.

ORIENTATIONS

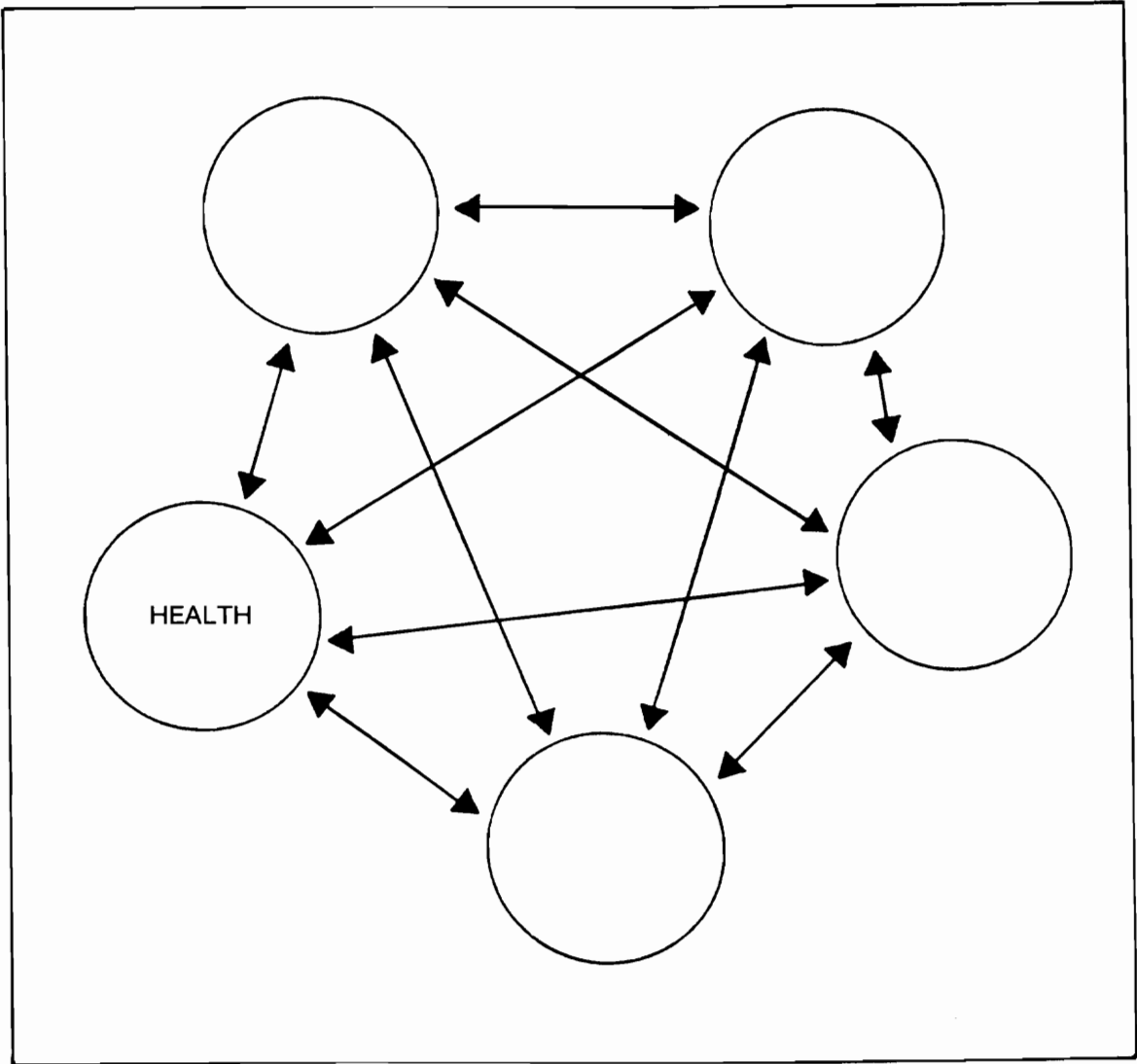


PART THREE

SECTIONS OF THE “PERSONAL AND SOCIAL EDUCATION” PROGRAM

SECTION A

**Health
Education**



SUMMARY

1. The Specific Contribution of Health Education to the Pupil's Personal and Social Education
2. Relationship Between "Health Education" and the Other Sections of the Program
3. Issues of "Health Education"
 - 3.1 A First Step
 - 3.2 A Step Further
 - 3.3 An Explanation Is Needed
 - 3.4 An Interesting Interpretation — The Lifestyle
 - 3.5 A Pedagogy of Body Health, Zest for Life, and above all a Pedagogy of Stability
 - 3.6 A Question of Information, but even more a Problem of Attitudes
 - 3.7 A Difficult Intervention and a Long-Term Hope
 - 3.8 A Multifaceted Education — A Cultural Affair Also
4. Orientations of the Section "Health Education"
 - 4.1 Overall Objective of "Health Education" Section
 - 4.2 Objectives of the Section
 - 4.3 General Objectives
5. Content and Objectives
 - 5.1 Learning Content
 - 5.2 Learning Objectives
6. Bibliography

1. SPECIFIC CONTRIBUTION OF HEALTH EDUCATION TO THE PUPIL'S PERSONAL AND SOCIAL EDUCATION

Health Education, like all other sections of the program, constitutes a path by which all the general objectives of the "Personal and Social Education" Program are pursued, as well as a particular field of study. It has two distinct and complementary roles. It pursues the very general objectives of development mentioned in the previous pages, and it pursues the specific objectives of Health Education.

On the personal development level, this section should enable the pupils to become aware of certain needs of their bodies, and efficient ways of satisfying them, to become aware of their life habits and the way they affect their health, to value certain rules of action leading to a better standard of life, and to realize the danger of some of their behaviours.

On the level of the pupils' relationships with the physical environment, this section tries to sensitize the pupils to the dangers of the physical environment, to make them aware of the disastrous consequences of some of their behaviours, to lead them to adopt safe behaviours, and to value the practice of enriching activities.

On the social level, this section will offer the pupils the necessary means to answer their need for safety, belonging, love, respect and esteem for themselves and for others, as well as their need for freedom. The section will also give the pupil the opportunity to commit himself to improving the quality of life of his community. This section has no particular objectives for this dimension of health, which is covered by the sections "Interpersonal Relationships Education", "Sexual Education", "Consumer Education", and "Life in Society Education."

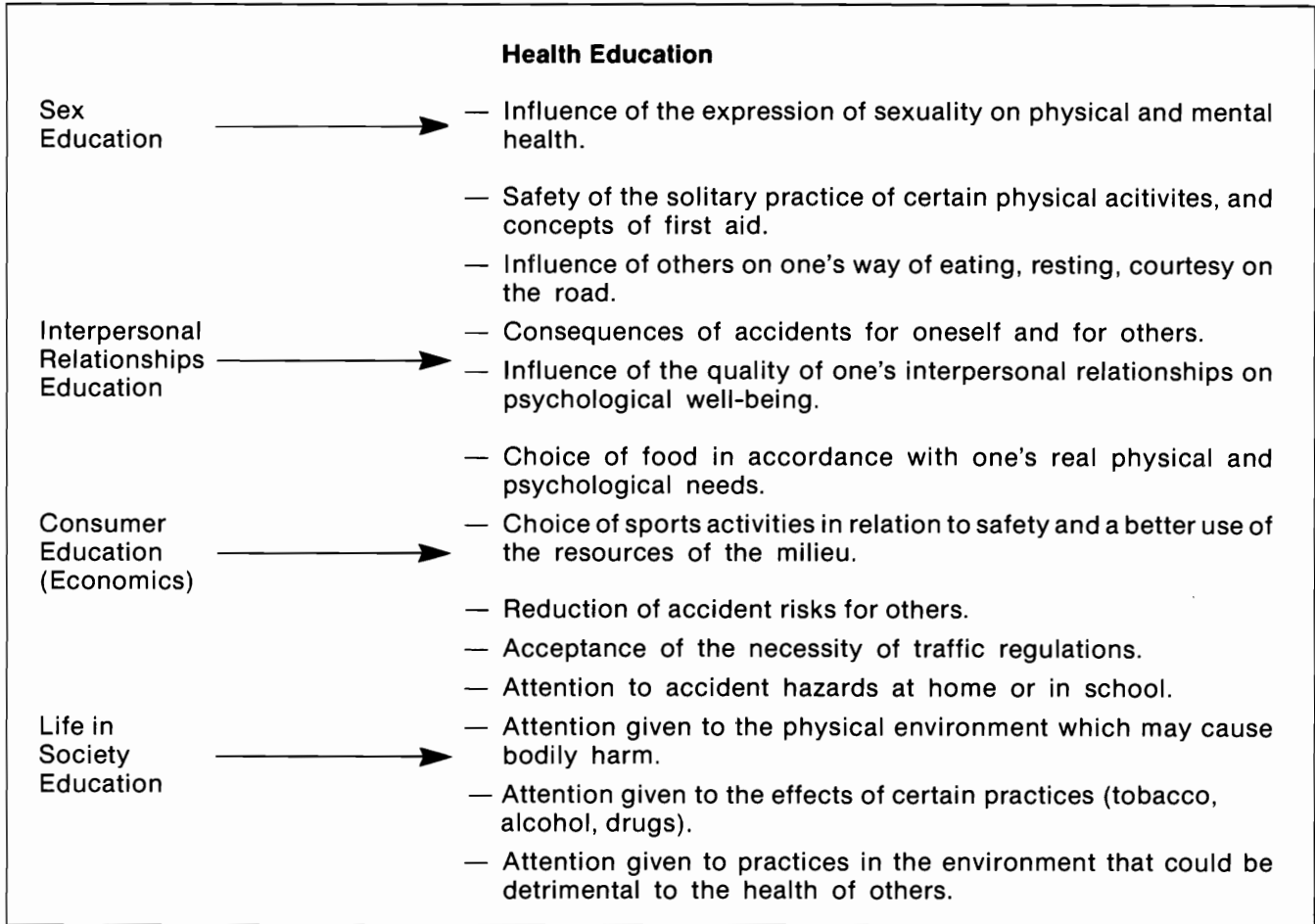
2. RELATIONSHIP BETWEEN "HEALTH EDUCATION" AND THE OTHER SECTIONS OF THE PROGRAM

While covering a clearly limited dimension of the program, the section "Health" is closely related to the other sections. Health, as one of the essential benefits of life, is closely related to all other realities.

This part of the program will not only deal with health, but also with aspects related to the other sections.

The effects of the other sections on health throughout this section are shown by the following table:

HEALTH EDUCATION IN ITS RELATIONSHIP WITH THE OTHER SECTIONS



3. ISSUES OF "HEALTH EDUCATION"

3.1 A FIRST STEP

During the first half of the century, due to the remarkable progress made in medicine and public hygiene, community health seemed no problem. Vaccines and antibiotics appeared to have won the battle over the bacterial plagues threatening the survival and the longevity of human beings. Diseases such as tuberculosis, diphtheria, gastro-enteritis, poliomyelitis, etc., were defeated and it was thought that all that had to be done was to make medical care available to all levels of society.

This hope, however, did not entirely materialize. Subsequent years proved that the previous discoveries had not resolved all health problems, and that even if people no longer needed to suffer from tuberculosis or diphtheria, they suffered from other

diseases. It was evident that these discoveries were but solutions to problems related to specific aspects of health. Other problems remained to be solved. Universal well-being was not a fait accompli.

3.2 A STEP FURTHER

After the complete disappearance of bacterial plagues resulting from the major changes brought about by technological progress, it became evident that human behaviour could cause sickness. It became obvious that the person himself was often the source of the deterioration of his body. In 1974, statistics showed that 82% of deaths were caused by diseases of the circulatory system, tumors, or accidents. Mankind inflicts suffering, diseases, and even death upon himself through the pollution he creates, his lack of prudence, his eating habits, and his rhythm of life.

Faced with this situation, those responsible for public health turned to preventive information. Their aim was to motivate the people to change behaviours that were disastrous to their health. By informing them of the harmful consequences of certain of their habits, it was expected that they would change. The hypothesis was that people adopted these behaviours because they were unaware of the effects, and that if they were informed, they would change them. General information appeared to be the solution to this type of problem.

Once again, however, hopes were not realized. People still adopt behaviours that are detrimental to their health.

3.3 AN EXPLANATION IS NEEDED

How can one explain that people, even if they know that they risk having problems, adopt or continue to adopt dangerous attitudes and behaviours? Why do they continue smoking? Why do they drive dangerously? Why do they continue to pollute? Why is there a mass swing to fast food restaurants? Why do some people even go as far as refusing to have their children vaccinated against the plagues experienced by our ancestors? Why?

Is it because they do not want to be healthy? Is it because they want to die? The answer is "No." People do not want to suffer, nor do they want to die. The will to live and to have a good life is one of the most powerful motivations of the human being. He is ready to suffer the greatest privations and the worst humiliations in order to survive. Then why do people who have such an intense desire for survival, people who work so hard to increase their comfort and their well-being, adopt behaviours that are counterproductive?

3.4 AN INTERESTING INTERPRETATION: LIFESTYLE

What appears to be a flagrant contradiction is in fact only an appearance of contradiction. People are prompted by many motivations other than the simple determination to be healthy. In reality, given favourable conditions of life, they would seek well-being rather than survival.

To be able to actualize oneself, have experiences that are enriching and fascinating, succeed in one's plans, have fun, accept challenges, have friends, to be loved and esteemed, etc., seem to be more important. To achieve these, they are often ready to risk the safety of their bodies. The choices they make are more or less conscious and are not bound to only one motive. They are related to many basic motives and to the complex system of values that they promote.

They will organize their lives in consequence, adopt habits that will allow them to achieve the

values they promote. This can result in different life scenarios. In certain cases, they will risk death to defend an idea. In other cases, they will use stimulants or draw heavily on their reserves of energy or their social relations to succeed in producing what they want. In other cases, they will slow down their rhythm of life, quit a job or some form of social activity, shut themselves up in a sterile world, a world without questions and without commitments, and will even risk immobilization, stagnation, insignificance, or social isolation in order to protect themselves.

All these scenarios are possible, and many lifestyles can be organized in relation to the promoted values. These scenarios can be adjusted and re-adjusted as life goes on.

Values such as survival and perseverance, serenity, excellence, love, altruism or cultural, national, and patriotic values are powerful forces that drive people to adopt different lifestyles. The health problems then become a problem of balance. The important thing is to be able to adopt lifestyles that allow us to be as healthy as possible and at the same time lead an interesting and enriching life. Without this balance, one cannot aspire to health, self-actualization, and serenity.

3.5 A PEDAGOGY OF BODY HEALTH, ZEST FOR LIFE, AND ABOVE ALL, A PEDAGOGY OF STABILITY

Three important points emerge from the issues of health: body health, self-actualization in one's environment, and a search for balance between these two.

These three points are the three basic elements of this section. It is around these three elements that the section was constructed.

On one hand there is an intervention pivoted on self-development or personal growth. It aims at going beyond mere prudence and stimulating young people to invest in their own development. It is a question of informing young people that different life experiences can be personally enriching. Pupils should be brought to appreciate the benefits they will derive from physical exercise, a healthy diet, different personal and group challenges and commitments they meet in their adolescent life, as well as in their adult life, human encounters of all kinds, etc. Young people should be helped to live and prepare themselves for a life in which they will be able to grow and progress as a person and as a member of a community.

On the other hand, there is an intervention of a preventive nature. It is intended to inform the young person about everything that might have a detrimental effect on him. It is a question of protecting young people by supplying them with information related

to their physical survival, dangers in their environment, and the danger of certain of their behaviours. They should be informed about ways of taking care of their needs and about safe behaviours.

Finally, there is an intervention aimed at helping young people to make allowances and to find a happy balance in their different life situations. It is a question of helping young people blend as harmoniously as possible the tendency for survival and security with the tendency for progress and self-adjustment within the context of life.

This last intervention is important to this section. If this is successful, something important will have been done for the health of young people.

3.6 A QUESTION OF INFORMATION BUT EVEN MORE A PROBLEM OF ATTITUDES

Part of the solution to the problem of Health Education is linked with knowledge of various contemporary styles of life and the way they affect the human body. The knowledge of the effects of over-feeding, lack of rest, consumption of tobacco or alcohol, or of the different kinds of pollution on the physical, psychological, or social levels will at least offer information on what must be done to retain and improve one's state of health. The knowledge of the dangers of certain behaviours and the awareness of their effects permits one to act with full knowledge of the facts and to protect one's physical integrity.

Nevertheless, it appears that knowledge of the attitudes that should be adopted to maintain health is not alone sufficient. A present, we know that even if everyone is aware of the detrimental effects of smoking or of reckless driving, people still continue to smoke and to drive dangerously in spite of additional taxes, and heavy fines. The solution to such problems goes beyond mere information. It must be sought in the motivation applied to knowledge. Until people recognize the value of good health, until they are convinced of the good or bad effects of certain of their attitudes, they will not change. In fact, certain people attach so little importance to their health, or to regaining it that they are irresponsible to the point of neglecting to continue treatment that would cure them, or to practice activities that would make their life more pleasant.

The Lalonde report (1974) and the ministère des Affaires Sociales of Quebec report (1974) arrived at the same conclusion: the main problem is to find means of motivating the individuals to be more concerned with their health and to reevaluate their lifestyle. The action taken in 1980-81 in relation to safety belts prove how difficult it is to motivate people to take care of their lives.

3.7 A DIFFICULT INTERVENTION AND A LONG-TERM HOPE

If we accept the basic premise that the individual controls one of the most important factors in the evolution of his health, that is, his behaviour, an intervention centered on human attitude and behaviours becomes crucial to the improvement of the health of the community. The problem is important. In many cases, we must prompt motivation and behavioural changes when there are no disturbing symptoms or somatic sensations present. The task is difficult because it means persuading people to adopt preventive measures that may disturb them. How can you get a person to abandon a practice that is detrimental to his health when the latency period of a disease is long and the chronic or debilitating effects are detectable only when they are already irreversible. Faced with effects that appear similar, he will choose the lifestyle that appeals to him.

If the problem is sizeable when it comes to making someone adopt new habits, it is still bigger when it means working with young people who have not yet chosen a definite lifestyle. They are continuously prompted by their peers, advertising, and the example of their parents. It's an extremely difficult task to ask young people to avoid smoking, to eat properly or to go to bed at a reasonable hour when the people around them smoke just the same, the food industry keeps promoting fast food restaurants, and the media encourage them to watch T.V. until very late. How can you make young people realize that personal well-being is the result of a life that is balanced and respectful of the human condition when the present society proposes a disorderly life where health occupies a very small place on the value scale? It seems doubtful that the impact created by the school will be sufficiently powerful to counter the detrimental effects of the daily pressures the pupils have to put up with. Through the complementarity of the interventions, it is hoped that some day, the results will be a genuine correction of the situation.

Some day! Effectively, intervention in Health Education must be considered in a long term perspective. As with the other sections, the effects of intervention may be expected to appear in a distant future. Health is not "learned" in the same manner as two plus two are four. In this development, there are only questions of logic. The whole affective aspect of the person, the strength of current habits, conflicting opinions, and above all the great difficulty in seeing the effects of these practices on one's health in daily life are involved. One must think that in Health Education the effects will take time to appear, and that they will be gradually attained through the

integration of knowledge, and external effects and pressures.

3.8 A MULTIFACED EDUCATION - A CULTURAL AFFAIR ALSO

Who is responsible for peoples' health? Each individual? Parents? The health professionals only? The mass media? Cultural traditions? The community in general? Is it the responsibility of one person or of many?

Finding one responsible individual would surely be a tremendous help in the development of intervention strategies. We could then observe this person and learn how he functions. Research shows that at the present, this responsibility is not that of a unique category of persons, and that it belongs to an interrelation that is complex and not well known by the numerous agents which mould a culture and the lifestyles of the people. This does not make the task easier.

Even if this interrelation is not obvious and consequently, if we are unable to establish definite strategies, it is possible, within this program and the cooperation it presupposes, to arrive at a strategy that will highlight these numerous agents, and achieve some concerted action among them.

First of all, it is possible to determine the role of the school, the role of the family and that of the people who intervene in Health Education. It is also possible to foresee an arrangement of their different responsibilities.

The school should play the role of informant about health questions related to lifestyle. It should also make the pupil aware of his state of health, his habits, the possible consequences of certain current practices, and his personal responsibility concerning his state of health. It should sensitize young people to the basic importance of health and help them to arrive at a life plan with a concern for health. In secondary school, it should offer a framework which will foster the physical well-being of the pupils by a careful organization of the timetable for meals at school and the periods of rest and leisure spent in this environment.

The role of the family is about the same. Nevertheless, given its different context, it should emphasize concrete demonstrations of thinking. The pupil doesn't eat all his meals at school, nor does he sleep there, or spend all his leisure time there, or ride his bicycle only to school. These real situations are experienced in the family. This is the place where the pupil acquires concrete experience of life.

The role of the people who intervene in the domain of health and safety, people who already are part of intervention programs in different school environments, should be to assist the school and the family

by their technical knowledge and their ability to analyze the actual situation in the community they serve.

The three groups of interveners mentioned should consult one another and coordinate their action. It is only through the joint effort of these different educational partners that one can foresee the advent of a generation with a greater concern for the organization of a lifestyle which could promote health.

4. ORIENTATIONS OF THE SECTION "HEALTH EDUCATION"

4.1 OVERALL OBJECTIVES OF "HEALTH EDUCATION" SECTION

Starting with the issues of Health Education and the specific role of the school, the final goal of Health Education must on the one hand situate itself in the prolongation of the education that takes place in the family context, and on the other hand aim at maintaining health, a value essential to the pupil's development.

The overall objective of Health Education should be:

To encourage the pupil to adopt attitudes which promote the attainment of a certain physical, psychological, and social well-being.

4.2 OBJECTIVES OF THE SECTION

Considering that the overall objective puts the child in the situation in which he must focus on himself to obtain a better knowledge of his state of health and review his life habits, and considering that it encourages the pupil to become open to his physical and human environment in order to adjust to it and make interventions in a responsible way, the objectives of this section will be divided on the basis of three general types of relationships.

The first objective will deal with the type of relationship in which the person looks for ways of protecting his body, and in which he must develop harmoniously on the physical and psychological levels.

The second objective will deal with the type of relationship in which the person endeavours to adjust to his physical environment and to adopt behaviours furthering the protection of his body integrity and his development.

The third objective will deal with the type of relationship in which the person tries to establish secure and selfactualizing relationships with others and to create a life environment likely to promote the quality of life of the community.

Consequently, the objectives of the section are:

1. To acquaint the pupil with his needs and encourage him to adopt behaviours and attitudes favourable to the satisfaction of these needs, the protection of his body, and the development of his physical and psychological dimensions.
2. To acquaint the pupil with the dangers and wealth of his physical environment, and encourage him to adopt behaviours and attitudes which will foster the protection of his safety and the establishment of enriching relationships.
3. To facilitate the establishment of sound relationships between the pupil and others and make him aware of his responsibilities concerning the health of others.

4.3 GENERAL OBJECTIVES

The aims of "Health Education" cover both Elementary and Secondary school education. They express the main purposes of health education. They do not, however, specify the subject matter for Elementary or Secondary school classes.

To determine what is specific to the elementary and secondary schools, the analysis must be carried further and the characteristics of the target population in terms of needs and development taken into consideration.

In secondary school, the general objectives will aim at encouraging the pupil

1. To acquire an overall picture of health.
2. To integrate health practices into his personal life.
3. To acquire knowledge, preventive attitudes, and behaviours concerning certain dangers of modern life.
4. To become aware of the importance of leisure in the planning of his life.
5. To accept responsibility for his own health and that of others.

SYNOPTIC TABLE OF THE GENERAL ORIENTATIONS OF “HEALTH EDUCATION” IN SECONDARY SCHOOL

Overall Objective
of Health Education

To encourage the pupil to adopt attitudes conducive to a well-balanced lifestyle in which he can reach a certain physical, psychological, and social well-being and attain a higher standard of life on the personal and social levels.

Aims of Health Education
Concerning the Relationship
Implied by the Overall
Objectives.

1. To provide the pupil with adequate knowledge of his needs and encourage him to adopt behaviours and attitudes conducive to the satisfaction of his needs, the protection of his body, and the development of his biological and psychological dimensions.
2. To provide the pupil with adequate knowledge of the dangers and wealth of his physical environment and encourage him to adopt new attitudes and behaviours which will foster the maintenance of his personal safety and the establishment of enriching relationships.
3. To facilitate the pupil's sound relationships with others and make him aware of his responsibility for the health of others.

General Objective of
Health Education in
Secondary School

That the pupil:

1. Acquire a comprehensive view of health.
2. Integrate in his daily life the health practices necessary to maintain his physical and psychological health.
3. Acquire knowledge, adopt attitudes and behaviours of a preventive nature concerning certain dangers of modern life.
4. Become aware of the importance of leisure in the planning of his life.
5. Accept certain responsibilities for his health and the health of others.

5. CONTENT AND OBJECTIVES

5.1 LEARNING CONTENT

In *secondary school* the learning content of this section will deal in a overall manner with the pupil's more or less immediate preparation to become responsible for his health.

The content concerning personal relationships will relate to the development of a broadened concept of health, conditions for maintaining a good

state of health, acquisition of habits of hygiene necessary at adolescence, a fixation of past habits, and a deeper understanding of mental health.

In relation to the physical environment, the content will focus on the promotion of the quality of life, taking into account the dangers presented by the environment and the habits of modern life.

On the level of relationships with the human environment, it will deal with elements concerning the acceptance of responsibility for his own health

and that of others. Beside the content specifically indicated, it must also be accepted that the other four sections of the program can be considered as

elements working towards the success of this type of relationship.

DISTRIBUTION OF THE LEARNING COMPONENTS OF "HEALTH EDUCATION" IN THE SECONDARY SCHOOL

TYPE OF RELATIONSHIPS	FIELD OF INTERVENTION	THEMES	CONTENT
Relationship with self in which the person seeks means of protecting his body and of developing himself on the physical and psychological levels.	Development of an overall view of health	• Health problem	- concept of need - satisfaction of needs: safety and development - factors having an influence on health and decisions - the individual's situation in view of these influences - guiding principles linked with the establishment of a sound healthy diet
	Integration of practices of hygiene necessary to maintain physical and psychological health	• Diet habits • Bodily hygiene • Mental hygiene	- bad diet habits - advantages and disadvantages of certain diet habits - reasons for diet habits - food consumption vs expending of energy - cleanliness of the body - menstrual hygiene - myths associated with menstruation - Dermatology - Dental hygiene - sleep - outdoor living - physical exercises - clothing - adolescents' behaviour - advantage of hygiene - psychological well-being - elements of the psychological well-being - impact of the elements on the well-being and relations among them - priority needs - satisfied needs compared to needs to be satisfied - personal actions - interrelation of beings and their milieu - adjustment and adaptation to the environment - similarities and differences among individuals - relationship, adaptation, complementarity
The person's relationship with his physical environment in which he endeavours to adjust to his environment, to protect himself and to develop.	Acquisition of knowledge, adoption of attitudes and behaviours of a preventive nature concerning certain dangers of modern life.	• Vehicles	- accidents caused by vehicles - safety rules for bicycles - legal status of the bicycle and snowmobiles - legal aspects of the use of a moped - laws and regulations concerning automobiles - kinds of accidents caused by motorcycles and snowmobiles - circumstances increasing the risk of motorcycle and snowmobile accidents - motorcycle equipment - ways of reducing accident hazards - boating accidents - circumstances increasing accidents hazards - prevention - accidents caused by driving - hazard factors

TYPE OF RELATIONSHIPS	FIELD OF INTERVENTION	THEMES	CONTENT
	Awareness of the importance of leisure in the planning of life.	• Dangerous tools • Dangerous products • Fire • Drugs • Pollution • Leisure	- risks caused by motorization - preventive knowledge, attitudes, and behaviours - means of traveling to work or for leisure activities - advantages and disadvantages of various means of transportation - dangerous tools in the house - sources of information on safety procedures - safety procedures - concept of vulnerability - causes of accidents in the workshop, in the work environment - preventive actions - safety rules in a workshop - firearms, the danger they present, safety rules - kinds of dangerous industrial products - possible effects on the body - prevention - safety symbols - conditions in which a fire starts - prevention regulations - how to act in case of fire - evacuation procedures - regulations applying to public places and residences - definition - kinds of drugs - short, medium and long-term effects - dangers presented by drugs - reasons, values of the users - values not considered by the users - consequences in the future - alternative solutions to the consumption of drugs - legal aspects - impact of consumption on the life of the closest relatives - the rights of non-consumers - beneficiaries of drug consumption - wealth of the environment - polluting behaviours - personal behaviours - other behaviours - places of pollution - kinds of pollution - relationship - environment - elimination of waste - personal decisions and commitment - kinds of leisure - personal benefit from leisure - benefits expected - importance of leisure for health - time dedicated to leisure

TYPE OF RELATIONSHIPS	FIELD OF INTERVENTION	THEMES	CONTENT
A person's relationship with his human environment in which he endeavours to establish actualizing and safety links with others and in which he endeavours to build an environment of quality for himself and for others.	Preparation for the acceptance of responsibilities concerning his health and that of others.	• Responsibility towards children • First aid • Health services • Health in the work environment	- responsibilities entailed by babysitting - parents' expectations - possible dangers - list of activities - behaviours in case of emergency - personal safety during babysitting - personal security when back at home - first aid and treatment - types of intervention - personal attitudes - behaviours to adopt - care in case of consequences caused by respiratory trouble, hemorrhages, fractures, back injuries, burns, poisoning, unconsciousness, eye injuries, chilblains - everyday injuries - artificial respiratory methods - pulse - bandages - transportation of an injured person - personal attitudes towards an injured person - name of the service - kinds of services - location of the services - reasons for using the services - aspects concerned - responsibilities - the rights of the workmen - resources available - sources of information

5.2 LEARNING OBJECTIVES

In order to give the reader an overall view of the Secondary School Objectives, the following chart presents all the general objectives as well as the terminal objectives of the cycle related to them.

The pages that follow give an explicit representation of the terminal objectives of the two cycles of Secondary school - that is with the intermediate objectives relating to it.

DISTRIBUTION OF THE LEARNING OBJECTIVES OF "HEALTH EDUCATION" IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
That the pupil:	The pupil should be able:	
1. Develop an overall view of health.	1 st cycle	
	T.1 To demonstrate that the satisfaction of needs enables him to maintain the proper functioning of the body and to fully develop it.	(5)

	2 nd cycle	
	T.1 To give a short description of the problems associated with the preservation of health.	(4)
2. Integrate into his everyday life the practices of hygiene for the conservation of his physical and psychological health.	1 st cycle	
	T.2 To apply the rules of personal hygiene suitable for adolescents.	(9)
	T.3 To indicate the needs that must be satisfied to feel at ease.	(9)

	2 nd cycle	
	T.2 To evaluate certain current adolescent and adult eating habits.	(6)
	T.3 To evaluate the coherence between his knowledge and his practices of personal hygiene.	(5)
	T.4 To illustrate the importance of relating harmoniously to the environment.	(9)
3. Acquire knowledge, adopt attitudes and behaviours of a preventive nature concerning certain dangers of his daily life.	1 st cycle	
	T.4 To indicate the various points to consider in relation to the vehicles authorized for adolescents.	(16)
	T.5 To make adequate use of the dangerous tools put at his disposal.	(4)
	T.6 To apply the fundamental rules in relation to fires.	(4)
	T.7 To indicate the elements of value underlying the decision of taking or not taking drugs for non-medical purposes.	(11)
	T.8 To respect the school, the family and the public environment	(6)

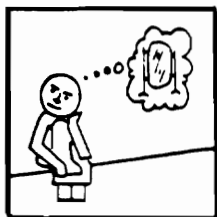
	2 nd cycle	
	T.5 To analyze the hazardous aspects of automobile use.	(4)
	T.6 To make a judicious choice of means of transportation to go to work and to occupy his spare time.	(4)
	T.7 To avoid accidents in a workshop.	(4)
	T.8 To indicate the points to consider before using a firearm.	(7)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objectives.

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
	T.9 To indicate accidents related to industrial products.	(4)
	T.10 To formulate certain safety fire rules concerning public places and his house.	(2)
	T.11 To make enlightened decisions concerning the consumption of drugs.	(9)
	T.12 To make decisions promoting the respect of the physical environment and public health.	(6)
4. Become aware of the importance of leisure in the planning of his life.	1 st cycle	
	T.9 To give a short description of the personal benefits that the different leisure activities can offer to each one.	(4)
	2 nd cycle	
	T.13 To estimate the importance that leisure should have in his life.	(4)
5. Prepare himself to accept responsibility for his health and that of others.	1 st cycle	
	T.10 To acquire sufficient knowledge of the pre-requisites to the care of a child.	(8)
	T.11 To describe the basic recommendations concerning first-aid.	(10)
	2 nd cycle	
	T.14 To indicate the first-aid in case of the most common injuries.	(17)
	T.15 To call for the health services he needs.	(6)
	T.16 To give a short description of the rights, responsibilities, and resources concerning the protection of workers.	(6)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objectives.

Terminal and Intermediate Objectives First Cycle



THEME: Health Issues.

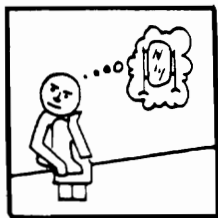
TERMINAL OBJECTIVE 1

TO DEMONSTRATE THAT THE SATISFACTION OF NEEDS
ENABLES HIM TO MAINTAIN THE PROPER FUNCTIONING OF THE
BODY AND TO FULLY DEVELOP IT.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

1.1 To name the elements that characterize the concept of needs.	— <i>elements:</i> • natural demands • internal strength • need to fulfill • balance • development
1.2 To enumerate the various needs of the body.	— <i>cf. Elementary School Program</i>
1.3 To classify these needs as being linked to the maintenance of the proper functioning of the body or to the full development of the person.	— <i>needs linked to the maintenance of the body:</i> • to eat • to drink • to sleep • to wash oneself • to exercise • etc. — <i>needs linked to the development of the person:</i> • to love • to be loved • to know • to meet challenges • to make decisions • etc.
1.4 To recall the consequences of satisfying or not satisfying these needs.	— <i>cf. Elementary School Program, T.O.1 1st Cycle</i>
1.5 To situate the importance of satisfying the priority needs.	— <i>hierarchy of needs (Maslow):</i> • hunger and thirst • security • love • esteem • self-accomplishment



THEME: Body Hygiene.

TERMINAL OBJECTIVE 2

TO APPLY THE RULES OF BODY HYGIENE SUITABLE FOR ADOLESCENTS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

2.1 To wash his body everyday.	— <i>everyday care</i>: • hair hygiene • hygiene of the genital organs • hygiene of the armpits • hygiene of the hands
2.2 To follow adequate menstrual hygiene rules.	— <i>menstrual hygiene</i>: • choice of pads and napkins • changing of pads and napkins • pertinence of taking medicine • choice of medicine
2.3 To discuss the myths linked to menstruation.	— <i>myths concerning</i>: • physical exercise • body cleanliness (odour) • sickness • bad humor • etc.
2.4 To follow adequate dermatological hygiene rules.	— <i>dermatological hygiene</i>: • use of cosmetics: • quality of the products • make-up • importance of removing one's make-up • technique for removal of make-up • use of razor: • hygiene related to the razor • dermatology • treatment of acne: • cleanliness of the skin • visits to the doctor • choice of products • food
2.5 To use dental hygiene techniques	— <i>dental hygiene techniques</i>: • toothbrush brushing (technique and frequency) • fluoride (application) • dental flossing • foods
2.6 To ensure the necessary conditions for refreshing sleep.	— <i>conditions</i>: • awareness of his needs • adjustment of his sleeping time to his needs • places of rest • physical and mental state

2.7 To practice outdoor activities, taking the necessary precautions.

— *precautions concerning the sun and cold:*

- protection of the body (oil, cream)
- time of exposure

2.8 To perform regular physical exercise.

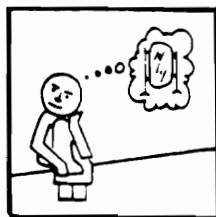
— *physical exercise:*

- importance of the practice of physical activity
- expending energy
- choice of activities
- according to his state of health

2.9 To wear suitable clothing.

— *clothing:*

- choice of clothing according to different weather conditions and according to different activities
- cleanliness of the clothing
- wearing suitable underclothing



THEME: Mental Hygiene.

TERMINAL OBJECTIVE 3

TO INDICATE THE NEEDS TO BE SATISFIED TO "FEEL AT EASE"

INTERMEDIATE OBJECTIVE

RELATED CONTENT

- | | | | | | | | |
|---|--|-------------------|-------------|-------------------|---------------|--------------|------------------|
| <p>3.1 To say in his own words what it means to "feel at ease."</p> <p>3.2 To give examples of "feeling at ease" taken from daily life.</p> <p>3.3 To discuss with his peers what "feeling at ease" means for each of them.</p> <p>3.4 To identify the main elements that characterize the feeling of "being at ease."</p> <p>3.5 To identify the impact of each of these elements on the psychological well-being of the person.</p> <p>3.6 To identify the links existing among these elements.</p> <p>3.7 To indicate the need that should be satisfied first in order to "feel at ease."</p> <p>3.8 Using the preceding discussions as a starting point, to identify the needs that seem to have been satisfied and those that must be satisfied to "feel at ease."</p> <p>3.9 To indicate personal actions that enable him to heighten his feeling of "being at ease".</p> | <p>— <i>elements:</i></p> <ul style="list-style-type: none"> • self-trust • self-esteem • joy • zest for life • independence • personal identity • internal harmony • bodily well-being • etc. <p>— <i>impact</i></p> <ul style="list-style-type: none"> • feelings experienced in view of one of these elements <p>— <i>links:</i></p> <table border="0" style="margin-left: 20px;"> <tr> <td>• self-confidence</td> <td>self-esteem</td> </tr> <tr> <td>personal identity</td> <td>zest for life</td> </tr> <tr> <td>independence</td> <td>joy harmony</td> </tr> </table> <p>— <i>need:</i></p> <ul style="list-style-type: none"> • self-confidence • impact of self-confidence on the satisfaction of the other needs. <p>— <i>degree of satisfaction of the needs:</i></p> <ul style="list-style-type: none"> • self-confidence • self-esteem • happiness • zest for life • independence • personal identity • internal harmony <p>— <i>personal actions:</i></p> <ul style="list-style-type: none"> • steps taken to know oneself • explore new activities • new challenges • expression of his ideas, feelings and desires | • self-confidence | self-esteem | personal identity | zest for life | independence | joy harmony |
| • self-confidence | self-esteem | | | | | | |
| personal identity | zest for life | | | | | | |
| independence | joy harmony | | | | | | |



THEME: Vehicles.

TERMINAL OBJECTIVE 4

TO PRESENT THE VARIOUS POINTS TO CONSIDER IN RELATION TO THE VEHICLES AUTHORIZED FOR ADOLESCENTS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>4.1 To review the general features of accidents caused by the use of different kinds of vehicles.</p> <p>4.2 To be aware of the safety rules which should be followed when going on a bicycle excursion in a group.</p> <p>4.3 To identify the safety rules which should be followed when riding a bicycle in heavy traffic.</p> <p>4.4 To describe the legal status of the motorcycle and the snowmobile.</p> <p>4.5 To identify the legal aspects of the use of a moped.</p> <p>4.6 To review the rules and laws applicable to every car driver.</p> | <p>— <i>cf. Elementary School Program</i></p> <p>— <i>safety rules concerning:</i></p> <ul style="list-style-type: none"> • state of the bicycle • traveling on the road • clothing • first aid kit <p>— <i>safety rules concerning:</i></p> <ul style="list-style-type: none"> • traveling zone • highway code • adjustment to the traffic <p>— <i>status:</i></p> <ul style="list-style-type: none"> • legal status of the motorcycle: <ul style="list-style-type: none"> • car • legal status of the snowmobile <p>— <i>legal aspects and regulations:</i></p> <ul style="list-style-type: none"> • authorization <ul style="list-style-type: none"> • categories and restrictions • obtaining • moped equipment • highway code • clothing <p>— <i>rules and laws:</i></p> <ul style="list-style-type: none"> • highway code • symbols and signals • penal code <p>— <i>police intervention</i></p> <ul style="list-style-type: none"> • policeman's role • prevention • protection of the citizen • traffic regulations <p>— <i>provincial law</i></p> <ul style="list-style-type: none"> • insurance • demerit points • responsibility <p>— <i>municipal regulations</i></p> |
|---|---|

- 4.7 To indicate the main accidents that can happen to a motorcyclist or a snowmobile driver.
- *main kinds of accidents likely to happen to a motorcyclist:*
 - fall
 - collision
 - with a pedestrian
 - with another motor vehicle
 - with an obstacle
 - overturning
 - *kinds of accidents likely to happen to a snowmobile driver:*
 - fall
 - collision
 - with another snowmobile
 - with an obstacle (tree, fence, etc).
 - drowning when travelling on a frozen river
- 4.8 To indicate conditions which increase accident hazards for a motorcyclist.
- *conditions which increase accident hazards:*
 - bad weather
 - slippery road
 - roads in bad condition
 - heavy traffic street or road
 - motorcycle in bad condition
 - drugs or alcohol consumption by the driver
 - violation of road safety regulations
 - lack of experience
- 4.9 To indicate the conditions which increase the accidents hazards for a snowmobile driver.
- *conditions which increase accident hazards:*
 - bad weather
 - driving a new model of snowmobile
 - snowmobile in bad condition
 - overloaded snowmobile
 - driving at night
 - dangerous grounds
 - hills
 - frozen lakes and rivers
 - thick snow
 - ice
 - public roadways
 - consumption of drugs or alcohol by the driver
 - lack of experience
 - violation of the road safety laws
- 4.10 To describe the equipment that should be found on motorcycles, on the driver, and the passenger.
- *equipment according to:*
 - provincial law
 - municipal regulations
- 4.11 To indicate ways of decreasing the accident hazards or the consequences of a motorcycle or snowmobile accident.
- *means:*
 - adequate equipment and clothing
 - motorcycle maintenance
 - control of motorcycles
 - knowledge of and respect for regulations:
 - of safe driving in bad weather
 - respect for road safety laws
 - of preventive driving
 - driver's sobriety
 - mechanical check-up
 - planning and communication of his itinerary
 - knowledge of first aid methods

4.12 To indicate the different kinds of accidents that can happen in a boat.

— *kinds of accidents:*

- drowning
- injuries: blows, hemorrhages, penetration of a fish hook in the flesh, etc.
- collision with a swimmer or with another boat
- turning over
- etc.

4.13 To indicate conditions which increase the accident hazards in a boat.

— *conditions which increase accident hazards:*

- bad weather
- lack of experience
- overloaded boat
- defective equipment
- untimely movements
- passengers who can't swim
- inadequate lifesaving equipment
- incomprehension of signals received
- very cold water
- navigating at night
- consumption of alcohol or of other drugs
- possible risks when filling up the tank
- etc.

4.14 To indicate means of decreasing the accident hazards in a boat.

— *means:*

- navigate in the daylight and in good weather
- take good care of the boat and the equipment
- be familiar with the handling of a boat
- know the Canadian system of buoys and the marine code
- be aware of and obey the laws, regulations, and rules of safety concerning:
 - the equipment of a boat
 - the life saving equipment
 - navigating in cold water
 - rules when meeting other boats
- be aware of first aid methods
- equip oneself with a first aid kit

4.15 To indicate how to obtain a driver's licence.

4.16 To be aware of the attitudes and behaviours to adopt in case of a car accident.



THEME: Dangerous Tools.

TERMINAL OBJECTIVE 5

TO MAKE CORRECT USE OF DANGEROUS TOOLS PUT AT HIS DISPOSAL.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

5.1 To be aware of the dangerous tools used in his home.	— <i>dangerous tools:</i> • garden tools • tools usually used in home workshops • household tools
5.2 To point out the dangers that these tools represent.	— <i>possible dangers:</i> • electrical discharge • cuts • burns • fractures • mutilation of limbs • etc.
5.3 To be aware of the sources of information concerning the safety procedures required to use these tools.	— <i>possible sources of information:</i> • parents • vocational sector teachers • manufacturer's instructions • information brochures from the governments • etc.
5.4 To describe the safety procedures required when using these tools.	— <i>safety procedures relative to:</i> • place of utilization • mounting • handling the tool • storing the tool • clothing



THEME: Fire.

TERMINAL OBJECTIVE 6

TO APPLY THE BASIC RULES PERTAINING TO FIRES.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

6.1 To indicate the conditions necessary for the existence and spreading of fire.

— *necessary conditions:*

- oxygen
- fuel
- heat

6.2 To establish certain preventive measures, taking the necessary conditions for the existence and spreading of fires into consideration.

— *measures concerning:*

- the storage of objects
- cleanliness of the house
- garbage
- inflammable liquids
- heat sources (matches, radiators, motors, stoves, electricity, heating systems, etc.)
- ventilation

6.3 To establish the rules to follow when a fire breaks out, taking the necessary conditions for the existence and spreading of the fire into consideration.

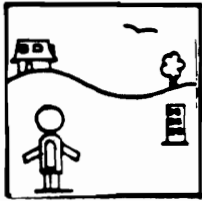
— *rules concerning:*

- cutting off the supply of oxygen to the fire
- escaping the fire
- spotting the places already on fire
- locating places where the heat is intense

6.4 To be aware of the basic rules concerning the evacuation of burning buildings.

— *basic rules concerning:*

- alarms
- planning the evacuation of the school and the house.



THEME: Drugs.

TERMINAL OBJECTIVE 7

TO IDENTIFY THE ELEMENTS OF VALUE UNDERLYING THE DECISION TO TAKE OR NOT TO TAKE DRUGS FOR NON-MEDICAL PURPOSES.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

7.1 To define the term "drugs."	— <i>definition:</i> • substance affecting the mind and body of human beings.
7.2 To indicate the different drugs taken by adolescents (non-medical usage).	— <i>different drugs:</i> • tobacco, alcohol, marijuana, hashish, glue and solvents, L.S.D., mescaline, medicine, etc.
7.3 To give a short description of the visible effects of drugs on an individual.	— <i>general visible effects:</i> • <i>short term</i> on the perceptions, attitudes and behaviours • medium term • long term
7.4 To list the dangers of different types of drugs according to the quantity taken.	— <i>dangers:</i> • dangers of different drugs • dangers according to the quantity taken
7.5 To discuss with his peers the reasons why consumers take drugs.	— <i>possible reasons:</i> • obtain effects which meet immediate needs of relaxation, pleasure, mobilization of energy, oblivion to the everyday anxieties, ties with other people, going beyond limitations, experimentation.
7.6 To indicate the values underlying the motivations of persons taking drugs.	— <i>possible underlying values:</i> • immediate freedom of action • intensity of the moment • belonging to a group • euphoria, pleasure • general well-being • immediate well-being • self-assertion • serenity, peace of mind • going beyond personal limitations • various personal and social problems
7.7 To tell whether the consumption of drugs affords short or long-term attainment of the effects pursued.	— <i>motives and effects:</i> — relationship between the reasons and the short-term effects — relationship between the reasons and the medium and long-term effects

7.8 To indicate the values that should be given more consideration by drug consumers.

— *possible values:*

- truth (concerning the effects observed)
- health
- freedom
- independence
- social responsibility
- respect of the other person
- future
- personal discipline
- etc.

7.9 To discuss with his peers the values they would consider in relation to the decision to take or not to take drugs.

— *personal values*

7.10 To imagine possibilities other than taking drugs.

— *substitution:*

- relaxation
- leisure
- social relations
- etc.

7.11 To be aware of the legal aspect of the consumption of drugs.

— *legal aspects:*

- penal code
- jurisprudence
- Juvenile Delinquents Act
- Youth Protection Act
- Young Offenders Act



THEME: Pollution.

TERMINAL OBJECTIVE 8

TO RESPECT THE SCHOOL, FAMILY AND PUBLIC ENVIRONMENT.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- 8.1 To be aware of the wealth of his physical environment.
- 8.2 To recognize that he may be a polluter in his daily activities.
- 8.3 To observe the behaviour of people around him in relation to their respect for the environment.
- 8.4 To indicate which of these behaviours could be considered as polluting behaviours.
- 8.5 Among the polluting behaviours, to indicate those that are part of his daily habits.
- 8.6 To be aware of other behaviours that would provide protection to the environment.

— *behaviour of people:*

- at school
- at home
- in public places

— *examples of polluting behaviours:*

- throwing papers everywhere
- throwing food everywhere
- smoking in a closed room
- making excessive noise
- writing on the walls
- throwing garbage anywhere
- etc.



