

Health

Subject Area: Personal Development



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

CCBE

COMMON CORE BASIC EDUCATION

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

Québec 

Program of Study

Health

Subject Area: Personal Development



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CCBE

COMMON CORE BASIC EDUCATION

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

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Subject Area: Personal Development Health

Courses

Presecondary

Healthy Lifestyle Habits — PRS-P102-2

Secondary Cycle One

Psychological Health — PRS-2101-1

Health and Sexuality — PRS-2102-1

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Presentation of the Program of Study

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

This program is intended to help adults play an active role in their overall development. Through the program, adults become aware that they are part of a complex reality to which they must adapt. They consider everyday challenges affecting their health and look

for ways to achieve a balanced lifestyle—challenges that provide opportunities for them to develop their autonomy and sense of responsibility. More specifically, adults learn to take responsibility for their health by adopting a preventive approach.

To achieve this goal, the program focuses on real-life situations that allow adults to question their habits and needs and identify health-risk situations. Adults explore new means and actions that will help them improve their lifestyle and prevent health problems.

The Courses of the Program of Study

The table below lists the courses in the *Health* program of study.

Health

Presecondary Course	Duration	Secondary Cycle One Courses	Duration
Healthy Lifestyle Habits	50 hrs	Psychological Health	25 hrs
		Health and Sexuality	25 hrs

The three courses in the *Health* program complement one another since they help adults recognize the importance of adopting healthy lifestyle habits and guide them as they explore and choose measures to counter risky situations.

In the Presecondary course, *Healthy Lifestyle Habits*, adults consider their needs and habits, based on general concepts and principles that are adapted to various situations. They learn about health by focusing on habits related to diet, physical activity, rest and relaxation.

In the Secondary Cycle One courses, *Psychological Health* and *Health and Sexuality*, adults mobilize more complex resources in order to maintain and improve their well-being in health-risk situations. These courses cover concepts associated with maintaining sexual health and finding balance in life, particularly through the development of creativity.

There are no prerequisites for these three courses.

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

The *Health* program is related to the broad area of learning *Health and Well-Being* because it helps adults become increasingly autonomous and responsible with respect to their overall health and well-being. In this regard, adopting healthy lifestyle habits, exploring and choosing preventive measures and experimenting with a creative form of self-expression are all considered essential to the well-being of adults and to maintaining a balanced life.

This program aims at increasing adult learners' awareness of the role they play and the power they have in maintaining their health, developing lifestyle habits and adopting preventive measures. More specifically, it encourages them to reflect on and question their habits so that they can more effectively meet their needs and thus contribute to their health.

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

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

Cultural Awareness

The *Health* program helps improve the cultural content for adults by allowing them to explore new ways of meeting their needs and identify innovative solutions to problems. In everyday life, this may mean being open to cultural diversity and exploring the cuisine of other countries in order to add variety to their diet. It may involve listening to different types of music or visiting museums and art exhibits in order to explore new forms of expression. When these activities are practised in a group, they help strengthen or broaden the adults' social circle and thus contribute to their psychological health.

Quality of Language

The *Health* program contributes to improving the quality of language, as communication plays an important role in the way we manage health. The range of situations addressed helps adults develop an enriched, nuanced vocabulary and thus provides them with necessary tools to clarify problems, express needs and formulate requests.

Citizenship

Personal, social and community engagement stems from individuals taking responsibility for themselves and their loved ones. The *Health*

program prepares adult learners to become better citizens by providing them with the opportunity to develop their autonomy and sense of responsibility. It introduces them to a reflective process that will allow them to better understand who they are as individuals and what their needs are. By understanding and being aware of their own personal characteristics, adults can develop a more grounded, structured affirmation of their identity. This awareness helps them accept differences and maintain healthy relationships with those around them.

Integration of Information and Communications Technologies

The *Health* program lends itself well to the use of information and communications technologies (ICTs), especially computers, in order to help adult learners develop their autonomy. Adult learners can use the Internet to research a variety of topics such as preventing infection or finding a recipe. They can use word-processing software to produce different types of documents, such as a note to friends to organize an outing or a questionnaire to poll classmates on their eating habits. Lastly, the program allows adult learners to become aware of the media's influence on their health.

Course
Healthy Lifestyle Habits
PRS-P102-2
Presecondary



“Health is above all a dynamic process of learning, of personal experiences
and of means that allow us to feel well at all times and on all levels.”

Christian Tal Schaller

Presentation of the Course *Healthy Lifestyle Habits*

The course *Healthy Lifestyle Habits* is designed to help adult learners deal competently with real-life situations that involve managing habits related to diet, physical fitness, rest and relaxation. It prepares adults to adopt a responsible, preventive approach to their health.

By the end of the course, the adult learners will have a better understanding of their needs and will be able to develop a customized action plan adapted to their personal situation. They will be able to select simple, accessible means that will help them adopt healthy lifestyle habits.

Dealing With the Real-Life Situations

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

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



Class of Situations Addressed by the Course

This course addresses a single class of situations: *Adopting and maintaining healthy lifestyle habits*.

This class covers a wide range of real-life situations, from eating at home or in a restaurant, to buying groceries or participating in a physical activity. These situations share a common characteristic in that they allow adults to pay particular attention to the habits they have developed with respect to diet, physical activity, rest and relaxation.

Being healthy is essential for dealing with life's challenges and leading a fulfilled life. Thus, acquiring healthy lifestyle habits

contributes to a person's well-being and to staying healthy. The class of situations addressed in this course encourages adults to develop an informed view of the way they meet their dietary, physical activity, rest and relaxation needs. Because these needs are interrelated, they must be considered as a whole, so that adults can develop a comprehensive action plan that will allow them to stay healthy.

