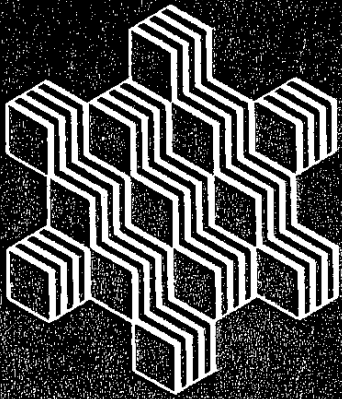


# Elementary School Curriculum



**PERSONAL AND SOCIAL  
EDUCATION**

**REVISED TRANSLATION**

# Elementary School Curriculum

---

**PERSONAL AND SOCIAL  
EDUCATION**

**REVISED TRANSLATION**

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

Translated by members of the Education Development  
in the English Language translation team, Coordination  
du développement pédagogique en langue anglaise.

© Gouvernement du Québec  
Ministère de l'Éducation, 1990 — 9091-582

ISBN: 2-550-15394-4

---

Legal Deposit — Third Quarter 1990  
Bibliothèque nationale du Québec

*I am pleased to confirm that the program in **Personal and Social Education** for Elementary Schools, issued in conformity with Section 18 of the Regulation Respecting the Basis of Elementary School and Preschool Organization, has received the approval of the Confessional Committees of the Conseil supérieur de l'éducation, and constitute a program which I authorize for use in all schools beginning July 1, 1985.*

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

François Gendron  
Minister of Education

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

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

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

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

---

<sup>1</sup> Québec, ministère de l'Éducation, **The Schools of Québec - Policy Statement and Plan of Action**, Code 49-1070A (Québec: ministère de l'Éducation, 1979), p. 26.

## TABLE OF CONTENTS

|                                                                                                                      | Page   |
|----------------------------------------------------------------------------------------------------------------------|--------|
| <b>INTRODUCTION .....</b>                                                                                            | 1      |
| 1. Key Issues .....                                                                                                  | 3      |
| 1.1 School and Society: Ongoing Interaction .....                                                                    | 3      |
| 1.2 Present Situation .....                                                                                          | 3      |
| 1.3 Participation of the School .....                                                                                | 5      |
| 2. History of the <b>Personal and Social Education</b> Program .....                                                 | 6      |
| 3. Relationship Between This Program and the Earlier Experimental Program .....                                      | 8      |
| 4. Relationship Between the <b>Personal and Social Education</b> Program and Other Programs .....                    | 9      |
| 5. Relationship Between the <b>Personal and Social Education</b> Programs for Elementary and Secondary Schools ..... | 11     |
| 6. Target Population .....                                                                                           | 12     |
| 7. Content .....                                                                                                     | 12     |
| <br><b>PART I: GENERAL ORIENTATIONS .....</b>                                                                        | <br>15 |
| 1. General Orientations .....                                                                                        | 17     |
| 1.1 Basis of the <b>Personal and Social Education</b> Program .....                                                  | 17     |
| 1.2 Instructional Approach .....                                                                                     | 21     |
| 1.3 Global Objective and Goals of the Program .....                                                                  | 24     |
| 1.3.1 Global Objective of the <b>Personal and Social Education</b> Program .....                                     | 24     |
| 1.3.2 Goals of the Program .....                                                                                     | 25     |
| <br><b>PART II: STRUCTURE, CONTENT AND OBJECTIVES OF THE PROGRAM .....</b>                                           | <br>27 |
| 2.1 Multidisciplinary Aspect .....                                                                                   | 29     |
| 2.2 The Five Sections .....                                                                                          | 30     |
| 2.2.1 Contribution of Each Section to the Students' Personal and Social Development .....                            | 30     |
| 2.3 Objectives of the <b>Personal and Social Education</b> Program Presented in Order of Importance .....            | 33     |
| 2.4 Development of the Objectives for Each Section of the <b>Personal and Social Education</b> Program .....         | 37     |
| 2.4.1 Distribution of the Learning Content .....                                                                     | 37     |
| 2.4.2 Transformation into Objectives .....                                                                           | 44     |

|                                                                                                                | Page       |
|----------------------------------------------------------------------------------------------------------------|------------|
| <b>PART III: SECTIONS OF THE PERSONAL AND SOCIAL EDUCATION PROGRAM .....</b>                                   | <b>47</b>  |
| <b>A. HEALTH EDUCATION .....</b>                                                                               | <b>49</b>  |
| <b>Summary .....</b>                                                                                           | <b>50</b>  |
| 1. Specific Contribution of Health Education to the Students' Personal and Social Development .....            | 51         |
| 2. Relationship Between Health Education and the Other Sections of the Program .....                           | 51         |
| 3. Key Issues of Health Education Section .....                                                                | 53         |
| 4. Orientations of the Health Education Section .....                                                          | 59         |
| 5. Learning Content and Objectives .....                                                                       | 63         |
| 6. Bibliography .....                                                                                          | 106        |
| <b>B. SEX EDUCATION .....</b>                                                                                  | <b>109</b> |
| <b>Summary .....</b>                                                                                           | <b>110</b> |
| 1. Introduction .....                                                                                          | 111        |
| 2. Specific Contribution of Sex Education to the Students' Personal and Social Development .....               | 111        |
| 3. Nature of Sex Education .....                                                                               | 113        |
| 4. Key Issues of the Sex Education Section .....                                                               | 118        |
| 5. Guiding Principles of the Program .....                                                                     | 125        |
| 6. Orientations of the Sex Education Section .....                                                             | 126        |
| 7. Learning Content and Objectives .....                                                                       | 130        |
| 8. Bibliography .....                                                                                          | 164        |
| <b>C. INTERPERSONAL RELATIONSHIPS .....</b>                                                                    | <b>169</b> |
| <b>Summary .....</b>                                                                                           | <b>170</b> |
| 1. Specific Contribution of Interpersonal Relationships to the Students' Personal and Social Development ..... | 171        |
| 2. Relationship Between Interpersonal Relationships and the Other Sections of the Program .....                | 171        |
| 3. Key Issues of the Interpersonal Relationships Section .....                                                 | 172        |
| 4. Orientations of the Interpersonal Relationships Section .....                                               | 176        |
| 5. Learning Content and Objectives .....                                                                       | 184        |
| 6. Bibliography .....                                                                                          | 211        |

|                                                                                                       | Page |
|-------------------------------------------------------------------------------------------------------|------|
| D. CONSUMER EDUCATION .....                                                                           | 213  |
| <b>Summary</b> .....                                                                                  | 214  |
| 1. Specific Contribution of Consumer Education to the Students' Personal and Social Development ..... | 215  |
| 2. Relationship Between Consumer Education and the Other Sections of the Program .....                | 215  |
| 3. Key Issues of the Consumer Education Section .....                                                 | 216  |
| 4. Orientations of the Consumer Education Section .....                                               | 221  |
| 5. Learning Content and Objectives .....                                                              | 226  |
| 6. Bibliography .....                                                                                 | 249  |
| E. LIFE IN SOCIETY .....                                                                              | 251  |
| <b>Summary</b> .....                                                                                  | 252  |
| 1. Specific Contribution of Life in Society to the Students' Personal and Social Development .....    | 253  |
| 2. Relationship Between Life in Society and the Other Sections of the Program .....                   | 253  |
| 3. Key Issues of the Life in Society Section .....                                                    | 254  |
| 4. Orientations of the Life in Society Section .....                                                  | 259  |
| 5. Learning Content and Objectives .....                                                              | 263  |
| 6. Bibliography .....                                                                                 | 301  |
| <b>PART IV: EVALUATION</b> .....                                                                      | 303  |
| 4.1 General Considerations .....                                                                      | 305  |
| 4.2 Evaluation in the <b>Personal and Social Education</b> Program .....                              | 306  |
| 4.2.1 Focus of Evaluation .....                                                                       | 306  |
| 4.2.2 Remarks .....                                                                                   | 308  |
| 4.3 Information Appearing on the School Report .....                                                  | 309  |
| <b>GENERAL BIBLIOGRAPHY</b> .....                                                                     | 311  |

**INTRODUCTION**

## 1. Key Issues

### 1.1 School and Society: Ongoing Interaction

Many people see the school as an institution whose mandate is to meet the needs of today's society. Others consider that the school's role is the development of individuals who will be capable of adapting to the future, which will undoubtedly differ greatly from the present.

Despite the fact that the school is dependent on society to a certain extent, it also makes a significant contribution to society by providing the appropriate student-centred educational services to each community. In other words, the school fulfills its mandate of meeting employment training needs, while simultaneously encouraging students to develop beyond the criteria of knowledge and performance to arrive at an understanding of attitudes toward life.

Scientific progress and technological developments have brought about considerable changes in the social environment. This evolution has had a direct impact on people's lifestyles, particularly on their health, sexuality, interpersonal relationships, consumer choices and life in society. More than ever before, people need an appropriate education in order to be personally and socially well-balanced.

However, schools that place too much emphasis on factual knowledge, and that do not help young people base their behaviour on a sound knowledge of reality and adequate guiding principles fail to meet present needs. This is also the reason for the increasingly specific and persistent expectation that the school more directly emphasize the development of autonomous, responsible, creative people, who are capable of experiencing satisfying relationships within the community.

### 1.2 Present Situation

A cursory analysis of the present situation in each of the areas of life mentioned earlier confirms the need for a genuine education of the whole person. This education should promote the maximum development of the individual within a society which is in continuous evolution, as well as the individual's responsible and creative participation in this evolution.

In the field of health, research programs and reports on the physical condition of Quebecers (heart disease, malnutrition, stress), demonstrate the need for consciousness-raising among the population. Information and awareness campaigns for this purpose have already been launched. The various media are also endeavouring to promote healthy attitudes toward diet, physical exercise and the preservation of life. One conclusion seems clear: in these important areas, education must begin at an early age.

Scientific research and cultural evolution have had a tremendous impact on sexuality. Today, sexuality has a social, psychological, affective and moral significance, as well as an anatomical and physiological dimension. This new perspective has resulted in an evolution in behaviour, particularly in people's sexual roles, sexual orientations and relations (that are increasingly premature), and planned parenthood.

At the same time, the marketing of sex has assumed alarming proportions; people are constantly being exposed to a plethora of pornographic magazines, films, sex gadgets and even subliminal advertising.

Sexually transmitted diseases, unwanted pregnancies, and more recently, cases of AIDS, are on the rise despite all the available information on infectious diseases, birth control and "safe sex". It appears that information alone is not enough to change attitudes concerning the expression of sexuality.

As a result, people begin questioning their values, experiencing feelings of insecurity and find it difficult to decide about the nature of their own sexuality. Society, therefore, needs to offer people sex education that presents opportunities for reflection and development. This kind of education must also provide an opportunity for people to come to terms with their sexuality: to consider it from the point of view of their personal well-being and the quality of their private and social life, and incorporate it into their personality.

Interpersonal Relationships concerns the relationships between two or more people. These relationships may be experienced within a group or even within a community. Today, it seems increasingly difficult for people to experience satisfying relationships. The many types of therapies now available on the market, either as cures or preventive measures, attest to this. Social interactions sometimes involve conflicts, sometimes concessions or compromises. People need to learn how to handle these challenging situations.

They need the type of education that prepares them to respect others' values, whether or not these values differ from their own, and to function comfortably as part of a group or community.

In Consumer Education, students learn to deal with the fact that the media invent new consumer "needs" every day. People are constantly being persuaded by radio, television, billboards, direct mail advertising or by the print media to consume goods, all of which are supposedly essential to their happiness. Everything ranging from ready-to-wear to ready-to-discard is at their fingertips.

This barrage of advertising has unfortunately led people to consider all too many of these goods essential. The government, the Consumer Protection Bureau, the Automobile Protection Association and various cooperatives are trying to inform the public about making informed consumer choices as well as about the economic interests which too often lie behind advertising's "pre-packaged happiness". One has only to think of the unreal and transitory world that advertising promises to children, to say nothing of the questionable values promoted by this overabundance of objects. Surely schools have a role to play in stimulating children's awareness and in developing critical attitudes toward this alienating phenomenon.

The Life in Society section deals with the fact that people today must function within a social framework made up of increasingly complex groups, structures and institutions. People need to understand the society around them if they are to be active participants. However, it is difficult for them to fathom today's society because it has evolved so rapidly and its social structures have been organized in such a complex manner. It is becoming even more difficult for people to find ways of expressing their social consciousness and to assume their responsibilities as citizens. It is thus essential for people to possess a sound knowledge of the principles that govern a genuinely democratic society, and to become aware of the rights and responsibilities of everyone concerned.

### 1.3 Participation of the School

Faced with this problem, many people have expressed the desire that the schools participate in the preparation of young people for various areas of life, including health, sexuality, interpersonal relationships, consumerism and life in society. These pressures on the schools come from organizations, ministries and groups who are concerned with the education of young people,

and who are already working in this field. Among these are school boards, the Federation of Parents' Committees, the Office of the Director of Youth Protection, the Office de la protection du consommateur, the ministère de la Justice, the ministère de la santé et services sociaux through the Départements de santé communautaire (D.S.C.'s) and the Centres de services sociaux (C.S.S.'s), the Régie de l'assurance automobile du Québec, the Red Cross, St. John's Ambulance, the Direction de la protection des incendies, the Canadian Civil Liberties Union, the Council of the Status of Women, the Comité catholique du Conseil supérieur de l'éducation, the Centrale de l'enseignement du Québec, the Fédération du Québec pour le planning des naissances, the different police forces, Health and Welfare Canada, the ministère de l'Environnement, and universities. All agree that young people need better preparation to cope with life in contemporary society. This is, therefore, one of the school's major responsibilities.

As a result, the ministère de l'Éducation du Québec has decided to add to the existing curriculum a field of study that is designed to meet this pressing need. This program is viewed as a significant means of educating students to deal with the human and social questions that are their daily concerns.

## 2. History of the **Personal and Social Education** Program

For at least fifteen years, the school curriculum has included hygiene, family education, civics and economics. These subjects, however, were not considered to be as relevant to the quality of life as they are today. At most, they constituted a code to live by, rather than a genuine preparation for life. These days, however, it is necessary to redefine these subjects fully as a way of helping the individual develop as a person and as a member of a community.

In 1972, the ministère de l'Éducation grouped the above-mentioned subjects with sex education in an experimental program for Personal and Social Development that the school boards could use. From the observations made by the groups concerned, it was apparent that the program presented difficulties of interpretation on both the pedagogical and the philosophical levels.

These considerations resulted in the preparation of a second version of the program in 1975. It was accompanied by a guide identifying the elements to be used in the development of a Sex Education program (1976) and a document published by the Comité catholique du Conseil supérieur de l'Éducation,

concerning Sex Education in Québec schools. Owing to the instructional approach suggested and the content's lack of precision, this experimental program also presented difficulties in its application. On the other hand, this new version clarified the philosophical orientations of the ministère de l'Éducation du Québec.

In 1978, the ministère de l'Éducation, in conjunction with the teachers, presented a new version of the Personal and Social Development Program in order to attempt to resolve the previous program's obstacles.

The 1978 program had two objectives:

- . To encourage young people to recognize life as a value and to commit themselves personally to appreciating life within and around themselves.
- . To develop in these areas of life, the young people's abilities to make responsible choices based on the respect for life.

The trial use of this program by some school boards made it possible to evaluate the program's relevance, applicability and effectiveness.

The majority of teachers who experimented with the 1978 program found it difficult to apply because the pedagogical material was not very practical. It was hard to follow the learning approach (emphasis on awareness of life and exploration of themes.) It was also hard to apply the learning content as given in the program. The teachers also emphasized that learning was difficult to measure and evaluate because the objectives were too philosophical.

The program did, however, seem to encourage students to focus on themselves and to make them aware of the importance of improving their personal well-being. On the other hand, there were no data indicating that this program had further developed young people's abilities to make responsible choices based on the respect for life. However, it is true that the short trial period did not allow for extensive observations.

The experimental use of the 1978 Personal and Social Development Program revealed the main weaknesses of the Program. These included a weakness in the basic theoretical foundations; a failure to place the proper emphasis on the child's stages of development (the same instructional approach was used for students from 6 to 16 years of age); the exaggerated emphasis on the

related content; and the lack of consistency among the various aspects of the program (absence of links among general objectives, learning/teaching processes and areas of study, and between the objectives and the related content).

The information collected when the 1978 program was tried out proved extremely useful in developing the new version of the **Personal and Social Development** Program. Consultation with the milieu and with specialists in the field enabled the needs and preferences of program users to be determined.

At the same time these consultations were being carried out, a survey conducted among the school boards<sup>1</sup> isolated the problems related to Sex Education in the school. An analysis of the local Sex Education programs highlighted the main objectives and themes chosen by 50 school boards in Québec.

Finally, a list of all documents in the field of Personal and Social Development and in related fields, such as social studies, an analysis of Canadian programs and of certain American and European programs, a synthesis of the directions in which research in education was moving (the A.E.R.A.) and a consultation within the milieu (Federation of Parents' Committees in Québec, Federation of School Boards and other organizations) led to the establishment of the guiding principles for the 1984 version of this program.

### 3. Relationship Between This Program and the Earlier Experimental Program

The new program is not an outright rejection of the elements of the earlier program. Roger's theory on affectivity, the basis of the 1978 experimental program, serves as the framework for certain aspects of the program including meaningful content for the students, objectives linked to freedom of expression, and objectives related to the expression of their feelings in interaction.

Nevertheless, owing to the lack of information offered by a theory of affectivity on the process of development of the individual and the different stages of this development, such a theory cannot be the sole basis for a developmental program.

---

<sup>1</sup> Québec, ministère de l'Éducation, **Situation actuelle et situation désirée en regard de l'éducation sexuelle**, Code 16-3730 (Québec: ministère de l'Éducation, 1980).

The new program, therefore, takes into account Roger's theory on affectivity and the main theories of development, particularly those of Piaget, Erikson and Neilson, making it possible to structure a **Personal and Social Education** Program that is adapted to the psychological, cognitive and psychosocial characteristics of the different age groups for which it is intended, an approach which was lacking in the earlier version.

The 1978 program was divided into five sections, corresponding to five areas of life: health, sexuality, economics, civics and the family. The new program covers the same areas. However, the importance given to the content and to the students' stages of development has led to the broadening of certain fields of study. In addition, aspects of safety have been added to the Health section. The section on economics is incorporated in the Consumer Education section. Civics is covered more broadly and integrated into the Life in Society section. Finally, the study of the family is found in the Interpersonal Relationships and the Life in Society sections.

#### 4. Relationship Between the **Personal and Social Education** Program and Other Programs

The **Personal and Social Education** Program, like all other programs, aims at achieving the objectives of scholastic education. As part of the educational activities, and by different routes and methods, the program is designed to help the students become more autonomous and better adapted to the conditions of their physical and social environments.

This program however, offers an additional contribution to the educational goals: it complements all the other school subjects. While the other school subjects often deal with the physical world and endeavour to ensure that the students are able to live adequately in this universe, the **Personal and Social Education** Program considers the human and individual aspects of knowledge. The students are encouraged to study questions directly related to human experience and to their own experiences; to affirm their identities; to protect their personal integrity; to establish significant ties with others; and to organize their lives in a satisfactory manner.

The subjects in this program are also intended to complement closely related disciplines. As with physical education, the arts, languages, religious and moral education, and social studies, the **Personal and Social Education** Program focuses on the human aspects of knowledge and encourages the students to develop in this direction. Nevertheless, it is different from some of the

other programs in that it focuses almost exclusively on the students' personal, everyday experiences: who they are, what they feel and how they behave. The principal focuses of the **Personal and Social Education** Program are in fact the study of people, their present and future needs as human beings and as members of society, and the actions they take to satisfy their needs.

The **Personal and Social Education** Program is closely related to the **Moral Education** Program.\* Both programs aim at shaping autonomous people who behave in a responsible and consistent manner. Both programs focus, although in different degrees, on values underlying attitudes and behaviours.

Nevertheless, these two programs remain different from other programs in terms of both their content and the methods of attaining their respective objectives.

The content of the **Personal and Social Education** Program is centred on the study of everyday realities such as health, consumer awareness, sexuality, interpersonal relationships and life in society. The program is intended to inform young people about various aspects of these subjects, encouraging them to question themselves on their attitudes and behaviours, and offering them an opportunity to reflect on moral issues, a process which is covered more intensively in the **Moral Education** Program. The objectives of the Moral Education Program deal with its specific area of knowledge: values, moral qualities and moral judgment, but they do not involve the study of health, consumer education, sexuality, interpersonal relationships or life in society.

Both programs, however, examine the realities of human life: one is centred on these realities, occasionally emphasizing their moral dimensions, while the other, long-term objective is the students' development of moral judgment and moral qualities.

The two programs differ in their approaches to learning. The **Personal and Social Education** Program is particularly concerned with information, prevention and the analysis of the consequences of actions as well as

---

\* When reference is made to the **Moral Education** Program, the moral dimension of the **Moral and Religious Education** Programs is also understood.

behavioural changes that may be made. The **Moral Education** Program is concerned with the students' development, actualization and internalization of principles as the basis of free and responsible action.

Although the **Personal and Social Education** Program has characteristics of its own, it should nevertheless be studied in conjunction with closely related disciplines. Teachers should ensure that each subject offers enlightening and stimulating references to the other subjects. Moreover, the students' knowledge of the past and their internalization of this learning will be conducive to their better understanding of their personal situation and that of their community.

Like all other programs, the **Personal and Social Education** Program is closely linked to Student Services, as the specialists involved in providing services to students also have a role to play in helping students attain the educational objectives. Their contribution consists mainly in offering students assistance and support in matters related to both their learning and their personal and social development. However, the **Personal and Social Education** Program has particularly strong ties to Student Services by virtue of its content which places more emphasis than some of the other programs on students' attitudes. Thus, the ongoing cooperation of specialists working in the fields of psychology, health and social services is of great importance to the **Personal and Social Education** Program. Teachers should act as resource personnel who can guide the specialists in their activities. In the same way, through their respective activities, specialists should support and complement the development of the students' attitudes in the various areas of life treated in the program.

##### 5. Relationship Between the **Personal and Social Education** Programs for Elementary and Secondary Schools

In order to avoid unnecessary repetitions and disparities between these two programs, and to ensure continuity in the students' education, two programs have been developed following a study of the information which is common to the five major areas in both programs, and the same structure has been used for both programs.

Based on these common orientations and structures, the content and objectives have been distributed over the four cycles covered by both programs, so that the students may explore the topics that are pertinent and adapted to their level of development, and therefore progress as expected. For example, the

knowledge of their bodies as sexual entities: the students will discuss this topic in the first cycle of elementary school while studying human anatomy, and complete the topic in secondary school by studying the physiology of the sexual organs.

Students will explore the same topics in elementary and secondary school classes, increasingly broadening and deepening their knowledge, and more effectively applying this knowledge to the problems they face in life.

The **Personal and Social Education** Program is therefore published as two separate documents: one adapted to the elementary school level, and the other adapted to the secondary school level. This is not because they are two different programs, but rather to facilitate their use by teachers.

## 6. Target Population

The **Personal and Social Education** Program is compulsory and is thus intended for all students attending Québec elementary schools. This program could also be introduced in preschool to complete and enrich the initiation and training activities which already exist at this level.

During the time that teachers allot to the **Personal and Social Education** Program, and through school activities, the students of Québec elementary schools will explore the topics covered in the program. This applies to all students without exception, whether the school they attend is private or public, Catholic or Protestant, French or English.

## 7. Content

The **Personal and Social Education** Program for Elementary school contains four parts. Part I gives the general orientations of the program. Part II indicates the program's structure, content and objectives. Part III presents the five sections of the program: Health Education, Sex Education, Inter-personal Relationships, Consumer Education and Life in Society. Part IV deals with the evaluation of student learning.

In Part I, the general orientations indicate the program's foundation, present the components of the area of study and the instructional approach. The global objectives and goals of the program are derived from the general orientations.

In Part II, the program's structure, content and objectives indicate the organization of the program, the order in which the learning objectives are to be taught and the sequence of the objectives for each section.

In Part III, the field of knowledge of each section is expanded upon and the objectives specific to each section are stated.

In Part IV, dealing with evaluation, the guidelines to be followed in evaluating the learning specific to this program are briefly indicated.

**PART I: GENERAL ORIENTATIONS**

## **PART I: GENERAL ORIENTATIONS**

### **1. General Orientations**

#### **1.1 Basis of the **Personal and Social Education** Program**

The topics discussed in this part constitute the basis of the program; from them are derived the global objectives and goals of the **Personal and Social Education** Program for elementary school.

These principles relate directly to the children, their needs and patterns of development, taking as a starting point society's expectations concerning education in Québec, the aims of Québec education, and the values on which it is based.

#### **Needs of Children**

- . Children need to love and to be loved. Tenderness, affection, attention and security are essential to their growth. Children need to see themselves as individuals with feelings, desires, skills and ideas to express. They need to understand the physical and social environments in which they live. Children need to communicate and to share their experiences with other children who, in turn, will communicate their own experiences. They need rewarding and harmonious relationships with their families within which they can participate, become involved and feel that they are full members. Children need autonomy and self-confidence; they also need stimulation and support while they are growing.

#### **Patterns of Development**

- . People reach their full potential as a result of continuous interaction between their willingness and capacity for self-realization and their surroundings which present them with goals, standards, norms and restrictions.
- . People strive to discover their personal identities and vocations while simultaneously experiencing various social situations. They make affirmations and experience doubts; at the same time, they agree to become involved in a social reality, but they refuse to give up their own identities or values.

Throughout their lives, people are constantly in touch with their inner world (emotions, feelings and thoughts) and their outer world (physical and social surroundings). Because people are social beings, they try to establish harmony between their inner and outer worlds. This harmony is fundamental to the process of their self-realization. The areas of life which underlie the actual relationships of people with themselves and their surroundings are the following: health, sexuality, interpersonal relationships, consumerism and life in society. Relationships in these areas help people learn to adapt to the reality of everyday life. This adaptation continues during the course of life experiences through reflection, questioning and continuous adjustment of personal reality to social reality.

Among society's main expectations about young people's education, some of the most important involve social afflictions that could hinder their development, such as drug and alcohol abuse, smoking, accidents, venereal diseases, legal difficulties, interpersonal and social conflicts, overconsumption and sexual exploitation. Young people must be warned against these problems as soon as they are capable of understanding that such dangers exist.

Young people should also be encouraged to explore life's possible choices and challenges to fulfill themselves on the personal and social levels, to protect their personal integrity and to lead rewarding social lives. Only knowledge can assist in fostering responsibility and freedom. In order to remain healthy, avoid accidents, communicate with others, meet their real needs and those of the people closest to them, and to have a gratifying sex life, people should first of all become knowledgeable about factors promoting good health, road safety and other safety measures, encouraging communication, establishing their genuine needs and understanding the various components of human sexuality. Society expects the school to provide students with all information they need for acquiring decision-making skills, so that they can develop into autonomous and responsible adults.

Society also expects education to stimulate young people's social development, their sense of judgment and their creativity in order for them to contribute actively to the improvement of their immediate social environment and to promote the development of better living conditions for their community. Society also expects education to develop young people's abilities to synchronize their personal expectations, rights and responsibilities with those of society so that they may become free, autonomous and responsible citizens.

## Aims of Education

- . "Education in Québec aims at developing the personality in all its dimensions: physical, intellectual, emotional. It has a social dimension ..."<sup>1</sup>

The everyday realities of health, sexuality, interpersonal relationships, consumerism and life in society call upon people's physical, intellectual, emotional, moral, social and religious dimensions. Through these realities of life, people express themselves as individuals and members of society. Before being able to experience them fully, people have to be educated about these realities.

- . The task of every educational institution is to transmit knowledge while simultaneously proposing that students acquire good habits and attitudes.

The simple act of transmitting information does not always have the expected impact on students' attitudes and behaviours. For example, awareness campaigns on such issues as diet, road safety and smoking do not always yield the anticipated results. Having real impact implies that the information is meaningful to the students, that it is adapted to their level of development and to the situations that they encounter. Students should also be encouraged to learn about the causes and consequences of phenomena and actions. If the information is not stimulating for the students and made meaningful and relevant to their lives, it will not have the desired effect.

If students are to become autonomous individuals and responsible citizens, teachers should endeavour to present more than just factual information and instead develop the students' abilities to analyze their experiences and the various kinds of information they receive. The students will mature only by mastering the ways in which their culture works, that is, by being able to judge real-life situations, to take all the facts into consideration before acting, and to draw their own conclusions about any given situation.

For example, any young people who eventually have to choose from among various methods of consumption available to them, to experience and express their sexuality, and to fulfill their roles as citizens, will do so more easily if they have previously analyzed these issues and are well-informed about the subsequent personal, social and moral implications.

---

<sup>1</sup> Québec, ministère de l'Éducation, **The Schools of Québec - Policy Statement and Plan of Action**, Code 49-1070A (Québec: Ministère de l'Éducation, 1979), p.26.

## Values Promoted by Education

- . The search for a philosophy of life is meaningful only if there is a parallel search for genuine values.

How can people arrive at an understanding of life without developing the skills to enable them to judge whether or not the reality they perceive is good for them and for others? How can they adopt ideas, attitudes and behaviours if they do not know whether the ideas are well-founded and the behaviours acceptable? How can they live with others and participate fully in common projects if they do not have the conviction of sharing the same ideals and objectives?

It is essential for people to create a system of values that will guide them throughout their lives. A **Personal and Social Education** Program should therefore propose certain values. The values that are presented here are those which are generally accepted by Québec society. In other words, the students' reflections should be guided by values such as justice, self-respect, love, sincerity, responsibility, freedom, respect for others and their ideas, the search for truth, sense of judgment, respect for life, sense of belonging to the community, democracy, team spirit, inner spirit and selflessness.

These values, which are discussed in **The Schools of Québec**, are tried and true values that represent the very essence of Québec's education mission. They serve as guidelines which are applicable to all the groups within Québec society and values such as these ensure that both young people and society will benefit from the students' future growth and development.

## Conclusion

The **Personal and Social Education** Program was designed to encourage close and continuous interaction between the school and the community. In order to introduce the students to questions that individuals, families, institutions and social groups grapple with every day, the school has to be sensitive to the community's needs, expectations and options.

In both design and implementation, the program emphasizes the community's self-perception and its social mission, and the directions the community wishes young people's education to take.

The program endeavours to meet society's needs by dealing with five important aspects of young people's development. Consideration has been given to the needs of the various milieus by incorporating the content most frequently found in the existing local programs. Local orientations were respected by means of consultations with parents, school boards and various other organizations that were involved.

For elementary school students, the **Personal and Social Education** Program should represent a response to their developmental needs. As such, it is oriented toward the development of individuals who can act autonomously, responsibly and creatively in areas of life including health, sexuality, interpersonal relationships, consumerism and life in society. This program, through its objectives related to information and the development of analytical capabilities, enables students to make sound judgments about the realities which affect them and encourages them to adopt, in real situations, attitudes and behaviours conducive to their personal and social development.

Secondly, the program is designed as follows: to encourage the students to reflect seriously on their own reality and on that of their social environment; to describe a process to highlight the concepts related to the different areas of life being studied; and to encourage students to search for information, to investigate, to discuss, and to define their personal standpoint for dealing with everyday problems.

Finally, this program is an instrument to help the students think about life and prepare for it. It is hoped that in the years to come, the students' ongoing reflections on life's realities and the constant exchange of their ideas with those of their peers and their social environment will help them arrive at a clear and coherent understanding of the numerous realities that concern them.

## 1.2 Instructional Approach

The basic principles described previously constitute the framework of the **Personal and Social Education** Program. In order to be consistent with the main orientations of the program, the instructional approach should be centred on these basic principles and should focus on the following educational principles pertaining to the learning process:

- . The person forms a whole: a person's learning and integral development depends on the extent of his/her involvement.
- . Through learning, people change and evolve; their visions of the world and of reality are also transformed.
- . Children's questions and experiences play a major role in the educator's activities.
- . Every person has his/her own rate of learning and a personal learning style.
- . Students' errors form an integral part of the learning process and are a source of information for subsequent learning. To learn, the students should have the opportunity to explore new situations and ideas with no fear of being penalized for making errors.
- . Reaching one's potential depends more on a deep inherent satisfaction in learning than on approval by others.

The instructional approach in this program takes into consideration some of the students' needs and the ways in which they learn. While striving to attain each terminal objective, students will be encouraged to think, to reflect on their own experiences and to express their feelings (fears, desires, pleasures) about the situations that they are actually experiencing. These situations may involve one or more of the following areas of life: health, sexuality, interpersonal relationships, consumerism and life in society. As the students' development occurs in constant interaction with their environment, they will be encouraged throughout the program to exchange their feelings, ideas, behaviours and attitudes with their social environment. Their parents, peers and teachers act as resource persons, reassuring and encouraging them in their progress, providing them with information, helping them to review their positions and further helping them adapt to their own nature and to their surroundings.

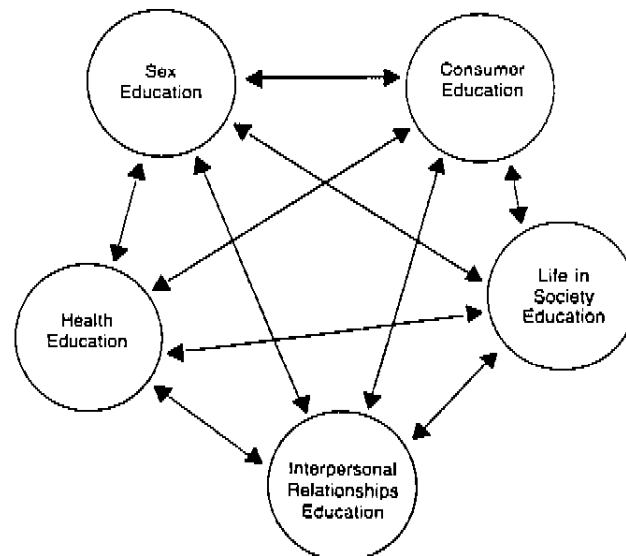
The instructional approach also deals with the relationships between school and society as well as the aims of education. Thus, throughout the program the students will be encouraged to acquire information on various social realities, to develop their sense of judgment about these realities and their creativity in looking for solutions to improve community life. The approach is intended to be non-directive in the sense that it encourages the students to learn how to think and act responsibly and autonomously.

In the **Personal and Social Education** Program an individual is regarded as a whole person in which each dimension relates to and influences the other. According to the instructional approach, therefore, the person should be regarded as a complete entity. The five sections of the program reflect the dimensions of an individual; these dimensions are interrelated, and should therefore not be considered separately. The dimensions are first identified as particular components of the experience of living and then discussed again according to the implications they have on one another.

For example, in the Health section, students learn about the importance of good health. In the same section, they also learn about rules and instructions to follow when riding a bicycle. The two elements are studied separately at first. The students are then asked to link these two realities and to see that deciding to ride a bicycle for health reasons also implies knowing the rules related to this activity. The relationship can be extended even further by linking these choices to consumer choices: is a ten-speed bicycle necessary and desirable for good health and safety? The harmony of all dimensions of the person will also be fostered by the relationship of this program with all of the school subjects, each with its own perspective. Human Biology may deal with the phenomenon of human reproduction, and the **Moral Education** Program may shed light on values as they affect the processes of analysis and decision-making. The other subjects should also contribute to the learning process.

The **Personal and Social Education** Program favours a "systemic" instructional approach. Each section of the program both illuminates the study of the other sections, and has an important impact on them.

The following figure illustrates the relationships between each section and the other sections of the program.



The impact of Health Education on another section of the program may be taken as an example. Other relationships may be discovered by studying the other sections.

### Health Education and Its Relationship to Sex Education

When beginning the study of Sex Education and themes related to puberty, contraception, pregnancy and sexual abuse, it is essential to study these phenomena in the light of the Health Education section because it provides considerable information concerning bodily needs and functions. Without this additional information, the students would be unable to make responsible and judicious choices. Moreover, the students' decisions concerning their health will influence their options when the above themes are studied.

Young people will be able to develop these areas of life and find full self-expression by questioning, reflecting upon and exchanging their feelings about the problems that concern them. By discussing in depth and studying the questions that directly affect them, young people will develop their abilities to solve any problems that may arise.

The main aim of education is to stimulate young people to question the various realities of their lives. Another aim is to support the students as they try to become autonomous through awareness of their place among their peers.

## 1.3 Global Objective and Goals of the Program

The philosophy underlying the program provides the basis of the global objective and the goals that constitute the major objectives of the different sections of the elementary school programs.

### 1.3.1 Global Objective of the **Personal and Social Education** Program

In the areas of health, sexuality, interpersonal relationships, consumerism and life in society, the objective of the program is to help students acquire knowledge and adopt attitudes and behaviours which are essential to their full development as individuals and as members of the community.

### 1.3.2 Goals of the Program

- . To enable the students to identify in their everyday experience various aspects of life such as health, sexuality, interpersonal relationships, consumerism and life in society.
- . To enable the students to clarify their concepts, values and actions in these various areas of their development.
- . To enable the students to have a better understanding of the social dimensions of their personalities so that they may have rewarding relationships with the community.
- . To enable the students to discover and appreciate the unique character of each human being so that they may learn respect for themselves and others.
- . To enable the students to understand their rights and responsibilities as citizens and the necessity for generally accepted standards in a democratic society.

**PART II: STRUCTURE, CONTENT AND OBJECTIVES OF THE PROGRAM**

## **PART II: STRUCTURE, CONTENT AND OBJECTIVES OF THE PROGRAM**

### **2.1 Multidisciplinary Aspect**

The objectives of every program are related to a specific field. For example, the objectives of the English Language Arts Program are related to language learning.

The **Personal and Social Education** Program differs from other programs in that its objectives pertain to five specific fields of study. It covers major areas of human life such as health, sexuality, interpersonal relationships, consumerism and life in society, all of which are related in turn to social studies, ecology, biology, sociology, anthropology, philosophy and economics.

In this sense, it is a multidisciplinary program in which each discipline has its own specific field of knowledge. These disciplines are separate, but they have a common objective: the personal and social development of people.

The approach taken in developing the **Personal and Social Education** Program is a systemic one, making it possible to establish a certain coherence among the various concepts of the different disciplines.

Emerging from the study of the relationships between these different concepts is one unifying theme: **interaction**. In fact, whether people are studying health, sexuality, interpersonal relationships, consumerism and life in society, they are constantly in interaction with the three major components of their inner universe: their thoughts, feelings, sensations, desires and needs; the physical environment; and the social environment.

The concepts related to the five sections of the program are thus based on the idea of interaction. Each terminal objective and the sequence of intermediate objectives related to it refer to a particular type of interaction. The interaction principle is also used in the suggested learning activities.

For example, the concept of harmony developed in the Interpersonal Relationships section relates to a terminal objective that consists of the students' recognition of the importance of participation within a group. The objective in question concerns the students' interactions with their social environment. The intermediate objectives contain all the elements that encourage

the students to observe their own nature, to understand the nature of a group and to become more actively involved in a group. The suggested learning activities also encourage the students to interact with their social environment. Teachers should take care to create situations enabling the students to experience being part of a group.

## 2.2 The Five Sections

The **Personal and Social Education** Program consists of five sections: Health, Sexuality, Interpersonal Relationships, Consumer Education and Life in Society.

What do each of these sections contribute to students' personal and social development? Do these sections interrelate? What importance is given to each of the sections in the program? The answers to these and related questions will be found in the following pages.

### 2.2.1 Contribution of Each Section to the Students' Personal and Social Development

#### **HEALTH EDUCATION**

In order to develop and grow, human beings must satisfy certain basic physical needs, such as food, clothing and shelter, as well as satisfy affective and psychological needs. The means and extent of satisfaction of these needs, in addition to the physical and social environments in which individuals evolve are determining factors of their personal stability or instability.

