

Program of Study

Social and Political Life

Subject Area: Social Sciences



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

CCBE

COMMON CORE BASIC EDUCATION

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

Québec 

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Subject Area: Social Sciences

Social and Political Life

Courses

Presecondary

Cooperation and Civic-Mindedness — SST-P101-2

Secondary Cycle One

Democracy and the Right to Vote — SST-1101-1

Citizens' Rights and Responsibilities — SST-2101-2

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Presentation of the Program of Study

The *Social and Political Life* program comprises a total of 125 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.

The program encourages adults to exercise their role as citizens in order to participate actively and with solidarity in community life, to meet the challenge of creating a sense of belonging among citizens that transcends individualistic concerns and to develop attitudes of civic-mindedness, cooperation and social participation.

Civic-mindedness develops from knowing how to live in society. It is a form of action that is at once simple and accessible to all. It ensures harmony in human relationships. It promotes participation and sometimes requires taking a stand. It depends on the values of respect, reciprocity and solidarity essential to cooperation.

Our daily life is imbued with social and political dimensions implied by the coexistence of citizens with one another. In this context, adult

learners become more aware of their role as citizens and what that implies in terms of the rights and responsibilities of individuals. The course introduces adult learners to the right to vote and its importance in democratic and political life. Participating in social and political life requires recognizing the importance of one's social and political role in a democratic society, assuming one's responsibilities, gaining a better understanding of one's rights and exercising them. While citizenship assigns legal status to the rights and responsibilities of the members of a society, it also requires every individual to act in solidarity with others and to demonstrate their sense of belonging and willingness to contribute to the common good.

The program provides occasions for adults to explore the everyday issues and challenges to which they must respond through individual and joint action. They also come to recognize that civic-mindedness, as much as rights, laws and rules, plays an important and useful role in ensuring the quality of life of both individuals and society as a whole.

The Courses of the Program of Study

The table below lists the courses in the *Social and Political Life* program of study.

Social and Political Life

Presecondary Course	Duration	Secondary Cycle One Courses	Duration
Cooperation and Civic-Mindedness	50 hrs	Democracy and the Right to Vote	25 hrs
		Citizens' Rights and Responsibilities	50 hrs

The Presecondary course *Cooperation and Civic-Mindedness* familiarizes adult learners with their role and status as citizens and thereby helps them develop a sense of belonging to their community. Adults learn to distinguish between appropriate and inappropriate civic behaviour and to assess their effects on the quality of community life. They recognize the rights and responsibilities inherent in the status of citizen.

The two courses in Secondary Cycle One—*Democracy and the Right to Vote* and *Citizens' Rights and Responsibilities*—encourage adults to further their reflection on their role as citizens. In the course *Democracy and the Right to Vote*, adults become familiar with the issues related to exercising the right to vote and the rules governing the democratic behaviours associated with the process. The interdependence of rights and responsibilities is crucial to the democratic process and constitutes the focus of the situations targeted by the course *Citizens' Rights and Responsibilities*.

None of these courses constitutes a prerequisite for the others.

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

Community life is at the very heart of the broad area of learning *Citizenship*. Each individual shares responsibility for the present and future of Québec society and must take into consideration the common values interwoven throughout its history. Adult learners pursue their education in order to be able to fulfill their citizenship role effectively in different everyday situations, in their relationships in the community and as voters. They come to understand their rights and responsibilities in relation to the common good. The program thus addresses the educational aim of the broad area of learning *Citizenship*, which aims to help adults assume their responsibilities within the community. The emphasis placed on cooperation and civic-mindedness introduces adult learners to

community life and the conditions for exercising their role as citizens. If adults are to assume their responsibilities in the community, they must feel that they are an integral part of it and active participants. They must interact with those around them, considering the social, political, economic and cultural characteristics of society and assuming their rights and responsibilities. Thus, becoming acquainted with their role as citizens, evaluating the impact of individual decisions on the common good, exercising their rights and responsibilities and participating in community life are among the challenges that adults address in this program.

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

In the context of the education reform, culture can be understood as a process that develops the faculties of the mind through intellectual exercises and the construction of resources related to human achievements beyond those of a strictly utilitarian or professional nature. In this sense, culture integrates attitudes, behaviours, values and knowledge that link individuals to their human heritage. The political and social orientation of the program thus increases adult learners' capacity to understand the world, to appreciate the evolution of human rights and the struggles to achieve them, to perceive their interrelationships and to give them meaning. Culture is the key to developing a free spirit and an open mind.

The program *Social and Political Life* is consistent with the cultural aims of the education reform. It raises cultural awareness by addressing fundamental dimensions of human activity and specific aspects of cultural identity. It provides learners with cultural references and intellectual tools that transcend simple subject knowledge and improve their chances for educational success in a lifelong and independent learning process. This in turn depends on a solid, well-articulated and coherent foundation in the basics, one that broadens horizons and evokes curiosity and interest. It provides

learners with the opportunity to explore ideas and opinions and appreciate the wealth of human experience. The program helps adults develop this essential spirit of open-mindedness toward the world and all its diversity.

Quality of Language

The program *Social and Political Life* offers learners many opportunities to develop their linguistic capacities. Investigating human nature, attempting to comprehend it, making comparisons and understanding its ins and outs means being able to explain, interpret and comment on it. Language is the principal means of understanding social reality. It is the almost exclusive means for making sense of the world. The capacity to represent the world depends in large part on one's language proficiency.

The program allows adult learners to use different forms of expression. Through reading, writing and communicating orally, adults become more adept at organizing their thoughts, formulating and sharing opinions, and enhancing their sense of community. This helps them participate actively and concretely in the construction of knowledge, to develop and transform their thinking, to adopt positions and to define their identity.

Citizenship

Citizenship is a value that extends across all aspects of life. From this perspective, the program addresses real-life situations that constitute a circumscribed and rich environment for learning and discussing the role of citizens as members of the community and the world. It provides opportunities to approach reality from the perspective of the humanities and social sciences and to develop a clear notion of responsible citizenship. The program constitutes, to a certain extent, an official recognition of the place of citizenship in adult general education by providing learners with cultural, social, economic, historical and geographical references that help them appreciate the value of democracy.