THEME: Leisure.

TERMINAL OBJECTIVE 9

TO DESCRIBE THE PERSONAL BENEFITS THAT DIFFERENT LEISURE ACTIVITIES CAN BRING TO THE INDIVIDUAL.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

9.1 To name different possible leisure activities.

— *Possible leisure activities:*

- reading
- sports (individual, group outdoor, etc.)
- arts (movies, dance, painting, music, etc.)
- renovation, do-it yourself
- parlour games
- handicrafts
- trips
- etc.

9.2 To express in his own words what is derived from the practice of certain leisure activities.

— *examples of personal advantages:*

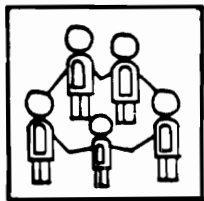
- to see and hear pleasant things
- to learn something
- to succeed in something
- the joy of facing a challenge
- to have a better knowledge of something
- to share your pleasure with someone
- to do something exciting and thrilling
- calmness
- relaxation
- etc.

9.3 To discuss with his peers what he feels personally when practicing certain leisure activities.

— *personal feelings:*

- points of convergence
- points of divergence

9.4 To indicate the personal benefits looked for most in certain leisure activities.



THEME: Babysitting.

TERMINAL OBJECTIVE 10

TO ACQUIRE SUFFICIENT KNOWLEDGE OF THE PREREQUISITES FOR UNDERTAKING THE RESPONSIBILITY OF CHILDREN

INTERMEDIATE OBJECTIVES

RELATED CONTENT

10.1 To recognize that most adolescents are encouraged to babysit or to assume leadership of a group of children.	— <i>first remunerated job</i> — <i>new responsibilities</i>
10.2 To be aware of the responsibilities entailed in babysitting.	— <i>responsibilities entailed in babysitting:</i> • dealing with the children's basic needs • response to the parents' expectations — <i>parents' responsibilities (employers):</i> • babysitters' pay • working conditions
10.3 To make a list of the expectations of the parents who ask for a babysitter.	— <i>possible expectations of the parents:</i> • to attend to the health and safety of the children • to organize activities which provide the child's relaxation and development • to observe the rules already existing
10.4 To say why it is useful to be aware of the parents' expectations.	— <i>usefulness:</i> • better relationship with the children • better relationship with the parents • personal satisfaction
10.5 To indicate the major accidents likely to occur when babysitting or leading a group.	— <i>risks of accident within a building:</i> • fall • fire • injuries • suffocation • poisoning, etc — <i>risks of accidents outside:</i> • drowning • fractures • injuries • poisoning • chilblains • etc.
10.6 To make a list of activities that could interest and develop the children he babysits.	— <i>list of activities:</i> • list of indoor and outdoor activities adapted to the age of the children.

10.7 To describe what he must do in case of accident or emergency when babysitting.

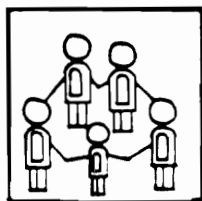
— *necessary measures:*

- process of evacuation in case of fire
- first aid
- telephone numbers on hand
 - (police, fireman, neighbours, parents)

10.8 To describe what he must do to ensure his own safety when he babysits.

— *measures concerning:*

- safety when returning home
- safety when he babysits



THEME: First Aid.

TERMINAL OBJECTIVE 11

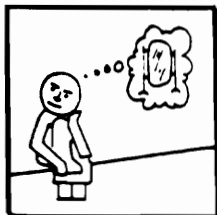
TO DESCRIBE THE BASIC RULES IN THE APPLICATION OF FIRST AID.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

11.1 To distinguish between first aid and treatments.	— <i>first aid</i> : • immediate care given while waiting for the doctor
	— <i>treatment</i> : • medical intervention
11.2 To describe the types of intervention carried out in cases of first aid.	— <i>intervention</i> : • aim of the intervention • nature of the responsibility • time when it is performed
11.3 To describe the general attitude to adopt in case of first aid.	— <i>general attitude</i> : • attitude towards the injured person • attitude related to one's own safety
11.4 To describe the general behaviour in case of first aid.	— <i>general behaviour</i> : • performance • application of first aid • request for help • personal safety
11.5 To demonstrate the care to be given in case of respiratory emergency.	— <i>care</i> • position of the injured person • basic techniques in case of choking (pressure on the abdomen) • mouth to mouth resuscitation
11.6 To describe the care to be given in case of hemorrhage caused by severe cuts or wounds.	— <i>care</i> : • in case of cuts and wounds • in case of cuts with presence of foreign matter in the skin • in case of nosebleed
11.7 To indicate the first aid to be given in case of sprains or fractures.	— <i>care</i> : • moving of the injured person • support of the injured limb • slings
11.8 To indicate the action to be taken in case of injuries to the back or neck.	— <i>action</i> : • immobilization of the injured person • help
11.9 To indicate the action to be taken in case of burns.	— <i>actions</i> : • in case of burns of the body • in case of burns in the eyes
11.10 To indicate the action to be taken in case of poisoning.	— <i>actions</i> : • first actions • particular care

Terminal and Intermediate Objectives Second Cycle



THEME: Health Issues.

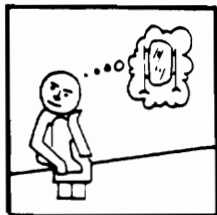
TERMINAL OBJECTIVE 1

TO GIVE A SHORT DESCRIPTION OF THE PROBLEMS ASSOCIATED WITH THE PRESERVATION OF HEALTH.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>1.1 To identify the different factors that influence the state of health.</p> | <p>— <i>factors:</i></p> <ul style="list-style-type: none"> • advertising • conditions of economic life • working conditions • climatic conditions of life • peers, parents • health services (hospital, C.L.S.C., C.S.C., etc.) • the individual • etc. |
| <p>1.2 To give a short description of the effects of these factors on the maintenance of one's health.</p> | <p>— <i>effects:</i></p> <ul style="list-style-type: none"> • no effect • positive effect • negative effect |
| <p>1.3 Beginning with examples taken from daily life, to describe how decisions concerning health are usually made.</p> | <p>— <i>decision process:</i></p> <ul style="list-style-type: none"> • examples reported by the pupils • importance given to the different factors • dominant factors in different situations • mutual influence of the different factors |
| <p>1.4 To describe briefly the situation of the individual who must be concerned with his health.</p> | <p>— <i>situation:</i></p> <ul style="list-style-type: none"> • the environment: <ul style="list-style-type: none"> • influence of the various factors on his decisions, habits and behaviours • life conditions favourable or unfavourable to his health • frequency or absence of available resources having a preventive or curative action • <i>the individual:</i> <ul style="list-style-type: none"> • has certain personal values, certain tastes and preferences that are sometimes contradictory • has the prime responsibility for his own health • must live in a given cultural environment |



THEME: Diet Habits.

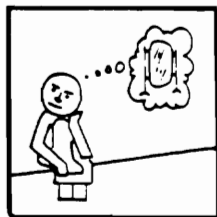
TERMINAL OBJECTIVE 2

TO EVALUATE CERTAIN CURRENT DIET HABITS PERTAINING TO ADOLESCENTS AND ADULTS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|---|
| <p>2.1 To identify certain diet habits which are bad for one's health.</p> <p>2.2 To evaluate the advantages and disadvantages of acquiring each of these eating habits.</p> <p>2.3 To evaluate the advantages and disadvantages of a regular and considerable intake of food that has no food value.</p> <p>2.4 To evaluate the advantages and disadvantages of following miracle diets.</p> <p>2.5 To discuss with his peers the reasons that lead certain adolescents and adults to behave in ways that are detrimental to their health.</p> <p>2.6 To evaluate calorie intake with regards to the energy used.</p> | <p>— <i>bad diet habits:</i></p> <ul style="list-style-type: none"> • eating on the fly, eating at irregular hours, having unbalanced meals, regularly skipping meals, drinking too much tea, coffee, eating too much food with no food value, food causing dental decay, eating while studying <p>— <i>evaluation concerning effects on:</i></p> <ul style="list-style-type: none"> • the quality of the diet <ul style="list-style-type: none"> • resistance • state of well-being • productivity • dental health • nervous tension <p>— <i>elements of evaluation:</i></p> <ul style="list-style-type: none"> • types of food with no food value leading to dental decay • effects of these foods <p>— <i>diets:</i></p> <ul style="list-style-type: none"> • kinds of diets • effects of these diets • good diets <p>— <i>evaluation:</i></p> <ul style="list-style-type: none"> • to assess daily calorie intake in terms of daily intake of food • to assess the energy used during activities |
|--|---|



THEME: Body Hygiene.

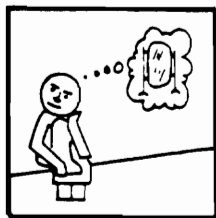
TERMINAL OBJECTIVE 3

TO EVALUATE THE COHERENCE BETWEEN HIS KNOWLEDGE AND HIS HABITS WITH RESPECT TO BODY HYGIENE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|--|
| 3.1 To review the concepts of body hygiene acquired earlier. | — <i>Elementary School Program (T.O.4, 1st Cycle, T.O. 4, 2nd Cycle) and Terminal Objective 2 - Secondary, 2nd Cycle.</i> |
| 3.2 To evaluate whether his current habits are in keeping with the knowledge acquired. | |
| 3.3 To indicate the reasons that motivate him to follow or not to follow the rules of hygiene. | — <i>reasons:</i> <ul style="list-style-type: none"> • personal standards • social standards • others |
| 3.4 To evaluate whether there is any real advantage in not following or abusing the rules of hygiene. | — <i>abuse of rules of hygiene:</i> <ul style="list-style-type: none"> • abuse of soap • foams • vaginal douche • perfumes |
| 3.5 To recall the advantages of following the rules of body hygiene | — <i>cf. Elementary School Program (T.O. 4, 1st and 2nd Cycle)</i> |



THEME: Mental Health.

TERMINAL OBJECTIVE 4

TO ILLUSTRATE THE IMPORTANCE OF BEING IN HARMONIOUS RELATIONSHIP WITH HIS ENVIRONMENT.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>4.1 To remember the needs that must be satisfied in order to feel comfortable.</p> <p>4.2 To indicate the situations that are prejudicial to the satisfaction of these needs in adolescence.</p> <p>4.3 To evaluate the possible effect of these situations on his psychological well-being.</p> <p>4.4 To point out the different situations that could hinder his well-being</p> <p>4.5 To draw out the factors of continuity in these elements.</p> <p>4.6 To discover the link between the search for psychological well-being, that which emerges from the different problems, and the interaction of human beings and their environment.</p> <p>4.7 To indicate conditions essential to the establishment of a harmonious relationship with the environment.</p> | <p>— <i>cf. T.O. 3, Secondary 1st Cycle</i></p> <p>— <i>possible situations:</i></p> <ul style="list-style-type: none"> • failure in studies • dropping out • family problems • difficulty in finding work (unemployment) • difficulty of making friends • etc. <p>— <i>possible effect:</i></p> <ul style="list-style-type: none"> • disillusionment • different kinds of depression • statistics in relation to the percentage of adolescents that commit suicide <p>— <i>concepts:</i></p> <ul style="list-style-type: none"> • harmony • interaction • discussion • expectation • satisfaction <p>— <i>personal feelings and feelings of others, personal actions and pressures of the environment</i></p> <p>— <i>conditions:</i></p> <ul style="list-style-type: none"> • self-knowledge <ul style="list-style-type: none"> • needs • desires • expectations • possibilities and limits • knowledge of others: <ul style="list-style-type: none"> • opening to the problems of others • their expectations, needs, possibilities • adjustment to the environment (definition) • adaptation to the environment (definition) |
|---|---|

4.8 To find daily life situations demanding adjustment and adaptation to the environment in order "to feel comfortable."

— *situations:*

- in school
- in the family
- in his peer group
- etc.

4.9 To identify means of action promoting harmony with his environment.

— *means:*

- to be a "catalyst"
to be responsible for the changes occurring in his environment
- to change his behaviours or attitudes which affect harmony with his environment, etc.



THEME: Vehicles.

TERMINAL OBJECTIVE 5

TO ANALYZE THE POSSIBLE RISKS IN THE USE OF AN AUTOMOBILE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

5.1 To be aware of the risks of driving an automobile.

- *risks:*
- severe injuries
 - loss of life
 - loss of property
 - loss of work
 - traffic tickets
 - imprisonment
 - permanent handicaps

5.2 To show the influence of some factors on the importance of risk.

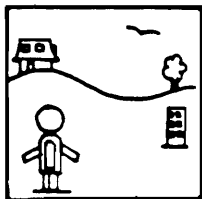
- *factors:*
- consumption of alcohol and other drugs
 - state of the road
 - state of the vehicle
 - state of the driver on the physical and psychological levels
 - time of reaction in critical situations
 - noise
 - etc.

5.3 To show that the use of motor vehicles implies higher risks of severe injuries and death.

- *probabilities depending on:*
- reliability of car
 - mechanical wear
 - time of reaction in critical situations
 - ability and competence of the users
 - number of drivers
 - etc.

5.4 To show that risks can be considerably diminished by certain preventive knowledge, attitudes, and behaviours.

- *elements of evaluation:*
- knowledge: of oneself, of the mechanics of automobiles, the highway traffic codes, etc.
 - attitudes: checking that the automobile is in good condition, knowledge of road conditions, changes in weather, etc.
 - behaviours: self-control when skidding, a flat tire, etc.
 - number of drivers
 - abilities and competence of the drivers



THEME: Vehicles.

TERMINAL OBJECTIVE 6

TO MAKE A JUDICIOUS CHOICE OF THE MEANS OF TRANSPORTATION TO GO TO WORK OR TO PARTICIPATE IN LEISURE TIME ACTIVITIES.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|--|
| <p>6.1 To indicate the main means of transportation to go to work or to participate in leisure time activities.</p> <p>6.2 To review the danger represented by the means of transportation previously studied.</p> <p>6.3 To evaluate the advantages and disadvantages of the means of transportation used to go to work.</p> <p>6.4 To evaluate the advantages and disadvantages of the means of transportation used for leisure activities.</p> | <p>— <i>means of transportation:</i></p> <ul style="list-style-type: none"> • for work • for leisure activities <p>— <i>elements of review:</i></p> <ul style="list-style-type: none"> • cf. T.O. 6, 1st and 2nd Cycle of the Elementary School Program • cf. Terminal Objective 4, 1st Cycle Secondary School dealing with vehicles • cf. Terminal Objective 5, 2nd Cycle Secondary School dealing with driving <p>— <i>advantages and disadvantages:</i></p> <ul style="list-style-type: none"> • criteria of comparison: <ul style="list-style-type: none"> • travelling time • cost • dangers - safety • pollution • legal implications • stress • etc. <p>— <i>advantages and disadvantages:</i></p> <ul style="list-style-type: none"> • criteria of selection: <ul style="list-style-type: none"> • relaxation • pollution • cost • dangers - safety • legal implications • fun • etc. |
|---|--|



THEME: Dangerous tools.

TERMINAL OBJECTIVE 7

TO TAKE THE NECESSARY PRECAUTIONS TO AVOID ACCIDENTS IN A WORKSHOP.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

7.1 To recognize that he might eventually have an accident in a workshop.	— <i>risk of accident due to:</i> • the utilization of tools • the air • noise • toxic products • dust
7.2 To indicate possible causes of accidents.	— <i>causes of accidents:</i> • personal causes • external causes
7.3 To indicate ways to prevent accidents.	— <i>ways:</i> • self-control • control of machines and tools • cleanliness in the workplace • respect of safety rules and procedures
7.4 To learn the safety rules for workshops.	— <i>importance of the information:</i> • priority when hiring a person • prevention



THEME: Dangerous tools.

TERMINAL OBJECTIVE 8

TO INDICATE THE POINTS TO BE CONSIDERED BEFORE USING FIREARMS.

INTERMEDIATE OBJECTIVES

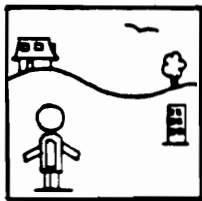
RELATED CONTENT

- | | |
|---|---|
| <p>8.1 To recognize that firearms are one of the main causes of accidents among adolescents.</p> <p>8.2 To give the legal definition of "firearms."</p> <p>8.3 To identify the different types of arms corresponding to the legal definition of a "firearm."</p> <p>8.4 To identify the persons who are allowed to possess a firearm and state under what conditions.</p> <p>8.5 To list one's rights and responsibilities concerning the possession or use of firearms.</p> <p>8.6 To indicate the circumstances which increase the risk of accidents with firearms.</p> | <p>— <i>Canadian statistics on accidental deaths</i></p> <p>— <i>definition:</i></p> <ul style="list-style-type: none"> • "Any barrelled weapon from which can be shot a bullet or missile, capable of causing serious bodily injury or death. It is a frame or receiver of such a weapon or the potential adaptability of the frame or receiver for use as a firearm.
(Canadian Criminal Code) <p>— <i>types of firearms:</i></p> <ul style="list-style-type: none"> • rifles • pistols and revolvers • guns <p>— <i>persons:</i></p> <ul style="list-style-type: none"> • policemen • servicemen • young adults and other persons having a firearms license <p>— <i>conditions:</i></p> <ul style="list-style-type: none"> • civil protection • protection of property • hunting • personal protection <p>— <i>rights and responsibilities according to:</i></p> <ul style="list-style-type: none"> • the Criminal Code • Provincial law <p>— <i>circumstances which increase the risk of accidents with firearms:</i></p> <ul style="list-style-type: none"> • handling by an inexperienced person • storing and transportation of a firearm while it is loaded • firearm not kept in good condition • ignorance of safety rules related to hunting • lack of attention when using a firearm • etc. |
|---|---|

8.7 To indicate means of decreasing the risks of an accident with a firearm.

— *means:*

- learning how to use, maintain, and store a firearm before using one
- being aware of and observing the safety rules concerning the:
 - use
 - transportation
 - storing
 - cleaning of a firearm



THEME: Dangerous Products.

TERMINAL OBJECTIVE 9

TO TAKE THE NECESSARY PRECAUTIONS TO PREVENT ACCIDENTS CAUSED BY INDUSTRIAL PRODUCTS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|--|
| <p>9.1 To name certain industrial products considered dangerous to his health</p> | <p>— <i>dangerous industrial products:</i></p> <ul style="list-style-type: none"> • different kinds of gas • dust in the air • asbestos • copper • mercury • products with a high rating of radio-activity • various toxic products (acids...) • household products (pesticides, aerosols, carbon tetrachloride, etc.) |
| <p>9.2 To indicate the possible effects of these products on his body.</p> | <p>— <i>possible effects:</i></p> <ul style="list-style-type: none"> • skin diseases • respiratory problems • irritation of the eyes • burns • cancer • etc. |
| <p>9.3 To indicate means of preventing accidents and diseases caused by industrial products.</p> | <p>— <i>prevention:</i></p> <ul style="list-style-type: none"> • prevention at the source: ventilation, elimination of waste etc. • knowledge of handling procedures • use of protective clothing (shields, masks, ventilation, etc.) • medical examination • refusal to work when there is danger |
| <p>9.4 To identify the safety symbols found on different industrial products.</p> | |



THEME: Fire.

TERMINAL OBJECTIVE 10

TO STATE CERTAIN FIRE SAFETY RULES IN PUBLIC PLACES AND IN THE HOME.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

10.1 To identify fire safety rules in public places.

- *rules concerning:*
- evacuation of the building
 - service stations
 - etc.

10.2 To indicate certain fire safety rules related to daily life at home.

- *safety rules:*
- ensure the supervision of the youngest children
 - have a plan for evacuation
 - have extinguishers at his disposal
 - keep the place clean
 - have adequate electrical wiring
 - have an adequate heating system
 - have responsible babysitters
 - have the fire emergency telephone number on hand
 - be attentive to signs which may enable one to detect a fire (caused by negligence or criminal act)
 - etc.



THEME: Drugs.

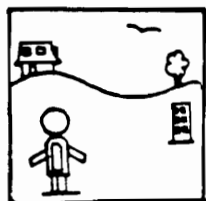
TERMINAL OBJECTIVE 11

TO MAKE ENLIGHTENED DECISIONS CONCERNING THE CONSUMPTION OF DRUGS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

11.1 To review the ideas about drugs studied previously.	— <i>cf. T.O. 8, Elementary 2nd Cycle</i> — <i>cf. T.O. 7, Secondary 1st Cycle</i>
11.2 To recognize that drug consumption is a strictly personal decision.	— <i>personal decision:</i> • concept of responsibility of his decisions and actions
11.3 To recognize that the decision to take drugs has consequences for his future.	— <i>consequences:</i> • on the physical, psychological, professional and social levels
11.4 To complete his knowledge on the legal aspects of the consumption of drugs.	— <i>legal aspects:</i> • Criminal Code • jurisprudence • Young Offender's Act • Youth Protection Act
11.5 To be aware that drug consumption entails great expense.	— <i>expense:</i> • high cost of different drugs — <i>consequences of a constant need for money:</i> • theft • prostitution • etc.
11.6 To be aware that drug consumption can handicap the life of his next of kin.	— <i>handicap:</i> • on the rational level • on the financial level • on the social level • on the health level
11.7 To recognize the rights of non-consumers of drugs.	— <i>concept of freedom and individual rights</i>
11.8 To indicate the primary beneficiaries of drug consumption.	— <i>beneficiaries:</i> • cigarette and alcohol industries • drug traffickers • criminal organizations
11.9 To indicate certain activities which offer satisfactions similar to those of drugs without presenting the same drawbacks.	— <i>other possibilities:</i> • leisure activities • sports activities • different social challenges • human relationships • etc.



THEME: Pollution.

TERMINAL OBJECTIVE 12

TO MAKE DECISIONS WHICH SHOULD PROMOTE RESPECT IN THE PHYSICAL ENVIRONMENT AND THE PROTECTION OF PUBLIC HEALTH.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

12.1 To indicate different environments where humans act as agents of pollution.	— <i>environments:</i> • in manufacture of products • on farms • at home • in parks and public places • in municipal public services • at the country home • etc.
12.2 To name the types of pollution most frequently found in these places.	— <i>types of pollution:</i> • in the air • in the water • in the ground (earth)
12.3 To recognize that he will be called to live in a more or less close relationship with one of these environments.	
12.4 To recognize that he will surely be affected by the polluting behaviours of others.	— <i>sources of pollution:</i> • sources that are near (neighbours, community) • sources that are removed (acid rain, pollution of underground ways, "tourists", etc.)
12.5 To recognize that he too will have to dispose of his waste.	— <i>inevitable nature of production and consumption</i>
12.6 To identify certain decisions he will have to make for his personal protection as well as the protection of his physical and human environment	— <i>decisions:</i> • as a consumer • as member of a community • as a producer • as a person responsible for the elimination of all kinds of waste • responsibility towards recuperation and recycling



THEME: Leisure Activities.

TERMINAL OBJECTIVE 13

TO ESTIMATE THE IMPORTANCE OF LEISURE IN HIS LIFE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

13.1 To identify the needs that cannot be satisfied because of work and daily duties.

— *examples of possible needs:*

- perform things that interest him, perform new things, personal leisure, creativity, health, friendship, freedom of action, to function at his rhythm, to try things out without fear of failure, social relationships, fantasy, etc.

13.2 To discuss with his peers the importance of the above-mentioned needs.

13.3 To list the consequences of not satisfying these needs.

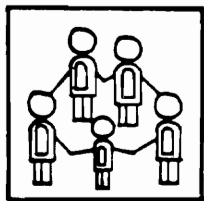
— *consequences:*

- different illnesses, boredom, depression, excessive fatigue, tension, stagnation, excessive aggressivity, social isolation, absence of enriching communications with others, drug addiction, etc.

13.4 To indicate the time he would like to allot to leisure now and when he starts working.

— *time allotted to leisure activities:*

- ideal estimation
- pessimistic estimation



THEME: First Aid.

TERMINAL OBJECTIVE 14

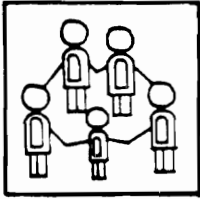
TO GIVE FIRST AID IN THE CASE OF THE MOST COMMON INJURIES.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>14.1 To list the most common injuries that could affect the people in his environment.</p> | <p>— <i>examples of injuries at school, in the home, during leisure activities:</i></p> <ul style="list-style-type: none"> • burns • fractures • suffocation • hemorrhages • chilblains |
| <p>14.2 To indicate the first decision to be made by the first aid worker in a case of emergency.</p> | <p>— <i>decision:</i></p> <ul style="list-style-type: none"> • help the person first or call for help first |
| <p>14.3 To describe the action to be taken for each of the above-mentioned injuries.</p> | <p>— <i>actions:</i></p> <ul style="list-style-type: none"> • help the person first: <ul style="list-style-type: none"> • suffocation • hemorrhages • chilblains • minor burns • call for help first: <ul style="list-style-type: none"> • fractures • severe burns |
| <p>14.4 To indicate the responsibilities of the person who gives first aid to an injured person.</p> | <p>— <i>responsibilities:</i></p> <ul style="list-style-type: none"> • give immediate and adequate care to the person • evaluate the situation • call a doctor immediately or ensure the transportation of the injured person to a hospital |
| <p>14.5 To administer required care in case of suffocation.</p> | <p>— <i>care to be given:</i></p> <ul style="list-style-type: none"> • verify the state of suffocation • practice artificial respiration or have the person breathe fresh air, whichever applies |
| <p>14.6 To demonstrate two methods of artificial respiration.</p> | <p>— <i>methods:</i></p> <ul style="list-style-type: none"> • mouth to mouth • Holger Rielsen • Sylvester |
| <p>14.7 To explain what to do in case of unconsciousness.</p> | <p>— <i>cf. methods recommended by the St. John's Ambulance Society, or the Red Cross</i></p> |

- 14.8 To indicate the care to be given in case of hemorrhage.
- *care:*
- in case of wounds with mild hemorrhage
 - in case of wounds with severe hemorrhage
 - in case of wounds from which a foreign object cannot be removed
 - in case of internal hemorrhage
 - in case of hemorrhage of the head
 - in case of hemorrhage of the palm
 - in case of hemorrhage of the gums, the tongue, or the cheek
- 14.9 To indicate the care to be given in case of a fracture.
- *care to be given in case of:*
- fractures of the hand, the forearm, the humerus, the collarbone, the thighbone, the ankle
- 14.10 To indicate the care to be given in case of mild burns.
- *care:*
- immersion of the burnt area in cold water or application of a clean, cold and damp cloth
- 14.11 To indicate the care to be given in case of eye injuries.
- *care to be given in case of:*
- a foreign body in the eye, laceration and bruises
- 14.12 To indicate the care to be given in case of chilblains.
- *care:*
- remove all wet clothing
 - provide with heat
- 14.13 To take one's pulse rate.
- *pulse:*
- radial pulse (systolic)
 - carotidal pulse (diastolic)
- 14.14 To identify the reasons for applying bandages.
- *cf. documents published by St. John's Ambulance Society*
- 14.15 To apply bandages correctly.
- *bandages:*
- slings for the arm, bandages for foot, stump, chest, shoulder, elbow, knee, hand, ankle, thumb and the tip of the finger
- 14.16 To illustrate different pertinent and safe methods of transporting an injured person; seat or chair made by linking 4 hands, 2 hands.
- *methods:*
- in one's arms, on one's back, crutches
- 14.17 To indicate the attitudes that a first aid worker should adopt with an injured person.
- *attitudes:*
- see that the injured person is quiet
 - reassure the person



THEME: Health Services.

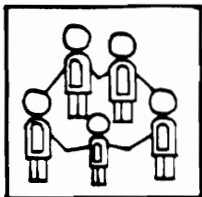
TERMINAL OBJECTIVE 15

TO CALL UPON THE HEALTH SERVICES HE NEEDS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

15.1 To make a list of the health services he knows.	
15.2 To compare his list with those of his peers.	
15.3 To complete his list of health services with the help of those of his peers.	— <i>Health services:</i> • hospital D.S.C. • C.L.S.C. • C.S.S. • medical clinics • doctors • emergency services
15.4 To describe the various services offered by these persons or organizations.	— <i>services offered by:</i> • the hospital • the C.L.S.C. • the C.S.S. • the doctor • the medical clinics
15.5 To locate the different services offered within his territory.	— <i>location:</i> • names of the organizations • address • telephone number • name, address and telephone number of one or two doctors
15.6 To discuss with his peers the reasons for using health services.	— <i>use of health services:</i> • rational use of services according to his needs • abuse of the services



THEME: Health at Work.

TERMINAL OBJECTIVE 16

TO GIVE A SHORT DESCRIPTION OF THE RIGHTS, RESPONSIBILITIES AND RESOURCES FOR THE PROTECTION OF WORKERS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

16.1 To indicate the aspects to be considered in order to ensure workers' health.	— <i>aspects:</i> • physical safety • general work conditions (timetables, programs, production rate, etc.) • climate at work (tension, stress, human relationships, etc.)
16.2 To indicate the various people responsible for workers' health.	— <i>responsible people:</i> • the employer, the worker, the legislator, the union, the health services
16.3 To give a short description of the general responsibilities of each of these people.	— <i>responsibilities of:</i> • employer • workers • legislator • union • health services
16.4 To make a brief list of the workers' rights in the area of health.	— <i>the workers' rights:</i> • the right to inform the management to refuse dangerous work, to work in a safe environment, to receive appropriate medical services, to have legitimate breaks, etc.
16.5 To list the medical resources at the disposal of workers.	— <i>resources:</i> • health service organized by the factory • local health service • union • ministère des Affaires Sociales • etc.
16.6 To indicate the sources of information which will enable him to expand his knowledge about health problems at work.	— <i>sources of information:</i> • Commission de la santé de la sécurité au travail (1979, L.Q. c. 63) • loi sur la santé et la sécurité au travail (1979, L.Q. c. 63) • collective agreement • health services • etc.

BIBLIOGRAPHY

ASSOCIATION DES DIRECTEURS DE DÉPARTEMENT DE SANTÉ COMMUNAUTAIRE. *Résultats des questionnaires à l'intention des responsables de programmes de santé scolaire des D.S.C., Verdun*; 1980.

BOLTANSKI, E.. *La santé de l'écolier*, Toulouse: Ed. Edouard Privat, 1978.

Centrale de l'enseignement du Québec, «Nouvelles », La santé-sécurité, Une situation alarmante, volume 2, no 10, March 1982, p. 5 à 11.

CORNACCHIA, H.J.. *Health Elementary Schools*. Toronto: C.V. Mosby, 1979.

DELISLE LAPIERRE, Isabelle, *À l'écoute de sa vie, concept santé*, Montréal: Ed. Guérin, 1979.

ESMAN, A.H.. "Changing Values: Their Implications for Adolescent Development and Psychoanalytic Idea" in: Feinstein, S.C. & Giovacchini, P.L. (Ed) *Adolescent Psychiatry*, Vol V, Jason Aronson Inc: New York: 1977.

FAUST, Margaret, S.. "Developmental Maturity as a Determinant in Prestige of Adolescent Girls", *Child Development* 31, 1960, pp. 173-184.

FODOR, J.T., Glass L.H., Gmur B.C., Moore V.D., Neilson, E.A. *Être en bonne santé*. Toronto: Doubleday Canada, 1981, 200 p.

FODOR, J.T., Glass, L.H., Gmur B.C., Moore V.D., Neilson, E.A. *Ta santé*. Toronto: Doubleday Canada, 1981, 172 p.

FODOR, J.T., Glass, L.H., Gmur B.C., Moore V.D., Neilson, E.A. *Ta santé et toi*. Toronto: Doubleday Canada, 1981, 249 p.

FORTIN, G. *La société de demain: ses impératifs, son organisation*. Gouvernement du Québec: Commission d'enquête sur la santé et le Bien-Être social, 1970.

PIERRE, Gilbert, *La santé totale*. Montréal: 1978.

HAEFNER, D.P., & Kirscht J.P.. Motivational and Behavior Effects of Modifying Health Beliefs, *Public Health Reports*, 6, 1970, pp. 478-84.

HERZLICH, Claudine *Santé et Maladie*. Paris: Mouton, 1969.

ILLICH, I. *Némésis médicale*. Paris: Seuil, 1975.

LALONDE, Marc. «Nouvelle perspective de la santé des Canadiens» ministère de la Santé nationale et Bien-Être social, *Info-Canada*, Ottawa: 1974.

LEIGHTON, D.C. "Behavioral Science, Mental Health & Mental Illness", Conference of the John E. Fogarty International Center for Advanced Study in the Health Sciences, DHEW Publication, No. (N.I.H.), 76873, National Institute of Health, Bethesda, Maryland: 1974.

LEWIS, C.E. et al. "*The Determinants of the Health - Related Beliefs & Behavior of Children*", Center for the Health Sciences, Department of Medicine, U.C.L.A.: 1972.

MILOT, Guy, *Les secrets de la santé mentale*. Ed. Québecor.

MINISTÈRE DE LA SANTÉ NATIONALE ET DU BIEN ÊTRE SOCIAL. *Rapport final de la commission d'enquête sur l'usage des drogues à des fins non médicales*, 1973, 1 160 p.

MINISTÈRE DE L'ÉDUCATION DU QUÉBEC. Document de travail sur l'éducation sanitaire. En vue de préciser les orientations d'un programme d'éducation sanitaire à l'intention des élèves du primaire et du secondaire du Québec. Document élaboré par Ginette Grenier, Montréal: April 29, 1980, 49 p.

MONGEAU, Serge Dr. *Comment garder votre santé*. Ed. Sogides: 1970.

MONOGRAPHIE DES AFFAIRES SOCIALES - Santé (Janvier 1974), «*Les principales causes de décès dans la population active - Québec 1951-1971*», ministère des Communications, Québec.

O'NEIL, M. *Vers une problématique de l'éducation sanitaire au Québec*. Bibliothèque nationale du Québec, 1972, 122 p.

PELLETIER, Dolores. *Programme d'information en Éducation sanitaire pour le secteur scolaire primaire*, Dec. 1978.

PIERRE, Gilbert. *La santé totale*. Montréal: 1978.

RIGAUD, Jacques. *La culture pour vivre*. Paris: Gallimard, 1975.

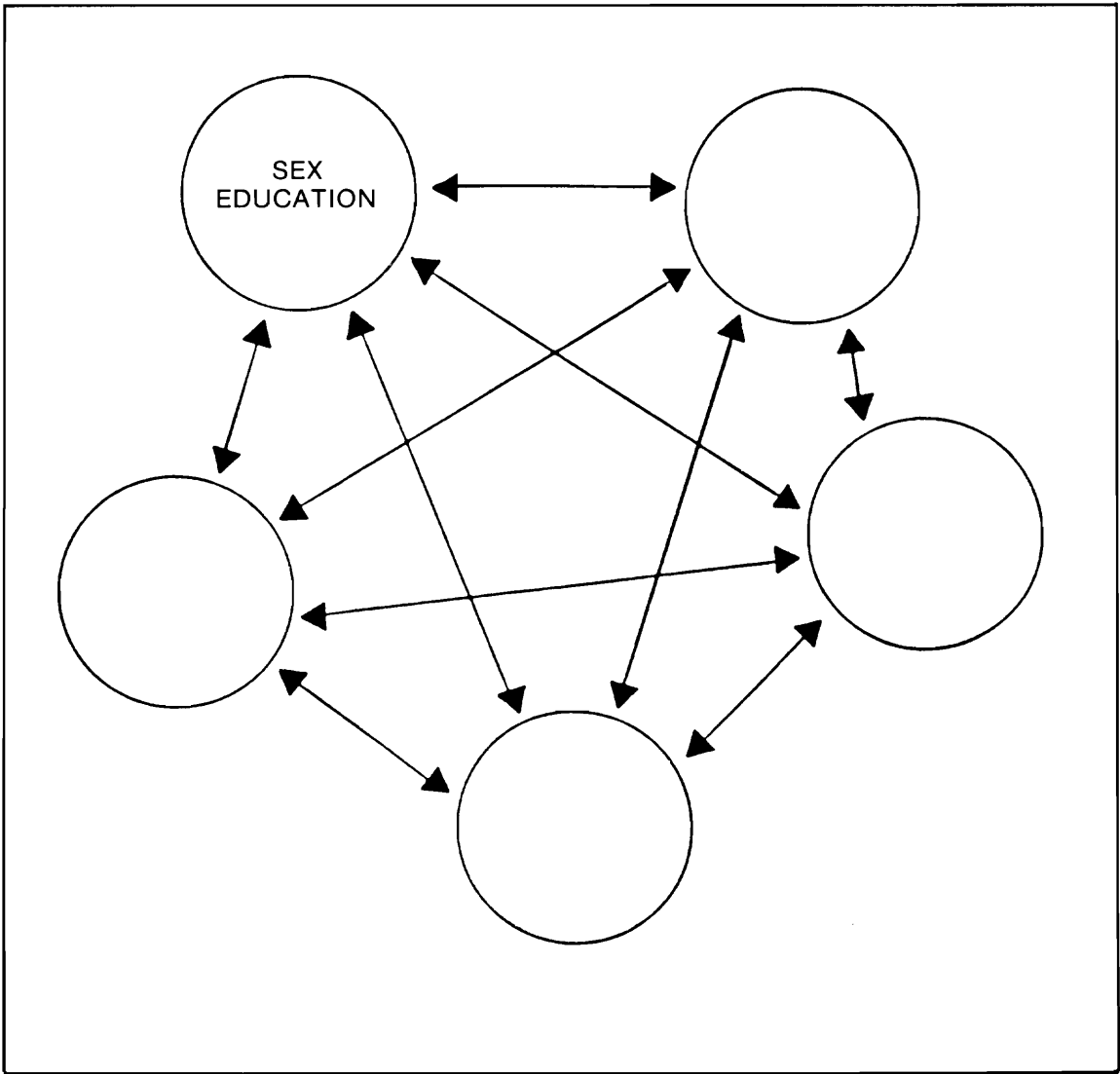
ROSENTOCK, J.M., What Research Motivation Suggest for Public Health, *American Journal of Public Health*, Vol. 50, No. 3, 1960, pp. 295-302.

ROSENTOCK, I.M., Historical Origins of the Health Belief Model and Preventive Health Behavior in M.H. Becker (ed), *Health Education Monograph*, (vol. 2), Thorofare, Charles B. Slack, 1974.

SANTÉ ET BIEN-ÊTRE SOCIAL CANADA. *Santé mentale au Canada*. 1980.

- SAUCIER, J.F., Steinberg M. *Adolescents et prévention* (rapport préliminaire) Section des sciences du Comportement, Département de Psychiatrie, Université de Montréal et Centre de Recherche Pédiatrique, Hôpital Ste-Justine, Montréal: 1979, 128 p.
- SELYE, Hans. *Le stress de la vie: le problème de l'adaptation*. Paris: Éd. Gallimard, 1975.
- STEWART, Felicia et GARY Robert. *Mon corps, ma santé*. Sherbrooke: Éd. Médicales Beaudry, 1981.
- SUCHMAN, E.A., Health Attitudes and Behavior in *Arch Environ Health*, vol. 20, 1970, pp. 105-110.
- TREMOLIÈRE, J., (1976), « Pour une médecine du Savoir-Vivre », *Critère*, (Automne 76), no 15.
- TURGEON, Louis. *Tout l'homme en santé*. Ed. Les études de la nature humaine 1973.
- VILLEDIEU, Yanick, *Demain la santé*. Ed. Québec-Science; 1976.
- VUYLSTEEK, K. *Éducation pour la santé, Tabagisme, alcoolisme et drogues*. Copenhagen: Organisation Mondiale de la Santé, Bureau régional de l'Europe, 1979, 65 p.

Sex
Education



SUMMARY

INTRODUCTION

1. Situation of Sex Education in Relation to the Whole Development of the Young Person
 - 1.1 Contribution to the Pupil's Development
 - 1.2 Special Contribution to the Personal and Social Education Program
 - 1.3 Relation with the Other School Programs
2. The Nature of Sex Education
 - 2.1 Concept of Human Sexuality
 - 2.2 Necessity for Sex Education
 - 2.3 Nature of Sex Education
3. Some Elements of the Sex Education Issue
 - 3.1 Young People and Society
 - 3.2 The Role of the Family
 - 3.3 The Role of the School
 - 3.4 The Question of Values
 - 3.4.1 Human Values
 - 3.4.2 Paths of Growth
 - 3.4.3 Relationships with the Various Moral and Religious Concepts
4. Guiding Principles
5. Orientation of the "Sex Education" Section
 - 5.1 The Overall Objective of "Sex Education" Section
 - 5.2 Major Dynamic Axes
 - 5.3 Aims
 - 5.4 General Objectives
6. Content and Learning Objectives
 - 6.1 Content
 - 6.2 Objectives
7. Bibliography

INTRODUCTION

Sex Education is a topic about which there has been considerable discussion for several years. Some school boards and some establishments have experimented with sex education courses developed locally from an experimental outline suggested by the ministère de l'Éducation in 1971. Through its programs of information and prevention, the ministère des Affaires Sociales offered certain activities to the schools. These experiences have stimulated serious thought in various areas and have furnished concrete material for consideration. From these experiences and from the numerous discussions which ensued the ministère de l'Éducation has developed the present Sex Education program.

This program is one of the five sections of the "Personal and Social Education" Program offered as an answer to the needs of young people. The Ministry took into consideration, where possible, the expectations voiced by the young people themselves, by the population as a whole and by the great majority of organizations which have expressed themselves on the questions, particularly the Conseil supérieur de l'éducation and its confessional committees.

Before presenting the objectives and content specific to the elementary and secondary school, some indications on the orientations and the philosophy of Sex Education should be given. These will relate to five points:

- the situation of Sex Education in relation to the whole development of the young person;
- the nature of Sex Education;
- some elements of the Sex Education issue;
- the guiding principles of the present program;
- the orientations of the present program.

1. THE SITUATION OF SEX EDUCATION IN RELATION TO THE WHOLE DEVELOPMENT OF THE YOUNG PERSON

1.1 CONTRIBUTION TO THE PUPIL'S DEVELOPMENT

The Sex Education section, like all the other sections of the program, aims at the pupil's social and personal development. It views this development from a particular angle, however.

On the personal development level, Sex Education aims at the acquisition of a deeper knowledge of oneself as a sexual being, the formation of an image favourable to one's sexual identity, the development of an attitude of serenity in face of psychosexual changes, and the integration of values enabling one to live one's sexuality in the perspective of personal enrichment. This section includes education relating to the different components of sexuality. The pupil is placed in a learning process which involves research, information, reflection, and integration.

On the social level, Sex Education aims at the acquisition of a deeper knowledge of others, of their attitudes and their behaviours on the sexual level, an acceptance of individual differences, an acknowledgement of the significance of the various behaviours associated with sexuality, the ability to establish enriching communications, and an awareness of the different social functions of sexuality. The pupil is placed in a perspective which involves research, information, acceptance of others, and reflection on the different types and levels of relationships he can have with others.

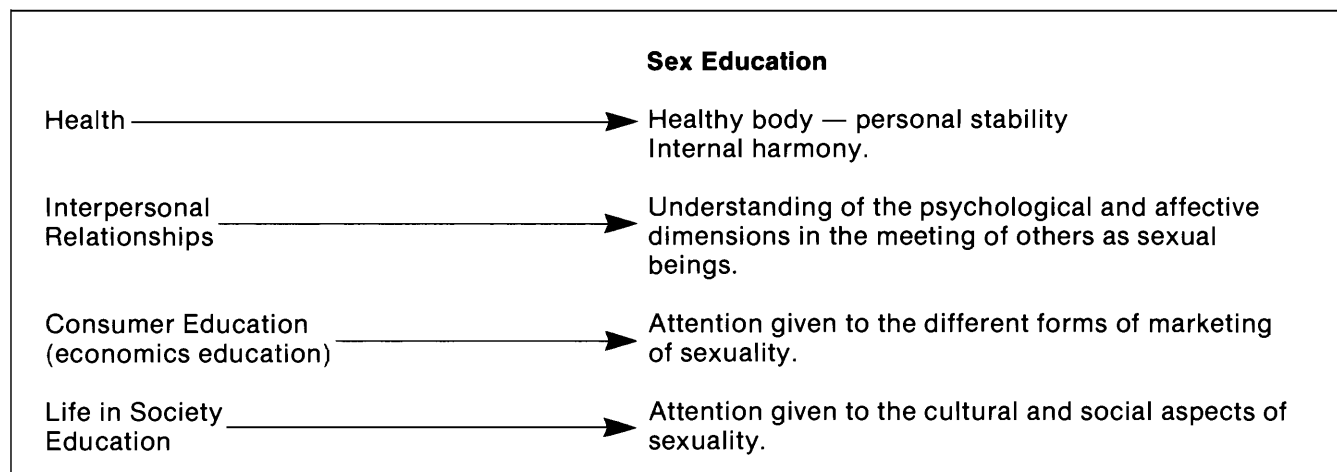
1.2 SPECIAL CONTRIBUTION TO THE "PERSONAL AND SOCIAL EDUCATION" PROGRAM

Sex Education constitutes one of the five sections of the "Personal and Social Education" Program. It

forms a whole with the other sections even though each retains its own special dimension. In this sense,

the five sections mutually enlighten each other and have particular effects.

SEX EDUCATION IN ITS RELATIONSHIPS WITH THE OTHER SECTIONS



These incidences will facilitate an integrated approach to the “Personal and Social Education” Program.

1.3 RELATIONSHIP WITH OTHER PROGRAMS

The Sex Education Program is closely related to many other programs: natural science, biology, religious instruction, social development. These links are inevitable and present a problem, but in the perspective of a decompartmentalization of subjects, they can be beneficial if each one does its share.

For the benefit of the pupils, teachers should consult each other in order to avoid repetitions, share tasks, and work with a common purpose.

2. NATURE OF SEX EDUCATION

In order to describe Sex Education, human sexuality must be at least briefly defined.

2.1 CONCEPT OF HUMAN SEXUALITY

The concept of sexuality is used in this section in its broadest sense. Going well beyond the biological dimensions of genitalia and reproduction, it reaches the affective, psychological, cultural, and moral aspects by which each person perceives himself, behaves, and lives as a man or as a woman.

The prime component of this human reality, sexuality, is biological. It is based on the male or female

anatomy and physiology. The human body is structured in accordance with different sexual characteristics and is subject to metabolisms linked to genes and hormones. Given these sexual characteristics, sexuality has an unquestionable procreative function evident in the genital organs.

Beyond these biological elements, sexuality also has a psycho-affective dimension. It is the place of many urges and desires. It triggers numerous emotions and feelings: pleasure, tenderness, joy, love, shame, shyness, aggressiveness, fear, and hate. It highlights the psychology that is characteristic of man or woman. It influences attitudes and determines many reactions and many behaviours. It expresses and maintains love.

To be entirely human, however, sexuality must acquire a third dimension, that of the mind. Sexuality reaches the core of the human person, the place where the human being finds his personal unity and where the body, heart, intelligence, and the will meet. Sexuality then reveals itself as the expression of the most intimate “me” and assumes the qualities of interiority, unity, spirituality, and encounter. At this level, human sexuality appears as a means of communication and union. Sexuality is language, communion, and commitment.

As it touches all dimensions of the person, sexuality also has a social dimension. Each person fits into society as a man or a woman and leaves his or her mark. Sexuality is closely linked to each culture and takes on different forms and means. If roles are

useful and necessary, societies always tend to harden them into role stereotypes. And as sexuality involves the organization and survival of societies, the latter are concerned with exercising a certain control over it.

As it reaches the human being in his most intimate and profound feelings, sexuality is closely related to morality and in some cases to religion. The human being is basically concerned with ethics. His freedom places him directly in the realism of decision, responsibility, therefore of ethics. It is normal, on the other hand — and the experience of all generations has proven it — that religions be concerned with sexuality because they are interested in the whole being and because the believers themselves endeavour to put unity in their lives. Human sexuality becomes very important if it is understood this way. It is an important fact governing the stability of the person, the zest for life, and the quality of life. It constitutes a powerful motivation for human action. It accompanies and conditions the perception of oneself and of others, the interpersonal relationships, the exercise of domestic and social roles, the affective and psychological development of the being, as well as the choices of life as sexual beings.

Sexuality, a force of life and dynamism of encounter, is not purely “innocent.” It is a fascinating universe, but also a universe that bothers, troubles, and frightens. It can be enriching, but it can also become a source of personal and social problems: neurosis, sexual abuse, rape, prostitution, etc. Thus it constitutes a force that needs to be supported, domesticated, controlled, humanized.