Health is an essential factor in everyone's development. Today, it seems harder and harder to live a healthy life, because the accelerated pace of living, proliferation of fast food restaurants, omnipresence of television, automation, overconsumption and stress all make it difficult to remain healthy. Very early in life, individuals adopt habits that will help determine their good or bad health.

For this reason, the importance of health education for young people is clear, especially since its main goal is to encourage the students to adopt attitudes that are conducive to physical, psychological and social well-being.

## **SEX EDUCATION**

Sexuality is another aspect that is inherent in human experience. People are born male or female and express themselves according to these sexual dimensions throughout their lives. Sexuality does not refer only to people's capacity to reproduce; it also influences their ways of thinking, behaving and perceiving themselves.

Human sexuality involves both development and learning. For this reason, sex education contributes to the personal and social development of young people. By studying the Sex Education section, children may in fact come to understand themselves, and give their sexuality conscious expression consistent with who they are and want to be, with an attitude of self-respect and respect towards others. The Sex Education section, like the Health section, thus helps contribute to the well-being of individuals and the community.

## **INTERPERSONAL RELATIONSHIPS**

The social dimension is another characteristic of human beings. In order to develop, people need to establish interpersonal relationships in which there are mutual understanding and respect, communication, self-esteem and esteem for others.

To love, to be loved, to share one's experiences and to be enriched by others' experiences are all necessary for personal growth. This capacity for establishing ties does not come about automatically. To possess it, people must have a sound knowledge of themselves and others, and they must be aware of the mechanisms and conditions necessary for genuine human relationships. The Interpersonal Relationships section contributes to the students' development because it provides them with the means for establishing harmonious relationships with others.

## **CONSUMER EDUCATION**

From birth, people exchange goods and services with others. This is an inherent part of their lives. Indeed, people use the resources available in their environment first of all to meet basic needs: food, clothing, shelter. In the course of their development, people experience other needs that they must satisfy. In this sense, human beings are consumers throughout their lives.

Consumption, however, is not the only way of satisfying human needs, although many people unfortunately resort to consumption in the hope of satisfying their affective, psychological or social needs. Consuming for compensation does not help individuals develop; in fact, it delays their search for real answers to their needs.

People's manner of consumption has direct repercussions on their well-being and on their environment. As the physical environment in which people evolve has been enriched by many different kinds of consumer goods, it has become more and more difficult for consumers to choose what is really good for them. The durability of consumer goods has in many cases lost its importance as a selection criterion. This has had an extremely negative impact on the environment.

Consumers must learn to behave in ways that are responsible and consistent with their nature, stability and environment.

In this sense, the Consumer Education section contributes to the students' development through the information which it provides about the consumer world and the possibilities for exercising their judgment. Consumer Education is designed to indicate to young people several means of safeguarding their human integrity and of participating in improving their environment.

## **LIFE IN SOCIETY**

Living in society implies understanding how society is organized, assuming one's civic responsibilities, contributing with others to a better standard of living for people of all races, participating in a constructive way in the evolution of the community, asserting one's rights and respecting those of others.

The family is the first group in which people evolve. Then as they develop and according to their orientations, they find themselves in larger and more diversified social groups such as peer groups, classes in school, school associations, parents associations or federations, unions, political groups, and even international groups. In every group, there is room for improving the quality of group cooperation and understanding. However, such improvements require the participation of citizens who are aware of their social responsibilities and who are concerned with their community's well-being.

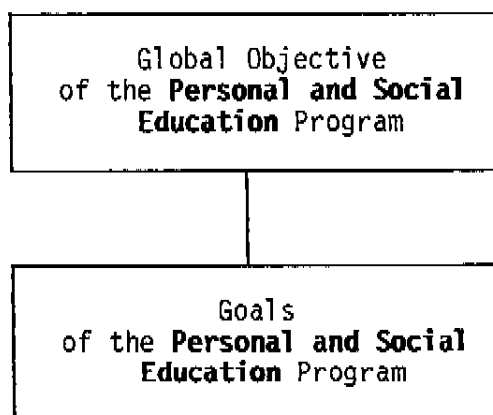
At this point, education about life in society has an important role to play. Even if people are naturally sociable, they should receive an appropriate social education so that they understand how society is organized, and are aware of their rights and responsibilities toward that society. This type of education may promote genuine feelings of belonging to a community. The Life in Society section contributes to people's personal development because it awakens and develops their sense of well-being and their community awareness, which are in turn prerequisites for the community's well-being.

### 2.3 Objectives of the **Personal and Social Education** Program Presented in Order of Importance

Owing to the broad spectrum of information covered by this program, the various levels of objectives required by a program-by-objectives and the need for continuity between elementary and secondary school, in this document readers will note a great many objectives concerning the whole program, a specific section of the program, a school cycle or even actual planning of classes. To help readers understand the way in which the program was developed and to help teachers better organize their work, the objectives are presented in order of importance as follows.

#### Objectives in the **Personal and Social Education** Program

The first level of objectives, the global objective and the goals, found in the general orientations of the program, apply to all five sections of the program. They identify what is generally expected from the study of the various sections. These are the most abstract objectives and indicate the main intentions of the program.



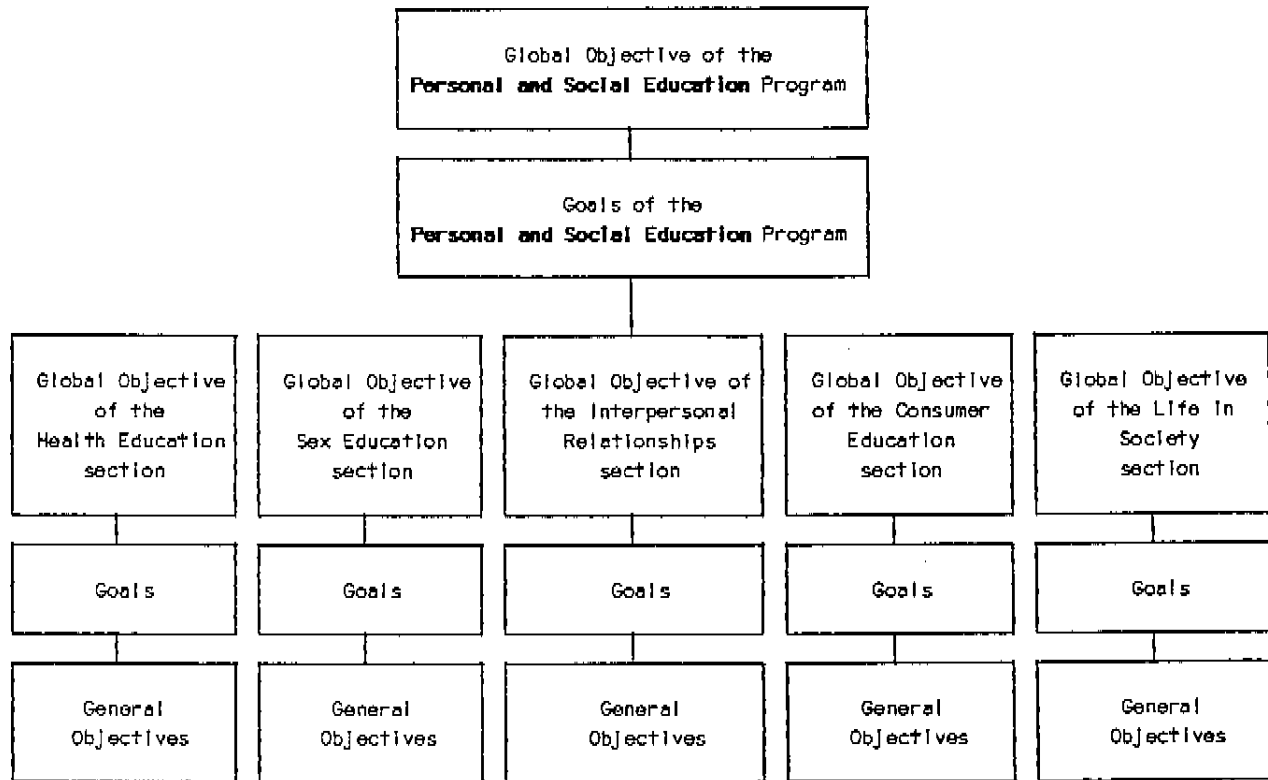
### Objectives Related to Each Section

The second-level objectives concern each specific section. This second level translates the goals of the program into specific objectives for each section.

These objectives are as follows:

1. The global objective of the section.
2. The goals that identify what the program proposes to do throughout the 11 years of elementary and secondary school in order to attain the global objective of the section in question.
3. The general objectives of the level of instruction for elementary and secondary school.

This order is represented on the following chart:



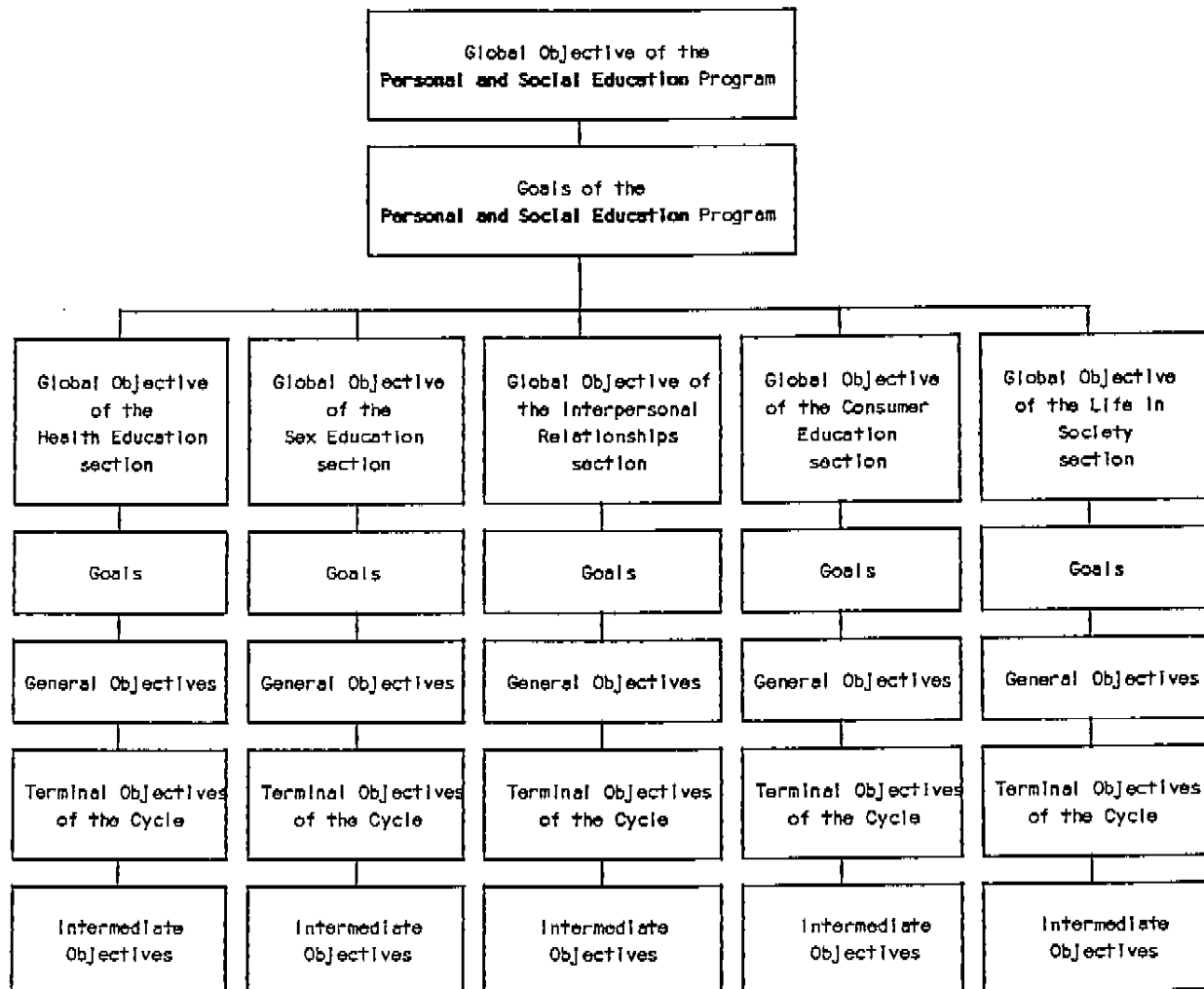
### Objectives Related to the Cycle of Instruction

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

The general objectives are broken down into terminal objectives, which are further broken down into intermediate objectives.

The terminal objectives develop the general objectives of the section and should be reached by the students by the end of a cycle. The intermediate objectives constitute the steps to be covered in order to reach the terminal objectives. Each intermediate objective takes on its full meaning only if it builds on the preceding objectives.

All the objectives for the program in order of importance may be presented as follows:



## 2.4 Development of the Objectives for Each Section of the **Personal and Social Education** Program

The main function of a program is to indicate learning objectives. In this chapter, the structure of the program is given, including the different types of objectives and the five main areas of study: Health, Sexuality, Interpersonal Relationships, Consumer Education and Life in Society. The charts presented give an overview of the program's objectives.

However, if teachers wish to understand the objectives more completely, they should examine the way in which these objectives were developed. To understand the content of Part III, readers should refer to the explanations that follow.

At the beginning of each section, there is a discussion of the area of study treated in it and the orientations that result. Immediately after the table outlining the contents, there is a chart of objectives and a series of terminal and intermediate objectives, which is completely different from the preceding text. An explanation of the ways in which these elements are linked is given in the following pages.

### 2.4.1 Distribution of the Learning Content

Teachers work primarily with the terminal and intermediate objectives, which are related to their daily teaching. It is therefore important for teachers to have a sound understanding of how and why the objectives originated.

These objectives stem from three major sources: the orientations of the section, the field of developmental psychology and the body of knowledge covered in each section.

In the orientations of the section, information is given about the major axes of the section. For example, in the Health Education section, the orientations indicate that people's health depends on protecting their bodies, on fostering their bodies' development, and on the balance maintained between these two factors. It is also indicated that the majority of obstacles to health stem from people's behaviour, and that in Health Education it is important to work on attitudes in order to create a positive influence on young people's health. In the orientations, the field of study is able to be limited; nevertheless, important reference points are provided.

A great deal of information is drawn from the field of developmental psychology. For example, the fact that individuals develop through their interactions with various environments and that their development is partly the consequence of the actions they perform in order to reach the goals they set for themselves.

Developmental psychology also informs readers about the different stages of development reached by students of different ages. This leads to the conclusion that children of a certain age generally experience certain problems and are able to deal with them in various ways. For example, during adolescence, young people experience a certain sexual maturing process and they have to internalize the changes that occur at that time. For this reason, these questions are dealt with at the onset of puberty. Other data reveal that students of this age are more capable of dealing with questions on a higher level and that they can in fact use principles and abstract concepts in their work.

From the body of knowledge associated with each particular area of study, teaching elements pertaining to health, sexuality or interpersonal relationships are selected. As an example, the Health Education section is concerned with issues such as diet, personal hygiene, mental health and pollution.

Once these teaching elements have been selected, what should be studied by the students can be established. At that point, the distribution of the learning content for the program may be established.

#### Type of Relationship

In each **Distribution of the Learning Content** table, horizontal lines divide the table into three parts indicating the types of relationships the students experience with the environment. These are the relationships with themselves; the physical relationships with the environment, and the relationships with the social environment. Each type of relationship, allows scope for goals that the students should seek to accomplish through their individual efforts.

### Distribution of the Learning Content

#### Relationships

|                                             |  |
|---------------------------------------------|--|
| Relationships with themselves               |  |
| Relationships with the physical environment |  |
| Relationships with the social environment   |  |

For example, for the Life in Society section, in the "Relationships with themselves" box, the students try to define themselves as social beings, and describe their personal plan as free and responsible citizens.

The first division of the learning content provides a rapid overview of the content by indicating the focus of the students' activities and the topics that they will study.

#### Field of Activity

After this first step, the field of activity was delineated. The first step proved to be too broad, giving rise to many kinds of activities. It was then necessary to be more specific by defining the scope of the aspects to be dealt with in school. This information appears in the table in the "Field of Activity" column, that is, the field which the lesson is intended to cover.

| Relationships                 | Field of Activity                                          |  |
|-------------------------------|------------------------------------------------------------|--|
| Relationships with themselves | Internalizing the social dimensions of their personalities |  |
|                               |                                                            |  |

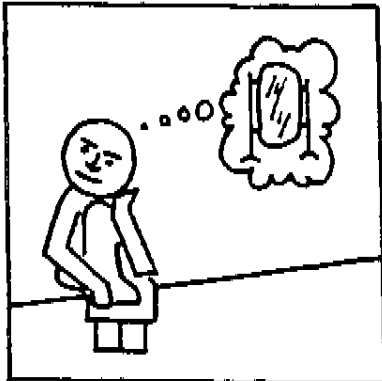
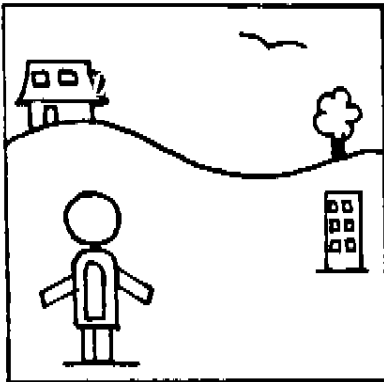
The notation in the Field of Activity column also indicates that in the type of "relationships with themselves", the class will tackle the question from the point of view of the students' awareness of the social dimensions of their personalities.

#### Theme

Although the Field of Activity provides a preliminary definition of the classroom activities and further explains the topics to be studied, it is nevertheless still too broad to present a clear description of the content.

A third step was therefore added to the first two. In this step, the work themes which correspond to the selected field of activity and to the types of relationships were selected from the area of knowledge.

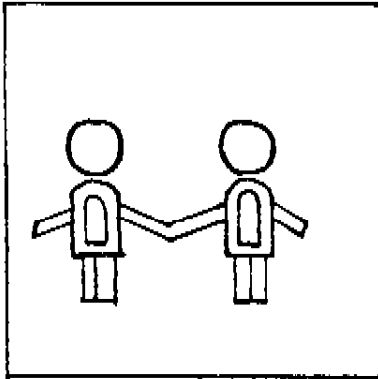
### Themes of the Personal and Social Education Program

| TYPE OF RELATIONSHIP                                                                |                             | WORK THEMES                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relationships with themselves                                                       |                             | <ul style="list-style-type: none"> <li>. The Body's Basic Needs</li> <li>. Physical Sensations as Health Indicators</li> <li>. Eating Habits</li> <li>. Personal Hygiene</li> <li>. Mental Health</li> </ul>                                                                                                            |
|    | HEALTH                      |                                                                                                                                                                                                                                                                                                                         |
|                                                                                     | SEXUALITY                   | <ul style="list-style-type: none"> <li>. The Human Body</li> <li>. Male - Female</li> <li>. Puberty</li> </ul>                                                                                                                                                                                                          |
|                                                                                     | INTERPERSONAL RELATIONSHIPS | <ul style="list-style-type: none"> <li>. Personal Profile</li> <li>. Personal Potential</li> </ul>                                                                                                                                                                                                                      |
|                                                                                     | CONSUMER EDUCATION          | <ul style="list-style-type: none"> <li>. Consumer Status</li> <li>. Ways of Satisfying Needs</li> <li>. Factors Influencing Choices</li> <li>. Consequences of Consumer Choices on Personal Stability</li> </ul>                                                                                                        |
|                                                                                     | LIFE IN SOCIETY             | <ul style="list-style-type: none"> <li>. Personal History</li> <li>. My Family</li> <li>. My Occupation</li> <li>. Information</li> <li>. Gathering Information</li> <li>. My Identity</li> <li>. My Rights and Responsibilities</li> <li>. Roles of Information</li> </ul>                                             |
| Relationships with the physical environment                                         |                             | <ul style="list-style-type: none"> <li>. Vehicles</li> <li>. Pollution</li> <li>. Elements of Nature</li> <li>. Dangerous Objects and Places</li> <li>. Safe Practices</li> <li>. Consequences of Unsafe Practices</li> <li>. Resources of the Physical Environment</li> <li>. Resources for Personal Growth</li> </ul> |
|  | HEALTH                      |                                                                                                                                                                                                                                                                                                                         |
|                                                                                     | CONSUMER EDUCATION          | <ul style="list-style-type: none"> <li>. Resources in the Environment</li> <li>. Ways of Using Goods</li> <li>. Ways of Consuming</li> <li>. Consequences of Consumer Choices on the Quality of Interpersonal Relationships</li> </ul>                                                                                  |
|                                                                                     | LIFE IN SOCIETY             | <ul style="list-style-type: none"> <li>. Information Centres</li> <li>. Vandalism</li> </ul>                                                                                                                                                                                                                            |

## TYPE OF RELATIONSHIP

## WORK THEMES

Relationships with the social environment



SEXUALITY

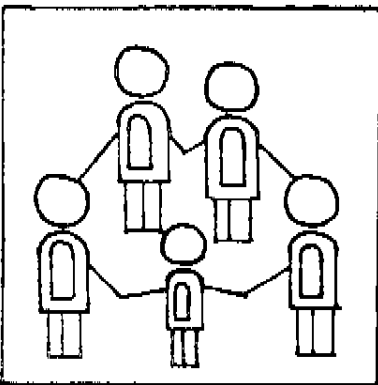
- . Expression of Human Sexuality
- . Sexual Awareness
- . Sexual Exploitation

INTERPERSONAL RELATIONSHIPS

- . Friendship
- . Types of Relationships
- . Choice of Relationships
- . The Message
- . Conflicts
- . Emotional Reactions
- . Interpretations
- . Time
- . Interactions

CONSUMER EDUCATION

- . Individual Differences
- . Negotiating
- . Consequences of Consumer Choices on the Quality of Interpersonal Relationships



SEXUALITY

- . Roles and Sex-role Stereotypes
- . Social Norms
- . Values Underlying Norms
- . Childbirth

INTERPERSONAL RELATIONSHIPS

- . Participation
- . Harmony
- . Exchange and Compromise

CONSUMER EDUCATION

- . Roles of Advertising in the Choice of Ways to Satisfy Needs
- . Consequences of Consumer Choices on the Social Environment

LIFE IN SOCIETY

- . My Place in the Family
- . Family Rules
- . My Place in School
- . The Groups I Belong To
- . Tolerance
- . Good Citizenship
- . Rules
- . Laws

The themes make it possible to define the field of study at the elementary and secondary school levels. Students will therefore be working on topics including pollution, conflict and nutrition.

| Types of Relationships        | Field of Activity                                        | Theme  |  |
|-------------------------------|----------------------------------------------------------|--------|--|
| Relationships with themselves | Integrating the social dimensions of their personalities | Family |  |

As has already been pointed out, the students' development was carefully considered and the content to be taught at the elementary or secondary level was determined. Certain themes were reserved specifically for elementary or secondary classes, while others were to be covered at both levels, with a different emphasis.

#### The Focuses of Study and Learning

Once the themes have been identified, primary and related concepts that are to be dealt with, for example, in the study of nutrition or conception, may be determined.

These concepts are identified as Focuses of Study in the Distribution of the Learning Content table and as Related Content in the pages devoted to the terminal objectives.

Focuses of Study

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|                                                                                                                                                                                                                                                                                                                                                     |                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; width: 150px; height: 80px; margin-bottom: 20px;"></div> <div> <p>THEME:</p> <p><b>TERMINAL OBJECTIVE 1</b></p> <div style="border: 1px solid black; width: 320px; height: 40px; margin-top: 20px;"></div> </div> </div> |                                                                         |
| <p style="text-align: center;"><b>INTERMEDIATE OBJECTIVES</b></p> <p>1.1 ...</p>                                                                                                                                                                                                                                                                    | <p style="text-align: center;"><b>RELATED CONTENT</b></p> <p>-- ...</p> |

Under Related Content, teachers should list concepts taken from the area of knowledge or from information and opinions taken from the students' experience.

#### 2.4.2 Transformation Into Objectives

The content refers to the material that the students will study. It does not, however, indicate what is expected from the students with regard to this content, or what objectives should be set.

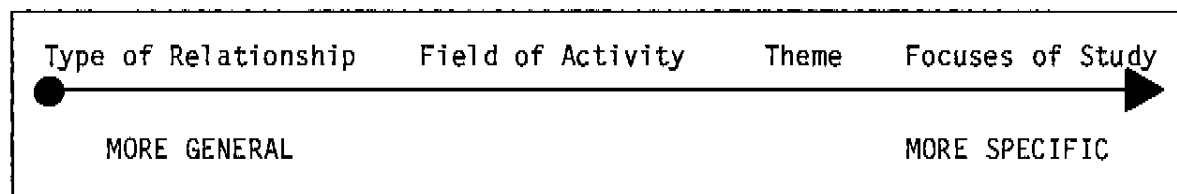
There are several levels of objectives in each section, including the following: the global objective, the goals, the general objectives, the terminal objectives and the intermediate objectives. These objectives range from generalities to specific points or from the overall reasons a school has for its particular activities to the objectives pursued in a program or in part of a program.

The ways in which this structure of objectives is linked to the Distribution of Learning Content table are next determined.

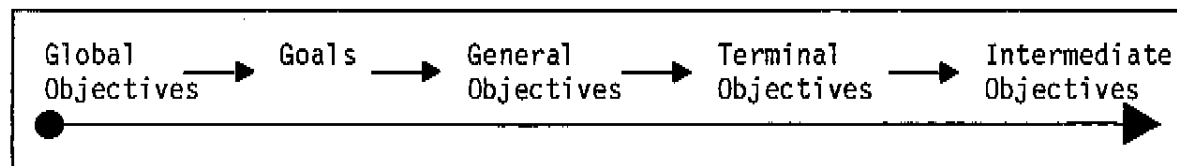
In order to assist readers in understanding how and why the objectives originated, so that the objectives make sense to them, it may be useful to look at the following explanatory diagrams.

There are three factors to take into account: the Distribution of Learning Content table, the hierarchy of objectives and the different levels of schooling.

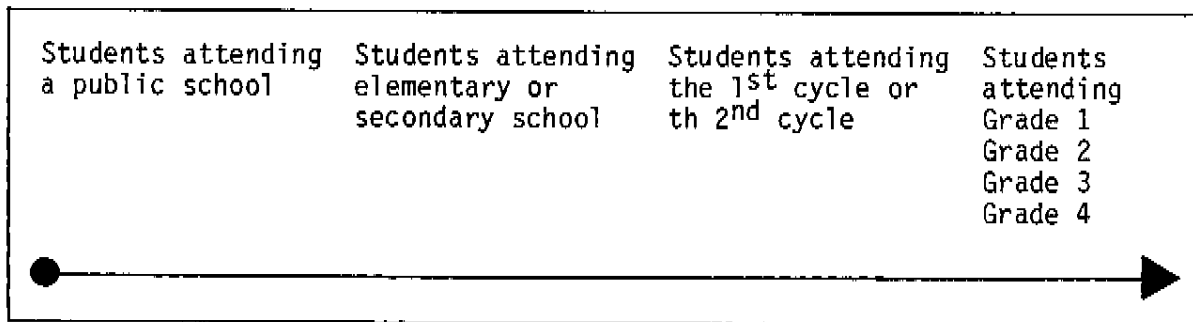
The first diagram deals with content from the general to the specific:



There is also a hierarchy of objectives going in the same direction:

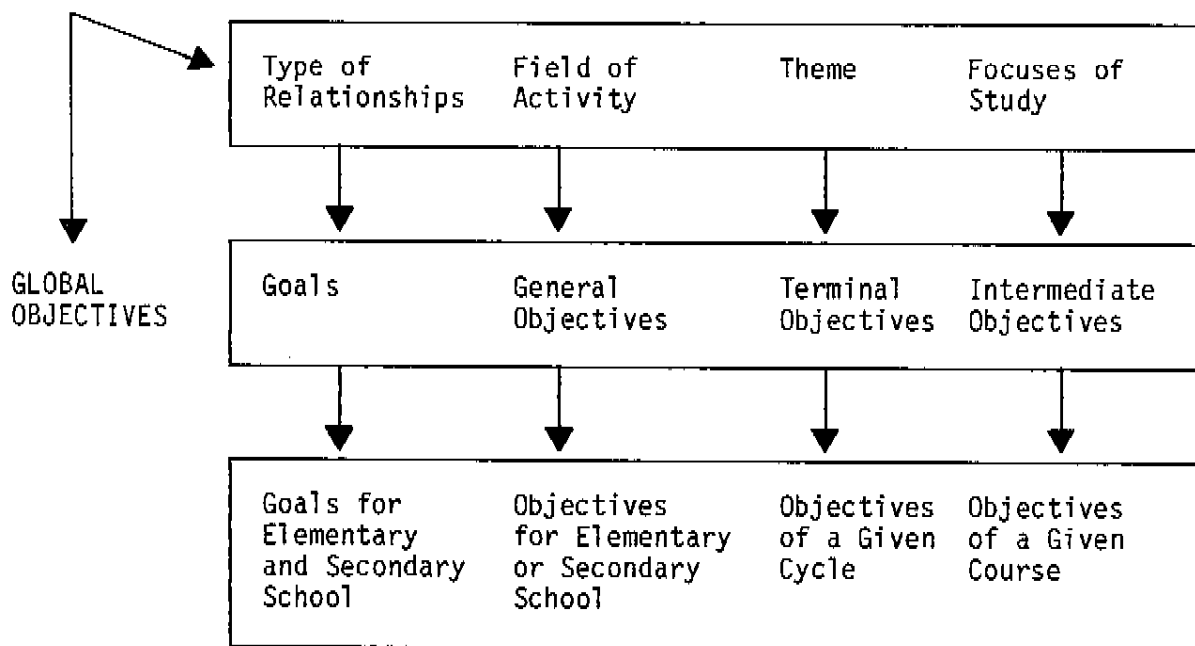


The student population may also be examined from this perspective:



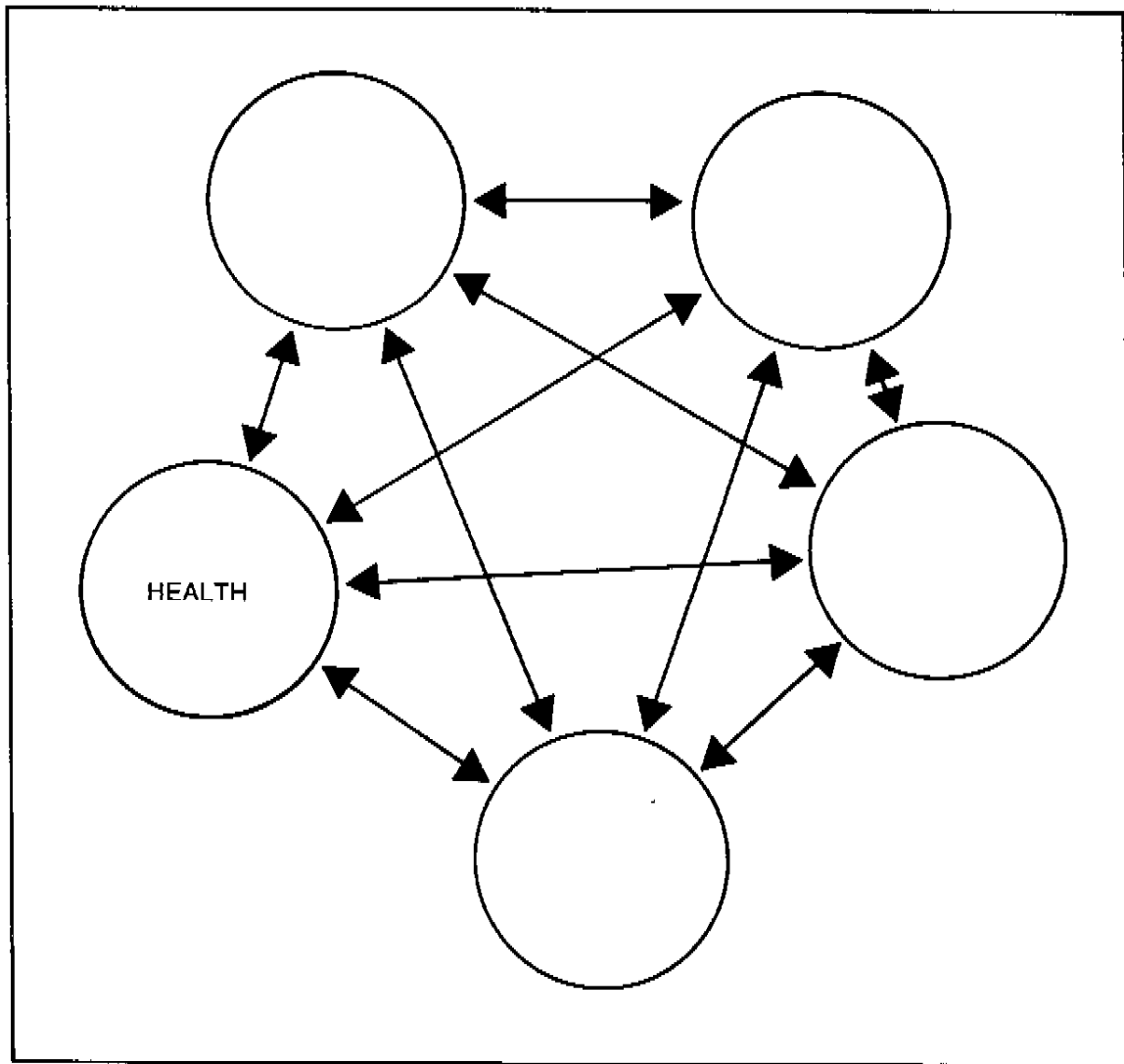
In this program, the following links have been established as a means for organizing the content and the objectives:

#### ORIENTATIONS



**PART III: SECTIONS OF THE PERSONAL AND SOCIAL EDUCATION PROGRAM**

## A. HEALTH EDUCATION



**Summary**

1. Specific Contribution of Health Education to the Students' Personal and Social Development
2. Relationships Between Health Education and the Other Sections of the Program
3. Key Issues of the Health Education Section
  - 3.1 Health and Well-being
  - 3.2 Health and Personal Responsibility
  - 3.3 Conflicting Behaviours
  - 3.4 Lifestyles
  - 3.5 Health, Zest for Life and Balance
  - 3.6 Knowledge and Attitudes
  - 3.7 Personal Health and Community Well-being
  - 3.8 Health and Education: A Cooperative Affair
4. Orientations of the Health Education Section
  - 4.1 Global Objective of the Health Education Section
  - 4.2 Goals of the Health Education Section
  - 4.3 General Objectives
5. Learning Content and Objectives
  - 5.1 Learning Content
  - 5.2 Learning Objectives
6. Bibliography

## 1. Specific Contribution of Health Education to the Students' Personal and Social Development

Like all other sections of the program, Health Education constitutes a vehicle for pursuing all the general objectives of the **Personal and Social Education** Program and, at the same time, a particular field of study. It thus has two distinct but complementary roles. In it, the very general development objectives mentioned in the previous pages, are pursued and the specific objectives of Health Education are pursued.

On the personal development level, this section should enable students to become aware of certain physical needs and of efficient ways of satisfying these needs, to become aware of their lifestyles and of the ways in which such lifestyles affect their health, to value certain rules of action leading to better standards of living, and to realize the dangers inherent in some of their behaviours.

On the level of the students' relationships with their physical environment, this section tries to make the students aware of the dangers of the physical environment, to inform them of the disastrous consequences of some of their behaviours, to encourage them to adopt safe behaviours, and to favour participating in life-enhancing activities.

On the level of the students' relationships with their social environment, this section offers the students the necessary means for satisfying their needs for safety, a sense of belonging, love, respect and esteem for themselves and others, as well as their need for freedom. The section also gives students the opportunity to commit themselves to improving the quality of life of their community. Nevertheless, this section contains no particular objectives related to the social dimension of health which is covered in the Interpersonal Relationships, Sex Education, and Life in Society sections.

## 2. Relationship Between Health Education and the Other Sections of the Program

The Health Education section covers a clearly defined area of the program but is nevertheless closely linked to the other sections. Health, as one of the essential benefits of life, closely affects all other realities of life.

This part of the program therefore deals both with Health Education and with aspects related to the other sections.

The relation of the other sections to Health Education are shown in the following table:

**Relationship Between the  
Health Education Section  
and the Other Sections**

|                                                | <b>Health Education</b>                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sex Education</b> →                         | -- Influence of the expression of sexuality on physical and mental health.<br><br>-- Safety of being involved in certain physical activities, and basic concepts of first aid.                                                                                                                                                                          |
| <b>Interpersonal Relationships Education</b> → | -- Influence of others on one's way of eating, relaxing, driving.<br>-- Consequences of accidents to oneself and others.<br>-- Influence of the quality of interpersonal relationships on psychological well-being.                                                                                                                                     |
| <b>Consumer Education</b> →                    | -- Choices of food in accordance with real physical and psychological needs.<br>-- Choice of sports activities in terms of safety, and a better use of community resources.<br><br>-- Reducing the risk of accidentally hurting others.<br>-- Accepting the need for traffic regulations.                                                               |
| <b>Life in Society</b> →                       | -- Importance of the risk of accidents, at home or in school.<br>-- Importance of the physical environment which may cause bodily harm.<br>-- Importance of the effects of certain practices (tobacco, alcohol, drugs) on the body.<br>-- Importance of behaviours that may be detrimental to the environment and consequently to the health of others. |

### 3. Key Issues of the Health Education Section

#### 3.1 Health and Well-being

In the early twentieth century, due to the remarkable progress made in medicine and public hygiene, public health seemed to be under control. Vaccines and antibiotics appeared to have conquered the bacterial infections threatening the survival and longevity of the human race. Diseases such as tuberculosis, diphtheria, dysentery and poliomyelitis were conquered and it was thought that all that had to be done was to make medical care available to all levels of society.

However, this did not prove to resolve all health problems completely. In subsequent years, even if people were no longer forced to suffer from tuberculosis or diphtheria, they still suffered from other diseases. It became clear that the medical solutions solved only those problems that were related to specific aspects of health. Other problems were yet to be solved; universal well-being was far from self-evident.

#### 3.2 Health and Personal Responsibility

After the virtual disappearance of bacterial infections, in the wake of major changes brought about by technological progress, it became clear that human behaviour could influence people's health and that people themselves were often responsible for the deterioration of their own bodies. In 1974, statistics showed that 82% of deaths were caused by diseases of the circulatory system, tumours or accidents. People inflict suffering, illness, and even death upon themselves through the pollution they create, their lack of prudence, their eating habits and the pace of their lives.

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

Once again, however, their hopes were not realized. People, even when well-informed, still insist on adopting behaviours that are detrimental to their health.

### 3.3 Conflicting Behaviours

How can it be explained that even if people know that they risk having problems, they adopt or continue to adopt, dangerous attitudes and behaviours? Why do people continue to smoke? Why do they drive dangerously? Why do they continue to pollute? Why is there the great shift to fast food restaurants? Why do some people even go as far as refusing to have their children vaccinated against the diseases that plagued our ancestors?

Is it because they don't want to be healthy? Is it because they have a death wish? Of course not. People do not want to suffer, nor do they want to die. The will to live and to have a good life is one of the most powerful forces motivating human beings. People are willing to suffer the greatest privation and the worst humiliation in order to survive. Then, why do people who have such an intense desire for survival, people who work so hard to increase their comfort and well-being, adopt behaviours that are so counterproductive?

### 3.4 Lifestyles

What appears to be a flagrant contradiction is in fact only the appearance of contradiction. People are motivated by many factors besides the simple desire to be healthy. In reality, given favourable conditions, they would seek to live well rather than simply survive.

People's being able to reach their potential, to have experiences that are enriching and exciting, to succeed in their ambitions, to have fun, to accept challenges, to have friends, to be loved and admired, and so on, all seem to be of primary importance. To achieve these goals, people are often prepared to risk their own physical safety. The more or less conscious choices they make are not motivated by one factor alone. They are in fact related to many basic motives and to the complex system of values to which they adhere.