Integration of Information and Communications Technologies

Citizens, individually or in groups, have increasing access to a variety of information and information media. Of these, information and communications technologies offer quick and diversified access. The courses in the *Social and Political Life* program enable adult learners to explore these new information technologies, since they offer them the possibility of using the Internet and its different search engines to gather information. Adult learners also use word processing software to organize their research and convey their results. Participating in community life, considering the quality of life in their environment, and finding relevant information about their right to vote are all real-life situations in which adult learners make use of these new technologies. They use software programs to ensure the quality of their audio-visual presentations. They share and discuss joint projects and broaden their horizons through chatting. Access to different Web sites enables them to share research and questions throughout the learning process.

Course
Cooperation and Civic-Mindedness
SST-P101-2
Presecondary



“Freedom is not the right to act on every whim: it is the right to participate in defining the constraints we all share.”

Albert Jacquard

Presentation of the Course *Cooperation and Civic-Mindedness*

The course *Cooperation and Civic-Mindedness* is designed to help adult learners deal competently with real-life situations involving civic issues in which they must exercise their role as citizens.

The course prepares adult learners to distinguish between appropriate and inappropriate civic behaviour and to assess the effects of such behaviour on the community. They become familiar

with their rights and freedoms as citizens, as well as with their responsibilities.

By the end of the course, adult learners will be familiar with actions that affect their living environment and will be able to help maintain and improve the quality of life in their community.

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: *Civic issues*.

This class covers real-life situations that require that adult learners exercise their sense of civic duty and cooperation. Some circumstances or events require them to observe instructions, laws and regulations that govern society and study the effect of certain behaviours on other individuals or on society as a whole. These situations include using goods and services, visiting public places,

relationships with neighbours and community life. In these situations, adults observe instances of vandalism in their community, aggressive behaviour or failure to observe regulations. Dealing with such situations requires that adults become engaged in finding ways to maintain or improve the quality of life in the community.

Class of Situations	Examples of Real-Life Situations
Civic issues	<ul style="list-style-type: none">▪ Observing vandalism▪ Observing failure to respect others' property▪ Observing failure to respect others▪ Using goods and services▪ Observing failure to respect municipal regulations▪ Safety of senior citizens▪ Mutual aid and volunteer work▪ Social and community activities▪ Relationships with neighbours▪ Visiting public places

Categories of Actions

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

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Recognizing the role of a citizen 	<ul style="list-style-type: none"> ▪ Defines his/her role as a citizen ▪ Recognizes his/her rights and responsibilities as a citizen ▪ Distinguishes between rights and responsibilities ▪ Recognizes his/her affiliation with the community
<ul style="list-style-type: none"> ▪ Identifying appropriate and inappropriate civic behaviour 	<ul style="list-style-type: none"> ▪ Identifies appropriate and inappropriate civic behaviour ▪ Identifies aggressive or threatening behaviour ▪ Identifies peaceful behaviour in problem situations ▪ Determines the effects of inappropriate civic behaviour on the community
<ul style="list-style-type: none"> ▪ Contributing to community life 	<ul style="list-style-type: none"> ▪ Exchanges opinions with other citizens about the quality of life in the neighbourhood or community ▪ Evaluates the need for civic behaviour in his/her community ▪ Becomes familiar with support services and resources in the community ▪ Supports joint action ▪ Takes a stand with respect to participating in community activities to maintain or improve the quality of life

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

Civic issues

Categories of Actions

- Recognizing the role of a citizen
- Identifying appropriate and inappropriate civic behaviour
- Contributing to community life

Operational Competencies

Cooperates

- Demonstrates concern for solidarity
- Adopts collaborative and supportive attitudes
- Promotes an atmosphere of positive interdependence

Exercises critical and ethical judgment

- Identifies the advantages of civic behaviour for individuals and the community
- Assesses the soundness of civic values
- Gives his/her opinion
- Takes the common good into account in the proposed solutions

Essential Knowledge

- Role of a citizen
- Civic values
- Goods and services
- Safety of the community
- Cooperation

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 dealing with situations involving civic issues, adult learners recognize their role as citizens in particular circumstances. They identify appropriate and inappropriate civic behaviour in their community and determine their contribution to community life.

Adult learners recognize that their role as citizens entails rights and responsibilities with respect to the community.

When they identify appropriate and inappropriate civic behaviour in their community, they also identify the advantages for individuals and the community of civic actions based on respect for others and for public goods and services. Aware of the consequences of certain actions for the community, they assess the soundness of civic values in this situation.

Adult learners determine their contribution to community life based on their knowledge of civic values, their responsibilities as citizens and the mechanisms for cooperation in the community, and analyze the safety of the community. Their solutions demonstrate concern for solidarity and take the common good into account. Throughout the learning process, the learners adopt collaborative and supportive attitudes and promote an atmosphere of positive interdependence.

By the end of the course, they are capable of giving an opinion on a civic issue and explaining the role they can play as citizens.

Evaluation Criteria

- Recognizes significant elements of the role of citizen
- Identifies instances of appropriate and inappropriate civic behaviour
- Realistically determines his/her contribution to community 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 competencies are addressed: *Cooperates* and *Exercises critical and ethical judgment*.

Contribution of the Operational Competency *Cooperates*

The operational competency *Cooperates* fosters the development of adult learners' ability to contribute, with their peers, to situations related to civic issues that affect their living environment.

Adult learners who cooperate demonstrate concern for solidarity in developing civic solutions. Solidarity is a fundamental value that influences adults' perception of their role as citizens, their use of public goods and services and the safety of their community. They adopt collaborative and supportive attitudes and promote an atmosphere of positive interdependence both within the community and outside.

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

The operational competency *Exercises critical and ethical judgment* enables adult learners who are analyzing civic issues to evaluate the soundness of civic values and actions in community life.

Adult learners identify the personal and collective advantages of civic actions. They evaluate the soundness of civic values and share their opinions with their peers. Throughout the process, they take the common good into account in their reflections and their solutions.

Essential Knowledge

Role of a citizen

- Status of citizen
- Concepts of right and responsibility
- Concepts of individual and society
- Role of civic-mindedness (impact on everyday life)

Civic values

- Respect
- Social responsibility
- Solidarity

Goods and services

- Private and public use (definition and examples)
- Need for regulations

Safety of the community

- Rights pertaining to an individual's safety (physical and moral integrity)
- Roles of laws and regulations
- Preventive measures

Cooperation

- Mechanisms for solidarity
- Positive interdependence
- Association and community movements
- Lobby groups

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.