The importance of Sex Education and its place in the educational plan can then be perceived.

2.2 NECESSITY FOR SEX EDUCATION

Sexuality, a force of life and dynamism of encounter, can serve the promotion of beings as well as their alienation. Whether it will be one or the other depends on the family, the environment, circumstances, influences, and particularly on the choice of each person.

In reality, if sexuality is first of all a biological “given” transmitted by nature, it demands a lengthy maturation to be lived in a truly human manner. A certain biological endowment certainly starts the development and exercise of sexuality. But the psychological, affective, socio-cultural, and moral dimensions constitute a vast field in which the conscience, will, values, and models of life make sexuality a constant object of learning and education at different periods in life.

To be a little girl or a little boy, a male or female adolescent, a husband or wife, a boyfriend or a girlfriend, a male or female lover, colleague at work, are different ways of being a man or a woman that need

learning and call for constant adjustment to life situations. The success of this learning will have a direct influence on the quality of life, personal happiness, and effective social functioning.

In this domain, as in all others, young people need a structured education which will afford them a clear insight into themselves, enabling them to build their personality and choose their social roles as man or woman.

To be genuine, education must allow the young people to become aware of these dimensions of sexuality, to acquire the necessary knowledge and integrate it in order to conduct their own life in an enlightened, responsible, and self-actualizing way. Personal and Social Education would be incomplete without *reflection* and *maturation* in this direction.

Consequently, the “Personal and Social Education” Program through its section on sexuality offers a very important contribution to the development and education of young people.

This contribution seems all the more important since the sexual dimension is part of young people’s reality from their birth and is updated at each stage of their growth. For this reason, in this domain as well as in other domains of the development of the person, there is an obligation to help young people attain maturity and become responsible for themselves in an enlightened way.

This assistance to young people will evidently be provided in a manner appropriate to the stages of their psychological, physical, and affective development. In this way education will perhaps have a more striking characteristic at certain points in young people’s lives, for example, at the age of puberty, age of the first love, age of first choices, of relationships with others, and in the first steps towards a plan of life.

These tumultuous times are interspersed with calmer periods in which the sexual drive and emotional forces relating to it are relatively weak, but during which the young people’s interest in the numerous aspects of sexuality remains alive. These calmer or latent periods correspond to a continuous growth of sexual identity, of self-perception, and social learning as a boy or a girl.

For this reason Sex Education answers genuine needs and a strict right of young people to educational support which will enable them to understand the transformations they are experiencing, to give a meaning to their lives as boys or girls, men or women.

This is also why, since the process of sexual development is continuous, Sex Education applies to the two cycles of elementary school as well as to the two cycles of secondary school.

"Because of the uninterrupted characteristic of this continuum (of the child's growth) and the needs of the young people at each stage of their growth, from early age to adolescence passing through pre-puberty and puberty, the Council believes that sex education should be continuous from kindergarten to secondary, respecting the psychological, affective and social development of young people".⁴

2.3 NATURE OF SEX EDUCATION

According to this overall vision of sexuality and this unifying concept of the person, Sex Education will take place along two closely related axes of information and formation. The two axes aim first and foremost at the young people's growth. The "Sex Education" section adopts the same position as the confessional committees of the Conseil supérieur de l'éducation.

"A great number of parents believe that limiting the objectives of sex education to the transmission of a certain amount of specific knowledge is suggesting that we can make an entity of the human person by taking it apart and putting it together again. Such an education, if we may call it an education, is so far removed from reality that it is unrealistic and possibly harmful. Sexuality is more than an amount of well defined knowledge. It is concerned with the being and evolution."⁵

The Catholic Committee takes up the same idea as the Protestant Committee and develops it in the sense of the person as a whole.

"In Sex Education the whole person matters: body, feelings, relationships with others, sense of responsibility, becoming of self ...

It should be added however that Sex Education includes the transmitting and acquiring of knowledge. Information of a physiological order ... Information concerning male or female psychology, the development of the personality, loving relationships, the meaning of affection and pleasure. Information on social and moral questions that young people raise in their search for values in the area of sexuality ...

Considered by itself, mere information about sex is not sufficient. Sex Education, as its name implies, should have educational objectives. This means that it must aim explicitly at supporting and helping young people to discover and affirm their sexual identity, to develop their masculinity or femininity, to become autonomous human beings

able to relate to other people, to establish value codes which enable them to make their choices and govern their behaviour."⁶

And it agrees with the recent advice that the Conseil supérieur de l'éducation addressed to the Minister.⁷

When we discuss Sex Education, we do not refer to a dictatorial concept of education as if the latter were reduced to training, manipulation, or the authoritarian imposition of standards, but we refer, rather, to a process of understanding and integration respecting the young person's intelligence and will, and which is concerned with offering them paths for growth.

"The path which leads to conscious and autonomous sexuality is a long one: one is born male or female, but one must become a man or a woman. This undertaking is not intended to repress or crush sexual impulses and desires as if they were unwanted or wild. Far from being a form of inhibition or repression, our effort is to bring the sexual impulses into the open and give them a more human dimension."⁸

3. SOME ELEMENTS OF THE SEX EDUCATION ISSUE

The Sex Education issue has become such an omni-present reality and a theme that has been explored and exploited inexhaustibly, that it can be examined on a multiplicity of levels. It would require a lengthy analysis. As a program of studies, it does not lend itself to an approach of this depth. Only the elements most appropriate to the school programs — society, family, school, values — will be mentioned.

3.1 YOUNG PEOPLE AND SOCIETY

As a result of the social and cultural evolution of the last twenty-five years, sexuality took on new dimensions and suddenly invaded the individual's personal and social universe as well as that of the community. The causes are numerous and complex, but this is not the place to analyze them. Only concrete realities will be presented.

One fact attracts attention: the perception of sexuality has broadened in Quebec, as elsewhere. Marked in the past by the primacy of genitalia and procreation, sexuality today covers a range of aspects of personal and social life. It is now perceived as a way

4 Conseil supérieur de l'éducation. *Sex Education. Recommendations to the Minister of Education*, (Québec, 1981), p. 24-25.

5 Comité protestant du C.S.E., *Sex Education in Québec's Protestant Schools*, (Québec, 1978), p. 3.

6 Comité catholique du C.S.E., *Sex Education in Québec's Catholic Schools*, (Québec, 1976), p.11

7 Conseil supérieur de l'éducation, *Sex Education. Recommendations to the Minister of Education*, (Québec, 1981), p. 10-13.

8 Comité catholique du C.S.E., *Sex Education in Québec's Catholic Schools*, (Québec, 1976), p. 8.

of living, communicating, manifesting one's personality and fulfilling oneself as man or woman, be it on the personal, the couple, and the family levels, or in the exercise of one's occupational role.

This broader vision has been accompanied by important changes in attitudes and behaviours. Certain teachings and certain traditional models were seriously called into question. Movements demanding the disappearance of sexual discrimination, the freedom to dispose of one's body, access to free abortion, voluntary family planning, respect for sexual orientations, re-definition of man-woman relations within the couple and the family, etc.

At the same time, as a reflection of the present consumer society, sexuality, considered in a restricted sense, has become a commodity that is almost commercial. Sexuality has too often become an element of personal and group alienation due to the influence of the media (films, pornographic magazines, records, etc.), the explosion of certain moral values, the family crisis, the relative influence of new sexual practices, thirst for gain, and a sometimes frantic exploitation of the human body.

This evolution embraces both good and bad. If it has contributed to changing men and women's negative and puritanical concept of sexuality; if sometimes it has established fairer and more responsible relations between men and women, it is still accompanied by an effervescent and confused "social practice" that often leaves adults deprived and bewildered.

This situation creates a particular educational problem for young people. Having not yet integrated their vision of the world into a coherent whole, often dramatically confronted with conflicting values, influenced by an unwholesome sensationalism and by permissive practices in vogue, the young people are confronted by situations that do not very often promote a sound, balanced, responsible, and actualizing development. Precocious sexual relations, unwanted pregnancies, sexually transmitted diseases, psychological confusion, and incapacity in building their sexuality in a stable and actualizing perspective, is often the lot of young persons in this accelerated and anarchic evolution of society.

This is why it is necessary to help young people understand themselves, to discuss these realities in an enlightened and critical way, and to integrate their sexuality into their lives in such a way that it becomes a real source of stability and happiness. It can be hoped that in return young people will be able to initiate a revival of society.

3.2 THE ROLE OF THE FAMILY

The family is the place where Sex Education first takes place. The parents are responsible for the

sound sexual and affective development of the child. During the early years, the family is about the only one to ensure this development.

Its influence can be deep and decisive, for good or bad. It is in the family that the child first builds his personal sexual identity which will have great influence on the quality of his being as a man or woman.

In family situations, the example of the parents and their rapport with each other will determine his first knowledge and his first images of the sexuality of a couple; he will become aware of the phenomena of pregnancy and birth, be introduced to a sexual role, establish a sexual identity as a boy or a girl and experience his first great state of love, tenderness, sharing, giving of one's self.

But the family experiences its own difficulties that often hinder it from being the calm, positive, straightforward, and structured influence that it would like to be or should be. Within a little society subjected to the vicissitudes of life, parents are often consciously or unconsciously limited in their educational action. The parents' actions can be prevented or lessened by situations such as psychological blocks resulting from their own education; lack of facility in talking about certain subjects, marital relations, parent-adolescent conflicts, or separation.

In this respect, parents, like all those engaged in a difficult task, often need help.

3.3 THE ROLE OF THE SCHOOL

If the family has a primary role to play in Sex Education, the school also has a role that is inevitable and essential: a compensatory role and also a specific complementary role.

"The school has a direct responsibility in the area of sex education. This responsibility is not meant to complete what is missing in the family or to compensate for a lack of sex education. As the school is a place where the child and the adolescent gain valuable experience in human relationships, it has an important role to play; that of allowing young people to come to grips with the essential elements of their sexual and affective development more systematically and within a wider context than the family unit allows."⁹

Whether we approve or not, the school plays a role at this level, even if it is only by the way it treats boys and girls, by answering or not answering young people's questions, by reacting to events of a "sexual" nature, by intervening in young people's conversations. Rather than let these various factors play a haphazard role within the school, it is preferable to channel them towards a truly educational objective.

9 Comité catholique du C.S.E., *Sex Education in Quebec's Catholic Schools*, (Quebec, 1976), p. 25.

"In fact, the school can no longer abstain from offering instruction in this domain, no more than it can prevent the physical growth of the child. Whether the school makes a lucid effort in this direction or not, the attitudes and values are formed in the school environment and knowledge is transmitted in the same environment."¹⁰

Beginning with the young people's needs, the Comité catholique du Conseil supérieur de l'éducation has clearly described the specific task of school concerning Sex Education.

"This education, as we have said, is rooted in the family. It also calls for a broadening of the experience lived at home and an expansion of the family universe. Psychological studies show how the young person, in his progression towards the conquest of his identity, feels the need to look outside the family confines, to distance himself from his parents, to measure himself to other models and other examples."¹¹

Through its school plan, the school answers the young person:

"The school can play an important role by providing organized and scientifically based information on sexuality, by encouraging the pupil to talk freely with the educators and to develop healthy relationships with other students of the same age group, and by making it possible for young people to think seriously about what their sexual and emotional development implies and to work out a system of values. In this area, the school does not necessarily do a better job than the parents, it does a different one. In other words it operates in its own way, it is organized and methodical, uses appropriate pedagogical methods and relates to what happens at school. This specific contribution means that the school can extend, complete and renew to a certain extent the educational activity of the parents. This contribution is more than valid, it is indispensable, even if the family itself fulfils its role entirely."¹²

Because of its important participation in the overall growth of young people, the school has a role to play in Sex Education. Its social frame and its instructional facilities make it an essential partner for the parents, without in any way dispossessing the parents of their responsibilities.

This action on the part of the school seems to answer the expectations of a very large majority of Quebec citizens and organizations. In fact, since the positive answer to the consultation on the Green Paper on Elementary and Secondary Education, a

survey made in 1980 among the school boards was almost unanimous. A great number of organizations, such as the Federation of the Quebec Catholic School Commissions, the Council of the Status of Women, the Centrale d'enseignement du Québec, the Conseil des Affaires sociales et de la famille, the Comité épiscopal de l'éducation also defend the idea of an appropriate educational action in school, even if they do not suggest the same modalities.

The hesitations, the reluctance of certain parents are understandable, as the question is a very delicate one, and errors and mistakes could be detrimental to young people. If the needs and rights of the young person urge him to go forward, the stakes demand an increased attention in the development of programs, the training of educators and the choice of instructional material.

The fact that this education takes place in a group within which young people have not necessarily all reached the same psychological development frightens some parents. No one denies the difficulty of Sex Education any more than the difficulty of all other education. But the importance for the young person of talking about it with his peers in an organized and positive way, as he gets older, the necessity of speaking to a person other than his parents, demand that we accept the challenge. The difficulty of the undertaking calls for thoughtfulness and prudence. Any offense to a young person's modesty is criminal. A close cooperation with the parents is essential.

3.4 THE QUESTION OF VALUES

Sex Education cannot take place without referring to values because it is linked to the person and human behaviour, because society has taken a moral position concerning it, and because it retains the attention of all the Churches. Even if the Sex Education section is neither a program of morals nor a program of relationships, and does not aim at replacing these two programs, it is important to "name" the values on which it is based and to point out the ties with the religious and moral education programs.

This is all the more important because the Sex Education section, in addition to offering young people the information they need, should be a place of reflection and maturation leading to enlightened choices and to responsible and integrated behaviour.

The question is difficult. Because of the pluralism of society and the multiplicity of the factors concerned, it must be treated with subtlety, without simplification. The same sense of nuances, the same respect for each person, the same spirit of cooperation will ensure the growth of young people and social harmony in the practice of Sex Education.

10 Comité protestant du C.S.E., *Sex Education in Quebec's Catholic Schools*, (Quebec, 1976), p. 25.

11 Comité catholique du C.S.E., *Sex Education in Quebec's Catholic Schools*, (Quebec, 1976), p. 23.

12 *Ibidem*, p. 25.

3.4.1 Human Values

Because of our cultural heritage, considering the overall concept of Sex Education already introduced, considering that it is a course meant for a group within a school system, the present program is based on a certain number of human values for which there is a large consensus in society. Without giving them an order of priority, some of these values are:

- Love for life;
- Appreciation, respect and liking for one's body;
- Respect for the other person, whatever his physical characteristics and his sexual orientations;
- Search for and acceptance of his own identity and the role it entails;
- Respect for freedom;
- Sense of responsibility in sexual behaviour;
- Understanding of love responsible for physical and spiritual development;
- Understanding and importance of pleasure;
- Understanding of sharing and commitment by a couple;
- Equality of each person without consideration of sex;
- Appreciation of the richness and the mystery of sexuality, dynamic force of encounter and communion;
- Opening to "interiority" revealing the depth of human existence;
- Opening to transcendency;
- Self-control and capacity to choose among various impulses, those that are compatible with development.

3.4.2 Paths of Growth

Beyond these values, which may be interpreted differently by various persons and cultures, Sex Education should indicate clearly the models of growth or the axes of development it favours. These axes of growth will obviously be offered by educators with moderation and tact without making those who disagree or who cannot follow them feel guilty. They should not prejudge the pedagogy that will be used, which could and should be an activist pedagogy which respects the freedom and intelligence of the young. With the values, these axes will serve as stimulus to the whole program and will act as useful reference points to the authors of instructional materials and for the different educators in school.

- While encouraging respect and understanding of each person, whatever his sexual orientation, the present course favours heterosexuality as a path of evolution towards a complete psychosexual maturity.
- While presenting the meaning and value of fertility, the present course firmly advocates free and responsible procreation.
- While believing that sexual relations can and effectively do contribute to the full maturity of a great number of persons, the present course agrees that they are not essential to the human being's stability and development. Even if the human being is inevitably sexual and sexed, the practice of genital sex remains a question of freedom and choice.
- Finally, while respecting man and woman's specific natures, Sex Education firmly advocates equality of sexes.

3.4.3 Relationships with the Various Moral and Religious Concepts

The Sex Education section has its own objectives, it differs from the Moral Education courses and the Religious Instruction courses. It is in the framework of these latter courses that the question of sexuality is explicitly discussed and developed from a religious and moral point of view, in such a way that the freedom of conscience of the young people will be completely respected.

It is evident, however, that the school must present an educational plan in which courses do not contradict one another, particularly when these courses closely complement one another. For this reason, the Sex Education educator should make it his ethical practice to observe the requirements of compatibility. A few suggestions to this effect follow:

- Encourage young people to extend their reflections in the moral and religious instruction courses;
- Indicate the importance of giving a certain unity to their own life and to their vision of sexuality;
- Respect the message transmitted by the Moral and Religious Instruction courses and respect the development of the young people in their reflection in light of all the reference points they were given.

4. GUIDING PRINCIPLES

Sex Education is based on a certain number of principles which clarify it and set its limits. From the preceding developments, five basic principles may be drawn.

1. Sexuality is considered in a positive manner. Force of life, force of encounter, it can be accepted in a well-thought-out, meaningful, responsible, and moral way so as to become a richness and a source of development.
2. The path leading to conscious and autonomous sexuality supposes a long period of learning. This is not intended either to crush or to express sexual desires and impulses, but rather to tame and humanize them. Far from being a form of repression or inhibition, the effort should be to bring sexual impulses into the open and integrate them into life.
3. Sex Education must be given to young people with respect for their person, psychology, modesty, affectivity, and beliefs.
4. Sex Education implies no activity of a genital nature, no situation of nudity; it is first and foremost a source of reflection, of maturation.
5. Sex Education aims at enabling young people to consider all the dimensions of their reality as being sexual. This is why it does not avoid mentioning the possible moral and religious dimensions. Sex Education does not, however, replace the contribution of the Moral and Religious Instruction courses in their particular domain. For the pupils who are registered, Moral and Religious Instruction courses will remain the specific places where the teacher will explain and suggest moral and religious values specific to the various religious denominations.

5. ORIENTATIONS OF THE "SEX EDUCATION" SECTION

To be functional, a program cannot only propose "guiding principles." It must translate and characterize these principles as objectives and intentions determinant of its great orientations. To proceed in a gradual and clear manner, four elements can be distinguished:

1. The overall objective of Sex Education;
2. The major dynamic axis;
3. The aims;
4. The general objectives in *secondary* school;

5.1 THE OVERALL OBJECTIVE OF THE "SEX EDUCATION" SECTION

Considering the issues of sex education in Quebec, and the school's role, the objective of school Sex Education must ultimately consider two requirements: to continue the education started in the family context, and to orient this towards the development of each pupil's capacity to become a

man or a woman. This capacity includes, in particular, the power to open up to others and to establish ties where love, friendship, responsibility, and justice lead to high levels of personal and social actualization.

Thus, the overall objective of "Sex Education" must aim at:

Offering young people the opportunity to know and understand the dimensions of their sexuality, to integrate them into their personality positively and thus to actualize themselves harmoniously and responsibly with their personal and social life plan, as sexual beings.

5.2 MAJOR DYNAMIC AXES

A specific presentation of the program requires that we distinguish three major axes around which the life of each person as a sexual being revolves. The other objectives are described in terms of these major axes.

The first axis concerns the awareness of his identity, the knowledge and perception of self through the different stages of his development as a sexual being.

The second axis deals with the situation in which he tries to establish enriching contacts with another person, enabling him to gradually attain a quality life plan as a sexual being.

The third axis relates particularly to the personal and social roles that each person plays as a man or a woman.

5.3 AIMS

Taking account of these major axes, the overall objective previously indicated is translated by three aims which will mark Sex Education in secondary school as well as in elementary school.

These aims concern the knowledge to be acquired as well as the attitudes and behaviours to adopt towards oneself and towards others. In this, Sex Education aims at helping and supporting the young person in the discovery and assertion of his condition as man or woman progressing towards maturity.¹³

1. To foster the development of a positive and enriching perception of the pupil's physical and psychological and sexual identity, as boy or girl and the harmonious integration of such into his personality in the various dimensions of sexuality.
2. To foster the knowledge that others are sexual beings, as well as a good understanding of the

¹³ Assemblée des évêques du Québec, *Déclaration sur l'éducation sexuelle dans les écoles*, (May 1981), p. 3.

affective, psychological, social and moral conditions which support the enrichment of human relationships and the development of a quality life plan as man or woman, responsible within the couple and eventually within the family.

3. To foster a personal and critical understanding of the social and cultural realities of sexuality as well as a positive attitude towards the exercise of sexual roles on the occupational as well as the family and social levels.

5.4 GENERAL OBJECTIVES

The aims cover all the studies. To determine what is specific to the elementary school or to the secondary school, the analysis will have to be pursued and consideration given to the needs and general orientations of Sex Education for the target population in

terms of needs and development. This leads us to determine the general objectives for each of the two school cycles. In the secondary school, the objectives aim at leading the pupil:

1. To develop a positive image of himself as well as enlightened attitudes concerning his adolescent sexuality.
2. To have an enlightened knowledge of the relationship man-woman and the responsibilities that ensue.
3. To develop preventive knowledge, attitudes, or behaviours.
4. To clarify his sexual plan in relation to the society in which he lives.

SYNOPTIC TABLE OF THE GENERAL ORIENTATIONS OF "SEX EDUCATION" IN SECONDARY SCHOOL

Overall Objective of Sex Education in School

To offer the young people the opportunity to know and understand the dimensions of their sexuality, to integrate them into their personality positively and to actualize themselves harmoniously and responsibly with their personal and social life plan as sexual beings.

Aims of Sex Education Concerning the Three Dynamic Axes of the Person

1. To foster the development of a positive and enriching perception of the pupil's physical, psychological, and sexual identity, as boy or girl, and the harmonious integration of such into his personality in the various dimensions of sexuality.
2. To foster the knowledge that others are sexual beings as well as a good understanding of the affective, psychological, social, and moral conditions which support the enrichment of human relationships and the development of a quality life plan as man or woman, responsible within the couple and eventually within the family.
3. To foster a personal and critical understanding of the social and cultural realities of sexuality as well as a positive attitude towards the exercise of sexual roles on the occupational as well as the family and social levels.

That the pupil:

General Objectives of Sex Education in Secondary School

1. Develop a positive image of himself as well as enlightened attitudes concerning his adolescent sexuality.
2. Have an enlightened knowledge of the relationship man-woman and the responsibilities that ensue.
3. Develop preventive knowledge, attitudes, or behaviours.
4. Clarify his sexual plan in relation to the society in which he lives.

6. CONTENT AND OBJECTIVES

6.1 CONTENT

In order for an educational activity to take place, the general *secondary* school objectives should be translated by a number of sequences that the teacher can use directly. These sequences include content and specific objectives.

The content of this section is centered around the three dynamic axes already mentioned.

For *personal relationships*, the proposed content will deal with the awareness of the human body as marked by sex, sexual differences, and the changes that occur with puberty.

For *interpersonal relationships*, considered here as the meeting of a person with a person of the other sex, the content will deal with the overall knowledge of the forms of human sexual expression, sexual

awakening as a new opening to the other person, and the prevention of different types of sexual abuse.

With respect to the *child's relation with the social universe*, a universe particularly limited to the family and the school, it will deal with the roles, stereotyped roles, standards and values associated with the expression of sexuality and, finally, with reproduction from the angle of an interpersonal and social meeting.

The order adopted in the preceding description does not necessarily respect the child's chronological development where the awareness of the other person precedes self-awareness. The order chosen simply responds to instructional concerns. These three axes are always in interrelation.

The following chart gives in detail the content (work themes, content) of the "Sex Education" section, Secondary School.

**DISTRIBUTION OF THE LEARNING COMPONENTS OF
"SEX EDUCATION" IN SECONDARY SCHOOL**

TYPE OF RELATIONSHIPS	FIELD OF INTERVENTION	THEMES	CONTENT
Pupil's self-relationship where he endeavours to affirm his sexual identity.	Development of a positive self-image of enlightened attitudes towards adolescent sexuality.	- Human sexual growth - Masturbation	- anatomical, physiological and psychological changes - indications of sexual growth - feelings in relation to the different manifestations of growth - growth rhythms - feelings concerning the personal rhythm of growth - advantages of accepting one's personal rhythm of growth - personal feelings concerning sexual growth - adolescent feelings compared with adult feelings concerning sexuality - transitional characteristic of adolescence - importance of adolescence - the body's new capacities - responsibilities associated with capacities - values guiding sexual expression - feelings towards new responsibilities - nature - current myths - terms related to masturbation - link between masturbation and sexual growth - feelings accompanying masturbation - masturbatory behaviour compulsive and obsessional - positive attitude towards masturbation

TYPE OF RELATIONSHIPS	FIELD OF INTERVENTION	THEMES	CONTENT
The pupil's relationship with another person in which he endeavours to establish a genuine link of complementarity and communication.	Enlightened knowledge of the man-woman relationship and responsibility for his sexual behaviour.	- Personal options concerning the expression of one's sexuality - Sexual awareness - Sexual behaviour - Contraception	- various influences - parent's influence - decisions and restrictions linked to sexuality - factors of influence in adulthood - adolescent autonomy compared to adult autonomy - adolescent responsibility - acquisition of autonomy - implications resulting from a great autonomy of decision - personal feelings regarding greater autonomy - factors influencing personal decisions - values and counter-values transmitted by the factors - effect of factors on the personal and social development - personal attitudes concerning these factors - personal and social consequences of one's options - signs of sexual awareness - feelings accompanying these signs - origin of the feelings - link between feelings and moral judgement - personal position concerning sexual awareness - feelings between persons - demonstration of feelings in adolescence - meaning of the behaviours of approach and of invitation - approaches accepted personally - personal reactions to approaches - personal meaning of one's reactions - reactions of other to one's approach - reasons for the various reactions - personal meaning of a sexual relationship - forms of sexual relationship - reasons leading persons to experience some forms of sexual relationship - consequences of the various forms of sexual relationships - premature sexual intercourse - components of an enriching sexual relationship - essential conditions for an enriching sexual relationship - genital sexual contact - differences between boys and girls in sexual reactions - conditions for a successful life as a couple - effects of alcohol and drugs on sexual relationships - nature of the contraception - rate of pregnancies in adolescence - responsibility of the male and female - contraceptive methods - distinction between contraception and termination of pregnancy - resources available - personal feelings towards contraception - existence of moral or religious positions - opinion of the people around you concerning contraception - necessity of responsible procreation - links between sexual responsibility and personal plan of sexual life

TYPE OF RELATIONSHIPS	FIELD OF INTERVENTION	THEMES	CONTENT
The pupil's relationship with his social environment in which he endeavours to commit himself in a social world marked by sexuality.	- Prevention in various regrettable and disastrous situations. - Clarification of his human sexual plan appropriate to the society in which he lives.	- Pleasure - Sexual relationships in adolescence - Personal plan of life together - Sexually transmitted diseases - Sexual exploitation - Sexual orientation	- meaning of pleasure - pleasure compared to sexuality - effect of pleasure on sexuality - value given to pleasure - values to associate with pleasure - conditions for sound and responsible relationships - consequences of teenage pregnancy - preventive measures and moral positions - resources and solutions in case of pregnancy - criteria of decision - personal ideal model - possible behaviours of man and woman in life together or at work - important aspects of the link between two persons - ways of living together - necessity for preparation - resources available - definition - myths - types of diseases - effects and treatment - symptoms - preventive measures - consequences of neglect concerning sexually transmitted diseases - responsibility - questions and personal fears - types of exploitation - societal reasons - forms of sexual marketing - resources available and how to obtain them - legal consequences - personal attitudes - various sexual orientations - stages of the psychosexual evolution - variants of each person's evolution - choices related to the expression of human sexuality - reasons for the various choices - reasons for respecting the variety of choices - distinction between roles and stereotypes - importance of roles - stereotype of roles in personal experiences - stereotype of roles in society - actions taken against stereotype of roles - personal opinion on stereotype of roles

6.2 OBJECTIVES

Specific objectives are closely associated with content. To give the reader an overview of all the objectives pursued in secondary school, the following chart presents, next to the general objectives, all the specific objectives that relate to them. These are divided into terminal objectives and intermediate objectives.

DISTRIBUTION OF THE OBJECTIVES OF “SEX EDUCATION” IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES
That the pupil	The pupil should be able:	
	1st cycle	
1. Develop a positive self-image and adopt enlightened attitudes concerning his adolescent sexuality.	T.1 To define the scope of his sexual growth.	(3)
	T.2 To accept the individualistic nature of his sexual growth rhythm.	(6)
	T.3 To situate puberty within the overall development of sexuality.	(6)
	T.4 To define the phenomenon of masturbation in adolescence.	(8)
	T.5 To understand that the quality of his life as a sexual being will depend more and more on himself and on what he will do with his life.	(9)
	T.6 To situate himself in relation to the factors that can condition his personal options in the exercise of his sexuality.	(4)
2. Have an enlightened knowledge of the man-woman relationship and the responsibilities that accompany it.	T.7 To situate himself in relation to sexual awareness.	(6)
	T.8 To recognize the various forms and meanings of the boys' and girls' expressions of feelings.	(8)
	T.9 To draw out the essential components of an enriching sexual relationship.	(7)
	T.10 To situate contraception in the global context of sexual responsibility.	(11)
3. Acquire knowledge and adopt attitudes and behaviours aimed at prevention.	T.11 To be aware of the possible types of sexual abuse and the recourse offered.	(4)
	T.12 To respect the diversity of sexual orientations and of choices of behaviours.	(6)
4. Clarify his sexual plan in accordance with the society in which he lives.		

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES
	2nd cycle	
1. Acquire a positive self-image and adopt enlightened attitudes concerning his adolescent sexuality.	T.1 To situate himself in relation to the responsibilities associated with biological sexual maturity.	(4)
	T.2 To understand the importance of assuming his personal positions concerning sexual life.	(7)
	T.3 To complete his knowledge concerning the components of a sexual relation.	(5)
2. Have an enlightened knowledge of the man-woman relationship and the responsibilities that accompany it.	T.4 To complete his knowledge concerning reproduction and contraception.	(5)
	T.5 To recognize the importance of pleasure in human sexuality.	(5)
	T.6 To understand the implications of sexual relations during adolescence.	(5)
	T.7 To define the scope of the expectations and requirements that result from a relationship between a couple.	(6)
3. Acquire knowledge and adopt attitudes and behaviours aimed at prevention.	T.8 To adopt an enlightened and responsible attitude towards sexually transmitted diseases.	(10)
	T.9 To situate himself in a critical way in relation to the various types of possible sexual abuse.	(5)
4. Clarify his personal sexual plan in accordance with the society in which he lives.	T.10 To situate himself in relation to the various sexual roles and stereotypes of sexual roles.	(4)

It should be noted here that the objectives have been developed by cycles. This document does not distribute the content and objectives according to each school year. This distribution is left to the schools. It is believed that parents and teachers will be able to adjust these objectives to the reality of their milieu. They are invited to consult each other and distribute the content and objectives according to their knowledge of the young people in their environment.

Terminal and Intermediate
Objectives
First Cycle

CONTENT OF THE SECTION

The following pages give a detailed tabulation of the sections which explain each objective by indicating the terminal objectives, the intermediate objectives, and the content related to them.

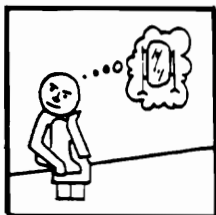
To understand the section fully, the unity and dynamic of each tabulation must be understood.

The *intermediate objectives* are frequently presented gradually and progressively. Very often, they start with the young person: his knowledge, his feelings, his oral expression, his discussions with his friends. They call on his responsibility in choosing his own development. This educational process is likely to arouse and maintain the young person's interest, but it also aims at developing autonomy, integration, and personal coherence. The teacher will be responsible for expanding the young person's information, helping him attain the terminal objectives, and live the values that underlie them.

The column "related content" contains various elements that one must distinguish, balance, and order. It calls for different learning, knowledge, attitudes, and behaviours. It often calls for diversified answers from the pupils. These elements are often presented as suggestions or illustrations for the teacher. The teacher must not consider these aids as either exhaustive or compulsory. It is his responsibility to evaluate the material and judge which is essential.

In these same elements, particularly when they refer to the expression of the young person's feelings, the negative aspects of sexuality are often mentioned. While endeavouring to restore the positive aspect of sexuality, care must be taken not to dismiss the complexity of reality, and particularly the complexity of the experiences of the young people. It is through this positive-negative dialectic that the young person progresses. If the learning objectives are to be positive, it is important, in the expression of feelings, that the negative part inherent in all experiences be established.

Lastly, it should not be forgotten that the intermediate objectives and the content must never be viewed as disparate and disorderly, but as an *organic whole*, linked together and always there to serve the terminal objective.



THEME: Human Sexual Growth.

TERMINAL OBJECTIVE 1

TO IDENTIFY THE MANIFESTATIONS OF HIS SEXUAL GROWTH

INTERMEDIATE OBJECTIVES

RELATED CONTENT

1.1 To review the anatomical, physiological and psychological changes due to puberty.

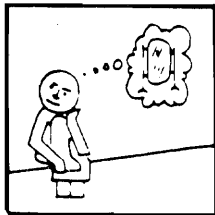
- *anatomical changes:*
 - rapid growth of the body
 - development of certain organs (breasts, penis)
 - formation of hips
 - broadening of the pelvis
 - muscular development
 - growth of hair
 - change in the voice
 - etc.
- *physiological changes:*
 - capacity to produce sexual hormones bringing on the menstrual cycle, or ejaculation
- *psychological changes:*
 - greater autonomy
 - emotional fragility
 - self-centered
 - more attracted to people of the other sex
 - friendship — love
 - need for solitude
 - need for privacy
 - new sensations
 - etc.

1.2 To recognize in himself anatomical, physiological, and psychological changes.

- *anatomical, physiological, and psychological changes:*
 - menstruation
 - ejaculation
 - development of the breasts
 - change in the voice
 - growth of hair
 - broadening of the pelvis
 - erotic dreams
 - etc.

1.3 To express his feelings concerning the manifestations of his sexual growth.

- *example of feelings:*
 - shyness
 - uneasiness in seeing his body change
 - insecurity
 - joy
 - etc.



THEME: Human Sexual Growth.

TERMINAL OBJECTIVE 2

TO ACCEPT THE INDIVIDUAL NATURE OF HIS
SEXUAL GROWTH RHYTHM

INTERMEDIATE OBJECTIVES

RELATED CONTENT

2.1 To observe whether all young people of this age have the same sexual growth rhythm.

— *areas for comparison:*

- secondary sexual characteristics
- primary sexual characteristics
- relationships with others

2.2 To note the individual nature of sexual growth rhythm.

2.3 To express his feelings concerning his sexual growth rhythm.

— *feelings:*

- what I don't like in myself
- what I would like to change
- what I can't change

2.4 To compare his feelings concerning personal rhythms with those of his peers.

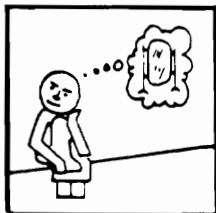
2.5 To show the advantages of accepting one's own growth rhythm.

— *advantages:*

- self-esteem
- self-confidence
- opening to others
- serenity
- etc.

2.6 To indicate whether all people attain a complete anatomical and physiological development.

— all, except in cases of glandular malfunction.



THEME: Human Sexual Growth.

TERMINAL OBJECTIVE 3

TO SITUATE PUBERTY WITHIN THE GLOBAL DEVELOPMENT OF SEXUALITY

INTERMEDIATE OBJECTIVES

RELATED CONTENT

3.1 To review his feelings concerning his sexual growth.	— <i>examples of feelings:</i> • uneasiness • worry • enthusiasm • doubt • normality — abnormality • solitude • etc.
3.2 To find with his peers the reasons for the feelings they experience.	— <i>reasons:</i> • rapid changes • multiple changes • deep changes • failure to understand what is happening • acceptance of others • increased autonomy • etc.
3.3 To discuss with his parents whether they have the same feelings concerning their sexuality.	— <i>states in adolescence compared to states at the adult state from different viewpoints:</i> • psycho-affective • physical • social
3.4 To discuss with his parents the reason for the different feelings experienced in adolescence or in adulthood.	— <i>reasons:</i> • psychological, physiological, affective and social maturity • self-awareness • autonomy • experience
3.5 To identify the transitory aspect of adolescence.	— <i>concept of transition</i> — <i>precondition to adult sexuality</i>
3.6 To discuss the importance of adolescence.	— <i>importance:</i> • opening to adult sexuality • important personal development • new outlook on the life of: • others • the future • self • society • friendship • love



THEME: Masturbation.

TERMINAL OBJECTIVE 4

TO DEFINE THE PHENOMENON OF ADOLESCENT MASTURBATION

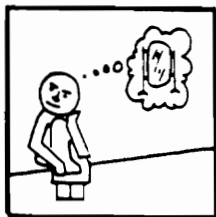
INTERMEDIATE OBJECTIVES

RELATED CONTENT

4.1 To indicate what he understands by "masturbation".	— <i>definition:</i> "voluntary auto-stimulation meant to give erotic pleasure." (Katchadourian, human sexuality)
4.2 To indicate the current myths concerning masturbation.	— <i>myths:</i> • deafness • mental illness • skin disease • etc. — <i>foundations:</i> • origin • scientific facts
4.3 To define certain terms pertaining to masturbation.	— <i>definition of terms:</i> • tendency to masturbate • masturbation • compulsive masturbation
4.4 To associate masturbation with the characteristics of sexual growth.	— <i>causes of masturbation:</i> • biological factors • sexual awareness — <i>possible stage in the discovery of genital sexuality: normal tendency</i> — <i>masturbation is not necessary</i> — <i>stage leading to the harmonious integration of his sexual impulses</i>
4.5 To discuss the existence of this phenomenon among adolescent boys and girls.	— <i>frequency</i>
4.6 To identify the feelings connected with masturbation.	— <i>feelings:</i> • pleasure • relaxation • curiosity • guilt • anxiety • shyness • isolation • self-awareness • etc.
4.7 To identify the effects of compulsive and obsessional masturbatory behaviour.	— <i>effects:</i> • danger for one's physical and psychological health and his psycho-affective development

4.8 To indicate what might be a positive attitude towards masturbation.

- *distinction between the phenomena of masturbation and the compulsive habit*
- *self-acceptance as a being in progression*
- *endeavour to communicate with others through friendships, social relations, enriching leisure activities*



THEME: Personal Options.

TERMINAL OBJECTIVE 5

TO UNDERSTAND THAT THE QUALITY OF HIS LIFE AS A SEXUAL BEING WILL DEPEND MORE AND MORE ON HIMSELF AND ON WHAT HE DOES WITH HIS LIFE

INTERMEDIATE OBJECTIVES

RELATED CONTENT

5.1 To name the persons who greatly influenced his decisions in relation to his sexual life when he was a child.

- *persons:*
 - parents
 - older brothers and sisters
 - teachers
 - himself
 - the clergy
 - group of friends

5.2 To recognize the determining influence of his parents on his sexual development.

- *influence on:*
 - the development of his sexual identity
 - the awareness of the roles
 - the awareness of the standards and values linked to sexuality
 - the image of the couple
- *concept of authority*
- *role of the parents as educators*
- *concept of the parents' life experience*

5.3 To recognize other influences that have an impact on his sexual development.

- *other influences:*
 - peers
 - media
 - idols
 - dress styles

5.4 To indicate the factors which could influence decision-making concerning sexual life during adulthood.

- *factors:*
 - individuals themselves moulded by certain influences
 - partners
 - society as a whole through its customs and laws

5.5 To discuss with his peers and family the decisions and restrictions concerning sexuality which each of them experiences.

5.6 To situate adolescence from the point of view of personal responsibility concerning sexuality.

- *characteristics:*
 - period of opening to a greater autonomy
 - period of search for what he wants to be
 - period of integration of the various dimensions of human sexuality

5.7 To understand that he makes and is more and more called upon to make his own decisions concerning his sexual life.

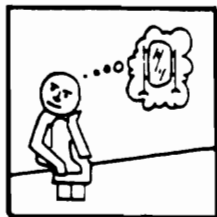
- *evolution from heteronomy to autonomy*

5.8 To analyze the implications of the greater autonomy in decision-making experienced by adolescents.

— *personal implications:*

- his freedom and responsibilities are more and more those of an adult
- a greater awareness of sexual reality, of which he has need
- a greater awareness of self and of others, of which he has need

5.9 To express his feelings towards this greater opening to autonomy.



THEME: Personal Options (Choices).

TERMINAL OBJECTIVE 6

TO SITUATE HIMSELF IN RELATION TO THE FACTORS THAT CAN CONDITION HIS PERSONAL OPTIONS IN THE EXERCISE OF HIS SEXUALITY

INTERMEDIATE OBJECTIVES

RELATED CONTENT

6.1 To list the factors that influence his decisions on the sexual level.

- *factors:*
 - his desires, emotions, feelings
 - laws
 - customs
 - some values (love, respect, self-assertion, etc.)
 - consequences of his actions
 - some persons (parents, friends, etc.)
 - religion
 - etc.

6.2 To compare his list with that of his peers.

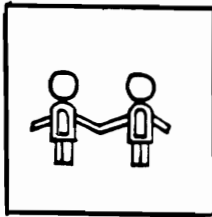
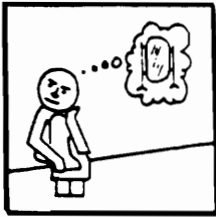
- *comparison with groups (close friends, larger membership groups, class groups):*
 - common factors
 - different factors
 - etc.

6.3 To associate these influential factors with the values and counter-values which underlie them.

- *values:*
 - love
 - tenderness
 - responsibility
 - security
 - autonomy
 - prudence
 - self-esteem
 - human dignity
 - personal growth
 - respect
 - freedom
 - pleasure
 - etc.
- *counter-values:*
 - slavery
 - selfishness
 - domination
 - dependence
 - violence
 - etc.

6.4 To evaluate the impact of these influential factors on his personal and social development.

- *possible impact on his life:*
 - enrichment
 - depreciation
 - depersonalization
 - knowledge
 - restrictions
 - clarification
 - etc.



THEME: Sexual Awakening.

TERMINAL OBJECTIVE 7

TO SITUATE ONESELF IN RELATION TO SEXUAL AWAKENING

INTERMEDIATE OBJECTIVES

RELATED CONTENT

7.1 To review the indications of sexual awakening.

- *physiological indications:*
 - vaginal secretions for the girl
 - erection for the boy
 - blushing
 - nervousness
 - etc.
- *emotional indications:*
 - shyness
 - attraction to a person of the other sex
 - desire to please the other person
 - pleasure
 - well-being
 - susceptibility
 - etc.

7.2 To express the feelings he experiences with respect to these indications.

- *examples of feelings:*
 - anxiety
 - tenderness
 - love
 - joy
 - shame
 - fear
 - anxiety
 - emotion
 - worry
 - anger
 - enthusiasm
 - carried away
 - guilt
 - etc.

7.3 To indicate the main reasons for these feelings.

- *examples of reasons:*
 - approval — disapproval of peers and parents
 - reactions of others
 - novelty
 - attraction towards others
 - other people's attraction towards self
 - personal growth
 - convenience
 - etc.

7.4 To analyze the reasons previously given.

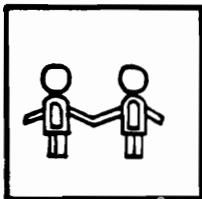
- *elements of analysis:*
 - concept of normality
 - reference to moral and religious values
 - personal growth
 - etc.

7.5 To discuss with his peers and parents their opinions about these feelings.

7.6 To re-evaluate his position concerning sexual awakening.

— *position:*

- capacity for making a personal judgment
- learn to master his own sexual desires



THEME: Sexual Behaviour

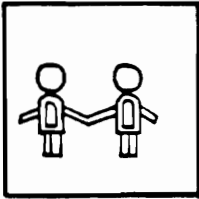
TERMINAL OBJECTIVE 8

TO RECOGNIZE THE VARIOUS FORMS AND MEANINGS OF BOYS' AND GIRLS' EXPRESSION OF FEELINGS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>8.1 To describe in his own words the feelings between two persons who meet or who go out together as boy and girl.</p> | <p>— <i>examples of feelings:</i></p> <ul style="list-style-type: none"> • friendship • tenderness • love • selfishness • etc. |
| <p>8.2 To tell how these feelings may often be shown during adolescence.</p> | <p>— <i>possible behaviours of approach or invitation:</i></p> <ul style="list-style-type: none"> • smiling • teasing • holding hands • persistent and warm looks • phone calls • speaking to each other often • helping with school work • offering to practice a sport together, to go to a movie, etc. • offering to share a lunch • offering help such as carrying books, keeping a place, holding a bicycle, etc. • inviting to a party • wrestling • kissing • etc. |
| <p>8.3 To tell what these behaviours of approach and invitation mean to him.</p> | |
| <p>8.4 To compare his perception of approach with that of the persons of the opposite sex.</p> | <p>— <i>different approaches for the boy, for the girl</i></p> |
| <p>8.5 To say which approaches he accepts and favours.</p> | <p>— <i>expression of the pupil:</i></p> <ul style="list-style-type: none"> • what he accepts • what he doesn't accept |
| <p>8.6 To describe how he reacts to the various approaches.</p> | <p>— <i>verbal and non verbal reactions:</i></p> <ul style="list-style-type: none"> • to the approaches he favours • to the approaches he rejects |
| <p>8.7 To tell what the reactions of others to his approaches mean to him.</p> | |
| <p>8.8 To find the reasons for these various approaches.</p> | <p>— <i>examples of reasons:</i></p> <ul style="list-style-type: none"> • respect — lack of respect for the other • shared feelings compared to feelings which are not shared • moral and religious values • etc. |



THEME: Sexual Behaviour.

TERMINAL OBJECTIVE 9

TO INDICATE THE ESSENTIAL COMPONENTS OF AN ENRICHING SEXUAL RELATION.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|---|
| <p>9.1 To describe what he considers to be a sexual relation.</p> <p>9.2 To list different forms of sexual relations.</p> <p>9.3 To indicate the reasons that lead people to experience these forms of sexual relations.</p> <p>9.4 To become aware that one or the other of the reasons previously listed can prompt one or two people concerned to relate in one form or other.</p> <p>9.5 To indicate the possible consequences (positive or negative) or the various forms of sexual relations on the quality of the relation.</p> <p>9.6 To situate premature sexual relations on this analysis grid.</p> | <p>— <i>physical aspect</i>
— <i>affective aspect</i></p> <p>— <i>forms</i>:</p> <ul style="list-style-type: none"> • amorous union • sexual adventure <p>— <i>possible reasons</i>:</p> <ul style="list-style-type: none"> • to satisfy a physiological need • love • pleasure • fecundity • need for communication • to maintain a love relationship • to follow others' examples • to make someone happy • curiosity • desire for the other person • to dominate someone • etc. <p>— <i>positive consequences</i>:</p> <ul style="list-style-type: none"> • increased love • desired pregnancy • mutual pleasure • personal growth • profound communication • etc. <p>— <i>negative consequences</i>:</p> <ul style="list-style-type: none"> • deception • negative self-image • negative image of sexual relations • unwanted pregnancy • disillusionment • sexually transmitted diseases • societal disapproval <p>— <i>cf. 9.5</i></p> |
|--|---|

9.7 Beginning with the preceding reflections, describe the components of an enriching sexual relation.

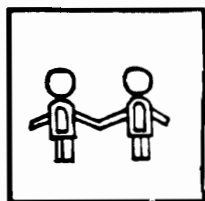
— components:

- pleasure, eroticism
- affection, tenderness
- love, commitment
- agreement and control of the fecundity

9.8 To indicate the conditions essential to an enriching sexual relation.

— *essential conditions*:

- common desire and consent
- love - affection
- respect - trust
- self-knowledge
- knowledge of the other person
- climate of security and trust
- maturity



THEME: Contraception.