People organize their lives according to the values they adhere to, adopting habits that enable them to achieve these values. This may result in a variety of life scenarios. In certain cases, they will risk death to defend an idea. In other cases, they will use stimulants or draw heavily on their energy reserves or compromise their social relations to succeed in achieving the desired result. In still other cases, they will slow down their pace of life, quit a job or withdraw from some form of social activity, shut themselves up in a sterile world, a world without questions or commitments, and will even risk sinking into oblivion, stagnating, becoming "invisible" or socially isolated in order to protect themselves.

All these scenarios are possible, and many lifestyles may be adopted depending on people's values. These scenarios may be adjusted and readjusted throughout people's lives.

Values such as survival and perseverance, well-being, excellence, love, altruism, or cultural, national and patriotic values are powerful forces that motivate people to adopt different lifestyles. Any health problems that arise are questions of balance. The important thing is for people to adopt lifestyles that enable them to be as healthy as possible and at the same time lead interesting and rewarding lives. Without this balance, people cannot aspire to health, fulfillment and happiness.

### 3.5 Health, Zest for Life and Balance

Three important points emerge from these issues of health: protecting the body, reaching maximum personal potential, and searching for a balance between these two. The basic elements of this section are focused on these three points.

On one hand, there are educational activities based on self-development or personal growth. They are intended to help stimulate young people to become actively involved in their own development. Young people should be encouraged to realize that different life experiences can be personally enriching. Students should also be encouraged to appreciate the benefits they will derive from physical exercise, a healthy diet, different personal and group commitments and challenges they face in their adolescent and adult life. Young people should furthermore be supported as they prepare themselves for a life in which they will be able to progress and mature as individuals and as members of the community.

On the other hand, there are activities of a preventive nature. These activities are designed to inform young people about many things that may have detrimental effects on them. The purpose of such activities is to protect young people by providing them with information related to their physical survival, dangers in their environment and the risks inherent in some of their behaviours. Students should be informed about ways of taking care of their needs and about safe behaviours.

Finally, there are other activities aimed at helping young people develop a sense of judgment and proportion, and strike an appropriate balance in different life situations. Teachers should help young people create an equilibrium between the instinct for survival and security and the desire for progress and self-improvement.

The latter activities are important to this section. If they are successful, they will have made a valuable contribution to young people's health and well-being.

### 3.6 Knowledge and Attitudes

Part of the solution to problems concerning Health Education is linked to a knowledge of contemporary lifestyles and the ways in which they affect the human body. Knowledge about the effects of overeating, lack of rest, tobacco or alcohol consumption, or about the different kinds of physical, psychological or social pollution that abound, will at least enable teachers to offer information on what should be done to retain and improve the state of people's health. Being aware of the dangers of certain behaviours and their effects enables people to act with full knowledge of the facts and to protect themselves accordingly.

Nevertheless, it seems that knowledge about the behaviours that should be adopted to maintain health is not sufficient. It is known that even if people are aware of the detrimental effects of smoking or reckless driving, they still continue to smoke and to drive dangerously even in the face of additional taxes and heavy fines. The solution to such problems requires much more than mere information; it needs to be sought at the level of people's motivations to apply what they know. Unless people recognize the value of good health, until they are convinced of the positive or ill effects of some of their attitudes, they will not change. In fact, some people are so irresponsible, attaching so little importance to maintaining or regaining their health that they neglect to continue treatments that could cure them, or they avoid practising activities that could enhance their lives.

The Lalonde report (1974) and the ministère des Affaires sociales du Québec report (1974) both reached the same conclusion: the main problem is to find means of motivating individuals to be more concerned with their health and to reevaluate their lifestyles. The action taken in 1980-81 regarding the use of safety belts shows how difficult it is to motivate people to take care of their lives.

### 3.7 Personal Health and Community Well-being

If we accept the basic premise that people control their behaviour, one of the most important factors in their health, activities centred on human attitudes and behaviours therefore become crucial to the improvement of the community's health. The problem is enormous. In many cases, changes in people's motivation and behaviour must be brought about, even if no disturbing symptoms or physical sensations are present. The task is difficult because it means sometimes persuading people to adopt preventive measures that may disrupt their lives. How can people be convinced to abandon a practice that is detrimental to their health when the latency period of a disease is long and the chronic or debilitating effects are detectable only after they have become irreversible? How can people be convinced to change their habits if they do not perceive a marked or immediate difference between the effects of two lifestyles? Faced with apparently similar effects, they will choose the lifestyle that appeals more to them.

The problem of behaviour modification may be serious, but it becomes even more challenging when it means working with young people who have not yet chosen a definite lifestyle. They are continuously being prompted by their peers, advertising and the example of their parents. It is extremely difficult to ask young people to avoid smoking, to eat properly or to go to bed at a reasonable hour, if their friends continue to smoke, if the food industry keeps promoting fast food restaurants and if the media encourage them to watch as much television as possible. How can young people be made to realize that personal well-being results from a life that is balanced and respectful of human conditions, when today's society offers examples of disorderly lives, in which health is very low on the list of priorities? It seems doubtful that the school's impact is sufficiently powerful to counter the detrimental effects of the daily pressures on the students. It is hoped that this situation will one day be improved through increased and complementary efforts at education.

One day! In fact, activities in health education must be considered in a long-term perspective. As with the other sections, the effects may be expected to appear in the distant future. Health is not "learned" in the same way as is basic arithmetic. In health education, there are more than mere questions of logic. The whole affective aspect of the person is involved: the prevalence of present habits, conflicting opinions and especially the great difficulty in seeing the effects of these practices on people's day-to-day state of health.

Students should realize that in health education, the effects will take time to appear, and that positive results will gradually be attained through the integration of knowledge, external circumstances and influences.

### 3.8 Health and Education: A Cooperative Affair

Who is responsible for people's health? Individuals? Parents? The health professionals alone? The mass media? Cultural traditions? The whole community? Is health the responsibility of one person or of many?

It would be ideal if one person were responsible for developing health care strategies. We could then observe this person and learn how he/she functions. However, research shows that at present this responsibility does not belong to a single category of people but to a complex and little known network of numerous organizations that influence people's culture and lifestyles. This fact does not make the task any easier.

Even if this network of factors is difficult to decipher and if we are therefore unable to establish definite strategies, this program and the cooperation it presupposes will help make it possible to arrive at a strategy for working together to highlight these organizations and establish the relationships among them.

It is possible first to determine the roles of the school, the family and those who are working in the field of health education. It is then possible to foresee how these different responsibilities may be coordinated.

Schools should provide sources of information concerning health questions related to lifestyle. Schools should also encourage the students to be more aware of the state of their health, their habits, the possible consequences of certain common practices in contemporary culture, and their personal responsibility for their own health. Schools should also inform young people about the basic importance of health and help them prepare personal guidelines that take good health into account. Especially in secondary schools, a framework should be offered that is conducive to the physical well-being of the students by carefully organizing the timetable for meals and the rest and recreation periods at school.

The role of the family is quite similar. Nevertheless, given its different context, emphasis should be placed on putting theory into practice. Students do not always eat all their meals at school, nor do they sleep there, or spend all their leisure time there; they do not ride their bicycles only to school. These real situations are experienced at home; there students first acquire practical life experience with their families.

The roles of people working in the different school environments in the areas of health and safety, should be to use their technical knowledge and ability to analyze real-life situations in their communities to assist the schools and families.

Educators, families and community participants should thus consult each other and coordinate their activities. Only the combined effort of these partners in education can make it possible to envision a generation with a greater concern for planning healthy lifestyles.

#### 4. Orientations of the Health Education Section

##### 4.1 Global Objective of the Health Education Section

Given the issues of Health Education and the school's specific role, the ultimate goal of the Health Education section should be both to complement what the children learn in the family context, and to aim at maintaining health, a resource which is essential to the students' development.

The global objective of Health Education is as follows:

|                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------|
| To encourage the students to adopt attitudes that are conducive to physical, psychological and social well-being. |
|-------------------------------------------------------------------------------------------------------------------|

#### 4.2 Goals of the Health Education Section

The global objective places students in situations in which they are to focus on themselves in order to acquire a deeper understanding about their health and to reconsider their living habits. The global objective also encourages the students to become more aware of their physical and social environments in order to adjust to them and to interact responsibly with them. Consequently, the objectives of this section will be divided on the basis of three general types of relationships.

The first goal deals with the type of relationships in which the students look for ways of protecting their bodies, and ways in which they may grow on both physical and psychological levels.

The second goal deals with the type of relationships in which the students endeavour to adjust to their physical environment and to adopt behaviours that are conducive to protecting their bodies and to furthering their development.

The third goal deals with the type of relationships in which the students try to establish secure and rewarding relationships with others and to create a life environment which is likely to promote the community's quality of life.

Consequently, the goals of the Health Education section are:

1. To acquaint the students with their needs and encourage them to adopt behaviours and attitudes favourable to the satisfaction of these needs, the protection of their bodies, and the development of the physical and psychological dimensions of their personalities.
2. To acquaint the students with the risks and benefits of their physical environment and to encourage them to adopt behaviours and attitudes conducive to their personal safety and the establishment of rewarding relationships.
3. To facilitate the establishment of sound relationships between the students and others and make them aware of their responsibilities concerning the health of others.

### 4.3 General Objectives

The goals of the Health Education section are based on all related material in elementary and secondary school. The goals help teachers acquire an overview of the subject matter that is developed during the 11 years of elementary and secondary schooling. However, there are some objectives specific to elementary school and others specific to secondary school.

In order to determine what is specific to each of the elementary and secondary schools, further analysis is undertaken and the characteristics, needs and development of the target population are taken into consideration. The results of this analysis make it possible to determine the general objectives for each of the school levels.

In elementary school, the general objectives are designed to encourage the students:

1. To become aware of their physical needs.
2. To change their habits in order to improve their health.
3. To avoid the risks found in the physical environment.
4. To become aware of the consequences of their behaviour on their health.
5. To gain further experience by exploring and using the resources in their physical environment.

### General Orientations of Health Education in Elementary School

Global Objective of Health Education

To encourage students to adopt attitudes that are conducive to physical, psychological and social well-being.



Goals of Health Education

1. To provide students with adequate knowledge about their needs and to encourage them to adopt behaviours and attitudes that are favourable to satisfying these needs, protecting their bodies and developing physically, psychologically.
2. To acquaint the students with the dangers and resources in their physical environment and to encourage them to adopt behaviours and attitudes that are favourable to maintaining their personal safety and to establishing rewarding relationships.
3. To help students establish sound relationships with others and to make them aware of their responsibilities concerning the health of others.



General Objectives of Health Education in Elementary School

1. To become aware of their physical needs.
2. To change their habits in order to improve their health.
3. To avoid risks found in the physical environment.
4. To become aware of the consequences of their behaviour on their health.
5. To gain further experience by exploring and using the resources in their physical environment.

## 5. Learning Content and Objectives

### 5.1 Learning Content

In elementary school, the learning content of this section deals with the basic knowledge related to the protection and proper functioning of the body and personal development.

The content concerning **personal relationships** relates to the students' identifying their physical needs and their feelings which indicate the state of their body's health. The content also involves people's physical and psychological patterns of living.

The content concerning the **physical environment** deals with the risks and benefits of various experiences within the physical environment.

The Health Education section has no particular objective concerning relationships with the human environment, which are dealt with in the other four sections. In these sections, human relationships and the development of a social consciousness are strongly emphasized. Nevertheless, exchanges between people represent an important aspect of health. In this area, people's psychological health often either develops or deteriorates.

**Distribution of the Learning Content of  
Health Education In Elementary School**

| Type of Relationship                                                                                                                                                        | Field of Activity                                                                      | Work Themes                              | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relationships with themselves in which they seek means of protecting their bodies and of developing physically and psychologically.                                         | Becoming aware of personal needs                                                       | The Body's Basic Needs                   | <ul style="list-style-type: none"> <li>- everyday activities</li> <li>- activities and satisfaction of needs</li> <li>- consequences of satisfying needs</li> <li>- consequences of not satisfying needs</li> <li>- basic needs</li> <li>- characteristics of the needs</li> </ul>                                                                                                                                                                                  |
|                                                                                                                                                                             |                                                                                        | Physical Sensations as Health Indicators | <ul style="list-style-type: none"> <li>- sensations of the body</li> <li>- function of a sensation</li> <li>- meaning of messages transmitted by sensations</li> <li>- sensations experienced</li> <li>- true source of sensations</li> </ul>                                                                                                                                                                                                                       |
|                                                                                                                                                                             | Modifying personal patterns of living because of their consequences on personal health | Eating Habits                            | <ul style="list-style-type: none"> <li>- daily diet</li> <li>- balanced diet</li> <li>- improving the quality of the diet</li> <li>- composition of a daily diet</li> <li>- reasons for eating</li> <li>- reasons pertaining to health</li> <li>- importance of the three daily meals</li> </ul>                                                                                                                                                                    |
|                                                                                                                                                                             |                                                                                        | Personal Hygiene                         | <ul style="list-style-type: none"> <li>- definition of hygiene</li> <li>- personal hygiene habits</li> <li>- important hygiene habits</li> <li>- reasons for hygiene</li> <li>- dental hygiene</li> <li>- skin care</li> <li>- hair care</li> <li>- sleep, rest</li> <li>- posture</li> <li>- sports</li> </ul>                                                                                                                                                     |
| Relationships with the physical environment in which individuals try to adjust to their physical environment to protect themselves from its risks and to develop within it. |                                                                                        | Mental Health                            | <ul style="list-style-type: none"> <li>- mental needs</li> <li>- possible activities to satisfy these needs</li> <li>- effect of activities on mental health</li> <li>- choice of activities</li> </ul>                                                                                                                                                                                                                                                             |
|                                                                                                                                                                             | Preventing various risks inherent in the physical environment                          | Vehicles                                 | <ul style="list-style-type: none"> <li>- means of travelling on public highways</li> <li>- kinds of accidents</li> <li>- circumstances increasing risks of accidents</li> <li>- means of travelling on roads other than public highways</li> <li>- kinds of accidents</li> <li>- circumstances increasing risks of accidents</li> <li>- source of accidents caused by bicycles, skate boards, motorcycles, boats, cross-country skiing, tractors, mopeds</li> </ul> |

| Type of Relationship | Field of Activity                                                                                                  | Work Themes                              | Content                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |                                                                                                                    | Pollution                                | <ul style="list-style-type: none"> <li>- types of pollution</li> <li>- sources of pollution</li> <li>- dangers of pollution</li> </ul>                                                                                                                                                                                                                                                     |
|                      |                                                                                                                    | Elements of Nature                       | <ul style="list-style-type: none"> <li>- ways of dressing for the different seasons</li> <li>- reasons for dressing differently</li> <li>- problems caused by temperature conditions</li> <li>- risks caused by excess heat or cold</li> </ul>                                                                                                                                             |
|                      |                                                                                                                    | Dangerous Objects and Places             | <ul style="list-style-type: none"> <li>- risks inherent in objects and places</li> <li>- safety symbols</li> <li>- advantages and disadvantages of tobacco, alcohol, and drugs</li> <li>- analysis of advantages and disadvantages</li> <li>- personal position with regard to health and personal development</li> </ul>                                                                  |
|                      | Becoming aware of the ways in which a personal behaviour within the physical environment may affect the individual | Safe Practices                           | <ul style="list-style-type: none"> <li>- means of avoiding traffic accidents</li> <li>- means of avoiding fires</li> <li>- means of avoiding accidents in school</li> <li>- safety rules and regulations concerning traffic</li> <li>- safety rules and regulations concerning the prevention of fires</li> <li>- safety rules and regulations concerning leisure activities</li> </ul>    |
|                      |                                                                                                                    | Consequences of Unsafe Practices         | <ul style="list-style-type: none"> <li>- cause of discomfort, sickness, and accidents</li> <li>- unsafe personal behaviours</li> <li>- consequences of unsafe driving on a public highway, on local roads</li> <li>- consequences of a bad diet</li> <li>- consequences of the abusive use of T.V., radio, stereo, and of poor lighting</li> <li>- consequences of poor posture</li> </ul> |
|                      | Relationships based on beneficial use of the resources in the physical environment                                 | Benefiting from the Physical Environment | <ul style="list-style-type: none"> <li>- energy</li> <li>- protection</li> <li>- water</li> </ul>                                                                                                                                                                                                                                                                                          |
|                      |                                                                                                                    | Resources for Personal Growth            | <ul style="list-style-type: none"> <li>- relationship with the environment</li> <li>- personal feelings concerning this relationship</li> <li>- feelings and quality development</li> <li>- leisure activities</li> <li>- choice of leisure activities</li> <li>- participation</li> </ul>                                                                                                 |

## 5.2 Learning Objectives

To give readers an overview of all the learning objectives for elementary school, the following chart presents the general objectives as well as the terminal objectives of the cycles related to them.

The pages that follow give each terminal objective for both cycles of the elementary level, with the intermediate objectives related to them.

**Distribution of the Objectives of  
Health Education in Elementary School**

| General Objectives                                                          | Terminal Objectives                                                                                                                | Intermediate Objectives* |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| The students are encouraged:<br>1. To become aware of their physical needs. | The students should be able:<br>1 <sup>st</sup> cycle                                                                              |                          |
|                                                                             | T.1 To understand that their bodies' needs must be satisfied.                                                                      | (5)                      |
|                                                                             | T.2 To identify the messages their bodies send them through physical sensations.                                                   | (4)                      |
|                                                                             | -----<br>2 <sup>nd</sup> cycle                                                                                                     |                          |
|                                                                             | T.1 To describe the different needs of their bodies.                                                                               | (3)                      |
|                                                                             | T.2 To determine as accurately as possible what various physical sensations mean.                                                  | (3)                      |
| 2. To change their habits in order to improve their health.                 | 1 <sup>st</sup> cycle                                                                                                              |                          |
|                                                                             | T.3 To assess their eating habits, based on their knowledge of what constitutes a balanced diet.                                   | (6)                      |
|                                                                             | T.4 To list the practices that make up good hygiene, indicating those they already follow and those they would do well to acquire. | (5)                      |
|                                                                             | T.5 To recognize that certain habits can help them preserve their mental health.                                                   | (6)                      |
|                                                                             | -----<br>2 <sup>nd</sup> cycle                                                                                                     |                          |
|                                                                             | T.3 To recognize the importance of eating three balanced meals a day.                                                              | (7)                      |
|                                                                             | T.4 To practise basic rules of personal hygiene.                                                                                   | (11)                     |
|                                                                             | T.5 To try out different ways of fostering their mental health.                                                                    | (5)                      |

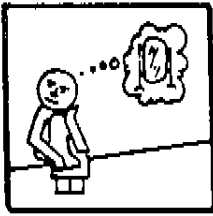
\* The numbers in brackets correspond to the number of intermediate objectives related to each terminal objective.

| GENERAL OBJECTIVES                                                                                | TERMINAL OBJECTIVES                                                                                             | Intermediate Objectives* |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------|
| 3. To avoid the risks found in the physical environment.                                          | 1 <sup>st</sup> cycle                                                                                           |                          |
|                                                                                                   | T.6 To indicate the dangers that different types of vehicles present.                                           | (6)                      |
|                                                                                                   | T.7 To indicate the potential dangers of the sun and cold weather.                                              | (5)                      |
|                                                                                                   | T.8 To explain why certain objects and places are potentially dangerous.                                        | (5)                      |
|                                                                                                   | -----                                                                                                           |                          |
|                                                                                                   | 2 <sup>nd</sup> cycle                                                                                           |                          |
|                                                                                                   | T.6 To recognize the causes of accidents involving vehicles.                                                    | (6)                      |
|                                                                                                   | T.7 To recognize the dangers of pollution.                                                                      | (7)                      |
|                                                                                                   | T.8 To analyze the reasons for and against the use of tobacco, alcohol and drugs.                               | (6)                      |
| 4. To become aware of the consequences of their behaviour on their health.                        | 1 <sup>st</sup> cycle                                                                                           |                          |
|                                                                                                   | T.9 To show awareness of certain basic safety rules.                                                            | (7)                      |
|                                                                                                   | T.10 To recognize that a person's actions can sometimes invite danger.                                          | (4)                      |
|                                                                                                   | -----                                                                                                           |                          |
|                                                                                                   | 2 <sup>nd</sup> cycle                                                                                           |                          |
|                                                                                                   | T.9 To follow certain safety rules and regulations.                                                             | (3)                      |
|                                                                                                   | T.10 To identify the consequences of unsafe practices.                                                          | (5)                      |
| 5. To gain further experience by exploring and using the resources in their physical environment. | 1 <sup>st</sup> cycle                                                                                           |                          |
|                                                                                                   | T.11 To recognize that the physical environment can be dangerous, but that it can also be rewarding.            | (3)                      |
|                                                                                                   | T.12 To demonstrate awareness of the personal rewards they can reap from contact with the physical environment. | (4)                      |
|                                                                                                   | -----                                                                                                           |                          |
|                                                                                                   | 2 <sup>nd</sup> cycle                                                                                           |                          |
|                                                                                                   | T.11 To participate in one or more recreational activities of interest to them.                                 | (6)                      |

\* The numbers in brackets correspond to the number of intermediate objectives related to each terminal objective.

**Terminal and Intermediate Objectives**

**First Cycle**



## THEME: The Body's Basic Needs

### TERMINAL OBJECTIVE 1

TO UNDERSTAND THAT THEIR BODIES' NEEDS MUST BE SATISFIED.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

1.1 To list the activities they carry out during waking hours.

#### Activities:

- . getting up
- . going to the washroom
- . washing
- . dressing
- . eating
- . breathing
- . going to school
- . playing
- . walking
- . doing homework
- . watching television
- . reading
- . talking with others
- . doing odd jobs
- . going to bed
- . resting
- . sleeping

1.2 To list which bodily needs are satisfied by each of those activities.

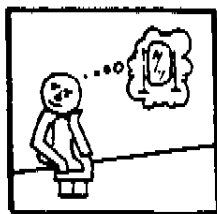
#### Satisfied needs:

- . cleanliness
- . food
- . elimination
- . breathing
- . water
- . heat
- . physical and psychological protection
- . affection
- . friendship
- . relaxation and rest
- . exercise
- . learning

1.3 To describe what happens to the body when its needs are satisfied.

#### Consequences of satisfying needs:

- . strength
- . stamina
- . peacefulness
- . drive
- . cheerfulness
- . possibility of having fun
- . feeling of being refreshed after a good sleep
- . love
- . good digestion
- . security



## THEME: The Body's Basic Needs

### TERMINAL OBJECTIVE 1 (cont'd)

TO UNDERSTAND THAT THEIR BODIES' NEEDS MUST BE SATISFIED.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

- 1.4 To state what happens to the body when its needs are not satisfied.

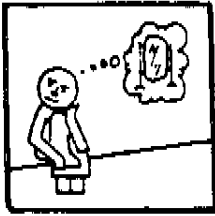
Consequences of not satisfying needs:

- . fatigue
- . stress
- . infection
- . loss of enthusiasm
- . illness
- . poor digestion
- . boredom
- . fever
- . dizzy spells
- . nausea

- 1.5 To list their bodies's basic needs, which they must satisfy in order to remain healthy.

Basic needs:

- . breathing
- . eating and drinking
- . eliminating
- . moving and maintaining good posture
- . resting and sleeping
- . dressing
- . keeping body temperature normal
- . keeping oneself clean
- . protecting oneself from accidents
- . communicating with others
- . feeling useful
- . having fun
- . learning
- . loving, being loved



## THEME: Physical Sensations as Health Indicators

### TERMINAL OBJECTIVE 2

TO IDENTIFY THE MESSAGES THEIR BODIES SEND THEM THROUGH PHYSICAL SENSATIONS.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

2.1 To make a list of the sensations that their bodies experience.

Sensations of the body:

- . feeling fit, satisfied, rested, hungry, thirsty, tired, sick, heavy, weak, dizzy, cold, hot, sleepy; having fun, not feeling good, suffering; being nervous, tense, very happy, and feverish

2.2 To name the functions of physical sensations.

Functions of the sensations:

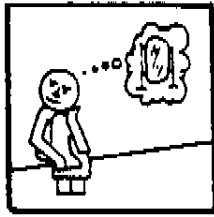
- . transmitting messages concerning what is happening in their bodies
- . enabling people to make decisions such as:
  - . eating
  - . playing
  - . sleeping
  - . relaxing
  - . getting medical care
  - . drinking

2.3 To discover for themselves what their bodies are trying to tell them through sensations.

Meaning of the messages:

- . feeling fit means that everything is fine
- . feeling cold means dressing warmly
- . having a headache perhaps means not eating enough, not sleeping enough, sleeping badly, or being nervous

2.4 To compare their interpretations of such messages with those of their peers.

**THEME: Eating Habits****TERMINAL OBJECTIVE 3**

TO ASSESS THEIR EATING HABITS, BASED ON THEIR KNOWLEDGE OF WHAT CONSTITUTES A BALANCED DIET.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- 3.1 To make a list of the foods they eat and drink every day.

**Foods and liquids:**

- . cereals, eggs, bacon, bread, milk, butter, vegetables, fruits, candies, soft drinks, juices, coffee, French fries, ice cream, pizza, hamburgers, cakes, meat

- 3.2 To name the four food groups forming the basis of a balanced diet.

**Food groups:**

- . meats and other proteins
- . milk and dairy products
- . fruits and vegetables
- . bread and cereals

- 3.3 To classify the foods they eat every day by the food groups they belong to.

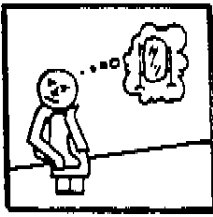
- 3.4 To name the foods that are most often present in their diet, and those that are least often present.

- 3.5 To indicate ways in which they could improve their diet.

**Ways:**

- . balanced meals
- . nutritious snacks

- 3.6 To create a wholesome menu for a day.



## THEME: Personal Hygiene

### TERMINAL OBJECTIVE 4

TO LIST THE PRACTICES THAT MAKE UP GOOD HYGIENE, INDICATING THOSE THEY ALREADY FOLLOW AND THOSE THEY WOULD DO WELL TO ACQUIRE.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

4.1 To state in their own words what hygiene means.

Definition of "hygiene:"  
 . set of rules and practices to maintain and improve health

4.2 To indicate what habits in personal hygiene they have already developed.

Personal hygiene:  
 . washing their hands before eating  
 . taking a bath  
 . brushing their teeth  
 . brushing their hair  
 . cutting their nails

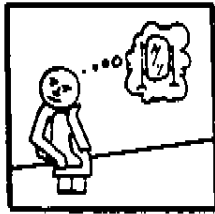
4.3 To indicate other important rules of personal hygiene.

Examples:  
 . exercising regularly  
 . watching television from the correct distance  
 . getting enough sleep  
 . resting during the day  
 . washing their bodies thoroughly  
 . eating slowly  
 . changing their clothes often  
 . having good posture

4.4 To cite reasons for practising good hygiene.

Examples:  
 . safeguarding their teeth  
 . avoiding bad breath  
 . avoiding infections  
 . feeling fit  
 . having soft and shiny hair  
 . protecting their eyesight  
 . resting  
 . relaxing  
 . aiding digestion  
 . being clean  
 . ensuring proper growth

4.5 To list the personal hygiene routines they consider important for their health.

**THEME: Mental Health****TERMINAL OBJECTIVE 5**

TO RECOGNIZE THAT CERTAIN HABITS  
CAN HELP THEM PRESERVE THEIR MENTAL  
HEALTH.

**INTERMEDIATE OBJECTIVES**

- 5.1 To make a list indicating the similarities between their bodies and minds.

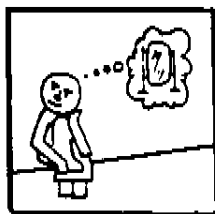
**RELATED CONTENT**

Needs of the body:

- . food (energy)
  - . balanced meals
  - . snacks
  - . drinks
- . exercise
  - . sports
  - . relaxation
  - . leisure activities
- . rest and sleep
  - . relaxing
  - . resting
- . safety
  - . clothing
  - . safe practices
- . warmth
  - . adequate body temperature

Needs of the mind:

- . food (energy)
  - . knowledge
  - . trust
  - . success
  - . affection
  - . curiosity
  - . experience
- . exercise
  - . memorizing
  - . learning
  - . reflecting
  - . creating
  - . making decisions
  - . performing intellectual activities
- . rest and sleep
  - . relaxing
  - . having fun
  - . resting
- . security
  - . love
  - . friendship
  - . advice
  - . consolation
- . warmth
  - . feeling of belonging
  - . encouragement
  - . human relationships
  - . acceptance
  - . expressing happiness



## THEME: Mental Health

### TERMINAL OBJECTIVE 5 (cont'd)

TO RECOGNIZE THAT CERTAIN HABITS  
CAN HELP THEM PRESERVE THEIR  
MENTAL HEALTH.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

5.2 To indicate at what moments  
of the day they are aware  
of those needs.

#### Times:

- . when studying
- . when walking
- . when working
- . when playing with others
- . when having conflicts
- . when feeling rejected
- . when feeling happy
- . when finding it difficult to  
accomplish something
- . when manifesting an interest in  
someone or something

5.3 To describe activities they  
can carry out in order to  
satisfy those needs.

#### Examples of activities:

- . being closer to their friends
- . talking with others when things are  
not going well
- . being kind to a person who is unhappy
- . stopping their studying to do  
something else
- . playing electronic games alone or  
with others
- . trying to understand the feelings  
they are experiencing
- . walking in the country; watching the  
birds, animals, clouds
- . turning the television off
- . doing something over again in order  
to understand

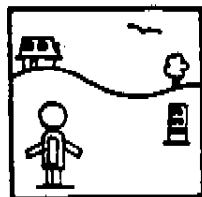
5.4 To express in their own words  
how they benefit from those  
activities.

#### Examples of answers:

- . satisfying their needs
- . feeling pleasure
- . experiencing self-esteem

5.5 To compare the ways in which  
they tend to their needs with  
the ways in which others tend  
to their needs.

5.6 To make a list of the things  
each class member does to remain  
mentally sound.

**THEME: Vehicles****TERMINAL OBJECTIVE 6**

TO INDICATE THE DANGERS THAT DIFFERENT TYPES OF VEHICLES PRESENT.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

6.1 To list the different means of locomotion used on public roads.

Means of locomotion:

- . walking
- . bicycling
- . school bus
- . public transport
- . car or truck
- . motorcycle
- . motor-bike, moped

6.2 To list the main types of accidents that can befall them for each means of locomotion on public roads.

Types of accidents which may happen to pedestrians, cyclists, or skateboard users:

- . falls
- . collisions with pedestrians, cyclists, skateboard users, motorized vehicles
- . collisions with other obstacles

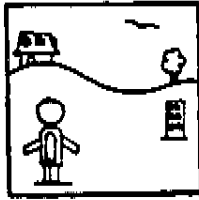
Types of accidents likely to happen to schoolbuses, public transport, car or truck passengers:

- . falls when boarding or leaving a vehicle
- . collision with another motorized vehicle, a bicycle, a moped, a pedestrian
- . other collisions

6.3 To indicate under what circumstances the risk of an accident for each means of locomotion is increased.

Circumstances:

- . crossing the street
- . passing in front of a garage entrance
- . going down a street or road without sidewalks
- . a vehicle in poor condition
- . crossing railway tracks
- . walking on a sidewalk that is in poor condition
- . crossing at an intersection
- . going down a street with heavy traffic
- . going down a road that is in poor condition
- . travelling in bad weather
- . walking at night
- . losing control of the car
- . travelling on a road that is not fit for the kind of vehicle being used



## THEME: Vehicles

### TERMINAL OBJECTIVE 6 (cont'd)

TO INDICATE THE DANGERS THAT DIFFERENT TYPES OF VEHICLES PRESENT.

#### INTERMEDIATE OBJECTIVES

#### RELATED CONTENT

6.4 To indicate how they travel when not using public roads.

Means of locomotion:

- . boats
- . cross-country skis
- . snowmobile
- . horseback riding

6.5 To indicate the main types of accidents that can befall them when travelling on routes other than public roads.

Accidents which may happen to boat users:

- . capsizing
- . colliding with certain parts of the boat (oar, mast, and so on)
- . colliding with a pier, a lifebuoy
- . colliding with other boats
- . drowning

Accidents which may happen to cross-country skiers:

- . frostbite
- . fractures
- . falls
- . colliding with another skier
- . colliding with obstacles

Accidents which may happen to snowmobilers:

- . falls
- . fractures
- . frost-bite
- . colliding with obstacles
- . overturning

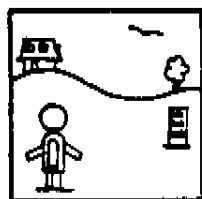
Accidents which may happen to horseback riders:

- . falls
- . fractures
- . colliding with obstacles
- . colliding with another horse

6.6 To indicate under what circumstances the risk of accidents is increased for each of those means of transportation.

Examples of conditions:

- . vehicles in poor condition
- . travelling in bad weather
- . drivers losing control of their vehicles
- . night driving
- . trails or paths that are in poor condition
- . paths that are not fit for the type of vehicle used
- . damaged equipment
- . level crossings

**THEME: Elements of Nature****TERMINAL OBJECTIVE 7**

TO POINT OUT THE POTENTIAL HEALTH RISKS OF THE SUN AND COLD WEATHER.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

7.1 To indicate how they should dress at different times of the year.

Seasonal dress:

- . clothes for winter, spring, summer and fall

7.2 To indicate reasons for dressing as the weather dictates.

Examples of reasons:

- . protection from the cold
- . protection from the rain
- . avoiding being overheated
- . taking advantage of the sun

7.3 To indicate past occasions on which they were not properly dressed for the weather.

7.4 To indicate problems they have had because they were not properly dressed for the weather.

Examples of problems:

- . sunburn on the shoulders, back or stomach
- . catching a cold
- . frostbite
- . pneumonia

7.5 To state in their own words why the sun and cold weather can harm their health.



## THEME: Dangerous Objects and Places

### TERMINAL OBJECTIVE 8

TO EXPLAIN WHY CERTAIN OBJECTS AND PLACES ARE POTENTIALLY DANGEROUS.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

8.1 To make a list of the objects and places they consider potentially dangerous.

Objects:

- . matches, electrical appliances, medicine, household products, tools, etc.

Places:

- . streets, lanes, stairs, basements, rivers, lakes, playgrounds, railroad tracks, construction sites, electrical lines

8.2 To compare that list with lists made by their peers.

8.3 To specify the dangers presented by each object and each place.

Dangers associated with objects:

- . matches: burns, fires
- . electrical appliances: burns, fires
- . medicine: poisoning
- . household products: poisoning, fire, burns on hands, eyes, destruction of clothing
- . tools: cuts, fractures, burns, scratches, loss of organs or members

Dangers associated with places:

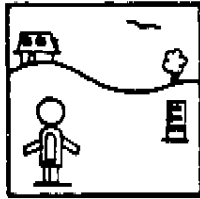
- . streets and lanes: accidents
- . stairs: falls, fractures, falling objects
- . basements: injuries
- . rivers and lakes: drownings, frostbite
- . playgrounds: fractures

8.4 To show an understanding of what the safety symbols on certain household products mean.

Domestic products:

- . cleaning products
- . pharmaceutical products
- . "do-it-yourself" products

8.5 To name the persons they can contact in an emergency.

**THEME: Safe Practices****TERMINAL OBJECTIVE 9**

TO SHOW AWARENESS OF CERTAIN BASIC SAFETY RULES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

9.1 To describe accidents in which people were injured.

9.2 To determine the causes of those accidents.

9.3 To state whether those accidents could have been avoided.

9.4 To discuss with peers what precautions could have been taken to prevent each of those accidents.

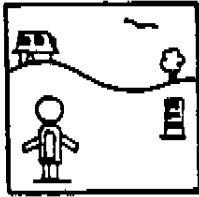
9.5 To indicate what simple measures could be taken to prevent road accidents.

Definition of "avoided"

Concept of prevention

Ways:

- . not playing in the street
- . obeying traffic lights
- . crossing at intersections
- . following the orders of the crossing guards
- . walking on the left side of the road, on the shoulder
- . ensuring that their bicycles are in good condition
- . wearing bright colours at night
- . riding their tricycles on the sidewalks
- . looking both ways when crossing the street
- . being careful when boarding or leaving a bus
- . driving on the right side of public roads
- . stopping and looking before entering a street
- . never using skate boards on public roads
- . wearing seat belts
- . putting their feet on the pedals or the foot rests when travelling by bicycle or moped

**THEME: Safe Practices****TERMINAL OBJECTIVE 9 (cont'd)**

TO SHOW AWARENESS OF CERTAIN BASIC SAFETY RULES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

9.6 To list some simple fire-prevention measures.

Examples of measures:

- . not playing with matches
- . not overloading electrical circuits
- . not playing with fireworks
- . not lighting fires unless there is adult supervision
- . not throwing inflammable or incandescent objects in trash cans
- . putting inflammable objects in safe places
- . respecting warnings written on certain containers

9.7 To indicate what simple precautions could be taken to prevent accidents at school.

Examples of precautions:

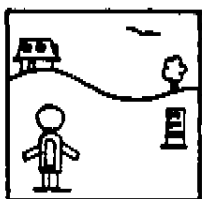
- . not running on stairs or in halls
- . not pushing others on the stairs
- . not pushing others at the water fountain
- . not pushing others in front of the lockers
- . looking behind themselves when closing a door
- . not playing with broken glass
- . not settling their differences with their fists

**THEME: Safe Practices****TERMINAL OBJECTIVE 10**

TO RECOGNIZE THAT A PERSON'S ACTIONS  
CAN SOMETIMES INVITE DANGER.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>10.1 To make a list of all the afflictions, diseases and accidents they have had since they were born.</p>                         | <p>Afflictions, diseases or accidents:</p> <ul style="list-style-type: none"> <li>. measles, German measles, scarlet fever, colds, cuts, scratches, fractures, stomachaches, indigestion, car accidents, bicycle accidents, poisoning, burns, and so on</li> </ul>                                                                                                                                                                                                                                                               |
| <p>10.2 To state in their own words the causes of those afflictions, diseases and accidents.</p>                                      | <p>Examples of causes:</p> <ul style="list-style-type: none"> <li>. a car, the cold, carelessness, lack of attention, contagion, food, and so on</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      |
| <p>10.3 To classify those health problems according to whether they were caused by external factors or through their own actions.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>10.4 To identify bad habits in their daily routine that may cause some of those afflictions, diseases or accidents.</p>            | <p>Examples of personal behaviours:</p> <ul style="list-style-type: none"> <li>. being careless when crossing the street</li> <li>. consuming unfamiliar beverages</li> <li>. swimming in unfamiliar places</li> <li>. overeating</li> <li>. taking unneeded medicine</li> <li>. dressing improperly</li> <li>. handling unfamiliar tools</li> <li>. playing in the street</li> <li>. ignoring the safety symbols that appear on household products</li> <li>. hanging onto buses and other moving motorized vehicles</li> </ul> |



## THEME: Benefiting From the Physical Environment

### TERMINAL OBJECTIVE 11

TO RECOGNIZE THAT THE PHYSICAL ENVIRONMENT CAN BE DANGEROUS, BUT THAT IT CAN ALSO BE REWARDING.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

- 11.1 To indicate the risks that exist within their physical environment.
- 11.2 To identify what resources are offered by their physical environment, based on one aspect of the physical environment in which risks were indicated.
- 11.3 To state in their own words what aspects of the physical environment hold special interest for them.