Class of Situations	Examples of Real-Life Situations
Adopting and maintaining healthy lifestyle habits	▪ Eating at home or in a restaurant ▪ Weekly groceries ▪ Getting to school or work ▪ Prolonged periods of time in front of the TV or computer ▪ Accumulated fatigue ▪ Stress at work ▪ Participating in a physical activity

Categories of Actions

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

Categories of Actions	Examples of Actions
Determining needs related to diet, physical activity, rest and relaxation	- Identifies needs related to diet, physical activity, rest and relaxation - Becomes familiar with relevant documentation - Consults resources in his or her environment - Identifies the consequences of certain habits - Asks for and follows recommendations
Developing a comprehensive, customized action plan	- Formulates objectives related to different needs - Determines priorities, actions and approaches to meet dietary needs - Determines priorities for better physical health - Plans a schedule - Anticipates difficulties

Compulsory Elements and End-of-Course Outcomes

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

Class of Situations

Adopting and maintaining healthy lifestyle habits

Categories of Actions

- Determining needs related to diet, physical activity, rest and relaxation
- Developing a comprehensive, customized action plan

Operational Competencies

Thinks logically

- Describes lifestyle habits
- Selects information
- Establishes connections between the lifestyle habits described and basic needs
- Formulates hypotheses to improve or change a lifestyle
- Justifies choices

Uses creativity

- Explores different ways of doing things
- Is receptive to different practices
- Transforms creative ideas into realistic solutions

Essential Knowledge

- | | |
|---|--|
| ▪ Needs related to healthy lifestyle habits | ▪ Basic elements of a physical activity plan |
| ▪ Basic elements of a healthy diet | ▪ Determinants of physical fitness |
| ▪ Composition of balanced menus | ▪ Basic elements associated with sleep |
| ▪ Balance between diet and specific needs | ▪ Stress management |

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

End-of-Course Outcomes

In order to deal with the class of situations *Adopting and maintaining healthy lifestyle habits*, adults determine their needs related to diet, physical activity, rest and relaxation in order to develop a comprehensive, customized action plan adapted to their situation. Basically, they observe some of their practices and then plan realistic ways of adopting healthy lifestyle habits.

To determine needs related to diet, physical activity, rest and relaxation, adults describe their lifestyle habits, examining them both separately and in relation to one another. They select information that will allow them to accurately describe the reality observed, i.e. the needs associated with healthy lifestyle habits, basic elements of a healthy diet, the balance between diet and specific needs, determinants of physical fitness and basic elements associated with sleep. They establish connections between the lifestyle habits described and the needs they have determined. They formulate hypotheses about possible improvements to or changes in their lifestyle in order to introduce or maintain a balanced diet, physical activity, rest and relaxation in their daily lives.

To develop a comprehensive, customized action plan, adults formulate objectives that reflect their understanding of needs and the construction of knowledge associated with balanced menus, the basic elements of a physical activity plan, and stress management. They explore a variety of ways of varying their diet and activities, taking into account their preferences, interests and personal needs, and opening themselves up to different practices. They transform creative ideas that interest them into realistic solutions that will afford them greater benefits and pleasure, and thus allow them to persevere in their new lifestyle habits. They plan a schedule and anticipate potential difficulties in order to be better able to deal with them. They justify their choices in light of the understanding they have developed.

At the end of the course, adults produce a comprehensive, customized action plan in order to improve or change their lifestyle.

Evaluation Criteria

- Accurately determines needs related to diet, physical activity, rest and relaxation
- Develops a comprehensive, customized action plan

Operational Competencies

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

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

Contribution of the Operational Competency *Thinks logically*

The operational competency *Thinks logically* enables adults to organize their thoughts and develop behaviours that are consistent with their choice of healthy lifestyle habits and action plan.

To do so, adults describe their lifestyle habits. They select information that will allow them to understand needs related to diet, physical activity, rest and relaxation. They establish connections between these lifestyle habits and the needs they have identified.

They formulate hypotheses to improve or change their lifestyle, by identifying habits that can help them stay healthy every day. They take into account various factors, such as availability, constraints and priority needs. They make sure that their choices are realistic, and are able to justify these choices.

Contribution of the Operational Competency *Uses creativity*

The operational competency *Uses creativity* enables adults to develop the ability to overcome certain habits in order to adopt a healthier lifestyle. By dealing with the real-life situations related to the class *Adopting and maintaining healthy lifestyle habits*, adults learn to change by exploring different innovative practices.

When adults develop an action plan, they explore a variety of ways to introduce or maintain a balanced diet, physical activity, rest and relaxation in their routine. They become receptive to different practices that enable them to vary their diet and activities. They transform creative ideas into realistic solutions and thus derive greater benefits and pleasure that help them persevere in adopting new lifestyle habits.

Essential Knowledge

Needs related to healthy lifestyle habits

- Diet
- Physical activities
- Rest and relaxation
- Interaction between needs related to diet, physical activity, rest and relaxation

Basic elements of a healthy diet

- Essential nutrients
- Food groups
- Recommended servings

Composition of balanced menus

- Choice of foods
- Composition of meals and snacks

Balance between diet and specific needs

- Weight control
- Malnutrition (problems related to metabolism or an unbalanced diet in terms of quantity or quality)

Basic elements of a physical activity plan

- Objectives
- Intensity
- Duration

- Types of activities based on:
 - endurance
 - flexibility
 - strength development

Determinants of physical fitness

- Cardiovascular endurance
- Strength and muscular endurance
- Flexibility and back health
- Body weight

Basic elements associated with sleep

- Sleep needs, according to age
- Factors promoting relaxation and sleep

Stress management

- Types and sources of stress
- Time-management techniques
- Relaxation techniques

Attitudes

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

Realism and Perseverance

Adults who are realistic and able to persevere can gradually introduce the changes that are necessary to adopt and maintain healthy lifestyle habits.