TERMINAL OBJECTIVE 10

TO SITUATE CONTRACEPTION WITHIN THE TOTAL CONTEXT OF SEXUAL RESPONSIBILITY.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

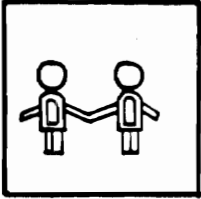
10.1	To indicate what he knows about contraception.	— <i>pupils' knowledge</i> — <i>examples:</i> • freedom • guilt • etc. • fear • self-esteem
10.2	To express his feelings concerning contraceptive methods.	— <i>concept of common responsibility or of the parents' responsibility.</i>
10.3	To discuss the male and female responsibility concerning birth control and contraception.	— <i>methods:</i> • prevention of fecundity and ovulation • prevention of the foetal development
10.4	To distinguish the methods according to how they work.	— <i>types of methods:</i> • Chemical: pills, spermicides • Mechanical: I.U.D., diaphragm, condom • Surgical: tubal ligation, vasectomy • Others: Ogino-Knauss Sympto-thermic Bellings and abstinence
10.5	To present the main methods, their effectiveness, the secondary effects and their relevance during adolescence.	— <i>nature of contraception</i> — <i>nature of abortion</i> — <i>link between lack of contraception and abortion</i>
10.6	To distinguish between contraception and abortion.	— <i>places:</i> • Family Planning Clinic • Doctor's office • Planned Parenthood Association • Women's Health Centre • Birth regulation service
10.7	To indicate where information and help concerning birth control and contraception are available, free and confidential.	
10.8	To learn about the rate of pregnancies and abortions in a specific age group.	
10.9	To be aware of certain moral and religious positions concerning contraception.	

10.10 To recognize the importance of family planning.

- *common goal of means of regulating births and methods of contraception*
- *concept of control over the consequences of sexual behaviour*
- *concept of the common responsibility of the two partners*
- *concept of family planning and responsibility*

10.11 To tie sexual responsibility to his personal sexual life plan.

- *choice*
- *expectation*
- *freedom and responsibility*



THEME: Sexual Abuse (Exploitation).

TERMINAL OBJECTIVE 11

TO BE AWARE OF THE POSSIBLE TYPES OF SEXUAL ABUSE AND THE AVAILABLE RECOURSE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

11.1 To name the kinds of sexual abuse.

— *kinds of sexual abuse:*

- rape, homosexual or heterosexual, prostitution, incest, pornography (through magazines, films, nude dancers, gadgets, etc), sexual harassment and constraints of the current practices among young people

— *reasons for sexual abuse*

11.2 To name the resources and organizations which afford help in case of need, and according to the kind of sexual abuse.

— *family resources:*

- parents, older brothers and sisters
- Block Parents

— *professional resources:*

- teacher, nurse, social worker, policeman, Director of Youth Protection, Family Planning Clinic, etc.

— *role of resource persons with which he may not be familiar*

— *how to reach them*

11.3 To review the legal consequences of certain forms of sexual abuse.

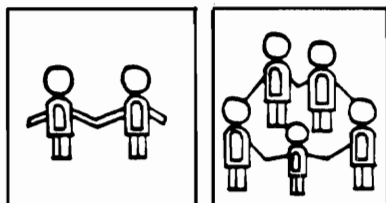
— *sections of the Criminal Code concerning rape, incest, prostitution, etc.*

11.4 To state the personal attitudes one should adopt in relation to these situations.

— *examples of attitudes:*

- prudence
- ability to decide
- vigilance
- self confidence
- assurance
- etc.

— *critical review of certain situations experienced*



THEME: Sexual Orientation.

TERMINAL OBJECTIVE 12

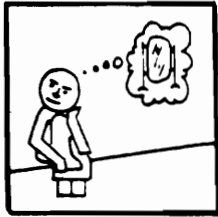
TO RESPECT THE DIVERSITY OF SEXUAL ORIENTATIONS AND BEHAVIOUR CHOICES.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

12.1 To give a short description of the various sexual orientations characteristic of human beings.	— <i>majority orientation:</i> • heterosexuality — <i>minority orientations:</i> • homosexuality • bisexuality
12.2 To identify the stages of psychosexual evolution.	— <i>various phases of growth:</i> • oral, anal, genital phases, latency, homosexual, heterosexual, elective heterosexual phases
12.3 To indicate the variables in the progress of each person.	— <i>duration, sequence, context</i> — <i>temporary phenomena in life</i> — <i>concepts of prevention and regression</i>
12.4 To indicate the possible options in the expression of human sexuality.	— <i>forms of life:</i> • couple • alone — <i>active genital life, put off until later, definite abstention</i>
12.5 To give the reasons that could motivate the previous choices.	— <i>reasons:</i> • attraction to the other person • affection • pleasure • incapacity of relating (fear, repression) • feeling of not being ready (waiting to be in love) • religious or moral reasons (waiting for marriage, religious celibacy) • personal autonomy to protect from social pressures (group, mass media, other adults) • other reasons
12.6 To identify the reasons for respecting people's orientations and sexual behaviours.	— <i>examination of concepts of pluralism and normality</i> — <i>the right of every human being to respect cf. Charter of the Rights and Liberties of the Person</i>

Terminal and Intermediate Objectives Second Cycle



THEME: Human Sexual Growth.

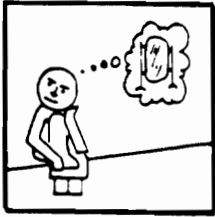
TERMINAL OBJECTIVE 1

TO SITUATE HIMSELF IN RELATION TO THE RESPONSIBILITIES ASSOCIATED WITH BIOLOGICAL SEXUAL MATURITY.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|--|
| <p>1.1 To describe the new capacities of his body.</p> | <p>— <i>capacity for having a complete sexual relation</i>
 — <i>capacity for procreation</i></p> |
| <p>1.2 To identify the personal responsibilities ensuing from the capacities of an adult body.</p> | <p>— <i>responsibilities towards himself:</i></p> <ul style="list-style-type: none"> • body hygiene • awareness of what is happening to him • awareness of the implications of his actions on the genital and affective levels • mastery of his behaviour in accordance with the various implications entailed by this adult power <p>— <i>responsibilities towards others:</i></p> <ul style="list-style-type: none"> • respect for the feelings, emotions, and desires of others • respect of the level of commitment that the other person values or accepts • awareness of the implications of his action on the sexual and affective level in the life of others |
| <p>1.3 To indicate certain values apt to guide him in the expression of his sexuality.</p> | <p>— <i>values:</i></p> <ul style="list-style-type: none"> • love, tenderness, mutual enrichment, respect of the other person, responsibility, autonomy, etc. |
| <p>1.4 To express his feelings concerning these new responsibilities.</p> | |



THEME: Personal Options.

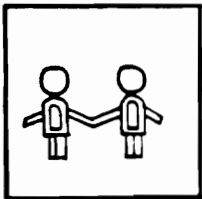
TERMINAL OBJECTIVE 2

TO UNDERSTAND THE IMPORTANCE OF MAKING HIS PERSONAL CHOICES CONCERNING HIS SEXUAL LIFE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>2.1 To review the factors that influence his decisions.</p> <p>2.2 To review the implications of the physiological, psychological, and social developments that occur in adolescence.</p> <p>2.3 To review the requirements implied by the greater autonomy of adult life.</p> <p>2.4 Referring to the considerations mentioned in 2.1, 2.2 and 2.3, to indicate the different ways in which he can assume his adult sexuality.</p> <p>2.5 To indicate the personal consequences of choices related to the responsibility of an adult sexuality.</p> <p>2.6 To describe in his own words the choice that seems the best and the reasons justifying it.</p> <p>2.7 To express how he feels in the quest of a personal option in these subjects.</p> | <p>— <i>cf. Terminal Objective 6, Secondary 1st Cycle</i></p>
<p>— <i>cf. Terminal Objective 5, Secondary 1st Cycle</i></p> <p>— <i>examples:</i></p> <ul style="list-style-type: none"> • to follow the styles • to adjust to the pressures and practices of certain groups • to imitate the models presented by the media • to obey his parents • to let a partner dominate him • to assert himself in an egotistical way • to assert himself personally taking into consideration his values and the social context • etc. <p>— <i>personal consequences for:</i></p> <ul style="list-style-type: none"> • personal development • self-esteem • the development of an enriching relationship between the couple. • a valuing relationship at work, etc.
<p>— <i>feelings:</i></p> <ul style="list-style-type: none"> • satisfaction of making a personal choice • perplexity, uneasiness in face of the difficulty he meets or the pressure he experiences |
|---|---|



THEME: Sexual Behaviour.

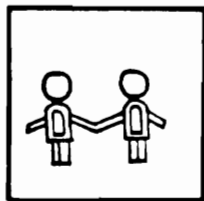
TERMINAL OBJECTIVE 3

TO COMPLETE HIS KNOWLEDGE IN RELATION TO THE COMPONENTS OF SEXUAL RELATIONS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>3.1 To clarify his questions concerning genital sexual contact and seek for relevant information.</p> <p>3.2 To indicate what differentiates boys and girls in their reactions to sexual relationships.</p> <p>3.3 To demythologize the image of sexual contact given by the media.</p> <p>3.4 To understand that relationships or life as a couple require particular conditions.</p> <p>3.5 To be aware of the effects of alcohol and drugs on genital sexual relations.</p> | <p>— <i>according to the pupils' questions:</i></p> <ul style="list-style-type: none">• expectations and expression of the pupils <p>— <i>examples:</i></p> <ul style="list-style-type: none">• image of the Prince Charming, male chauvinist pig, or Don Juan• image of the beautiful princess, of the passive woman, the "femme fatale"• relationships that are always harmonious• silence about the utilization of contraception• orgasm infallibility and on demand• etc. <p>— <i>conditions:</i></p> <ul style="list-style-type: none">• adaptation• understanding• communication• adjustment• sense of compromise• respect• security• maturity• love, desire• self-knowledge <p>— <i>effects:</i></p> <ul style="list-style-type: none">• effects of a physiological nature• loss of self-control• negative psychological effects |
|---|---|



THEME: Contraception.

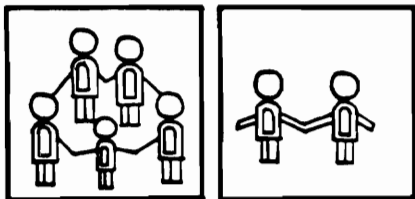
TERMINAL OBJECTIVE 4

TO EXPAND HIS KNOWLEDGE CONCERNING REPRODUCTION,
REGULATION OF BIRTH, AND CONTRACEPTION.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

-
- | | |
|---|---|
| <p>4.1 To clarify his questions concerning reproduction, regulation of birth and contraception.</p> <p>4.2 To expand his knowledge concerning methods of birth control.</p> <p>4.3 To express what he thinks about the possibility of using one or the other of the methods of contraception or of birth control.</p> <p>4.4 To obtain the opinion or opinions of the people around him on birth control and contraception.</p> <p>4.5 To recognize the necessity of responsible procreation.</p> | <p>— <i>cf. Terminal Objective 10, 1st Cycle Secondary and augment the information</i></p> <p>— <i>elements of reflection:</i></p> <ul style="list-style-type: none">• advantages• disadvantages• personal feelings• different life situation <p>— <i>environment:</i></p> <ul style="list-style-type: none">• in his family• his friends• media• different religious denominations <p>— <i>concepts:</i></p> <ul style="list-style-type: none">• concept of responsible person• concept of responsible maternity and paternity |
|---|---|



THEME: Pleasure.

TERMINAL OBJECTIVE 5

TO RECOGNIZE THE IMPORTANCE OF PLEASURE IN HUMAN SEXUALITY.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

5.1 To express in his own words the meaning of the term pleasure for him.

— *examples:*

- pleasure means receiving
- pleasure means giving
- pleasure means sharing
- pleasure means well-being
- etc.

5.2 To indicate the different kinds of pleasure that human sexuality entails.

— *pleasures:*

- pleasures of loving and of being loved by the other person
- pleasure of cooperation, of communication
- sensory pleasure of:
 - finding the other person beautiful
 - fondling and being caressed by the other person
 - orgasm
- building together, making plans
- giving birth to a child and breast feeding him

5.3 To identify what pleasure contributes to human sexuality.

— *contributions:*

- well-being
- maturation
- appreciation of the other person
- closer communication between the persons

5.4 To describe the negative consequences of the exclusive search for pleasure in human sexuality.

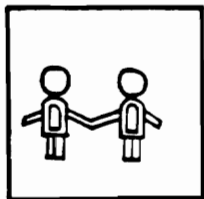
— *negative consequences:*

- irresponsibility
- egoism
- jealousy
- despotism
- violence
- sexual abuse

5.5 To lead a mature sexual life by associating the value of pleasure with other basic values.

— *values:*

- moral sense
- freedom
- human dignity
- responsibility
- well-being
- respect for others
- sharing
- esteem for self and for others
- etc.



THEME: Sexual Relations During Adolescence.

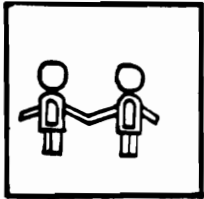
TERMINAL OBJECTIVE 6

TO UNDERSTAND THE IMPLICATIONS OF SEXUAL RELATIONS DURING ADOLESCENCE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

6.1 To identify the main conditions underlying sound and responsible sexual relations.	— <i>conditions:</i> • mutual consent • the capacity to assume responsibility and consequences • maturity • psychological security • absence of sexually transmitted diseases
6.2 To be aware of the consequences for the boy and girl of a pregnancy during adolescence.	— <i>consequences for the boy and girl:</i> • physical implications • physiological implications • social and family implications • implication for the adolescents' development and for the future
6.3 To be aware of the consequences for the child to be.	— <i>consequences for the child to be:</i> • mental and physical health • absence of parents
6.4 To indicate the measures to take for a responsible sexuality.	— <i>measures:</i> • contraception • abstinence
6.5 To be aware of the resources and solutions in the case of pregnancy during adolescence.	— <i>resources:</i> • family • organizations that offers assistance (C.L.S.C., C.S.C., etc.) — <i>solutions (advantages and disadvantages):</i> • custody of the child • interruption of pregnancy: types, medical risks, legal and moral aspects • adoption
6.6 To state his personal criteria for decisions concerning sexual activity.	— <i>criteria for decisions:</i> • moral criteria • social criteria • personal development criteria



THEME: Personal Plan for a Relationship Between a Couple.

TERMINAL OBJECTIVE 7

TO DEFINE THE SCOPE OF THE EXPECTATIONS AND REQUIREMENTS THAT RESULT FROM A RELATIONSHIP BETWEEN A COUPLE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|---|
| <p>7.1 To describe the man or woman you would like to be.</p> <p>7.2 Following observation, to identify the possible behaviours of the man and of the woman in the life of a couple and at work.</p> <p>7.3 To identify the important aspect of a relationship between a couple.</p> | <p>— <i>personal answers</i></p> <p>— <i>possible aspects:</i></p> <ul style="list-style-type: none"> • physical, intellectual, affective characteristics • ideal model <p>— <i>behaviours indicating domination:</i></p> <ul style="list-style-type: none"> • authoritarianism, selfishness inequality in family tasks <p>— <i>behaviours indicating equality:</i></p> <ul style="list-style-type: none"> • complementarity, respect, consideration, autonomy, altruism, consultation in the education of the children <p>— <i>possible aspects:</i></p> <ul style="list-style-type: none"> • <i>affective level:</i> <ul style="list-style-type: none"> • personal concepts of beauty • criteria of personality • tenderness • love • friendship • eroticism • esteem • relaxation • <i>relational level:</i> <ul style="list-style-type: none"> • dependency as opposed to autonomy • sense of commitment • respect for the individual • listening • consideration of others • mutual assistance • availability • tolerance • reciprocity • comprehension • <i>intellectual level:</i> <ul style="list-style-type: none"> • compatible tastes and interests • <i>moral level:</i> <ul style="list-style-type: none"> • justice • faithfulness • goodness • strength of character • honesty • authenticity |
|--|---|

7.4 To evaluate means of achieving life as a couple.

— *means*

- necessity for realism
- respect of the other person
- compatibility of characters and tastes
- desire to constantly build a balance between personal plans and plans made by the couple

7.5 To discuss the necessity of preparing for life as a couple.

— *personal lack of experience*

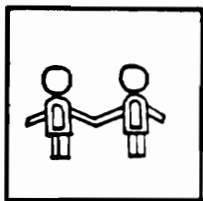
— *effects of such a plan on his life*

— *complexity of the plan*

7.6 To indicate the resources likely to help him prepare his life as member of a couple.

— *resources:*

- his parents
- his older brothers and sisters
- his grand parents
- Youth Consultation Center
- reading
- organizations specialized in preparation to marriage and to life as a couple



THEME: Sexually Transmitted Diseases.

TERMINAL OBJECTIVE 8

TO ADOPT AN ENLIGHTENED AND RESPONSIBLE ATTITUDE TOWARDS SEXUALLY TRANSMITTED DISEASES.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

8.1 To define sexually transmitted diseases.	— <i>definition:</i> • diseases transmitted through sexual relations
8.2 To discuss the myths concerning these diseases.	— <i>myths:</i> • they are immoral • one must be ashamed and hide them • these diseases occur only in the disadvantaged social classes, or other ethnic groups
8.3 To list the main types of sexually transmitted diseases and indicate the causes.	— <i>types and causes:</i> • gonorrhea caused by the gonococcus (bacteria) • syphilis caused by a spirochete treponema pallidum (microbe) • genital herpes: of a viral nature • chlamydia
8.4 To review the effects as well as the treatment of sexually transmitted diseases.	— <i>effects on men and women</i> — <i>treatment of men and of women</i>
8.5 To indicate the symptoms of these diseases.	— <i>symptoms in men</i> — <i>symptoms in women</i>
8.6 To indicate preventative measures.	— <i>preventative measures:</i> • condoms • abstinence • intimate awareness of partner • concern about his own health — <i>detection tests</i>
8.7 To indicate the consequences to be feared if these diseases are neglected.	— <i>consequences:</i> • evolution of the diseases • spreading
8.8 To discuss responsibility towards the partner or partners in the case of sexually transmitted diseases.	— <i>obligation to report the disease</i> — <i>to see a doctor</i>
8.9 To express his questions and fears concerning these diseases.	— <i>fear of the parents' reaction</i>

8.10 To know where to seek help in case of sexually transmitted diseases.

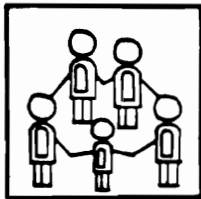
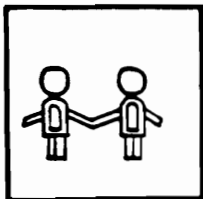
— *organizations:*

- hospitals
- C.L.S.C.
- D.S.C.

— *individuals:*

- family doctor
- all adults you trust

— *confidentiality of the case, even for minors*



THEME: Sexual Exploitation.

TERMINAL OBJECTIVE 9

TO TAKE A CRITICAL ATTITUDE IN RELATION TO THE DIFFERENT TYPES OF SEXUAL EXPLOITATION.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

9.1 To name the types of sexual exploitation of which people can be victims.

— *types of exploitation:*

- prostitution: homosexual and heterosexual
- incest
- pornography
- commercial nudity
- rape
- sexual harassment
- current styles and practices

9.2 To indicate the reason for the various types of sexual exploitation.

— *reasons:*

- consumption of drugs and alcohol
- profit
- domination of one sex over the other
- etc.

9.3 To criticize the forms of sex marketing.

9.4 To know the resources and organizations which can be contacted when necessary.

— *resources:*

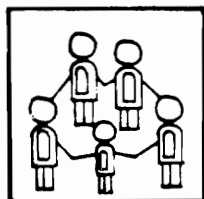
- family resources: parents, older brothers and sisters, Block Parents
- professional resources: teacher, nurse, social worker, policeman, Director of Youth Protection, pastoral animator, etc.

— *role of the resource persons of which he may be unaware*

— *how to reach them*

9.5 To review the sanctions provided by the Criminal Code for certain forms of sexual exploitation.

— *pertinent elements of the Criminal Code*



THEME: Sexual Roles and Stereotypes of Sexual Roles.

TERMINAL OBJECTIVE 10

TO SITUATE HIMSELF IN RELATION TO THE VARIOUS SEXUAL ROLES AND STEREOTYPES OF SEXUAL ROLES.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

10.1 To recognize what can constitute a stereotype of sexual roles in one's experience.	— <i>stereotype of sexual roles in the interpersonal relationships</i> • open initiatives • hidden initiatives • verbal expressions • non-verbal expressions — <i>in the orientations of life:</i> • daily tasks • sports • leisure activities • choice of a career • etc.
10.2 To recognize what can constitute a stereotype of sexual roles in society in general.	— <i>stereotype concerning:</i> • work • professional orientation • family life • public person and idols of the artistic or sports world • leisure activities • the "gang" • the school • life in the district (friends, neighbors, etc.) • etc.
10.3 To indicate concrete actions to eliminate stereotype of sexual roles.	— <i>individual actions (anti-stereotype individual behaviours)</i> — <i>collective actions:</i> • magazines, organizations, union committees dealing with the advancement of the women's rights. • new legislation • Commission of the Rights of the Person • anti-sexist publicity
10.4 To express an enlightened point of view on these questions.	— <i>personal reactions compared to the reactions of the people around you</i> — <i>justification for his positions</i>

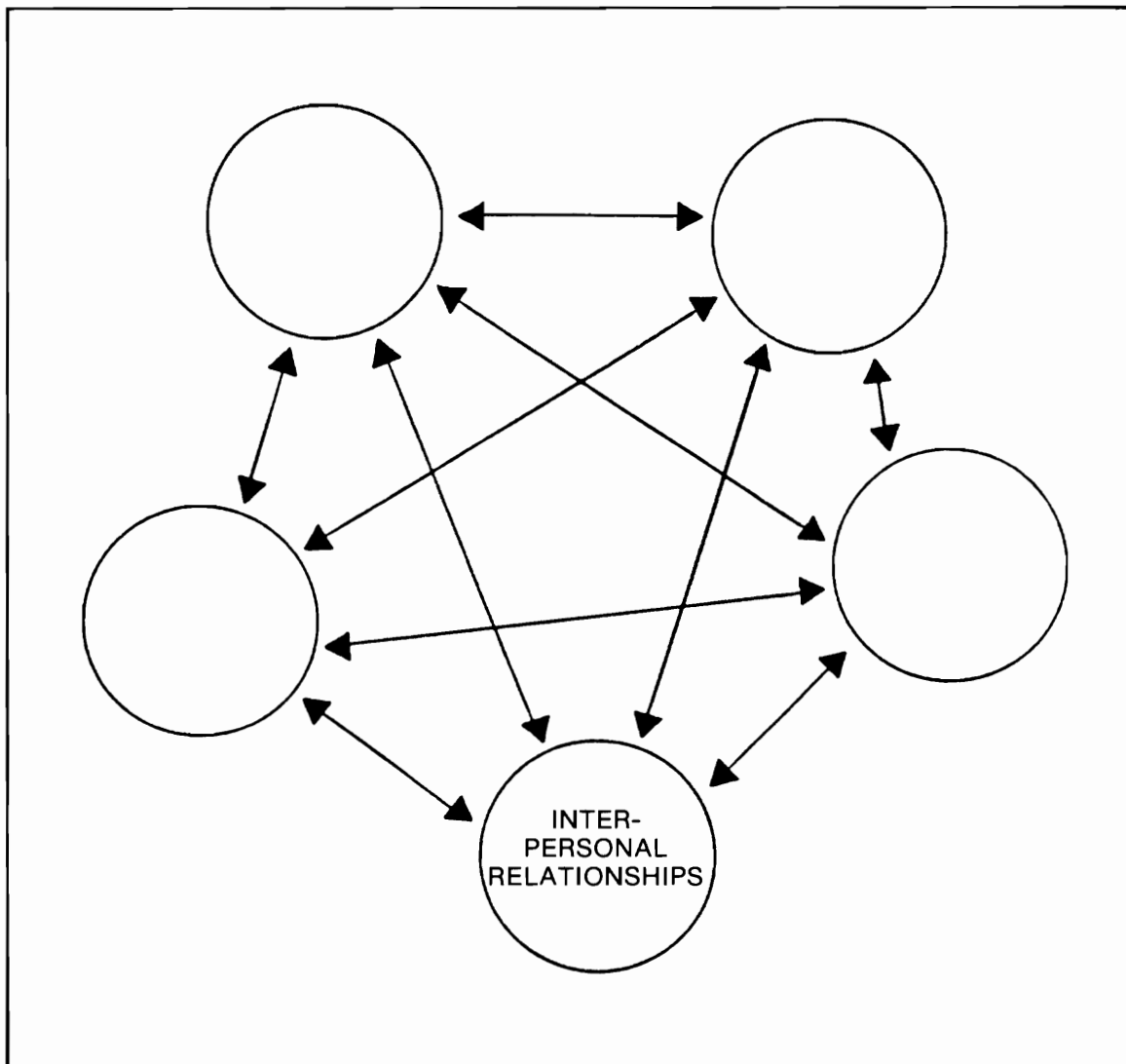
BIBLIOGRAPHY

- ALSTEINS, A., *La masturbation chez l'adolescent*. Bruxelles: Desclée de Brouwer, 1967.
- ASSEMBLÉE DES ÉVÊQUES DU QUÉBEC. *Une approche pastorale de l'éducation sexuelle*, Déclaration du Comité épiscopal de l'éducation, Secrétariat de l'épiscopat. Montréal: 1981.
- BAKER, Robert and Elliston, Frederick (Eds), *Philosophy and Sex*. Buffalo: Prometheus Books, 1975, 397 p.
- BERGE, André. *L'éducation sexuelle chez l'enfant*. Ed. P.U.F., Coll. S.V.P. 1970, 167 p.
- BOURGEAULT, G. *Sexualité humaine: enjeux éthiques et politiques*, dans Cahier de recherches éthiques 3, Fides, 1976, pp. 61-72.
- BRODERICK, Calfred B., and Bernard Jessie. *The Individual, Sex and Society*. Baltimore: Johns Hopkins Press, 1969, 406 p.
- BROWN, Lorna (Ed). *Sex Education in the Eighties. The Challenge of Healthy Sexual Evolution*. New York: Plenum Press, 1981, 264 p.
- BUREAU DE CONSULTATION JEUNESSE INC. *La sexualité des 15-20. La comprendre. - La vivre*, Fédération du Québec pour le planning des naissances. Montréal: 1981, 4^e édition revue et corrigée.
- BURT, John, BROWER Linda A. *Education: concepts et plans de cours*, Trad. par Léon O. Cardyn, Adapt. par Gaston Gauthier. Montréal: Ed. HRW, Toronto: Saunders, 1973.
- BURTH, J. Macks, Linda B. *Toward a Healthy Sexuality*. Philadelphia: Saunders, 1973, 247 p.
- CALDERONE, Mary S. (Ed). *Sexuality and Human Values. The Personal Dimensions of Sexual Experiences*. New York: SIECUS, 1974.
- COHEN, J. et al. *Encyclopédie de la vie sexuelle: de l'anatomie à la psychologie*. Ed. Hachette, 5 volumes, 1976.
- COMITÉ CATHOLIQUE DU CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *L'éducation sexuelle dans les milieux scolaires catholiques du Québec*: Québec: ministère de l'éducation, 1976.
- COMITÉ PROTESTANT DU CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *L'éducation sexuelle dans les milieux scolaires protestants du Québec*: Québec: ministère de l'éducation, 1976.
- CONSEIL DU STATUT DE LA FEMME. *Pour les Québécoises, égalité et indépendance*. Éditeur officiel du Québec. Bibliothèque nationale du Québec, Ch. I, II, 1978.
- CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *L'éducation sexuelle, Recommandations au ministre de l'Éducation*, 1981.
- CREPAULT, Claude. *La complémentarité érotique*. Educom-Ottawa: 1976, 136 p.
- CREPAULT, Claude, Lévy, Joseph Josy. Gratton, Henri (Eds). *Sexologie contemporaine*. Québec: Presses de l'Université du Québec, 1981, 422 p.
- CREPAULT, Claude et Lévy, Joseph Josy. *La sexualité humaine: fondements bioculturels*. Montréal: Presses de l'Université du Québec, 1978.
- DESAULNIERS, Marie Paule. *L'éducation sexuelle et les valeurs*. Conférence de l'Office international de l'enseignement catholique OIEC, Bangkok, Thailand, in Lumen vitae vol XXVIII, 2, 1982.
- DUHL, Bunny S., Changing Sex Roles, Information Without Process, in *Social Casework*, Feb. 1976. Vol. 57, No. 2, pp. 80-87.
- DURAND, Guy. *Éthique de la rencontre sexuelle*. Montréal: Fides, 1971.
- Enfance et sexualité*. Actes du symposium international tenu à l'Université du Québec à Montréal, Montréal: Éditions Études vivantes, 1979, 789 p.
- ERIKSON, E.H. (1955), *Sex Differences in the Play Configurations of American Pre-Adolescents*, in Margaret Mead, Martha Wolfenstein (eds), *Childhood in Contemporary Cultures*, Chicago U. of Chicago Press, pp. 324-341.
- GAGNON, John H., "Sexuality and Sexual Learning in the Child", *Psychiatry*, Vol. 28, No. 3, (August 1965), pp. 212-228.
- GAGNON, J.H., Simon W., On Psychosexual Development in D.A. Goslin (ed) *Handbook of Socialization: Theory and Research*. New York: McGraw-Hill, 1969.
- GESELL, A. et al. *L'enfant de 5 à 10 ans*. Ed. P.U.F., 1975, 488 p.
- GILLIGAN, Carol, "Sexual Dilemmas at the High School", in Calderone, Mary S. (ed), (of SUPRA), pp. 98-110.
- GOCHROS, Harvey L., Schultz, Le Roy G. *Human Sexuality and Social Work*. New York: Association Press, 1972, 384 p.
- GUINDON, André. *Le langage sexuel*, Cahiers de recherche éthique, Vol. 3, Fides, 1976.
- JEAN PAUL II. *À l'image de Dieu. Homme et Femme*. Une lecture de Genèse 1-3, Paris: éditions du Cerf, 1980, 200 p.

- KAHLHEY, Lawrence. Essay on Moral Development, Vol. I, *The Philosophy of Moral Development*. San Francisco: Harper and Row, 1981, 441 p.
- KAHLHEY, Lawrence. "Moral Stages and Sex Education", in Calderone, E. Mary S. (ed), (Cf. SUPRA), pp. 111-122.
- KATCHADOURIAN, H., D. Lunde, R. Trotter. *La sexualité humaine*. Montréal: traduit par Louise Villeneuve, Ed. HRW, 1982, 440 p.
- LEVY, Joseph Josy and Dupras André, (Eds). *La sexualité au Québec. Perspectives contemporaines*. Longueuil: Éditions IRIS, 1982, 539 p.
- LEWINSOHN, Richard. *Histoire de la vie sexuelle*. Paris: Payot, 1957, 409 p.
- MACCOBY, Eleanor (Ed). *The Development of Sex Differences*. Stanford: Maccoby, Stanf. Univ. Press, 1969.
- MASTERS, W.H., et V.E. Johnson. *Les réactions sexuelles*. Paris: Laffont, 1968.
- MINISTÈRE DE L'ÉDUCATION, Situation actuelle et situation en regard de l'éducation sexuelle. *Résultats d'une enquête menée auprès des commissions scolaires du Québec*, Direction générale du développement pédagogique, Québec: Oct. 1980, 120 p.
- MONEY, John and Tucker, Patricia. *Sexual Signatures. On Being a Man or a Woman*. Boston-Toronto: Little, Brown and Co., 1975, 250 p.
- REICH, Wilhem. *La révolution sexuelle*. Paris: Plan 1968, 317 p.
- SAMSON, Jean-Marc. «La structure du jugement moral et l'éducation sexuelle», in Bergeron André et Trempe, Jean-Pierre (Eds), *Sexologie: perspectives actuelles*, Montréal: Presses de l'Université du Québec, 1978, pp. 319-340.
- SAMSON, Jean-Marc. *L'éducation sexuelle à l'école*. Montréal: éd. Guérin, 1974, 327 p.
- SAMSON, Jean-Marc. «L'éducation sexuelle à la québécoise. Le document du comité catholique sur l'éducation sexuelle», *Cahiers de recherche éthique*, Montréal, 3, 1976.
- SCHLESINGER, Benjamin. *Sexual Behavior in Canada, Patterns and Problems*. Toronto: University of Toronto Press, 1977, 326 p.
- SIMON, Sidney B. Leland Horne W., Kirschenbaum Howard. *À la rencontre de soi-même*. 80 expériences de clarification de valeurs, Ed. fr. Institut de développement humain, Québec: 1972, 400 p.
- STEICHEN, Robert. «Relations entre la sexualité des enfants et la sexualité de leurs parents dans la genèse de troubles sexuels», in *Actes du Symposium international tenu à l'Université du Québec à Montréal du 7 au 9 septembre*, Montréal-Paris: Éditions Études Vivantes, 1980, p. 578-598.
- TODJMAN, Gilbert. *Réalités et problèmes de la vie sexuelle, Adultes*. Paris: Hachette, 1975, 280 p.
- TODJMAN, Gilbert. *Réalités et problèmes de la vie sexuelle, Adolescents*. Paris: Hachette 1978, 224 p.
- TREMBLAY, Jean. Programme d'information préventive en milieu scolaire, Bilan et Perspectives, *Conférence donnée dans le cadre du Symposium sur la sexologie au Québec*, Montréal: May 1978.
- VAN LIER, H., *L'intention sexuelle*. Casterman, Tournai, 1968.

SECTION C

Interpersonal Relationships Education



SUMMARY

1. Contribution of Interpersonal Relationships Education to the Pupil's Development.
2. Relationship of "Interpersonal Relationships Education" with the Other Sections of the Program.
3. Issues of the "Interpersonal Relationships Education" Section.
 - 3.1 The Evolution of Society
 - 3.2 Impact of the Media on the Quality of Interpersonal Relationships.
 - 3.3 Interpersonal Relationships: an Apprenticeship
 - 3.4 Family and School — Partners in Interpersonal Relationships Education
 - 3.4.1 The Family — First Place of Education in Interpersonal Relationships
 - 3.4.2 The School — Complement to Interpersonal Relationships Education
4. Orientations of "Interpersonal Relationships Education"
 - 4.1 Basis of a Quality Interpersonal Relationship
 - 4.2 Characteristics of a Quality Interpersonal Relationship
 - 4.3 Prerequisites to the Establishment of Quality Interpersonal Relationships
 - 4.4 Overall Objective of the "Interpersonal Relationships Education" Section
 - 4.5 Objectives of "Interpersonal Relationships Education"
 - 4.6 General Objectives
5. Contents and Learning Objectives
 - 5.1 Contents
 - 5.2 General Objectives
6. Bibliography

1. CONTRIBUTION OF INTERPERSONAL RELATIONSHIPS EDUCATION TO THE PUPIL'S DEVELOPMENT

Interpersonal Relationships Education, like all other sections of the program, contributes to the pupil's personal and social development because it answers the individual's basic need for communication.

On the personal level, this section deals with the prerequisites for sound communication, such as self-awareness and self-esteem which characterize him as a human being with needs, interests, feelings, attitudes, abilities, and expectations. These characteristics constitute elements to know, understand, and develop in order to promote personal growth.

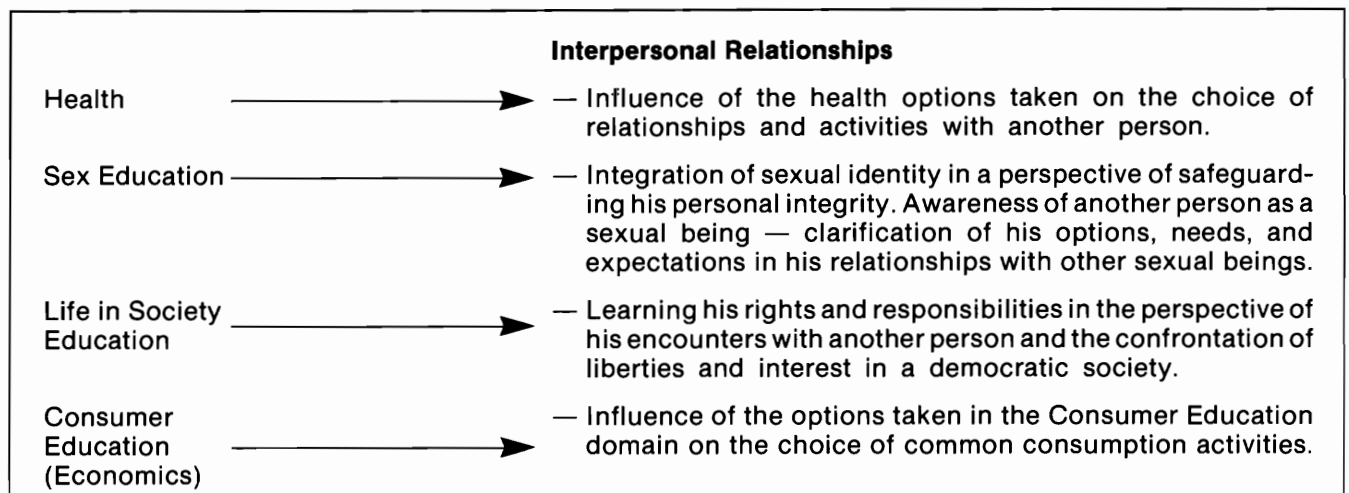
On the social level, Interpersonal Relationships Education deals with the knowledge of the components of a relationship and the phenomena linked to

it. It also deals with awareness and opening to others with whom the person can establish a relationship, a source of well-being and mutual stimulation to excel.

2. RELATIONSHIP OF "INTERPERSONAL RELATIONSHIPS EDUCATION" WITH THE OTHER SECTIONS OF THE PROGRAM

The section "Interpersonal Relationships Education" is related to each of the other sections of the program. An apprenticeship in human relationships would be incomplete without the contribution of the concepts of health, sexuality, social life, and consumption which constitute the frame on which interpersonal relationships are woven. The chart which follows presents the main incidences of the other sections on Interpersonal Relationships Education.

THE RELATIONSHIPS OF INTERPERSONAL RELATIONSHIPS EDUCATION WITH THE OTHER SECTIONS



3. ISSUES OF "INTERPERSONAL RELATIONSHIPS EDUCATION"

What is the justification for introducing a program of Interpersonal Relationships Education into school? The evolution of society, the impact of the media, and the need for learning are among the main factors justifying such a program in schools.

3.1 THE EVOLUTION OF SOCIETY

The rapid evolution of society, particularly that of Quebec, leads to a questioning and an adjustment of values and needs and in consequence, considerably modifies the lifestyles of the citizens.

Two decades ago, Quebec was still a traditional society; today it has become a post-industrial society in which technology has repercussions on the nature of human relationships, particularly at work and in private life. The acceleration of the pace of life and the increasing mobility of the population are among the main factors responsible for the changes at this level.

The economic restrictions of a society that is becoming more and more complex and is forever changing have caused profound modifications in the context and habits of work. Absence from home has been extended, bringing about the emergence of a parallel system of relationships often reinforced by the necessity of working in teams, of moving frequently, of distant transfers, not to mention work in isolated regions. These transfers often develop at the expense of the social, family, friendly, and neighbourhood relationships. Each person is uncomfortably aware of the temporary nature of certain relationships.

Today, a person establishes more contacts with others, contacts that are diversified, and that last for a short or for a long time. The fact the individual broadens his social life does not ensure that it is of better quality.

During recent decades, an unprecedented cultural upheaval on the religious as well as the social and affective levels, could be observed. New values have been proposed such as equality of the sexes, personal growth, authenticity, autonomy, and democracy. These values serve as the basis for a tentative re-definition of the concept of the person, of society, and of interpersonal relationships.

Nearer to the child, this revival of values manifests itself through the break-up of the family, the increasing popularity of temporarily living together, and the liberalization of manners and customs.

In fact, culture, which is the basis of rational codes, is undergoing a profound transformation whose consequences have been accentuated by the impact of the electronic media.

3.2 THE MEDIA'S IMPACT ON THE QUALITY OF INTERPERSONAL RELATIONSHIPS

The technological revolution has profoundly changed communications and their contribution to human relationships. Telecommunications enable people who are far apart to communicate more often; the telephone has replaced the letter. In fact, whether they are working relationships, family, friendly, or love relationships, a few seconds suffice to make contact with the desired person. Rapid progress has certainly been appreciable. One should, however, avoid limiting interpersonal relationships to verbal exchanges with no physical contact. The importance of non-verbal language in communication, such as a handshake, a smile, a look is well established.

Some people blame T.V. for more serious consequences. T.V. permanently monopolizes the leisure time of the majority of people at the expense of meetings and social relationships. Too often, T.V. represents the lull, the way out of a profound solitude, even the favoured way to delay conflicts or concerns. More and more adults are becoming aware of the omnipresence of television in their lives, and endeavour to subject themselves to a discipline or adopt a lifestyle which gives more encouragement to communication.

What can be said about the place television occupies in the life of young people? According to a survey conducted by the C.R.T.C.*, youngsters from about 2 to 11 years of age spend approximately 25 hours per week watching T.V. In all, they devote 1 300 hours per year to this activity in comparison to a school year, in which their presence in school amounts to 1 000 hours.

3.3 INTERPERSONAL RELATIONSHIPS — AN APPRENTICESHIP

As noted previously, the cultural revolution offers a challenge to the establishment and the development of interpersonal relationships. Indeed, the need to communicate, to live in harmony with one's self and with others, remains. This is made evident by society's interest in the quality of its relationships. One has but to consider the increasing popularity of individual or group therapies and the importance given by organizations to the development of genuine human relationships in the world of work.

The learning about of human relationships certainly occurs through daily experience. Nevertheless, it will be more enriching and valuable if it results from an enlightened and progressive awareness.

* Canadian Radio and Television Commission, 1978.

3.4 THE FAMILY AND THE SCHOOL — PARTNERS IN INTERPERSONAL RELATIONSHIPS EDUCATION

3.4.1 The Family — First Introduction to Interpersonal Relationships

The child experiences his first contacts with others in the family. Intimately tied to one parental figure, he then opens up to the other, the father or the mother, his brothers, sisters, relatives, and friends. In the family, he experiences different kinds of relationships: love, authority, equality, friendship. As situations arise, he learns to communicate, share, appreciate differences, solve conflicts, become responsible, express his wishes and opinions, live frustrations, in short, to develop his ego.

The family represents the soil in which his first exchanges with his environment are rooted. It is within this family that he will first situate himself by becoming aware of his own existence and that of others. This first contact with this reality is situated on a continuum extending from the lack of differentiation to maturation. If he is self-confident, he will not perceive the other person as a rival, but rather as a person differing from him. If he does not feel threatened in his physical and psychological integrity, he will be able to live in harmony with himself and with the other person, to communicate and play a positive role in a relationship.

3.4.2 The School — Complement to Interpersonal Relationships Education

As the child grows, he broadens his relationships: the yard, the street, the park and the school offer him a range of possible relationships. Everyday at school the child meets other children of the same age or older, and many adults. In class, in the school yard, in the halls, the child is constantly in relationship with other people, among whom there will be a number with whom he will be in a relationship, whether or not he chooses to be.

These multiple relationships often result in difficulties and anxieties that can cause conflicts. The child, often helpless or awkward in these situations, will sometimes turn to his elders or to adults for protection and for a solution to his problems. The teacher arbitrates as best he can, but too often to a limited extent.

The school, in conjunction with the family, should provide the child with means of improving the quality of his relationships with others and solving his own difficulties. Because of the richness of its environment in terms of human relationships, it must give these tools to the pupil. The child will then develop his ability to communicate and to increase his self-actualization with others through a reflection on himself, on others and on the implications of an interpersonal relationship.

It is accepted that school is the preferred place for systematic learning; there, young people can “sustain” and broaden their network of relationships, experience the similarity or difference of attitudes, behaviours, and roles of different groups and individuals. Lastly, depending on their stage of development, they can reflect on the value of their present relationships and furnish themselves with the means of increasing the quality for themselves and for their environment.

Interpersonal Relationships Education in school constitutes a powerful lever for the personal and social growth of the child as it encourages a deep and organized reflection on the nature of the human being and an awareness of one self and of others which serve as basis for genuine relationships.

4. ORIENTATIONS OF THE SECTION “INTERPERSONAL RELATIONSHIPS EDUCATION”

What main orientations should be given to Interpersonal Relationships Education? What developmental objectives should be prominent? What values should be recognized?

These questions are partially answered in the study of the basis and characteristics of a quality relationship that is offered.

4.1 BASIS OF A QUALITY INTERPERSONAL RELATIONSHIP

Everyone feels the need to live in harmony with others, to discover the zest for life, to be loved by others and to love them in their similarities and their differences, to be present to others and feel that others are present to them, to mature with the other person, and this is what can be termed a quality relationship. For relationship to have quality, it must be based on motivation and a common commitment of the persons.

A Common Motivation

All relationships are born of a meeting of two identities - common interest, common plan, or mutual desire to be with another person. In the absence of a common motivation, no tie between persons is possible. One will talk rather about an interaction or accidental meeting that can give birth to a relationship.

A Common Commitment

To commit oneself means to participate, to invest one's energy in work, leisure, relationships with others. Commitment is possible only if the person is internally motivated to self-actualize himself with the other person. A common commitment exists in a

relationship in which each person utilizes all his personal energy to reach a goal shared with the other.

Certain people constantly fear that a commitment will limit their freedom and autonomy. They rather choose to experience contacts entailing no obligation. What they ignore is that a commitment is a source of development if it answers an internal motivation for self-actualization. The greater the motivation, the deeper the commitment.

An interpersonal relationship should favour the full expression of the persons in relationship and the personal maturation of each. A relationship desired by both persons entails a commitment towards the other, and thus contributes to the establishment of a quality relationship.

4.2 CHARACTERISTICS OF A QUALITY INTERPERSONAL RELATIONSHIP

The quality of a relationship can be recognized by the presence of three main elements: mutual consideration, exchange, and compromise. These elements are present in occupational, friendly, amorous, family, or neighborhood relationships.

Mutual Consideration

Being oneself with another person allows an objective acceptance of the other person's identity. The other person can then be considered different from oneself without preconceived opinions. Envy, the feeling of inferiority so often experienced, is absent from the relationship. Mutual consideration allows people to be themselves, genuinely and in totality. To be considered, creates an awareness of one's value, of one's own personality. To consider the other person means that one recognizes that this person is different, and that this difference is appreciated. The other person constitutes a source of enrichment of stimulation to excel because he is not threatening. When this condition is satisfied, it permits a valid exchange between the persons in relationship.

The Exchange

The quality of a relationship implies a certain degree of exchange, that is a change in the behaviours and attitudes of each person: exchange of opinions, feelings, roles, with each one bringing the other understanding, assistance, sometimes knowledge, advice, and respect.

Each person brings to the other what he is, in his richness, his weaknesses, and his ways of understanding and living reality. Exchanging is the condition for the establishment of a relationship of equality without omitting, however, the possibility of a certain form of authority or influence in the relationship.

Nevertheless, the special features of a relationship in which there exists a genuine exchange stem from the alternation of roles. Thus, nobody is under the impression that he is manipulated, smothered, diminished, nor does he take pleasure in doing this.

The "Accepted" Compromise

The value of a quality interpersonal relationship stems from a common desire for self-actualization and for feeling oneself in evolution with the other. The person in a relationship must be able to express himself freely without violating the other person's well-being, hence the importance of accepting compromise. Each human being is unique in his personality, attitudes, behaviours, and his individual needs. When two persons are in relationship, they must find an area of agreement which will enable them to live in harmony with themselves and with the other person, otherwise the relationship will soon become a source of tension and conflict, which may lead to a severance of the relationship.

To accept a compromise means to listen to oneself and to the other person, to have mutual respect, to want to progress together. When there is an accepted compromise within a relationship, harmony exists and the relationship is necessarily enriched.

4.3 PREREQUISITES TO THE ESTABLISHMENT OF A QUALITY INTERPERSONAL RELATIONSHIP

Certain conditions converge in the establishment of quality interpersonal relationships. They are the fundamental elements of the personal and social development of the human being - self-confidence, self-actualization and the determination of one's vital space. These conditions are closely tied to one another in the sense that they influence one another; the development of one promotes the emergence and development of the other.

Self-Confidence

Self-confidence develops at the same time as self-knowledge. It is difficult for the individual to develop himself if he is unaware of his own dimensions, just as it is impossible to feel at ease with a tool if we are unaware of its properties and how it functions. Through the acquisition of an enlightened and positive self-knowledge that the individual will gradually acquire a feeling of security, of self-confidence.

Self-confidence is the lever of autonomy. Indeed, a person without worries who believes in himself, in his possibilities, has little risk of adopting an attitude of dependance towards others. To be self-confident is to feel comfortable in one's head, body, and heart.

Self Actualization

Self-actualization involves a commitment to one's personal and social development - to want to grow, to make the most of one's potential. To do this, the person must have a positive self-image, so that he can appreciate the characteristics of his individuality.