Respect	Mutual Aid
Respect is an integral part of civic-mindedness and cooperation. Civic-mindedness means knowing how to get along with others in society and working together to ensure or improve the quality of life of the community, both of which are based on respect for others and for the environment.	Mutual aid is essential for active participation in community life. This attitude develops through contact with others and indicates an understanding of the civic issues involved and empathy for one's fellow citizens.

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
<ul style="list-style-type: none">▪ Community organizations▪ Community-based movements▪ Government organizations	<ul style="list-style-type: none">▪ Charters of rights and freedoms▪ Social code▪ Highway code▪ Municipal bylaws

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 (Literacy): *Community Life*

- Categories of actions related to the class of situations *Using language to become involved in the community*

Course (Presecondary): *Engagement and Involvement*

- Categories of actions related to the class of situations *Using language to fulfill civic and social duties in the community*

Subject Area: Mathematics, Science and Technology

Program of Study: *Mathematics*

- Consulting and interpreting statistics useful for participating as a citizen

Program of Study: *Computer Science*

- Searching the Internet (or consulting the appropriate computer media) for information on public and community-based goods and services

Andragogical Context

The course *Cooperation and Civic-Mindedness* encourages adult learners to question how they perceive civic-mindedness. The learning situations place them at the heart of their community. Reflection on the importance of civic-mindedness and cooperation acquires relevance when adult learners are made to consider their role in maintaining or improving their quality of life. Thus the learning is more meaningful since the situations addressed are drawn from everyday life and directly affect the learners as citizens. They are encouraged to take a fresh look at their community. They evaluate a situation based on the role of citizen or member of a community, identify the elements that foster or hinder quality of life and determine ways of acting with civic-mindedness.

With the teacher's help, adult learners are encouraged to define their role as citizens in the proposed learning situations. In a case they choose themselves or one that is provided, they identify appropriate and inappropriate civic behaviour. In discussions sparked by the teacher or the class, they look for acceptable solutions, discuss them with others and suggest actions to be undertaken. Ideally, this work should be done as a class, since it aims to develop learners' sense of cooperation.

The learning situations and activities elicit adult learners' capacities for reflection and analysis and encourage them to respond to diverse problems that emerge. Aware of their role in the group and in the education centre, adult learners discover and share means of

improving their community, thereby fostering the development of autonomy and active participation in the learning process.

A number of resources can be used; for example, learners can be asked to find photographs or newspaper or magazine articles about a certain problem. Although this work can be done individually, it becomes more meaningful if it is accompanied by discussion among peers. At the Presecondary level, the texts should be relatively easy to read, for example, newspaper or magazine articles. Televised news reports can also be used to launch a debate. Brainstorming is a useful activity insofar as the adult learners participate and share their knowledge and concerns. Role-plays of situations involving inappropriate civic behaviour can also be used to spark reflection on appropriate actions. Case studies and role-plays can be used depending on whether adults are learning in an individual or interactive setting.

Throughout these activities, the teacher suggests questions or avenues of thought in order to facilitate adult learners' analysis of their role as citizens. He or she promotes open-mindedness and the expression of different viewpoints that may emerge in different forums, such as the classroom or the Internet. Some behaviours related to values or specific cultural traits may not be perceived the same way by all adult learners. More neutral case studies could be suggested depending on the circumstances.

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

Vandalism

In this course, adult learners explore real-life situations involving vandalism. In this learning situation, adult learners explore essential knowledge related to the recognition of their role as citizens and their responsibilities, the identification of civic behaviours and the role of cooperation in improving community life. Adult learners are called upon to apply the operational competencies *Cooperates* and *Exercises critical and ethical judgment*.

A photograph taken in the centre, an article selected by the teacher or questions about the concept of quality of life can be used to launch this learning situation. Adult learners are encouraged to consider situations involving inappropriate civic behaviour, as well as possible solutions. They then present their analysis of a situation involving vandalism, as well as possible solutions, and the role they could play in improving the quality of life in the community. This work can be done individually, especially the part that involves finding information, but it might be worthwhile to include periods of discussion and cooperative work.

A brainstorming activity will provide an opportunity to discuss civic-mindedness with individual adult learners or the class. The teacher could review the status of citizen and the related responsibilities at this point, providing basic information related to the concept of social peace and civic values. In small groups, the adult learners pool their ideas and draw up a list of elements they believe are important in defining civic-mindedness. The teacher moderates the discussion and helps the adult learners reach a consensus.

During the ensuing learning activity, adult learners identify a situation involving civic-mindedness in the centre. Then, they find

examples of appropriate and inappropriate civic behaviour elsewhere. The teacher can guide the research, helping the learners describe the situation and recognize the behaviours in question. The adults convey the information they gathered to their peers and discuss their perception of the problems raised. They fill out prepared sheets, describing the situation and its negative effects on the community. The teacher helps them define their role as citizens, identify the rights and responsibilities of each party and determine the need for public and private goods. To stimulate reflection and enhance their knowledge, the teacher gives a lecture on concepts associated with the role of citizen.

In the next activity, adult learners analyze a case containing examples of actions taken in similar situations in order to find possible solutions. The ensuing discussion is an opportunity to explore corrective measures and to broaden the range of possible solutions. Resource people in the community or centre can also be asked to suggest solutions or explain regulations.