Complementary Resources

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

Social Resources	Material Resources
▪ Health and social services employees and professionals ▪ Recognized support groups and organizations in the region ▪ Sports associations and teams	▪ Recognized food guides ▪ Government publications and documentation from recognized organizations (e.g. brochures, pamphlets) ▪ Web sites: - Health Canada - Public Health Agency of Canada - Institut national de santé publique du Québec - Dietitians of Canada - Ordre des diététistes du Québec

Contribution of the Subject Areas

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

Subject Area: Languages

Program of Study: *English, Language of Instruction*

Course (Presecondary): *Taking Charge*

- Categories of actions related to the class of situations *Using language to attend to basic health needs*

Course (Presecondary): *Lifestyle Options*

- Categories of actions related to the class of situations *Using language for a healthy lifestyle*

Subject Area: Mathematics, Science and Technology

Program of study: *Mathematics*

- Compiling data in order to describe certain lifestyle habits (e.g. diet, physical activity, relaxation and sleep)
- Consulting and interpreting statistical studies on lifestyle habits (e.g. diet, physical activity, relaxation and sleep)
- Developing a balanced diet using operations on rational and decimal numbers
- Developing a balanced diet using operations on proportions
- Converting measures from one system to another
- Calculating time in order to plan a schedule and prepare for or carry out an activity

Program of study: *Computer Science*

- Searching for information related to meeting needs (e.g. information on various associations, community organizations and public services, documentation and contact information on the Internet)
- Requesting information using e-mail

Andragogical Context

The *Health* program enables adult learners to lay the foundation for developing a responsible, preventive approach to their health. It focuses on the importance of adopting healthy lifestyle habits, of achieving better balance in life to preserve psychological health, and of adopting safe, responsible sexual behaviours. For this reason, the learning situations presented promote awareness, analysis, observation and reflection.

In all cases, the learning situations must be meaningful to adults and resemble the situations they encounter in their daily lives. Many different learning activities can therefore be organized: meetings with resource persons (e.g. nutritionists, athletes, psychologists), presentation of testimonials, documentary screenings, preparing a questionnaire for a survey, etc.

The real-life situations addressed by the program refer to personal experiences and to perceptions of what is beneficial or harmful to one's health. It goes without saying that these perceptions are rooted in the experience of individuals. As a result, the teacher should be careful to choose situations that do not intrude on the private life of adults, as some adults may be directly affected by the situations presented. The teacher must also take into account the interests that adults may have for specific health problems, while introducing the concepts and competencies that will allow adults to question some of their perceptions.

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

Healthy Lunchbox

Eating is something we do every day and, as a result, we develop particular eating habits. The learning situation chosen for the class *Adopting and maintaining healthy lifestyle habits* involves planning lunchbox meals for adults who attend school. The activity suggested consists in having adults create a leaflet of menu suggestions to be distributed in the adult education or training centre. This activity allows adults to choose and adapt menus as they learn about the basic elements of a healthy diet, the composition of balanced menus and balancing diet and specific needs. It also allows them to call on the operational competencies *Thinks logically* and *Exercises creativity*.

At the beginning of the first learning activity, the teacher asks the adults to fill out a simple questionnaire on healthy eating habits. Then, in order to confirm or question their perceptions and build new knowledge, adults look for information using available documentation and recognized Web sites. The teacher then leads a group discussion, comparing the adults' answers with the information they found, and validating their answers. By sharing their results, adults have the opportunity to express their points of view, discuss their experiences and determine the basic elements of a healthy diet.

The second activity consists in analyzing a case study. The teacher begins by giving an interactive presentation on how to plan menus and balance diet with specific needs. The class is then divided into groups, each of which is assigned a different case. Using a checklist, each team assesses the eating habits and needs specific to their case. Then, working alone, each adult plans a lunch menu that takes into account the budget, preferences and time constraints specified in

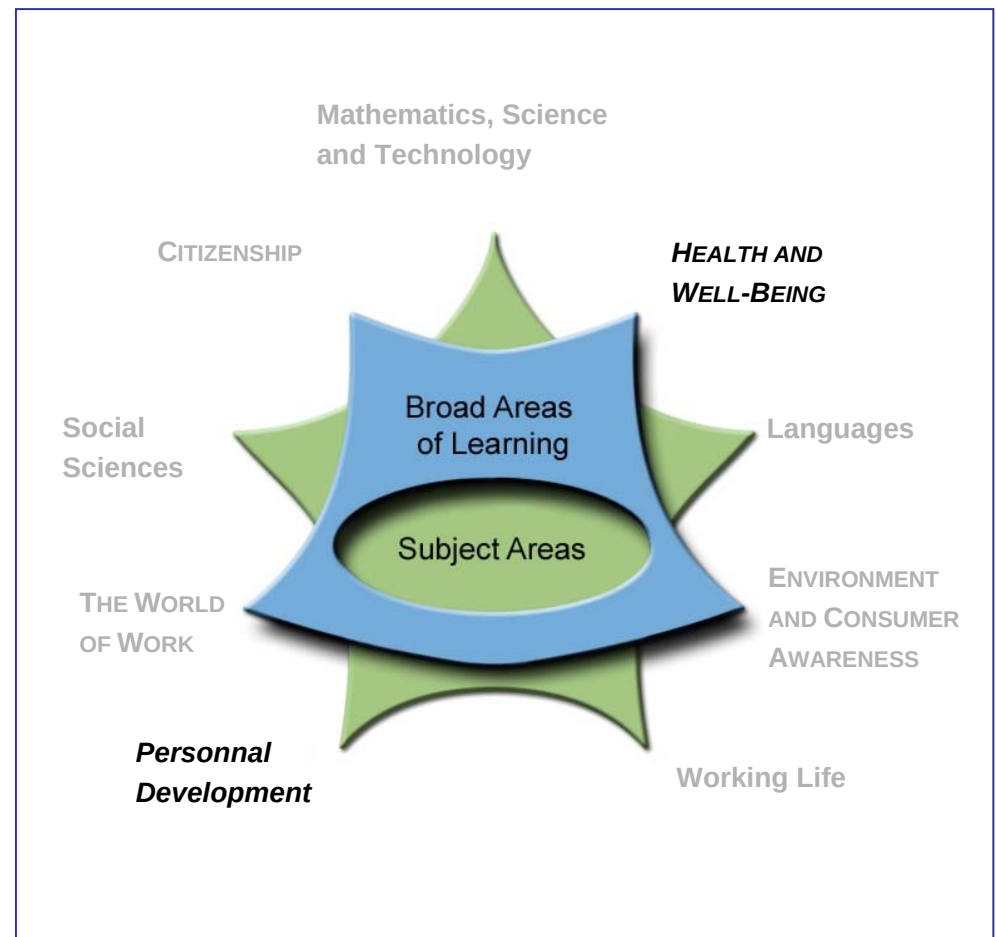
the case study. Special attention must be paid to balancing diet and specific needs. To help adults plan their menus, the teacher provides sample menus, recipe books, advertising flyers and simple documents, and periodically questions how appropriate and realistic their choices are. The adults then share their results with the other members of their team, analyzing their choices in terms of the principles of a healthy diet, the composition of balanced meals and the balance between diet and specific needs. A checklist provided by the teacher helps the adults validate their menus and ensure variety.