Only a person motivated by his development can open up to others objectively. Perceiving himself in full and perceiving the other person as a distinct entity, he looks at the other in an objective manner, and does not aim at using him to fill a gap in himself. The other person constitutes a source of interest in himself, and not for himself, a source of fullness and of joy, for the relationship then can be unselfish and genuine.

Self-actualization is both a need and a movement. The more the person feels this need, the more he will use his potential energy to satisfy it.

Self-actualization is a life long project. As the days go by, it is accomplished through experiences in work, play, leisure, human relationships, and solitude. It cannot be claimed that at a given moment self-actualization has ultimately been attained. The chance of approaching it will be all the greater if the person has learned to know himself, to truly accept himself, and has explored the whole range of his potentialities. Only then will it be possible for him to make full use of his vital energy.

Vital Space

From the time a person accepts himself and trusts his potential, he tends to gradually actualize himself and to attain a better life. Aware of his own identity -his needs, desires, abilities, ideas and interests -and wanting to express himself as such, the person will determine and maintain the vital space in which he can actualize himself. This space is a kind of magnetic field created by the individual to ensure his autonomy. It enables those within a relationship to perceive themselves and the other person in a distinct way, each person retaining their own identity.

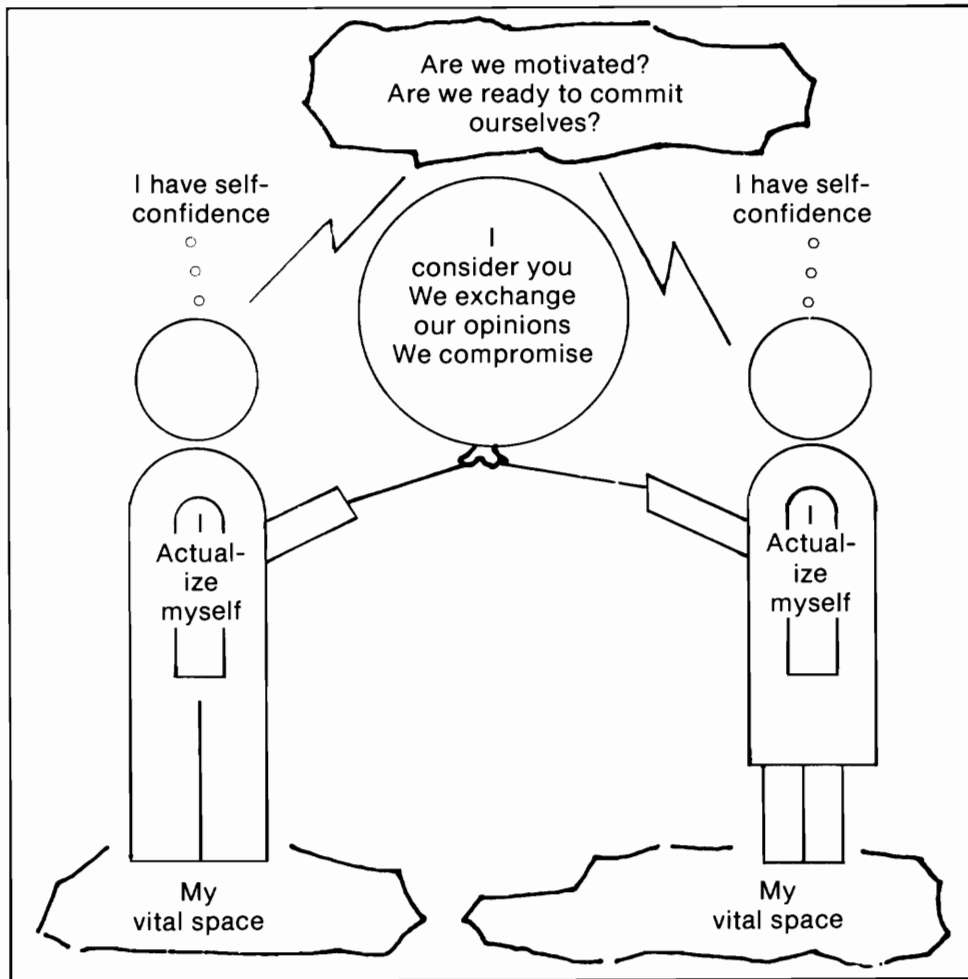
A quality relationship requires that persons come to terms with their own realities; otherwise a relationship in which one is invaded by the other and endeavours to imitate this other will be created. This type of relationship is counter to self-actualization because it creates dependance and contributes to the loss of autonomy and self-confidence. Thus in a relationship that aims at being enriching, it is important that each person maintain his "vital space" or his "psychological distance" with the other person so that each person fully realizes himself with the other person.

To have confidence, to want to realize oneself and ensure one's vital space, are the basic elements of

personal development. They are also the prerequisites to the establishment of quality interpersonal relationships because they encourage the integration of underlying values such as autonomy, authenticity, concern for perfection, justice, and respect for others. The choice of the orientations of the present section is based on the recognition of these values in the pupil's Personal and Social Education.

For a better understanding of the nature and characteristics of a quality interpersonal relationship as well as the prerequisites, the whole could be illustrated as follows.

QUALITY INTERPERSONAL RELATIONSHIP



4.4 OVERALL OBJECTIVE OF THE "INTERPERSONAL RELATIONSHIPS EDUCATION" SECTION

Beginning with the issue and the role of the school in the matter, the ultimate objective of Interpersonal Relationships Education is to lead the pupil to the acquisition of a greater knowledge of himself and of the other person, as well as to the adoption of attitudes and behaviours which will enable him to establish quality interpersonal relationships.

The overall objective of Interpersonal Relationships Education can be formulated as follows:

To help the pupil become aware of his reality and of that of others in order to improve the quality of his interpersonal relationships.

4.5 OBJECTIVES OF INTERPERSONAL RELATIONSHIPS EDUCATION

Because the overall objective requires that the pupil be centered on himself before entering into relationship with others, the objectives of the "Interpersonal Relationships Education" will be divided into three types of relationships.

The first objective concerns the relationship in which the person, in contact with himself, endeavours to know himself better and to develop the richness of his individuality.

The second objective concerns the relationship in which the person, in contact with another person, endeavours to establish harmonious and enriching ties for himself and for the other person.

The *third objective* concerns the relationship in which the person, within a group, seeks harmony in the relationships, and endeavours to participate actively as a member of the group.

Consequently, this section will have as its objectives: To promote in the pupil:

1. The knowledge of himself as a unique person and the adoption of attitudes and behaviours that promote self-esteem.
2. The knowledge of the other person, and the adoption of attitudes and behaviours likely to improve the quality of his relationships.
3. The knowledge of self as member of a group and the adoption of attitudes and behaviours likely to contribute positively to the good functioning of the group.

4.6 GENERAL OBJECTIVES

The objectives of "Interpersonal Relationships Education" are intended for elementary and secondary schools. They do not, however, specify the fields

pertaining to elementary or secondary school. In order to do this, the analysis must be carried further and the characteristics of the pupils concerned in terms of needs and development taken into consideration.

In secondary school, the general objectives aim at leading the pupil:

1. To adapt his self-image to the new realities of adolescent life.
2. To adjust to the evolution of the different types of interpersonal relationships that are open to him.
3. To deepen his knowledge of certain phenomena associated with the experience of interpersonal communication.
4. To explore the implications of the different relationships and the means of improving them.

SYNOPTIC TABLE OF THE GENERAL ORIENTATIONS OF "INTERPERSONAL RELATIONSHIPS EDUCATION" IN THE SECONDARY SCHOOL

Overall Objective of Interpersonal Relationships Education.

To help the pupil acquire an awareness of his reality and that of others in order to improve the quality of his interpersonal relationships.

Goals of Interpersonal Relationships Education Concerning the Relationships Implied by the Overall Objectives.

1. To foster the pupil's knowledge of himself as a unique person and the adoption of attitudes and behaviours promoting self-esteem.
2. To foster the pupil's knowledge of the other person and the adoption of attitudes and behaviours likely to improve the quality of his relationships.
3. To foster the pupil's self-knowledge as a member of a group and the adoption of attitudes and behaviours likely to contribute in a positive way to the proper functioning of the group.

General Objectives of Interpersonal Relationships Education in Secondary School.

That the pupil:

1. Adapt his self-image to the new realities of his adolescent life.
2. Adjust to the evolution of the different types of interpersonal relationships that are open to him.
3. Expand his knowledge of certain phenomena associated with the experience of interpersonal communication.
4. Explore the implications of the different relationships and the means of improving them.

5. CONTENT AND OBJECTIVES

5.1 CONTENT

In secondary school, the content fostering the development of quality interpersonal relationships will cover in particular the adjustments adolescents must make in accordance with the personal and social changes that begin at that age. The content will refer to the different types of relationships they will experience at adult age.

Concerning *relationships with himself*, the content will deal with the image the pupil has of himself as a person experiencing multiple transformations.

Concerning *relationships with his human environment*, the content will deal with the nature of these relationships with others as well as with certain phenomena that occur within them. They will also focus on a perspective of adult interpersonal relationships.

The following chart indicates the distribution of the components of learning studied at the secondary level according to the types of relationships, the specific fields in which the school intervenes, the themes as well as the content.

**DISTRIBUTION OF THE LEARNING COMPONENTS OF
"INTERPERSONAL RELATIONSHIPS EDUCATION" IN SECONDARY SCHOOL**

TYPE OF RELATIONSHIPS	FIELD OF INTERVENTION	THEMES	CONTENT
The pupil's self-relationship in which he endeavours to know himself better and to appreciate the richness of his individuality.	Adjustment of self-image	My image	- present relationships compared with the relationships of his adult model - factors influencing personal development - self-image - personal values - self-control - zest for life
		My potential	- contexts for development - continuity of development - feelings concerning his development
	Adjustment to the evolution of different types of relationships.	Friendship	- characteristics of a true friendship - the role of a friend - manifestation of friendly feelings - different notions of friendship - common interest - individual freedom - commitment
		Types of relationships	- modifications in relationships in adolescence - changeable - own richness - own difficulties - various roles - own limits - personal positions
Relationship of a pupil with another person in which he endeavours to establish harmonious and enriching ties for himself and for the other person.		Choice of a relationship	- basic psychological needs - personal needs compared to the types of relationships - satisfaction of the need and relationships - compensation relationships - means of satisfying basic needs

TYPE OF RELATIONSHIPS	FIELD OF INTERVENTION	THEMES	CONTENT
The relationship of a pupil with a group in which he seeks harmony and an active participation as member of the group.	Deepening of the phenomena associated with the experience of communication.	Conflicts	- possibility of a conflict - position in relation to the conflict - reasons for the conflict - valid conflicts
		Attitudes	- consequences of the behaviours adopted in view of conflicts - values - types of attitudes towards others - favourable and unfavourable attitudes - change of attitudes
	Exploration of the implications of various types of interpersonal relationships and of the means to improve them.	Clarification of the message	- modes of expression of feelings - inference - reliability of information sources - the other person's opinion
		Expectations	- definition of "expectation" - roles and expectations - expectations and perception of the other person - clarification of the expectations
		Stereotype of a role	- stereotypes in various relationships - definition of a stereotype of a role - non-stereotyped behaviours - reactions towards non-stereotyped roles - adoption or non-adoption
		Participation	- family and school participation - degree of participation - feelings towards participation - means of improvement
		Family relationships	- roles - implication of the roles - types of relationships - harmonization of the types of relationships
		Work relationships	- types of relationships - difficulties - richness - ways of establishing good relationships
		Neighborhood relationships	- types of relations - difficulties - richness - ways of maintaining good relationships
		The plan	- stages in the unfolding of relationships - attitudes at the different stages - consequences of the attitudes

6.2 OBJECTIVES

To give the reader a general view of the secondary school objectives, the following chart presents all the general objectives as well as the terminal objectives of the cycles related to them.

The pages that follow explain each terminal objective, with the intermediate objectives related to it, for the two cycles of secondary school.

DISTRIBUTION OF THE OBJECTIVES OF "INTERPERSONAL RELATIONSHIPS EDUCATION" IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
That the pupil:	The pupil should be able:	
	1 st cycle	
	T.1 To compare his present relationships with that of the adult model.	(4)
	T.2 To describe the new possibilities for development offered in adolescence.	(6)
1. Adapt his self-image to the new realities of his adolescent life.	-----	
	2 nd cycle	
	T.1 To show how the image he has of himself and of what he wants to be is a determinant for his personal development.	(6)
	T.2 To present the various possibilities of personal development offered by adult life.	(5)

	1 st cycle	
	T.3 To describe briefly the characteristics of an adolescent friendship relationship.	(12)
	T.4 To describe the interpersonal relationships he experienced in adolescence.	(4)
2. Adjust to the evolution of the various types of interpersonal relationships open to him.	-----	
	2 nd cycle	
	T.3 To present the key concepts of relationships of friendship in adolescents and adults.	(4)
	T.4 To indicate the particular characteristics of the different types of interpersonal relationships.	(6)
	T.5 To establish his personal positions in relation to needs of dependence and autonomy in his various relationships	(12)
	T.6 To associate the type of relationship he is seeking with his basic psychological needs.	(7)

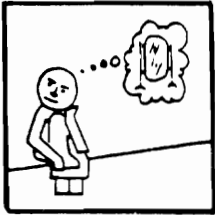
	1 st cycle	
	T.5 To recognize that he must face conflicts.	(8)
	T.6 To evaluate different ways of knowing the other person's feelings.	(6)
	T.7 To understand the use of clarifying his expectations in his various relationships.	(10)
	T.8 To evaluate the stereotyped aspects of his various relationships.	(8)
3. Deepen his knowledge of certain phenomena associated with the experience of interpersonal communication.	-----	
	2 nd cycle	
	T.7 To indicate the values that should guide him in a conflict.	(3)
	T.8 To show that our attitude towards others influences the nature and quality of interpersonal relationships.	(6)
	T.9 To indicate the point of view of others in the various situations of interpersonal relationships.	(5)

* The numbers in correspond to the number of objectives related to the terminal objective.

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
4. Explore the implications of various relationships, and ways of improving them.	1 st cycle	
	T.9 To indicate means of actualizing his desire to participate in family and school activities.	
	2 nd cycle	
	T.10 To give a short description of the relationships within a family to be.	(5)
	T.11 To present an overall view of the different types of interpersonal relationships at work.	(5)
	T.12 To paint a picture of his relationships within his neighborhood.	(5)
	T.13 To evaluate the implications of his personal position in his future relationships.	(6)

* The numbers in correspond to the number of objectives related to the terminal objective.

Terminal and Intermediate Objectives First Cycle



THEME: My Profile.

TERMINAL OBJECTIVE 1

TO COMPARE HIS PRESENT RELATIONSHIPS WITH THAT OF THE ADULT MODEL.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

1.1 To give a short description of the man or woman he would like to be (adult model).

1.2 To indicate the important relationships in the life of the adult model.

— *relationships:*

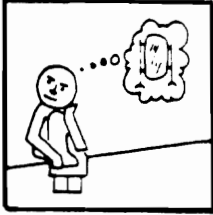
- between a couple:
 - husband/wife
 - boyfriend/girlfriend
 - father/mother
- *occupational:*
 - co-worker
 - senior in rank
 - employee
 - salaried employee
- friendship
- parents - young children
- children
- adolescents

1.3 To describe the role of the adult model in the important relationships of one's life.

1.4 To compare the behaviours he attributes to his adult model with his own present behaviours.

— *elements of comparison:*

- freedom to spend money
- independence
- leisure



THEME: My Potential.

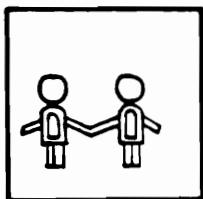
TERMINAL OBJECTIVE 2

TO DESCRIBE THE NEW POSSIBILITIES FOR DEVELOPMENT OFFERED TO ADOLESCENCE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|---|
| <p>2.1 To exchange opinions with his peers on the similarities and differences between their previous life and what they experience now or will experience during adolescence.</p> | <p>— <i>examples:</i></p> <ul style="list-style-type: none"> • dating • permission to stay out later |
| <p>2.2 To exchange opinions with his peers, his parents, and teachers on the new possibilities offered by the development of his body.</p> | <p>— <i>examples:</i></p> <ul style="list-style-type: none"> • attraction for another person • possibility of having a child • greater physical endurance • etc. |
| <p>2.3 To exchange opinions with his peers, parents, and teachers on what adolescents can do more of and better than the young people in elementary school.</p> | <p>— <i>examples:</i></p> <ul style="list-style-type: none"> • school work • weekend job • organization of their leisure activities |
| <p>2.4 To exchange opinions with his peers, parents, and teachers on new intellectual possibilities.</p> | <p>— <i>examples:</i></p> <ul style="list-style-type: none"> • discussion with friends • reading of materials that he has chosen • defending his opinion with his friends. |
| <p>2.5 To exchange ideas with his peers, parents, and teachers on the roles he can play in his family and at school.</p> | <p>— <i>examples:</i></p> <ul style="list-style-type: none"> • school council • sharing household tasks • babysitting |
| <p>2.6 To express briefly how he feels about these changes.</p> | <p>— <i>examples:</i></p> <ul style="list-style-type: none"> • pride • autonomy • worry |



THEME: Friendship.

TERMINAL OBJECTIVE 3

TO DESCRIBE BRIEFLY THE CHARACTERISTICS OF AN ADOLESCENT FRIENDSHIP RELATIONSHIP.

INTERMEDIATE OBJECTIVES

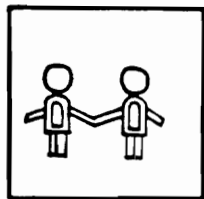
RELATED CONTENT

- | | |
|--|---|
| <p>3.1 To indicate what he believes characterizes a true friendship.</p> | |
| <p>3.2 Among these characteristics, to distinguish feelings from behaviours.</p> | <p>— <i>friendly feelings</i>: sympathy, affinity, fraternity, jealousy, solidarity, etc.</p> <p>— <i>friendly behaviours</i>: to stick up for the other person, to offer his help, to talk about his problems, to listen to the other person, etc.</p> |
| <p>3.3 To define the “role of a friend.”</p> | <p>— <i>the role of a friend</i>: all the behaviours we expect from a friend.</p> |
| <p>3.4 To compare his concept of the role of a friend with that of other people’s.</p> | |
| <p>3.5 To associate the behaviour he expects from a true friend with the friendly feelings that reveal them.</p> | <p>— <i>example</i>:
understanding of a personal problem shown by friendly teasing, a discussion</p> |
| <p>3.6 To indicate other behaviours that could manifest the same friendly feelings.</p> | <p>— <i>example</i>:</p> <ul style="list-style-type: none"> • to laugh together • to enjoy oneself together • to go to the restaurant to chat together |
| <p>3.7 To recognize that the same feeling can be shown through different behaviours.</p> | <p>— <i>examples</i>:</p> <ul style="list-style-type: none"> • a feeling of sympathy can be expressed by: <ul style="list-style-type: none"> • speaking • laughing • doing something together • listening to the other person • etc. |
| <p>3.8 To find other feelings that could be at the source of the behaviour he expects from a true friend.</p> | |
| <p>3.9 To recognize that the same behaviour can be motivated by different feelings.</p> | <p>— <i>example</i>:</p> <ul style="list-style-type: none"> • practicing sports together can be motivated by the desire to enjoy oneself or to play a match |
| <p>3.10 To recognize that there are many concepts of friendship that are expressed by different roles.</p> | |

3.11 To discuss with his peers the concept of common interest within a relationship of friendship.

- *concept of complementarity*: In my friend I am looking for somebody different from me
- *concept of mutual trust*: I expect my friend to believe me and I believe him/her
- *concept of cooperation*: I help my friends when they need me and I expect the same from them
- *concept of mutual sharing*: I like to lend my things, by I also like to share my joys and my problems with my friends, e.g. I phone them as soon as something important happens to me

3.12 To discuss with his peers the concept of individual freedom in a relationship of friendship.



THEME: Types of Relationships.

TERMINAL OBJECTIVE 4

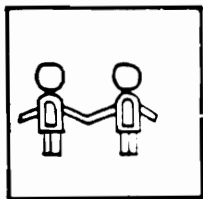
TO DESCRIBE THE INTERPERSONAL RELATIONSHIPS EXPERIENCED IN ADOLESCENCE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|--|
| 4.1 To review the various types of interpersonal relationships. | — <i>types of relationships</i> : friendship, love, neighbourhood, parent-child, pupil-teacher, pupil-group-community-nation, opposition, conflict, cooperation, etc. |
| 4.2 To discuss with his peers the differences they find in interpersonal relationships. | — <i>differences concerning</i> : the feelings they experience, the roles they play, the attitudes of others towards them, their expectations in these relationships, etc. |
| 4.3 To exchange ideas with his peers on their perception of the relationships they will experience later on. | — <i>differences</i> :
e.g. — the relationships will be more numerous.
more diversified (work)
— the relationships will be more equal between adults
— the relationships parents/children will be very different

— <i>similarities</i> :
e.g. - the basic feelings will remain the same:
• friendship • love
• cooperation • companionship
• jealousy • etc. |
| 4.4 To situate in a general way the main lines of interpersonal relationships in adolescence. | — <i>concept of choice</i> ,
— <i>concept of freedom</i> |



THEME: Conflicts.

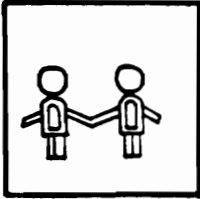
TERMINAL OBJECTIVE 5

TO RECOGNIZE THAT HE MUST FACE CONFLICTS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>5.1 To indicate whether he ever experienced relationships without conflicts.</p> | <p>— cf. <i>Terminal Objective 6 (Elementary, 1st Cycle)</i> <i>Terminal Objective 7 (Elementary, 2nd Cycle)</i></p> |
| <p>5.2 To indicate whether he thinks one should never be in conflict.</p> | |
| <p>5.3 To indicate whether he thinks that conflicts should absolutely be avoided.</p> | |
| <p>5.4 To indicate situations in which he thinks that the persons have reasons for being in conflict.</p> | <p>— <i>situations:</i></p> <ul style="list-style-type: none"> • situations where security is threatened, where personal dignity is not respected, where the person is being manipulated, e.g., strikes, social movements, petitions |
| <p>5.5 To indicate situations in which he thinks that persons have no reasons for being in conflict.</p> | <p>— <i>concept of valid conflicts and of invalid conflicts</i></p> |
| <p>5.6 To indicate the possible consequences if we don't respond to aggression.</p> | <p>— <i>favourable consequences:</i> the aggression disappears by itself</p> <p>— <i>unfavourable consequences:</i> the aggression disappears but the basic conflict remains</p> |
| <p>5.7 To indicate the possible consequences if we respond to aggression.</p> | <p>— <i>favourable consequences:</i> we really try to solve the conflict</p> <p>— <i>unfavourable consequences:</i> we are unable to control the escalation of aggression (blows, insults)</p> |
| <p>5.8 To indicate ways of settling conflicts.</p> | |



THEME: Clarification of the Message.

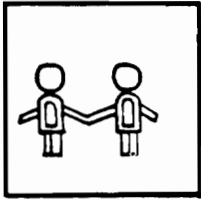
TERMINAL OBJECTIVE 6

TO EVALUATE DIFFERENT WAYS OF KNOWING THE OTHER PERSON'S FEELINGS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

6.1 To indicate behaviours which through their presence or absence in the other person show the existence of friendly feelings.	— <i>verbal behaviours:</i> e.g.: • to speak, to discuss • to joke • to receive a call • to receive a written message — <i>nonverbal behaviours:</i> e.g.: • to refuse to speak • to laugh • to pretend not to see the other person • to pat on the back • to create a commotion together
6.2 To indicate behaviours which through their presence or absence indicate friendly feelings towards persons with whom he is in relation.	— <i>example:</i> • what do I do to tell a person that I like him? • I look at him • I listen to him • I feel near him
6.3 To recognize that in the absence of a verbal expression of feelings in a relationship we deduce the feelings of the other person from his behaviours.	— <i>examples:</i> I guess that my friend is angry with me when he doesn't speak to me
6.4 To indicate on what he bases himself to establish a relationship between behaviours and feelings.	— <i>source of information:</i> • personal experience • other people's experience • observation of the evolution of other relationships • readings: novels, romantic picture stories, advice column (Dear Abby), books on psychology, etc.
6.5 To evaluate the reliability of his sources of information as basis for understanding the feelings that motivate the behaviour of the other person.	— <i>check with the other person if he has understood correctly.</i>



THEME: Expectations.

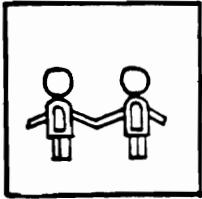
TERMINAL OBJECTIVE 7

TO UNDERSTAND THE VALUE OF CLARIFYING HIS EXPECTATIONS IN HIS VARIOUS RELATIONSHIPS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|--|
| <p>7.1 To recognize that we usually count on the persons with whom we are friends, to be friends with us.</p> <p>7.2 To define "expectations" in a relationship of friendship.</p> <p>7.3 To recognize that different concepts of the role of a friend entail different expectations from the other in a relationship of friendship.</p> <p>7.4 To indicate his expectations in a relationship of friendship.</p> <p>7.5 To recognize that his expectations of his friends depend on his personal idea of the role of a friend.</p> <p>7.6 To indicate his expectations concerning the other person in his various relationships.</p> <p>7.7 To recognize that his expectations from others, in his various relationships, depend on his personal idea of the roles of each person in these various relationships.</p> <p>7.8 To recognize that his expectations of the other person in his various relationships are limited by his perception of the capacities of the other person.</p> <p>7.9 To recognize that expectations not perceived by the other person can become sources of misunderstandings in a relationships.</p> <p>7.10 To clarify each person's expectations in order to avoid misunderstandings in his different relationships.</p> | <p>— <i>example of expectation:</i></p> <ul style="list-style-type: none"> • to phone me often, to encourage me, take time with me <p>— <i>expectations of a friend:</i></p> <ul style="list-style-type: none"> • the actions I expect from a friend, because he is my friend <p>— <i>examples of actions:</i></p> <ul style="list-style-type: none"> • my friend spends his leisure time with me • he invites me to his home • he does not steal my friend(s) <p>— <i>cf. Terminal Objective 3 (1st Cycle)</i></p> <p>— <i>relationships:</i></p> <ul style="list-style-type: none"> • parent-adolescent (at different ages) • teacher-pupil • superior-subordinate • leader-follower • etc. <p>— <i>example:</i></p> <p>expectations of my older brothers and sisters compared to my expectations of my younger brothers and sisters.</p> <p>— <i>examples of clarification:</i></p> <ul style="list-style-type: none"> • to discuss • to compare his expectations to those of others • to use films and soap operas related to this subject |
|--|--|



THEME: Role Stereotypes.

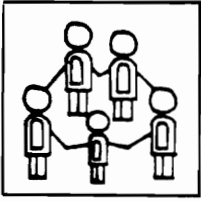
TERMINAL OBJECTIVE 8

TO EVALUATE THE STEREOTYPED ASPECTS OF HIS VARIOUS RELATIONSHIPS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>8.1 To find in his environment current concepts of roles in various relationships.</p> <p>8.2 To define "stereotype of a role."</p> <p>8.3 To find his behaviours that fall within a stereotype of roles.</p> <p>8.4 To indicate the emotions linked to the different aspects of the roles he lives in his various relationships.</p> <p>8.5 To find individuals that show behaviour patterns different from the stereotype of roles and differentiate these behaviours.</p> <p>8.6 To endeavour to know the intentions and emotions of these individuals in their non-stereotyped roles.</p> <p>8.7 To indicate his own reactions and those of his membership groups concerning non-stereotyped roles.</p> <p>8.8 To compare the personal advantages and disadvantages of adopting or not adopting the present stereotypes of roles in his various relationships.</p> | <p>— <i>stereotypes of roles in the relationships:</i></p> <ul style="list-style-type: none"> • parents-children (at different ages) • teacher-pupil • superior-subordinate • between friends • leader-follower • etc. <p>— <i>stereotype of a role:</i> ready-made idea or preconceived idea of the roles that should be played by the partners in a relationship or by the members of a given group.</p> <p>— <i>example of emotions:</i>
pleasure or displeasure of having to play a particular role (e.g. the "big sister")</p> <p>— <i>behaviours of:</i> persons in his environment, T.V. stars, film stars, public celebrities, etc.</p> <p>— <i>emotional and behavioural reactions:</i>
e.g. in front of a person who does not dress according to current style:</p> <ul style="list-style-type: none"> • to laugh • to insult him • to refuse to talk to him <p>— <i>advantages of adopting stereotypes:</i></p> <ul style="list-style-type: none"> • security • facility • acceptance by the majority • etc. <p>— <i>disadvantages of adopting stereotypes:</i></p> <ul style="list-style-type: none"> • conformity • fear of change • limit to one's action • etc. |
|---|---|



THEME: Participation.

TERMINAL OBJECTIVE 9

TO INDICATE MEANS OF ACTUALIZING HIS DESIRE TO PARTICIPATE IN FAMILY AND SCHOOL ACTIVITIES.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

9.1 To evaluate his level of participation in family and school activities.

— *examples of family and school activities:*

- housework
- leisure activities in the family
- school council
- sports clubs in the school
- pastoral activities

9.2 To evaluate his degree of satisfaction in his participation in family and school activities.

9.3 To find what can stop him from participating in family and school activities in a satisfactory way.

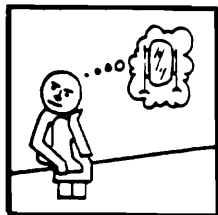
— *examples of obstacles:*

- lack of interest for a particular type of activity
- taste for solitude
- fear of lacking the necessary capacities
- lack of appeal for the persons in his environment

9.4 To discuss the feelings he experiences and the difficulties he perceives with the persons concerned

9.5 To indicate avenues leading to a satisfactory level of participation.

Terminal and Intermediate Objectives Second Cycle



THEME: My Profile.

TERMINAL OBJECTIVE 1

TO SHOW HOW THE IMAGE HE HAS OF HIMSELF AND OF WHAT HE WANTS TO BE IS A DETERMINING FACTOR IN HIS PERSONAL DEVELOPMENT

INTERMEDIATE OBJECTIVES

RELATED CONTENT

1.1 To indicate personal factors that can influence his future.	— <i>factors:</i> • self-image • preferred values • self-control • zest for life
1.2 To discuss with his peers how a negative or positive self-image can affect personal development.	— <i>effects of a positive self-image:</i> • self-confidence • feeling of well-being • need to accomplish — <i>effects of a negative self-image:</i> • feeling of rejection • dependence • passivity concerning life • etc.
1.3 To discuss with his peers how the adoption or the non-adoption of certain values affect him.	— <i>effects of the adoption or non-adoption of values:</i> • self-respect • critical sense • authenticity • truth • love • availability for life • taste for beauty • democratic sense, respect for the other person • sense of autonomy and responsibility • sense of interiority • sense of selflessness • etc.
1.4 To discuss with his peers how self-control or lack of self-control affects him.	— <i>possible effects:</i> • feeling of pride when we succeed • feeling of weakness or deception when we don't succeed • desire to lay the responsibility on someone else
1.5 To discuss with his peers how our degree of zest for life can affect us.	— <i>effects:</i> • better physical health • well-being • feeling like undertaking something • sense of risk • etc.



THEME: My Potential.

TERMINAL OBJECTIVE 2

TO PRESENT THE POTENTIAL FOR PERSONAL DEVELOPMENT OFFERED BY ADULT LIFE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

2.1 To define in his own words the meaning of development.

2.2 To review the various domains of personal development he was able to observe within himself.

— *domains:*

- the body
- knowledge (of self, of life)
- friends
- autonomy
- etc.

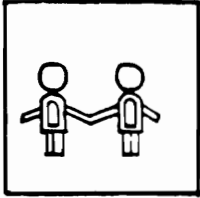
2.3 To indicate the contexts in adult life offering potential for personal development.

— *contexts:*

- work, life together
- family
- social organizations
- neighbours
- trips
- friendships
- leisure
- etc.

2.4 To define how these various contexts encourage personal development.

2.5 To discuss with his peers to see whether in life personal development ever stops.



THEME: Friendship.

TERMINAL OBJECTIVE 3

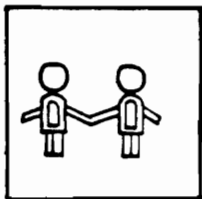
TO PRESENT THE KEY CONCEPTS OF RELATIONSHIPS
OF FRIENDSHIP IN ADOLESCENTS AND ADULTS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- 3.1 To discuss with his peers the changes that occurred in their friendship relationship.
- 3.2 To discuss with his peers the concept of commitment in a friendship relationship.
- 3.3 To discuss with his peers the concept of autonomy in a friendship relationship.
- 3.4 To discuss with his peers the concept of interdependence in a friendship relationship.

- *example of changes:*
- friends in a group compared to “girlfriend” or “boyfriend”
 - choice of a friend (girl or boy)
 - durability of the relationship



THEME: Types of Relationships.

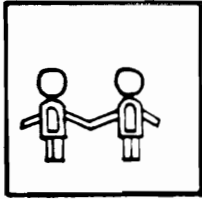
TERMINAL OBJECTIVE 4

TO INDICATE THE SPECIFIC CHARACTERISTICS
OF THE DIFFERENT TYPES OF INTERPERSONAL
RELATIONSHIPS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

4.1 To find the changing elements in interpersonal relationships.	— <i>changing elements</i> : number of persons, place, kind of link, intentions, age, sex, etc.
4.2 To describe the general framework within which the various types of relationships take place.	— <i>framework</i> : family, group, work, leisure, neighborhood, school, parties, etc.
4.3 To indicate the various difficulties specific to each type or interpersonal relationship.	— <i>difficulties</i> : absence of self-respect, possessiveness, alienation, depreciation, inconsistency, wear, etc.
4.4 To indicate the particular richness of the various types of interpersonal relationships.	— <i>richness</i> : security, self-respect, trust, intimacy, assurance, openness constructive criticism, pleasure, communication, etc.
4.5 To name the roles played in the various types of relationships.	— <i>roles</i> : authority, partner, opponent, assistant, chief, counsellor, etc.
4.6 To find the limits and potential of the various types of interpersonal relationships.	— <i>potential and limits of</i> : occasional relationships, relationships open to many persons, profound and intimate relationships, professional relationships, etc.



THEME: Types of Relationships.

TERMINAL OBJECTIVE 5

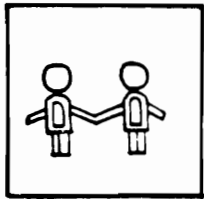
TO ESTABLISH HIS PERSONAL POSITION IN RELATION
TO THE NEEDS OF DEPENDENCE AND AUTONOMY
IN HIS VARIOUS RELATIONSHIPS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>5.1 To recognize that in every relationship each partner tends to satisfy some of his needs.</p> <p>5.2 To recognize that in every relationship each partner depends on the other to help him satisfy certain needs.</p> <p>5.3 To understand that this phenomenon induces a certain interdependence in every relationship.</p> <p>5.4 To understand that this interdependence in the relationship is limited by the need for autonomy.</p> <p>5.5 To find manifestations of interdependence and manifestations of autonomy in his environment.</p> <p>5.6 To compare the respective advantages and disadvantages of interdependence and autonomy in various relationships.</p> <p>5.7 To specify how he would like to live his various relationships.</p> <p>5.8 To find within himself, in his different relationships, manifestations of dependence and manifestations of autonomy.</p> | <p>— <i>concept of selfishness in the relationship</i></p> <p>— <i>needs of dependence:</i></p> <ul style="list-style-type: none"> • presence • understanding • physical or material assistance • advice • thankfulness • etc. <p>— <i>interdependence: mutual dependence</i></p> <p>— <i>needs for autonomy:</i></p> <ul style="list-style-type: none"> • personal activities • private life • making personal decisions affecting his lifestyle • choosing his relationships • etc. <p>— <i>interdependence and autonomy in relationships:</i></p> <ul style="list-style-type: none"> • parents-child (at different ages) • teacher-pupil • between friends • life together • superior-subordinate • leader-follower • etc. <p>— <i>part of interdependence and autonomy in his relationships: e.g. autonomy of movement (to go on vacation alone) and interdependence of movement (to take his holidays only with his friends)</i></p> |
|---|---|

- 5.9 To evaluate the part of dependence and the part of autonomy he manifests in his various relationships according to what he judges to be desirable in this domain.
- 5.10 To imagine how he could change his behaviour in his various relationships to adjust to the relationship interdependence/ autonomy that he judges desirable.
- 5.11 To indicate his possible personal reactions and those of others in his various relationships in the case where he changes his behaviour. — *emotional and behavioural reactions*
- 5.12 To compare the personal advantages and disadvantages of modifying his behaviour in a more or less long term. — *possible consequences for the individual of adopting a more dependent or more autonomous behaviour.*



THEME: Choice of a Relationships

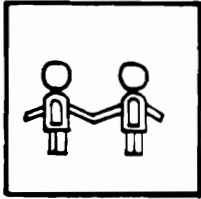
TERMINAL OBJECTIVE 6

TO ASSOCIATE THE TYPE OF RELATIONSHIP HE IS SEEKING
WITH HIS BASIC PSYCHOLOGICAL NEEDS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|--|
| <p>6.1 To review the basic psychological needs of a person.</p> <p>6.2 To indicate the means he takes to satisfy his needs.</p> <p>6.3 To review the specific contributions of the different interpersonal relationships in order to satisfy his needs.</p> <p>6.4 To recognize that it is not always possible to satisfy his needs in a relationship.</p> <p>6.5 To recognize that it is not always possible to entertain the relationships you would like.</p> <p>6.6 To recognize that certain people develop and entertain compensatory interpersonal relationships.</p> <p>6.7 To indicate means favouring the maintenance of interpersonal relationships in the context of a life that answer his basic needs.</p> | <p>— <i>cf. T.O. 5 (Health Section, Sec. 1st Cycle)</i></p> <p>— <i>cf. T.O. 1 (Health Section, Elem. 2nd Cycle)</i></p> <p>— <i>basic needs:</i></p> <ul style="list-style-type: none"> • attention • affection • gratefulness • belonging <p>— <i>Cf. T.O. 4 (Sec. 2nd Cycle)</i></p> <p>— <i>example of unsatisfied needs:</i></p> <ul style="list-style-type: none"> • the need to communicate in a class of 30 pupils • the need of a tutor in school <p>— <i>means:</i></p> <ul style="list-style-type: none"> • identification of his needs • self-assertion • capacity of "choosing" his relationships |
|--|--|



THEME: Conflict.

TERMINAL OBJECTIVE 7

TO DRAW OUT THE VALUES THAT SHOULD GUIDE HIM
IN A CONFLICT

INTERMEDIATE OBJECTIVES

RELATED CONTENT

7.1 To discuss with his peers the important points
to consider in a conflict.

— *points to consider:*

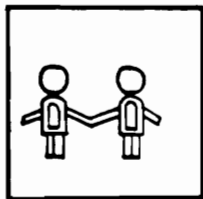
- his point of view
- the other person's point of view

7.2 To find a set of values that should guide him in
solving a conflict.

— *values:*

- self-respect
- respect for the other person
- authenticity
- justice
- selflessness
- responsibility
- freedom

7.3 To establish a hierarchy of these values.



THEME: Attitudes.

TERMINAL OBJECTIVE 8

TO SHOW THAT ONE'S ATTITUDES TOWARDS OTHERS
INFLUENCES THE NATURE AND THE QUALITY
OF INTERPERSONAL RELATIONSHIPS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

8.1 To discuss with his peers, parents and teacher the effect of his attitudes towards others in an interpersonal relationship.

8.2 To identify a set of attitudes that characterize interpersonal relationships.

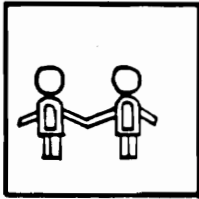
— *attitudes*: trust, suspicion, respect, contempt, concern, detachment, conciliation, aggressiveness, acceptance, rejection, possessiveness, independence, optimism, pessimism, patience, abruptness, etc.

8.3 To distinguish the attitudes that favour a good relationship from those that don't favour a good relationship.

8.4 To indicate how certain attitudes towards others help the quality of a relationship.

8.5 To indicate how certain attitudes towards others harm the quality of a relationship.

8.6 To indicate changes in attitudes that could improve certain situations difficult for oneself and for the other person.



THEME: Clarification of Messages.

TERMINAL OBJECTIVE 9

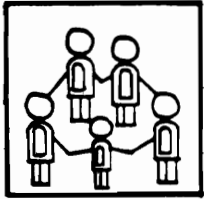
TO INDICATE THE POINT OF VIEW OF OTHERS IN VARIOUS INTERPERSONAL RELATIONSHIPS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- 9.1 To discuss with his peers the importance of a just interpretation of the intentions of others in an interpersonal relationship.
- 9.2 To discuss with his peers the difficulties caused by the interpretation of the behaviour of others.
- 9.3 To be aware of the sources of information supporting as accurate an estimation as possible of the intentions of others.
- 9.4 To find what seems to him the most reliable sources that will enable him to understand others.
- 9.5 To present an interpretation of the gestures of the characters of a story, a book, a film, or a television series.

— *sources*: his memories and his personal experience, the explanations given by the other person, his non-verbal language, the opinion of a third person, the reputation of this person, etc.



THEME: Family Relationships.

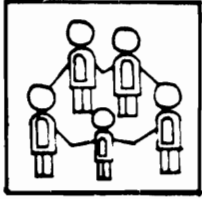
TERMINAL OBJECTIVE 10

TO GIVE A SHORT DESCRIPTION OF THESE RELATIONSHIPS
WITHIN A FAMILY TO BE

INTERMEDIATE OBJECTIVES

RELATED CONTENT

-
- | | |
|--|---|
| 10.1 To discuss with his peers the eventual possibilities of establishing families. | |
| 10.2 To discuss with his peers the various roles they would have to play. | — <i>possible roles</i> : one of a couple, education of the children, source of finances, consumer, support, counsellor, protector, authority, confidant, liberator, etc. |
| 10.3 To discuss with peers, parents and teachers the implications of these roles. | — <i>implications in terms of</i> : personal commitment, time to give, availability to self and to others, planning, exchange, compromise, difficulties, richness, etc. |
| 10.4 To discuss with his peers, parents and teachers the differences in the various types of relationships within a family. | — <i>differences in relationships</i> : <ul style="list-style-type: none">• differences in the adult to adult, adult to child, adult-child-adult, adult-young child, adult-to adolescent relationships, etc. |
| 10.5 To discuss with his peers, parents and teacher the need to harmonize all the interpersonal relationships of the family. | — <i>concepts</i> : <ul style="list-style-type: none">• concept of multiplicity of types of relationships, of conflicts of interest of the members or the couples that form the family, particular affinities between certain members, of community first, etc. |



THEME: Relationship at Work.

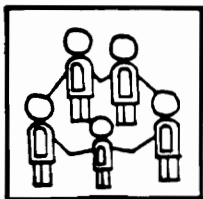
TERMINAL OBJECTIVE 11

TO PRESENT AN OVERALL VIEW OF THE VARIOUS TYPES OF INTERPERSONAL RELATIONSHIPS IN THE WORKING ENVIRONMENT

INTERMEDIATE OBJECTIVES

RELATED CONTENT

-
- | | |
|--|---|
| 11.1 To discuss with his peers, parents, and teacher the relative importance of interpersonal relationships at work. | |
| 11.2 To indicate the various forms of interpersonal relationships at work. | — <i>possible relationships</i> : colleague, superior to subordinate, subordinate to superior, boss to employee, employee to boss, union representative to boss, etc. |
| 11.3 To discuss with his peers, parents, and teacher the different forms that relationships can take. | — <i>forms that relationships can take</i> : equal, dominant to dominated, decision maker to counsellor, mutual support, representation, opposition, collaboration, cooperation, etc. |
| 11.4 To indicate the difficulties and richness of these various relationships. | |
| 11.5 To discuss with his peers, parents and teacher the means likely to favour the establishment of enriching relationships with the working milieu. | |



THEME: Relationship Within the Neighbourhood.

TERMINAL OBJECTIVE 12

**TO PAINT A PICTURE OF HIS FUTURE RELATIONSHIPS
WITHIN HIS NEIGHBOURHOOD**

INTERMEDIATE OBJECTIVES

RELATED CONTENT

12.1 To discuss with his peers, parents and teacher the importance of relationships in the neighbourhood.

12.2 To indicate the various forms these relationships can take.

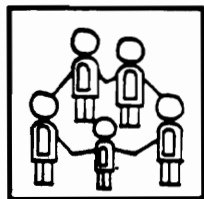
— *forms of relationships*: relationships of couples, man to woman, woman to woman, man-woman, with the neighbor's children, etc.

— *relationships of leisure, mutual aid, friendship, etc.*

12.3 To indicate the difficulties caused by relationships with the neighbours.

12.4 To name the richness that can be fostered by relationships with the neighbours.

12.5 To discuss with his peers, parents and teachers how to maintain good relationships with the neighbours.



THEME: Project.

TERMINAL OBJECTIVE 13

TO EVALUATE THE IMPLICATIONS OF HIS PERSONAL POSITIONS ON HIS FUTURE RELATIONSHIPS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

13.1 To indicate the important relationships of his future life.

- *relationships:*
 - couple
 - professional
 - friendship
 - parents-children (at different ages)
 - etc.

13.2 To indicate important stages and events that are foreseeable in each of his relationships.

- *relationship between the couple:*
 - decision to marry or live together
 - setting up of a common dwelling place
 - adaptation to life as a couple
 - arrival of a child
 - decisions concerning the care and the education of a child
 - etc.
- *relationships parents-children:*
 - care of the baby
 - parents working
 - establishment of rules
 - entrance to daycare nursery or school
 - etc.
- *occupational relationships:*
 - adaptation to the current practices of the work milieu
 - conflict at work
 - discord between colleagues or with the boss
 - etc.

13.3 To indicate attitudes that he could adopt when important stages and events occur in his future relationships.

13.4 To evaluate the effect of these various attitudes in the evolution of his future relationships.

13.5 To evaluate the consequences of these various forms of evolution for himself and others.

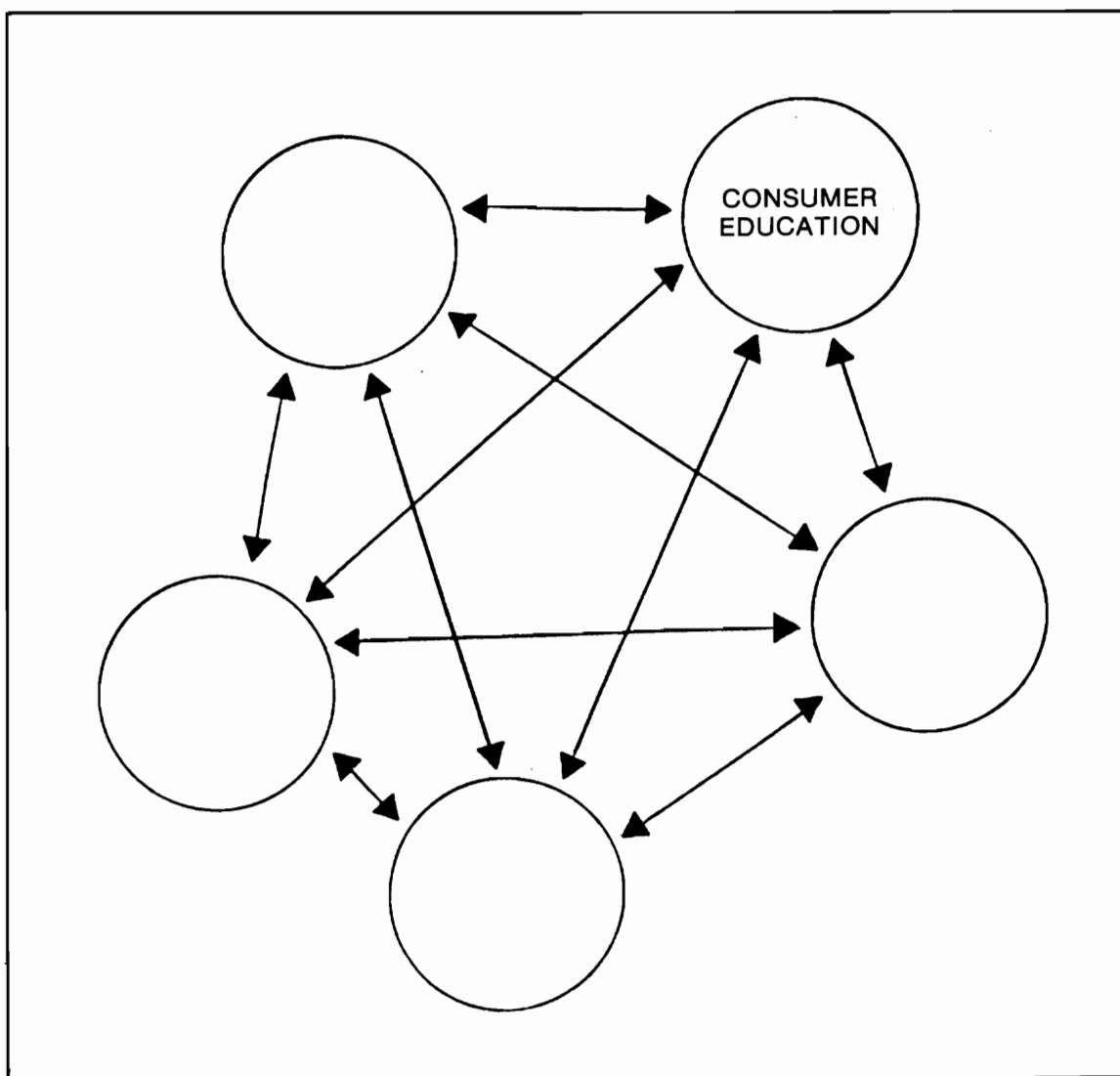
13.6 To evaluate the various attitudes he could adopt in light of their consequences for himself and others.