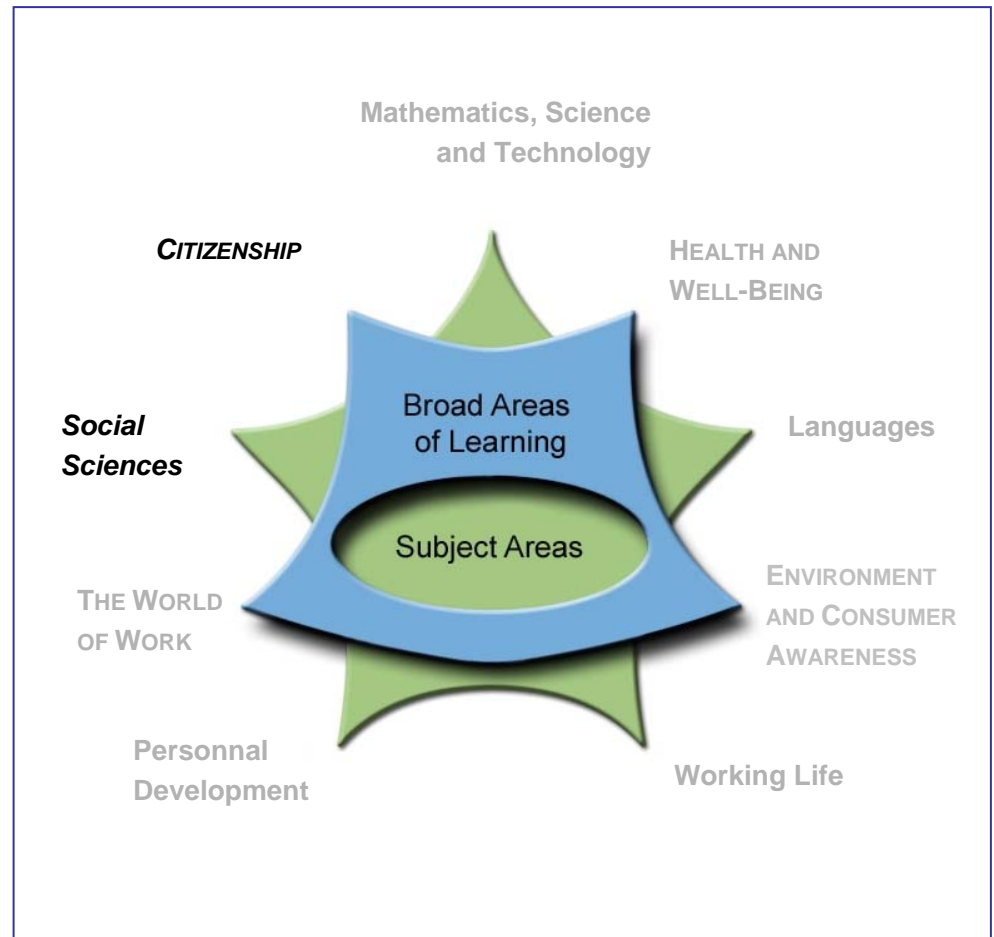
The teacher asks the learners to research, individually or in a workshop, the need for codes and regulations based on cases in their community. Based on his or her experience and knowledge, each learner determines responsible actions to be taken in the community to improve the quality of life. Connections are made with values related to civic-mindedness such as respect and social responsibility, concepts addressed earlier in the study of the role of citizen. The reflection should include a choice of peaceful actions or measures to improve the situation. Adult learners gather information about actions taken in the community and demands made and

assess their appropriateness. They take a stand with respect to their participation, justifying their choices and associating them with their role in the community. This research can be done in a discussion with peers or by consulting resources in the community, the teacher providing assistance. The learners' actions can be debated and discussed to validate their choices or the need for regulations. Finally, the teacher helps them summarize the information gathered and their reflections.

Based on this summary, the adults prepare a text or oral presentation in which they describe a case of vandalism. They describe the problem and its effects on the community and propose possible actions. The presentation can include visual aids depending on the context. The work can be done individually or in small groups. A class discussion can be an opportunity to review concepts and share solutions. The adult learners reflect on the difficulties encountered and the best options in similar real-life situations.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Civic issues	
Learning Situation	
Vandalism	
Categories of Actions	
<ul style="list-style-type: none"> Identifying appropriate and inappropriate civic behaviour Contributing to community life 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Cooperates Exercises critical and ethical judgment 	<ul style="list-style-type: none"> Status of citizen Concepts of right and responsibility Respect, social responsibility and solidarity Need for regulations Preventive measures Association and community movements
Complementary Resources	
<ul style="list-style-type: none"> Social code Community organizations 	<ul style="list-style-type: none"> Municipal bylaws



Course
Democracy and the Right to Vote
SST-1101-1
Secondary Cycle One



“Voting is a means of showing solidarity with other citizens, as well as respect for the community.”

30 mots clés pour comprendre la citoyenneté

Presentation of the Course *Democracy and the Right to Vote*

The course *Democracy and the Right to Vote* is designed to help adult learners deal competently with real-life situations in which they exercise their right to vote. It encourages adults to participate in the democratic process of collective decision making.

By the end of the course, adult learners recognize the democratic rules of conduct associated with the right to vote and apply them to communicate effectively and develop critical thinking skills.

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: *Popular consultation*.

This class of situations includes various situations in which adults are likely to exercise their right to vote. Such situations arise during elections and in cases of collective decision making.

Adults are asked to choose members of the federal, provincial and municipal governments. They also vote for union and student representatives. Votes also arise with the need to make a collective

choice, arrive at a consensus, hold a local referendum, or participate in a committee. These situations require an understanding and application of standards related to democracy and the right to vote.

Class of Situations	Examples of Real-Life Situations
Popular consultation	<p>Elections:</p> <ul style="list-style-type: none"> ▪ federal ▪ provincial ▪ municipal ▪ school ▪ referendums ▪ union ▪ student <p>Votes on matters related to:</p> <ul style="list-style-type: none"> ▪ collective agreements ▪ association committees ▪ user's committees ▪ student councils ▪ community groups

Categories of Actions

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

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Identifying the function and conditions of the right to vote 	<ul style="list-style-type: none"> ▪ Recognizes the democratic significance of the right to vote ▪ Defines voter status by type of consultation ▪ Finds out about the conditions for voting: type of ballot, location of poll, etc.
<ul style="list-style-type: none"> ▪ Understanding the issues 	<ul style="list-style-type: none"> ▪ Enhances his/her understanding of the issue ▪ Appeals to available sources of information: newspapers, community or union newsletters ▪ Examines the facts ▪ Attends information meetings in the neighbourhood, education centre or workplace ▪ Recognizes the different actors or groups present ▪ Identifies differences of opinion and opposition ▪ Considers foreseeable consequences ▪ Considers the whole situation ▪ Takes a stand on the issues ▪ Debates his/her points of view with others ▪ Expresses his/her point of view in meetings or committees ▪ Follows debates on television or the radio
<ul style="list-style-type: none"> ▪ Taking a stand 	<ul style="list-style-type: none"> ▪ Makes a choice ▪ Votes ▪ Considers the results

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

Popular consultation

Categories of Actions

- Identifying the function and conditions of the right to vote
- Understanding the issues
- Taking a stand

Operational Competencies

Exercises critical and ethical judgment

- Identifies the advantages and disadvantages of the project submitted for popular consultation
- Examines different opinions
- Assesses the values underlying the proposals
- Justifies his/her choice

Communicates

- Learns about the conditions for exercising the right to vote and about the issues involved
- Discusses the issues with people with different opinions
- Clearly expresses his/her opinion in a debate

Essential Knowledge

- Right to vote
- Democratic values
- Geopolitical maps of Canada
- Levels of government

- Electoral system
- Debate
- Electoral issues
- Sources of information

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 dealing with the situations related to *Popular consultation*, adult learners identify the function and conditions of the right to vote and the underlying democratic values. They understand the issues and take a stand.