During the last activity, which takes the form of a plenary session, the teams submit their proposals to the entire class and select a variety of menus. If necessary, adults modify their suggestions before entering them in the template for the leaflet.

To conclude the learning situation, the teacher asks the adults to present, orally or in writing, some of the menus that they would like to try in the near future, justifying their choices in relation to their needs.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Adopting and maintaining healthy lifestyle habits	
Learning Situation	
Healthy Lunchbox	
Category of Action	
Determining needs related to diet, physical activity, rest and relaxation	
Operational Competencies	Essential Knowledge
- Thinks logically - Uses creativity	- Basic elements of a healthy diet - Composition of balanced menus - Balance between diet and specific needs
Complementary Resources	
- Menus (all types) - Recipe books - Advertising flyers	- Simple documents on nutrition - Word-processing software - Recognized Web sites



Course
Psychological Health
PRS-2101-1
Secondary Cycle One



“Happiness is not to be sought in solitude or in a crowd. It is in the Self.”

Ramana Maharshi

Presentation of the Course *Psychological Health*

The *Psychological Health* course is designed to enable adult learners deal competently with real-life situations in which they try to achieve better balance in life and increase their creative potential.

This course enables adult learners to develop ways to stimulate their creativity and introduce pleasure into their lives in order to enhance their well-being.

By the end of this course, learners will have experimented with one or more forms of self-expression and thought of ways to introduce creativity into their everyday lives. They will be aware of the benefits that creativity can bring and the pleasure that helps them maintain psychological health.

Dealing With the Real-Life Situations

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

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



Class of Situations Addressed by the Course

This course addresses a single class of situations: *Seeking balance in life*.

Exploring creativity encourages adults to find new ways to maintain their well-being. By becoming aware of their personal resources, adults can enhance their sense of pride and develop their self-esteem. Creativity also contributes to strengthening motivation and helps adults look at difficult life situations in different ways.

Many problems can arise in adults' lives and disrupt their psychological balance. Not having time for leisure activities, dealing

with crisis situations, feelings of self-doubt, burnout, periods of discouragement, boredom or lack of interest are all examples of situations when adults may need to express themselves, or seek respite or solace. Events such as these mobilize their creativity and provide opportunities for adults to experience the benefits and pleasure of self-expression.

Class of Situations	Examples of Real-Life Situations
Seeking balance in life	▪ Lack of time for leisure activities ▪ Time of crisis, self-doubt ▪ Burnout ▪ Feeling overworked and overburdened with responsibilities ▪ Period of discouragement ▪ Period of boredom or lack of interest

Categories of Actions

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

Categories of Actions	Examples of Actions
Experimenting with one or more forms of self-expression	- Draws, paints, sculpts, moulds - Writes a song, poem, or story - Participates in a play - Takes pictures, makes a video - Plays music - Cooks - Undertakes a DIY project - Sews, makes an object
Reflecting on how to introduce creativity into everyday life	- Recharges his or her batteries through reading, social contact, music, etc. - Reflects on his or her life, plans, interests, etc. - Takes time out for himself/herself - Is aware of his or her level of satisfaction - Recognizes feelings of pleasure and well-being - Is interested in the accomplishments of others

Compulsory Elements and End-of-Course Outcomes

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

Class of Situations

Seeking balance in life

Categories of Actions

- Experimenting with one or more forms of self-expression
- Reflecting on how to introduce creativity into everyday life

Operational Competencies

Uses creativity

- Makes use of his or her personal resources
- Uses his or her imagination to experiment with a form of self-expression
- Accepts the results of his or her experiment

Essential Knowledge

- Self-awareness
- Creativity
- Pleasure

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

End-of-Course Outcomes

In order to deal with the class of situations *Seeking balance in life*, adults experiment with one or more forms of self-expression and reflect on how to introduce creativity into their everyday life.

When adults experiment with a form of self-expression, they make use of their personal resources. They pay particular attention to experiences they find meaningful in order to identify their talents and preferences. They consider their areas of interest, and describe the skills they possess and those they would like to develop. They take into account their intuition and feelings, and use their imagination to experiment with self-expression. They give form to their creative ideas, making use of what they know about creativity, pleasure and themselves.

In order to reflect on how to introduce creativity into their everyday life, adults accept the results of their experiment and explain how they can reinvest what they have learned into their life. They gauge their level of satisfaction with their approach and accomplishments. They describe their preferences and comment on their experience, using what they know about themselves and about pleasure. Based on this analysis, they identify elements that will allow them to use forms of self-expression that are both creative and personalized. They anticipate ways of introducing creativity into their everyday life and estimate the benefits creativity will bring to maintaining a balanced life.

Evaluation Criteria

- Experiments in a meaningful way with one or more forms of self-expression
- Reflects on how to introduce creativity into his or her everyday life

Operational Competencies

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

In this course, only the following operational competency is addressed: *Uses creativity*.

Contribution of the Operational Competency *Uses creativity*

The operational competency *Uses creativity* enables adults to experiment with one or more forms of self-expression and enriches their reflection on how to introduce creativity into their everyday life. In this regard, this competency promotes the use of personal resources, the development of intuition and the expression of creative ideas.

Adults who make use of their personal resources draw on their experiences to identify their talents and preferences. They take their interests into account. They describe the skills they possess and those they would like to develop. They listen to their intuition and feelings.

They use their imagination to experiment with self-expression. They give form to their creative ideas by writing a story, making an object, using an instrument, applying a technique, etc. They accept the results of their experiment and are able to describe their preferences and gauge their level of satisfaction with their approach and accomplishments.