BIBLIOGRAPHY

- AUDET, J.P. «L'Humanisation de l'école, le problème des relations humaines,» dans la revue *Prospectives*, Vol. 14, Nos. 1-2, February 1978, pp. 41-50.
- AUGER, L. *Communication et épanouissement personnel*. Montreal: Éd. de l'Homme, 1972.
- DE PERETTI, A. *Liberté et relations humaines ou l'inspiration non directive*. Paris: Éd. de l'Épi, 1966, 304 p.
- DURAND-DASSIER, Jacques. *Structure et psychologie de la relation*. Paris: Éd. EPI, 1971, 203 p.
- GAZDA, G.M. *Human Relations Development, a Manual for Educators*. Allyn and Bacon, VI, 1973, 195 p.
- JOHNSON, D.W. *Reaching Out, Interpersonal Effectiveness and Self-Actualization*. Prentice-Hall, 1972, 269 p.
- JOURARD, Sidney M. *La transparence de soi*. Les Éditions St-Yves Inc., 1972.
- LAING, Ronald D. *La politique de l'expérience: essai sur l'aliénation*. Paris: Stocle, 1980, 127 p.
- LAING, Ronald D., Esterson, Aaron. *L'équilibre mental, la folie et la famille*, trad. de l'anglais par Micheline Languilhommie. Paris: F. Maspero, 1979, 297 p.
- LAING, Ronald D., Elsen Claude. *Noeuds*. Paris: Stocle, 1978, 116 p.
- L'amitié vue par les enfants, dans *Psychologie*, No 114, July 1979.
- MASLOW, Abraham H. *Vers une psychologie de l'être*. Paris: Coll. Fayard, 1972, 269 p.
- MILLER, S., Nunnaly, E.W., Wackman, D.B. *Alive and Aware, Improving Communication in Relationships*. Minneapolis: I.C.P., Inc., 287 p.
- ORAISON, Marc. *Être avec...la relation à autrui*. Paris: éd. du Centurion, 1967, 189 p.
- PEITSH, W.V. *Human Being, How to Have a Creative Relationship Instead of Power Struggle*. Lawrence-Hill, 1974, 254 p.
- ROGERS, C.R. *Le développement de la personne*. Paris: Dunod, 1968, Coll. Organisation et sciences humaines, 286 p.
- SELMAN, Robert L. *The Growth of Interpersonal Understanding, Developmental and Chemical Analyses*. New York: Academic Press, 1980, 343 p.
- ST-ARNAUD, Y. *Essai sur les fondements psychologiques de la communauté*. Montréal: Les Éditions du centre interdisciplinaire de Montréal, 1970.
- ST-ARNAUD, Y. *Les petits groupes. Participation et communication*. Presses de l'Université de Montréal: Ed. C.I.M., 1978, 176 p.
- SAINT-ARNAUD, Y. *La personne humaine, Introduction à l'étude de la personne et des relations interpersonnelles*. Ottawa: Les Éditions de l'Homme Ltée, 1974, 200 pages.
- WACKENHEIM, Gérard. *Communication et devenir personnel*. Paris: Éditions de l'Épi, 1969, 343 pages.
- WATTS, A. *Amour et connaissance de soi*, traduit par P.H. Gonthier. Paris: 1966.
- ZUNIN, L., Zunin, N. *Contact, les quatre premières minutes d'une rencontre*. Montréal: Éd. de l'Homme, 1975.

SECTION D

Consumer Education



SUMMARY

1. Specific Contribution of Consumer Education to the Pupil's Development.
2. Relationship of the Section "Consumer Education" with the Other Sections of the Program and with the Other Programs in Secondary School.
 - 2.1 Relationship of the Section "Consumer Education" with the Other Sections of the Program
 - 2.2 Relationship of the Section "Consumer Education" with the Other School Programs
3. Issues of the Section "Consumer Education."
 - 3.1 Productivity Economics Compared to Consumer Economics
 - 3.2 Conscious Choices
 - 3.3 Today's Young Consumers
 - 3.4 The Family, First Site of Consumer Education
4. Orientations of the Section "Consumer Education."
 - 4.1 The Role of the School
 - 4.2 Overall Objective of "Consumer Education" Section
 - 4.3 Aims of "Consumer Education"
 - 4.4 General Objectives
5. Content and Learning Objectives.
 - 5.1 Content
 - 5.2 Learning Objectives
6. Bibliography

1. SPECIFIC CONTRIBUTION OF CONSUMER EDUCATION TO THE PUPIL'S DEVELOPMENT

The section "Consumer Education," like the previous sections of this program, offers a program whose ultimate goal is the personal and social education of the pupil. It aims at making the pupil aware that his status as a consumer changes as he grows older. It also aims at developing his ability to act in a conscious and responsible way, today as well as tomorrow.

From the personal point of view, this section aims at the acquisition of a greater awareness of himself as a consumer in specific areas of consumption. In the first cycle of secondary school, the pupil is asked to study a domain in which he is a major consumer: the domain of leisure. He will be led to define his needs and to examine how he utilizes the resources necessary for the carrying out of his leisure activities. In the second cycle of secondary school, his learning will be centered on his preparation for an autonomous life. This program follows the module "Housing" of the Family Life program of Secondary II by applying it on the one hand to the situation of the adolescent who will leave his family and on the other hand to a study of the choice of transportation.

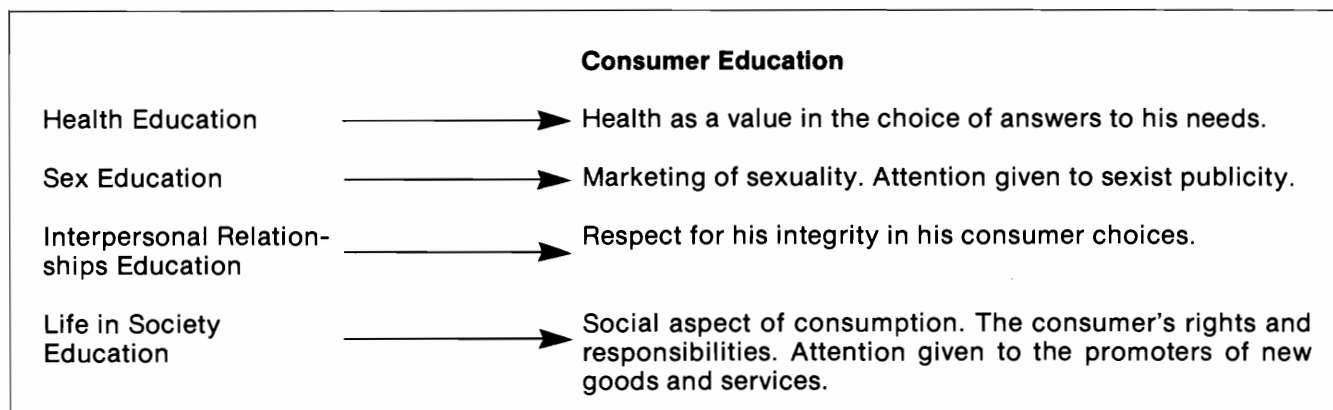
From the social point of view, the adolescent has already begun to undergo a multitude of pressures in the face of which he must achieve greater autonomy. As a consumer, he is continually being faced with the necessity of making choices. The adolescent must be led to understand and analyze the economic realities that surround him, with which he must compromise in his present and future experiences. This section also aims at the acquisition of a greater knowledge of others, the adoption of behaviours concerning consumption and an understanding by the pupil of the social implications of his role in the domain of consumption.

2. RELATIONSHIP OF THE SECTION "CONSUMER EDUCATION" WITH THE OTHER SECTIONS OF THE PROGRAM AND WITH THE SECONDARY SCHOOL PROGRAMS

2.1 RELATIONSHIP BETWEEN "CONSUMER EDUCATION" AND THE OTHER SECTIONS OF THE PROGRAM

The main influences of the other sections of the program on the section Consumer Education are the following:

CONSUMER EDUCATION IN ITS RELATIONSHIPS WITH THE OTHER SECTIONS



2.2 RELATIONSHIP OF THE SECTION “CONSUMER EDUCATION” WITH THE OTHER SECONDARY SCHOOL PROGRAMS.

The present section on Consumer Education does not cover the theme of consumerism in its entirety because other secondary school programs also deal with the different aspects of this matter. It complements the Home Economics course in Secondary II and Economics in Secondary V.

The Home Economics course in Secondary II is oriented towards the adolescent's needs in the domains of housing, clothing, nutrition, and family life. Management is the integrating concept for all the elements of this course. Introduction to consumer education, like introduction to production, is an important section. Both aspects are presented as valid means of satisfying his needs while developing his personal resources, and are in keeping with the conservation of resources.

The Economics course in Secondary V devotes one module of seven to Consumer Education. This module aims at helping the pupil learn to become an intelligent consumer and helps him to understand that he is the first agent of production. Income and savings are non-consumable items but are also covered in the program. This module stresses certain abilities, among which are the sense of saving and the capacity for making rational choices.

3. ISSUES OF THE “CONSUMER EDUCATION” SECTION

3.1 PRODUCTIVITY ECONOMICS COMPARED WITH CONSUMER ECONOMICS

The passage from a production economy to a consumer economy is quite recent, and has brought

considerable changes in the habits and behaviours of Quebecers on the social as well as on the economic level.

The advent of radio and television, the passing from rural to urban life, have disrupted consumer habits. While at the beginning of the century, the individual spent the largest part of his income to satisfy his essential needs, today, he has seen this income increase and his needs multiply. The North American Continent is in an era of overconsumption. For the majority of Quebecers, the increase in income and the rise of the level of life allow the satisfaction of new needs that go beyond vital needs.

The industrial society has instituted strongly concentrated mass production which resulted in a more and more dynamic and diversified consumption. In order to maintain a certain rhythm of growth, and to decrease production costs consumption had to be increased. Mechanisms have been developed to make consumers aware of products and to render them accessible to all strata of society. In the present industrial context, advertising of all kinds tends to stimulate and convince, rather than inform. On the other hand, credit allows those who cannot afford to buy goods or services to obtain them immediately.

This transformation is characterized by the increasing complexity of problems with which consumers are faced. It is more and more difficult to make decisions concerning the goods or services desired by the consumer because of a decrease in quality, an abundance of goods, fluctuating prices, and the constant appearance of new products.

In this consumer economy, the adolescent, with all the pressures that a modern society puts on him, gradually becomes part of the group of consumers. Hence the importance of offering him the means of

becoming responsible for himself, of developing his initiative, of behaving more and more like an autonomous adult in the world of consumption.

3.2 CONSCIOUS CHOICES

More and more citizens are aware of the disastrous consequences of consumption as it is currently practiced: destruction of the environment, depletion of raw materials, unbalanced distribution of resources. More and more institutions, groups, and individuals are trying to oppose this phenomenon.

The challenge is important. Overproduction and the stimulation of consumption are inherent in our mode of economic development. Consumer Education has its value, but it also has its limits. It becomes paradoxical to incite to consume less when clothes and shoes are often made to wear out faster, electronic appliances, cars, toys, to break more often. We like to think, however, that the more conscious individuals become of what is happening at this level, the more chances there will be that personal and community consumption behaviour will change, and that the pressures will be strong and could have a favourable influence on the system of consumption.

3.3 TODAY'S YOUNG CONSUMERS

We often tend to think that only adults play a role in the domain of consumption. Young people, in their own way, play an important role. Like the adults, they have needs to satisfy, in accordance with their particular characteristics. How can the young consumer of today be described? According to Benoit Aubin:

"In Quebec, the 10 to 20 year olds control or influence a little more than 20 billion dollars¹⁴ Globally and very approximately their income amounts to about 50 million dollars per year. This income comes from allowances given by parents, and occasional full-time or part-time jobs. The parents of these adolescents must spend more than 5 billion per year for clothing, sports equipment, furniture, etc. Lastly, adolescents have a certain influence on products consumed by the whole family: food, body care products, acquisition of certain long lasting products such as cars, radios, stereos, televisions, etc.

The 10 to 20 year olds do not constitute a homogeneous whole. The industries that want to sell to them certainly organize their advertising and marketing to fit their product, but also take the age and sex of the potential customers into consideration,

Age and sex determine specific consumer practices in our society. A young person of 12 years and an 18 year old do not have the same income, the same social activities, clothes, or influence on the family's consumption. To attempt to understand the reality of young Quebecers' consumption, we must divide this market.

First of All, Age

The young boy spends his money on very few articles — confectionery, films, and leisure activities, games and toys. His small income is the reason for this. He buys inexpensive goods connected with social activities, at the corner restaurant for example, or at home with his brothers and friends (stamp or coin collections, etc.).

The older boys adopt new articles and abandon others. Thus, cars and body care products occupy a meaningful place in comparison with confectionery, games, and toys, magazines and books. This change is partially explained by a greater attention to girls.

The difference between younger and adolescent girls is less apparent. The only article that changes in the older girls' expense list are the items "candies and others." The rest shows a relative continuity in the products that are consumed. The feminine models of society have an early influence on young girls and the products they consume. This age group spends 50% of their income on appearance by buying clothes, cosmetics and jewelry.

Sex

The younger adolescents show a net difference between girls and boys in spite of the fact that candies, ice cream and soft drinks are the first choices of both. The boys spend their money on outdoor activities or on games and toys, while the very young girl spends her money to take care of her person.

The older adolescents have already integrated the cultural model. A certain convergence in the consumer habits of adolescents may be noted: the two groups tend to attach a considerable importance to their appearance and their outings.

*Media — Advertising and Youth*¹⁵

Consumer habits acquired in adolescence take on considerable importance. Numerous studies have shown that adolescent preferences for certain brands of products last for many years. This accounts for the importance industry attaches to advertising directed towards young people and to their presence in advertising as a whole. Though the

14 Modified excerpt from the Magazine *Protect Yourself*, Vol. 7 No. 13, March 1979.

15 Modified abstract from an article *Protect Yourself*, Vol. 7, No. 13, March 1979.

younger children prefer television, the older ones are more inclined towards radio and magazines.

An American study, on the other hand, underlined the general hostility of young people towards advertising, particularly television advertising. The researchers explain this hostility by the fact that in their earlier years, young people experienced false and misleading advertising. These negative experiences have left their mark, to the point that the researchers think that it is in the interest of those working in advertising and manufacturing to increase the credibility of their advertising.

These researchers have discovered, however, that there is no connection between the hostility towards advertising in a media and their interest in the media itself. In other words, the importance given by the adolescents to media cause them to forget the advertising forced on them.

Does this mean that young people are insensitive to advertising? Surely not, for what is essential for an advertisement is to be heard or perceived at least by the subconscious, whether or not we pay attention to it. For the advertising man, the fact that the young person is there and listening remain the key point: a repetition of the message will drive it home¹⁶

Group Membership

For the marketing specialists, a consumer is someone who identifies himself with a membership group, work group for adults, group of friends for the adolescents. This membership group has a great influence on the choice of products and their brand names.

At the same time as we buy a product, we purchase a symbol that links us to our membership group. The decisive aspect of youth consumer habits is the fact that, more than at any other age, it is determined by their peers, that is their friends, the group to which they belong.

Take for example products that everyone buys: magazines, records, toileteries. They can be distinguished only by their category or their brand name. A membership group will identify itself with a brand rather than a product. Adults express this phenomenon when they buy a car, while adolescents express it particularly when they buy clothes.

There are also products that are not purchased by everybody — bicycles, motorcycles, sports equipment, beer and cigarettes for the young people. This category of products give rise to a dual belonging: belonging to a group because of the consumption of that certain product (motorcycle) and belonging to a

sub-group because of the acquisition of a product of a certain brand.

What emerges from this picture is that it is difficult for a young person to be an informed consumer. The psychological characteristics of adolescents, their availability to the media, and their great sensitivity to the needs of their peer group rather place them under the relative control of this group. It seems possible that a well-informed young consumer might appear maladjusted to himself and to the people around him¹⁷

3.4 THE FAMILY, FIRST SITE OF CONSUMER EDUCATION

Nowadays young people of 12 to 18 years influence family expenses to the point that the latter can't really ignore them. Young people often take part in the family's decisions concerning important budgetary matters such as the acquisition of cars, leisure activity accessories, and other articles. Advertising has reacted to this: more and more products are being sold by showing children and adolescents with their parents, as a family.

At the end of elementary school, young people often feel they can fend for themselves in many domains, including the monetary. They want autonomy and freedom. The strange part is that once they are given their freedom, they are happy to know that they have parents to support them. Young people's incomes have considerably increased in the last years (particularly in well-off groups). It is the custom in many families to give weekly allowances to the young adolescent so he learn how to administer a budget and take care of his immediate needs: bus transportation, meals, etc.

It seems that at that age everything they want to do requires money. School activities and leisure activities seem intimately linked to the dollar. Self-esteem grows in the measure that they belong to the group, that they do what others do, that they dress like the others, attend the same activities, go to the same places. It is sometimes very costly to imitate others and the adolescents often find themselves in conflict with the family's budget and standard of life. Lacking pocket money, they must try to earn some, or obtain it from their parents. In their effort to solve their social and affective difficulties, young people risk contracting bad habits such as charging their parents' account or borrowing money from their friends.

This is an opportunity for the parents to show their children how to spend wisely. Many emotional

¹⁶ Modified abstract from an article published in *Protect Yourself*, Vol. 7, No. 13, March 1979.

¹⁷ Abstract from an article in *Protect Yourself*, Vol 7, No. 13, March 1979.

moods can be avoided when the adolescent administers his budget and when he is asked at an early age to cooperate with his family and try to make good use of the family resources for the benefit of everyone. When the adolescent participates in family discussions, parents and children learn to appreciate one another's reasoning. Young people are always proud to contribute to the choice of important objects for the whole family.

On the other hand, the family's attitudes concerning material goods, its organization, and its priorities, the family's income and expenses are factors that finally make up a life-style and very quickly influence the children by moulding their consumer behaviours.

What reaction can be expected of the children who each time they ask for something receive YES or NO as an answer, without explanation, and of those whose parents explain that because of the quality of the desired object, its utility and cost, question if it is a good buy? What will be the reaction of the children whose parents automatically give them what they want, and those whose parents try to discover with them whether the product advertised really has all the qualities claimed on T.V. and how useful it might be, taking into consideration what they already possess or what they will want or should have in the future.

The adolescent learns to be less dogmatic in the expression of his desires and can adjust them according to circumstances in the course of his evolution. He becomes capable of building his scale of values, that is of organizing his needs according to their importance, of foreseeing the consequences of his behaviours and of his choices. Through his family, he is quick to learn that he is part of a community and that there are requirements which he must respect as well as compromises he must make so that everyone may obtain a minimum of satisfaction.

4. ORIENTATIONS OF THE SECTION "CONSUMER EDUCATION"

4.1 THE ROLE OF THE SCHOOL

In recent years, the young consumer's education has been the particular concern of secondary schools. Sections dealing with different aspects of consumer education are part of different courses. This initiative has been taken at a time when adolescents live in a world that stimulates them to excessive consumption.

In modern society, young people are pressured more and more by their peer group. Because they often interrelate with their peers, because they are impulsive in their choices and possessions, because a consumer society constantly suggests new values,

adolescents are forever solicited, and by the same means convinced, that they must associate with their member group in their style of consuming.

In view of this, the school, because of its social role must play a role of the utmost importance. It must help the adolescent become aware of very concrete problems in the field of consumption. By the varied analyses the school offers to the pupil, he can be brought into contact with realities, concepts, and learning situations that do not exist at home. This will lead to the broadening of his views and a defining of the scope of his reality and that of others who are part of the consumer society in which he lives. The school must thus aim at an enrichment of his perspectives and a deepening of his personal reality.

It must help the pupil understand and be aware of the mechanisms set up by a consumer society which can encourage him to become an overconsumer. The school must first of all place itself in an immediate perspective; it must motivate the pupil to examine his concepts of consumption within the context of his own life and in situations he lives everyday.

Finally, the school must prepare young people for their future. It must aim at leading the pupil to behave in an adult and autonomous way in the consumer world, because at that age becoming totally responsible for his life is a near reality on many levels (housing, material possessions, life plans, etc.) and the rational attitudes already acquired become of paramount importance.

4.2 OVERALL OBJECTIVE OF "CONSUMER EDUCATION" SECTION

Using the issues of Consumer Education and the role that the school should play in the matter, the final objective of Consumer Education is aimed at continuing the development that occurs in the family and at developing the pupil's consumer skills, thus contributing to his development and to that of his environment.

The overall objective of Consumer Education consists of:

Providing the pupil with every opportunity to adopt responsible behaviour in the field of consumption.

4.3 AIMS OF "CONSUMER EDUCATION"

Considering that the overall objective requires that the pupil focus on himself at the time when he is called to relate with his physical, human, and social environment, the objectives of the section "Consumer Education" will be divided according to four types of relationships.

The first aim deals with the type of relationship in which the person endeavours to define himself as a consumer and to assume his role in this domain in a well-informed way appropriate to his status and his age.

The second aim deals with the relationship in which the person is in contact with the physical environment and tries to draw the resources he needs from it, while preserving the quality of this environment.

The third aim deals with the relationship in which the person is in interaction with another person and tries to play the role of consumer in a genuine way, while maintaining harmony between himself and the other person.

The fourth aim deals with the relationship in which the person is in contact with the social environment and seeks a mode of consumption respecting his identity as a consumer and responsibility towards the community.

Consequently, the aims of the section are the following:

1. To foster the pupil's awareness of himself as a consumer by helping him to assume a role appropriate to his status and his age.
2. To foster the development of the pupil's awareness of the physical environment as a source of satisfaction for his needs, and the development of attitudes and behaviours likely to preserve the quality of his environment.
3. To foster the development of an awareness of the other person as a consumer with whom he is in

relationship, and the development of attitudes and behaviours in conformity with his personal choices and respectful of the choices of the other person.

4. To foster the development of an enlightened awareness of the consumer society, and the development of responsible attitudes and behaviours towards the community.

4.4 GENERAL OBJECTIVES

The objectives of Consumer Education cover the whole of elementary and secondary studies. They express the major intentions of Consumer Education in school. They do not, however, specify the subject matter for elementary and secondary schools.

To determine what is specific to the elementary and secondary schools, an analysis must be carried out and the characteristics of the target population in term of needs and development taken into consideration. This leads to determining the general objectives for each of the school levels.

In the secondary school, the general objectives aim at leading the pupil:

1. To an awareness of his present needs and of the needs he will be called upon to meet in the near future.
2. To develop his ability to apply a rational process of decision and organization in the field of consumption.
3. Assume the role of a responsible consumer in the field of leisure, on the personal as well as on the social level.

SYNOPTIC TABLE OF THE GENERAL ORIENTATIONS OF "CONSUMER EDUCATION" IN SECONDARY SCHOOL

Overall Objective of
Consumer Education.

To provide the pupil with every opportunity to adopt
responsible behaviour in the field consumption.

Aims of Consumer Education
Concerning the Relationships Implied
by the Overall Objective.

1. To foster the pupil's awareness of himself as a consumer by helping him to assume a role appropriate to his status and his age.
2. To foster the pupil's awareness of the physical environment as a source of satisfaction for his needs and the development of attitudes and behaviours likely to preserve the quality of his environment.
3. To foster the pupil's awareness of the other person as a consumer with whom he is in relationship and the development of attitudes and behaviours in conformity with his personal options and respectful of the options of the other person.
4. To promote an enlightened awareness of the consumer society and the adoption of responsible attitudes and behaviours towards the community.

General Objectives of Consumer
Education in Secondary School.

That the pupil:

1. Become aware of his present needs and of the needs he will be called to meet in a near future.
2. Develop his ability to apply a rational process of decision and organization in the field of consumption.
3. Assume the role of a responsible consumer in the field of leisure, on the personal as well as the social level.

5. CONTENT AND OBJECTIVES

5.1 CONTENT

At the secondary level, content fostering the development of responsible behaviour in the field of consumption will deal particularly with the pupil's relationship with himself, as well as with his relationship with his social environment.

In respect to personal relationships, the content will deal with the adolescent's new role in the field of leisure as a chosen place for the satisfaction of his needs. The content will also deal with some criteria for the choice of a means of transportation. Finally,

for the pupil who will be leaving his family soon, the content will deal with questions related to budgetary planning.

For the pupil's relationship with his social environment, the content will deal with the rational utilization of public resources offered by the environment and with responsible practice of different leisure activities.

The following chart indicates the distribution of the content dealt with in secondary school according to the types of relationships, the specific fields in which the school intervenes, and the work themes, as well as the content.

DISTRIBUTION OF THE LEARNING COMPONENTS OF CONSUMER EDUCATION IN SECONDARY SCHOOL

TYPE OF RELATIONSHIP	FIELD OF INTERVENTION	WORK THEME	CONTENT
The pupil's self-relationship in which he builds his identity as a consumer and tries to define his role as a consumer in an enlightened way, appropriate to his status and his age.	- Awareness of present and future needs. - Ability to apply a rational process of decision making and organization in the domain of consumption.	- Consumer's role	- autonomy - impact of autonomy on the role - new kinds of solicitations - development of a critical sense
		- Leisure	- definition - personal leisure - needs - hierarchy of needs - time and leisure - exterior influences
		- Lifestyle after high school	- present needs concerning transportation and housing - future needs - changes in needs
		- Organization of a leisure activity	- planning - action related to the combination of resources - realism of a plan - criteria of decision - factors of choice - importance of organization
		- Choice in leisure activities	- replacement activities - necessary resources - evaluation compared to needs-costs - external influences
		- Transportation costs	- needs in terms of traveling - maintenance - purchase, operation, and maintenance costs - net income compared to purchase, operation, and maintenance - cost of other possibilities - net revenue dedicated to displacements
		- Choice of transportation	- criteria of decision - criteria of the choice of a vehicle - personal hierarchy of criteria of choice - means of transportation meeting these criteria
		- The budget	- criteria of decision - types of housing - costs of housing - expenses related to housing - school fees - professional fees - estimation of annual expenses - provisional budget

TYPE OF RELATIONSHIP	FIELD OF INTERVENTION	WORK THEME	CONTENT
The pupil's relationship with the social environment in which he seeks a style of consumption that is genuine as well as responsible towards the society in which he evolves.	Assume on the personal and social level, the role of responsible consumer in the field of leisure.	- Utilization of resources - Choices concerning leisure	- types of resources - resources utilized - impact on the environment - ways of utilizing the resources - personal consequences - social consequences - desirable and undesirable consequences - ways of avoiding the undesirable consequences

5.2 OBJECTIVES

To give the reader an overall view of the secondary school objectives, the following chart presents all the general objectives as well as the related cycle terminal objectives.

The following pages explain each terminal objective for the two cycles of the secondary level, with the intermediate objectives relating to it.

DISTRIBUTION OF THE OBJECTIVES OF "CONSUMER EDUCATION" IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
That the pupil:	The pupil should be able:	
	1 st cycle	
	T.1 To recognize that his role as a consumer changes as he grows older.	(4)
	T.2 To measure the importance of leisure in the exercise of his role as a consumer.	(7)
		
	2 nd cycle	
	T.1 To estimate how his lifestyle after secondary school will differ from his present lifestyle in terms of housing and transportation.	(3)
		
	1 st cycle	
	T.3 To describe the steps leading to the realization of a leisure activity.	(9)
	T.5 To evaluate the choice of his leisure activities in accordance with the resources necessary for their realization.	(5)
		
	2 nd cycle	
	T.2 To establish the costs related to various means of transportation.	(6)
	T.3 To apply personal criteria in the choice of transportation adapted to different situations.	(4)
	T.4 To foresee a balance between his expenses and his income for his first year of CEGEP.	(8)
	or	
	T.5 To foresee a balance between his expenses and his income for his first year as a worker.	(8)
		
	1 st cycle	
	T.4 To recognize the advantage of a preferential utilization of public resources in the field of leisure.	(4)
	T.5 To evaluate the choice of his leisure activities according to the personal and social consequences they imply.	(3)

* The number between brackets corresponds to the number of intermediate objectives linked to the terminal objective.

Terminal and Intermediate Objectives First Cycle



THEME: Consumer's Role.

TERMINAL OBJECTIVE 1

TO RECOGNIZE THAT HIS ROLE AS A CONSUMER CHANGES AS HE GROWS OLDER

INTERMEDIATE OBJECTIVES

RELATED CONTENT

1.1 To draw from his personal experiences indications that his autonomy as a consumer is increasing.

— *examples of indications:*

- new responsibilities
- organization of his school life
- co-curricular activities
- planning meals
- organization of his leisure activities
- paid tasks
- pocket money
- allowances
- etc.

1.2 To become aware that his greater autonomy modifies his role as a consumer.

— *modifications:*

- administration of his money
- increased buying power
- increased choices in consumption
- diversity of leisure activities
- increased influence of peers

1.3 To recognize that he is subjected to new types of solicitation as well as to an increase.

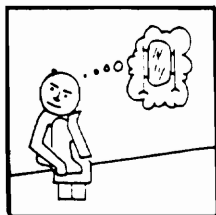
— *types of solicitation:*

- advertising intended for adolescents
- itinerant sales
- illegal sales
- chain letters
- etc.

1.4 To find ways of developing his critical sense in order to assume his new role as a consumer.

— *ways:*

- reading of relevant magazines: *Protect Yourself*
- reading labels



THEME: Leisure.

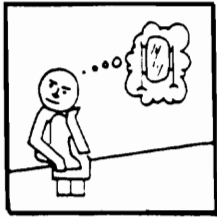
TERMINAL OBJECTIVE 2

TO MEASURE THE IMPORTANCE OF LEISURE IN THE EXERCISE OF HIS ROLE AS A CONSUMER

INTERMEDIATE OBJECTIVES

RELATED CONTENT

2.1 To define a "leisure activity."	— <i>nature:</i> • free time activity — <i>types of leisure:</i> • sports • arts • motorcycle • etc. — <i>leisure situations:</i> • alone • with family • with peers • in pairs
2.2 To make a list of his leisure activities for a given period (e.g. for each season).	
2.3 To estimate the time allotted each week for his leisure activities.	
2.4 To identify the needs satisfied by his various leisure activities.	— <i>needs for:</i> • relaxation • occasions for meeting people, friends • physical exercise • awareness of artistic and cultural productions • discovery of nature • production (hobbies) • educational activities • etc.
2.5 To classify his leisure needs in order of importance.	
2.6 To indicate elements of consumption required by his leisure activities.	— <i>elements of consumption:</i> • purchase of material • transportation • clothing • etc.
2.7 To compare, in terms of time, needs, and resources, the importance of his leisure consumption with other activities.	— <i>consumption related to:</i> • occasional work • studies • personal upkeep



THEME: Organization of a Leisure Activity.

TERMINAL OBJECTIVE 3

TO DESCRIBE THE STEPS LEADING TO THE REALIZATION OF A LEISURE ACTIVITY

INTERMEDIATE OBJECTIVES

RELATED CONTENT

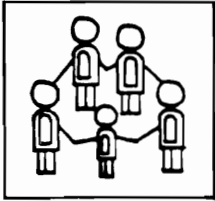
3.1 To describe what he does when he wants to practice a leisure activity.	— <i>what he does:</i> • before the activity • during the activity • after the activity
3.2 To isolate the questions that come under planning of the activity.	— <i>planning:</i> • strategies, forecast of resources, actions to reach an objective
3.3 To enumerate the various resources required for leisure activities.	— <i>resources:</i> • time: • seasons • days, hours • material: • equipment • transportation • money • human: • teammate • monitor • carrier • adversary • etc.
3.4 To determine the criteria having an influence on the choice of resources necessary for his leisure activities.	— <i>example of criteria:</i> • availability of resources • cost of resources • etc.
3.5 To note that a decision concerning the realization of a plan always occurs after the planning.	
3.6 To determine the criteria for reaching a decision concerning the realization of a plan.	— <i>criteria:</i> • availability of resources • degree of satisfaction of needs • costs • realism of the plan • etc.
3.7 To indicate the actions through which resources for his leisure activities are obtained.	— <i>examples of actions:</i> • communications, appointments • financing activities • etc.

3.8 To discuss the appropriateness of evaluating his leisure activities in terms of preparation and realization.

3.9 To identify the main steps in the organization of a leisure activity.

— *steps:*

- planning
- decision making
- obtaining resources
- practicing the activity
- evaluating



THEME: Utilization of Resources.

TERMINAL OBJECTIVE 4

TO RECOGNIZE THE ADVANTAGE OF A PREFERENTIAL UTILIZATION OF PUBLIC RESOURCES IN THE FIELD OF LEISURE

INTERMEDIATE OBJECTIVES

RELATED CONTENT

4.1 To recognize the types of resources available in his environment.

- *material resources:*
 - cultural center
 - sports center
 - library
 - outdoor education center
 - public transport
 - school
 - home
 - etc.
- *human resources:*
 - peers
 - family
 - monitors at the park
 - leisure organizers
 - the city, the associations, the federations
 - etc.
- *financial resources:*
 - group budget (of the team or the class)
 - personal budget
 - family budget

4.2 To identify which of these resources he uses to satisfy his needs in the domain of leisure.

4.3 To evaluate the degree to which he utilizes the resources available in his environment.

- *evaluation:*
 - minimum utilization
 - adequate utilization
 - maximum utilization

4.4 To indicate the effects of a maximum utilization of the resources of his environment.

- *effects:*
 - saving money
 - saving time
 - profitable installations
 - adequate consumption by the milieu



THEME: Choice of Leisure Activities.

TERMINAL OBJECTIVE 5

**TO EVALUATE THE CHOICE OF HIS LEISURE ACTIVITIES
IN ACCORDANCE WITH THE RESOURCES NEEDED
FOR THEIR REALIZATION**

INTERMEDIATE OBJECTIVES

RELATED CONTENT

5.1 To determine the elements that influence the choice of his leisure activities.

— *elements:*

- personal needs
- personal aptitudes and tastes
- available resources
- external influences
- etc.

5.2 To indicate other leisure activities of similar interest that could replace those he practices.

5.3 To determine the resources he needs to practice these other leisure activities.

5.4 To compare the resources he needs to practice his present leisure activities with those he would need for the other activities.

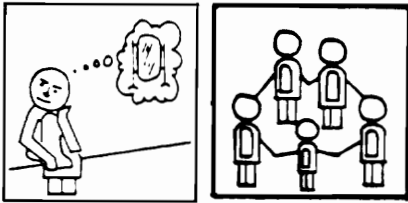
— *elements of comparison:*

- resources:
 - material
 - human
 - financial
 - time
- cost of the resources
- availability

5.5 To evaluate the appropriateness of modifying the choice of his leisure activities.

— *elements of evaluation:*

- personal needs
- aptitudes and tastes
- available resources
- external influences
- etc.



THEME: Choice of Leisure Activities.

TERMINAL OBJECTIVE 6

**TO EVALUATE THE CHOICE OF HIS LEISURE ACTIVITIES
ACCORDING TO THE PERSONAL AND SOCIAL
CONSEQUENCES THEY IMPLY**

INTERMEDIATE OBJECTIVES

RELATED CONTENT

6.1 To identify the consequences, for himself, of the practice of various activities.

— *positive and negative consequences for:*

- health
- pleasure
- human relationships
- etc.

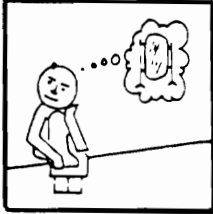
6.2 To evaluate the consequences, for others, of the practice of various activities.

— *positive and negative consequences:*

- reactions of those around him:
 - his family, his friends, etc.
- effects on the physical and biological environment:
 - pollution, deterioration, regeneration, etc.

6.3 To list the leisure activities that involve more negative consequences on the personal or social level.

Terminal and Intermediate
Objectives
Second Cycle



THEME: Lifestyle After Secondary School.

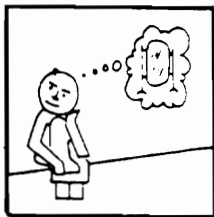
TERMINAL OBJECTIVE 1

TO ESTIMATE THE WAYS IN WHICH HIS LIFESTYLE AFTER SECONDARY SCHOOL WILL DIFFER FROM HIS PRESENT LIFESTYLE, IN TERMS OF HOUSING AND TRANSPORTATION

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- 1.1 To describe how he satisfies his present needs for housing and transportation.
- 1.2 To forecast his needs for housing and transportation for the year following his leaving secondary school.
- 1.3 To specify the changes that will occur concerning his needs for housing and transportation.



THEME: Costs of Transportation.

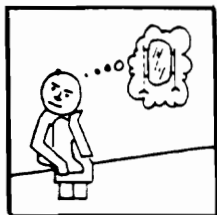
TERMINAL OBJECTIVE 2

TO ESTABLISH COSTS IN RELATION TO DIFFERENT MEANS OF TRANSPORTATION

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|--|
| 2.1 To find different ways of answering needs for transportation. | — <i>ways of answering:</i> <ul style="list-style-type: none"> • purchase: car, bicycle, van, etc. • public transportation: public transport, taxi • pooled transportation |
| 2.2 To recognize that each vehicle requires maintenance. | |
| 2.3 To be aware of the purchase, operation, and maintenance costs of the various kinds of vehicles. | — <i>maintenance costs (including normal repairs) of a car or a van, a motorcycle, a bicycle</i>
— <i>purchase, operation, and maintenance costs of various categories of cars, vans, and motorcycles</i> |
| 2.4 To calculate the proportion of net income spent for the purchase, the operation, and the maintenance of a vehicle for different categories of income. | |
| 2.5 To estimate the cost of other means of transportation according to the various categories of needs. | — <i>cost of:</i> <ul style="list-style-type: none"> • a bus • a taxi • pooled transportation by car • rental of a vehicle |
| 2.6 To calculate the portion of net income spent for traveling by means other than the purchase of a vehicle, for various categories of income. | |



THEME: Choice of Means of Transportation.

TERMINAL OBJECTIVE 3

TO APPLY PERSONAL CRITERIA IN THE CHOICE OF TRANSPORTATION ADAPTED TO VARIOUS SITUATIONS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

3.1 To determine the criteria that can influence the choice of the vehicle to be purchased.

— *purchase criteria:*

- price
- needs in terms of transportation of person, material
- financial resources
- design
- efficiency
- durability
- economy
- availability of maintenance services
- safety
- etc.

3.2 To determine the criteria that can influence the decision to purchase a vehicle or to use other means of transportation.

— *decision criteria:*

- needs in term of transportation
- financial and human resources
- availability of public transportation
- availability of maintenance service
- social status
- preservation of the environment

3.3 To establish his personal hierarchy of criteria in the choice of a means of transportation.

3.4 To indicate means of transportation that meet these criteria in various situations.



THEME: The Budget.

TERMINAL OBJECTIVE 4

TO FORESEE THE BALANCE BETWEEN HIS EXPENSES AND HIS INCOME FOR HIS FIRST YEAR IN CEGEP*

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|--|
| <p>4.1 To indicate the criteria involved in the decision to live away from the family.</p> <p>4.2 To indicate the different types of housing suitable for a student.</p> <p>4.3 To gather information on rental costs according to the types of housing existing in the region.</p> <p>4.4 To give a list of the maintenance, service, and settling-in costs resulting from the decision to live away from the family.</p> <p>4.5 To indicate the various expenses of a student.</p> <p>4.6 To estimate the expenses he will have to assume in his first year of CEGEP.</p> | <p>— <i>decision criteria:</i></p> <ul style="list-style-type: none"> • distance from his parent's house • respective costs • possibility of living with friends • etc. <p>— <i>types of housing:</i></p> <ul style="list-style-type: none"> • room • apartment • shared apartment <p>— <i>maintenance, service and settling-in costs:</i></p> <ul style="list-style-type: none"> • furniture • electricity, telephone • heating • clothing: purchase, cleaning, laundry • food • insurance <p>— <i>expenses:</i></p> <ul style="list-style-type: none"> • registration and school fees • purchase of books and notes • current supplies: paper, pencils ... • specialized supplies: arts, typing ... • photocopies • student dues • meals • student social activities • insurance • transportation • clothing • housing • etc. <p>— <i>expenses:</i></p> <ul style="list-style-type: none"> • housing • transportation • maintenance, services and moving in • school • leisure activities • food |
|---|--|

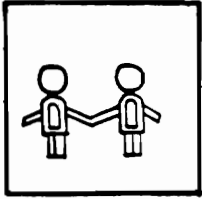
* For the pupils who will attend CEGEP.

4.7 To estimate his income during his first year of CEGEP.

— *income provided by:*

- parents' assistance
- student loans and bursaries
- salary and wages
- loan

4.8 To establish a provisional budget for his first year of CEGEP.



THEME: The Budget.

TERMINAL OBJECTIVE 5

TO FORESEE A BALANCE BETWEEN HIS EXPENSES AND HIS INCOME FOR HIS FIRST YEAR AS A WORKER*

INTERMEDIATE OBJECTIVES

RELATED CONTENT

5.1 To indicate the criteria involved in the decision to live away from the family.

— *decision criteria:*

- distance from his parents' home to his working place
- respective costs
- experience of an independent life
- possibility of living with friends
- etc.

5.2 To indicate the various types of housing he could occupy when he starts working.

— *types of housing:*

- room
- apartment
- shared apartment

5.3 To gather information on rental costs according to the different types of housing existing in the region where he might be working.

5.4 To make a list of the maintenance, service, and settling-in costs resulting from the decision to live away from the family.

— *maintenance, service, and settling-in costs:*

- furniture
- electricity, telephone
- heating
- clothing: purchase, cleaning, laundry
- food
- insurance

5.5 To indicate the various expenses of a worker.

— *expenses:*

- occupational costs
- union dues
- union card
- purchase of tools, material, parts, etc.
- clothing
- housing
- meals
- transportation
- insurance

5.6 To estimate the expenses he will have to assume during his first year as a worker.

— *expenses:*

- rent
- transportation
- maintenance, services and settling-in
- professional
- leisure activities

* For the pupils who will be working.

5.7 To estimate his income during his first year as a worker.

- *income provided by:*
- salary or wages
 - parents' assistance
 - loan

5.8 To establish a provisional budget for his first year as a worker.

BIBLIOGRAPHIE

BCP PUBLICITÉ. *La famille canadienne-française et la consommation. The French-Canadian Family as a Consumer Unit*. Montréal: Éditions de la Table ronde, 1971, 79 p.

BAUDRILLARD, Jean. *Le système des objets. La consommation des signes*. Coll. «Médiations», No. 93, Paris: Éditions Denoël-Gonthier, 1968, 245 p.

BELLEY, J.-Guy, Jacques Hamel, Claude Masse. *La société de consommation au Québec*. Office de la protection du consommateur, Éd. officiel du Québec, June 1980, 90 p.

BONIFACE, Jean et Alain Gaussel. *Les enfants consommateurs*. Paris: Casterman, 1981, 153 p.

ELGOZY, Georges. *Les damnés de l'opulence*, coll. «Liberté de l'esprit», Paris: Éditions Calmann-Lévy, 1970, 331 p.

ENVIRONNEMENT QUÉBEC. *Étude sur la perception de l'environnement*. Service des communications, Division éducation, Éditeur officiel du Québec, March 1980.

HÉNAULT, Georges-Maurice. *Le comportement du consommateur: une approche multidisciplinaire*. Montréal: P.U.Q., 1973, XVIII-182 p.

HOLTZ-BONNEAU, Françoise. *Déjouer la publicité pour des consommateurs conscients*. Paris: Éd. économie et humanisme, 1976, 175 p.

KOKOSOWSKI, Alain. *Formation économique et pédagogie des sciences sociales*.

LAPOINTE, Roger. *Regard sur la société de consommation*. Montréal: Éd. Fides, 1973, 40 p.

LE COOPÉRATEUR DE FRANCE. *Le forum du jeune consommateur*. Paris: March 1980, 47 p.

MARCEAU, Roger. *La publicité, Nécessité ou gaspillage*. coll. «du Cep», No. 8, Montréal: Éditions Lidec, 1967, 164 p.

MINISTÈRE DES COMMUNICATIONS. *Le guide du citoyen*. Québec: Éditeur officiel du Québec, 450 p.

MOTULSKY, Bernard. *Consommation, publicité et législation*. Québec: P.U.L., 1975, 60 p.

PACKARD, Vance Oakley. *L'Art du gaspillage*. Paris: Calmann-Lévy, 1962, 316 p.

PACKARD, Vance. *La persuasion clandestine*. Coll. Liberté de l'esprit. Paris: éd. Calmann-Lévy, 1958, 246 p.

PACKARD, Vance. *L'homme remodelé*. Calmann-Lévy, France: 1978.

PETROF, John. *Comportement du consommateur et marketing*. Québec: Presses de l'Université Laval, 1976, 241 p.

PONS, Dominique. *Consomme et tais-toi*, Coll. «Carte blanche». Paris: Éditions Épi, 1972, 128 p.

RIGAUD, Jacques. *La culture pour vivre*. Paris: Gallimard, 1975.

TITLEY, Gilles. *L'Art de dépenser*. Québec: Fédération de Québec des unions régionales des Caisses populaires Desjardins, 1972, 47 p.

Folders and Brochures

ENVIRONNEMENT-QUÉBEC. Direction des communications et de l'éducation, *L'environnement consommé à crédit*. Québec: October 1980, 16 p.

OFFICE DE LA PROTECTION DU CONSOMMATEUR. *La publicité*. Québec: August 1982, 55 p.

OFFICE DE LA PROTECTION DU CONSOMMATEUR. *Le consommateur et le crédit*. Québec: June 1981, 75 p.

OFFICE DE LA PROTECTION DU CONSOMMATEUR. *Protect Yourself*.

Dossiers

CENTRE RE RECHERCHE ET D'INFORMATION DES ORGANISATIONS DE CONSOMMATEURS. *L'éducation du jeune consommateur*. Brussels: 1979, 30 p.

- Dossiers: — l'environnement
- les achats
- la publicité

ENVIRONNEMENT QUÉBEC. *Environnement et consommation*. Québec: March 1981, 4 p. Série de six fiches:

- Les coûts d'un environnement de qualité
- À coup de fourchettes dans l'environnement
- L'environnement: corne d'abondance et dépotoir
- L'environnement entre quatre murs
- L'auto, un poids pour l'environnement
- À vendre pour loisir, environnement presque neuf

ENVIRONNEMENT QUÉBEC. *Environnement et vie quotidienne*. Québec: January 1980, 4 p. series of four.

- L'environnement: équilibre et harmonie
- La maison: un environnement bruyant
- Des déchets à apprivoiser
- Le quartier, un environnement à l'image des résidents

Educational Materials

ENVIRONNEMENT QUÉBEC. *Ce que pensent les Québécois de l'environnement*, Québec: 4 p.