Examples of possible answers:

- . roads
  - . enable them to visit their friends, family
  - . make it easy to go shopping
- . the countryside
  - . enables them to cultivate the soil, breed animals, utilize wood to heat their houses, make furniture, and so on
  - . enables them to relax
- . rivers
  - . provide water
  - . provide means for recreational activities
  - . provide fish



## THEME: Resources for Personal Growth

### TERMINAL OBJECTIVE 12

TO DEMONSTRATE AWARENESS OF THE PERSONAL REWARDS THEY CAN REAP FROM CONTACT WITH THE PHYSICAL ENVIRONMENT.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

- 12.1 To name resources within their physical environment with which they are often in contact.
- 12.2 To describe what feelings and impressions they have had while in contact with their physical environment.
- 12.3 To recognize that such feelings and impressions can contribute to their personal growth.
- 12.4 To list other ways in which contact with their physical environment can contribute to their personal growth.

Components of the environment:

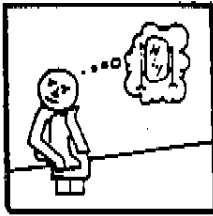
- . parks
- . playgrounds
- . waterways
- . forests
- . other

Feelings:

- . physical relationships
- . joy
- . learning something
- . wonder
- . challenge
- . possibility of progress
- . satisfaction
- . other

Terminal and Intermediate Objectives

Second Cycle



## THEME: The Body's Basic Needs

### TERMINAL OBJECTIVE 1

TO DESCRIBE THE DIFFERENT NEEDS OF THEIR BODIES.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

1.1 To state in their own words what the word "need" means.

#### Definition:

- . a demand arising from nature or from social life
- . a necessity of life

1.2 To draw up a list of needs based on hypothetical situations.

#### List of needs:

- . energy
- . exercise
- . rest
- . sleep
- . conservation of body heat
- . love, friendship
- . self-esteem

1.3 To identify the essential benefits the satisfaction of each need provides to the organism.

#### Energy:

- . food: gives nutritional elements necessary for survival
- . air: supplies oxygen
- . water: necessary for the hydration of the body
- . sun: provides the heat that is necessary for the body

#### Exercise:

- . enables the body to move easily in obtaining the elements it needs (food, clothing, etc.)
- . enables individuals to acquire habits that are essential for making the objects they need
- . enables the body to develop normally
- . enables the body to burn off excess fat

#### Rest:

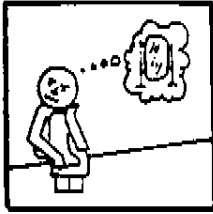
- . enables the body to renew its strength
- . prevents exhaustion

#### Sleep:

- . provides the body with the rest it needs in order to function well on a daily basis

#### Conservation of body heat:

- . enables people to sustain normal body temperature



### INTERMEDIATE OBJECTIVES

### THEME: The Body's Basic Needs

#### TERMINAL OBJECTIVE 1 (cont'd)

TO DESCRIBE THE DIFFERENT NEEDS OF THEIR BODIES.

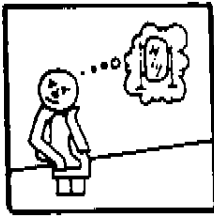
#### RELATED CONTENT

Love, friendship:

- . enable people to be happy

Self-esteem:

- . enables people to realize their goals and to live with others
- . enables people to make important decisions which affect their happiness



## THEME: Bodily Sensations as Health Indicators

### TERMINAL OBJECTIVE 2

TO DETERMINE AS ACCURATELY AS POSSIBLE WHAT VARIOUS SENSATIONS MEAN.

### INTERMEDIATE OBJECTIVES

2.1 To list the sensations people most frequently experience.

Examples of sensations:

- . headaches
- . stomachaches
- . thirst
- . hunger
- . shivering
- . tension
- . pleasure
- . other

2.2 To attach one or more meanings to each of those sensations.

Sensation:

- . headaches

Meaning:

- . insufficient food
- . extreme fatigue
- . anxiety
- . cold
- . conflict
- . other

Sensation:

- . stomachache

Meaning:

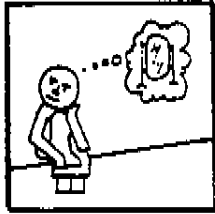
- . overeating
- . appendicitis
- . lack of food
- . menstrual cramp
- . nervousness
- . aftereffects of a bad fight
- . other

Sensation:

- . thirst

Meaning:

- . absorption of food containing too much salt
- . dehydration of the body due to extensive physical exercise
- . dehydration of the body due to intense heat
- . other



## THEME: Bodily Sensations as Health Indicators

### TERMINAL OBJECTIVE 2 (cont'd)

TO DETERMINE AS ACCURATELY AS POSSIBLE WHAT VARIOUS SENSATIONS MEAN.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

Sensation:

- . hunger

Meaning:

- . need to eat
- . boredom
- . nervousness
- . other

Sensation:

- . shivering

Meaning:

- . need for heat
- . fever
- . cold, flu
- . infection
- . strong emotions
- . sunburn
- . other

Sensation:

- . tension

Meaning:

- . physical fatigue
- . mental fatigue
- . anxiety
- . unresolved conflict
- . other

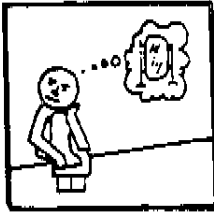
Sensation:

- . pleasure

Meaning:

- . enjoyment of a good meal
- . success in an examination
- . feeling of being respected by others
- . feeling of self-respect
- . pleasant activity
- . refreshing sleep
- . other

2.3 To identify the origin of a sensation they have experienced in a particular situation.



## THEME: Eating Habits

### TERMINAL OBJECTIVE 3

TO RECOGNIZE THE IMPORTANCE OF EATING THREE BALANCED MEALS A DAY.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

3.1 To indicate at what times in the day they usually eat.

Times:

- . breakfast, lunch, supper, morning break, afternoon break, before going to bed, other times during the day

3.2 To describe the foods they eat on each of those occasions.

Foods eaten at:

- . breakfast
- . lunch
- . supper
- . breaks
- . other times of day

3.3 To list the reasons human beings have for eating in order of their importance for health.

Reasons:

- . maintaining energy
- . helping themselves to grow
- . curing themselves
- . gastronomic pleasure
- . meeting friends and sharing a meal
- . forgetting their problems
- . trying out heavily advertised products

3.4 To rank the reasons for eating in order of their importance for health.

3.5 To indicate the most important contributions to personal well-being provided by meals, snacks and other occasions for eating.

Meals:

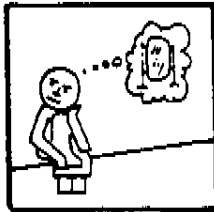
- . supply nutritional elements at important times of the day
- . offer a more complete and varied assortment of food than the other alternatives
- . sustain strength longer
- . enable family gatherings to take place

Snacks:

- . provide temporary energy
- . satisfy hunger temporarily
- . enable people to continue their leisure activities
- . often enable people to eat only the things they like

Other times:

- . mostly for pleasure

**THEME: Eating Habits****TERMINAL OBJECTIVE 3 (cont'd)**

TO RECOGNIZE THE IMPORTANCE OF EATING  
THREE BALANCED MEALS A DAY.

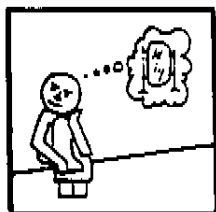
**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

---

3.6 To list in order the occasions  
on which people eat, placing  
the most important occasions  
at the top of the list.

3.7 To identify those occasions  
for eating that are essential  
to the proper functioning of  
their bodies.

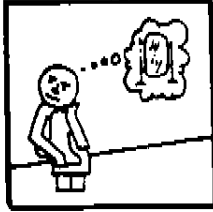
The three daily meals

**THEME: Personal Hygiene****TERMINAL OBJECTIVE 4**

TO PRACTISE BASIC RULES OF PERSONAL HYGIENE.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                            |                                                                                                                                                        |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1 To brush their teeth correctly.                        | Brushing techniques;<br>. choice of toothbrush<br>. application or utilization of fluorides<br>. times of the day when people should brush their teeth |
| 4.2 To floss their teeth correctly.                        | Dental floss:<br>. procedure for using dental floss<br>. kinds of dental floss                                                                         |
| 4.3 To use, not abuse their teeth.                         | Teeth:<br>. broken teeth and inflammation of the gums<br>. function of the teeth                                                                       |
| 4.4 To see the dentist and dental hygienist twice a year.  | Prevention                                                                                                                                             |
| 4.5 To wash their hands before each meal.                  | . Possibility of ingesting dangerous substances                                                                                                        |
| 4.6 To wash their bodies once a day.                       | . Proliferation of bacteria and infection (pimples, various cutaneous eruptions)                                                                       |
| 4.7 To wash and brush their hair regularly.                | Care:<br>. care of the scalp and hair                                                                                                                  |
| 4.8 To take a few minutes every day to relax.              | Relaxation:<br>. importance for the body<br>. relaxation and loosening up techniques                                                                   |
| 4.9 To go to bed early enough every day to be well rested. | Sleep:<br>. number of hours of sleep needed by the body<br>. importance for the body                                                                   |
| 4.10 To maintain good posture.                             | Effects of posture on the body:<br>. healthy growth<br>. muscular relaxation<br>Various postures<br>Good posture vs bad posture                        |
| 4.11 To play outdoors every day.                           | Effects of outdoor activities on the body:<br>. muscular development<br>. oxygenation of the lungs<br>. strengthening the heart<br>. other             |

**THEME: Mental Health****TERMINAL OBJECTIVE 5**

TO TRY OUT DIFFERENT WAYS OF FOSTERING THEIR MENTAL HEALTH.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- 5.1 To identify activities in their daily life that may affect their mental health.
- 5.2 To classify their daily activities according to categories decided on by the class.
- 5.3 To list as many of these activities as possible that can contribute to their mental health.

Examples of possible answers:

- . resting
- . being alone once in awhile
- . expressing their opinions
- . playing with friends
- . expressing their disagreements
- . realizing something by themselves
- . other

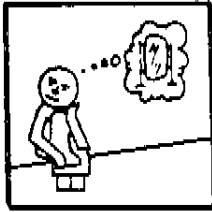
Examples of possible categories;

- . activities for exercising their minds
- . activities for resting their minds
- . activities for knowing what they feel
- . activities for enabling them to feel loved
- . other

Examples:

Activities for exercising their minds:

- . reading comic strips, adventure stories, playing naval battle games, finding solutions to math games
- . writing short passages expressing their opinions, drawing, making plans for building a hut or a wheelbarrow, starting collections, playing chess, watching television, talking with their friends, inventing stories, summarizing stories, and so on.



## INTERMEDIATE OBJECTIVES

## THEME: Mental Health

### TERMINAL OBJECTIVE 5 (cont'd)

TO TRY OUT DIFFERENT WAYS OF FOSTERING THEIR MENTAL HEALTH.

### RELATED CONTENT

- Activities for knowing what they feel:
- . discussing their opinions and feelings with their parents, brothers and sisters, teachers and friends
  - . seeking explanations when quarrels occur
  - . drawing what they feel
  - . writing what they feel
  - . listening to what others think about them
  - . reading stories
  - . watching films
  - . other

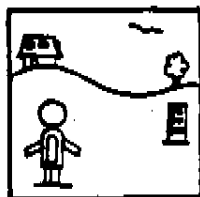
- Activities for enabling them to feel loved:
- . participating in group games
  - . inviting friends home
  - . visiting friends
  - . telling their parents, brothers, sisters and friends that they love them
  - . accepting help and friendship from others
  - . offering their help and friendship
  - . accepting criticism for their own good
  - . making those they love laugh
  - . other

5.4 To choose the activities they consider to be the most effective and enjoyable from the list they made.

5.5 To practise the activity or activities of their choice for a predetermined period of time they decide on.

Examples:

- . drawing up a personal contract

**THEME: Vehicles****TERMINAL OBJECTIVE 6**

TO RECOGNIZE THE CAUSES OF ACCIDENTS INVOLVING VEHICLES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

6.1 To list the causes of bicycle accidents.

Causes of accidents:

- . pedal and gear mechanism in bad condition
- . inappropriate adjustment of seat, handlebars
- . defective brakes
- . reflector missing
- . headlight missing
- . violent winds
- . slippery road
- . not obeying road signs
- . heavy street or highway traffic
- . railways crossings
- . sewers
- . road in bad condition
- . lack of attention
- . showing off
- . acrobatics
- . uncontrolled speed
- . other

6.2 To list the causes of skateboard accidents.

Causes of accidents:

- . practising in dangerous places (street, shopping center, steep hills)
- . practising without protective equipment
- . acrobatics
- . others

6.3 To list the cause of motorcycle, moped, and motorized bicycle accidents.

Causes of accidents:

- . excessive speed
- . acrobatics
- . not obeying highway code (road signs, traffic lights, passing lanes)
- . motorcycle in bad condition
- . headlight missing
- . dark clothing
- . driving on uneven ground
- . loss of balance
- . not obeying laws

**THEME: Vehicles****TERMINAL OBJECTIVE 6 (cont'd)**

TO RECOGNIZE THE CAUSES OF ACCIDENTS INVOLVING VEHICLES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

6.4 To list the causes of boating accidents.

Causes of accidents:

- . navigation in dangerous places
- . neglecting to survey calm areas before venturing into them
- . bad positions in boarding
- . sudden changing of position
- . uncontrolled speed
- . lack of approved lifebelts
- . going out in bad weather
- . other

6.5 To list the causes of accidents related to cross-country skiing.

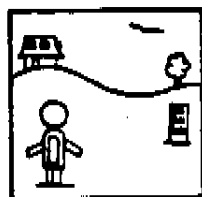
Causes of accidents:

- . exploring unknown paths
- . steep hills
- . equipment in bad condition
- . skiing in non-authorized areas
- . skiing on trails that are too difficult
- . clothing that is inappropriate for the weather
- . other

6.6 To list the causes of accidents related to tractors and other farm machinery.

Causes of accidents:

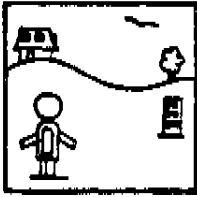
- . excessive speed
- . utilization of machinery unsupervised by an adult
- . lack of control of the tractor
- . tractor in bad condition
- . other

**THEME: Pollution****TERMINAL OBJECTIVE 7**

TO RECOGNIZE THE DANGERS OF POLLUTION.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

|                                                  |                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1 To distinguish different types of pollution. | Kinds of pollution: <ul style="list-style-type: none"> <li>. air</li> <li>. water</li> <li>. noise</li> </ul>                                                                                                                                                                                             |
| 7.2 To list the sources of air pollution.        | Sources: <ul style="list-style-type: none"> <li>. cigarettes</li> <li>. automobiles</li> <li>. factories</li> <li>. incinerators</li> <li>. other</li> </ul>                                                                                                                                              |
| 7.3 To list the sources of water pollution.      | Sources: <ul style="list-style-type: none"> <li>. industrial</li> <li>. municipal</li> <li>. farm</li> <li>. individuals</li> <li>. other</li> </ul>                                                                                                                                                      |
| 7.4 To list the sources of noise pollution.      | Sources: <ul style="list-style-type: none"> <li>. heavy traffic</li> <li>. noisy vehicles</li> <li>. radio, stereo, television, walkmans</li> <li>. factories</li> <li>. discotheques</li> <li>. electrical or pneumatic tools</li> <li>. other</li> </ul>                                                |
| 7.5 To recognize the dangers of air pollution.   | Dangers: <ul style="list-style-type: none"> <li>. nausea</li> <li>. lack of oxygen</li> <li>. bronchitis</li> <li>. blocked lungs</li> <li>. infection of the respiratory tract</li> <li>. chemical injury to the respiratory tract</li> <li>. rashes</li> <li>. burning sensation of the eyes</li> </ul> |
| 7.6 To recognize the dangers of water pollution. | Dangers: <ul style="list-style-type: none"> <li>. poisoning</li> <li>. various problems related to digestion</li> <li>. various diseases</li> <li>. other</li> </ul>                                                                                                                                      |
| 7.7 To recognize the dangers of noise pollution. | Dangers: <ul style="list-style-type: none"> <li>. impaired hearing</li> <li>. nervous tension</li> <li>. aggressiveness</li> <li>. other</li> </ul>                                                                                                                                                       |



## THEME: Dangerous Objects and Places

### TERMINAL OBJECTIVE 8

TO ANALYZE THE REASONS FOR AND AGAINST THE USE OF TOBACCO, ALCOHOL AND DRUGS.

#### INTERMEDIATE OBJECTIVES

#### RELATED CONTENT

8.1 To list statements made by advertisers and by those around them that encourage them to smoke, drink alcoholic beverages or take drugs.

Reasons in favour:

- . there is no danger
- . everyone does it
- . they become "big shots"
- . the group accepts them more easily
- . drugs are pleasant to the taste
- . drugs produce extraordinary sensations

8.2 To list statements made by advertisers and by those around them, or in public service announcements, that discourage them from smoking, drinking alcoholic beverages or taking drugs.

Reasons for opposing:

- . short-and long-term harmful effects

Short-term harmful effects:

- . decreased skill in games
- . tobacco smells bad
- . cigarettes stain the fingers yellow
- . expensive
- . foods lose their taste
- . harmful to non-smokers
- . irritating to the throat
- . confusion in what they say and do
- . loss of interest in playing and doing interesting things
- . legal proceedings

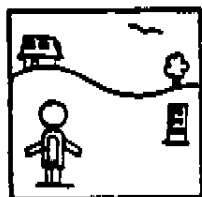
Long-term harmful effects:

- . throat and respiratory tract diseases
- . increased nervous tension
- . difficulty in giving up the habit
- . shorter life-span
- . drug dependency, loss by friends
- . legal proceedings, possible imprisonment

8.3 To analyze the statements that promote the use of tobacco, alcohol or other drugs.

Analysis of positive reasons:

- . there is no danger
  - . is there really any danger?
  - . if so is it a great danger?
- . everyone does it
  - . does everyone really do it?
  - . is it essential to behave as others do?
- . they become "big shots"
  - . are they really becoming adults?
  - . if so, why do so many adults condemn these practices?



## INTERMEDIATE OBJECTIVES

## THEME: Dangerous Objects and Places

### TERMINAL OBJECTIVE 8 (cont'd)

TO ANALYZE THE REASONS FOR AND AGAINST THE USE OF TOBACCO, ALCOHOL AND DRUGS.

### RELATED CONTENT

8.4 To analyze the statements that discourage the use of tobacco, alcohol or other drugs.

Reasons opposing:

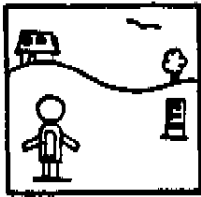
- . short-and long-term harmful effects
  - . how can they know it is dangerous if the smokers and the alcohol and drug consumers do not appear to be sick?
  - . has it been proven dangerous?
  - . should they believe adults and doctors?
  - . do they have reasons for not believing them?
  - . if they are not sick after consuming tobacco, alcohol and drugs, why should they be later on?
  - . does it really affect non-smokers?
  - . is it really difficult to give up these habits?

8.5 To assess the statements to determine whether the advantages outweigh the disadvantages.

8.6 To take a position on these practices in terms of what they want to be or become, taking into consideration the dangers such practices pose for health.

Personal position:

- . ideal model
- . dangers to personal health
- . dangers to the health of the community

**THEME: Safe Practices****TERMINAL OBJECTIVE 9**

TO FOLLOW CERTAIN SAFETY RULES AND REGULATIONS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

9.1 To observe safety rules and regulations.

Rules and regulations:

- . as a pedestrian
  - . obey the traffic lights
  - . cross at street corners
  - . walk on the sidewalk
  - . at the corner of the street, look both ways and behind
  - . beware of slippery sidewalks and roads
  - . wear light-coloured clothing at night
  - . avoid places that are not well lit
  - . look straight ahead
- . as a cyclist:
  - . keep to your right
  - . do not ride on the sidewalk
  - . respect signs and traffic lights
  - . do not speed
- . as a passenger in a car:
  - . buckle your safety belt
  - . do not keep your arms outside the windows
  - . lock your door
  - . do not leave a car before it comes to a full stop
  - . do not disturb the driver

9.2 To observe safety rules to help prevent fires.

Rules and regulations:

- . do not overload electrical circuits
- . know the procedures for extinguishing a fire
- . keep inflammable products away from heat sources
- . keep storage areas clean and in order
- . keep the fire station phone number on hand

9.3 To observe safety rules during recreational activities

Rules and regulations:

- . knowledge of the area (rivers, forests, parks, lakes)
- . awareness of the characteristics and possibilities of leisure activity equipment (hockey sticks, baseball bats, canoes, sailboats, skis, cooking equipment for campers, knives, axes, fish hooks, compressed air guns, archery, kites, and so on)

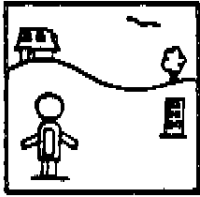
9.4 To observe the safety rules concerning firearms and dynamite.

**THEME: Safe Practices****TERMINAL OBJECTIVE 10**

TO IDENTIFY THE CONSEQUENCES OF UNSAFE PRACTICES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>10.1 To state the possible consequences of unsafe practices on the road.</p>                                                                           | <p>Consequences for themselves and others:</p> <ul style="list-style-type: none"> <li>. fatal accident</li> <li>. body injuries (fractures, burns, scratches, tears, cuts)</li> <li>. deterioration of the environment (cars, bicycles, various objects)</li> </ul>                                                                                                                                                                                                                                             |
| <p>10.2 To state the possible consequences of unsafe practices in the home.</p>                                                                           | <p>Consequences to themselves and to others:</p> <ul style="list-style-type: none"> <li>. food poisoning</li> <li>. burns caused by fire or electrical appliances</li> <li>. fractures caused by falls</li> <li>. cuts caused by dangerous tools</li> <li>. burns caused by poisonous products</li> <li>. other</li> </ul>                                                                                                                                                                                      |
| <p>10.3 To state the possible consequences of poor eating habits.</p>                                                                                     | <p>Consequences:</p> <ul style="list-style-type: none"> <li>. dizziness</li> <li>. difficulty in concentrating and paying attention in class</li> <li>. obesity</li> <li>. digestive troubles</li> <li>. fitful sleep</li> <li>. fatigue</li> <li>. lowered resistance</li> <li>. tooth decay</li> <li>. other</li> </ul>                                                                                                                                                                                       |
| <p>10.4 To state the possible consequences of watching too much television, listening to the radio at too high a volume and reading under poor light.</p> | <p>Short-term consequences:</p> <ul style="list-style-type: none"> <li>. headaches</li> <li>. itchy eyes</li> <li>. blurred vision</li> <li>. increased tension</li> <li>. buzzing noise in one's ears</li> <li>. isolation created by sound and image</li> <li>. increase in degree of aggressiveness</li> <li>. possibility of disturbing others</li> </ul> <p>Long-term consequences:</p> <ul style="list-style-type: none"> <li>. visual and auditory acuity will diminish</li> <li>. dependence</li> </ul> |
| <p>10.5 To state the possible consequences of poor posture.</p>                                                                                           | <p>Consequences:</p> <ul style="list-style-type: none"> <li>. deformation of the bones</li> <li>. muscular fatigue</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |



## THEME: Resources for Personal Growth

### TERMINAL OBJECTIVE 11

TO PARTICIPATE IN ONE OR MORE RECREATIONAL ACTIVITIES OF INTEREST TO THEM.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

11.1 To draw up a list of the activities that interest them.

11.2 To inquire about the possibilities of practising those activities in their area.

11.3 To obtain necessary information for taking part in organized activities.

11.4 To choose one or more activities to practise each season, based on their personal preferences and what is available in the area.

11.5 To take the steps necessary to participate in one or more activities.

11.6 To take part regularly in the activities.

#### Possibilities:

- . sports, theatre, dance, scouts, 4H, young naturalists, and so on
- . playgrounds, open air centers
- . leisure centers, youth hostels
- . clubs, associations
- . institutes
- . other

#### Information needed:

- . phone number
- . addresses
- . registration forms
- . regulations
- . schedule
- . cost

#### Activities:

- . Spring
- . Summer
- . Fall
- . Winter

#### Steps:

- . making phone calls
- . collecting information
- . sending registration form
- . being present at the first sessions
- . other

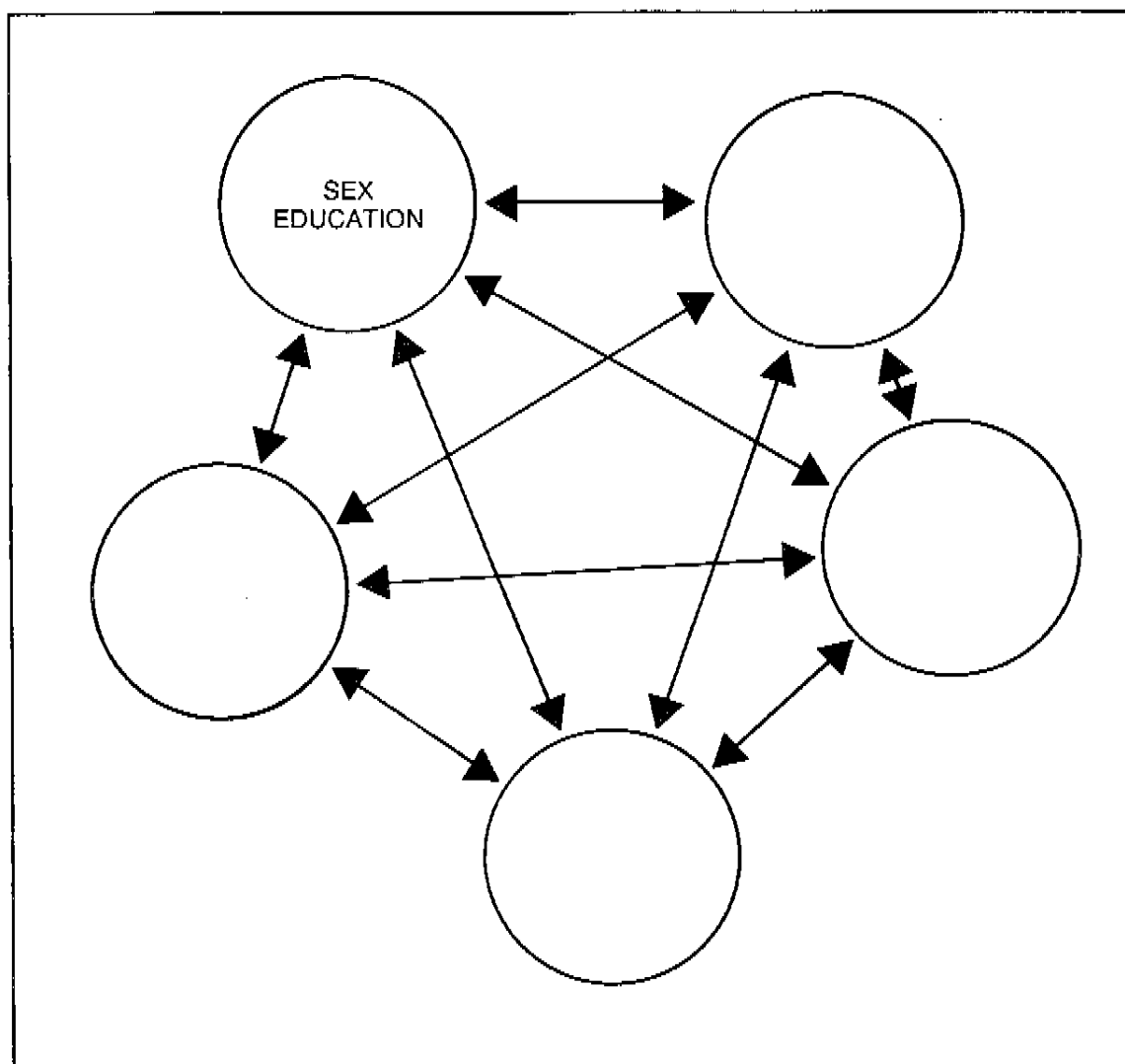
## Bibliography

- Association des directeurs de département de santé communautaire. **Résultats des questionnaires à l'intention des responsables de programmes de santé scolaire des D.S.C.** Verdun: 1980.
- Boltanski, E. **La santé de l'écopier.** Toulouse: Éd. Édouard Privat, 1978.
- Centrale de l'enseignement du Québec, "Nouvelles." In **La Santé-Sécurité, une situation alarmante**, 2, No. 10 (March 1982), 5-11.
- Cornacchia, H.J. **Health in Elementary Schools.** Toronto: C.V. Mosby, 1979.
- Delisle Lapierre, Isabelle. **A l'écoute de sa vie, concept santé.** Montréal: Guérin, 1979.
- Esman, A.H. "Changing Values: Their Implications for Adolescent Development and Psychoanalytic Idea." In **Adolescent Psychiatry.** Eds. S. C. Feinstein and P. L. Giovacchini, Vol. V. New York: Jason Aronson Inc., 1977.
- Faust, Margaret, S. "Developmental Maturity as a Determinant in Prestige of Adolescent Girls." In **Child Development**, 31, (1960), 173-184.
- Fodor, J.T., L.H. Glass, B.C. Gmur, V.D. Moore and E. A. Neilson. **Être en bonne santé.** Toronto: Doubleday Canada, 1981.
- **Ta santé.** Toronto: Doubleday Canada, 1981.
- **Ta santé et toi.** Toronto: Doubleday Canada, 1981.
- Fortin, G. **La société de demain: ses impératifs, son organisation.** Commission d'enquête sur la santé et le bien-être social. Québec: Éditeur officiel, 1970.
- Gilbert, Pierre. **La santé totale.** Montréal: n.p., 1978.
- Haefner, D.P. and J.P. Kirscht. "Motivational and Behaviour Effects of Modifying Health Beliefs." In **Public Health Reports**, 6, 1970, 478-84.
- Herzlich, Claudine. **Santé et maladie.** Paris: Mouton, 1969.
- Illich, Ivan. **Medical Nemesis: The Expropriation of Health.** Toronto: McClelland and Stewart, 1975.
- Lalonde, Marc. **A New Perspective on the Health of Canadians** Ottawa: Department of National Health and Welfare, 1974.

- Leighton, D.C. **Behavioral Science, Mental Health and Mental Illness.** Conference of the John E. Fogarty International Center for Advanced Study in the Health Sciences, DHEW Publication, No. 76873, National Institute of Health, Bethesda, Maryland, 1974.
- Lewis, C.E. et al. **The Determinants of the Health-related Beliefs and Behavior of Children.** Center for the Health Sciences, Department of Medicine, U.C.L.A. Los Angeles: U.C.L.A., 1972.
- Milot, Guy. **Les secrets de la santé mentale.** Montréal: Éd. Québecor, n.d.
- Mongeau, Serge Dr. **Comment garder votre santé.** Montréal: Éd. Sogides: 1970.
- O'Neill, M. **Vers une problématique de l'éducation sanitaire du Québec.** Bibliothèque nationale du Québec. Québec: 1972.
- Ottawa. Santé et bien-être social Canada. **Rapport final de la commission d'enquête sur l'usage des drogues des fins non médicales.** Ottawa: Santé et bien-être social Canada, 1973.
- Santé et bien-être social Canada. **Santé mentale au Canada.** Ottawa: Santé et bien-être social Canada, 1980.
- Pelletier, Dolores. **Programme d'information en éducation sanitaire pour le secteur scolaire primaire.** December 1978.
- Québec, Ministère de l'Éducation du Québec. "Document de travail sur l'éducation sanitaire, en vue de préciser les orientations d'un programme d'éducation sanitaire à l'intention des élèves du primaire et du secondaire du Québec." Document élaboré par Ginette Grenier. Québec: ministère de l'Éducation, 1980.
- Ministère des Communications. Monographie des affaires sociales-santé. **Les principales causes de décès dans la population active. Québec 1951-1971.** Québec: ministère des Communications, January 1974.
- Rigaud, Jacques. **La culture pour vivre.** Paris: Gallimard, 1975.
- Rosenstock, J.M. "What Research Motivation Suggests for Public Health." In **American Journal of Public Health**, 50, No. 3, (1960), 295-302.
- "Historical Origins of the Health Belief Model and Preventive Health Behavior." Health Education Monograph, 2. Ed. M.H. Becker. Thorofare: Charles B. Slack, 1974.

- Saucier, J.F. and M. Steinberg. **Adolescents et prévention** (rapport préliminaire, Section des sciences du comportement, Département de Psychiatrie, Université de Montréal et Centre de recherche pédiatrique, Hôpital Ste-Justine). Montréal: Hôpital Ste-Justine, 1979.
- Selye, Hans. **The Stress of Life**. Rev. ed. Toronto: McGraw-Hill, 1976.
- Stewart, Felicia. **My Body, My Health: The Concerned Woman's Guide to Gynecology**. New York: Wiley, 1979.
- Suchman, E.A. "Health Attitudes and Behavior." In **Arch. Environ Health**, 20, (1970), 105-110.
- Trémolière, J. "Pour une médecine du savoir-vivre." In **Critère**, No. 15. N.p.p.: n.p., 1976.
- Turgeon, Louis. **Tout l'homme en santé**. N.p.p.: Éd. Les études de la nature humaine, 1973.
- Villedieu, Yannick. **Demain la santé**. N.p.p.: Éd. Québec-Science, 1976.
- Vuylsteek, K. **Éducation pour la santé, tabagisme, alcoolisme et drogues**. Copenhagen: Organisation mondiale de la santé, Bureau régional de l'Europe, 1979.

## B. SEX EDUCATION



## Summary

1. Introduction
2. Specific Contribution of Sex Education to the Students' Personal and Social Education
  - 2.1 Contribution to the Student's Development
  - 2.2 Special Contribution to the **Personal and Social Education** Program
  - 2.3 Relationship with Other Programs
3. Nature of Sex Education
  - 3.1 Human Sexuality
  - 3.2 Need for Sex Education
  - 3.3 Nature of Sex Education
4. Key Issues of the Sex Education Section
  - 4.1 Young People and Society
  - 4.2 Role of the Family
  - 4.3 Role of the School
  - 4.4 Values
    - 4.4.1 Human Values
    - 4.4.2 Paths of Growth
    - 4.4.3 Relationship with Moral and Religious Concepts
5. Guiding Principles
6. Orientations of the Sex Education Section
  - 6.1 The Global Objective of the Sex Education Section
  - 6.2 Major Axes
  - 6.3 Goals
  - 6.4 General Objectives
7. Learning Content and Objectives
  - 7.1 Content
  - 7.2 Learning Objectives
8. Bibliography

## 1. Introduction

Sex Education has been the focus of considerable discussion in Québec over the past several years. As part of an experimental program introduced by the ministère de l'Éducation in 1971, some school boards and schools developed their own sex education courses. Through its programs of information and prevention, the ministère des Affaires sociales also suggested certain activities to the schools. These efforts stimulated serious discussion in various areas and provided ample material for practical consideration. As a result of these efforts and the ensuing debate, the ministère de l'Éducation has developed the present Chapter on Sex Education program.

This is one of the five sections of the **Personal and Social Education** program designed to meet the needs of young people. The Ministère took into consideration the expectations voiced by the young people themselves, by the general population and by the great majority of organizations, in particular the Conseil supérieur de l'Éducation and its confessional committees.

Before presenting the objectives and related content of each level of elementary school and secondary school, some indications of the orientations and the philosophy of the Sex Education program are described under the following headings:

- Specific Contribution of Sex Education to the Students' Personal and Social Development
- Nature of Sex Education
- Key Issues of the Sex Education Section
- Guiding Principles of the Program
- Orientations of the Sex Education Program

## 2. Specific Contribution of Sex Education to the Students' Personal and Social Development

### 2.1 Contribution to the Students' Development

The Sex Education section, like all the other sections of the program, seeks to foster the students' social and personal development. It views this development, however, from two particular angles.

On the personal development level, students in Sex Education are encouraged to acquire a deeper knowledge of themselves as sexual beings; to form positive images of their sexual identity; to develop attitudes of serenity in

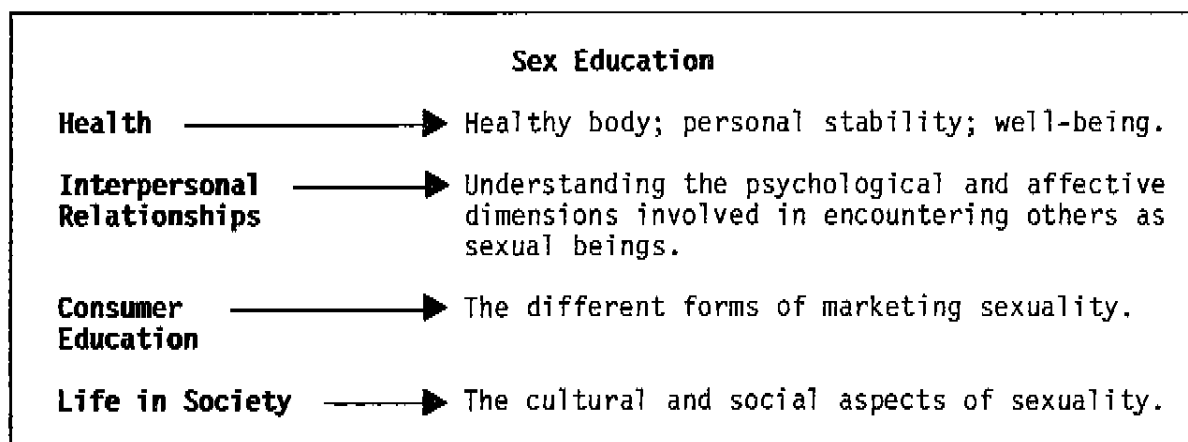
the face of psychosexual changes; and to integrate values enabling them to express their sexuality in a rewarding way. This section includes education concerning the different components of sexuality. The students participate in a learning process which involves research, information, reflection and integration.

On the social level, students in Sex Education are encouraged to acquire a more profound knowledge of others, and their sexual attitudes and behaviours; to accept individual differences; to acknowledge the significance of the different behaviours associated with sexuality; to establish rewarding relationships with others; and to become aware of the different social functions of sexuality. The students thus participate in learning situations which involve research, information, accepting others and reflecting on the different types and levels of relationships that they can have with others.

## 2.2 Special Contribution to the Personal and Social Education Program

Sex Education constitutes one of the five sections of the **Personal and Social Education** program. With the other sections it forms an integrated unit, though each one retains its own particular dimension. In other words, the five sections complement and clarify each other, which facilitates an integrated approach to the **Personal and Social Education** program.

### Relationship Between the Sex Education Section and the Other Sections



### 2.3 Relationship with Other Programs

The Sex Education Program is closely related to many other programs: social studies, biology, religious instruction and natural science. These links are inevitable and may be beneficial if teachers consult each other in order to avoid unnecessary repetitions, share tasks and work with a common purpose.

## 3. Nature of Sex Education

Human sexuality will be briefly described prior to presenting aspects of sex education.

### 3.1 Human Sexuality

The concept of sexuality is used in this section in its broadest sense. Exceeding the biological elements of anatomy and reproduction, sexuality reaches the affective, psychological, cultural and moral dimensions by which individuals perceive themselves, behave and live their lives as men and women.

The prime component of human sexuality is biological, based on male and female anatomy and physiology. The human body is structured in accordance with different sexual characteristics that are linked to genes and hormones. Given these sexual characteristics, and more particularly, the genital organs, sexuality has an indisputable procreative dimension.

However, in addition to these biological elements, sexuality also has a psychological, emotional dimension. It involves a great variety of impulses and desires. It triggers numerous emotions and feelings: pleasure, tenderness, pride, happiness, love, shame, shyness, aggressiveness, fear and hate. Sexuality highlights the psychology that is characteristic of men or women, influences attitudes and determines many reactions and types of behaviour. It also serves to express and sustain love.

To be fully realized, however, sexuality must involve a third dimension, that of the mind. Sexuality comes from the very core of human beings, where people experience personal unity and where body, heart, intelligence and will converge. Sexuality then reveals itself as the expression of the most intimate "self," assuming the qualities of inner awareness, unity, spirituality and harmony. At this level, human sexuality represents union and exchange. In other words, sexuality means communication, communion and commitment.