Essential Knowledge

Self-knowledge

- Basic needs
- Role of emotions
- Personal resources (e.g. skills, interests, aptitudes)
- Sources and types of motivation

Creativity

- Psychological benefits
- Elements conducive to awakening creativity (e.g. attitudes, environment, influences)
- Techniques for awakening creativity (e.g. centring, visualization, relaxation techniques, use of myths, intuition, dreams, etc.)
- Techniques for developing creativity (e.g. analogy, association, random-input, brainstorming techniques)

Pleasure

- Types (e.g. harmful and beneficial, direct and indirect)
- Relationship between pleasure and displeasure
- Positive and negative emotions
- Physical and psychological benefits

Attitudes

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

Open-mindedness and Flexibility

Adults who are open-minded and flexible can approach reality from a new perspective and derive greater pleasure and satisfaction from life.

Complementary Resources

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

Social Resources	Material Resources
▪ Cultural centre staff/facilitators ▪ Regional artists ▪ Staff at museums, exhibit centres	▪ Materials appropriate to the forms of self-expression explored (e.g. paper, cardboard, colouring pencils, pastels, charcoal, glue, magazines, paint brushes, musical instruments, cameras, video cameras) ▪ Art books ▪ Relaxation music ▪ Computer, word-processing and drawing software

Contribution of the Subject Areas

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

Subject Area: Languages

Program of Study: *English, Language of Instruction*

Course (Presecondary): *Lifestyle Options*

- Categories of actions related to psychological health in the class of situations *Using language for a healthy lifestyle*

Subject Area: Mathematics, Science and Technology

Program of Study: *Computer Science*

- Formatting different documents that demonstrate the use of imagination
- Creating images using drawing software

Andragogical Context

The *Health* program enables adult learners to lay the foundation for developing a responsible, preventive approach to their health. It focuses on the importance of healthy lifestyle habits, of achieving better balance in life to preserve psychological health, and of adopting safe, responsible sexual behaviours. For this reason, the learning situations presented promote awareness, analysis, observation and reflection.

In all cases, the learning situations must be meaningful to adults and resemble the situations they encounter in their daily lives. Many different learning activities can therefore be organized: meetings with resource persons (e.g. nutritionists, athletes, psychologists), presentation of testimonials, documentary screenings, preparing a questionnaire for a survey, etc.

The real-life situations addressed by the program refer to personal experiences and to perceptions of what is beneficial or harmful to one's health. It goes without saying that these perceptions are rooted in the experience of individuals. As a result, the teacher should be careful to choose situations that do not intrude on the private life of adults, as some adults may be directly affected by the situations presented. The teacher must also take into account the interests that adults may have for specific health problems, while introducing the concepts and competencies that will allow adults to question some of their perceptions.

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

From Dream to Creativity

Within the framework of *Psychological Health*, the class of situations *Seeking balance in life*, and more particularly the situation *Period of discouragement*, encourages adults to turn to their dreams in order to find comfort as well as solutions to their problems. With the images and emotions they evoke, dreams open the door to the imagination and allow us to look at difficult situations in a new way. The learning situation chosen will enable adults to explore different forms of expression and to use the operational competency *Uses creativity*.

In the first learning activity, the teacher leads a discussion based on the expression “night brings counsel,” emphasizing that dreams can stimulate the imagination and help us look at difficult situations in a different way. He or she asks questions about the meaning and importance adults attribute to dreams. The adults are then asked to relax, take deep breaths and try to recall a dream. The teacher guides the adults as they search their memory (or make up a dream, if they can't think of one). Using questions, the teacher helps the adults define the context, main characters, action, setting, emotions, etc. The adults then take a moment to write down their dream, paying particular attention to a specific image or instant in the dream. The teacher circulates through the classroom, asking questions to help adults clarify a text, present a character or describe an action.

In the second activity, the adults illustrate their dream. The teacher may present a few techniques specific to a medium, but the focus should be on expression rather than on the quality of the production, since the goal of the exercise is to develop self-

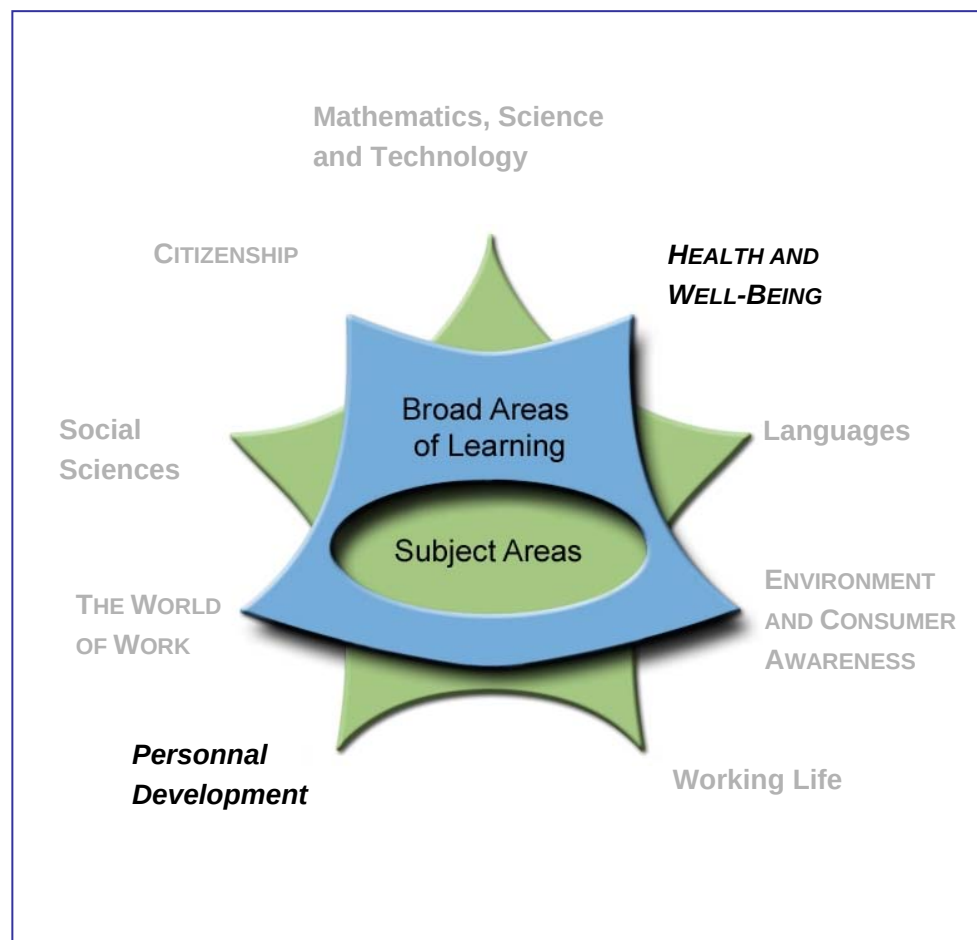
awareness. Once the drawings are complete, the teacher guides the adults as they reflect on the meaning they attribute to their dreams in their drawings. By asking questions, the teacher helps the adults become aware of their emotions, pay attention to their concerns and establish a connection with their dream. The teacher concludes the activity with a discussion about dreams as a tool for self-awareness.