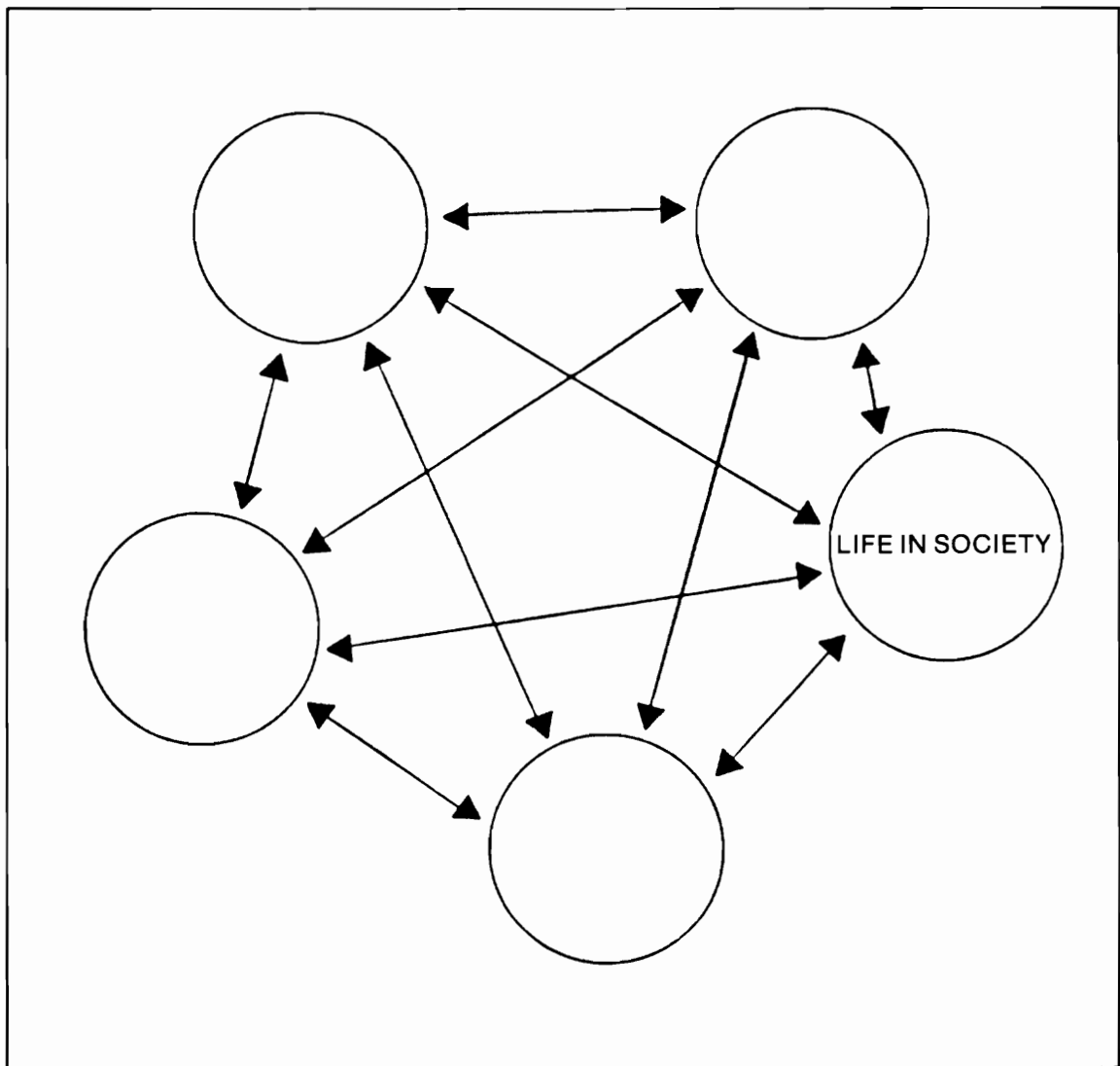
ENVIRONNEMENT QUÉBEC. *Des idées pour une éducation à l'environnement*, Québec: July 1980, 4 p.

ENVIRONNEMENT QUÉBEC. *L'enfant et son environnement*. Québec: feuillet 1980, 4 p.

ASSOCIATION DES CONSOMMATEURS DU CANADA. *Le consommateur canadien*, revue mensuelle, section Québec, 50 p.

SECTION E

Life in Society Education



SUMMARY

1. Specific Contribution of Life in Society Education to the Pupil's Personal and Social Development.
2. Relationship Between the Section "Life in Society" and the Other Sections of the Program.
3. Issues of the Section "Life in Society Education."
 - 3.1 A Very Important Section
 - 3.2 A Changing and Complex Society
 - 3.3 Young People and Society
 - 3.4 The Family's Role in Learning How to Live in Society
 - 3.5 The School — Second Place of Learning How to Live in Society
 - 3.6 Beyond Wishes — Concrete Behaviours
 - 3.7 Tomorrow's New Generation
4. Orientations of "Life in Society Education."
 - 4.1 Overall Objective of "Life in Society Education" Section
 - 4.2 Aims of Life in Society Education
 - 4.3 General Objectives
5. Content and Objectives
 - 5.1 Content
 - 5.2 Learning Objectives
6. Bibliography

1. SPECIFIC CONTRIBUTION OF LIFE IN SOCIETY EDUCATION TO THE PUPIL'S PERSONAL AND SOCIAL EDUCATION

Life in Society, like all the other sections of the program, constitutes at the same time a path through which all the general objectives of personal and social education are pursued, as well as a particular field of study. It has two distinct and complementary roles. On one hand, it pursues the very general objectives found at the beginning of the program, and on the other hand it endeavours to reach the more specific objectives of Life in Society Education.

On the personal level, this section aims at leading the pupil to a greater awareness of the social dimension of his development, a positive image of life in a community, a clearer and more positive view of his own social reality, and a better perception of the principles governing life in society. This section aims at giving the pupil the tools which will enable him to gradually develop a personal life plan in which he can express and assert himself as a free, autonomous person, in quest of a better quality of life in society.

On the level of the pupil's relationship with his physical environment, this section aims at leading the pupil to respect his physical environment and to

consider his interaction with it as a way of improving his conditions of life and those of others.

On the social level, this section should provide the pupil with an extensive knowledge on the various modes of organization of social life and the tools with which the community has equipped itself in order to function. In this domain, the section also aims at the development of the pupil's sense of belonging to the community and the identification of the roles he can and must play within it.

2. RELATIONSHIP BETWEEN "LIFE IN SOCIETY EDUCATION" AND THE OTHER SECTIONS OF THE PROGRAM

While the section "Life in Society Education" covers a well-defined dimension of the program, it is still linked closely with the other sections. Life in society, being an omnipresent reality, touches all the other aspects of life.

This part of the program will not only deal with the programs created by life in society, but will also tackle aspects concerning the other sections.

The main influences of the other sections on "Life in Society" are shown below:

LIFE IN SOCIETY EDUCATION IN ITS RELATIONSHIPS WITH THE OTHER SECTIONS

Life in Society Education	
Health Education	→ Attention given to the concept of search for a balance between personal and society's expectations concerning health.
Sex Education	→ Attention given to the concept of acceptance, tolerance and respect for the other person. Attention given to the need of asserting oneself, and the learning of social roles.
Consumer Education	→ Attention given to ways of utilizing the natural physical environment, and the community resources.
Interpersonal Relationships Education	→ Expanded knowledge of life with within a group. Study of inherent problems, of certain ways of facing them and of developing oneself.

3. ISSUES OF THE SECTION "LIFE IN SOCIETY EDUCATION"

3.1 A VERY IMPORTANT SECTION

The fact that this section is placed at the end of the Personal and Social Education program does not mean that it is of lesser importance. It is, on the contrary, one of the most important sections, as it covers all the other sections when they deal with the development of strong and autonomous personalities and the development of individuals capable of participating fully in certain domains of community life such as economics, culture, politics.

This section must be taken seriously; it should not be treated as a poor relation. It recapitulates various questions raised in the preceding sections and gives them a new perspective by relating them to life in a human city. Through questions, particularly about the family, school, society, a person's rights and responsibilities or about vandalism and civics, this section deals with self-knowledge, expectations, hopes, the awareness of the ties that link us to others, and the difficulties to be overcome to attain a certain state of well-being in spite of the contradictions, oppositions, irrationalities, the frantic rhythm, and the extreme complexity of modern society.

To be at ease with oneself and with others, to develop in one's public and private life, to open to self and to others, to learn to live the difficult adventure of being a man or woman among men and women, such is the program and the challenge that this section presents to young people.

3.2 A CHANGING AND COMPLEX SOCIETY

During the last two decades, important changes have been occurring in western society, changes in social structures, men's and women's roles in society, institutions, laws, and regulations. These changes are closely tied to new needs, economic, social, cultural and political, as well as to an opening to new values. Our society is endeavouring to redefine itself in order to attain a better standard of life together.

On the part of the individual, this demands an increasing capacity for adaptation to changes if he wants to fully actualize himself on the social level. But a great number of citizens do not succeed in adjusting to this accelerated rhythm. They accuse the "upside-down world" of wanting to reject the values of the past, to make us live in a world that is materially and affectively insecure. What tomorrow will be is not known, and there is more and more worry about the future of young people.

These rapid changes are accompanied by an increasingly complex social organization. Indeed, a society that is in evolution perfects its structures, gives itself new means of functioning. To commit oneself to a superstructured society organized in a hierarchy is not the easiest task. In spite of the considerable efforts of various groups to help the citizen live adequately in society, people still find it difficult to find their way. What are their rights, duties, and powers as citizens? How can one make sense of all the public institutions, the division of jurisdictions, the procedures to follow in order to assert one's rights, the great number of forms to be filled in to obtain information or a service to which they are entitled? These are questions that the citizens of this superorganized and highly technological society are up against.

These may be the reasons behind the social apathy observed in many individuals whose sole interest is their personal security and domestic comfort. One cannot blame them until they are given the necessary means to participate in public affairs and assume their role as citizens. Living with others and participating in public evolution is not natural for the individual. A society like ours, that claims to be first and foremost democratic, must increase its efforts to educate for community life.

These considerations lead to questions: Who will carry on tomorrow? What place do young people occupy in society now? What are their feelings, expectations, questions, and ambitions concerning life in society? What role will they play in the future? Will they be better prepared to adapt to changes and to take social initiative?

3.3 YOUNG PEOPLE AND SOCIETY

The picture of the young people's actual experiences enables us to forecast a future that is sometimes promising, other times uncertain. Indeed, many young people participate actively in social life in different ways: social groups, youth clubs, organizations for assistance to underdeveloped countries, and solidarity marches. These testify to an awakened conscience and to young people's desire to participate in the well-being of society.

Nowadays, however, some young people's behaviour shows a lack of understanding, an abdication, a revolt, even a refusal of all participation in the life of society. The increase of the rate of delinquency, dropping out, alcoholism, drug abuse, prostitution, and minor offences are there to prove it. It is also known that in Quebec suicide is the major cause of death for the 15 to 19 year olds and the second for the 15 to 30 year olds.

What are the reasons for this malaise? Some people will attribute it to the type of society in which we live, others will be more direct and blame the family environment, while others will accuse the educational system. One thing is certain: it is through the whole of these institutions and structures that young people start learning about life in society, where each of these institutions is in constant interaction with the others. It is in the course of their daily experiences in the family, in school, and in society in general, that young people will form their own view of society, a view that will encourage or discourage them in their quest for well-being with others.

It is thus by the common determination to adjust to young people's reality, to accord them the place in society that is theirs by right, that it will be possible to lead them to an enriching and genuine commitment to society.

3.4 THE FAMILY'S IS ROLE IN LEARNING HOW TO LIVE IN SOCIETY

The child experiences his first human relationships in the family. It is here that he gradually develops his personal identity and learns to know others and live with them. The child experiences roles and responsibilities which will lead him to situate himself among others and define his place within the family. As the days pass, he will integrate the meaning of the words *sharing, responsibility, differences, equality, compromise, rights, conflict*. The family constitutes for the child the background on which he will model his first social behaviour.

The child's positive or negative attitude towards society will be determined by what he has learned, be it submission, contestation, cooperation, jealousy, love, hate, injustice, security, fraternity, or equality. Thus the family has a major role to fulfill in this education.

3.5 THE SCHOOL — SECOND PLACE OF LEARNING HOW TO LIVE IN SOCIETY

School, a broader and more diversified milieu than the family, is the second place in which the child will evolve for at least ten years. There the child will undergo experiences that will leave their mark, just as do those in the family. The school, because of its educational mission, must prepare young people for the great adventure of life in society. If the school wishes to prepare the young person for a rewarding life in society, it is now, while he is in school, that it must start the process.

The pupils will be able to adjust to society, to open up to the future in a positive way and commit themselves freely with autonomy and responsibility in their community, if the school allows the young people to freely express their feelings, expectations,

needs, fears, and insecurities; if it invites them to reflect on what they are and want to be; if it encourages them to give themselves the tools to develop themselves and participate in the improvement of their quality of life in the community; if it trusts them; if it gives them the place that is theirs by right, and if it enables them to understand the social organization in which they will eventually have to live.

The school must give the young people opportunities to organize, to participate in the educational process, to make choices, to express themselves freely to emphasize their point of view, because they need to integrate into society, to participate in its evolution, and to have their own place in society. And it is in this mini-society, school, that young people should have the opportunity to fulfill their expectations and learn their roles as citizens.

3.6 BEYOND WISHES — CONCRETE BEHAVIOURS

What about the reality of the school? Does the child really learn to live in society? Does the school provide the child with the tools he needs to commit himself and participate in the improvement of school life?

The school is concerned in the social education of its pupils. Efforts are made constantly to lead pupils to solve the social conflicts in which they are often involved, to understand the importance of following rules, to participate in team life, and to commit themselves to their school life. These interventions take place when the opportunity arises, whether during a lesson, a personal meeting, or often, following particular problems. The sometimes unsatisfactory effect of this expenditure of energy is understandable given the present social context: overpopulated comprehensive school, excessive teacher and pupil workload, teacher specialization, a context that makes enriching human relations and time for reflection on these difficult questions.

It then becomes essential to extend the actions already taken, and to make explicit the importance of educating young people about the life of the community. Enabling the young person to understand the organization of society, inviting him to reflect on his social responsibilities and their implications, bringing him to freely discuss the facets and stakes of social life so that he may attain a true autonomy within a valid relationship with others, such is the goal of "Life in Society Education." Through specific objectives adapted to the age and needs of young people and through content tied to their realities, all in a context of sharing, mutual opening, and freedom of expression, this section should be a further step towards a democratic school and the active, positive, and enlightened participation of the young person in society.

3.7 TOMORROW'S NEW GENERATION

May we hope that a common desire on the part of family as well as of the school to educate young people for Life in Society will enable the latter to become free citizens, committed and responsible, as well as agents of social change?

Through the efforts of the family and school, young people will certainly be better informed, more aware of their social dimension and of their personal and collective destiny. Can it be said that the future will definitely be better?

Nothing now assures this. But one thing is sure: If the young people who will form the new generation are better prepared to do so, the chances of a better life will be improved.

4. ORIENTATIONS OF THE SECTION “LIFE IN SOCIETY EDUCATION”

4.1 OVERALL OBJECTIVE OF “LIFE IN SOCIETY EDUCATION” SECTION

Beginning with the different aspects of the issues of Life in Society Education and the school's specific role in this respect, the final goal of Life in Society Education is to lead the pupil to express himself as a person and as a citizen, in a harmonious and valuing way.

Consequently, the overall objective of Life in Society Education consists in

Leading the pupil to develop the knowledge, attitudes and behaviours which will enable him to strike a balance between his expectations and those of the community within which he evolves, so that he will be able to express himself fully as an individual, and participate actively in the life of his community.

4.2 AIMS OF LIFE IN SOCIETY EDUCATION

Considering that the overall objective puts the child in a situation in which he must focus on himself to get a better knowledge of his social dimension, and considering that it prompts the pupil to seek a balance between his personal expectations and those of his community, the aims of this section will be divided according to three types of relationships.

The first aim will deal with the type of relationship in which the person endeavours to understand his social dimension and form his own model of a citizen.

The second aim will deal with the type of relationship in which the person endeavours to develop a mode of making rational use of his physical environment.

The third aim will deal with the type of relationship in which the person endeavours to develop his social role and to participate in the betterment of community life.

Consequently, the aims of the section will be:

1. To foster the pupil's better understanding of his social dimension and encourage him to clarify his personal project as a free and responsible citizen.
2. To sensitize the pupil to the importance of his physical environment and encourage him to use it in a manner that is enriching for him and for his community.
3. To encourage the pupil to assume his social role in order to participate in the betterment of the life of his community.

4.3 GENERAL OBJECTIVES

The objectives of Life in Society Education cover all elementary and secondary school studies. There are, however, objectives specific to elementary school and others specific to secondary school.

Consequently, it is necessary to pursue the analysis and to take into consideration the characteristics of the pupils in terms of needs and development.

In *secondary* school, the general objectives are designed to lead the pupil

1. To integrate the social dimension of his personality.
2. To take advantage of the services offered by his community while giving other people the opportunity of using them.
3. To become aware of the organization of life in society.
4. To organize his social life constructively.

SYNOPTIC TABLE OF THE GENERAL ORIENTATIONS OF “LIFE SOCIETY EDUCATION” IN SECONDARY SCHOOL

Overall Objective of Life
in Society Education

To lead the pupil to develop the knowledge, attitudes, and behaviours which will enable him to strike a balance between his expectations and those of the community within which he evolves, so that he will be able to fully express himself as an individual and participate actively in the life of his community.

Aims of Life in Society Education
Concerning the Relationship Implied
by the Overall Objective

1. To foster the pupil's better understanding of his social dimension and encourage him to clarify his personal project as a free and responsible citizen.
2. To sensitize the pupil to the importance of his physical environment, and encourage him to use it in a manner that is enriching for him and for his community.
3. To encourage the pupil to assume his social role in order to participate in the betterment of the life of his community.

General Objectives of Life in Society
Education in Secondary School

That the pupil:

1. Integrate the social dimension of his personality.
2. Take advantage of the services offered by his community while giving other people the opportunity of using them.
3. Become aware of the organization of life in society.
4. Organize his social life in a constructive manner.

5. CONTENT AND OBJECTIVES

5.1 LEARNING CONTENT

In secondary school, the content appropriate to the development of a full expression of self as a person and as a citizen will deal with the pupil's integration of his social dimension, the utilization of and the respect for the common good, introduction to social organization, and the adjustment of his social identity to his life.

Concerning the *pupil's relationship with himself*, the learning content will deal with the pupil's present social life, his aspirations, values, rights, and responsibilities in society as well as the place information occupies in his life.

Concerning the *pupil's relationship with his physical environment*, the content will deal with the various community services as well as with the social problem of vandalism.

Concerning the *pupil's relationship with his social environment*, the content will deal with society's mode of organization as well as with the role the pupil must play within it.

The following chart indicates the distribution of content covered in secondary school according to the types of relationships, the specific fields of intervention of the school, the work themes, and the content.

DISTRIBUTION OF THE LEARNING COMPONENTS OF “LIFE IN SOCIETY EDUCATION” IN SECONDARY SCHOOL

TYPE OF RELATIONSHIP	FIELDS OF INTERVENTION	WORK THEME	CONTENT
Pupil's self-relationship in which he endeavours to define himself as a social being and to clarify his personal project as a citizen in a free and responsible manner.	Integration of the social dimension of his personality.	My social life	- social groups to which he belongs - feelings towards these groups - factors which influence these feelings - relationship between role and feelings - evaluation of his satisfaction concerning his social life - factors which increase the quality of his social life - interventions likely to improve his social life
		My social ambitions	- ambitions during childhood - adult citizen model - similarities and differences between the child model and the adult model - factors that influence the actualization of the adult model - dynamic nature of a plan - personal actions - human resources - adjustment of the adult model
		Nature and role of values	- concept of value - values sought - effects of values on behaviour - values belonging to his adult model - personal values and values of others - effects of values on lifestyle
		Plurality of values	- diversity of lifestyles - plurality of the values - factors of plurality - interpersonal conflicts - conflict situations - attitudes and behaviours concerning a conflict - importance of living according to his values
		My values	- values concerning health, sexuality, consumer education, interpersonal relationships, life in society - manifestations of values in life - alternatives in decision-making - feelings associated with difficult decision-making - decision-making process - values underlying a decision - links between values and lifestyle - importance of clarifying values - personal values - dynamic nature of values - importance of a continuous process in the clarification of values

TYPE OF RELATIONSHIP	FIELDS OF INTERVENTION	WORK THEME	CONTENT
The pupil's relationship with his physical environment in which he endeavours to organize it to satisfy his needs and those of others.	Utilization of services offered by the community and respect of the rights of others to use them.	Rights and responsibilities	- definition of the charter - rights recognized by the charter - rights and liberties at school - possibility of exercising his rights - attitude concerning respect for the rights and liberties of others - concept of reciprocity - personal responsibility concerning the respect for others
		Information	- nature of the information - needs satisfied by information - importance of information - usual way of getting information - difficulties in gaining access to information - personal satisfaction with the information received - requirements concerning qualitative information - mass communication - types of information - criteria of information quality - sources of information - techniques for gathering information - decision-making - elements of an enlightened decision
		Services to the community	- main community services offered - reasons for community services - functioning of a community service - validity of this service - ways of using community services
		Vandalism	- intention of committing an act of vandalism - reasons explaining the intention - personal feeling - reasons leading to the action or the non action - vandalism in the environment - reasons why young people commit acts of vandalism - personal opinion on vandalism - impact of vandalism on oneself and on the environment - ways favouring the quality of the environment

TYPE OF RELATIONSHIP	FIELDS OF INTERVENTION	WORK THEME	CONTENT
The pupil's relationship with his social environment in which he endeavours to define his social role and participate in his community's improved standard of life.	Introduction to the organization of life in society.	Society	- concept "society" - reasons why human beings live together - multiplicity of the groups - interactions of the groups - regulations governing groups - reasons for enacting regulations - groups having relationships other than that of inclusion
		Plurality of the interactions	- effect of the interactions of one group on another - influence of the relationship between groups on a decision - influence of the relationship between groups on life and working conditions - factors determining the importance of the influence of one group on another - contribution of each member of a group to the internal effectiveness of the group - personal responsibility concerning the effectiveness of a group - formalization of the interactions within a group - personal behaviours and effectiveness of the group
		Rules	- rules for internal use and rules of the larger group - primacy of one group's rules over another - respect for the primacy of one group over the other
		The legislative process	- concept of "law" - steps leading to the passing of a law - concept of "rule" - steps leading to the passing of a rule
		Young people and the law	- aim of the Youth Protection Act - persons to whom this law applies - circumstances that compromise the safety of a young person and his development - assistance to a young person in trouble - description - role of the Director of Youth Protection - rights of young people in trouble - role of the Comité de la protection de la jeunesse - localization of the office of the D.Y.P. (Director of Youth Protection) - role of the police - Juvenile Delinquent's Act - actions contrary to the law

TYPE OF RELATIONSHIP	FIELDS OF INTERVENTION	WORK THEME	CONTENT
		The legal system	- elements of law concerning: young people at work, rape, drugs, consumer protection, road safety code, divorce - reasons for laws - localization of available resources - types of courts and their respective roles - jurisdiction of the different courts - role of the Municipal Court - possible offences under regulations of his municipality - elements of the Civil Code - aim of legal aid - criteria of admission - components of the legal aid network - concept of small claims - concept of "creditor" and "debtor" - appealing to Small Claims Court - actions required to bring suit - actions to carry out when you are sued
		The family	- types of judgment - present role within the family - present role compared to his role as a child - feelings concerning his place in the family - reactions to feelings - aspects of the role to be improved - ways of increasing the quality of his family life - concept of "family" - history of the family - types of family - reason for the existence of the family - legal aspects related to the family - personal model of family life - reasons for his option - realism of the choice
		The school	- a typical day in school - satisfaction and school experiences - personal expectations - concrete actions leading to the realization of these expectations - effectiveness of the actions performed - personal actions compared to the actions of others - action fostering the improvement of school life - realism of the expectations according to the status and role of the comprehensive school

TYPE OF RELATIONSHIP	FIELDS OF INTERVENTION	WORK THEME	CONTENT
		The membership groups	- groups and membership ties - factors linked to the feeling of belonging - role in membership groups compared to role in other groups - link between feelings and commitment - impact of the feeling of belonging on the functioning of a group - membership ties in the class group, the comprehensive group
		Social problems	- nature of a social problem - analysis of a social problem - causes of social problems - feelings concerning social problems - reasons underlying these feelings - personal responsibility concerning social problems - present role compared to desired role - condition for the role of commitment - conditions to meet - organizations that sensitize to social problems
		Crime prevention	- nature and importance of crime prevention - role of the interveners - means of prevention
		Pressure groups	- nature of the pressure groups - types of pressure groups - nature of the demands - usefulness of pressure groups
		Life in work environment	- work environment of his immediate circle - components of life at work - conditions for an enriching life in the work environment - the role of each group - rights and responsibilities of each one - laws concerning the C.S.S.T.Q. - personal expectations concerning life in a work environment - the employer's expectations - the realism of his expectations - ways of reconciling his expectations and those of the community
		Group associations	- nature of a grouping - types of association - reasons for the existence of associations - functioning of the associations - student associations

5.2 LEARNING OBJECTIVES

In order to give the reader an overall view of the secondary school objectives, the following chart presents all the general objectives as well as the terminal objectives of the cycle related to them.

The pages that follow present and explain each terminal objective, with the intermediate objectives that relate to it. This is done for both cycles of secondary school.

DISTRIBUTION OF LEARNING OBJECTIVES OF "LIFE IN SOCIETY EDUCATION" IN SECONDARY SCHOOL

GENERAL OBJECTIVE	TERMINAL OBJECTIVE	INTERMEDIATE OBJECTIVES*
That the pupil: 1. Integrate the social dimension of his personality.	The pupil should be able:	
	1 st cycle	
	T.1 To situate himself in his present social life	(9)
	T.2 To define the scope of his main ambitions as a citizen	(8)
	T.3 To identify the nature of the values and their role in his plan of life in society	(6)
	T.4 To respect the plurality of values	(7)
	T.5 To recognize that as a young person he has rights and responsibilities	(7)
	T.6 To recognize the place information occupies in his life	(6)
	T.7 To recognize the obstacles blocking access to information.	

	2 nd cycle	
	T.1 To recognize the importance of clarifying his values in order to develop personally and socially, throughout his life	(14)
	T.2 To analyze the information transmitted through mass communication	
	T.3 To make an enlightened decision following a search for information.	(9)
2. Take advantage of the services offered by the community while giving others the opportunity to use them.	1 st cycle	
	T.8 To become familiar with the main community services offered.	(6)

	2 nd cycle	
	T.4 To contribute to the improvement of the quality of his environment	(9)
	1 st cycle	
	T.9 To define the scope of the concept of society	(6)
	T.10 To recognize that the interactions within a group can affect the large group to which it belongs and vice-versa	(3)
	T.11 To define the scope of the concept of "primacy" in groups that have a relationship of inclusion	(7)

* The number between brackets corresponds to the number of intermediate objectives linked to the terminal objective.

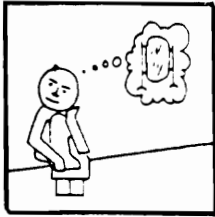
GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
3. Become aware of the organization of life in society.	T.12 To be introduced to the legislative process	(4)
	T.13 To expand his knowledge of the Youth Protection Act	(10)
	T.14 To expand his knowledge of the Juvenile Delinquents Act	(13)

	2 nd cycle	
	T.5 To understand that groups can have relationships other than that of inclusion	(4)
	T.6 To recognize that one group can influence another group with which he is in relationship	(7)
	T.7 To become familiar with the major elements of the law which concern him	(4)
	T.8 To become familiar with the operation of the courts of Quebec	(5)
	T.9 To be aware of the operations of legal assistance and Small Claims Court	(10)
4. Organize his life in society in a constructive way.	1 st cycle	
	T.15 To evaluate his present role within his family	(7)
	T.16 To evaluate his school life in a critical manner	(10)
	T.17 To recognize the importance of crime prevention in his life and in his role as a citizen	(4)

	1 nd cycle	
	T.10 To specify his personal plan concerning his family	(9)
	T.11 To characterize his feeling of belonging to various social groups	
	T.12 To evaluate his attitude towards various social problems	(6)
	T.13 To be aware of the nature and role of pressure groups	(4)
	T.14 To situate himself in relation to life in the work environment	(12)
	T.15 To recognize the existence and usefulness of the various citizens associations	(7)

* The number between brackets corresponds to the number of intermediate objectives linked to the terminal objective.

Terminal and Intermediate Objectives First Cycle



THEME: My Social Life.

TERMINAL OBJECTIVE 1

TO SITUATE HIMSELF IN HIS PRESENT SOCIAL LIFE

INTERMEDIATE OBJECTIVES

RELATED CONTENT

1.1 To name the main social groups to which he belongs.

— *examples of social groups:*

- family
- comprehensive school
- class
- peers
- student association
- sports team
- scouts — girl guides
- choir
- naturalist club
- etc.

1.2 To express his feelings as a member of these groups.

— *examples of possible feelings:*

- well-being
- uneasiness
- boredom
- indifference
- pleasure
- personal satisfaction
- solitude
- etc.

1.3 To indicate the factors likely to cause these feelings.

— *examples of factors:*

- interest in the activities
- personal competence
- results
- human relationships
- participation
- the obligatory or optional characteristic of adhesion to a group
- self-acceptance
- members of the group:
 - their role
 - their attitude
 - etc.

1.4 To compare the role he assumes in groups in which he is at ease with the role he assumes in other groups.

— *examples of possible roles in groups in which he is at ease:*

- leader
- collaborator
- animator
- creator
- etc.

— *examples of possible roles in the other groups:*

- troublemaker
- loafer
- fighter
- etc.

1.5 To identify the relationships between roles and feelings.

1.6 To evaluate his degree of personal satisfaction with his present social life.

1.7 To identify the factors in which he could intervene to increase the quality of his present social life.

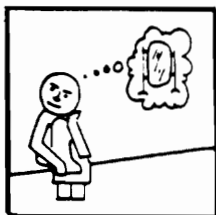
1.8 To discuss with his peers different modes of intervention involving these various factors.

1.9 To experience an intervention aimed at improving the quality of his present social life.

— *cf. Content 1.3*

— *examples of modes of intervention:*

- factor: self acceptance
- to know oneself better
- be aware of what others expect of him
- express his personal expectations
- factor: competence
 - ask for help
 - accept that errors will be made
 - assume various responsibilities
- factor: participation
 - suggest new activities
 - help others
 - voice his opinion
 - suggest solutions
 - etc.



THEME: My Social Aspirations.

TERMINAL OBJECTIVE 2

TO DEFINE THE SCOPE OF HIS MAIN AMBITIONS AS
A CITIZEN

INTERMEDIATE OBJECTIVES

RELATED CONTENT

2.1 To review his main social ambitions when he was a child.

— *child model:*

- ambitions concerning his
 - occupation
 - leisure activities
 - family
 - social relationships

2.2 To identify the main elements of his adult citizen model.

— *elements of the adult model:*

- ambitions concerning
 - occupation
 - leisure activities
 - family
 - social relationships

2.3 To evaluate the similarities and differences between his child model and his adult model.

2.4 To find the factors likely to intervene in a positive or negative manner in the realization of his adult model.

— *influence factors:*

- family environment
- school environment
- school results
- peer influence
- personal changes
- discovery of new skills and interests
- personal potential and limitations
- societal evolution
- possibilities and limitations of society
- etc.

2.5 To observe the dynamic characteristic of his plan as a citizen.

— *elements of dynamism:*

- individual-environment relationship
- personal growth

2.6 To indicate personal actions that could contribute to the actualization of his adult model.

2.7 To indicate the human resources that could help him specify his plan of social life.

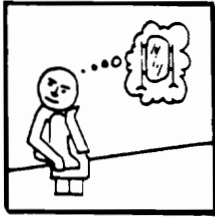
— *human resources:*

- parents
- educational and vocational information teacher
- guidance counsellor
- etc.

2.8 To adjust the elements of his adult model according to the influence factors enumerated in 2.4.

— *cf. Content 2.2*

— *concept of realism*



THEME: Nature and Role of Values.

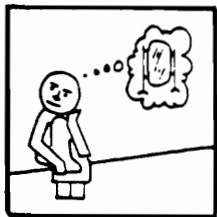
TERMINAL OBJECTIVE 3

TO IDENTIFY THE NATURE OF THE VALUES AND THEIR ROLE
IN HIS PLAN OF LIFE IN SOCIETY

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|--|
| <p>3.1 To define the scope of the concept of "value."</p> | <p>— <i>definition:</i></p> <ul style="list-style-type: none"> • "All that is desirable and not only what is desired." <p>— <i>kinds of values:</i></p> <ul style="list-style-type: none"> • biological (health, strength) • economic (right) • aesthetic (beauty) • moral (virtue) • religious (sacred) <p>— <i>groups of value:</i></p> <ul style="list-style-type: none"> • truth • goodness • beauty <p>— <i>aspects of a value:</i></p> <ul style="list-style-type: none"> • dynamic (desire or sensitivity of the subject) • objective or statistical (traditional or universal human social characteristic of the value) <p>— <i>values imposed and values freely chosen</i></p> |
| <p>3.2 To indicate the values he is looking for in his life.</p> | |
| <p>3.3 To evaluate the effects of these values on his behaviour.</p> | <p>— <i>effects of values on:</i></p> <ul style="list-style-type: none"> • human relationships • choice of career • etc. |
| <p>3.4 To identify the values underlying his adult citizen model.</p> | <p>— <i>cf. Terminal Objective 2</i></p> <ul style="list-style-type: none"> • examples of values: <ul style="list-style-type: none"> • health • personal development • justice • faithfulness • social commitment • authenticity • etc. |
| <p>3.5 To compare the values he is looking for with the values pursued by his peers.</p> | <p>— <i>elements of comparison:</i></p> <ul style="list-style-type: none"> • concept of pluralism of values • concept of universality of values • concept of individual differences |



THEME: Plurality of Values.

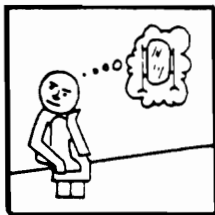
TERMINAL OBJECTIVE 4

TO RESPECT THE PLURALITY OF VALUES

INTERMEDIATE OBJECTIVES

RELATED CONTENT

4.1 To indicate the various lifestyles chosen by individuals.	— <i>lifestyle at the level of:</i> • work • in human relationships • during leisure activities • concerning consumption • concerning sexuality.
4.2 To observe the plurality of values in these various lifestyles.	— <i>link between values and lifestyle</i>
4.3 To indicate the main factors of plurality at the value level.	— <i>main factors marking pluralism:</i> • cultures • beliefs • personal experiences • family environment • needs • personal skills and aptitudes
4.4 To recognize that the plurality of values can cause conflicts between persons.	— <i>interpersonal conflicts:</i> • rejection of the other person • difficulty of communicating • negative judgment of oneself and of the other person
4.5 To point out personal situations of conflict of values with one or many persons.	
4.6 To review the behaviours and attitudes of each person in these situations.	
4.7 To recognize the importance of each person living according to his values.	— <i>concept of authenticity, harmony, honesty, self-esteem, notion of individual autonomy</i> — <i>cf. Charter of the Rights and Liberties of the Person</i> • right to the liberty of opinion and expression • right to equality — <i>Canadian Charter of Rights</i>



THEME: Rights and Responsibilities.

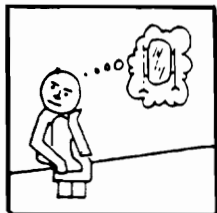
TERMINAL OBJECTIVE 5

TO RECOGNIZE THAT AS A YOUNG PERSON HE HAS RIGHTS AND RESPONSIBILITIES

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>5.1 To define in his own words the Charter of Rights and Liberties of the Person.</p> <p>5.2 To review the rights recognized by the Charter.</p> <p>5.3 To indicate his rights and liberties in his school environment.</p> <p>5.4 To evaluate the opportunities he has of exercising his rights and liberties in his school environment.</p> <p>5.5 To evaluate his attitude towards the respect for the rights and liberties of others.</p> <p>5.6 To define the scope of the concept of "reciprocity."</p> <p>5.7 To evaluate his part of responsibility in the respect for the rights and liberties of young people.</p> | <p>— <i>nature of the Charter</i></p> <p>— <i>reason for the Charter</i></p> <p>— <i>rights recognized:</i></p> <ul style="list-style-type: none"> • basic traditional rights • economic and social rights • right to equality • right to compensation • legal rights <p>— <i>concept of reciprocity</i></p> <p>— <i>implication of the concept of reciprocity</i></p> |
|---|---|



THEME: Information.

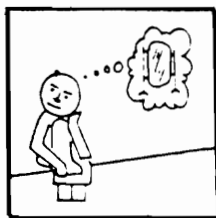
TERMINAL OBJECTIVE 6

TO RECOGNIZE THE PLACE OF INFORMATION IN HIS LIFE

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|---|
| <p>6.1 To express in his own words the meaning of "information."</p> | <p>— <i>definition</i>: information on somebody, on something</p> |
| <p>6.2 To name the different situations during the day in which he needed information.</p> | |
| <p>6.3 To indicate the needs satisfied by the information received.</p> | <p>— <i>examples of needs</i>:</p> <ul style="list-style-type: none"> • need to terminate a study • need to reach a certain place • need to acquire certain goods • need to have a better knowledge of a friend, of something • need to repair an object • etc. |
| <p>6.4 To compare the needs he satisfied with those satisfied by his peers.</p> | <p>— <i>elements of comparison</i>:</p> <ul style="list-style-type: none"> • similarity and differences in needs • number of needs to satisfy |
| <p>6.5 To discuss with his peers the importance of information in life.</p> | <p>— <i>importance of information for personal and social development</i>:</p> <ul style="list-style-type: none"> • to satisfy his needs • to become autonomous • to communicate • to participate in social life • to protect his life • etc. |
| <p>6.6 To express his feelings in situations in which he receives the information he needs and in which he does not receive the necessary information.</p> | |



THEME: Information.

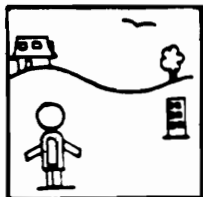
TERMINAL OBJECTIVE 7

**TO RECOGNIZE THE OBSTACLES BLOCKING ACCESS
TO INFORMATION**

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|--|
| <p>7.1 To review situations in which he did not receive the information he needed.</p> | |
| <p>7.2 To find the reasons why he did not receive the information.</p> | <p>— <i>possible causes:</i></p> <ul style="list-style-type: none"> • lack of initiative • ignorance of steps to be taken • refusal of others to give him the information • persons consulted lacked the information • lack of relevance of the books consulted • newness of the subject • etc. |
| <p>7.3 To describe his usual way of getting information.</p> | |
| <p>7.4 To indicate the main difficulties he meets when he seeks information.</p> | <p>— <i>examples of difficulties:</i></p> <ul style="list-style-type: none"> • level of language used by the informant (persons — books — magazines) • excessive number of steps to be taken |
| <p>7.5 To evaluate his degree of general satisfaction with the information he receives in various life situations.</p> | <p>— <i>elements of evaluation:</i></p> <ul style="list-style-type: none"> • acquisition of knowledge • enlightened decision making • pertinence of the information • etc. |
| <p>7.6 To observe that access to quality information implies certain requirements.</p> | <p>— <i>requirements:</i></p> <ul style="list-style-type: none"> • on the part of the person who seeks information • on the part of the informant |



THEME: Services Offered to the Community.

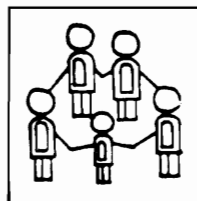
TERMINAL OBJECTIVE 8

TO BECOME FAMILIAR WITH THE MAIN COMMUNITY SERVICES OFFERED

INTERMEDIATE OBJECTIVES

RELATED CONTENT

8.1 To name the main community services offered.	— <i>community services:</i> • health: • hospital, C.L.S.C., medical clinics • social services, community organizations • education: • schools, nurseries • leisure: • parks, leisure activity center • culture: • library, cultural center, center of arts, museums, theatre • justice: • police, legal aid, youth protection
8.2 To explain the reasons for these services.	— <i>reasons:</i> • concept of social organization • concept of public good
8.3 To be aware of how a community service of his choice operates.	— <i>operation:</i> • structure • administration — kind of personnel • role • services offered • population served • how to avail himself of these services
8.4 To inform his class group about the operation of a community service.	
8.5 To discuss with his peers the justification for the existence of this service.	
8.6 To evaluate how these services are utilized.	— <i>respect for the good of the community</i> — <i>rational utilization of the service</i>



THEME: Society.

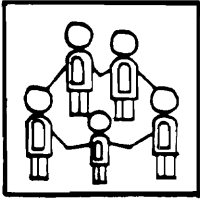
TERMINAL OBJECTIVE 9

TO DEFINE THE SCOPE OF THE CONCEPT OF SOCIETY

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|--|
| 9.1 To define society in his own words. | — <i>definition:</i> <ul style="list-style-type: none"> • group of human beings living together |
| 9.2 To enumerate the reasons that lead human beings to live together. | — <i>reasons:</i> <ul style="list-style-type: none"> • common needs • communication • physical environment (territory) |
| 9.3 To observe that a society is made of many groups of human beings. | — <i>multiplicity of the groups:</i> <ul style="list-style-type: none"> • differences in needs: environment, sex, language, age • examples of social groups |
| 9.4 To observe that there exist interactions among the various social groups. | — <i>relationships among groups:</i> <ul style="list-style-type: none"> • relationship of inclusion • e.g. my group of friends is included in my class, my school, my school board • my family is included in the district, the city, the region, the province, the country • other relationships among groups: relationships centered around: <ul style="list-style-type: none"> • acquisition of goods and services • work and production conditions • investment and development of resources |
| 9.5 To observe that social groups are governed by a set of rules. | — <i>rules in the:</i> <ul style="list-style-type: none"> • family • school • work environment • institutions • peer groups |
| 9.6 To indicate the reasons for establishing rules in every social group. | |



THEME: Plurality of Interactions.

TERMINAL OBJECTIVE 10

TO RECOGNIZE THAT THE INTERACTIONS WITHIN A GROUP CAN AFFECT THE LARGER GROUP IN WHICH IT IS INCLUDED AND VICE VERSA

INTERMEDIATE OBJECTIVES

RELATED CONTENT

10.1 To indicate interactions within a work group that have effects outside of the group.

— *interactions:*

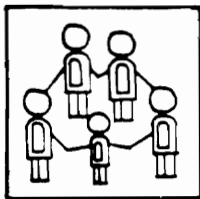
- quarrels
- exchange of services
- styles of verbal interactions (aggressive, pleasant, etc.)
- travelling
- etc.

10.2 To indicate interactions exterior to the work group that have effects within the group.

10.3 To observe that interactions within a group can affect the larger group to which it belongs, and vice versa.

— *effects:*

- conflicts
- training
- discussion, reflection
- obstacle hindering the pursuit of the activities
- etc.



THEME: Regulations.

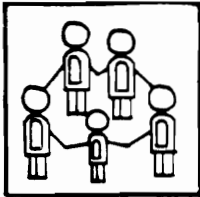
TERMINAL OBJECTIVE 11

TO DEFINE THE SCOPE OF THE CONCEPT OF "PRIMACY"
IN GROUPS THAT HAVE AN INCLUSION RELATIONSHIP

INTERMEDIATE OBJECTIVES

RELATED CONTENT

-
- | | |
|---|--|
| <p>11.1 To find in his environment groups that have an inclusion relationship.</p> <p>11.2 To point out a situation where a rule applying within a group conflicted with a rule of the larger group.</p> <p>11.3 To describe the consequences of this conflict between the groups.</p> <p>11.4 To observe that when a rule applying within a group conflicts with a rule of the larger group, the latter usually takes precedence.</p> <p>11.5 To discuss whether it is legitimate for a group including another group to have primacy over it.</p> <p>11.6 To mention the condition essential to the respect of the primacy of a group over another group that is included in it.</p> <p>11.7 To take this primacy into consideration when establishing internal rules for the groups to which he belongs.</p> | <p>— <i>examples of groups having an inclusion relationship:</i></p> <ul style="list-style-type: none">• the work group in relation to the class• the class in relation to the school• the municipality in relation to the Province of Quebec• etc.
<p>— <i>essential condition:</i></p> <ul style="list-style-type: none">• respect for the basic rights of the included groups |
|---|--|



THEME: The Legislative Process.

TERMINAL OBJECTIVE 12

TO BE INTRODUCED TO THE LEGISLATIVE PROCESS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

12.1 To define the concept of "law."

— *law:*

- "rule or collection of mandatory rules established by the sovereign authority of a society and sanctioned by public authority"

— *reasons for laws*

12.2 To indicate the steps leading to the passing of a law.

— *steps:*

- green paper → draft bill → cabinet
→ legislative committee → national assembly → first reading → study by a parliamentary commission → second reading, study section by section → third reading passing → coming into effect → publication

12.3 To define the concept of "regulation."

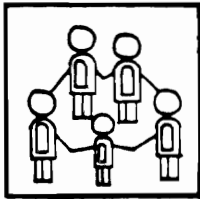
— *regulation:*

- specification of a particular point of a law or enforcement of certain sections of a law

12.4 To indicate the steps leading to the passing of a regulation.

— *steps:*

- approval of regulations by the government
- coming into effect as stipulated



THEME: Young People and the Law.

TERMINAL OBJECTIVE 13

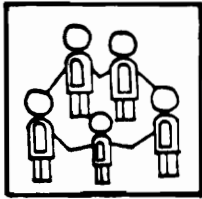
TO EXPAND HIS KNOWLEDGE CONCERNING THE YOUTH PROTECTION ACT

INTERMEDIATE OBJECTIVES

RELATED CONTENT

13.1	To indicate the aim of the Youth Protection Act.	— <i>aim:</i> • protection of young people in trouble • recognition of and respect for their rights
13.2	To indicate the persons to whom this law applies.	— <i>all young people under 18 years:</i> • whose security and development are endangered • whose behaviour is in contravention of a law or regulation existing in Quebec (cf. Juvenile Delinquent Act)
13.3	To indicate in what circumstances his security and development could be endangered.	— <i>circumstances specified to law:</i> • total abandonment • family environment which is a threat to his physical, moral or emotional development • deprivation of material conditions of life appropriate to his needs and to the resources of the family • risk of moral or physical danger created by the life style of persons who keep him • victim of physical ill-treatment and/or sexual abuse • serious behaviour disturbances • frequent and unjustified absences from school • being forced to beg, to do work disproportionate to his strength, to perform in public in a manner that is unacceptable
13.4	To indicate what he can do to help a young person in trouble.	— <i>actions:</i> • report the situation • call the D.Y.P. (Director of Youth Protection) - or • encourage the young person to call the D.Y.P. • encourage the young person to consult an adult who will direct him the D.Y.P.
13.5	To indicate the situations in which he must report a young person whose security and development are endangered.	— <i>situations:</i> • when a young person is a victim of sexual abuse • when a young person is a victim of physical ill-treatment

- 13.6 To indicate the actions of the D.Y.P. to whom a situation has been reported.
- *actions:*
- analysis of the situation
 - solution of the problem
 - urgent measures
 - voluntary measures
 - judicial inquiry by the Youth Court
- 13.7 To review the rights of young people in trouble.
- *rights:*
- right to adequate services
 - right to remain in his natural environment or in an environment similar to that of a normal family
 - right to have his say in the measures concerning him in a reception center or a foster family:
 - right to communicate in full confidentiality with the legal system and if the court permits, with any other persons
- *in a reception center:*
- right to receive a copy of the internal regulations of the center and to accept only measures which conform with these regulations
 - right to housing in other than a detention institution or a police station
 - right to confidentiality, anonymity, and to the destruction of files concerning them
- 13.8 To give a brief description of the role of the Comité de Protection de la Jeunesse.
- *role:*
- analysis of the situation
 - solution of the problem
 - urgent measures
 - voluntary measures
 - power to refer the problem to a Court
- 13.9 To know where the D.Y.P.'s office is situated.
- *situation:*
- address
 - telephone number
- 13.10 To give a brief description of the role of the police in the application of the Youth Protection Act.



THEME: Youth and the Law.