As it touches all dimensions of the person, sexuality also has a social dimension. Every person has a place in society as a man or a woman and as such leaves his or her mark. Sexuality is closely linked to every culture and takes on different forms and means. Although roles are useful and necessary, societies often tend to transform them into role stereotypes. Sexuality involves the organization and survival of societies, which therefore have an interest in exercising a certain control over it.

Sexuality reaches people at the most intimate and profound levels of their being, and is thus closely related to morality and, in some cases, to religion. Human beings are basically concerned with ethics. Free will places them directly in the realm of decision-making, responsibility and, therefore, ethics. On the other hand, it is normal--the experience of all generations has proven it--for religions to be concerned with sexuality because they are interested in the whole being and because their followers themselves endeavour to find unity in their lives. Human sexuality becomes highly significant if it is understood in this way. It is an important factor governing personal stability, the zest for life and the quality of life. Human sexuality constitutes a powerful motivator of human action; it accompanies and colours peoples' perceptions of themselves and others, their interpersonal relationships, their domestic and social roles, their emotional and psychological development and their life decisions as sexual beings.

### 3.2 Need For Sex Education

A creative force that is life-giving and life-enhancing, sexuality is a highly complex issue, steeped in contradiction. It is a fascinating sphere of life, but also one that may be disturbing, troublesome and frightening. It may be beneficial, but it may also become a source of personal and social problems including neuroses, sexual abuse, rape and prostitution. Thus, sexuality constitutes a force that should be understood, disciplined, supervised and humanized.

Sexuality has the capacity to help people realize their potential as human beings or to alienate them totally from each other. Whether it is one or the other depends on the family background, social environment, circumstances, influences and especially on the choices each individual makes.

Sexuality is primarily a biological fact transmitted by nature. However, to be experienced in a truly human manner, it requires a long process of maturation. Biological factors certainly initiate the development and practice of

sexuality. However, the psychological, affective, sociocultural and moral dimensions constitute a vast field in which the conscience, will, values and role models make sexuality a constant learning and educational process at every stage of life.

Being little girls or boys, male or female adolescents, husbands or wives, boyfriends or girlfriends, male or female lovers, or colleagues at work, are different ways of being male or female that have to be learned, and require constant adjustment to life situations. The extent to which people succeed in learning to fulfill these roles has a direct bearing on their quality of life, personal happiness and effective social functioning.

In this domain, as in all others, young people need a structured education which will afford them a clear insight into themselves, enabling them to develop their personalities and to choose their social roles as men or women.

In order to be of genuine impact, education should enable young people to become aware of these varied dimensions of sexuality, to acquire the necessary knowledge and to integrate it so as to conduct their own lives in enlightened, responsible and fulfilling ways. **Personal and Social Education** would therefore be incomplete without reflection on and integration of this knowledge. Consequently, the Sex Education section of the **Personal and Social Education** Program contributes substantially to the development and education of young people.

This contribution seems all the more important because sex is part of life starting at birth, and manifests itself at every stage of their growth. In the area of sexuality as in other areas of personal development, therefore, schools are obliged to help young people reach maturity and become responsible individuals in an enlightened way. This assistance should be provided to the students in a manner which is appropriate to the stages of their psychological, physical and affective development.

Education may be more meaningful at particular stages in young people's lives, for example, when they enter puberty, when they experience the first signs of love, when they make their first choices about relationships with others, and when they take the preliminary steps in planning their personal goals and guidelines. Crisis moments such as these are interspersed with calmer periods during which young people's sexual urges and the accompanying emotional forces are relatively subdued, but interest in many aspects of

sexuality remains alive. Moreover, during these periods of calm or latency, adolescents' sexual identity continues to develop, along with their self-images and their social training as boys or girls.

For this reason, sex education meets genuine needs and provides young people with the necessary educational support that will enable them to understand more clearly the changes that they are undergoing, and to give greater meaning to their lives as boys and girls, men or women.

It is also for this reason, namely that the process of sexual development is continuous, that sex education applies just as much to both cycles of elementary school and both cycles of secondary school.

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

### 3.3 Nature of Sex Education

In accordance with this global view of sexuality and this concept of the "whole person," the Sex Education section involves two closely related themes: formation and information. Both themes are concerned primarily with young people's growth. The Sex Education section is closely modelled on the position of the confessional committees of the Conseil supérieur de l'Éducation:

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

---

<sup>4</sup> Conseil supérieur de l'Éducation, **Sex Education. Recommendations to the Minister of Education**, (Québec, 1981,) pp. 24-25.

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

The Catholic Committee takes up the same idea as the Protestant Committee and develops it from the point of view of the whole person:

... in sex education the whole person matters: body, feelings, relationships with others, sense of responsibility, becoming of the self (...)

It should be added, however, that sex education includes the transmitting and acquiring of a certain amount of basic information and knowledge. This includes physiological and factual information that deals with the genitalia, dating, the process of fertilization, the growth of the foetus, child-bearing, and psycho-sexual development. There is also information concerning male and female psychology, the development of the personality, loving relationships and the meaning of affection and pleasure. Finally, one must not forget information concerning the social and moral questions which young people raise in their search for values in this area of sexuality. Good, solid information, given when it is needed, is essential to understand and direct the expressions of sexuality.

Mere information about sex, however, does not suffice. Sex education, as its name implies, should have educational objectives. This means that it must aim explicitly at supporting and helping young people to discover and affirm their sexual identity, to develop their masculinity or femininity, to become autonomous human beings able to relate to other people, to establish value codes which enable them to make their choices and govern their behaviour.<sup>1</sup>

This is in agreement with the recommendation that the Conseil supérieur de l'Éducation submitted to the Minister.<sup>2</sup>

When reference is made to sex education, it does not mean a dictatorial concept of education, as if education were reduced to mere training, manipulation, or an authoritarian imposition of standards. On the contrary, it refers to a process of understanding and integration that respects young people's intelligence and will, and that is intended to offer them various paths for development.

---

<sup>1</sup> Comité catholique du C.S.E. **Sex Education in Québec's Catholic Schools**, (Québec, 1977,) p. 11.

<sup>2</sup> Conseil supérieur de l'Éducation, **Sex Education. Recommendations to the Minister of Education**, (Québec, 1981,) pp. 10-13.

The path which leads to conscious and autonomous sexuality is a long one: one is born male or female, but one must become a man or a woman...this undertaking is not intended to repress or crush sexual impulses and desires as if they were unwanted or wild. Far from being a form of inhibition or repression, our effort is to bring sexual impulses into the open and give them a more human dimension.<sup>1</sup>

#### 4. Key Issues of the Sex Education Section

Sex Education is a theme that has been inexhaustively explored and exploited, and one that is now such an omnipresent reality, that it can be examined on many different levels. This would undoubtedly involve lengthy analysis. Since a program of study dealing with the subject does not lend itself to such a detailed approach, only the elements most appropriate to the school programs--society, family, school and values--will be studied.

##### 4.1 Young People and Society

As a result of the social and cultural evolution of the last twenty-five years, sexuality has taken on new perspectives, and has suddenly invaded the individual's personal and social universe as well as community life. The causes are numerous and complex, but, as noted earlier, the program is not the appropriate place to analyze them. Only concrete realities, with which the students can identify, will be presented in the program.

One fact, however, does stand out: the perception of sexuality has broadened in Québec, as it has elsewhere. Previously biased by marked emphasis on the physical, on activities of an overtly sexual nature and on procreation, sexuality today covers a range of aspects of personal and social life. It is now perceived as a way of being, of communicating, of imprinting the personality and of developing one's potential as men and women, on whatever level, be it the individual, the interpersonal, the familial or the occupational.

This broader perspective on sexuality has been paralleled by important changes in attitudes and behaviours. Certain teachings and traditional models have been seriously questioned. Newly emerging movements have made numerous demands, such as banishing sexual discrimination, sexual freedom, free abortion on demand, controlled family planning, respect for all sexual orientations and a redefinition of male-female relations in couples and families.

---

<sup>1</sup> Comité catholique du C.S.E. **Sex Education in Québec's Catholic Schools**, (Québec, 1976,) p. 8.

Simultaneously, as a reflection of the present consumer society, sexuality, considered from a narrower perspective, has become almost a commercial commodity. Under the influence of the media, such as films, videos, pornographic magazines and records, sexuality has too often become a factor in personal and group alienation: the destruction of certain moral values, the disintegration of the nuclear family, the relative popularity of new sexual practices, the obsession with profit and the sometimes unbridled exploitation of the human body.

This sexual revolution has produced both very good and very bad results. Although it has contributed to changing people's negative and puritanical concepts of sexuality, and has occasionally established more equitable and more responsible relationships between men and women, sexuality is still shrouded in emotionally charged "social practices" that often leave people feeling bewildered, helpless and vulnerable.

This situation creates a particular set of problems in educating young people. Adolescents who have not yet integrated their vision of the world into a coherent whole are often dramatically confronted with conflicting values, and are sometimes influenced by unwholesome sensationalism and permissive behaviours that are still in vogue. Despite all the readily available information urging cautious attitudes, such as "safe sex", young people are sometimes forced to deal with situations that may not be conducive to sound, balanced, responsible and fulfilling development. Premature sexual relations, unwanted pregnancies, sexually transmitted diseases, psychological turmoil, the inability to develop a healthy and positive sexuality often plague young people in this fast-paced, iconoclastic society.

In light of young people's needs, educators must therefore help the students understand themselves, discuss these issues in an enlightened and analytical way, and to integrate their sexuality into their lives so that it becomes a genuine source of stability and happiness. It is hoped that in their turn, young people will help to initiate a renewal of the more positive aspects of traditional society.

#### 4.2 Role of the Family

Sex Education first takes place within the family, and parents are responsible for the sound sexual and affective development of their children. During the children's formative years, the family is basically the only unit that can ensure this development.

The family's influence may be deep and decisive, positive or negative. Within the family children first develop their personal sexual identity, which will have a great influence on the quality of their adult lives.

In family situations, the example of the parents and their rapport with their children will determine children's earliest knowledge and images of the sexuality of a couple. Children become aware of the phenomena of pregnancy and birth, learn about sexual roles, establish their sexual identities as boys or girls and experience their first important feelings of love, tenderness, sharing and giving of oneself.

However, difficulties are often experienced within the family, and these problems often prevent it from being the calm, positive, straightforward and orderly influence that family members would like it to be. The family is a microcosm of society subjected to life's ups and downs. No wonder, then, that parents are often consciously or unconsciously limited in their endeavours to educate their children. Parents' attempts may be hampered by psychological blocks resulting from their own conditioning: uneasiness in talking about certain subjects; marital problems; parent-adolescent conflicts; or separation.

In this respect, parents, as with everyone who is involved in a difficult task, often need help.

#### 4.3 Role of the School

Although the family has a primary role to play in Sex Education, the school also has an indisputable and essential role: that of support and complementarity.

The school has a direct responsibility in the area of sex education. This responsibility is not meant to complete what is missing in the family or to compensate for a lack of sex education. As the school is a place where the child and the teenager gain valuable experience in human relationships, it has an important role to play: that of allowing young people to come to grips with the essential elements of their sexual and affective development more systematically and within a wider context than the family unit allows.<sup>1</sup>

---

<sup>1</sup> Comité catholique du C.S.E., **Sex Education in Québec's Catholic Schools**, (Québec, 1977,) p. 19.

Whether we like it or not, the school plays a role at this level, even if it is only by the way it treats boys and girls, by answering or not answering young people's questions, by reacting to events of a "sexual" nature, by participating in young people's conversations. Rather than letting these various factors play a random role within the school, it is preferable to channel them into a more structured educational project.

In fact, the school can no longer abstain from offering instruction in this domain, no more than it can prevent the physical growth of the child. Whether the school makes a lucid effort in this direction or not, attitudes and values are formed in the school environment and knowledge is transmitted in the same environment.<sup>1</sup>

Beginning with the young people's needs, the Comité catholique du Conseil supérieur de l'Éducation has clearly described the specific tasks of schools concerning sex education.

This education, as we have said, is rooted in the family, but needs to be expanded beyond the family experience. Psychological studies have shown how young people as they gradually begin to acquire a personal identity, feel the need to look outside the family confines, to sort of distance themselves from their parents, to measure themselves against other models, other examples.<sup>2</sup>

Through its educational project, the school is responsive to young people's needs:

The school can play an important role by providing organized and scientifically based information on sexuality, by encouraging the student to talk freely with the educators and to develop healthy relationships with other students of the same age group, and by making it possible for young people to think seriously about what their sexual and emotional development implies and to work out a system of values. In this area, the school does not necessarily do a better job than the parents, it does a **different** one. In other words it operates in its own way; it is organized and methodical, uses appropriate pedagogical methods and relates to what happens at school. This specific contribution means that the school can extend, complete and renew to a certain extent the educational activity of the parents. This contribution is more than valid, it is indispensable, even if the family itself fulfils its role entirely.<sup>3</sup>

---

<sup>1</sup> Comité protestant du C.S.E., **Sex Education in Québec's Protestant Schools**, (Québec, 1978,) p.3.

<sup>2</sup> Comité protestant du C.S.E., **Sex Education in Québec's Catholic Schools**, (Québec, 1976,) p. 20.

<sup>3</sup> Ibidem, p. 25.

In other words, the school has an important role to play in sex education because of the extent of its involvement in the overall development of young people. Its instructional facilities and the social framework it provides make it an essential partner for parents, without in any way absolving the parents of their responsibilities.

The course of action taken by the school seems to fulfill the expectations of a very large majority of Québec citizens and organizations. In fact, as a result of the positive response to the consultation on the Green Paper on elementary and secondary education, a survey done in 1980 among the school boards showed almost complete unanimity. A great number of organizations, such as the Federation of the Québec Catholic School Commissions, the Council on the Status of Women, the Centrale de l'enseignement du Québec, the Conseil des Affaires sociales et de la famille and the Comité épiscopal de l'éducation also support the idea of appropriate educational activities in school, even if they do not recommend the same teaching methods.

The hesitations, the reluctance of some parents, are understandable as the question is a very delicate one. Moreover, awkward errors and mistakes could be detrimental to young people, whose urgent needs and rights are spurring educators on to progress. However, this is no small challenge; increased attention must be paid to developing programs, training educators and choosing instructional material.

The fact that sex education is addressed to groups in which all the students have not necessarily reached the same level of psychological and sexual development worries some parents. No one is claiming that sex education is more difficult than any other education. However, it is so important for young people to talk with their peers about the issues involved in an organized and positive way, and as they get older, it is so necessary for them to speak with people other than their parents, that educators must take up the challenge. The difficulty of the task requires thoughtfulness and prudence; any offense to a young person's modesty is inexcusable. The close cooperation of parents is therefore essential.

#### 4.4 Values

It is not feasible to consider Sex Education without referring to values because it is linked to people and to human behaviour; because society has taken a moral stand on it; and because it continues to be of concern for all religious denominations. The Sex Education section is neither a moral

education program nor or a religious education program, and is not intended to replace these two programs. It is, however, important to identify the values on which it is based and to point out briefly its links with the religious and moral education programs.

This is especially important because, in addition to providing young people with the information they need, the Sex Education section should provide them with the opportunity to reflect and to develop, encouraging them to make enlightened decisions and to adopt responsible and mature behaviour.

The question is complex. Owing to the pluralistic nature of society and the many different factors at stake, sex education must be treated with subtlety, without oversimplification. This sensitivity, respect for people and spirit of cooperation will make it possible to encourage young people's personal growth and social harmony in the context of the sex education learning process.

#### 4.4.1 Human Values

Considering our cultural heritage, the global concept of sex education introduced earlier, and the fact that this course is intended as group education within a specific school system, the present program is based on a certain number of human values on which there is a general consensus in society. Without arranging them in order of priority, some of these values include:

- . love of life
- . appreciation of, and respect for one's own body
- . respect for others, whatever their physical characteristics and sexual orientations
- . search for and acceptance of one's own identity and the ensuing responsibilities
- . respect for freedom
- . sense of responsibility in sexual behaviour
- . understanding of love developing on both physical and spiritual levels
- . understanding of and importance of pleasure
- . understanding of sharing and commitment in a couple
- . equality of all people regardless of their sex
- . appreciation of the richness and mystery of sexuality, as live-giving energy and a means of communion
- . willingness to explore inner spiritual matters revealing the deepest meaning of human existence
- . willingness to give of the self
- . discipline and discernment in choosing different paths that are conducive to development.

#### 4.4.2 Paths of Growth

In addition to these values which may be interpreted differently by various individuals and cultures, the Sex Education section should clearly define the models of growth or the axes of development it favours. Educators should present these axes of development with care and tact, without making those who disagree or who have trouble understanding them feel guilty. Nor should educators place in jeopardy the teaching methods that will be applied, which could and in fact should be part of an active educational process that respect the students' freedom and intelligence. Along with the above-mentioned values, these axes of development serve as a stimulus for the whole program and act as a reference for authors of teaching materials and for the various educators in schools.

- . Although respect and understanding for all individuals regardless of their sexual orientations is encouraged in the present program, heterosexuality as a path of growth towards complete psychosexual maturity is given priority.
- . Although a variety of rewarding friendships is respected in the present program, a genuine and personal commitment of partners toward each other is favoured, as the couple and the family are basic realities in our culture.
- . Although the meaning and value of having children are discussed in the present program, free choice and responsibility with respect to procreation are firmly advocated in the program.
- . Although in the program the belief is endorsed that sexual relations can and do contribute to the maturity of many people, it is assumed that sexual relations are not essential to people's stability and development. Despite the fact that people are sexual beings, sexual activity remains a question of free personal choice.
- . Although the specific natures of men and women are respected in the program, the equality of the sexes is firmly advocated.

#### 4.4.3 Relationships with Moral and Religious Concepts

The Sex Education section has its own objectives, as opposed to the Moral Education and Religious Education programs, in which the question of sexuality is explicitly discussed and developed from a moral and religious point of view. This is done so that the young people's freedom of conscience is completely respected.

It is clear, however, that the school should organize its educational activities so that programs do not contradict each other, particularly when these programs closely interact with one another. Sex Educators should therefore make it their ethical practice to observe the requirements of compatibility. Educators are urged:

- . To encourage young people to find parallels with the Moral and Religious Education programs.
- . To indicate the importance of giving a certain coherence to their own lives and to their visions of sexuality.
- . To respect the basic themes of the Moral and Religious Education programs and to respect the development of young people's reflections, in the light of all reference points available to them.

## 5. Guiding Principles of the Program

Sex Education is based on a number of principles which clarify and delineate the subject. Five basic principles may be identified, as follows:

1. Sexuality should be considered in a positive manner. A creative force that is life-giving and life-enhancing, sexuality can be integrated rationally, sensitively, meaningfully, responsibly and morally so as to become a rich source of personal development and satisfaction.
2. The path leading to conscious, responsible sexuality involves a long learning process. This process is not intended to subdue or repress sexual desires and impulses, but rather to discipline and humanize them. Far from attempting to repress or inhibit, educators should make efforts to bring students' sexual impulses into the open and integrate them into their lives.
3. Sex Education should be taught with respect for the psychology, modesty, emotions, beliefs and personal rights of the young.
4. Sex Education does not include activities of an overtly sexual nature or any situations of nudity. Its primary functions are to stimulate reflection and to foster the maturing process.
5. Sex Education aims at giving young people an opportunity to consider all the dimensions of their sexuality. Therefore, it does not avoid mentioning the possible moral and religious dimensions. Sex Education does not, however, replace the contributions of the Moral and Religious Education programs in their particular domain. Moral and Religious values specific to the various religious denominations are discussed only in the context of the Moral and Religious Education programs.

## 6. Orientations of the Sex Education Section

In order to be effective a program cannot merely propose "guiding principles." On the contrary, these principles must be translated into specific objectives and intentions which in turn determine the general orientations of the program. In order to begin this work in a clear and well-ordered way, the following four elements may be identified:

Global Objective of the Sex Education Section

Major Axes

Goals

General Objectives in **Elementary** School

### 6.1 The Global Objective of the Sex Education Section

Considering the issues of sex education in Québec and the schools' specific roles the objective of sex education in the schools must ultimately take two requirements into consideration:

- . To continue the education that was initiated in the family context.
- . To orient this education towards developing the students' abilities to become men and women.

This ability includes, in particular, the capacity to open up to others and to establish relationships through which love, friendship, responsibility and justice help the students reach higher levels of personal and social development.

Thus, the global objective of Sex Education is as follows:

To offer young people the opportunity to discover and understand the dimensions of their sexuality, to integrate these dimensions into their personalities in a positive way, and thus, to reach their potential as sexual beings harmoniously and responsibly in accordance with their goals as individuals and members of society.

## 6.2 Major Axes

The program is based on three major axes around which the lives of all people as sexual beings revolve. The other objectives are described in terms of these major axes.

The first axis concerns the awareness of the individuals' identities, the knowledge and perception of the self through different stages of their sexual development (personal relationships).

The second axis deals with the situations in which people try to establish life-enhancing contacts with others, making it possible to define beneficial personal guidelines as sexual beings (interpersonal relationships.)

The third axis relates particularly to the personal and social roles that all people play as men or women (social relationships).

## 6.3 Goals

Taking these major axes into account, the global objective stated earlier is broken down into three goals which characterize sex education in both elementary and secondary school.

These goals concern the knowledge to be acquired as well as the attitudes and behaviours to be adopted towards the self and others. Through these goals, sex education is designed to help and to support young people to discover and affirm their status as boys or girls who are progressing toward maturity.<sup>1</sup>

1. To foster the students' development of a positive and rewarding perception of the students' physical, psychological and sexual identity, as boys or girls and the harmonious integration of the various dimensions of sexuality into their personalities.
2. To foster the students' awareness of others as sexual beings as well as to promote a better understanding of the affective, psychological, social and moral conditions that enrich human relationships and the development of personal guidelines for acting as responsible men and women within couples and families.

---

<sup>1</sup> Assemblée des évêques du Québec, **Déclaration sur l'éducation sexuelle** dans les écoles, (May 1981).

3. To foster the students' analytical understanding of the social and cultural realities of sexuality, and a positive attitude toward sex roles on the occupational, family and social levels.

#### 6.4 General Objectives in **Elementary** School

The objectives of Sex Education are based on all related material in elementary and secondary school. The objectives help the teachers acquire an overview of the subject matter that is developed during the eleven years of elementary and secondary schooling. However, there are some objectives specific to elementary school and others specific to secondary school.

In order to determine what is specific to each of elementary and secondary schools, further analysis is undertaken and the characteristics, needs and development of the target population are taken into consideration. The results of this analysis make it possible to determine the general objectives for each of the school levels. In the elementary school, the general objectives are designed to encourage the students:

1. To value their bodies as sexual realities.
2. To integrate the various dimensions of human sexuality.
3. To become aware of the various types of sexual exploitation to which they could be subjected.
4. To become aware of the social dimension of the expression of human sexuality, particularly in relation to the family.
5. To understand the phenomenon of birth.

### General Orientations of Sex Education in Elementary School

Global  
Objective  
of Sex  
Education

To offer young people the opportunity to discover and understand the dimensions of their sexuality, to integrate these dimensions into their personalities in a positive way, and thus, to reach their potential as sexual beings harmoniously and responsibly in accordance with their goals as individuals and members of society.



Goals of Sex  
Education  
Based on the  
Three Main Axes  
of People's  
Sexual Lives

1. To foster the students' development of a positive and rewarding perception of their physical psychological, and sexual identity, as boys or girls and the harmonious integration of the various dimensions of sexuality into their personalities.
2. To foster the students' awareness of others as sexual beings as well as a better understanding of the affective, psychological, social and moral conditions that enrich human relationships and the development of personal guidelines for acting as responsible men and women within couples and families.
3. To foster the students' analytical understanding of the social and cultural realities of sexuality, and a positive attitude toward sex roles on the occupational, family and social levels.



The students are  
encouraged:

General  
Objectives  
of Sex  
Education  
in the  
Elementary  
School

1. To value their bodies as sexual realities.
2. To integrate the various dimensions of human sexuality.
3. To become aware of the various types of sexual exploitation to which they could be subjected.
4. To become aware of the social dimensions of the expression of human sexuality, particularly in relation to the family.
5. To understand the phenomenon of childbirth.

## 7. Learning Content and Objectives

### 7.1 Learning Content

The general elementary school objectives should be translated into a number of sequences that teachers can use directly in their educational activities. These sequences include specific content and objectives.

The content of this section is centred around the three axes indicated earlier, which are always interrelated.

With respect to **relationships with the self**, the proposed content deals with the students' awareness of the human body in terms of sexual characteristics, sexual differences and changes that occur at puberty.

With respect to **interpersonal relationships**, basically the meeting of one person with another of the opposite sex, the content broadly deals with the various forms of sexual expression, sexual awakening as a new means of getting to know another person and the prevention of different types of sexual exploitation.

With respect to the **students' relationships with the social environment**, which is limited particularly to the family and the school, the content deals with sex roles, sex-role stereotypes, norms and values associated with the expression of sexuality, and, finally, with reproduction from an interpersonal and social point of view.

The order in which the three axes were described above does not necessarily mirror the students' chronological development in which the awareness of others precedes self-awareness; the order simply reflects instructional concerns. As noted, the axes are interrelated and may be explored with this in mind.

The following chart gives a detailed description of the learning content (work themes, content) for the Sex Education section in elementary school.

**Distribution of the Learning Content of  
Sex Education in Elementary School**

| Type of Relationship                                                                                                                | Field of Activity                                           | Work Theme                    | Content                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The students' relationships with themselves in which they endeavour to affirm their sexual identity                                 | Valuing their bodies as sexual realities                    | The Human Body                | <ul style="list-style-type: none"> <li>- the body's potential</li> <li>- physical sensations</li> <li>- physical expression</li> <li>- advantages of having a body</li> <li>- potential of a well-developed body</li> </ul>                                                                                                                                                                                                        |
|                                                                                                                                     |                                                             | Male-Female                   | <ul style="list-style-type: none"> <li>- parts of the body</li> <li>- external-internal parts</li> <li>- the female body; the male body</li> <li>- differences between males and females</li> <li>- male and female genital organs</li> <li>- functions of the genital organs</li> <li>- relative advantages of each sex</li> <li>- common future possibilities</li> </ul>                                                         |
|                                                                                                                                     |                                                             | Puberty                       | <ul style="list-style-type: none"> <li>- anatomical, physiological and psychological changes at puberty</li> <li>- menstrual cycle and ejaculation</li> <li>- reasons for the changes</li> <li>- individual rates of growth</li> <li>- feelings about these changes</li> <li>- reproduction capabilities</li> <li>- implications of the reproduction capabilities</li> </ul>                                                       |
| The students' relationships with others in which they endeavour to establish a beneficial link of complementarity and communication | Becoming aware of the various dimensions of human sexuality | Expression of Human Sexuality | <ul style="list-style-type: none"> <li>- sexuality</li> <li>- vocabulary related to sexuality</li> <li>- situations allowing the expression of sexuality</li> <li>- various forms of expression of human sexuality</li> <li>- personal means of expressing their sexuality</li> <li>- dimensions of human sexuality</li> <li>- distinction between sensuality and sexuality</li> <li>- personal conception of sexuality</li> </ul> |

**Distribution of the Learning Content of  
Sex Education in Elementary School**

| Type of Relationship                                                                                                                  | Field of Activity                                   | Work Themes                    | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The students' relationships with the social environment in which they endeavour to become involved in a world influenced by sexuality | Preventing sexual exploitation                      | Sexual Awareness               | <ul style="list-style-type: none"> <li>- signs of sexual awareness</li> <li>- links between sexual signs and puberty</li> <li>- personal feelings</li> <li>- sexual awareness as a means of getting to know the opposite sex</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                       |                                                     | Sexual Exploitation            | <ul style="list-style-type: none"> <li>- definition of the term "exploitation"</li> <li>- sexual exploitation</li> <li>- situations involving sexual exploitation</li> <li>- distinction between "sexual exploitation" and "signs of affection"</li> <li>- focus of exploitation</li> <li>- types of people who practise sexual exploitation</li> <li>- fundamental rules in case of sexual exploitation</li> </ul>                                                                                                                                                                                                             |
|                                                                                                                                       | Becoming aware of the social dimension of sexuality | Roles and Sex Role Stereotypes | <ul style="list-style-type: none"> <li>- personal expression of their sexual identity</li> <li>- men's and women's expressions of sexual identity</li> <li>- various means of expressing their sexual identity</li> <li>- necessity of sexual roles</li> <li>- characteristics of each sex</li> <li>- distinction between sex roles and sex role stereotypes</li> <li>- effects of sex role stereotypes</li> <li>- roles usually attributed to men and women</li> <li>- ideal models</li> <li>- flexibility of roles</li> <li>- definition of a role stereotype</li> <li>- stereotypes in life and in career choices</li> </ul> |

**Distribution of the Learning Content of  
Sex Education in Elementary School**

| Type of Relationship | Field of Activity                          | Work Themes             | Content                                                                                                                                                                                                                                                                                                                                            |
|----------------------|--------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |                                            |                         | <ul style="list-style-type: none"> <li>- personal stereotypes</li> <li>- possibility of adopting roles attributed to others</li> <li>- personal feelings</li> </ul>                                                                                                                                                                                |
|                      |                                            | Social Norms            | <ul style="list-style-type: none"> <li>- definition of "norms"</li> <li>- norms in life</li> <li>- norms of sexuality</li> <li>- sexual norms in other societies and other times</li> <li>- omnipresence of sexual norms</li> <li>- personal opinions on the necessity of sexual norms</li> </ul>                                                  |
|                      |                                            | Values Underlying Norms | <ul style="list-style-type: none"> <li>- values linked to norms</li> <li>- relationship between values and norms</li> </ul>                                                                                                                                                                                                                        |
|                      | Understanding the Phenomenon of Childbirth | Childbirth              | <ul style="list-style-type: none"> <li>- reasons for having children</li> <li>- reproductive process</li> <li>- fetal development</li> <li>- changes occurring in parents and reasons for changes as a result of a birth</li> <li>- stages of delivery and roles of each parent</li> <li>- necessity of taking care of the newborn baby</li> </ul> |

## 7.2 Learning Objectives

The specific objectives of this section are closely related to learning content. To give readers an overview of all the learning objectives for elementary school, the following chart presents the general objectives as well as the terminal objectives of the cycles related to them.

To give readers an overview of all the learning objectives for elementary school, the following chart presents the general objectives as well as the terminal objectives of the cycles related to them.

The pages that follow give each terminal objective for both cycles of the elementary level, with the intermediate objectives related to them.

### Distribution of the Objectives of Sex Education in Elementary School

| General Objectives                                                                               | Terminal Objectives                                                                                            | Intermediate Objectives * |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------|
| The students are encouraged:                                                                     | The students should be able:                                                                                   |                           |
|                                                                                                  | 1st cycle                                                                                                      |                           |
|                                                                                                  | T.1 To appreciate the potential of their bodies.                                                               | (7)                       |
|                                                                                                  | T.2 To identify the differences and similarities between boys' and girls' bodies.                              | (6)                       |
|                                                                                                  | T.3 To appreciate being boys and girls.                                                                        | (5)                       |
|                                                                                                  | 2nd cycle                                                                                                      |                           |
| 1. To value their bodies as sexual realities.                                                    | T.1 To show an understanding of the concept of sexuality.                                                      | (4)                       |
|                                                                                                  | T.2 To identify the male and female genital organs and their functions.                                        | (8)                       |
|                                                                                                  | T.3 To show an understanding of the anatomical, physiological and psychological changes that occur at puberty. | (6)                       |
|                                                                                                  | T.4 To show an understanding of their capacity to reproduce.                                                   | (4)                       |
| 2. To integrate the various dimensions of human sexuality.                                       | 1st cycle                                                                                                      |                           |
|                                                                                                  | T.4 To identify different ways of expressing human sexuality.                                                  | (8)                       |
|                                                                                                  | 2nd cycle                                                                                                      |                           |
|                                                                                                  | T.5 To show an understanding of the main characteristics of sexual awakening.                                  | (4)                       |
| 3. To become aware of the various types of sexual exploitation to which they could be subjected. | 1st cycle                                                                                                      |                           |
|                                                                                                  | T.5 To show an understanding of what to do in case of sexual exploitation.                                     | (7)                       |
|                                                                                                  | 2nd cycle                                                                                                      |                           |
|                                                                                                  | T.6 To show an understanding of what to do in case of sexual exploitation.                                     | (6)                       |

\* The numbers in brackets correspond to the number of intermediate objectives related to each terminal objective.

| General Objectives                                                                                                        | Terminal Objectives                                                                                   | Intermediate Objectives * |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------|
| 4. To become aware of the social dimensions of the expression of human sexuality, particularly in relation to the family. | 1st cycle                                                                                             |                           |
|                                                                                                                           | T.6 To define the concept of sex role.                                                                | (5)                       |
|                                                                                                                           | T.7 To define the concept of sex role stereotypes.                                                    | (6)                       |
|                                                                                                                           | 2nd cycle                                                                                             |                           |
|                                                                                                                           | T.7 To recognize the many different sex roles assumed by men and women and to choose their own roles. | (9)                       |
|                                                                                                                           | T.8 To show an understanding that certain norms guide the expression of sexuality.                    | (8)                       |
| 5. To understand the phenomenon of childbirth.                                                                            | T.9 To show an understanding of the values underlying the norms guiding the expression of sexuality.  | (9)                       |
|                                                                                                                           | 1st cycle                                                                                             |                           |
|                                                                                                                           | T.8 To show an understanding of the phenomenon of childbirth in biological and psychological terms.   | (5)                       |
|                                                                                                                           | 2nd cycle                                                                                             |                           |
|                                                                                                                           | T.10 To show an understanding of the phenomena of fertilization and childbirth.                       | (5)                       |

- \* The numbers in brackets correspond to the number of intermediate objectives related to each terminal objective.

The objectives have been developed in accordance with each cycle. In this document the content and objectives are not distributed for each grade; this distribution is left to the discretion of the educational milieu. It is felt that parents and teachers will be able to adjust the objectives to the reality of their milieu. They are encouraged to consult with each other and to distribute the content and objectives according to their perception of the young people in their community.

Terminal and Intermediate Objectives

First Cycle

### **Content of the Section**

The following pages give a detailed description of the section. Each learning objective is broken down into the terminal objectives, the intermediate objectives and the learning content related to them.

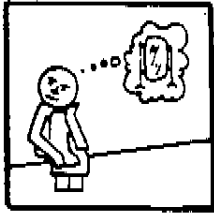
To understand the section fully, educators are encouraged to understand the dynamics of each chart.

The **intermediate objectives** are frequently presented in a gradual and orderly progression. Very often, they use the young people themselves as a starting point: what they know, feel, say and discuss with their friends. These objectives are designed to appeal to the students' responsibility for choosing their own personal development. This educational process is likely to arouse and sustain young people's interest, and it also seeks to help them develop their independence, internalization abilities and personal integrity. Teachers are responsible for complementing the information provided by the students, helping them attain the terminal objectives and exercise the values underlying these objectives.

The "Related Content" column contains various elements from which teachers should select relevant information, formulate it and arrange it in order of priority. Additional learning, knowledge, attitudes and behaviours are explored, and often the students give conflicting responses. These elements are often presented as suggestions or illustrations for teachers, who should, therefore, not consider these aids exhaustive or compulsory. It is their responsibility to evaluate the material and judge which elements are essential.

The negative aspects of sexuality are often mentioned in these elements of related content, particularly if they refer to the students' expression of their feelings. Although teachers should attempt to restore the positive aspect of sexuality, they should be careful not to dismiss the complexity of real-life situations, particularly the complexity of young people's experiences. This positive-negative dialectic enables young people to progress. In order for the learning objectives to be as effective as possible, it is important that in the expression of feelings, the negative elements in the experiences must be allowed to emerge.

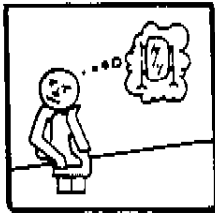
Finally, the intermediate objectives and the related content should never be viewed as separate entities, but rather as interrelated and existing as an organic whole to support the terminal objective.

**THEME: The Human Body****TERMINAL OBJECTIVE 1**

TO APPRECIATE THE POTENTIAL OF THEIR BODIES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1 To state in their own words what they can do with their bodies and what can happen to their bodies.</p> | <p>What they can do:</p> <ul style="list-style-type: none"> <li>. eat, drink, sleep</li> <li>. play, do sports, run</li> <li>. dance</li> <li>. have children</li> <li>. observe nature</li> <li>. listen to music</li> <li>. smell flowers, touch objects, taste delicious fruit</li> </ul> <p>What can happen to them:</p> <ul style="list-style-type: none"> <li>. growth</li> <li>. injury</li> </ul> |
| <p>1.2 To express in their own words the feelings they can experience with their bodies.</p>                   | <p>What they can feel:</p> <ul style="list-style-type: none"> <li>. happiness, sorrow, pleasure, pain</li> </ul>                                                                                                                                                                                                                                                                                          |
| <p>1.3 To state in their own words what they can communicate with their bodies.</p>                            | <p>What they can communicate:</p> <ul style="list-style-type: none"> <li>. feelings, thoughts</li> <li>. strength</li> <li>. other</li> </ul>                                                                                                                                                                                                                                                             |
| <p>1.4 To discuss with their friends that which would be impossible to do if they did not have bodies.</p>     | <p>They could not:</p> <ul style="list-style-type: none"> <li>. smell</li> <li>. grow</li> <li>. think</li> <li>. smile</li> <li>. play</li> <li>. embrace others</li> <li>. speak</li> <li>. kiss those they love</li> <li>. other</li> </ul>                                                                                                                                                            |
| <p>1.5 To discuss with their friends the physical capacities of the body.</p>                                  | <p>Potential of the body:</p> <ul style="list-style-type: none"> <li>. actions</li> <li>. feelings</li> <li>. expression</li> </ul>                                                                                                                                                                                                                                                                       |
| <p>1.6 To indicate what they can do now that they could not do when they were very young.</p>                  |                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>1.7 To indicate interesting activities that they will be able to do when they reach adulthood.</p>          | <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>. drive a car</li> <li>. go to bed as late as they like</li> <li>. fall in love</li> <li>. have children</li> <li>. other</li> </ul>                                                                                                                                                                                          |



**THEME: Male-Female**

**TERMINAL OBJECTIVE 2**

TO IDENTIFY THE DIFFERENCES AND SIMILARITIES BETWEEN BOYS' AND GIRLS' BODIES.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

2.1 To describe in their own words all the parts of the body with which they are familiar.

Diagram of the body

2.2 To complete, with the help of their peers, the list of the parts of the body.

2.3 To divide the parts of the body on the list into two groups: and the parts that can be seen and those that cannot be seen.

External parts:

. arms, legs, eyes, penis, breasts, and so on

Internal parts:

. stomach, intestines, uterus, vagina, and so on

2.4 To locate the parts of the body on an anatomical diagram.

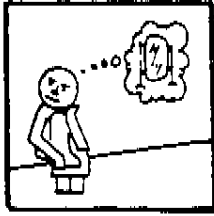
2.5 To name the parts of the body using the correct terms.

2.6 To classify the parts of the body into those specific to girls, those specific to boys and those common to both sexes.

Parts specific to each sex:

. genital organs

Parts common to both sexes.



**THEME: Male-Female**

**TERMINAL OBJECTIVE 3**

TO APPRECIATE BEING BOYS AND GIRLS.

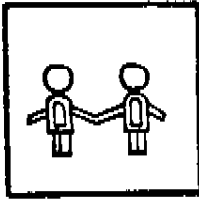
### **INTERMEDIATE OBJECTIVES**

### **RELATED CONTENT**

- 3.1 To identify what they like about being boys or girls.
- 3.2 To identify what they dislike about being boys and girls.
- 3.3 To discuss with their peers what they like or dislike about being boys and girls.
- 3.4 To name interesting activities that boys and girls can do regardless of their sex.
- 3.5 To name interesting activities that boys and girls can do together.