In the third learning activity, the teacher asks the adults to transform their drawings and thus rewrite their dream, stressing the importance that open-mindedness and flexibility play in generating new ideas. The adults are asked to identify a negative element in their drawing that they would like to change into a positive one. The teacher suggests a brainstorming technique to stimulate their imagination. As the teacher guides the reflection using questions associated with this type of technique, adults study their drawing, noting all the ideas that come to mind. They thus create in their minds a new illustration of their dream as they construct their knowledge on the development of creativity. Using the ideas generated through this exercise, they replace, combine, remove, add, invert elements in their drawings, change shapes, dimensions or colours, etc. They may also cut words, sentences or pictures out of magazines and incorporate them into their drawing. The teacher repeats the brainstorming questions and encourages the adults to take risks and be daring. They use their final production to rewrite their dream. They compare their initial and final productions. They comment on how their dream has changed and on the emotions that these changes bring out.

The entire class then participates in a discussion. They take stock of the experience and talk about the moments when they felt comfortable and happy, or frustrated and demotivated. Thus, the teacher gradually helps adults identify the positive elements associated with generating ideas, the sources of motivation, and the benefits of creativity and pleasure. The teacher concludes the learning situation by having the adults apply a brainstorming technique to an area of their life they would like to improve. Using a questionnaire prepared by the teacher, adults choose a situation that makes them feel discouraged or dissatisfied. They scrutinize the situation in order to transform it. They try to come up with the greatest number of ideas possible on how to control, handle or improve the situation. They may ask themselves a series of questions on the situation or limit themselves to a single aspect.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Seeking balance in life	
Learning Situation	
From Dream to Creativity	
Categories of Actions	
- Experimenting with one or more forms of self-expression - Reflecting on how to introduce creativity into everyday life	
Operational Competency	Essential Knowledge
Uses creativity	- Self-awareness - Creativity - Pleasure
Complementary Resources	
Paper, colouring pencils, magazines, scissors, glue	



Course
Health and Sexuality
PRS-2102-1
Secondary Cycle One



“To not speak about sexuality is to not speak about oneself.”

Michel Conte, *Nu... comme dans nuage*

Presentation of the Course *Health and Sexuality*

The course *Health and Sexuality* is designed to help adult learners deal competently with real-life situations in which they maintain sexual health by adopting an autonomous, responsible approach to their health.

The course prepares adults to make informed, responsible choices with respect to their sexual health.

At the end of the course, adult learners will be able to choose methods of family planning and prevention of sexually transmitted infections (STIs) and HIV/AIDS. They will also be able to use specific information, help and support resources in order to maintain their sexual health.

Dealing With the Real-Life Situations

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

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



Class of Situations Addressed by the Course

This course addresses a single class of situations: *Maintaining sexual health*.

Sexual health affects a large number of life situations. Sexually active adults need to be able to find relevant answers to their questions in order to better understand their physical and psychological needs.

Acquiring a new sexual partner, maintaining a stable intimate relationship, planning to have a child or even facing an unintended

pregnancy are all situations in which adults must reassess their priorities in order to lead a satisfying, harmonious and safe sex life. The ability to prevent sexual health problems and make informed choices about family planning is based on accurate, relevant information that is adapted to the questions an individual may have.

Class of Situations	Examples of Real-Life Situations
Maintaining sexual health	▪ Acquiring a new sexual partner ▪ Stable intimate relationships ▪ Planning to have a child ▪ Terminating a pregnancy ▪ Unintended pregnancy ▪ Symptoms associated with a sexually transmitted infection

Categories of Actions

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

Categories of Actions	Examples of Actions
Choosing planning and prevention methods	- Detects a health problem - Identifies risky behaviours - Chooses methods of protection against HIV/AIDS and sexually transmitted infections - Determines fertility periods - Selects suitable contraceptive methods for specific situations - Recognizes the consequences of terminating a pregnancy
Expressing personal choices	- Makes decisions, individually and as a couple - Discusses personal choices - Explains a problem - Raises questions
Using specific information, help and support resources	- Looks for contact information of relevant resources in his or her environment - Reads documentation - Contacts an organization - Attends a lecture - Describes his or her needs and concerns

Compulsory Elements and End-of-Course Outcomes

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

Class of Situations

Maintaining sexual health

Categories of Actions

- Choosing planning and prevention methods
- Expressing personal choices
- Using specific information, help and support resources

Operational Competencies

Exercises critical and ethical judgment

- Adequately assesses the importance or nature of his or her concerns or problems
- Questions the soundness and coherence of the values underlying habits and choices
- Analyzes information from a variety of recognized sources
- Determines accurate criteria for making choices
- Justifies his or her choices

Communicates

- Takes into account the person he or she is speaking with, recognized codes and the communication context
- Uses accurate terminology
- Adapts verbal and nonverbal language to the person he or she is speaking with
- Decodes verbal and nonverbal communications received
- Verifies whether the communications sent and received were understood
- Identifies explicit information and the meaning of written and oral communications

Essential Knowledge

- Reproductive systems
- Sexually transmitted infections (STIs) and HIV/AIDS
- Methods of contraception
- Decision making
- Information, help and support resources

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

End-of-Course Outcomes

In order to deal with the class of situations *Maintaining sexual health*, adults select appropriate methods of family planning and of preventing STIs and HIV/AIDS. They express personal choices in relation to their needs and particular situation, and use specific information, help and support resources appropriately.