When they identify the function and conditions of the right to vote in the popular consultation in question, adult learners refer to the current electoral system or the appropriate voting procedure, specifying the targeted level of government or institution and using geopolitical maps as needed to construct an adequate visual representation. They locate the poll and find out the conditions for exercising their right to vote on this occasion. They define the conditions of their participation based on the information gathered about all of these elements, depending on the type of popular consultation in question.

When they represent the issues of the popular consultation in question, whether national, provincial or local, they identify the main advantages and disadvantages of the proposal for individuals and the community. They find out about the issues involved from a variety of sources representing different sides. They develop their own representation of the issues by discussing with others, examining different opinions and clearly expressing their own in a debate.

When they take a stand in the popular consultation, adult learners rely on their assessment of the democratic values underlying the proposal in question and justify their choices based on meaningful elements of their representation of the issues. They express their choice in accordance with the conditions of their right to vote in the type of popular consultation in question.

Evaluation Criteria

- Adequately recognizes the function and conditions of the right to vote
- Develops an informed representation of the issues
- Justifies his/her position

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* helps adult learners to appreciate the significance of exercising the right to vote in a democracy and of taking a stand based on an assessment that disregards stereotypes, prejudice and subjective and intuitive convictions.

In their reflection, adult learners identify the advantages and disadvantages of the proposal. Participation in debates enables them to examine different opinions. They assess the democratic values underlying the project. They take a stand and justify it.

Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* enables adult learners to express their opinions, ask questions and debate an electoral issue. They must be attentive to the rules, codes and requirements associated with the context in which they express themselves.

Adult learners must find out about the conditions related to the right to vote and the issues in question. They discuss the issues with people who disagree with them in order to develop a representation of the situation and to clearly express their opinion in a debate, while respecting the rules of democracy.

Essential Knowledge

Right to vote

- Principle of democracy enshrined in the charters
- History, origin and evolution of the right to vote
- Conditions for exercising the right to vote: citizenship, legal age, domicile, membership in the group
- Location of poll
- Consensus: concept and connection with the concept of majority

Democratic values

- Equality of citizens in exercising the right to vote
- Freedom of expression, association and opinion

Geopolitical maps of Canada

- Provinces
- Territories
- Provincial and federal capitals
- Municipalities
- Ridings

Levels of government

- Federal
- Provincial
- Municipal

Electoral system

- Voting procedures: secret ballot, vote by show of hands, single constituency and proportional vote
- Representation

Debate

- Right to speak

Electoral issues

- Type of issue
- Players: lobby groups, stakeholders

Sources of information

- Difference between fact, opinion and argument
- Sources of information
- Reliability of documents

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.

Respect	Open-mindedness
Popular consultation involves debating different opinions. Participating in such discussions requires an attitude of respect for others and their opinions, that is, respect for each person's right to express himself or herself.	In a popular consultation, adults discuss the proposals. These discussions require an attitude of open-mindedness, a desire to examine different opinions. This attitude is indispensable for true dialogue between the participants.

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
<ul style="list-style-type: none">▪ Office of the Chief Electoral Officer▪ Political parties▪ Unions▪ Popular and community groups	<ul style="list-style-type: none">▪ Electoral laws▪ Code Morin▪ Constitution (charter, bylaws) of organizations▪ Government information on popular consultation▪ Media▪ Political platforms▪ Québec Charter of Human Rights and Freedoms▪ Newspapers and electronic media

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): *Informed Choices*

- Categories of actions related to the class of situations *Using language to explore current issues in the media*

Course (Secondary): *Rights and Responsibilities*

- Categories of actions related to the class of situations *Using language to exercise rights and responsibilities*

Subject Area: Mathematics, Science and Technology

Program of Study: *Mathematics*

- Interpreting graphs related to the issues involved in the consultation

Program of Study: *Computer Science*

- Searching the Internet (or consulting the appropriate electronic media) for information about a political or social issue

Andragogical Context

The right to vote is at the heart of democracy and is exercised in different situations. Whether as members of a cooperative or a union, or simply as taxpayers, sooner or later, adults are called upon to exercise their duty as voters.

The teacher can choose to use either a real-life situation or a simulation of a school, federal, provincial or municipal election to ensure that the learning is meaningful for the adults.

The learning situations help adult learners gradually construct concepts and rules related to democracy and the electoral system and to mobilize those they are familiar with. Emphasis is placed on the development of the learners' ability to express their opinion, taking the facts into account. In this context, teamwork, cooperative work, discussion groups, role-plays and simulations are well suited to the task of understanding the right to vote and analyzing electoral

issues in respectful and effective discussions. Adult learners are encouraged to use different sources of information to structure their arguments in debates and discussions. They can borrow ideas, arguments and facts to enhance their position. Audio-visual documents can help them understand the rules and procedure of a debate. It is important to foster exchanges of ideas and opinions on real-life or simulated projects submitted for a vote. Adult learners can also give a formal or informal presentation of concepts related to the right to vote or of different political institutions. Individual work sessions are also useful for helping adult learners acquire concepts and for stimulating reflection on the different options presented and on their own values, which fosters the development of critical thinking. Since some debates can be heated, the teacher should create an atmosphere of respect and neutrality.

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

School Elections

There are many situations in which adults are called upon to exercise their right to vote. This learning situation addresses school elections from among the situations belonging to the class *Popular consultation*. The presence or creation of a student council or other body in the school involves the election of representatives.

The adults are told that they will be electing members of the student council. A simulation or a real-life activity is organized to elect student representatives.

In the first learning activity, adult learners participate in a discussion of the role of the student council and the mandate of its members. The major issues are presented: the need to elect adult learners enrolled in the centre, whose decisions will have an impact on school life.

Working individually, and based on their course notes and information documents about the student council, adult learners identify the conditions for calling the election and the procedures associated with their right to vote. They record their results in a logbook. They discuss the information gathered with their peers and the teacher verifies whether they have all the information they need to exercise their right to vote.