Possible activities:

- . reading
- . practising sports
- . collecting things
- . playing music
- . cooking
- . mowing the lawn
- . other

**THEME: Expression of Human Sexuality****TERMINAL OBJECTIVE 4**

TO IDENTIFY DIFFERENT WAYS OF  
EXPRESSING HUMAN SEXUALITY.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

4.1 To state in their own words  
what the word "sexuality" means  
to them.

4.2 To share with their peers their  
concepts of sexuality.

4.3 To list the terms they use  
when talking about sexuality.

Examples:

- . sex
- . sexual
- . sexism
- . homosexual
- . heterosexual
- . sexy
- . unisex
- . sexual relations
- . other

4.4 To give a short definition of  
each of these terms.

4.5 To describe in their own words  
the circumstances under which  
these words are used.

4.6 To recognize that human  
sexuality can be expressed in  
different ways.

Expression of sexuality:

- . through roles (social)
- . through feelings (psychoaffective)
- . through physical activities  
(biological)

4.7 To identify the ways in which  
they can express their  
sexuality.

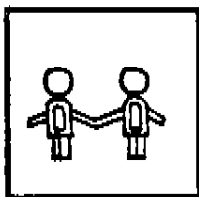
Methods:

- . through their attitudes and  
behaviours
- . through their feelings (signs of  
affection)

4.8 To identify the main aspects  
of sexuality.

Aspects:

- . social (attitudes and behaviours)
- . biological (physical activities)
- . psychoaffective (feelings)

**THEME: Expression of Human Sexuality****TERMINAL OBJECTIVE 5**

TO SHOW AN UNDERSTANDING OF WHAT TO DO  
IN CASE OF SEXUAL EXPLOITATION.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

5.1 To state in their own words  
what "exploiting someone" means.

5.2 To state in their own words what  
"sexual exploitation" means.

5.3 To identify circumstances which  
can lead to sexual exploitation.

**Situations:**

- . strangers offering candies, gifts, money
- . strangers inviting them to visit their homes
- . close relatives or friends who want to exchange genital caresses
- . persons who ask them to look at or touch their genital organs

5.4 To distinguish "sexual  
exploitation" from "signs  
of affection."

**Sexual exploitation:**

- . gesture or word of a person whose intention is to use another person to obtain genital sexual pleasure

**Signs of affection:**

- . gesture or word by which a person expresses his/her friendship or love for another person  
eg.: parents who kiss their children  
children who hold hands
- . to be tucked into bed by one's brothers and sisters
- . parents who prepare a good meal
- . other

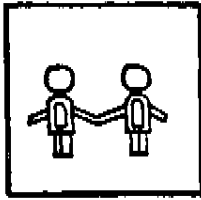
5.5 To recognize that they could  
be sexually exploited.

Possibility that it may happen to anyone

Being on one's guard

5.6 To recognize that adults,  
adolescents or peers of both  
sexes are capable of sexually  
exploiting others.

Types of abuse (exploitation)



**THEME: Expression of Human Sexuality**

**TERMINAL OBJECTIVE 5 (cont'd)**

TO SHOW AN UNDERSTANDING OF WHAT TO DO  
IN CASE OF SEXUAL EXPLOITATION.

### **INTERMEDIATE OBJECTIVES**

5.7 To show an understanding of  
the basic rules to follow in  
case of sexual exploitation.

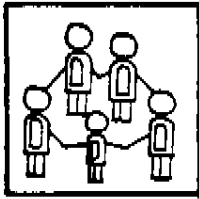
### **RELATED CONTENT**

Fundamental rules:

- . avoid all suspicious persons in the  
street, at school or in the area.

Communicate immediately with people who  
are likely to be of help:

- . block parents
- . teacher, nurse, social worker,  
policeman, school principal,  
director of youth protection
- . parents, older brothers and sisters



**THEME: Roles and Sexual Role  
Stereotypes**

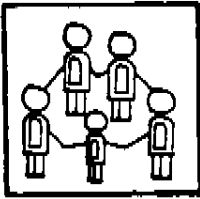
**TERMINAL OBJECTIVE 6**

TO DEFINE THE CONCEPT OF SEX ROLE.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

- 
- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p>6.1 To state what children say or do to indicate to others that they are girls or boys.</p> <p>6.2 To state what adults say or do to indicate to others that they are men or women.</p> <p>6.3 To draw up, with the help of their peers, a list of the ways used by children and adults to express that they are girls or boys, women or men.</p> <p>6.4 To recognize that there are many different ways in which people may express themselves as boys or girls.</p> <p>6.5 To recognize that people behave and speak in different ways to express themselves as boys or girls.</p> | <p>Necessity of sex roles to express a sexual identity.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|



## THEME: Sex Roles and Sex Role Stereotypes

### TERMINAL OBJECTIVE 7

TO DEFINE THE CONCEPT OF SEX ROLE STEREOTYPES.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

7.1 To produce a profile of a boy, girl, man or woman.

Elements of the profile:

- . sketch of the body
- . clothing
- . leisure activities
- . work

7.2 To reverse the profiles and apply that of the girl to the boy and vice versa.

Example: the profile of a boy which becomes that of a girl

7.3 To identify the characteristics believed to describe only one sex.

7.4 To analyze the behaviours traditionally considered more appropriate for one sex in particular.

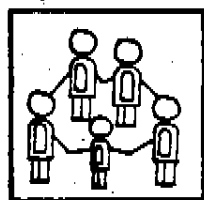
7.5 To distinguish a sex role from a sex role stereotype.

Definition:

- . sex role: everything a person says or does to express his masculinity or her femininity
- . sex role stereotype: images conforming to society's preconceived ideas about men and women

7.6 To identify the consequences of sex role stereotyping.

Limiting of expression and development.



## THEME: The Phenomenon of Birth

### TERMINAL OBJECTIVE 8

TO SHOW AN UNDERSTANDING OF THE PHENOMENON OF CHILDBIRTH IN BIOLOGICAL AND PSYCHOLOGICAL TERMS.

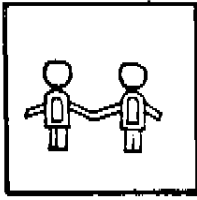
### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

- |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>8.1 To show an understanding of why men and women have children.</p>                  | <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>. they love each other</li> <li>. they love children</li> <li>. they want to start a family</li> <li>. they want to give and receive love</li> <li>. they want to transmit the fruit of their labour to children</li> <li>. they want life to continue</li> <li>. they want to provide citizens for their country</li> <li>. other</li> </ul> |
| <p>8.2 To show an understanding of the process of conception and fertilization.</p>      | <p>Reproductive process:</p> <ul style="list-style-type: none"> <li>. ovulation</li> <li>. sexual intercourse</li> <li>. fertilization</li> </ul>                                                                                                                                                                                                                                                                         |
| <p>8.3 To identify the main stages in the development of the fetus.</p>                  | <p>Development of the fetus:</p> <ul style="list-style-type: none"> <li>. development of organs and limbs</li> <li>. means of feeding</li> <li>. reactions of the fetus</li> </ul>                                                                                                                                                                                                                                        |
| <p>8.4 To describe briefly how babies are born.</p>                                      | <p>Birth of the baby:</p> <ul style="list-style-type: none"> <li>. delivery</li> <li>. welcoming the child</li> <li>. caring for the child</li> </ul>                                                                                                                                                                                                                                                                     |
| <p>8.5 To identify the points that they find unclear or that they do not understand.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                           |

Terminal and Intermediate Objectives

Second Cycle



**THEME: Expression of Human Sexuality**

**TERMINAL OBJECTIVE 1**

TO SHOW AN UNDERSTANDING OF THE CONCEPT OF SEXUALITY.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

---

1.1 To review the different ways of expressing sexuality.

cf. Terminal Objective 4  
(elementary, 1<sup>st</sup> cycle)

1.2 To identify the main aspects of sexuality.

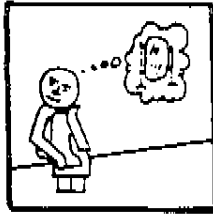
Aspects:  
 . biological  
 . social  
 . psychoaffective  
 . personal-affective  
 . ethical and religious

1.3 To distinguish sexuality from genital sex.

Distinction:  
 . sexuality: concerns the whole male or female being  
 . genital sex: concerns only the reproductive and copulatory organs  
 . sexuality and genital sex differ from each other as the whole differs from a part

1.4 To illustrate what "sexuality" means to them.

Dimension of people by which they express their maleness or femaleness.



**THEME: Male-Female**

### **TERMINAL OBJECTIVE 2**

TO IDENTIFY THE MALE AND FEMALE GENITAL ORGANS AND THEIR FUNCTIONS.

### **INTERMEDIATE OBJECTIVES**

### **RELATED CONTENT**

- 2.1 To review the main anatomical characteristics of the human body.
- 2.2 To review the medical terms for the main male and female genital reproductive organs.
- 2.3 To describe the exact location of the genital reproductive organs on a cross-sectional diagram of the body.
- 2.4 To classify the male and female genital reproductive organs into two groups: the internal organs and the external organs.
- 2.5 To identify the functions of the male and female genital reproductive organs.
- 2.6 To identify the main functions of the human reproductive system.
- 2.7 To identify points that they find unclear or that they do not understand.
- 2.8 To express their feelings concerning the genital organs and their functions.

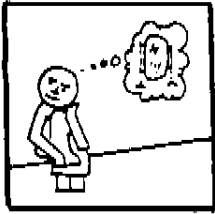
cf. Terminal Objective 2  
(1<sup>st</sup> Cycle)

Female genital/reproductive organs:  
 . vagina, vulva, clitoris, Fallopian tubes, ovaries, uterus  
 Male genital/reproductive organs:  
 . penis, scrotum, testes, seminal vesicles

Female genital/reproductive organs:  
 . internal:  
   . vagina, Fallopian tubes, ovaries, uterus  
 . external:  
   . vulva, clitoris  
 Male genital/reproductive organs:  
 . internal:  
   . testes, seminal vesicles  
 . external:  
   . penis, scrotum

Functions:  
 . reproduction (maternity and paternity)  
 . communication, pleasure, tenderness, well-being

Students' reactions or feelings

**THEME: Puberty****TERMINAL OBJECTIVE 3**

TO SHOW AN UNDERSTANDING OF THE ANATOMICAL, PHYSIOLOGICAL AND PSYCHOLOGICAL CHANGES THAT OCCUR AT PUBERTY.

**INTERMEDIATE OBJECTIVES**

3.1 To describe, in their own words, the anatomical, physiological and psychological changes that occur at puberty.

**RELATED CONTENT****Definition of puberty****Anatomical changes:**

- . rapid physical growth
- . development of certain organs (breasts, penis)
- . widening of the hips
- . broadening of the pelvis
- . muscular development
- . growth of hair (in pubic and axillary areas)
- . changes in the pitch of the male's voice
- . other

**Physiological changes:**

- . capacity to produce sex hormones bringing about the menstrual cycle in females and ejaculation in males

**Psychological changes:**

- . greater autonomy
- . emotional fragility
- . self-centeredness
- . greater attraction to the opposite sex
- . friendship - love
- . need for solitude
- . need for privacy
- . new sensations
- . other

3.2 To be aware of the phenomena of menstruation and ejaculation.

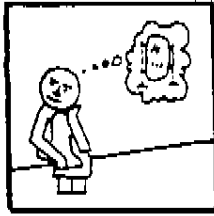
**Menstruation and ejaculation:**

- . physiology of the menstrual cycle and of the first menstruations
- . myths linked to menstruation
- . physiology of sperm production and ejaculation

3.3 To explain in their own words why these changes occur.

**Reasons:**

- . signs of sexual maturity
- . necessary and normal development

**THEME: Puberty****TERMINAL OBJECTIVE 3 (cont'd)**

TO SHOW AN UNDERSTANDING OF THE ANATOMICAL, PHYSIOLOGICAL AND PSYCHOLOGICAL CHANGES THAT OCCUR AT PUBERTY.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

3.4 To indicate that these changes do not occur at the same time for each person.

Changes:

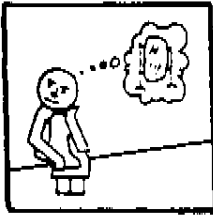
- . nature of the changes
- . rate of the changes

3.5 To express their feelings concerning these changes.

Possible feelings:

- . shyness, uneasiness linked to the external changes of the body
- . happiness of feeling at ease
- . happiness of having ties with a particular boy or girl
- . happiness of becoming men or women
- . worry at the appearance of acne, at not conforming with standards of beauty
- . shyness caused by adult teasing
- . other

3.6 To discuss with their peers, parents and teachers their questions, fears and pleasures concerning these changes.

**THEME: Puberty****TERMINAL OBJECTIVE 4**

TO SHOW AN UNDERSTANDING OF THEIR  
CAPACITY TO REPRODUCE.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- 4.1 To complete the information about the stages in the reproductive process.

Stages in the reproductive process:

- . conception
- . fertilization
- . development of the fetus
- . birth

In girls:

- . ovulation cycle

In boys:

- . production of seminal fluid (sperm)

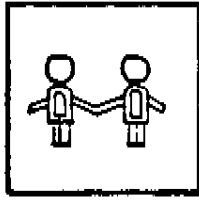
- 4.2 To identify what gives males and females the capacity to reproduce.

- 4.3 To relate their capacity to reproduce to particular signs of sexual maturity.

- 4.4 To be aware of the responsibilities implied by the capacity to reproduce.

Implications:

- . possibility of conceiving a child
- . developing new habits of personal hygiene

**THEME: Sexual Awareness****TERMINAL OBJECTIVE 5**

TO SHOW AN UNDERSTANDING OF THE MAIN CHARACTERISTICS OF SEXUAL AWAKENING.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

5.1 To identify the signs of their sexual awakening.

Physiological signs:

- . vaginal secretions in girls
- . erection in boys
- . blushing
- . nervousness, sensitivity

Emotional signs:

- . shyness
- . attraction to the opposite sex
- . desire to please the other person
- . heightened interest

5.2 To relate these signs to changes that occur at puberty.

Changes that occur at puberty:

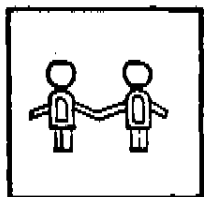
- . production of sex hormones
- . developing psychological maturity

5.3 To express their questions and feelings about these various signs.

5.4 To consider sexual awakening as a new dimension in their relationships with members of the opposite sex.

Consequences of sexual awakening:

- . opening up to others
- . attraction to others
- . beginning of amorous feelings
- . desire to be in love
- . fear of not pleasing, of being awkward, of being ridiculed

**THEME: Sexual Exploitation****TERMINAL OBJECTIVE 6**

TO SHOW AN UNDERSTANDING OF WHAT TO DO  
IN CASE OF SEXUAL EXPLOITATION.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

6.1 To state in their own words  
what "sexual exploitation"  
means.

6.2 To distinguish sexual  
exploitation from signs of  
affection.

6.3 To identify situations which  
could lead to sexual  
exploitation.

6.4 To recognize that they could  
be subjected to sexual  
exploitation.

6.5 To recognize that adults,  
adolescents and peers of  
both sexes are capable of  
exploiting others.

6.6 To identify the two basic  
rules to follow in case of  
sexual exploitation.

**Distinctions:**

- . signs of affection, tenderness, love
- . fondling of the genitals or  
exhibiting of genital organs

**Situations:**

- . strangers offering a drive home
- . strangers offering candies, gifts,  
money
- . strangers offering to take them to  
their own homes
- . close relatives or friends who want  
to exchange genital caresses
- . persons who ask them to look at or  
touch their genital organs

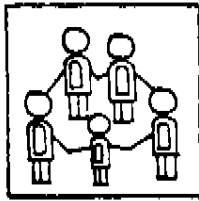
Possibility that it may happen to  
anybody, anytime, anywhere

Being on one's guard

Types of abuse (exploitation)

**Fundamental rules:**

- . avoid all suspicious persons on the  
street, at school, or in the area
- . communicate immediately with people  
who are likely to help:
  - . block parents
  - . teacher, nurse, social worker,  
policeman, school principal,  
director of youth protection
  - . parents, older brothers and  
sisters



## THEME: Sex Roles and Sex Role Stereotypes

### TERMINAL OBJECTIVE 7

TO RECOGNIZE THE MANY DIFFERENT SEX ROLES ASSUMED BY MEN AND WOMEN AND TO CHOOSE THEIR OWN ROLES.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

7.1 To review the various roles usually attributed to boys and girls.

Usual roles:

- . boys can do odd jobs, like sports, give orders, mow the lawn, take the garbage out, etc.
- . girls help in household chores, take care of the younger children, help decorate the house, etc.

7.2 To review the various roles usually attributed to men and women.

Usual roles:

- . women conceive children, breast-feed them, educate them, take care of them, clean house, administer the budget, shop, cook meals, and so on.

7.3 To observe whether or not these roles are assumed by everyone in their social environment and elsewhere.

Environment:

- . at school
- . in their groups
- . in their families
- . in other countries

7.4 To recognize that most roles can be assumed by both men and women.

Examples in the immediate environment:

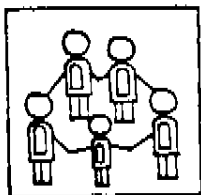
- . washing the dishes, earning money, helping the children with their homework, cooking meals, driving the children to the arena, doing odd jobs, going to school, looking after the car, doing the shopping, taking care of the children, telling stories, doing the washing, etc.

Examples in other countries:

7.5 To give a personal definition of a sex role stereotype.

Sex roles and sex role stereotypes:

- . difference between a role and a stereotype
- . difference between chosen roles and imposed roles
- . sexism



**THEME: Sex Roles and Sex Role Stereotypes**

**TERMINAL OBJECTIVE 7 (cont'd)**

TO RECOGNIZE THE MANY DIFFERENT SEX ROLES ASSUMED BY MEN AND WOMEN AND TO CHOOSE THEIR OWN ROLES.

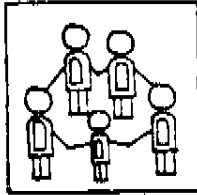
**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

- 7.6 To recognize that stereotypes exist in everyday life and in the choice of careers.
- 7.7 To identify the stereotypes that boys and girls adopt.
- 7.8 To recognize that people can assume roles usually attributed to members of the opposite sex while retaining their own sexual identities.
- 7.9 To express their feelings about the stereotypes that they adopt or could adopt.

Distinction between sexual identity and sexual role:

- . sexual identity: feeling of belonging to a sex
- . sexual role: expression of sexual identity

**THEME: Social Standards****TERMINAL OBJECTIVE 8**

TO SHOW AN UNDERSTANDING THAT CERTAIN  
NORMS GUIDE THE EXPRESSION OF SEXUALITY.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

8.1 To express what they understand  
by the word "norm."

8.2 To give examples of norms in  
various aspects of life.

Norms for:  
 . playing games  
 . regulating traffic  
 . school  
 . home  
 . other

8.3 To discuss with their peers  
the norms for the expression  
of sexuality.

8.4 To identify in their social  
environments the norms for  
the expression of sexuality.

Norms linked to the expression of  
sexuality:  
 . family norms  
 . social norms  
 . moral norms  
 . religious norms

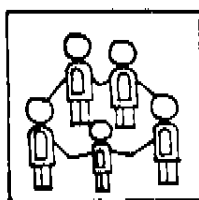
8.5 To state whether sexual norms  
exist in other cultures, or  
whether they existed in the  
past.

8.6 To recognize that sexual norms  
are present in all aspects of  
life.

8.7 To explain why these norms  
exist.

Role of norms:  
 . personal or social guide for the  
quality of life.

8.8 To give their opinions on the  
need for norms for the expression  
of sexuality.



## **THEME: Values Underlying the Norms**

### **TERMINAL OBJECTIVE 9**

TO SHOW AN UNDERSTANDING OF THE VALUES UNDERLYING THE NORMS GUIDING THE EXPRESSION OF SEXUALITY.

### **INTERMEDIATE OBJECTIVES**

### **RELATED CONTENT**

9.1 To identify the norms for adolescent sexual behaviour.

Norms for:

- . going out together (dating)
- . kissing
- . parties
- . flirting
- . petting
- . pornographic magazines
- . other

9.2 To indicate the reasons usually given to justify these norms.

Reasons given by:

- . the family
- . the school
- . their groups of friends
- . adults in general
- . their religions

9.3 To discuss with their peers the validity of these reasons.

Elements of discussion:

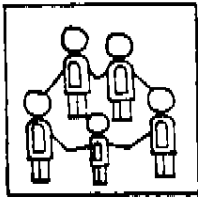
- . obstacles to or causes of psychosexual development

9.4 To identify the values underlying these norms.

Examples of values:

- . attaining personal maturity
- . appreciation, respect, love of one's body
- . respect for others
- . sense of responsibility in sexual acts
- . equality of the sexes
- . respect for freedom
- . sense of sharing
- . love
- . sense of judgment
- . pleasure
- . joy
- . communication
- . other



**THEME: The Phenomenon of Birth****TERMINAL OBJECTIVE 10**

TO SHOW AN UNDERSTANDING OF THE PHENOMENA OF FERTILIZATION AND CHILDBIRTH.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

10.1 To explain the process of human conception.

Conception:  
 . ovulation  
 . sexual intercourse  
 . fertilization

10.2 To describe the development of the fetus.

Development of the fetus:  
 . life of the egg  
 . embryo  
 . fetus  
 . description of uterus  
 . development of organs  
 . development of limbs  
 . means of feeding  
 . duration of pregnancy  
 . reactions of the fetus

10.3 To give a short description of the changes that parents undergo during a pregnancy and to explain why these changes occur.

Mother:  
 . physical changes  
 . emotional changes  
 . other changes

Father:  
 . emotional changes  
 . other changes

10.4 To describe the stages in childbirth and the roles played by each parent.

Stages:  
 . first signs of labour  
 . delivery  
 . cutting the umbilical cord  
 . welcoming the child

10.5 To understand that looking after a newborn baby requires considerable attention and commitment.

Celebrating recent births in the neighbourhood

For the children this may mean one of the following:

. taking care of a younger child  
 . taking care of a plant  
 . taking care of a pet

## Bibliography

- Alsteins, A. **La masturbation chez l'adolescent.** Brussels: Desclée de Brouwer, 1967.
- Assemblée des évêques du Québec. **Une approche pastorale de l'éducation sexuelle.** Déclaration du Comité épiscopal de l'éducation, Secrétariat de l'épiscopat. Montréal: 1981.
- Baker, Robert and Frederick Elliston eds. **Philosophy and Sex.** Buffalo: Prometheus Books, 1975.
- Berge, André. **L'éducation sexuelle chez l'enfant.** Éd. P.U.F.: Coll. S.V.P., 1970.
- Bourgeault, G. "Sexualité humaine: enjeux éthiques et Montréal: politiques." In **Cahier de recherches éthiques** 3. Montréal: Fides, 1976, 61-72.
- Broderick, Calfred B., and Jessie Bernard. **The Individual, Sex and Society.** Baltimore: Johns Hopkins Press, 1969.
- Brown, Lorna ed. **Sex Education in the Eighties. The Challenge of Healthy Sexual Evolution.** New York: Plenum Press, 1981.
- Bureau de consultation jeunesse inc. **La sexualité des 15-20. La comprendre - La vivre.** Fédération du Québec pour le planning des naissances. 4th ed. Montréal: 1981.
- Burt, John and Linda A. Brower. **Education for Sexuality: Concepts and Programs for Teaching.** Philadelphia: Saunders, 1975.
- Burt, John and Linda B. Meeks. **Towards a Healthy Sexuality.** Philadelphia: Saunders, 1973.
- Calderone, Mary S. ed. **Sexuality and Human Values. The Personal Dimensions of Sexual Experience.** New York: SIECUS, 1974.
- Cohen, J. et al. **Encyclopédie de la vie sexuelle: de l'anatomie à la psychologie.** 5 volumes, Paris: Hachette, 1976.
- Conseil du statut de la femme. **Pour les Québécoises, égalité et indépendance.** Ch. I, II, Éditeur officiel du Québec: Bibliothèque nationale du Québec, 1978.
- Conseil supérieur de l'éducation. **L'éducation sexuelle, Recommandations au ministre de l'Éducation.** Québec; 1981.
- Crépault, Claude. **La complémentarité érotique.** Ottawa: Educom, 1976.

- Crépault, Claude, Joseph Josy Lévy and Henri Gratton eds. **Sexologie contemporaine.** Québec: Presses de l'Université du Québec, 1981.
- Crépault, Claude and Joseph Josy Lévy. **La sexualité humaine: fondements bioculturels.** Montréal: Presses de l'Université du Québec, 1978.
- Desaulniers, Marie Paule. "L'éducation sexuelle et les valeurs." Conférence de l'Office internationale de l'enseignement catholique DIEC, Bangkok, Thailand. In **Lumen vitea** vol. XXVIII, 2 (1982).
- Duhl, Bunny S. "Changing Sex Roles, Information Without Process." In **Social Casework**, 57, No.2 (Feb. 1976), 80-87. Durand, Guy. **Éthique de la rencontre sexuelle.** Montréal: Fides, 1971.
- "Enfance et sexualité." In **Actes du symposium international tenu à l'Université du Québec à Montréal.** Montréal: Éditions Études vivantes, 1979.
- Erikson, E. H. "Sex Differences in the Play Configurations of American Pre-adolescents." In **Childhood in Contemporary Cultures.** Eds. Margaret Mead and Martha Wolfenstein. Chicago: University of Chicago Press, 1955, 324-341.
- Gagnon, John H. "Sexuality and Sexual Learning in the Child." **Psychiatry**, Vol. 28, No. 3, (August 1965), 212-228.
- Gagnon, John H. and W. Simon. "On Psychosexual Development." In **Handbook of Socialization: Theory and Research**, Ed. D. A. Goslin, New York: McGraw-Hill, 1969.
- Gesell, Arnold and Frances L. et al. **The Child from Five to Ten.** New York: Harper and Brothers, 1946.
- Giligan, Carol A. "Sexual Dilemmas at the High School." In **Sexuality and Human Values.** Ed. Mary S. Calderone. New York: SIECUS, 1974.
- Gochros, Harvey L. and Leroy G. Schultz. **Human Sexuality and Social Work.** New York: Association Press, 1972.
- Guindon, André. "Le langage sexuel." **Cahiers de recherche éthique**, Vol. 3. Montréal: Fides, 1976.
- Jean Paul II, **À l'image de Dieu. Homme et Femme.** Une lecture de Genèse 1-3. Paris: Éditions du Cerf, 1980.
- Kahlhey, Lawrence. "Essay on Moral Development." **The Philosophy of Moral Development**, Vol. 1. San Francisco: Harper and Row, 1981.
- "Moral Stages and Sex Education." In **Sexuality and Human Values.** Ed. Mary S. Calderone. New York: SIECUS, 1974.

- Katchadourian, H., D. Lunde and R. Trotter. **Fundamentals of Human Sexuality**, 3rd ed. New York: Holt, Rinehart and Winston, 1980.
- Lévy, Joseph Josy and André Dupras, eds. **La sexualité au Québec. Perspectives contemporaines**. Longueuil: Éditions IRIS, 1982.
- Lewinsohn, Richard. **A History of Sexual Customs**. Greenwich Conn.: Fawcett Publ., 1958
- Maccoby, Eleanor, ed. **The Development of Sex Differences**. Stanford: Stanford University Press, 1960.
- Masters, W. H. and V. E. Johnson. **Human Sexual Response**. Boston: Little, Brown and Co., 1966.
- Money, John and Patricia Tucker. **Sexual Signatures. On Being a Man or a Woman**. Boston-Toronto: Little, Brown and Co., 1975.
- Québec, Ministère de l'Éducation. Comité catholique du conseil supérieur de l'éducation. **L'éducation sexuelle dans les milieux scolaires catholiques du Québec**. Québec: ministère de l'Éducation, 1976.
- Comité protestant du conseil supérieur de l'éducation. **L'éducation sexuelle dans les milieux scolaires protestants du Québec**. Québec: ministère de l'Éducation, 1976.
- **Situation actuelle et situation désirée en regard de l'éducation sexuelle. Résultats d'une enquête menée auprès des commissions scolaires du Québec**. Direction générale du développement pédagogique. Québec: ministère de l'Éducation, 1980.
- Reich, Wilhelm. **The Sexual Revolution**. Trans. Thérèse Pol. New York: Farrar, Straus and Giroux, 1974.
- Samson, Jean-Marc. "La structure du jugement moral et l'éducation sexuelle." In **Sexologie: perspectives actuelles**. Eds. André and Jean-Pierre Trempe. Montréal: Presses de l'Université du Québec, 1978.
- **L'éducation sexuelle à l'école**. Montréal: Guérin, 1974.
- "L'éducation sexuelle à la québécoise. Le document du comité catholique sur l'éducation sexuelle." **Cahiers de recherche éthique**. Montréal: Fides, 1976.
- Schlesinger, Benjamin. **Sexual Behaviour in Canada, Patterns and Problems**. Toronto: University of Toronto Press, 1977.
- Simon, Sidney b. **Meeting Yourself Halfway: Thirty-one Values Clarification Strategies for Daily Living**. Niles, Ill.: Argus Communications, 1974.

Steichen, Robert. "Relations entre la sexualité des enfants et la sexualité de leurs parents dans la genèse de troubles sexuels." In **Actes du Symposium international tenu à l'Université du Québec à Montréal du 7 au 9 septembre**. Montréal, Paris: Éditions Études vivantes, 1980.

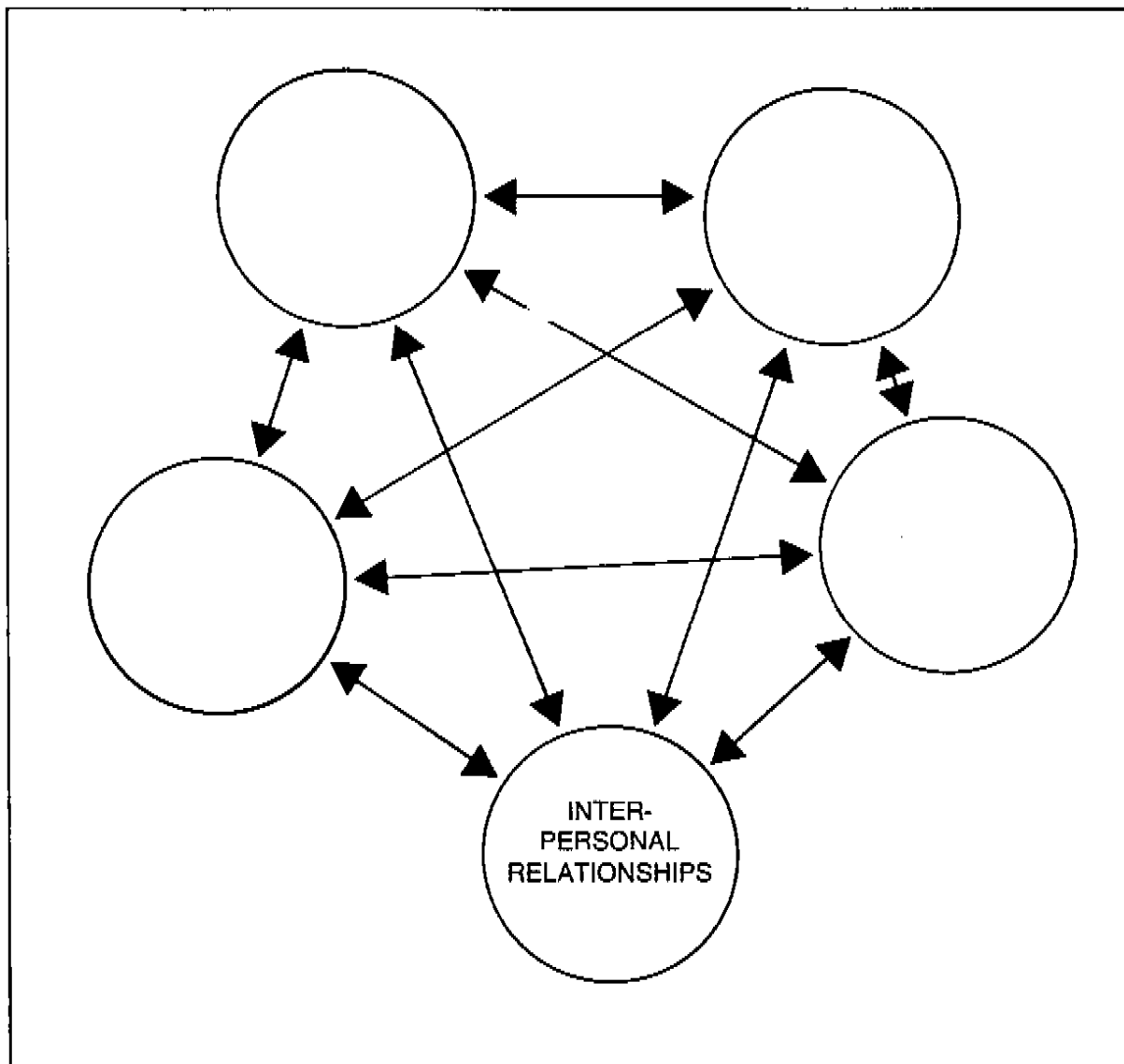
Tordjman, Gilbert. **Réalités et problèmes de la vie sexuelle, Adultes**. Paris: Hachette, 1975.

-----**Réalités et problèmes de la vie sexuelle, Adolescents**. Paris: Hachette, 1978.

Tremblay, Jean. **Programme d'information préventive en milieu scolaire**. Bilan et Perspective. Conférence donnée dans le cadre du Symposium sur la sexologie au Québec, Montréal: May 1978.

Van Lier, H. **L'intention sexuelle**. Tournai: Casterman, 1983.

## C. INTERNATIONAL RELATIONSHIPS



## Summary

1. Specific Contribution of Interpersonal Relationships to the Students' Personal and Social Development
2. Relationship Between Interpersonal Relationships and the Other Sections of the Program
3. Key Issues of the Interpersonal Relationships Section
  - 3.1 The Evolution of Society
  - 3.2 Impact of the Media on the Quality of Interpersonal Relationships
  - 3.3 Interpersonal Relationships: Progressive Learning
  - 3.4 The Family and the School: Partners in Interpersonal Relationships
    - 3.4.1 The Family: Introduction to Interpersonal Relationships
    - 3.4.2 The School: Complementary Development of Interpersonal Relationships
4. Orientations of the Interpersonal Relationships Section
  - 4.1 Basis of Interpersonal Relationships of Quality
  - 4.2 Characteristics of Interpersonal Relationships of Quality
  - 4.3 Prerequisites for Establishing Interpersonal Relationships of Quality
  - 4.4 Global Objective of the Interpersonal Relationships Section
  - 4.5 Goals of the Interpersonal Relationships Section
  - 4.6 General Objectives
5. Learning Content and Objectives
  - 5.1 Learning Content
  - 5.2 Learning Objectives
6. Bibliography

### 1. Specific Contribution of Interpersonal Relationships to the Students' Personal and Social Development

As with all other sections of the program, Interpersonal Relationships contributes to the students' personal and social development because it addresses the students' basic needs for communication.

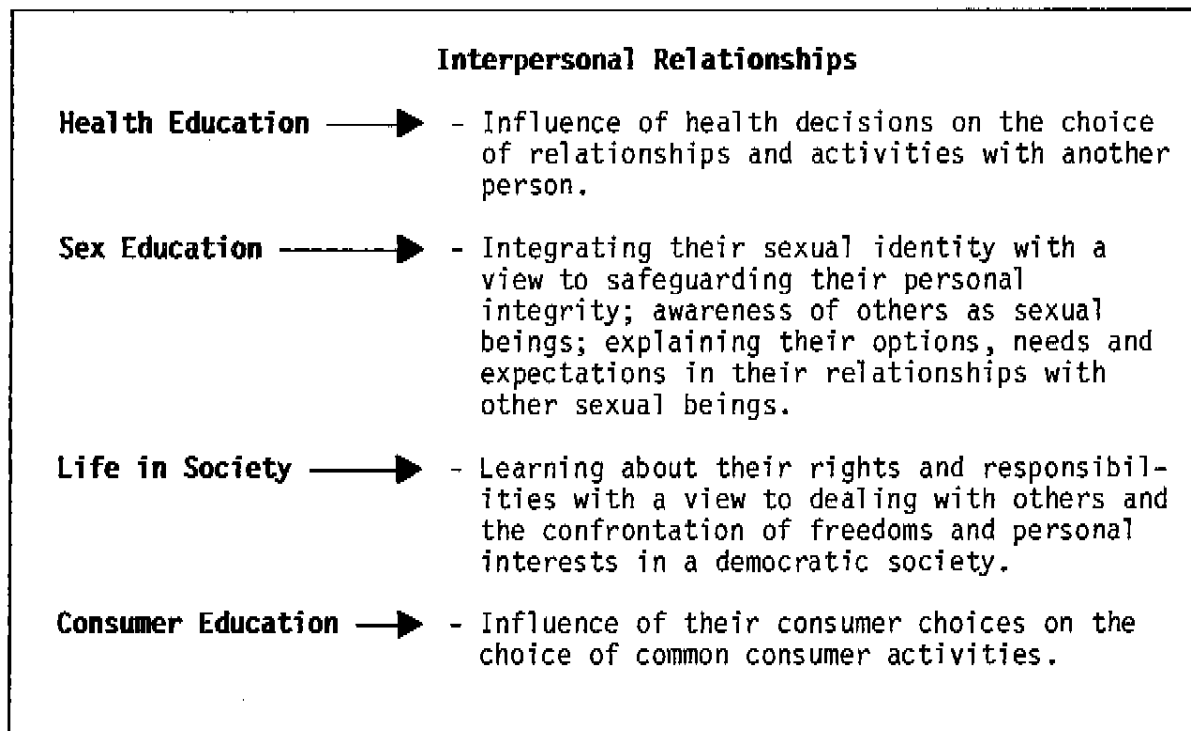
On the personal level, this section deals with the prerequisites for sound communication, such as self-awareness and self-esteem, which characterize people as having needs, interests, feelings, attitudes, abilities and expectations. These characteristics should be identified, analyzed and developed in order to foster personal growth.

On the social level, Interpersonal Relationships deals with the components of a relationship and its related aspects. It also deals with awareness of and openness to others with whom the students can establish relationships that are sources of well-being, and mutual support systems.

### 2. Relationships Between Interpersonal Relationships and the Other Sections of the Program

The Interpersonal Relationships section is related to each of the other sections of the program. Any attempt to study human relationships should include an examination of the concepts of health, sexuality, social life and consumerism, which constitute the framework on which interpersonal relationships are based. The following chart presents the main contributions of the other sections to Interpersonal Relationships.

### Relationship Between the Interpersonal Relationships Section and the Other Sections



### 3. Key Issues of the Interpersonal Relationships Section

What is the justification for introducing a program of Interpersonal Relationships in the schools? Changes in society, the impact of the media and the need for learning about human relations are among the main factors which necessitate this type of program in schools.

#### 3.1 The Evolution of Society

The rapid evolution of society, and of Québec in particular, has led people to question and to adapt their values and needs, and this in turn has caused them to modify their life styles considerably.

Just three decades ago, Québec was still a traditional society: today it has become a post-industrial society in which technology has a great impact on the nature of human relationships, especially at work and in private life. The accelerated pace of life and the increasing mobility of the population are among the main factors responsible for changes at these levels.

The economic constraints of a society that is becoming increasingly complex and is continually changing have caused profound modifications in the context and habits of work. Working outside the home is more prevalent, bringing about the emergence of a parallel system of relationships often reinforced by the necessity of working in teams, moving frequently, transferring to distant locations, not to mention working in remote regions. These transfers often occur at the expense of relationships with family, friends, neighbours and the community. Everyone is painfully aware of the temporary nature of certain relationships.