TERMINAL OBJECTIVE 14

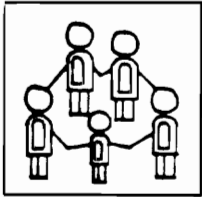
TO EXPAND HIS KNOWLEDGE OF THE JUVENILE DELINQUENT ACT

INTERMEDIATE OBJECTIVES

RELATED CONTENT

14.1	To know the aim of the Juvenile Delinquent Act.	— <i>aim:</i> • protection of society and of persons victim of criminal acts performed by young people under 18 years • protection of the young people under 18 years from adults inciting them to delinquency
14.2	To indicate the persons to whom this law applies.	— <i>all young persons of 14 to 18 years (will be reduced to 12 years with the new law) who have committed an offence against any act or regulation in force in Quebec</i> — <i>all adults inciting a young person to delinquency</i>
14.3	To indicate in what circumstances a young person becomes a delinquent.	— <i>circumstances according to law:</i> • only the Youth Court can, on recognition or declaration of guilt, recognize a person of 14 to 18 years as a juvenile delinquent • the recognition and/or the declaration of guilt concerns offences against a law or regulation in force in Quebec (ex. Criminal Code)
14.4	To mention some offences against a law or regulation in force in Quebec.	— <i>examples of crimes:</i> • shoplifting • borrowing without permission • theft with breaking and entering • compound theft • fraud • possession of stolen goods • complicity • consumption and trafficking of drugs • attacking a person • driving in a state of drunkenness • setting a fire voluntarily
14.5	To indicate the procedure to bring a young person before the Youth Court.	— <i>procedure:</i> 1. police intervention 2. the police report the case to the D.Y.P. 3. agreement between the D.Y.P. and a designated person to decide whether the case will be referred to the Youth Court 4. if the case is referred to the Youth Court, the lawyer directs the complaint to the judge

- 14.6 To name the person who takes charge of the young delinquent following an order of the Youth Court.
- *the responsible person:*
- D.Y.P. who, following the court's decision, becomes responsible for the young delinquent
- 14.7 To indicate measures concerning the young delinquent taken by the Youth Court.
- *examples:*
- probation in the family environment
 - probation and measures of compensation
 - a stay in a receiving center for readaptation
- 14.8 To mention the reasons that impel a person to commit a crime.
- *examples:*
- poverty
 - out of bravado
 - the gang
 - personality problems (e.g. arson)
- 14.9 To indicate the consequences of crime for the victims and society.
- *examples:*
- material loss
 - emotional shock
 - physical handicap
 - economic system
 - daily life
- 14.10 To define the term "deferred."
- *definition:*
- a young person that the Youth Court recognizes as non-rehabilitative following the commission of several crimes and the persons working on the case find it impossible to educate the young person. The young person is brought before an adult court for the last crimes committed
- 14.11 To indicate the rights of the young delinquent.
- *the same rights recognized under the Youth Protection Act*
- 14.12 To review the role of the Comité de protection de la Jeunesse.
- *cf. Intermediate Objective 13.8 (1st Cycle)*
- 14.13 To review the location of the D.Y.P.'s office.
- *cf. Intermediate Objective 13.9 (1st Cycle)*



THEME: The Family.

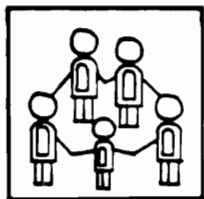
TERMINAL OBJECTIVE 15

TO EVALUATE HIS PRESENT ROLE WITHIN HIS FAMILY

INTERMEDIATE OBJECTIVES

RELATED CONTENT

15.1 To describe his present role in his family.	— <i>role concerning:</i> • responsibilities • activities • relationships with the members of the family
15.2 To compare his present role with his role as a child.	— <i>elements of comparison:</i> • degree of autonomy • type of activities • relationships with the members of the family — <i>concept of particular needs in adolescence</i>
15.3 To express his feelings concerning his present place in the family.	— <i>feelings towards:</i> • trust others have in him • respect of others for his private life • his degree of autonomy • his relationships with the members of his family • etc.
15.4 To describe his reactions to these feelings.	
15.5 To indicate certain aspects of his present role that he would like to improve.	
15.6 To indicate means of increasing his well-being within his family.	— <i>example of means:</i> • discussion with the members concerned • modification or adoption of new behaviours • etc.
15.7 To inform his family of the conclusions of his reflection.	



THEME: School.

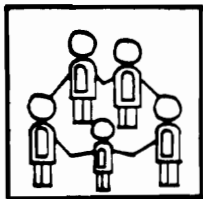
TERMINAL OBJECTIVE 16

TO EVALUATE HIS SCHOOL LIFE IN A CRITICAL MANNER

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|--|
| <p>16.1 To describe a typical school day.</p> <p>16.2 To analyse his degree of satisfaction with the various aspects of his experiences in school.</p> <p>16.3 To evaluate his degree of overall satisfaction with his life in school.</p> <p>16.4 To indicate his expectations concerning his life in school.</p> <p>16.5 To indicate actions he performs to meet these expectations.</p> <p>16.6 To evaluate the efficiency of the actions he performs.</p> <p>16.7 To compare his actions with those of his peers.</p> <p>16.8 To find, with his peers, actions likely to improve life in school.</p> <p>16.9 To inform the persons or groups concerned of his claims or demands.</p> <p>16.10 To evaluate the realism of his expectations concerning the status and the role of the school.</p> | <p>— <i>description:</i></p> <ul style="list-style-type: none"> • school activities • co-curricular activities • human relationships • associations, committees, to which he belongs <p>— <i>satisfaction concerning:</i></p> <ul style="list-style-type: none"> • the courses • relationships with his peers • relationship with teachers, administration • his results • discipline in school (standards and regulations) • his participation in the administration of the school <p>— <i>persons or groups:</i></p> <ul style="list-style-type: none"> • student association • teacher • administrators • parents |
|---|--|



THEME: Crime Prevention.

TERMINAL OBJECTIVE 17

TO RECOGNIZE THE IMPORTANCE OF CRIME PREVENTION
IN HIS LIFE AND IN HIS ROLE AS A CITIZEN

INTERMEDIATE OBJECTIVES

RELATED CONTENT

17.1 To enumerate crimes likely to happen in his environment.	— <i>kinds of crimes:</i> • shoplifting • borrowing without permission • theft with breaking and entering • aggravated theft • fraud • possession of stolen goods • complicity
17.2 To indicate reasons which lead to crime.	— <i>reasons:</i> • poverty • out of bravado • group of peers • etc.
17.3 To indicate the consequences of crime against property.	— <i>personal consequences</i> — <i>social consequences</i> — <i>consequences for the victims:</i> • material loss • emotional shock
17.4 To define crime prevention.	— <i>nature:</i> • types of prevention: • primary: definition • secondary: definition • tertiary: definition
17.5 To explain the importance of crime prevention.	— <i>importance:</i> • maintenance of the quality of life • cost of crime • freedom and responsibility • respect for others • Civic Education • social control
17.6 To indicate the people in the milieu who intervene, and their respective roles.	— <i>people who intervene:</i> • young people • parents: first educators • school: preferred agent of development • police: responsible for order and fight against crime • groups of citizens: partners of the police and justice • service clubs: partners in the organization of safety campaigns • block-parents

17.7 To mention means of action likely to prevent crime in his environment.

— *means of action:*

- at school
- at home
- at the corner store
- etc.

Terminal and Intermediate Objectives Second Cycle



THEME: My Values.

TERMINAL OBJECTIVE 1

TO RECOGNIZE THE IMPORTANCE OF CLARIFYING HIS VALUES TO DEVELOP PERSONALLY AND SOCIALLY ALL THROUGH HIS LIFE.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|---|
| 1.1 To list the values concerning the different dimensions of the Personal and Social Education program that are important to him. | — <i>dimensions of the program:</i> <ul style="list-style-type: none"> • health • sexuality • consumer education • interpersonal relationships • life in society |
| 1.2 To indicate in which way these values manifest themselves in his life. | — <i>manifestations of values through:</i> <ul style="list-style-type: none"> • his behaviours • his attitudes • e.g. tidiness <ul style="list-style-type: none"> • by washing himself every day • by keeping his clothes clean • by putting his things away |
| 1.3 To tell of a situation in which he was faced with many possibilities when he had to make a decision. | |
| 1.4 To indicate the values that surfaced in this situation. | |
| 1.5 To express his feelings when faced with a decision. | — <i>examples of possible feelings:</i> <ul style="list-style-type: none"> • helplessness in face of the decision to be made • internal conflict • fear of making the wrong decision |
| 1.6 To indicate the decision which was made. | |
| 1.7 To describe the process followed in making this decision. | |
| 1.8 To indicate the main values underlying this decision. | |
| 1.9 To evaluate his personal satisfaction after making a decision. | — <i>satisfaction compared to dissatisfaction</i> |
| 1.10 To grasp the relationship between values and decision-making in various situations in his life. | — <i>impact of values on the life-style</i> |
| 1.11 To establish the importance for his development of clarifying his values. | — <i>clarifying elements:</i> <ul style="list-style-type: none"> • reflection on his values • hierarchy of values • discussion of values with other persons |

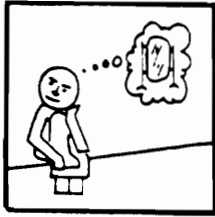
1.12 To discuss with his peers, family, and teachers the values which he supports.

1.13 To state the dynamic characteristics of the values.

— *dynamic factors:*

- evolution of society
- personal development
- personal experiences
- human and physical environment

1.14 To become aware of the importance of clarifying his values all through his life.



THEME: Information.

TERMINAL OBJECTIVE 2

TO ANALYZE THE INFORMATION TRANSMITTED THROUGH THE MEANS OF MASS COMMUNICATION.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

2.1 To make an inventory of the means of mass communication.

— *means of mass communication:*

- newspapers (daily, weekly)
- magazines
- comic strips
- posters
- photography
- movies, 35 mm, 16 mm, and super 8 films
- cassette tapes
- recordings (tape recorder)
- AM and FM radio
- television — antenna
cable
video-cassette
- telephone
- teletypewriter
- photo telegraphic apparatus (Bélin system)
- computer

2.2 To make an inventory of the types of information transmitted by each of the means of mass communication.

— *type of information:*

- news
- information
- advertising
- expert advice
- commentaries
- reader's opinions
- editorials
- etc.

2.3 To indicate the main criteria of information quality.

— *main criteria of quality:*

- objectivity of the message
- precision, clarity of the message
- interest created by the message
- accessibility to the means of information
- speed of transmission of the information
- level of language
- ease with which the means of information is utilized
- action or decision resulting from the information
- etc.

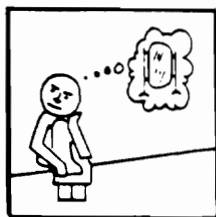
2.4 To analyze a means of mass communication according to the nature and quality of the information transmitted.

2.5 To evaluate the quality of the mass communication means analyzed.

— *evaluation elements:*

- criteria of quality
- advantages and disadvantages

2.6 To classify the mass communication means analysed according to the quality of the information transmitted.



THEME: Information.

TERMINAL OBJECTIVE 3

TO MAKE AN ENLIGHTENED DECISION FOLLOWING A SEARCH FOR INFORMATION.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

3.1 To describe an actual life situation in which he needs information to make a decision.

3.2 To indicate sources of information which will enable him to obtain quality information.

— *sources of information:*

- documentation center
- library
- book shop
- official information
 - governments
 - public and private organizations
 - Caisses Populaires
 - large private companies
 - universities
- directories, financial reports, studies
- mass communication means
- data banks

3.3 To choose among these sources the ones more likely to give him the information he wants.

3.4 To use different techniques for collecting information.

— *files*

— *notes*

3.5 To collect the information he needs to make a decision.

3.6 To indicate from the information collected the pertinent elements which will enable him to make an enlightened decision.

3.7 To present to his peers the inquiries made during his search for information.

3.8 To discuss with his peers the quality of his decision.

3.9 To evaluate the quality of his search for information.

— *evaluation elements:*

- were pertinent sources of information utilized?
- were appropriate techniques used in the collection of information?
- was the quantity of information collected sufficient to make a decision?



THEME: Vandalism.

TERMINAL OBJECTIVE 4

TO CONTRIBUTE TO THE IMPROVEMENT OF THE QUALITY OF HIS ENVIRONMENT.

INTERMEDIATE OBJECTIVES

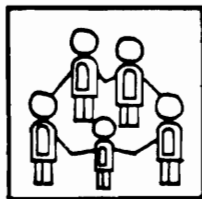
RELATED CONTENT

- | | |
|---|---|
| <p>4.1 To recall, if applicable, circumstances in which he intended causing damage to someone's property or to public property.</p> | |
| <p>4.2 To express the reasons for this action or for the intention of performing it.</p> | <p>— <i>examples of possible reasons:</i></p> <ul style="list-style-type: none"> • defiance • peer influence • pleasure • vengeance • anger • etc. |
| <p>4.3 To express, if applicable, the feelings he experienced after performing this action.</p> | |
| <p>4.4 To express, if applicable, the reasons that prevented him from performing this action.</p> | <p>— <i>examples of possible answers:</i></p> <ul style="list-style-type: none"> • fear of being identified • fear of personal consequences • refusal to cause harm to others • the feeling that the action would not solve the problem • etc. |
| <p>4.5 To mention acts of vandalism committed in his environment.</p> | <p>— <i>acts of vandalism:</i></p> <ul style="list-style-type: none"> • in school • in his district • at the movies • at a shopping center • at the community center • etc. |
| <p>4.6 To discuss with his peers the reasons why young people commit vandalism.</p> | <p>— <i>examples of possible answers:</i></p> <ul style="list-style-type: none"> • suspension from school • dissatisfaction • defiance • ignorance • taste for violence |
| <p>4.7 To express his personal opinion on vandalism.</p> | <p>— <i>personal opinion concerning:</i></p> <ul style="list-style-type: none"> • moral values • personal and social consequences • causes • possible solutions |
| <p>4.8 To evaluate the impact of these acts on himself and on the quality of his environment.</p> | <p>— <i>interaction individual-society (concept of public good)</i></p> |

4.9 To indicate means of action likely to promote the quality of his environment.

— *means:*

- claims
- grouping of students
- personal commitment
- etc.



THEME: Society.

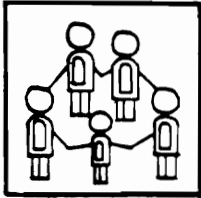
TERMINAL OBJECTIVE 5

TO UNDERSTAND THAT GROUPS CAN HAVE RELATIONSHIPS
OTHER THAN THAT OF INCLUSION.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| 5.1 To review the concept of inclusion relationship. | — <i>cf. Terminal Objective 9, 1st Cycle</i> |
| 5.2 To indicate groups that have a relationship other than that of inclusion. | — <i>examples of relationships other than inclusion:</i> <ul style="list-style-type: none"> • union — employers • municipality — municipality • firm — firm • firm — citizen's committee • school administration — parent's committee • nation — nation • ethnic, racial minorities • ethnic, racial majorities • etc. |
| 5.3 To describe the relationship of these groups. | — <i>relationship centered on:</i> <ul style="list-style-type: none"> • acquisition and selling of goods and services • sharing of goods and services • working and production conditions • decision-making affecting both groups • investment and development of resources • etc. |
| 5.4 To indicate a larger group which includes those previously named. | — <i>union — employers:</i> Quebec society
— <i>municipality — municipality:</i> urban community or Quebec society
— <i>firm — firm:</i> consortium or Quebec society
— <i>enterprise — citizen's committee:</i> municipality or Quebec society
— <i>nation — nation:</i> human society at the world level, that is humanity |



THEME: Multiplicity of Interactions.

TERMINAL OBJECTIVE 6

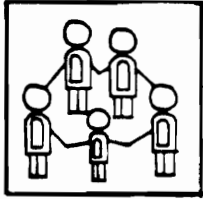
TO RECOGNIZE THAT A GROUP CAN INFLUENCE ANOTHER GROUP WITH WHICH IT IS IN RELATIONSHIP.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|---|---|
| <p>6.1 To indicate cases in which the decisions of a group were influenced by a relationship (other than inclusion) of this group with another group, and tell how this relationship influenced these decisions.</p> | <p>— <i>examples of influence on decisions:</i></p> <ul style="list-style-type: none"> • municipal regulations concerning watering influenced by the sharing of the same water filtration plant by several municipalities • boycott of the Moscow Games by Canada influenced by the U.S.A. • employees' strike influenced by the employer's decision to automate production • etc. |
| <p>6.2 To indicate cases in which the working and living conditions of the members of a group were influenced by the relationship (other than inclusion) of this group with another group and tell how this relationship influenced these conditions.</p> | <p>— <i>examples of influence on the working and life conditions:</i></p> <ul style="list-style-type: none"> • refineries in U.S.A. — acid rain in Canada • demolition of houses by a commercial firm which is also the owner — rehousing of the tenant families • modifications of the administrative system by the employer — transfer of employees • etc. |
| <p>6.3 To mention factors determining the influence of one group over another with which it is in relationship (other than inclusion).</p> | <p>— <i>factors determining the influence of one group over another:</i></p> <ul style="list-style-type: none"> • relative size of the group • internal effectiveness of each group <ul style="list-style-type: none"> • organization • participation • solidarity • leadership • control of common resources by each group <ul style="list-style-type: none"> • raw materials • means of transportation and communication • etc. • powers given to each group by the larger group in which they are included. |
| <p>6.4 To recognize that each member of a group can, by his behaviour within the group, contribute to or harm its effectiveness.</p> | |
| <p>6.5 To accept personal responsibility for the internal effectiveness of the groups to which he belongs.</p> | |
| <p>6.6 To recognize that, in the case of a large group, the formalization of interactions within a group is essential to its internal effectiveness.</p> | |

6.7 To criticize his personal behaviour within the groups to which he belongs concerning their internal effectiveness.



THEME: Young People and the Law.

TERMINAL OBJECTIVE 7

TO BECOME FAMILIAR WITH THE MAJOR ELEMENTS OF THE LAW WHICH CONCERN HIM.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

7.1 To indicate the major elements of the law which concern him.

— *laws which concern him:*

- Accidents at work and the student trainee
- Health and Safety at work
- Standards at work
- Work code
- Criminal code
- Drugs
- Consumer Protection
- Road Safety
- Divorce
- Young Offenders

7.2 To express points that do not seem clear to him in the Youth Protection Act.

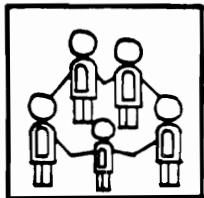
— *c.f. Terminal Objective 13, Secondary, 1st Cycle*

7.3 To discuss with his peers, parents, and teachers the reasons for these laws.

7.4 To locate in his city or region the various offices he can contact if he needs help.

— *contacts:*

- Bureau de la commission de la santé et de la sécurité au travail
- Direction de la protection de la jeunesse
- Bureau de l'office de la protection du consommateur
- Police Station
- information sources at school
- etc.



THEME: The Judicial System.

TERMINAL OBJECTIVE 8

TO BECOME FAMILIAR WITH THE OPERATION OF THE QUEBEC COURTS.

INTERMEDIATE OBJECTIVES

RELATED CONTENT

8.1 To give a brief description of the two types of courts and their role.

- *types:*
 - civil jurisdiction
 - criminal jurisdiction
- *roles:*
 - civil jurisdiction: governs relationships between individuals or corporations
 - criminal jurisdiction: governs relationships between the state and the individual

8.2 To indicate the courts and their roles.

- *courts:*
 - Youth Court
 - Provincial
 - Superior
 - Appeal
 - Supreme
 - Sessions of the Peace
- *roles:*
 - cf. Manual of Judicial Education

8.3 To indicate the role of the Municipal Court.

- *role:*
 - hears the legal proceedings in relation to the infractions of municipal regulations
 - certain municipal courts can hear legal proceedings pertaining to criminal matters

8.4 To enumerate possible infractions of regulations of his municipality.

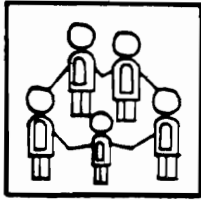
- *example of infractions concerning:*
 - driving a motorized vehicle
 - using a public service or a public goods

8.5 To review his rights and responsibilities concerning certain elements of the Civil Code.

- *elements of the Civil Code concerning:*
 - marriage, different marriage settlements, separation, divorce
 - minority, majority
 - properties and rights
 - successions
 - sales and rentals
 - contracts (obligations)
 - voluntary composition without bankruptcy
 - bankruptcy

8.6 To indicate organizations having functions closely related to judicial functions.

- *examples:*
 - Régie des loyers
 - Régie des transports
 - etc.



THEME: The Judicial System.

TERMINAL OBJECTIVE 9

**TO BE AWARE OF THE OPERATION OF LEGAL ASSISTANCE
AND SMALL CLAIMS COURT**

INTERMEDIATE OBJECTIVES

RELATED CONTENT

- | | |
|--|--|
| <p>9.1 To be aware of the aim of legal assistance.</p> <p>9.2 To be aware of the criteria of eligibility for legal assistance.</p> <p>9.3 To be aware of the components of the legal assistance network, and their respective roles.</p> | <p>— <i>aim:</i></p> <ul style="list-style-type: none"> • to provide the services of notaries or lawyers to economically disadvantaged people <p>— <i>eligibility:</i></p> <ul style="list-style-type: none"> • according to weekly gross earnings • Legal Assistance Act, 1972 L.Q., C. 14 <p>— <i>components of the network and respective roles:</i></p> <ul style="list-style-type: none"> (A) Legal Service Commission <ul style="list-style-type: none"> role: — set up offices for legal assistance through the Province of Quebec — set up information programs to make the population aware of their rights and obligations (B) Regional Corporations <ul style="list-style-type: none"> role: — set up offices for legal assistance — give people the assistance they need, and inform them on their rights and obligations (C) Legal Assistance Offices <ul style="list-style-type: none"> role: — help economically disadvantaged people to solve their legal problems |
| <p>9.4 To know where the legal assistance office of his city or region is situated.</p> | |
| <p>9.5 To define the expression "small claim."</p> | <p>— <i>claim:</i> "the right to demand something from another person"</p> <p>— <i>"small claim:</i> claim not exceeding \$800,00</p> |
| <p>9.6 To define the terms "creditor" and "debtor."</p> | <p>— <i>creditor:</i> person to whom money is owed</p> <p>— <i>debtor:</i> person who owes this money</p> |
| <p>9.7 To indicate situations in which he can appeal to the Small Claims Court.</p> | <p>— <i>situations:</i></p> <ul style="list-style-type: none"> • debt • damage |
| <p>9.8 To indicate the recourse and actions to file a claim in Small Claims Court.</p> | <p>— <i>recourse</i></p> <p>— <i>actions:</i></p> <ul style="list-style-type: none"> • formal demand • visit to the clerk of the court • expenses |

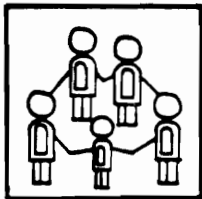
9.9 To indicate the recourse he has if action is brought against him in Small Claims Court.

- *possible solutions:*
 - settlement out of court
 - contestation

— *delays*

9.10 To indicate the types of judgment likely to be rendered.

- *judgment:*
 - “from the bench”
 - without appeal
 - by default
 - dismissal



THEME: The Family.

TERMINAL OBJECTIVE 10

TO SPECIFY HIS PERSONAL PLAN CONCERNING HIS FAMILY

INTERMEDIATE OBJECTIVES

RELATED CONTENT

10.1 To define the concept "family" in his own words.

10.2 To review the history of the family.

- *history:*
- origin
 - role
 - composition

10.3 To identify the major types of families found in Quebec.

- *types of family:*
- nuclear
 - single parent
 - cooperative
 - community

10.4 To indicate the reasons leading people to start a family.

- *reasons:*
- social dimension of the human being
 - necessity to communicate
 - necessity to propagate the human race

10.5 To indicate the legal aspects concerning the family.

— *The Civil Code*

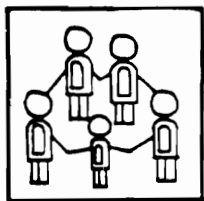
10.6 To indicate the main characteristics of his family life model.

- *characteristics according to:*
- the type of family
 - the role of the members
 - the goal pursued

10.7 To give the reasons for his choice.

10.8 To compare his choice with that of his friends.

10.9 To evaluate the realism of his choice.



THEME: The Membership Groups.

TERMINAL OBJECTIVE 11

TO CHARACTERIZE HIS FEELING OF BELONGING TO
VARIOUS SOCIAL GROUPS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

11.1 To indicate the social groups with which he experiences a feeling of belonging.

11.2 To indicate the factors that promote this feeling of belonging.

— *examples of factors:*

- affinities with the members of the group:
 - common needs
 - common interests
 - same language
- self-acceptance by others
- importance of his role in the group
- acceptance of others
- etc.

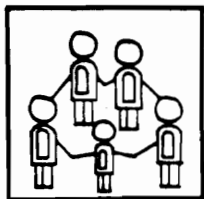
11.3 To compare his role in these groups with his role in groups of which he is not a member.

— *influence of the feeling of belonging on his role in the group*

11.4 To discuss the effect of the feeling of belonging on his commitment within a group.

— *concept of solidarity*
— *concept of cooperation*
— *concept of effectiveness*

11.5 To discuss with his peers the places within the class group and within the comprehensive school where they experience this feeling of belonging.



THEME: Social Problems.

TERMINAL OBJECTIVE 12

TO EVALUATE HIS ATTITUDE TOWARDS VARIOUS
SOCIAL PROBLEMS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

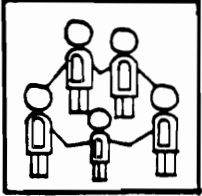
12.1	To express in his own words the meaning of a social problem.	
12.2	To analyze a social problem present in Quebec society or elsewhere.	— <i>elements of an analysis:</i> • nature of the problem • persons or groups concerned • origin of the problem • impact of the problem on the group or groups and on society in general
12.3	To indicate the main causes generally linked with social problems.	— <i>main causes:</i> • economic inequalities • cultural differences • conflicts of interest • etc.
12.4	To express his feelings towards social problems.	— <i>possible feelings:</i> • indifference • solidarity • compassion • sorrow • etc.
12.5	To compare his feelings with those expressed by his peers.	
12.6	To indicate with his peers the reasons for these feelings.	— <i>possible reasons:</i> • degree of belonging to the group affected by the problem • degree of social commitment • personal values
12.7	To discuss with his peers the responsibility of each concerning social problems.	
12.8	To evaluate his present role in comparison with the desired role.	
12.9	To indicate the conditions necessary for the exercise of a role of commitment towards social problems.	— <i>necessary conditions:</i> • knowledge of his rights, responsibilities • knowledge of the laws and regulations of society • awareness of the services offered to the community • feeling of belonging to the community • integration of values: justice, equality, freedom

12.10 To choose among these conditions the ones he feels he has not yet satisfied.

12.11 To name the organizations that are interested in the solution of social problems.

— *main organizations:*

- C.U.S.O.
- Canada World Youth
- Red Cross
- UNESCO
- all voluntary organizations working in the milieu



THEME: Pressure Groups.

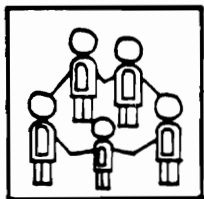
TERMINAL OBJECTIVE 13

**TO BE AWARE OF THE NATURE AND ROLE OF
PRESSURE GROUPS**

INTERMEDIATE OBJECTIVES

RELATED CONTENT

-
- | | |
|---|---|
| 13.1 To express in his own words what is meant by a pressure group. | — <i>nature</i> : <ul style="list-style-type: none">• composition of the group• role |
| 13.2 To indicate the different pressure groups in his environment. | — <i>pressure groups</i> : <ul style="list-style-type: none">• in school• in his district• in his city• in his province |
| 13.3 To be aware of the nature of the demands presented by these pressure groups. | — <i>examples of demands</i> : <ul style="list-style-type: none">• living conditions:<ul style="list-style-type: none">• consumption• rent• food• transportation• pollution• working conditions:<ul style="list-style-type: none">• schedule• salaries and wages• job inequalities• health and safety |
| 13.4 To discuss the usefulness of pressure groups in improving the quality of community life. | — <i>usefulness</i> : <ul style="list-style-type: none">• societal evolution• democracy• social commitment |



THEME: Life in the Work Environment.

TERMINAL OBJECTIVE 14

TO SITUATE HIMSELF IN RELATION TO LIFE IN THE WORK ENVIRONMENT

INTERMEDIATE OBJECTIVES

RELATED CONTENT

14.1	To indicate the work environment of people close to him.	— <i>work environment of his:</i> • parents, brothers, sisters • friends • uncles, aunts • neighbors • teachers • etc.
14.2	To indicate the major components of life in one or many of these work environments.	— <i>components:</i> • the task • relationships { between employees employer • remuneration • powers • expectations { of employees of employer • union
14.3	To investigate among those close to him the main conditions for an enriching life in a work environment.	— <i>main conditions:</i> • feeling of contributing something to his work environment • personal actualization • satisfying work relationships • equality in work • adequate remuneration • interest in work • etc.
14.4	To indicate the role of each group or sub-group in a work environment.	— <i>role of:</i> • the employer • the employee • the union
14.5	To review the rights and responsibilities of each person.	— <i>Work Code</i> — <i>Health and Safety at Work Act, Ch. 63 (cf. Terminal Objective 7, Sec. 2nd Cycle)</i>
14.6	To name the major laws applied by Quebec's Commission de la santé et de la sécurité au travail.	— <i>main laws:</i> • Labour Accidents Act • Compensation of Asbestosis or Silicosis Victims in Mines and Quarries • Compensation of Criminal Acts Victims • Act to Promote Good Citizenship

14.7 To express his expectations concerning his present life in his work environment.

— *expectations concerning:*

- working conditions
- working relationships
- kind of work
- etc.

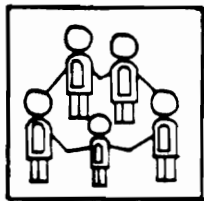
14.8 To compare his expectations with those of his peers.

14.9 To indicate the possible expectations of his future employer.

14.10 To evaluate the realism of his expectations according to those of a given work environment as well as to the society in which he lives.

14.11 To pursue his reflection and the classification of his future plans with his parents or with other adults.

14.12 To find different ways of reconciling his expectations with those of the community.



THEME: Group or Community Associations.

TERMINAL OBJECTIVE 15

TO RECOGNIZE THE EXISTENCE AND USEFULNESS OF THE
VARIOUS CITIZENS' ASSOCIATIONS

INTERMEDIATE OBJECTIVES

RELATED CONTENT

15.1 To indicate various citizens' associations.

— *examples of citizens' associations:*

- associations of tenants, landlords, workers, citizens of the same ethnic origin
- housing, food, and investment cooperatives
- cyclotourist, naturalist clubs

15.2 To give the reasons for the existence of these groups.

15.3 To become familiar with the general operation of an association of his choice.

15.4 To discuss with his peers, parents, and teachers the usefulness of these associations.

15.5 To expand his knowledge of the student association in his school.

— *knowledge of:*

- operation
- role

15.6 To review various actions taken by his student association.

15.7 To evaluate his degree of participation in his student association.

BIBLIOGRAPHY

ASSOCIATION D'ÉDUCATION DU QUÉBEC.
L'éducation dans le trafic, apprendre à être citoyen, ça vaut le coup! Bibliothèque nationale du Québec, Dossier 7980-1576, 1er trimestre 1980, 16 p.

CHAMPAGNE-GILBERT, Maurice. *La famille et l'homme à délivrer du pouvoir*. Ottawa: Leméac, 1980.

FÉDÉRATION DES JEUNES CANADIENS FRANÇAIS. *Les jeunes et leurs droits*, guide à l'intention des animateurs-jeunesse. Ottawa: 1981, 160 p.

ILLICH, I. *La convivialité*. Paris: Seuil, 1973, 159 p.

LEDUC, Constance et Philippe Robert de Massy.
Jeunes, égaux en droits et responsables. Service de l'éducation, Bibliothèque nationale du Québec, 4^e trimestre 1981, 38 p.

L'INSTITUT VANIER DE LA FAMILLE. *Les enfants et la société familiale*. June 1979.

MAGAZINE, C.E.Q. *L'avenir des jeunes québécois sacrifié*. Quebec: C.E.Q., Autumn, 1981, 64 p.

Manuel d'éducation juridique, groupe de recherche sur l'information juridique de l'Outaouais, Ottawa: Presses de l'Université d'Ottawa, 1981.

MINISTÈRE DE LA JUSTICE. «L'enfance maltraitée...ça existe aussi au Québec», *Comité de la protection de la jeunesse*, Cahiers 1 et 2, Montréal: 1981.

O.M.E.P. *Le jeune enfant, citoyen à part entière?* Textes de conférences, Québec: August 1980.

REBOUL, Olivier. *L'éducation politique et l'école*, Actes de congrès mondial, l'école et les valeurs, Trois-Rivières: Serge Fleury Éditeur, 1981, pp. 57-70.

UNIVERSITÉ DE MONTRÉAL. *Rapport de recherche sur les jeunes Québécois et l'information*, Laboratoire de recherche sur la télévision et l'enfant. Montréal: August, 1980, 24 p.

Periodicals

Droits et libertés. Commission des droits de la personne du Québec, bulletin mensuel de la commission des droits de la personne du Québec.

Gazette des femmes. Conseil du Statut de la femme.

Justice. Ministère de la Justice du Québec.

Le familial. Fédération des unions de familles Inc.

PART FOUR

EVALUATION

4. EVALUATION

4.1 GENERAL CONSIDERATIONS

Evaluation is the activity that makes it possible to check whether pupils have attained the objectives of the program. This activity is an integral part of the teaching/learning process. The more systematic the evaluation, the more certain we can be of the reliability of the information obtained. The decisions related to learning taken in light of this information are more likely to be appropriate and effective.

This program recommends two types of evaluation, formative and summative.

Formative evaluation is oriented towards immediate instructional assistance to the pupil. It is intended to inform the pupil and the teacher of the degree of attainment of each objective of a program, as well as about the learning process of the pupil. It makes possible the determination of the nature of the pupil's difficulties so that ways of improving his progress can be suggested to him, or he can be led to discover them.

It occurs at the beginning, during, or at the end of one or several learning activities, the important fact being that improvement take place while the activity is occurring. The decisions that ensue are strictly instructional. The teacher will be able to modify his plans, his strategies, his attitudes, the environment, and suggest new learning activities to the pupil. The latter can then modify his learning strategies.

Summative evaluation occurs at the end of a series of learning activities such as a program or course or an important part of it. It informs the pupil and the teacher about the mastery of a set of objectives. The tests administered, for example, at the end of a section are used for summative evaluation. The decisions that ensue are of an instructional or administrative order. The results of a summative evaluation are the ones usually transmitted to the parents.

Basic to these two types of evaluation is the question of collecting data, that is, the question of measurement. Measurement instruments, such as

examinations, tests, or observation forms, when well prepared, ensure a solid basis for the evaluation process. Data or results of measurement can be interpreted in two ways.

To obtain information concerning a pupil's performance in relation to that of the other pupils of his class or school, we compare results. This gives ranks, positions, or groups pupils at the same performance level. This is norm-referenced interpretation. It is used specifically for summative evaluation.

If we are more interested in the pupil's individual progress in the acquisition of knowledge or the development of skills, it is more important to compare the pupil's actual achievement with what was anticipated at the beginning of the learning period. An established minimum level of achievement will make it possible to conclude that the pupil has achieved or has not achieved the objectives. This is known as criterion-referenced interpretation. It is used in formative evaluation, as well as in summative evaluation.

The teacher can use formative evaluation in his daily work to direct his action. This evaluation will serve the pupil better if it is done as individually as possible. Nevertheless, the teacher cannot escape the responsibility of evaluating and reporting his pupils' progress. This is where summative evaluation comes in, as for example, at different times during the year or at the end of the year.

When informing parents, different types or forms of evaluation can be used (report card, progress chart, communications to parents, etc.) in which data from the formative evaluation or the summative evaluation appears.

4.2 EVALUATION IN PERSONAL AND SOCIAL EDUCATION

Considering these general aspects, it is advisable to deal specifically with evaluation within the frame of the "Personal and Social Education" Program.

4.2.1 Object of Evaluation

This program aims at the pupil's education on the personal and social levels. This means that this program extends far beyond simple information in all the subjects it covers.

If this program is concerned with education, it is obvious that when the teacher evaluates the diversity of learning contained in the program, he will have to take the pupil's degree of knowledge into consideration. How can we evaluate the degree of the pupil's education concerning health, sexuality, interpersonal relationships, life in society, and consumer education? First, we must specify the components of this education, and then submit it to a genuine evaluation.

Education demands a transmission of information. To develop on the personal and social levels, the pupil must be able to acquire a structured knowledge of the elements of the five sectors of life studied in this program. This acquisition of knowledge constitutes the prerequisite to all education.

Once acquired, the information must be integrated by the pupil, which means that he must build on what he is and what he wants to become with this information. Of what use would an accumulation of information be if it did not contribute to the pupil's development? The integration of information with the pupil's experiences is a source of education, as it will have more or less long term repercussions on his attitudes.

Take, for example, the case of a pupil who follows the Health Education Program. If, when testing the acquisition of knowledge on nutrition, the pupil shows an excellent knowledge of the subject but does not integrate the information received, as it has no impact on his diet habits, it is obvious that the pupil has not reached the objective set by the program. Evaluating the pupil's degree of education requires that the knowledge acquired and his attitudes or behaviours be taken into consideration.

It is generally easy to evaluate a pupil's degree of acquisition of knowledge. Evaluation of attitudes is more complex. One must be aware of the nature of the attitudes that should be evaluated. The "Personal and Social Education" Program should encourage the pupils to adopt the following attitudes:

- openness to others
- respect for others
- autonomy
- authenticity
- curiosity
- creativity
- openness to changes
- self-acceptance
- critical mind
- responsibility
- prudence
- enthusiasm
- commitment

All these major attitudes are perceptible, but in different degrees according to the child's level of development and the subject of study. The teacher

concerned with the pupil's education will be attentive to these elements when he evaluates the pupil's degree of knowledge. Evaluation, thus considered, will allow the teacher to know the pupil better and to guide him in the different stages of his development.

With respect to the means used to evaluate the pupil's education, we believe that this evaluation will be possible only through continuous observation and mutual exchange between the teacher and pupil, or even through co-evaluation by the two. Evaluation should also be made in close cooperation with the family because of its primary role in young people's education. This cooperation should on one hand ensure the family-school complementarity, and on the other hand, obtain an evaluation representing the totality of the child's progress.

The curriculum guide accompanying this program offers different models of evaluation of the pupil's education for each of the five sections of the program.

4.2.2 Warning

To evaluate Personal and Social Education is to check the pupil's degree of comprehension and integration in the different dimensions of his life. In this sense, the evaluation of the pupil's education *must never* utilize subjective criteria such as positions or ideas adopted by the family or the environment, which consequently influence the pupil. It is not the family that is being evaluated via the pupil, it is the personal and social development of the pupil. The program rejects any form of indoctrination in this respect. The universality of the values suggested (responsibility, love, respect of others, autonomy, tolerance, etc.) immediately rules out all promotion of one idea to the detriment of another.

4.3 INFORMATION APPEARING IN THE SCHOOL REPORT

The school report is the instrument used by the teacher to inform the parents about the progress of their child in his school life. Parents can thus follow the evolution of their children and help them to overcome difficulties they may meet.

Personal and Social Education, like all other subjects, appears on the pupil's school report and is evaluated globally, which means that it should include the acquisition of knowledge and its integration. In this way, the school report will really have a *raison d'être*. The reader will find in the curriculum guide different suggestions for marking that could be used for the pupil's school report.

In regard to credits, it should be remembered that a credit can be given for each year of secondary school. Consequently the pupil who has satisfied the requirements of each year of secondary school could obtain five credits.

These credits are mainly linked with the acquisition of knowledge and, if possible, with a co-evaluation by the parents, teacher, and pupil of the general development of the pupil.

These credits are in no way linked with a summative evaluation of the attitudes the program proposes to develop. It would have been interesting to go in this direction, but the difficulties in the utilization of the instruments restrain us from treading on this ground.

GENERAL BIBLIOGRAPHY

- BÉLANGER, Robert. *Parents d'adolescents*. Bibliothèque nationale du Québec, 3^e trimestre, 1981, Ottawa, 315 p.
- BIGGE, M.L. *Learning Theories for Teachers*. New York: Harper & Row Publishers, 3rd Ed., 1976, 386 p.
- BRUNER, J.S. *The Process of Education*. New York: Vintage Books, 1960.
- CONSEIL SUPÉRIEUR DE L'ÉDUCATION. *L'égalité des chances en éducation*, doc. no 5-2046, 1979, 132 p.
- DE LANDSHEERE, V., et G. *Définir les objectifs d'éducation*. Paris: P.U.F., collection «Pédagogie d'aujourd'hui», 1975.
- DE ROSNAY, J. *Le macroscopie — Vers une vision globale*. Paris: Éditions du Seuil, 1975.
- DEWEY, John. *Democracy and Education*. New York: Coll. Collier-Macmillan Limited, Ed. The Free Press, 1966, 378 p.
- D'HAINAULT, L. *Des fins aux objectifs de l'Éducation*, éd. Tabor. Brussels: 1977, 400 p.
- ERICKSON, Erik H. *Enfance et société*. Paris: Neuchâtel, Delachaux et Niestlé, 1959.
- ERICKSON, Erik H. *Adolescence et crise*. Paris: Flammarion, 1972.
- FROMM, E. *L'homme pour lui-même*. Paris: Éditions sociales françaises, 1967, 189 p.
- GAGNÉ, R. *Les Principes Fondamentaux de l'Apprentissage*. Montréal: Application à l'Enseignement, Éd. HRW Ltée, 1976, 148 p.
- GINGRAS AUDET, J.M. «L'école et la transmission des valeurs», dans la revue *Prospectives*, February 1981, pp. 35-43.
- GRAND'MAISON, Jacques. *Une philosophie de la vie*. Montréal: Leméac, 1977.
- GRAND'MAISON, Jacques. *Le Privé et le Public*. Montréal: Leméac, 1974.
- HARE, R.-M. "Adolescents into Adults", in T.H.B. Hollings (dir.), *Aims in Education: the Philosophical Approach*, University of Manchester Press, Manchester.
- HÉBERT, Bruno. Éduquer, c'est aussi accompagner, entrevue avec Carlo Zanetti, in *Prospectives*, February 1981, pp. 23-29.
- HUBERMAN, A.M. *Comment s'opèrent les changements en éducation, contribution à l'étude de l'innovation*, Unesco (Expérience et innovations en éducation 4), 1973, 109 p.
- ILLICH, I. *Une société sans école*. Paris: Seuil, 1971.
- KOHLBERG, L. "Stage and Sequence; the Cognitive-Developmental Approach to Socialization", in David A. Goslin (dir.), *Handbook of Socialization Theory and Research*. Chicago: Rand McNally College Publishing Co., 1969, pp. 347-480.
- KOHLBERG, L. "From Is to Ought: How to Commit the Naturalistic Fallacy and Get Away with It in the Study of Moral Development", in Theodore Mischel (dir.), *Cognitive Development and Epistemology*. New York: Academic Press, pp. 151-235.
- KOHLBERG, L. "Stages and Moral Development as a Basis for Moral Education", in C. Beck, B.S. Crittenden and E.V. Sullivan (dir.), *Moral Education, Interdisciplinary Approaches*. Toronto: University of Toronto Press, 1971, pp. 21-92.
- KRATHWOHL, D.R. et al. *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. New York: David McKay, 1964.
- LABORIT, H. *La nouvelle Grille pour Décoder le Message Humain*. Paris: Laffont, 1974.
- LE CONSEIL SUPÉRIEUR DE L'ÉDUCATION. «La formation personnelle et sociale à l'école», *Conseil-Éducation*, February 2, 1978, pp. 1-2.
- LEFEBVRE, A. *La vie des hommes*. Livret pédagogique, Éd. Guérin, 1973.
- LEGENDRE, R. *Une éducation...à éduquer*. Montréal: Éditions France-Québec, 1979, 310 p.

- LÉPINE, G. *Analyse des modèles utilisés en éducation au Québec*. Montréal: Les Éditions coopératives Albert St-Martin, 1977.
- MENDEL, Gérard. *Pour décoloniser l'enfant*. Paris: Payot, 1971.
- MINISTÈRE DE L'ÉDUCATION. *Guide docimologique*, Fascicule I, *Introduction à la mesure et à l'évaluation*, Service de Mesure et d'Évaluation, Publié par le Service Général des Communications, Québec: 1976, Doc. No 16-7251.
- MINISTÈRE DE L'ÉDUCATION. *Guide docimologique*, Fascicule II, *Les objectifs d'apprentissage dans l'optique de la Mesure et de l'Évaluation*, Service de Mesure et d'Évaluation, Publié par le Service Général des Communications, Québec: 1976, Document No. 16-7252.
- MINISTÈRE DE L'ÉDUCATION. *Guide docimologique*, Fascicule III, *Notions sur la taxonomie*, Service de Mesure et d'Évaluation, Québec: 1976, 54 p.
- MINISTÈRE DE L'ÉDUCATION. *Politique générale d'évaluation pédagogique*, Projet, EVAPED, October 5, 1979, 36 p.
- MINISTÈRE DE L'ÉDUCATION. *L'École québécoise — Énoncé de politique et plan d'action*. Québec: 1979.
- MINISTÈRE DE L'ÉDUCATION. *Guide docimologique*, Nos. 1 to 6, Québec: 1977-1978, Codes 16-7251 to 16-7256.
- MINISTÈRE DE L'ÉDUCATION. *Les options en éducation*, Gouvernement du Québec, Presses du Service des impressions en régie du ministère des Communications, 1981, 471 p.
- MINISTÈRE DE L'ÉDUCATION. *Programmes ou sections de programmes des différentes provinces canadiennes qui s'apparentent au projet de programme de formation personnelle et sociale au Québec*, Document de travail, D.G.D.P., May 1980.
- MORIN, Edgar. *Le paradigme perdu: la nature humaine*. Paris: Seuil, 1973.
- MORRIS, W. "Indoctrination as a Normative Concept". *S.P.E.*, 4.21-40, 1966.
- ONTARIO, MINISTRY OF EDUCATION. Desjarlais, Lionel and John Rackauskas. *Needs and Characteristics of Students in the Intermediate Years, Ages 12-16*, Toronto: 1975.
- ONTARIO, MINISTRY OF EDUCATION. *Needs and Characteristics of Students in the Intermediate Years*. Ottawa: University of Ottawa Editions, 1975.
- PAQUETTE, C., George Hein, Michael Patton Quinn, *Évaluation et pédagogie ouverte*. Éd. NHP, 1980.
- PAQUETTE, C. *Le projet éducatif*. Éd. NHP, 1979.
- PAQUETTE, C. *Vers une pratique de la pédagogie ouverte*. Ottawa: Éditions NHP, 1976, 220 p.
- PARÉ, A. *Créativité et pédagogie ouverte*. Québec: Éditions N.H.P.
- PETERS, R.S., P.W. Hamlyn et al. *The Concept of Education*. Ed. R.S. Peters. New York: Routledge & Kegan Paul, The Humanities Press, 1967, 224 p.
- PIAGET, Jean. *Psychologie de l'intelligence*. Paris: Collin, 1947.
- PIAGET, Jean. *La construction du réel chez l'enfant*. Geneva: Delachaux et Niestlé, 1937.
- POPHAM, W.J., Eisner, E.W., Sullivan, G.G., Tyler, L. AERA, Monograph Series on Curriculum Evaluation, Vol. 3, *Instructional Objectives*, Chicago: Rand McNally, 1969.
- REBOUL, Olivier. *Langage et idéologie*. Paris: P.U.F., 1980.
- REBOUL, O. « Les fins de l'Éducation », dans *Études Philosophiques*, No. 2, April 1973, pp. 203-225.
- REBOUL, O. *La Philosophie de l'Éducation*. Paris: P.U.F., 1971.
- REBOUL, Olivier. *Qu'est-ce qu'apprendre*. Paris: P.U.F., 1980.
- REBOUL, Olivier. *L'endoctrinement*. Paris: P.U.F., 1977.
- ROCHER, Guy et W. Pierre Bélanger. *École et société au Québec*. Montréal: éd. HMH, 1970, 465 p.
- SAYLOR, J.G., W.M. Alexander. *Planning Curriculum for Schools*. Montréal: Holt, Rinehart & Winston, 1974, 404 p.
- SHORT, E.C., G.D. Marconit. *Contemporary Thought on Public School Curriculum*. Dubuque, Iowa: W.C. Brown Co., Publishers, 1970.
- STAKE, R.E. "Toward a Technology for the Evaluation of Educational Programs", in R. Tyler, R. Gagné and M. Scriven. *AERA Monograph Series on Curriculum Evaluation*, No 1: Perspectives of Curriculum Evaluation. Chicago: Rand McNally Co., 1970.
- TOUSSAINT, F. « Nouveaux programmes et pédagogie », in *Vie pédagogique*, Vol. 7, April 1980, pp. 4-8.
- TYLCO, R.W. *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press, 1949.