In the next activity, the adult learners consider the issues at stake in the consultation. The teacher helps them clarify and state their expectations with respect to the representation of candidates and the impact of their election on school life. Each learner records in his or her logbook the important elements he or she would like to debate. The candidates distribute information documents to the

class. These documents contain a description of each candidate, his or her program and his or her plans for student life at the centre. Next, individually or in teams, the adults examine the programs and projects submitted. With the teacher's help, each adult identifies points to examine; a group brainstorming session could also be held. The different options and arguments are recorded in a comparative table. Throughout the process, the teacher questions the adult learners and supports their research. This step can be done as a class, each learner being responsible for one of the aspects addressed. A presentation of the research will foster discussions about the options presented. Adult learners record the results of their research in their logbook and compare the different programs with their own priorities. They identify the democratic values defended by the candidates.

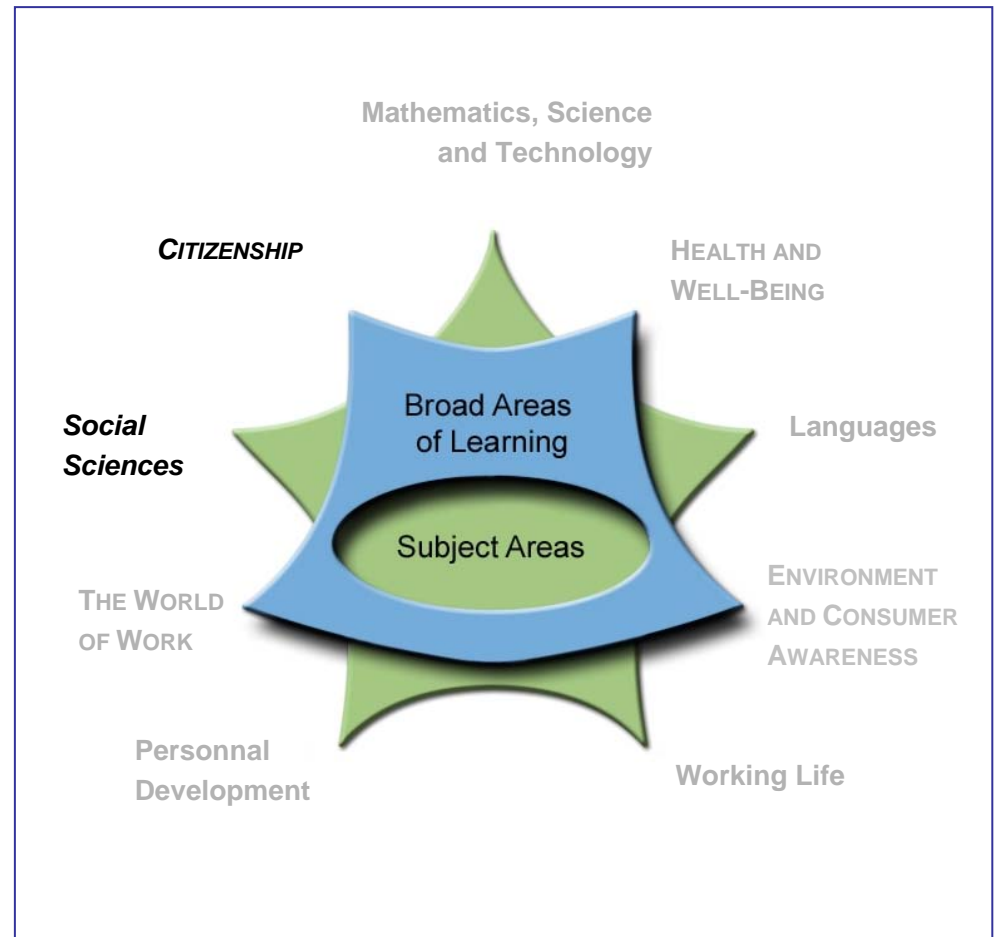
Based on their analysis, adult learners record in their logbook a few arguments in favour of their chosen candidate, using the information sources consulted. In pairs or teams of four, they hold a debate to share their opinions. The teacher reviews the democratic rules of order for this type of discussion. After the debate, each team fills out an evaluation sheet on the quality of each member's contribution. The learners confirm or refute their initial opinions and record the result in their logbook. Then they exercise their right to vote, if applicable.

At the end of the learning situation, the adult learners review the evolution of their decision-making process and justify it with respect to their expectations and the issues raised. The logbook is a record of the process. With the teacher's help, the class produces a

summary of the procedure, identifying difficulties encountered and ways of improving the process in a future situation.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Popular consultation	
Learning Situation	
School Elections	
Categories of Actions	
<ul style="list-style-type: none"> Identifying the function and conditions of the right to vote Understanding the issues Taking a stand 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Exercises critical and ethical judgment Communicates 	<ul style="list-style-type: none"> Location of poll Electoral system: voting procedure, concept of representation Electoral issues Sources of information
Complementary Resources	
<ul style="list-style-type: none"> Constitution (charter, bylaws) of the organization involved in the consultation 	



Course
Citizens' Rights and Responsibilities
SST-2101-2
Secondary Cycle One



“More freedom means more responsibility.”

Victor Hugo

Presentation of the Course *Citizens' Rights and Responsibilities*

The course *Citizens' Rights and Responsibilities* is designed to help adult learners deal competently with real-life situations involving the exercise of their rights and responsibilities.

It encourages adult learners to take a stand on a social or economic issue. It introduces them to the function of citizens' rights and responsibilities in constructing a fair and just society.

By the end of the course, adult learners recognize their rights and responsibilities as citizens with respect to others and to society, in matters of health, education and housing.

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: *Socioeconomic issues*.

The situations in this class are everyday social and economic situations. In them, adults must exercise their rights, assume their rights as citizens and consider socioeconomic issues that could affect the quality of their community or society as a whole.

Such situations include finding a place to live, going back to school and using health care services. They also arise when an economic

situation affects living conditions, for example when a company moves elsewhere. Events, civic duties, social assistance, an aging parent and income tax are also contexts that require access to public services. Finally, social activities place adults in situations in which they must use public goods and resources, public transportation for example.