When adults choose planning or prevention methods, they must accurately assess the importance or nature of the concerns or problems associated with their particular situation. They question the soundness and coherence of the values underlying common sexual health habits or choices. They analyze information about planning and prevention methods obtained from a variety of recognized sources. They determine criteria for making appropriate choices, using what they know about decision making. They are able to justify their choices based on their knowledge of contraceptive methods, reproductive systems, STIs and HIV/AIDS.

When expressing personal choices about planning or prevention methods, adults must take into account the person they are speaking with, the communication context and recognized formal and informal codes. They are respectful of and open to the point of view of others. They adapt their verbal and nonverbal language to the person they are speaking with and carefully decode the communications they receive. During exchanges, they use accurate terminology based on their knowledge of contraceptive methods, reproductive systems, STIs and HIV/AIDS. They verify whether the communications they send and receive are correctly understood.

When choosing specific information, help and support, adults explore and select those resources that are appropriate to their situation and accessible in the community. They find useful contact and referral information, understand the purpose of these resources and identify the information and services offered. They identify explicit information elements and interpret the meaning of oral and written communications that may be useful in dealing with a specific problem. They verify the credibility of the sources consulted.

Evaluation Criteria

- Chooses appropriate planning and prevention methods
- Expresses personal choices adequately
- Uses specific information, help and support resources appropriately

Operational Competencies

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

In this course, only the following operational competencies are addressed: *Exercises critical and ethical judgment* and *Communicates*.

Contribution of the Operational Competency *Exercises critical and ethical judgment*

The operational competency *Exercises critical and ethical judgment* enables adults to make informed sexual health choices. They use this competency when choosing methods of family planning and of preventing STIs and HIV/AIDS, and when using specific information, help and support resources.

When adults want to make informed sexual health decisions, they must adequately assess the importance or nature of their concerns or problems. They question the soundness and coherence of the values underlying their sexual health habits and choices. They become aware of the factors that influence them. They discover the importance of putting aside prejudices and preconceived ideas. They analyze information obtained from a variety of credible sources. They determine the criteria that will enable them to analyze different options. They arrive at a choice that they can justify with nuance, open-mindedness and respect.

Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* is at the centre of all real-life situations in which adults discuss sexual health with a partner or peers, and use information, help or support resources. It allows adults to understand others and to make themselves understood.

Adults who express personal choices must take into account the person they are speaking with, the requirements of the context and recognized formal and informal codes. When they speak out, they share a personal problem or concern, discuss possible choices, and formulate and justify a point of view. Discussions about sexuality can make certain adults feel embarrassed or uncomfortable. Adults must therefore adapt their verbal and nonverbal language and decode the language of others, while ensuring they use accurate terminology. During these exchanges, adults must make sure they have been understood and that they understand what others are saying, by asking questions and rephrasing communications, if necessary.

To find information, help or support, adults must identify resources in their environment and consult available documentation. They identify explicit information elements and interpret the meaning of oral and written communications in order to select the resources that seem relevant. For example, they read, attend a lecture or discuss ideas with resource persons around them.

Essential Knowledge

Reproductive systems

- Elements and functions of the male and female human reproductive systems
- Menstrual cycle
- Fertility and sterilization
- Gynecological and urogenital examinations

Sexually transmitted infections (STIs and HIV/AIDS)

- Myths and misconceptions
- Types of infections
- Mode of transmission
- Symptoms
- Detection
- Preventive measures

Contraceptive methods

- Myths and misconceptions
- Male and female contraception
- Mode of action
- Advantages and disadvantages

Decision making

- Decision-making process
- Responsibilities of partners
- Protection of personal information

Information, help and support resources

- Contact and referral information
- Special mission or goal
- Information and services offered

Attitudes

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

Sense of Responsibility	Respect
Adults who are responsible consider adopting preventive, safe measures to protect their health and that of others.	Adults who are respectful make choices that take into account their reality and that of others.

Complementary Resources

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

Social Resources	Material Resources
▪ Health and social services employees and professionals (e.g. CLSCs, hospitals) ▪ Information and referral helplines ▪ Recognized support groups and organizations	▪ Government publications and documentation from recognized organizations (e.g. brochures, pamphlets) ▪ Material illustrating family planning or protection methods ▪ Recognized Web sites · Health Canada · Public Health Agency of Canada · Institut national de santé publique du Québec

Contribution of the Subject Areas

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

Subject Area: Languages

Program of Study: *English, Language of Instruction*

Course (Presecondary): *Lifestyle Options*

- Categories of actions related to health and sexuality in the class of situations *Using language for a healthy lifestyle*

Subject Area: Mathematics, Science and Technology

Program of Study: *Computer Science*

- Searching for information on the Internet (e.g. searching for documentation, public, parapublic or community organizations)
- Formatting various documents supporting the adult's reflective process
- Creation of promotional materials to raise awareness among peers about preventive measures (e.g. posters, pamphlets)

Andragogical Context

The *Health* program enables adult learners to lay the foundation for a responsible and preventive approach to health. It emphasizes the importance of healthy lifestyle habits, of achieving better balance in life to preserve psychological health, and of adopting safe, responsible sexual behaviours. For this reason, the learning situations presented focus on awareness, analysis, observation and reflection.

In all cases, the learning situations must be meaningful to adults and resemble the situations they encounter in their daily lives. Many different learning activities can therefore be organized: meetings with resource persons (e.g. nutritionists, athletes, psychologists), presentations of testimonials, documentary screenings, preparing questionnaires for a survey, etc.

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Learning Situation

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

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

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

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Example of a Learning Situation

Difficult Choices

Informed sexual health choices are based on accurate, credible information. This information needs to be analyzed and discussed between partners in a relationship, and among peers in the classroom. The class of situations *Maintaining sexual health* deals with the type of discussions involved in choosing an appropriate contraceptive method. The learning situation presented here provides a context in which adults can discuss their points of view on how to arrive at such a choice while respecting the needs of a partner, and calls into play the operational competencies *Exercises critical and ethical judgment* and *Communicates*.