Today people are establishing more contacts with others, a wider variety of contacts, some long-term, others short-term. However, the fact that people are broadening their social life does not ensure relationships of a better quality.

During recent decades, there has been an unprecedented cultural upheaval on religious, social and emotional levels. New values have been advocated, including equality of the sexes, personal growth, authenticity, autonomy, and democracy. These values serve as the basis for redefining the concepts of the individual, society and interpersonal relationships.

In areas more relevant to children, these new values manifest themselves through family break-ups, the increasing popularity of live-in partners and short-term relationships and the slackening of moral standards.

In fact, culture, which is the basis of relational codes of behaviour, is undergoing a profound transformation. The consequences of this transformation are, moreover, exacerbated by the impact of the electronic media.

### 3.2 Impact of the Media on the Quality of Interpersonal Relationships

The technological revolution has profoundly changed communications and its influence on human relationships. Telecommunications enable people who are far apart to communicate more often; telephone calls replace letters. In fact, just a few seconds suffice to make contact with people in all types of relationships--working, family, friendship or love. This rapid progress has had a noticeable effect. However, it is important to avoid limiting interpersonal relationships to verbal exchanges with no actual physical contact. The significance of nonverbal communication, such as handshakes, smiles or glances, has been clearly proven.

Television also plays an important role in people's lives. It permanently monopolizes most people's leisure time to the detriment of personal contact and social relationships. Too often television represents a lifeline, an escape from deep solitude or even the favourite means of quashing conflicts or concerns. Increasing numbers of adults are becoming aware of the omnipresence of television in their lives, and are trying to impose some discipline on their lives, or to adopt lifestyles which are more conducive to interpersonal communication.

Furthermore, what of the importance of television in young people's lives? According to a survey conducted by the Canadian Radio and Television Commission (C.R.T.C.) in 1978, young people between the ages of 2 and 11 spend approximately 25 hours per week watching television. In all, they devote 1 300 hours per year to this activity; in comparison, they spend about 1 000 hours in school during a school year.

### 3.3 Interpersonal Relationships: Progressive Learning

As stated earlier, the cultural revolution presents a challenge for establishing and developing interpersonal relationships. Indeed, people's need to communicate, to live in harmony with themselves and with others is still prevalent. This need is borne out by society's interest in the quality of its relationships. The increasing popularity of individual or group therapies and the importance which organizations attribute to developing genuine human relationships in the working world are two cases in point.

There is little doubt that people learn about human relationships through their daily experiences. Nevertheless, it would be more beneficial and valuable to them to increase their knowledge and awareness of the subject gradually.

### 3.4 The Family and the School: Partners in Interpersonal Relationships

#### 3.4.1 The Family: Introduction to Interpersonal Relationships

Children experience their first contacts with others in the family. At first intimately linked to one parent, they subsequently open up to the other, and to their brothers, sisters, relatives and friends. In the family, they experience different kinds of relationships: love, authority, equality, friendship. As situations arise, they learn to communicate, share, appreciate differences, resolve conflicts, become responsible, express desires and opinions, experience frustrations; in short, they develop their ego.

The family represents the proving ground for testing children's first exchanges with the environment. They situate themselves for the first time within the family by becoming aware of their own existence and that of others. This first contact with reality progresses along a continuum extending from the moment when no differentiation was made between themselves and others, to maturity. If children are self-confident, they will not perceive others as rivals, but simply as people who are different from them. If they do not feel that their physical and psychological integrity is threatened, they will be able to live in harmony with themselves and with others, to communicate and to play positive roles in relationships.

#### 3.4.2 The School: Complementary Development of Interpersonal Relationships

As children grow, they broaden their relationships: the backyard, the street, the park and the school offer them a range of potential relationships. Every day at school children meet other children of the same age or older, and many adults. In class, in the school yard, in the halls, children are constantly coming into contact with other people. Among these people may be some whom they encounter, whether they choose to or not.

These diverse relationships often result in difficulties and anxieties that can cause conflicts. Often helpless or awkward in these situations, children sometimes turn to their elders or to adults for protection or for solving their problems. Teachers arbitrate as well as possible, but too often to a limited extent.

The school, in conjunction with the family, should provide children with the means for improving the quality of their relationships with others and for solving their own problems. As the school environment is so rich in terms of human relationships, it is in the school's best interest to provide the students with these means. The children will then develop their ability to communicate and increase their potential to deal with others by reflecting on themselves, on others and on the implications of interpersonal relationships.

People generally agree that school constitutes the preferred location for systematic learning. In school, the students can sustain and broaden their network of relationships, experience similarities or differences in attitudes, behaviours and roles of various individuals and groups. Finally, depending on their stage of development, young people can reflect on the value of their present relationships and acquire the means for improving the quality of their relationships for themselves and for others.

The study of Interpersonal Relationships in school thus constitutes a powerful impetus for children's personal and social growth. It encourages the students to engage in deep and systematic reflection on the nature of people, and to cultivate an awareness of themselves and of others, on which all genuine relationships are based.

#### 4. Orientations of the Interpersonal Relationships Section

What major orientations should Interpersonal Relationships have? What educational objectives should be emphasized? What values should be recognized? These questions are answered briefly in the following paragraphs.

##### 4.1 Basis of Interpersonal Relationships of Quality

Everyone feels the need to live in harmony with others, to share the zest for living, to be loved by others and to love them with all their similarities and differences, to be available to others and to feel that others are available to them: these needs are fulfilled in what may be termed a relationship of quality. This type of relationship is based on motivation and the mutual commitment of those involved.

##### Common Motivation

All relationships are based on some form of common ground: common interests, a common project or a mutual desire to be with the other person. Without a common motivation, ties between people are impossible; there is simply an interaction or a chance meeting that may or may not give rise to a relationship.

##### Mutual Commitment

To make a commitment means to participate, to invest personal time and energy in tasks, leisure activities or relationships with others. Commitment is possible only if one person is internally motivated to develop and grow along with the other person. Mutual commitment exists in a relationship in which each person utilizes all his/her personal energy to reach a shared goal.

Some people constantly fear that making a commitment to another person and to a relationship with that person will limit their freedom and autonomy. They choose instead to have relationships involving no obligation. What they fail

to consider is that a commitment is a source of personal development if it is a response to an internal motivation for self-fulfillment. The greater the motivation, the deeper the commitment.

An interpersonal relationship should enable each of those in the relationship to express themselves and to develop to the fullest. A relationship desired by both people involves each person's commitment toward the other, and thus contributes to a relationship of quality.

#### 4.2 Characteristics of Interpersonal Relationships of Quality

The quality of a relationship can be identified by the presence of three main elements: mutual respect, exchange and compromise. These elements are found in relationships involving work, friends, loved ones, family or neighbours.

##### Mutual Respect

Being yourself with another person makes possible an unconditional acceptance of the other person. The other person may then be considered different from oneself, with no prejudices. Jealousy, the feeling of inferiority so often experienced, is absent from the relationship. Mutual respect enables people to be themselves, genuinely and fully. To be respected creates an awareness of one's worth, of one's own personality. Respecting another person means recognizing that this person is different, and appreciating this difference. The other person is perceived as a source of enrichment and support for personal betterment, rather than as a threat. When this condition is satisfied, it permits a valid exchange between the partners in the relationship.

##### Exchange

The quality of a relationship depends on some degree of exchange, that is, modifications in the behaviours and attitudes of each person: exchange of opinions, feelings and roles with each person giving the other understanding, support, assistance, knowledge, advice and respect.

Each person brings the other his/her identity, with all his/her resources, weaknesses and ways of perceiving and experiencing reality. Exchange is the prerequisite for creating a relationship of equality, which does not exclude the possibility of a certain form of authority or influence in the relationship. However, in a relationship in which the principle of exchange is

operating, each person will alternatively assume authority or influence over the other. Thus, neither one feels that he/she is being manipulated, smothered or diminished, nor does he/she take pleasure in manipulating, smothering or diminishing the worth of the other person.

#### Agreement on a Compromise

The value of an interpersonal relationship of quality stems from a common desire for self-development in parallel with the other person. A person in a relationship must be able to express himself/herself freely without violating the other person's well-being, hence the importance of accepting compromises. Every person is unique in personality, attitudes, behaviour, and individual needs. In a relationship between two people, common ground must be established, which enables them to live in harmony with their own nature and with each other. If not, the relationship may soon become a source of tension and conflict which may lead to a break-up.

#### 4.3 Prerequisites for Establishing Interpersonal Relationships of Quality

Certain conditions contribute to establishing interpersonal relationships of quality: basic elements of the individual's personal and social development such as self-confidence, self-actualization, and psychological distance. These conditions are closely related to one another in that they influence each other: developing one promotes the emergence and development of the others.

##### Self-Confidence

Self-confidence develops at the same time as self-knowledge. It is difficult for people to develop if they are unaware of their own qualities, just as it is impossible to feel at ease with a power tool if its properties and operations are not known. Through the acquisition of enlightened and positive self-knowledge, people may gradually acquire a feeling of security, of self-confidence.

Self-confidence is the catalyst in creating autonomy. People who believe in themselves and in their potential, are unlikely to adopt attitudes of dependence toward others. Being self-confident means feeling at ease with oneself in the mind, body and heart.

## Self-Actualization

Self-actualization or self-development, means people's commitment to their personal and social development: to grow, and to develop their potential to the fullest. In order to do this, people must have a positive self-image, so that they can appreciate the characteristics of their individuality.

Only people motivated by their own development can willingly and objectively accept others. Perceiving themselves fully and perceiving others as distinct entities, they see others in an objective manner, and do not try to use others to fill gaps within themselves. Others constitute a source of interest in themselves and not for themselves, a source of fulfilment and of happiness, since the relationship is then unselfish and genuine.

Self-actualization is both a motivation and an action. The more motivated people feel, the more they will use their energy to satisfy the need.

Self-actualization is a life-long project. People strive towards self-actualization through experiences in work, sports, recreation, human relationships and solitude. It cannot be claimed that at a given moment self-actualization has been attained. The chances of getting closer to it are greater if people have come to know and truly accept themselves, and if they have explored the whole range of their potential. Only then will they be able to make full use of their vital energy.

## Psychological Distance

As soon as people accept themselves and trust their potential, they tend progressively toward self-fulfillment and a better life. Aware of their own identity--their needs, desires, abilities, ideas and interests--and wanting to express themselves according to who they are, people will determine and preserve the limits of their own identity. Individuals create a "territorial identity," a sort of psychological field surrounding themselves, to ensure that their autonomy remains intact. This territorial identity enables both people in a relationship to distinguish their self-perceptions, and each retains his/her own identity.

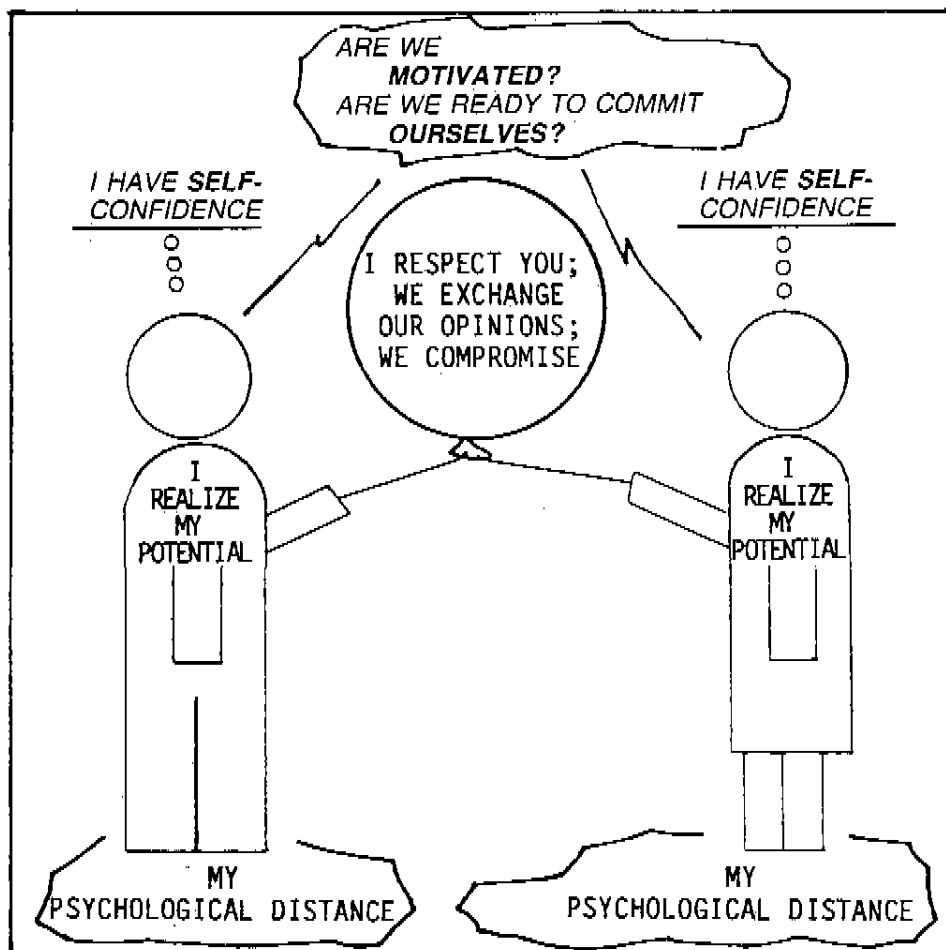
A relationship of quality requires people to come to terms with their own realities. If not, a relationship in which one person is subordinated to the other and tries to imitate the other is created. This type of relationship is in opposition to self-actualization because it creates a situation of

dependence and contributes to the loss of autonomy and self-confidence. Thus, in a relationship that is supposed to enrich the lives of those involved, it is important for each person to keep his/her "territorial identity" or "psychological distance" in relation to the other person so that both may fully reach their potential individually and as partners in the relationship.

The basic elements of personal development are self-confidence, the desire to reach one's potential and to ensure one's psychological distance. These elements are also the prerequisites for establishing interpersonal relationships of quality because they encourage the integration of underlying values such as autonomy, genuineness, concern for excellence, justice and respect for others. The choice of the orientations of this section is based on the recognition of these values in the students' personal and social education.

The illustration below may provide a better understanding of the nature, characteristics and prerequisites of interpersonal relationships of quality.

#### INTERPERSONAL RELATIONSHIPS OF QUALITY



#### 4.4 Global Objective of the Interpersonal Relationships Section

The role of the school as concerns Interpersonal Relationships is to encourage the students to acquire greater knowledge of themselves and others and to adopt attitudes and behaviours enabling them to establish interpersonal relationships of quality.

The global objective of Interpersonal Relationships may be formulated as follows:

To help students become aware of themselves and others as individuals, in order to improve the quality of their interpersonal relationships.

#### 4.5 Goals of the Interpersonal Relationships Section

Because the global objective requires that the students focus on themselves before considering relationships with others, the goals of the Interpersonal Relationships section will cover three types of relationships.

The first goal concerns the relationship in which the students, who are in touch with themselves, are encouraged to get to know themselves better and to develop and develop the resources of their individuality.

The second goal concerns the relationship in which the students, who are in contact with another person, are encouraged to establish harmonious and rewarding ties for themselves and for others.

The third goal concerns the relationship in which the students, within a group, seek harmony in group interactions and try to participate actively as members of the group.

Consequently, the goals of this section are:

1. To foster the students' knowledge of themselves as unique individuals, and the adoption of attitudes and behaviours promoting self-esteem.
2. To foster the students' knowledge of others and the adoption of attitudes and behaviours likely to improve the quality of their relationships.

3. To foster the students' self-knowledge as members of a group and the adoption of attitudes and behaviours likely to contribute in a positive way to the proper functioning of the group.

#### 4.6 General Objectives

The objectives of Interpersonal Relationships are based on all related materials in elementary and secondary school. The objectives help teachers acquire an overview of the subject matter that is developed during the 11 years of elementary and secondary schooling. However, there are some objectives specific to elementary school and others specific to secondary school.

In order to determine what is specific to each of elementary and secondary schools, further analysis is undertaken and the characteristics, needs and development of the target population are taken into consideration. The results of this analysis make it possible to determine the general objectives for each of the school levels.

In elementary school, the general objectives are designed to encourage the students:

1. To acquire a positive image of themselves as individuals with particular abilities and attitudes.
2. To explore the main types of relationships that they establish.
3. To become aware of certain phenomena that occur in communications between two people in a relationship.
4. To become aware of their responsibilities as members of families and of classes.

### General Orientations of Interpersonal Relationships in Elementary School

Global Objective of  
the Interpersonal  
Relationships  
Section

To help students become aware of themselves and others as individuals, in order to improve the quality of their interpersonal relationships.



Goals of the  
Interpersonal  
Relationships  
Section Concerning  
the Relationships  
Implied by the  
Global Objective

1. To foster the students' knowledge of themselves as unique individuals, and the adoption of attitudes and behaviours promoting self-esteem.
  2. To foster the students' knowledge of others and the adoption of attitudes and behaviours likely to improve the quality of their relationships.
  3. To foster the students' self-knowledge as members of a group and the adoption of attitudes and behaviours likely to contribute in a positive way to the proper functioning of the group.
- 

General Objectives  
of the Interpersonal  
Relationships  
Section in the  
Elementary School

The students are encouraged:

1. To acquire a positive image of themselves as individuals with particular abilities and attitudes.
2. To explore the main types of relationships that they establish.
3. To become aware of certain phenomena that occur in communications between two people in a relationship.
4. To become aware of their responsibilities as members of families and of classes.

## 5. Learning Content and Objectives

### 5.1 Learning Content

In elementary school, the content fostering the development of interpersonal relationships of quality will focus on the students' relationships with themselves and with the social environment.

Concerning the students' **relationships with themselves**, the content deals with the students' self-images as unique individuals with particular abilities and interests. The content also covers the students' potential which they should be encouraged to develop.

Concerning the students' **relationships with their social environment**, the content deals with the nature of their relationships with others and with various facets of these relationships. The content also covers the conditions essential to the life of a group and the students' roles as members of families and classes.

The following chart indicates the distribution of the learning content for elementary school in terms of the following: types of relationships, fields in which the school participates, work themes and focuses of study.

### Distribution of the Learning Content of Interpersonal Relationships in Elementary School

| Type of Relationship                                                                                                                               | Field of Activity                                | Work Themes             | Content                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The students' relationships with themselves in which they endeavour to know themselves better and appreciate the resources of their individuality. | Adopting a positive self-image                   | My Profile              | <ul style="list-style-type: none"> <li>- interesting activities</li> <li>- reasons for interest</li> <li>- preferred activities</li> <li>- comparison of their interests with those of their peers</li> <li>- assessment of their personalities</li> </ul>                                                                                                                                                                     |
|                                                                                                                                                    |                                                  | My Potential            | <ul style="list-style-type: none"> <li>- inventory of their accomplishments</li> <li>- steps leading to accomplishment</li> <li>- feelings experienced</li> <li>- development of personal potential</li> </ul>                                                                                                                                                                                                                 |
| The students' relationships with another person in which they endeavour to establish harmonious and enriching ties for themselves and for others.  | Exploring the major relationships they establish | Friendship              | <ul style="list-style-type: none"> <li>- profiles of their best friends</li> <li>- reasons for friendship</li> <li>- activities carried out with a friend</li> <li>- pleasure created by friendship</li> <li>- occasions for making friends</li> <li>- ways of making friends</li> </ul>                                                                                                                                       |
|                                                                                                                                                    |                                                  | Types of Relationships  | <ul style="list-style-type: none"> <li>- frequent relationships</li> <li>- activities particular to each relationship</li> <li>- variety of relationships</li> <li>- relationships/needs</li> </ul>                                                                                                                                                                                                                            |
|                                                                                                                                                    |                                                  | Choice of Relationships | <ul style="list-style-type: none"> <li>- diversity of relationships</li> <li>- number of relationships</li> <li>- reasons for relationships</li> <li>- personal and intimate criteria</li> <li>- reflection on their personal criteria</li> </ul>                                                                                                                                                                              |
|                                                                                                                                                    | Becoming aware of the phenomena of communication | The Message             | <ul style="list-style-type: none"> <li>- verbal and non-verbal language</li> <li>- expression of feelings</li> <li>- messages transmitted through various forms of expression of feelings</li> <li>- erroneous interpretation of a message</li> <li>- situations of misunderstanding</li> <li>- reactions to the misunderstanding</li> <li>- influence of the misunderstanding on the remainder of the relationship</li> </ul> |
|                                                                                                                                                    |                                                  | Conflict                | <ul style="list-style-type: none"> <li>- ways of avoiding the misunderstanding</li> <li>- nature of the conflict</li> <li>- personal experiences</li> <li>- reasons for the conflict</li> <li>- details of the conflict</li> <li>- possibility of solving the conflict</li> <li>- emotional reactions</li> <li>- behaviours adopted</li> <li>- discussion</li> <li>- unresolved conflict</li> </ul>                            |

| Type of Relationship                                                                                             | Field of Activity                                                        | Work Themes             | Content                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The students' group relationships in which they look for harmony and active participation as members of a group. | Discovering their responsibilities as members of families and of classes | Emotional Reactions     | <ul style="list-style-type: none"> <li>- quality of the relationship</li> <li>- personal experiences</li> <li>- behavioural reactions</li> <li>- influence of their behaviours on the remainder of the relationship</li> <li>- duration of a behavioural reaction</li> <li>- external influences</li> <li>- behaviour of the other person</li> </ul>                              |
|                                                                                                                  |                                                                          | Interpretations         | <ul style="list-style-type: none"> <li>- disposition of the other person</li> <li>- personal behaviours</li> <li>- similarity of behaviours</li> <li>- verifying the interpretation</li> <li>- consequences of an erroneous interpretation</li> <li>- usefulness of the verification</li> </ul>                                                                                   |
|                                                                                                                  |                                                                          | Time                    | <ul style="list-style-type: none"> <li>- long-term relationship</li> <li>- reasons for pursuing a relationship</li> <li>- short-term relationship</li> <li>- factors ending a relationship</li> <li>- behaviour of one person compared to the behaviour of another person</li> <li>- emotional reactions</li> <li>- factors in the duration of a relationship</li> </ul>          |
|                                                                                                                  |                                                                          | Interactions            | <ul style="list-style-type: none"> <li>- activities performed alone compared to activities performed with another person</li> <li>- concept of Interaction</li> <li>- personal reactions</li> <li>- reactions of the other person</li> <li>- diversity of the reactions</li> </ul>                                                                                                |
|                                                                                                                  |                                                                          | Participation           | <ul style="list-style-type: none"> <li>- group situations</li> <li>- reasons for belonging to a group</li> <li>- personal role</li> <li>- consequences of non-participation</li> <li>- role of each member</li> <li>- personal satisfaction</li> <li>- ways of participating actively in groups</li> </ul>                                                                        |
|                                                                                                                  |                                                                          | Harmony                 | <ul style="list-style-type: none"> <li>- group activities</li> <li>- pleasant activities</li> <li>- personal behaviour</li> <li>- conflicting activities</li> <li>- causes of conflict</li> <li>- other possible causes</li> <li>- possibility of mediating methods</li> <li>- factors contributing to harmony</li> </ul>                                                         |
|                                                                                                                  |                                                                          | Exchange and Compromise | <ul style="list-style-type: none"> <li>- good feelings - bad feelings</li> <li>- behaviour of other people</li> <li>- personal behaviour</li> <li>- mutual understanding</li> <li>- consideration for the other person's opinion</li> <li>- the other person's feelings towards them</li> <li>- mutual compromise</li> <li>- expression of their opinions and feelings</li> </ul> |

## 5.2 Learning Objectives

To give the reader an overview of all the learning objectives for elementary school, the following chart presents the general objectives as well as the terminal objectives of the cycles related to them.

The pages that follow give each terminal objective for both cycles of the elementary level, with the intermediate objectives related to them.

**Distribution of the Objectives of the Interpersonal Relationships Section in Elementary School**

| GENERAL OBJECTIVES                                                                                        | TERMINAL OBJECTIVES                                                                                                                                      | INTERMEDIATE OBJECTIVES* |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. To acquire a positive image of themselves as individuals with particular abilities and aptitudes.      | 2 <sup>nd</sup> cycle                                                                                                                                    |                          |
|                                                                                                           | T.1 To outline their main interests and skills.<br>T.2 To recognize that they have potential to develop.                                                 | (5)<br>(4)               |
| 2. To explore the main types of relationships that they establish.                                        | 1 <sup>st</sup> cycle                                                                                                                                    |                          |
|                                                                                                           | T.1 To appreciate already existing friendships.                                                                                                          | (6)                      |
|                                                                                                           | T.2 To identify different ways of making friends.                                                                                                        | (4)                      |
|                                                                                                           | T.3 To recognize that they establish various types of relationships with the people around them.                                                         | (5)                      |
|                                                                                                           | 2 <sup>nd</sup> cycle                                                                                                                                    |                          |
|                                                                                                           | T.3 To identify their personal criteria in choosing interpersonal relationships.                                                                         | (6)                      |
| 3. To become aware of certain phenomena that occur in communication between two people in a relationship. | 1 <sup>st</sup> cycle                                                                                                                                    |                          |
|                                                                                                           | T.4 To recognize that in a relationship each person reacts to the other person's behaviour.                                                              | (5)                      |
|                                                                                                           | T.5 To observe that when they express feelings they communicate messages to others.                                                                      | (6)                      |
|                                                                                                           | T.6 To understand that in a relationship it is necessary to ensure that messages have been properly interpreted in order to avoid any misunderstandings. | (9)                      |
|                                                                                                           | T.7 To recognize that every relationship can generate conflict.                                                                                          | (5)                      |

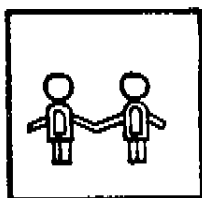
\* The numbers in brackets correspond to the number of intermediate objectives related to each terminal objective.

| GENERAL OBJECTIVES                                                                         | TERMINAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | INTERMEDIATE OBJECTIVES*                    |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
|                                                                                            | <p>2<sup>nd</sup> cycle</p> <p>T.4 To understand that their emotional reactions influence their behaviour towards others.</p> <p>T.5 To understand that when people interpret the behaviour of others, they are inferring how those individuals feel towards them.</p> <p>T.6 To recognize that conflict can be valuable or detrimental to a relationship depending on how it is resolved.</p> <p>T.7 To recognize that all relationships vary in duration and that there are one or more reasons for this.</p> | <p>(5)</p> <p>(6)</p> <p>(7)</p> <p>(7)</p> |
| <p>4. To become aware of their responsibilities as members of families and of classes.</p> | <p>2<sup>nd</sup> cycle</p> <p>T.8 To recognize the importance of their participation within a group.</p> <p>T.9 To understand that all good relationships demand mutual exchanges and compromises.</p> <p>T.10 To recognize the importance of harmonious relationships within a group.</p>                                                                                                                                                                                                                     | <p>(8)</p> <p>(8)</p> <p>(9)</p>            |

\* The numbers in brackets correspond to the number of intermediate objectives related to each terminal objective.

Terminal and Intermediate  
Objectives

First Cycle

**THEME: Friendship****TERMINAL OBJECTIVE 1**

TO APPRECIATE ALREADY EXISTING  
FRIENDSHIPS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

1.1 To describe their best friends.

1.2 To say in their own words why  
they consider them friends.

Examples:

- . he/she has a lot of games
- . he/she lends me his/her games
- . he/she lives near my house
- . he/she is big and my age
- . we don't fight very often
- . he/she does what I want

1.3 To make a list of the  
activities they share with  
their friends.

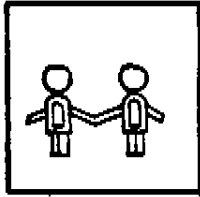
Activities:

- . play
- . recreation
- . work

1.4 To talk about an activity in  
which they experienced a lot  
of happiness with their  
friends.

1.5 To talk about a situation in  
which they preferred practising  
an activity with their friends  
rather than by themselves.

1.6 To discuss with the group the  
importance of having friends.

**THEME: Friendship****TERMINAL OBJECTIVE 2**

TO IDENTIFY DIFFERENT WAYS OF MAKING FRIENDS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

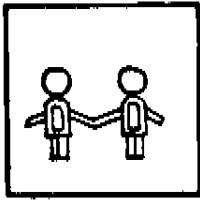
- 2.1 To name their best friends.
- 2.2 To talk about how they first met.
- 2.3 To observe that the arrival of a new person in their area can lead to a new friendship.
- 2.4 To imagine ways of making friends with a person who has just arrived in their area.

Elements of the personal account:

- . personal behaviour and attitudes
- . the other person's behaviour and attitudes

Ways:

- . introduce themselves
- . suggest playing a game together
- . introduce him/her to the family
- . accept his/her invitation


**THEME: Types of Relationships**
**TERMINAL OBJECTIVE 3**

TO RECOGNIZE THAT THEY ESTABLISH  
VARIOUS TYPES OF RELATIONSHIPS WITH  
THE PEOPLE AROUND THEM.

**INTERMEDIATE OBJECTIVES**
**RELATED CONTENT**

3.1 To identify the people with  
whom they have their main  
relationships.

Relationships with:

- . parents
- . brothers and sisters
- . neighbours
- . teachers
- . friends

3.2 To make a list of the main  
activities that they like to  
practise with each of these  
people.

3.3 To observe that their activities  
vary according to the people  
with whom they relate.

Example:

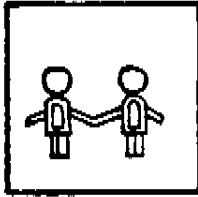
- . I don't practise the same activities  
with my father as with my sister

3.4 To observe that they establish  
many kinds of relationships.

3.5 To recognize that each of these  
relationships satisfies a  
particular need.

Needs:

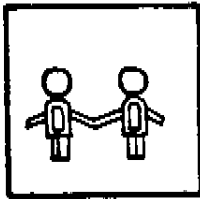
- . I like being with my mother because...
- . I like being with my teacher because...

**THEME: Interaction****TERMINAL OBJECTIVE 4**

TO RECOGNIZE THAT IN A RELATIONSHIP  
EACH PERSON REACTS TO THE OTHER  
PERSON'S BEHAVIOUR.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                                                                                |                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1 To observe that when practising an activity with another person, they do not behave in exactly the same way as when they are practising the activity by themselves.</p> | <p>Examples:</p> <ul style="list-style-type: none"> <li>. I suggest games to my friend and he/she also suggests some to me</li> <li>. I share</li> <li>. I give my opinion</li> <li>. I don't do exactly what I want</li> <li>. other</li> </ul> |
| <p>4.2 To observe that in a relationship the people concerned interact.</p>                                                                                                    | <p>Interaction:</p> <ul style="list-style-type: none"> <li>. I perform an action, the other person acts in response to what I do (reaction)</li> </ul>                                                                                           |
| <p>4.3 To note that each person in a relationship reacts to the behaviour of the other.</p>                                                                                    | <p>Reactions:</p> <ul style="list-style-type: none"> <li>. emotion or behaviour in response to the other person's behaviour</li> <li>. example of reactions</li> </ul>                                                                           |
| <p>4.4 To note that others react to their behaviour.</p>                                                                                                                       | <p>Example:</p> <ul style="list-style-type: none"> <li>. I told him/her... he/she was angry</li> </ul>                                                                                                                                           |
| <p>4.5 To note that their reactions differ according to the people with whom they relate.</p>                                                                                  | <p>Emotions:</p> <ul style="list-style-type: none"> <li>. sorrow</li> <li>. happiness</li> <li>. anger</li> </ul> <p>Behaviours:</p> <ul style="list-style-type: none"> <li>. quarrelling</li> <li>. sharing</li> </ul>                          |

**THEME: The Message****TERMINAL OBJECTIVE 5**

TO OBSERVE THAT WHEN THEY EXPRESS FEELINGS THEY COMMUNICATE MESSAGES TO OTHERS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

5.1 To express in their own words the meaning of "a feeling."

5.2 To list various feelings that people experience.

Examples of feelings:

- . to be angry            anger
- . to be happy            happiness
- . to be sad            sadness
- . other

5.3 To describe how they detect various feelings experienced by people around them.

Examples:

- . I know that my sister is angry when she talks in a loud voice
- . I know that my friend is unhappy when he/she cries
- . I know my mother is happy when she sings
- . other

5.4 To identify the various ways in which people express their feelings.

Ways of expressing feelings:

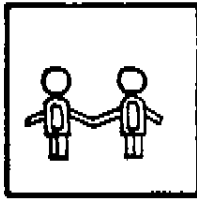
- . verbal expression:
  - . words
  - . tone of voice
- . non-verbal expression:
  - . gestures
  - . facial expressions

5.5 To identify the various ways in which feelings are expressed.

5.6 To indicate situations in which they expressed feelings to someone.

Examples of situations:

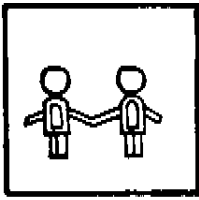
- . my friend didn't want to play with me; I slammed the door and left.

**THEME: The Message****TERMINAL OBJECTIVE 6**

TO UNDERSTAND THAT IN A RELATIONSHIP IT IS NECESSARY TO ENSURE THAT MESSAGES HAVE BEEN PROPERLY INTERPRETED IN ORDER TO AVOID ANY MISUNDERSTANDINGS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                   |                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.1 To identify verbal exchanges in which the message did not correspond with what was understood.                | Genuine or imagined situations in which one or more misunderstandings occur                                                                                                                                                                                     |
| 6.2 To observe that messages can also be non-verbal.                                                              | Non-verbal communication: <ul style="list-style-type: none"> <li>. gestures</li> <li>. facial expressions</li> <li>. tone of voice</li> <li>. posture</li> <li>. other</li> </ul>                                                                               |
| 6.3 To describe a situation in which non-verbal messages were also misinterpreted.                                |                                                                                                                                                                                                                                                                 |
| 6.4 To observe that when a message is misinterpreted, there can be a misunderstanding.                            | Misunderstanding: <ul style="list-style-type: none"> <li>. divergence of interpretation between people who thought they understood one another</li> <li>. disagreement that this divergence causes until the two parties understand what is going on</li> </ul> |
| 6.5 To describe a situation in which there was a misunderstanding between themselves and others.                  |                                                                                                                                                                                                                                                                 |
| 6.6 To identify their reactions to the misunderstanding.                                                          | Examples of emotional and/or behavioural reactions: sadness, anger, quarrelling                                                                                                                                                                                 |
| 6.7 To imagine how the situation would have developed if there had been no misunderstanding.                      |                                                                                                                                                                                                                                                                 |
| 6.8 To observe that the comprehension of the other person's messages influences how the relationship will evolve. |                                                                                                                                                                                                                                                                 |
| 6.9 To imagine how the partners in this relationship could have avoided the misunderstanding.                     | Example:<br>Verify whether they fully understand what the other person meant                                                                                                                                                                                    |

**THEME: Conflict****TERMINAL OBJECTIVE 7**

TO RECOGNIZE THAT EVERY RELATIONSHIP  
CAN GENERATE CONFLICT.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

7.1 To express in their own words  
the meaning of a conflict.

Conflict:

- . "clash, competition, or mutual interference of opposing or incompatible forces or qualities as ideas, interests, wills."  
(Webster's Third New International Dictionary)

7.2 To describe personal experiences in which a conflict occurred between themselves and other people.

7.3 To list, as a group, the possible causes of conflict.

Examples:

- . divergent interests
- . opposite opinions
- . attitudes and behaviour of one person or the other
- . unfairness
- . other

7.4 To perceive conflict as a possibility within a relationship.

Possibility of conflicts:

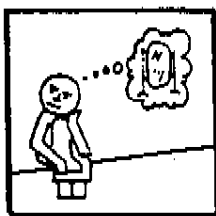
- . individual differences
- . misunderstanding

7.5 To recognize that conflicts can be resolved.

Personal experiences

Terminal and Intermediate  
Objectives

Second Cycle

**THEME: Personal Profile****TERMINAL OBJECTIVE 1**

TO OUTLINE THEIR MAIN INTERESTS AND SKILLS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

1.1 To identify their favourite activities.

Types of activities:

- . artistic
- . recreational
- . social
- . open air

1.2 To state in their own words why they prefer these activities.

Reasons:

- . because they like to be with other people
- . because they are skillful at these activities
- . because it is good for their health
- . because they get personal satisfaction from performing these activities

1.3 To choose, from among these activities, those for which they have special interests and skills.

Examples:

- . I am good at ...
- . I have a passion for ...
- . I like to do ... and I am very good at it.

1.4 To compare their interests and skills with those of their classmates.

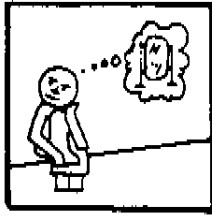
Comparison:

- . different interests
- . different skills

1.5 To appreciate that each of them has a unique personality.

Concepts:

- . individuality
- . uniqueness of the person

**THEME: Personal Profile****TERMINAL OBJECTIVE 2**

TO RECOGNIZE THAT THEY HAVE POTENTIAL  
TO DEVELOP.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- 2.1 To list some of their works or creations that they consider to be personal achievements.
- 2.2 To indicate the steps they took to accomplish these works or creations.
- 2.3 To express how they feel about these achievements.
- 2.4 To be aware that they have personal potential that they must develop.

**Achievements:**

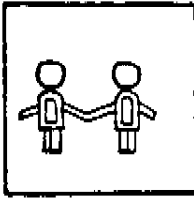
- . in their families
- . in class
- . with their friends

**Feelings:**

- . personal satisfaction
- . pride
- . amazement

**Concepts:**

- . surpassing themselves
- . self-knowledge



## THEME: Choice of Relationships

### TERMINAL OBJECTIVE 3

TO IDENTIFY THEIR PERSONAL CRITERIA IN CHOOSING INTERPERSONAL RELATIONSHIPS.

#### INTERMEDIATE OBJECTIVES

#### RELATED CONTENT

3.1 To recognize that they could establish relationships with several people.

Examples:

- . neighbours
- . classmates or students from other classes
- . other

3.2 To determine the number of people with whom they have relationships.

3.3 To state in their own words why they choose to establish a relationship with one person rather than with another.

Criteria of choice:

- . affinities (similar tastes)
- . same age
- . live in same area
- . same class

3.4 To be aware that their choice of friends is based both on personal criteria and on external criteria.

Personal criteria:

- . needs, expectations, personality
- . possibility of being part of the relationship

External criteria:

- . physical context
- . family influence

3.5 To identify what is important to them when they establish relationships with other people.

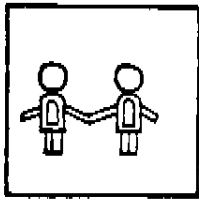
Examples:

- . feeling at ease with the other person
- . getting along with the other person
- . having similar interests
- . being part of the relationship
- . sharing their happy and sad moments
- . having fun
- . being understood, being able to discuss things
- . other

3.6 To identify certain cautious attitudes and behaviours to have towards strangers.

Cautious attitudes and behaviours:

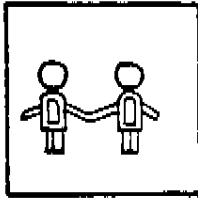
- . on a street
- . during recreational activities
- . in an elevator

**THEME: Emotional Reactions****TERMINAL OBJECTIVE 4**

TO UNDERSTAND THAT THEIR EMOTIONAL REACTIONS INFLUENCE THEIR BEHAVIOUR TOWARDS OTHERS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1 To describe situations in which something greatly pleased or displeased them.</p> <p>4.2 To identify their emotional reactions to these situations.</p> <p>4.3 To identify emotional reactions that they have sometimes manifested through their behaviour.</p> <p>4.4 To identify the changes brought on in the relationship by their reactions.</p> <p>4.5 To identify other behaviour that could have been indicative of the same emotions.</p> <p>4.6 To imagine how a different behavioural reaction could have changed the situation.</p> <p>4.7 To observe that the manner in which emotions are shown influences the remainder of the relationship.</p> <p>4.8 To observe that a behavioural reaction can last longer than the situation that caused the reaction.</p> <p>4.9 To observe that their behaviour towards others can be influenced by an emotion that they have recently experienced.</p> <p>4.10 To observe that other people's behaviour towards them can be influenced by emotions that those people have recently experienced.</p> | <p>Emotional reactions:</p> <ul style="list-style-type: none"> <li>. happiness</li> <li>. amusement</li> <li>. fear</li> <li>. anger</li> <li>. other</li> </ul> <p>Behavioural reactions:</p> <ul style="list-style-type: none"> <li>. jumping, shouting, dancing</li> <li>. smiling laughing</li> <li>. crying, running away</li> <li>. shouting, hitting</li> <li>. other</li> </ul><br><p>Example:</p> <ul style="list-style-type: none"> <li>. I am angry with a friend; my bad mood lasts all day</li> </ul><br><p>Example:</p> <ul style="list-style-type: none"> <li>. I take out my bad mood on my mother because my friend hurt me</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**THEME: Interpretation****TERMINAL OBJECTIVE 5**

TO UNDERSTAND THAT WHEN PEOPLE INTERPRET THE BEHAVIOUR OF OTHERS, THEY ARE INFERRING HOW THOSE INDIVIDUALS FEEL TOWARDS THEM.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

5.1 To identify the behaviour that helps them recognize how other people feel towards them.

Behaviours indicating:

- . good/bad mood
- . desire to talk/to be left alone
- . satisfaction/dissatisfaction with their behaviour
- . other

5.2 To observe similar behaviours in themselves.

5.3 To examine whether they interpret their own behaviour as they interpret that of others.

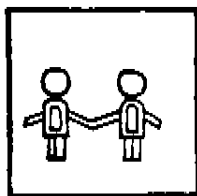
5.4 To endeavour to know the meaning of the other person's behaviour.