Class of Situations	Examples of Real-Life Situations
Socioeconomic issues	<ul style="list-style-type: none"> ▪ Going back to school, entering the job market ▪ Strike ▪ Participating in human rights associations (e.g. health, education, housing) ▪ Looking for an apartment ▪ Using public resources (water, roads) ▪ Waste management ▪ Social assistance ▪ Illness ▪ Homelessness ▪ Observance of fiscal obligations ▪ Divorce ▪ Intergenerational difficulties ▪ Diminishing abilities

Categories of Actions

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

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Developing a representation of the situation 	<ul style="list-style-type: none"> ▪ Thinks about his/her situation or observes the community ▪ Identifies wants, needs or problems ▪ Considers a particular social situation ▪ Identifies a case of discrimination ▪ Identifies incidents of failure to respect citizens' rights ▪ Identifies a right related to access to health care, education or housing ▪ Takes a stand on an issue ▪ Recognizes the effectiveness of concerted action in having his/her rights respected
<ul style="list-style-type: none"> ▪ Determining actions to take 	<ul style="list-style-type: none"> ▪ Considers his/her responsibility as a citizen with respect to a given situation ▪ Looks for information to validate his/her rights ▪ Identifies resources and services ▪ Relies on past experience involving the defence or promotion of a right ▪ Determines possible solutions or recourse to have his/her right to housing or public services respected ▪ Lists human rights associations ▪ Names resource people who provide information about responsibilities ▪ Uses a public good or service responsibly ▪ Understands the contribution of groups and associations to help exercise a right ▪ Seeks cooperation in groups

Categories of Actions	Examples of Actions
	<ul style="list-style-type: none">▪ Shows commitment to society through acts of solidarity▪ Adopts responsible social behaviour▪ Makes connections between rights, responsibilities and quality of life in the community▪ Recognizes the importance of a public good or service for community living

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

Socioeconomic issues

Categories of Actions

- Developing a representation of the situation
- Determining actions to take

Operational Competencies

Exercises critical and ethical judgment

- Considers the overall situation objectively
- Assesses the scope and appropriateness of the rights and responsibilities in question
- Takes the common good into account in his/her choices
- Takes a stand based on an assessment, disregarding stereotypes

Cooperates

- Recognizes the social advantages of the actions to take
- Develops solutions based on respect for democratic rules and principles
- Gives and takes constructive criticism

Essential Knowledge

- Social contract
- Democratic values related to the respect of rights and responsibilities
- Instances of lack of respect for rights and responsibilities
- Public goods and services

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 *Socioeconomic issues*, adult learners develop a representation of a socioeconomic issue related to a real-life situation and determine the action to take in the case of failure to respect the rights and responsibilities identified.

Adult learners who develop a representation of a socioeconomic issue consider the overall issue objectively. They identify instances of respect and lack of respect for citizens' rights and responsibilities that characterize the issue. They evaluate the scope and appropriateness of these rights and responsibilities with respect to the public goods and services in question. They refer to the different dimensions of the social contract to describe it and take a stand based on an assessment that disregards stereotypes.

To determine action to be taken, adult learners interact with peers, give and take constructive criticism, and develop solutions consistent with democratic rules and principles and the common good. They recognize the advantages for society and the actions to take, in particular the role of helping and cooperative agencies. They take a stand based on an assessment that disregards stereotypes.

Evaluation Criteria

- Develops an objective representation of the situation
- Determines appropriate actions to take

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 *Cooperates*.

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

The operational competency *Exercises critical and ethical judgment* is fundamental because it enables adult learners to develop a skill central to citizenship: critical thinking. Adult learners use critical thinking skills in dealing with complex situations in which they must make choices and take action that has an impact on society. This competency enables them to develop a representation of a situation related to a socioeconomic issue, continue their reflection on their role and actions and ensure the consistency of their actions.

In the case of lack of respect for rights and responsibilities, adult learners consider the overall situation objectively. They evaluate the scope and appropriateness of the rights and responsibilities in question. They take the common good into account in their choice of actions. They take a stand based on an assessment that disregards stereotypes, prejudices and intuitive convictions about social actions to take to preserve the rights of their fellow citizens and to assume their responsibilities.

Contribution of the Operational Competency *Cooperates*

The operational competency *Cooperates* is the ability to join one or more people in dealing with a situation. This competency is essential for the development of solutions to social problems.

Adult learners recognize the advantages for society of actions to be taken with regard to the respect or lack of respect for citizens' rights and responsibilities; they develop solutions consistent with democratic rules and principles. Throughout the process, they give and take constructive criticism.

They envision cooperative activities to solve problematic socioeconomic conditions. Their actions cause them to evaluate the impact of collective actions on the use of public goods and services and to establish the importance of democratic values associated with the respect of rights and responsibilities, a rationale for the social contract binding all citizens.

Essential Knowledge

Social contract

- Rights and freedoms: historical references
- Concept of right to education, health, housing, safety
- Individual and social responsibilities
- Role of the State
 - economic and social functions
 - distribution of wealth
- Helping and cooperative organizations
 - roles
 - scope of action

Democratic values related to the respect of rights and responsibilities

- Solidarity
- Equality
- Justice

Instances of lack of respect for rights and responsibilities

- Injustice
- Discrimination
- Segregation

Public goods and services

- Concepts of public and private goods and services
- Responsible use

Attitudes

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

Responsibility	Solidarity
Actions related to socioeconomic issues involve the recognition of rights, as well as of the responsibilities of each citizen. Quality of life, justice and equality are preserved insofar as everyone assumes his or her responsibilities with respect to others.	Solidarity is a common expression of responsibility, which itself is indispensable. Whether in defending rights or improving living conditions, a society and its members evolve thanks to solidarity.

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
<ul style="list-style-type: none">▪ Popular and community groups▪ Advocacy groups	<ul style="list-style-type: none">▪ Québec and Canadian charters of rights and freedoms▪ Government documents on rent control and consumer protection

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): *Engagement and Involvement*

- Categories of actions related to the class of situations *Using language to fulfill civic and social duties in the community*

Course (Secondary): *Rights and Responsibilities*

- Categories of actions related to the class of situations *Using language to exercise rights and responsibilities*

Subject Area: Mathematics, Science and Technology

Program of study: *Mathematics*

- Interpreting graphs and statistics related to socioeconomic issues

Program of Study: *Computer Science*

- Searching the Internet (or consulting the appropriate electronic media) for information about a political, social or economic issue
- Using word processing software

Andragogical Context

The course *Citizens' Rights and Responsibilities* proposes real-life situations in which adults face injustice or discrimination. Adult learners consider their rights and responsibilities and analyze socioeconomic issues. Real-life situations (e.g. finding an apartment) and learning contexts related to everyday life (e.g. using public goods and services) enable them to consider their rights and responsibilities in specific circumstances. With the teacher's help, they determine their needs and evaluate the importance of exercising their rights and assuming their responsibilities. They discover resources, groups and agencies in their community that can provide help. Thus they become aware of the importance of networks and develop a sense of cooperation. They define the limits of their rights, identify the benefits of assuming their responsibilities and consider the scope of their actions. They become more independent in finding solutions and develop their critical and ethical judgment, in particular with respect to the importance of public services for society.