The teacher begins the first activity by presenting a story about two young lovers who cannot agree on the type of contraceptive method to use. To contribute to the story, the participants are asked to answer a series of true-or-false questions to assess their level of knowledge on the topic and select a method of contraception that they think would be appropriate to the case presented. The adults then discuss the topic with the rest of the class and put aside their questionnaire until the end of the activity. The teacher underlines the importance of participating actively in the discussions, of paying attention to the points of view expressed and, above all, of respecting those who agree to express their opinions.

In the second activity, the teacher verifies what the adults know about the male and female reproductive systems and contraceptive methods, completing or correcting the information shared and explaining the concept of fertilization. He or she then distributes a table listing the contraceptive methods that will be

analyzed, along with their modes of action, advantages, disadvantages and levels of effectiveness. Based on the discussions and the table, the teacher helps the adults determine the criteria to use when selecting a method of contraception. These criteria are then entered on an analytical checklist. The participants then discuss which method seems most interesting. The teacher leads the discussion, ensuring that the participants justify their opinions.

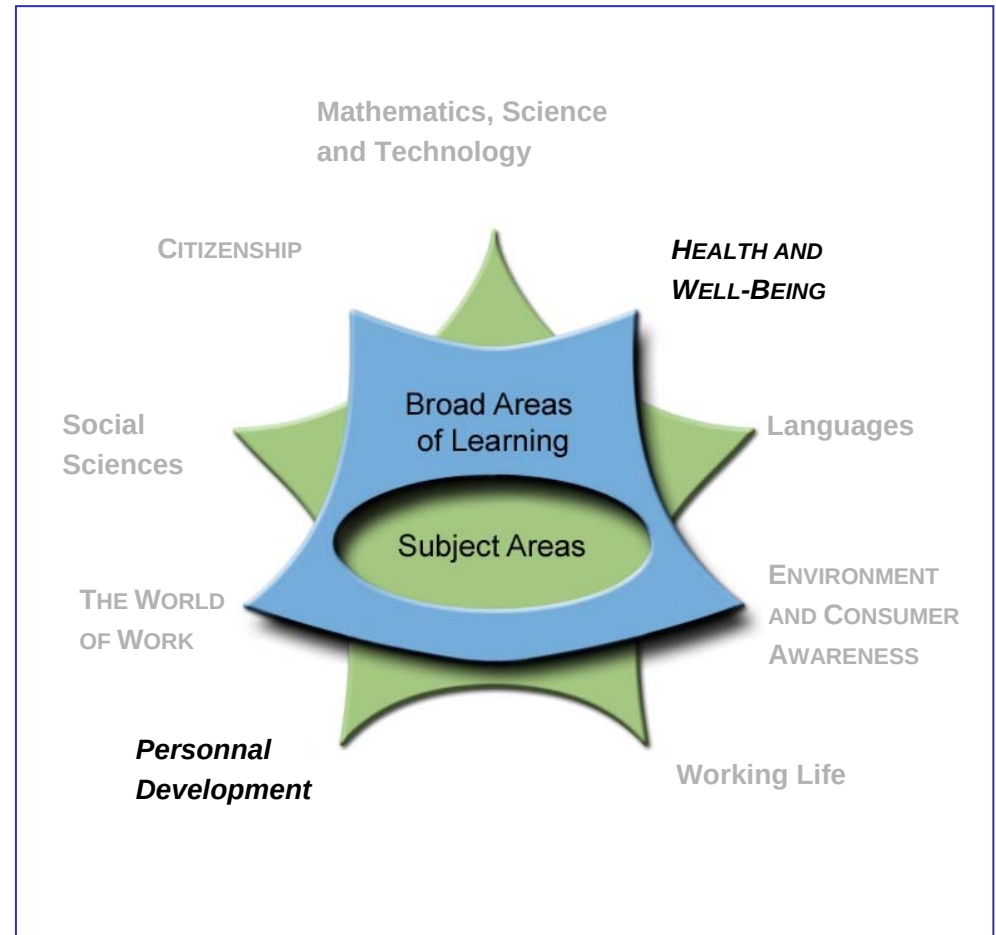
The third activity takes place in teams. To encourage adults to reflect on the use of a contraceptive method, the teacher asks each team to select a method. Using an analytical checklist, adults identify arguments for or against the method, ease of use and ways of integrating the chosen method into a couple's sexual life. Any unanswered questions are also recorded on the checklist. All participants receive a copy of the checklist presented by each team during a group discussion. The results are discussed and clarifications are provided, if necessary.

During the fourth learning activity, working in teams, adults make up a hypothetical situation in which a couple must choose an appropriate method of contraception. The teams are then paired up so that they can present and discuss their cases and give appropriate advice. After each team has presented its case, a plenary discussion follows. The teams then provide a summary of their exchanges and systematically list the suggestions made. The ideas suggested are then discussed by the entire class. The teacher clarifies or corrects any misconceptions, using the table of contraceptive methods.

To conclude the activity, the teacher distributes another questionnaire and asks the participants to compare their answers to the answers they gave at the beginning of the learning situation. This comparison will help the participants recognize how much they have learned and discover how much they already knew and were able to confirm. Adults also evaluate their level of satisfaction with the discussions: they identify an element they agreed with and one they disagreed with. On a sheet of paper, they write down, anonymously, a question or comment that the teacher can use to guide the next learning activity.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Maintaining sexual health	
Learning Situation	
Difficult Choices	
Categories of Actions	
▪ Selecting planning and prevention measures ▪ Expressing personal choices	
Operational Competencies	Essential Knowledge
▪ Exercises critical and ethical judgment ▪ Communicates	▪ Reproductive systems ▪ Contraceptive methods
Complementary Resources	
▪ Recognized Web sites ▪ Government publications or documentation from recognized organizations (e.g. brochures, pamphlets)	▪ Material illustrating family planning or health prevention methods



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