Case studies, teamwork (however limited) and brainstorming activities on the situation help them define and understand the issue and develop their critical thinking skills. Discussions must focus on the development of solutions that benefit all of society. Their analysis must be as objective as possible and the situation should not conflict with the adult learners' personal lives. The goal of the course is to define a socioeconomic issue and deal with it from the perspective of rights and responsibilities rather than personal interest. Adults learners' research will be guided by the teacher to ensure that they gain as broad an understanding as possible of the issue.

The teacher will use excerpts of the Québec and Canadian charters of rights and freedoms that adult learners can understand. Adult learners themselves can obtain copies of these documents. Some agencies also produce books and leaflets that can be very useful in the learning process.

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

Renting an Apartment

In their different social roles, adults are exposed to socioeconomic issues that can have a direct effect on their everyday lives. They may, for example, be evicted from their apartment, suffer a work accident or even be affected by events in the lives of the people around them. Finding an apartment is the situation chosen for the course *Citizens' Rights and Responsibilities*. The learning situation must get them to consider the individual and social responsibilities related to the right to housing. They will be called upon to use the operational competencies *Exercises critical and ethical judgment* and *Cooperates*.

The learning situation begins with a crucial question: Do you have a right to housing? A class discussion of opinions and experiences is followed by a lecture on the related provisions of the charters of rights and freedoms.

In the following activity, adult learners identify instances of lack of respect for this right in their personal experience or in newspaper articles provided by the teacher or the class. After drawing up a list, each learner chooses one and, using a fact sheet provided by the teacher, explains how the situation is discriminatory and how it is related to the rights enshrined in the charters.

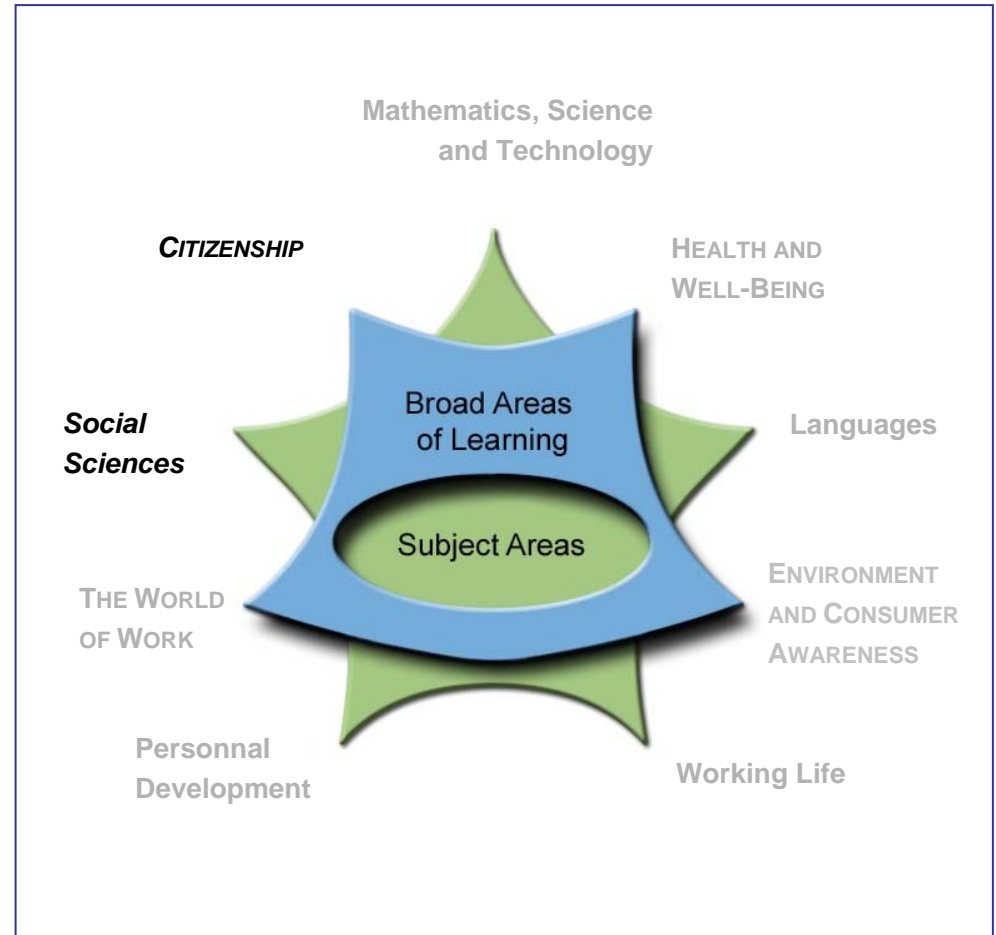
The next activity involves a meeting with an agency involved with the issue, an advocacy group or a community group. The speaker presents a case and proposes possible solutions. The idea is to identify the problem, take a critical look at it and learn about different types of intervention.

Then, in pairs, the adult learners share their problems, determine where they can get help and identify appropriate actions in the face of the instances of lack of respect, and their role and importance in this type of situation. They analyze possible actions to improve the situation and each one takes a stand and defends his or her point of view. They consider the measures needed to remedy the injustice, discuss possible solutions and evaluate their approach.

To end the learning situation, each pair of learners gives an oral or written presentation of their analysis of the situation, as well as their choice of measures based on cooperation. The teacher keeps a compilation of the cases presented to help new students or to create new case studies.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Socioeconomic issues	
Learning Situation	
Renting an Apartment	
Categories of Actions	
<ul style="list-style-type: none"> Developing a representation of the situation Determining actions to take 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Exercises critical and ethical judgment Cooperates 	<ul style="list-style-type: none"> Social contract Democratic values related to the respect of rights and responsibilities Instances of lack of respect for rights and responsibilities
Complementary Resources	
<ul style="list-style-type: none"> Québec and Canadian charters of rights and freedoms 	<ul style="list-style-type: none"> Government documents on rent control and consumer protection



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