5.5 To identify the consequences of an erroneous interpretation of these behaviours.

Possible consequences:

- . misunderstanding
- . the other person's reactions: amazement, withdrawal into oneself, anger, and so on
- . end of the relationship
- . other

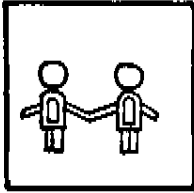
5.6 To recognize that it is sometimes useful to check with others about the moods attributed to them based on their behaviour.

**THEME: Conflict****TERMINAL OBJECTIVE 6**

TO RECOGNIZE THAT CONFLICT CAN BE VALUABLE OR DETRIMENTAL TO A RELATIONSHIP DEPENDING ON HOW IT IS RESOLVED.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                                             |                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.1 To identify their emotional reactions when faced with a conflict.                                                                       | Emotional reactions: <ul style="list-style-type: none"> <li>. anger</li> <li>. aggressiveness</li> <li>. sorrow</li> </ul>                                                                                                          |
| 6.2 To identify their various behaviours when faced with a conflict.                                                                        | Behaviours: <ul style="list-style-type: none"> <li>. withdrawal from the other person</li> <li>. attack on the other person</li> <li>. giving into the other person's wishes</li> <li>. discussion with the other person</li> </ul> |
| 6.3 To identify certain behaviours, their own or those of the other person that they consider to have been detrimental to the relationship. |                                                                                                                                                                                                                                     |
| 6.4 To observe what happens when there is discussion at the time of a conflict.                                                             | Examples: <ul style="list-style-type: none"> <li>. each person expresses his/her opinion</li> <li>. each person listens to the other</li> <li>. less tension</li> </ul>                                                             |
| 6.5 To recognize that discussion can have positive effects on a relationship.                                                               | Results: <ul style="list-style-type: none"> <li>. negotiation - resolution of the conflict</li> <li>. better understanding</li> <li>. greater knowledge of self or of others</li> </ul>                                             |
| 6.6 To recognize that an unresolved conflict can have negative effects on a relationship.                                                   | Results: <ul style="list-style-type: none"> <li>. anxiety, aggressiveness</li> <li>. gradual loss of interest</li> <li>. ill feelings</li> </ul>                                                                                    |
| 6.7 To recognize that the way in which a conflict is resolved influences the quality of the relationship.                                   |                                                                                                                                                                                                                                     |



**THEME: Time**

**TERMINAL OBJECTIVE 7**

TO RECOGNIZE THAT ALL RELATIONSHIPS VARY IN DURATION AND THAT THERE ARE ONE OR MORE REASONS FOR THIS.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

7.1 To identify the persons with whom they have experienced long-term relationships.

Relationships:

- . family
- . friends
- . neighbours
- . classmates

7.2 To indicate the reasons why they pursue these relationships.

Examples:

- . need for security, affection
- . need for pleasure
- . respect for the other person
- . affinities, common tastes

7.3 To identify short-term relationships that they have experienced.

Factors independent of the partners:

- . death
- . moving
- . break-up

7.4 To identify factors that could have caused a relationship to end.

Factors dependent on the partners:

- . lack of consideration by the other person
- . difficulty in understanding each other
- . divergence of opinions
- . frequent quarrels
- . domination of one person by the other
- . change in one person's feelings towards the other

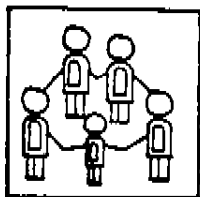
7.5 To recognize that their behaviour and that of the other person can cause a relationship to end.

7.6 To identify their emotional reactions when a relationship ends.

Examples:

- . sorrow
- . confusion
- . regret
- . relief, happiness

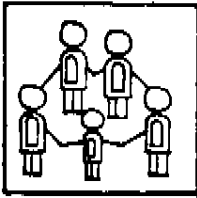
7.7 To recognize that all relationships are experienced within a given period of time and that this duration is determined by a variety of factors.

**THEME: Participation****TERMINAL OBJECTIVE 8**

TO RECOGNIZE THE IMPORTANCE OF THEIR PARTICIPATION WITHIN A GROUP.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

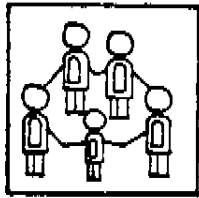
- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>8.1 To identify the main situations that require them to participate within a group.</p> <p>8.2 To identify the reasons that associate them with each of the groups.</p> <p>8.3 To identify their roles in each of these groups.</p> <p>8.4 To identify personal behaviours that facilitate better understanding within a group.</p> <p>8.5 To imagine what would happen if they did not assume their roles in a group.</p> <p>8.6 To recognize that each member has a part in the functioning of a group.</p> <p>8.7 To evaluate their satisfaction in participating in a group.</p> <p>8.8 To indicate ways of participating more actively to improve the functioning of the groups to which they belong.</p> | <p>Situations:</p> <ul style="list-style-type: none"> <li>. activities and games at home or in school</li> </ul> <p>In the family:</p> <ul style="list-style-type: none"> <li>. biological ties (relatives)</li> </ul> <p>In the classroom:</p> <ul style="list-style-type: none"> <li>. age</li> <li>. participation in the community</li> </ul> <p>In sports activities:</p> <ul style="list-style-type: none"> <li>. common interests</li> </ul> <p>Consequences:</p> <ul style="list-style-type: none"> <li>. deterioration of the milieu</li> <li>. taking over of the activity by another person</li> <li>. rejection by the group</li> <li>. protest</li> <li>. other</li> </ul> <p>In the family:</p> <ul style="list-style-type: none"> <li>. my mother participates by ...</li> <li>. my father participates by ...</li> <li>. my brothers and sisters participate by ...</li> </ul> <p>In the classroom:</p> <ul style="list-style-type: none"> <li>. my classmates participate by ...</li> <li>. the teacher participates by ...</li> </ul> <p>Elements of evaluation:</p> <ul style="list-style-type: none"> <li>. personal pride</li> <li>. greater commitment</li> <li>. satisfaction of being respected by others</li> </ul> <p>Behaviour fostering the efficiency of a group:</p> <ul style="list-style-type: none"> <li>. I finish what I begin</li> <li>. I assume the responsibilities conferred on me by the group</li> <li>. I suggest solutions to a common problem</li> <li>. I help my relatives when necessary</li> <li>. other</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**THEME: Exchange and Compromise****TERMINAL OBJECTIVE 9**

TO UNDERSTAND THAT ALL GOOD RELATIONSHIPS DEMAND MUTUAL EXCHANGES AND COMPROMISES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>9.1 To classify their relationships with other people into two categories: harmonious relationships and conflictual relationships.</p> <p>9.2 To compare the behaviour of these people towards them, for each category of relationship.</p> <p>9.3 To compare their personal behaviour towards others, for each of the categories.</p> <p>9.4 To recognize that mutual understanding of messages is a component of harmony.</p> <p>9.5 To recognize that respect for the opinion of others is a component of harmony.</p> <p>9.6 To recognize that concern for the feelings of others is a component of harmony.</p> <p>9.7 To recognize that mutual compromises are a component of harmony.</p> <p>9.8 To recognize that the ability to express their opinions and feelings is a component of harmony.</p> | <p>Relationships:</p> <ul style="list-style-type: none"> <li>. within the family</li> <li>. between friends</li> <li>. in the classroom</li> </ul> <p>Understanding vs misunderstanding</p> <p>Signs of respect:</p> <ul style="list-style-type: none"> <li>. listening as opposed to interrupting</li> <li>. repeating as opposed to ignoring</li> <li>. asking as opposed to not asking the opinion of others</li> <li>. respecting the expression of another person's feelings</li> </ul> <p>Compromises:</p> <ul style="list-style-type: none"> <li>. lend something</li> <li>. admit that the other person is right</li> <li>. accept to do something for another person without expecting immediate compensation</li> <li>. other</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**THEME: Harmony**

**TERMINAL OBJECTIVE 10**

TO RECOGNIZE THE IMPORTANCE OF  
HARMONIOUS RELATIONSHIPS WITHIN A GROUP.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

- 10.1 To identify the group activities in which they participate in their families and in their classes.
- 10.2 To recall a group activity in which they had a great sense of happiness and well-being.
- 10.3 To describe their behaviour in this situation.
- 10.4 To recall a situation where there existed a conflict with one or several members of the group.
- 10.5 To describe their behaviour in this situation.
- 10.6 To identify the causes of the conflict.
- 10.7 To imagine other possible causes of conflict.
- 10.8 To indicate, among the causes of conflict, those in which they can intervene.
- 10.9 To list the factors that contribute to harmony within a group.

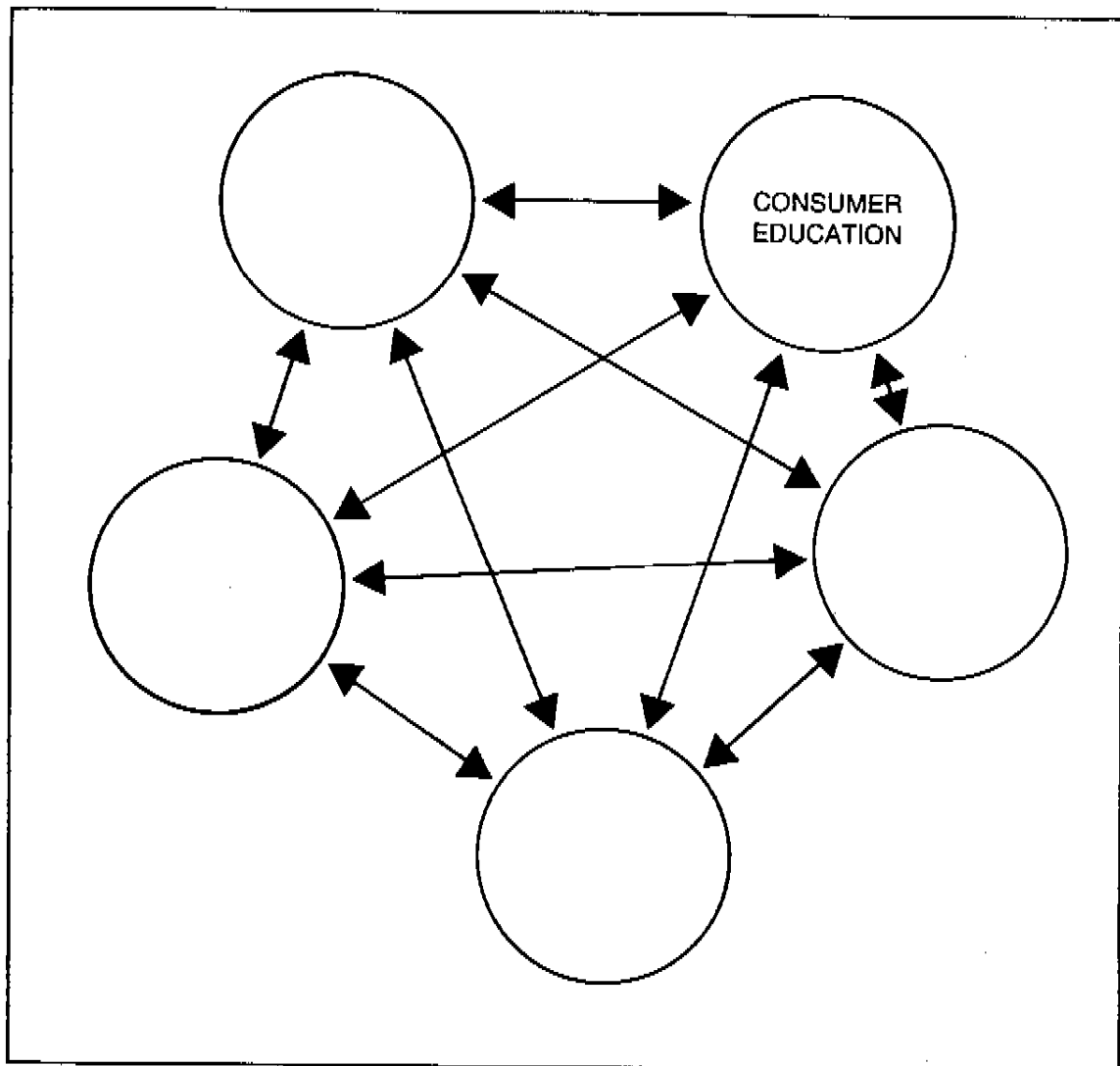
Activities:  
 . recreation  
 . group work  
 . games

## Bibliography

- Audet, J.P. "L'humanisation de l'école, le problème des relations humaines".  
In **Prospectives**, Nos 1-2, February 1978, 41-50.
- Auger, L. **Communication et épanouissement personnel**. Montréal: Éd. de  
l'Homme, 1972.
- De Peretti, A. **Liberté et relations humaines ou l'inspiration non  
directive**. Paris: Éd. de l'Épi, 1966.
- Durand-Dassier, Jacques. **Structure et psychologie de la relation**.  
Paris: Éd. de l'Épi, 1971.
- Gazda, G.M. **Human Relations Development, a Manual for Educators**. N.p.p.:  
Allyn and Bacon, 1973.
- Johnson, D.W. **Reaching Out, Interpersonal Effectiveness and  
Self-Actualization**. Englewood Cliffs, N.J.: Prentice-Hall, 1972.
- Jourard, Sidney M. **La transparence de soi**. N.p.p.: Les Éditions St-Yves  
Inc., 1972.
- Laing, Ronald D. **The Politics of Experience**. New York: Pantheon Books,  
1967.
- Laing, Ronald D. Esterson, Aaron. **Security, Madness and the Family**.  
2nd American ed. New York: Basic Books, 1971.
- Maslow, Abraham H. **Toward a Psychology of Being**. 2nd ed. Princeton,  
N. J.: Van Nostrand, 1968.
- Miller, S., E. W. Nunnaly and D. B. Wackman. **Alive and Aware, Improving  
Communication in Relationships**. Minneapolis: I.C.P. Inc., n.d.
- Oraison, Marc. **Être avec ... la relation à autrui**. Paris: Éd. du  
Centurion, 1967.
- Pietsh, W.V. **Human Be-ing, How to Have a Creative Relationship Instead of  
Power Struggle**. New York: Lawrence-Hill, 1974.
- Rogers, Carl. **On Becoming a Person**. Boston: Houghton Mifflin, 1961.
- Selman, Robert L. **The Growth of Interpersonal Understanding, Development  
and Chemical Analyses**. New York: Academic Press, 1980.

- St-Arnaud, Y. **Essai sur les fondements psychologiques de la communauté.**  
Montréal: Les Éditions du centre interdisciplinaire de Montréal, 1970.
- **Les petits groupes. Participation et communication.** Montréal:  
Presses de l'Université de Montréal: Éd. C.I.M., 1978.
- **La personne humaine, Introduction à l'étude de la personne et  
des relations interpersonnelles.** Ottawa: Les Éditions de l'Homme, 1974.
- Wackenheim, Gérard. **Communication et devenir personnel.** Paris: Éd. de l'Épi,  
1969.
- Watts, A. W. **Nature, Man and Woman.** New York: Vintage Books, 1970.
- Zunin, Leonard and Nathalie Zunin. **Contact, The First Four Minutes.**  
New York: Ballantine Books, 1972.

## D. CONSUMER EDUCATION



## Summary

1. Specific Contribution of Consumer Education to the Students' Personal and Social Development
2. Relationship Between Consumer Education and the Other Sections of the Program
3. Key Issues of the Consumer Education Section
  - 3.1 Short Description of a Consumer Society
  - 3.2 Conscious Choices
  - 3.3 Children: A Lucrative Target Market
  - 3.4 The Family: Introduction to Consumer Education
  - 3.5 The School: Environment of Consumerism
4. Orientations of the Consumer Education Section
  - 4.1 Role of the School
  - 4.2 Global Objective of the Consumer Education Section
  - 4.3 Goals of Consumer Education
  - 4.4 General Objectives
5. Learning Content and Objectives
  - 5.1 Learning Content
  - 5.2 Learning Objectives
6. Bibliography

### 1. Specific Contribution of Consumer Education to the Students' Personal and Social Development

The ultimate goal of the Consumer Education section, like the previous sections of the program, is the personal and social development of the students. This section intends to help the students become aware of their place as consumers in the economy and to educate them to fulfill a demanding role: learning to become informed consumers.

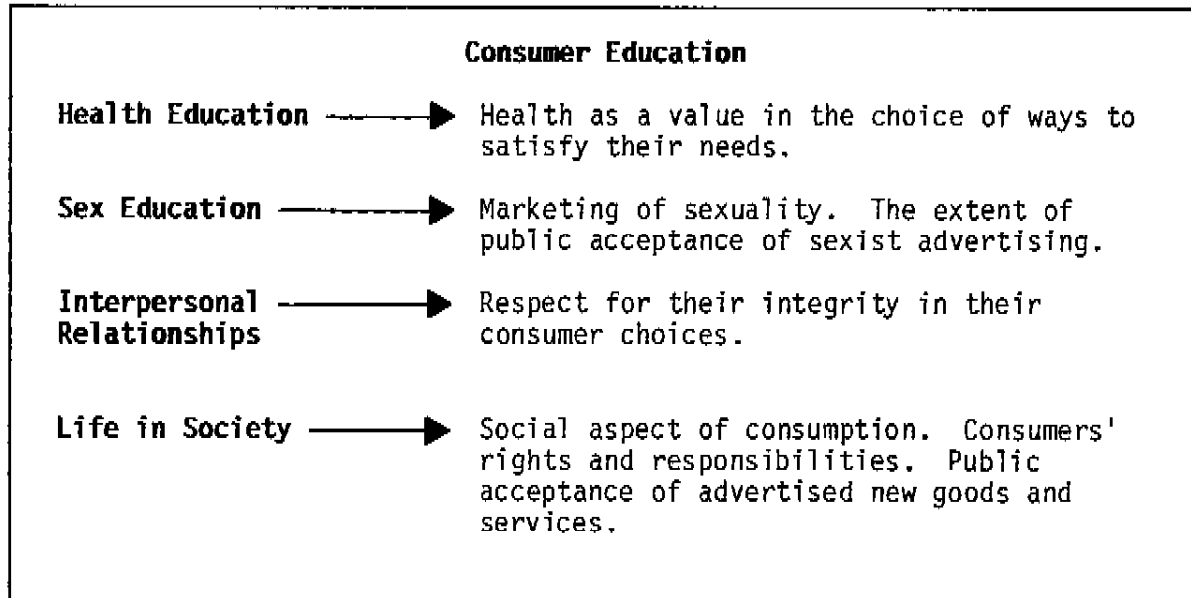
In this section, students are encouraged to imagine themselves as consumers. The section also presents situations in which teachers help the students recognize their behaviour as consumers, evaluate their consumer choices in relation to their personal criteria, and look for ways of improving their choices in terms of the consequences to their personal lives. Students are required to gather and analyze information, to reflect on the consumer society in general, and to reflect more specifically on their own situations as consumers.

From the social point of view, this section is intended to help the students develop their critical sense with regard to the consumer society; to encourage them to acquire a broader knowledge of others; to guide them in adopting attitudes and behaviours concerning consumption; and to help them arrive at an understanding of the social implications of their roles in the consumer world.

### 2. Relationship Between Consumer Education and the Other Sections of the Program

The main influences of the other sections of the program on the Consumer Education section are as follows:

### Relationship Between the Consumer Education Section and the Other Sections



### 3. Key Issues of the Consumer Education Section

#### 3.1 Short Description of a Consumer Society

In a society in which the economy is based on free enterprise, consumers are an extremely important element. In fact, goods are produced expressly for them: they are the ones to be seduced and finally convinced to acquire goods and services. Consumers are at the centre of this economic activity: they make the decisions to buy; they analyze the goods, make choices and thus influence the economic growth of their society.

Consumption is an activity that provides the means for people to select the consumer goods and services that will enable them to live as they see fit. For a number of years, the phenomenon of consumption has evolved considerably. A favourable economic climate and technical evolution have resulted in a plethora of goods, in all fields.

Business strategies now include a variety of special techniques designed to arouse ever more elaborate consumer fantasies, urging consumers not to deny themselves anything and to buy as fast as possible.

A deluge of propaganda and a staggering number of goods and services bombard both adult and child consumers with a steady stream of advertisements and commercial claims.

Adults' concerns, motivations and values are totally overturned. Consuming becomes a permanent state. We amass quantities of goods, take advantage of a great number of services, buy, take, collect, and yet very often, we end up dissatisfied and disillusioned. We no longer see the difference between our basic needs and superfluous goods. We are often tricked into buying the "latest product," that is "absolutely essential" to our happiness. Every one of us is a full-time consumer.

### 3.2 Conscious Choices

People are becoming increasingly aware of the disastrous consequences of consumption as it is currently practised: destruction of the environment, depletion of raw materials, inequitable distribution of natural resources and debt. More and more institutions, groups and individuals are opposing this phenomenon.

The challenge is enormous. Overproduction and encouragement to consume are inherent in our economic development. Consumer education therefore has its value, but it also has its limits. It becomes paradoxical to discourage this conspicuous consumption when clothes and shoes are often designed to wear out quickly, electrical household appliances, cars and toys, engineered to need repairs more often. It is felt, however, that the more conscious people become of what is happening at this level, the more likely consumer behaviour is to change and the stronger are the pressures to do so. This would in turn favourably influence the consumer system.

### 3.3 Children: A Lucrative Target Market

Consumer education is very important, especially since it is directed at consumers who have often been persuaded by manufacturers and advertising to buy.

Our society is one of superconsumption. The industrial world has reached the point at which all advertising resources capable of urging consumers on to even greater consumption must be exploited and new strata of consumers are sought out in order to maintain the pace of production. For several years, children have been the targets for advertising aimed at turning them into superconsumers.

In this consumer society, merchants zero in on children because they are sensitive, malleable and receptive. Great efforts are being made in the economic and social environment to attract children and to create new "needs" for them.

#### Impact of Advertising on Children

The importance of advertising and its impact on children are clearly recognized. The mission of television advertising, for example, is to influence children's behaviour in order to stimulate them to covet, whether consciously or unconsciously, everything they see. Children sometimes live in a fantasy world and are almost always willing to accept practically anything, to believe what they are told without question and to accept at face value what they are shown. Children's immaturity makes them virtually defenseless against television advertising and other forms of publicity. They do not recognize the persuasive arguments behind its messages. Advertising seldom offers images that coincide with reality. Too often, children realize with bitterness that reality does not correspond to their dreams: they abandon the object of their desires while television tries to "sell them another dream." Through intensive and well-planned advertising, children are pressured into believing that owning the advertised goods will give them unlimited pleasure.

Our consumer society places children in a world in which everything has its price. As young children have no buying power as such we cannot expect them to be able to estimate the real value of things.

It is imperative that children be encouraged to learn about consumerism at an early age, because they are consumers and will be consumers throughout their lives. It is necessary to train them in the art of conscious consumption, to enable them to become aware of their genuine needs, to develop their analytical abilities concerning the consumer society, and to adopt responsible attitudes and behaviours.

#### 3.4 The Family: Introduction to Consumer Education

Even at a tender age, children are consumers, or at least they represent the impetus to consume, and the family is the child's first contact with society. The parents are responsible for first introducing the child to consumer education. It would be less difficult to balance the family budget if children understood that it is more important to have what is essential--good food, practical and durable clothing, a comfortable home, adequate medical care--than to satisfy immoderate desires for stylish clothes, toys, candy, drinks and other such goods.

Not that these secondary goods or accessories are always fundamentally detrimental. But it is perhaps preferable in life to decide on the right priorities and meet them before dreaming of luxuries. Although some parents are able to spoil their children it does not necessarily follow that the children will be able to afford to spoil themselves all their lives. Later on, it will be their turn to deprive themselves of luxury goods, and to be satisfied with the essentials.

Parents are their children's first educators in the area of consumption, as well as in other areas. The kitchen, the family room, the corner grocery store, the supermarket, the shopping centre are the children's first classrooms. Parents show their children the variety of ways in which they spend their money, organize their budget, and meet their children's needs. The family's attitudes concerning goods, budget organization and priorities, the family's income and expenses are among the factors that comprise a life-style and influence the children very early in life by shaping their consumer behaviours.

In order to have a better understanding of this process, one has but to imagine the reaction of children, belonging to a family in which things are scrupulously repaired and well taken care of, used objects are recycled, things are kept until they are no longer reusable, as opposed to children in a family in which objects are discarded once they are broken or out of style. It is possible to predict the reactions of children who always receive a "yes" or "no" answer, with no further explanations, when they ask for something, compared to those of children whose parents explain that the quality, usefulness, and cost of goods are factors determining their acquisition. It is also possible to predict the reactions of children whose parents automatically give them everything they want, compared to those of children whose parents try to discover with them whether or not the advertised goods really have all the qualities that are claimed, and the extent to which they will use them, considering their current possessions and their future needs and wants.

Children can learn to be less dogmatic in the expression of their desires and may adjust them according to circumstances and to the stages of their development. They can become capable of creating a scale of values, that is, of organizing their needs in order of importance, foreseeing the consequences of their behaviours and decisions. They can even learn how to manage and control their possessions, and rapidly develop the ability to calculate, to evaluate things and to use them properly. Through their families, they are

quick to learn that they are part of a group and that there are requirements which they must respect, as well as compromises that they must make in order for everyone to obtain a minimum of satisfaction.

### 3.5 The School: Environment of Consumerism

The school is a public place to which children faithfully go every day once they reach the age of 5. They quickly become familiar with this environment. Feelings of belonging to the school are rapidly established.

Through their growing social relationships, the students discover the school's external reality, a reality independent of them, which affects all facets of their personalities. Until the age of 5, the children's lives are almost exclusively centred around the members of their family and the fictitious characters introduced to them by television. The family environment and the physical environment are their universe.

In the school environment, however, the students evolve gradually among people with whom they are regularly in contact and who influence them. They also live in a physical environment that makes available to them many different goods and public services that they utilize during the course of their development. Second to the family, the school becomes an environment for consumption in which the students exercise their consumer roles every day. Are they aware of this?

Throughout their experience at school, the students are constantly in relationships with others who, like themselves, express needs to be satisfied and have consumer habits that are inherent in their family environments. Each individual has different ways of consuming and different priorities about consuming. The school environment becomes a place where the students are encouraged to consume in many ways that often disturb their habits and sometimes challenge those of their families. The children often express new needs that arise after some of their friends show them their new possessions.

This reality, although normal, can be handled by giving the students a basic education about the implications of their consumer status. To be analytical and attentive, to learn to think, to determine what is most important for themselves, and to determine their needs: these are precisely the skills that the children should be encouraged to develop.

School may be defined as a commodity and a public service meeting the needs of the community by making available to it services which are necessary for its well-being and development. The school constitutes an important element of the environment that students use basically for purposes of consuming.

In schools, at present, there appears to be a lack of consideration and a lack of respect for community property. Many children display behaviours which show a lack of respect toward the school. The "public property" aspect is ignored. Young people tend to leave the maintenance of their school to the janitor, and often complicate his/her work by leaving around objects or trash that they could easily pick up, by breaking furniture without any misgivings, and by writing on the walls and woodwork. Furthermore, the waste and deterioration of school supplies placed at their disposal increases maintenance and repair costs.

They should be taught that their behaviour has undesirable consequences for the community and that in a few years, they, just like their parents, will pay extra taxes for expenses that could have been avoided with a minimum of good will.

The students need to be sensitized to and informed about these things. They must be made aware of the effects of wholesale abuse of public goods and services. Educators should reflect with them on the role of the individual with respect to things public.

#### 4. Orientations of the Consumer Education Section

##### 4.1 Role of the School

The family is still the prime source of education for children, in matters involving consumption and many other issues. The school plays a complementary role.

Through the large number of activities it offers and the many activities that are developed with the students, the school participates daily in the preparation of young people for real life situations. The school is in a good position to provide Consumer Education. The teachers, however, must also be made aware of the necessity of training the students in consumer education.

The consumer society demands a lifestyle involving certain attitudes and behaviours, and it is precisely at this level that the school should act to render the young consumer more autonomous and responsible.

Consumer Education in the school must provide means of encouraging young consumers to think deeply about their consumer behaviours. This can be done by suggesting steps that will help them discover their real needs, and determine the goods and services which are necessary to satisfy these needs.

Faced with the barrage of goods and services available to young consumers, and faced with the many attempts to manipulate the youngsters and encourage them to buy, the school should at least provide students with the means of understanding the reasons behind the advertising, warn them of the traps, help them become alert and critical of the propaganda that assails them from all directions and inform them of their role in the economy. The school should also help the students become aware of the economic environment in which they are developing, and encourage them to acquire aptitudes, skills and knowledge about the economic and social environments that they must learn to deal with on a daily basis.

Without compromising the young consumers' judgment, educators can provide them with the instruments likely to minimize the risks in exercising their freedom of choice. Teachers can help students understand their roles in economic activities. They can present them with new and exciting values: quality of life, respect for the environment, protection of natural resources and the production system's orientation towards aims which are more consistent with human ideals.

#### 4.2 Global Objective of the Consumer Education Section

Drawing on both the issues pertaining to consumer education and the role the school should play in this matter, the ultimate purpose of the Consumer Education section is to continue the training that takes place in the family and elsewhere, and to enhance the children's consumer skills, thus contributing to their own development and to that of their community.

The global objective of Consumer Education is:

|                                                                                                            |
|------------------------------------------------------------------------------------------------------------|
| To provide the students with every opportunity to adopt responsible behaviour with respect to consumption. |
|------------------------------------------------------------------------------------------------------------|

### 4.3 Goals of Consumer Education

Considering that the global objective requires that the students focus on themselves before considering relationships with their physical, psychological and social environments, the educational intentions of the Consumer Education section are divided into four goals, one for each type of relationship.

The first goal deals with the type of relationship in which the students endeavour to define themselves as consumers and to assume their roles responsibly in this field, that is, in a way that is appropriate to their status and ages.

The second goal deals with the type of relationship in which the students are in contact with the physical environment and endeavour to draw from it the resources they need while preserving the quality of the environment.

The third goal deals with the type of relationship in which the students interact with others and try genuinely to play the role of consumers, while maintaining harmony between themselves and the others.

The fourth goal deals with the type of relationship in which the students are in contact with the social environment and seek a form of consumption which respects their identities as consumers and their responsibilities toward the community.

Consequently, the goals of the section are the following:

1. To foster the students' awareness of themselves as consumers by helping them assume a role that is appropriate to their status and ages.
2. To foster the students' awareness of their physical environment as a source of satisfaction of their needs and the adoption of attitudes and behaviours likely to preserve the quality of their environment.
3. To foster the students' awareness of others as consumers with whom they are in relationship, and the adoption of attitudes and behaviours in conformity with their personal options and respectful of those of others.
4. To foster an enlightened awareness of the consumer society and the adoption of responsible attitudes and behaviours toward the community.

#### 4.4 General Objectives

The objectives of Consumer Education are based on all related material in elementary and secondary school. The objectives help teachers acquire an overview of the subject matter that is developed during the 11 years of elementary and secondary schooling. However, there are some objectives specific to elementary school and others specific to secondary school.

In order to determine what is specific to each of elementary and secondary schools, further analysis is undertaken and the characteristics, needs and development of the target population are taken into consideration. The results of this analysis make it possible to determine the general objectives for each of the school levels.

In elementary school, the general objectives are designed to encourage the students:

1. To become aware of their status as consumers.
2. To understand the impact of their consumer choices on their personal stability.
3. To become aware of the repercussions of their consumer choices on their physical environment.
4. To develop their abilities to evaluate their consumer choices, while respecting their personal criteria and those of others.
5. To become aware of the social dimension of consuming and of the repercussions of their consumer choices on the community.

### General Orientations of Consumer Education in Elementary School

Global Objective  
of Consumer  
Education

To provide the students with every opportunity to adopt responsible behaviour with respect to consumption.



Goals of Consumer  
Education  
Concerning the  
Relationships  
Implied by the  
Global Objective

1. To foster the students' awareness of themselves as consumers by helping them assume a role that is appropriate to their status and ages.
2. To foster the students' awareness of their physical environment as a source of satisfaction of their needs and the adoption of attitudes and behaviours likely to preserve the quality of their environment.
3. To foster the students' awareness of others as consumers with whom they are in relationship, and the adoption of attitudes and behaviours in conformity with their personal options and respectful of those of others.
4. To foster an enlightened awareness of the consumer society and the adoption of responsible attitudes and behaviours toward the community.



General Objectives  
of Consumer  
Education in  
Elementary School

The students are encouraged:

1. To become aware of their status as consumers.
2. To understand the impact of their consumer choices on their personal stability.
3. To become aware of the repercussions of their consumer choices on the physical environment.
4. To develop their abilities to evaluate their consumer choices, while respecting their personal criteria and those of others.
5. To become aware of the social dimension of consuming, and of the repercussions of their consumer choices on the community.

## 5. Learning Content and Objectives

At the elementary level, the content designed to foster the development of responsible consumer behaviour deals particularly with the students' relationships with themselves and with others, as well as their relationships with the physical environment. Depending on the students' degree of socialization, their relationships with society constitute an early awareness of the main aspects of consumerism.

With respect to **personal relationships**, the content deals with the identification of people's basic needs. It also deals with the factors that determine consumer choices, and the study of the links between people's ways of consuming and their personal health, in order to encourage the students to understand the reasons behind their consumer behaviour.

With respect to the **students' relationships with others**, the content deals with individual differences, interactions in interpersonal relationships, and the consequences of consumer choices on the quality of relationships. This will help make the students aware of the importance of mutual respect in situations involving consuming.

The students' **relationships with their physical environment** are examined with respect to the resources found in the community, the means of utilizing goods, and the means of satisfying needs. Methods and choices in consuming are studied in terms of a value to be fostered: the quality of the environment.

With respect to the **students' relationships with society**, the content deals with the roles and types of advertising to encourage the students to develop a critical response to commercial propaganda. The social consequences of consumer choices will also be examined.

### 5.1 Learning Content

The following chart indicates the distribution of content dealt with in Elementary School according to the four types of relationships, the specific fields in which the school participates, the themes and the learning content.

**Distribution of the Learning Content of  
Consumer Education in Elementary School**

| Type of Relationship                                                                                                                                                                             | Field of Activity                                                                                              | Work Theme                                                                     | Content                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The students' relationships with themselves in which they build their identities as consumers and seek to define their consumer roles in enlightened ways, appropriate to their ages and status. | Becoming aware of the status of the consumer                                                                   | Consumer Status                                                                | <ul style="list-style-type: none"> <li>-needs</li> <li>-consumption of goods and services</li> <li>-activities involving consumption</li> <li>-aspects of consumption</li> </ul>                                                                                     |
|                                                                                                                                                                                                  |                                                                                                                | Ways of Satisfying Needs                                                       | <ul style="list-style-type: none"> <li>-nature of basic needs</li> <li>-nature of secondary needs</li> <li>-relationship between needs: health</li> <li>-consumption of goods</li> <li>-consumption of services</li> </ul>                                           |
|                                                                                                                                                                                                  | Becoming aware of the relationships between consuming and personal stability                                   | Factors Influencing Choices                                                    | <ul style="list-style-type: none"> <li>-desire and personal experience</li> <li>-material and financial resources</li> <li>-other people's opinions and publicity</li> <li>-factors determining their choices</li> </ul>                                             |
| The students' relationships with their physical environment in which they seek styles of consuming that are likely to favour the quality of their environment.                                   | Becoming aware of the relationships between ways of consuming and the quality of the environment               | Consequences of Consumer Choices on Personal Stability                         | <ul style="list-style-type: none"> <li>-desirable and undesirable consequences</li> <li>-good and bad choices</li> <li>-means of improving their choices</li> </ul>                                                                                                  |
|                                                                                                                                                                                                  |                                                                                                                | Resources in the Environment                                                   | <ul style="list-style-type: none"> <li>-elements of consumption</li> <li>-goods and services</li> <li>-various environments</li> </ul>                                                                                                                               |
|                                                                                                                                                                                                  |                                                                                                                | Ways of Using Goods                                                            | <ul style="list-style-type: none"> <li>-goods that are recycled</li> <li>-goods that are not recycled</li> <li>-deterioration of goods</li> <li>-maintenance</li> <li>-effects of the ways of utilizing goods on their durability</li> </ul>                         |
|                                                                                                                                                                                                  |                                                                                                                | Ways of Consuming                                                              | <ul style="list-style-type: none"> <li>-overconsumption</li> <li>-misusing goods and services</li> <li>-wasting goods and services</li> <li>-consuming irresponsibly</li> </ul>                                                                                      |
|                                                                                                                                                                                                  |                                                                                                                | Consequences of Consumer Choices on the Quality of the Physical Environment    | <ul style="list-style-type: none"> <li>-desirable and undesirable consequences</li> <li>-good and bad choices</li> <li>-means of improving their choices</li> </ul>                                                                                                  |
| The students' relationships with others in which they seek to play their roles as consumers with the others in a genuine and harmonious way.                                                     | Becoming aware of their own identities and those of others as consumers                                        | Individual Differences                                                         | <ul style="list-style-type: none"> <li>-diversity of consumer choices</li> <li>-reasons for the diversity of choices</li> <li>-influence of others</li> <li>-feelings experienced</li> <li>-negative and positive influences</li> </ul>                              |
|                                                                                                                                                                                                  |                                                                                                                | Consequences of Consumer Choices on the Quality of Interpersonal Relationships | <ul style="list-style-type: none"> <li>-self-respect and respect for others</li> <li>-desirable and undesirable consequences</li> <li>-good and bad choices</li> <li>-means of improving their choices</li> </ul>                                                    |
| The students' relationships with the social environment in which they seek ways of consuming that are genuine as well as responsible toward the society in which they are evolving.              | Becoming aware of the social dimension of consuming and of the repercussions of their choices on the community | Roles of Advertising in the Choice of Ways to Satisfy Needs                    | <ul style="list-style-type: none"> <li>-types of advertising</li> <li>-persuasive elements</li> <li>-informative elements</li> <li>-usefulness of advertising</li> <li>-reasons for the influence of advertising</li> <li>-analysis of advertising claims</li> </ul> |
|                                                                                                                                                                                                  |                                                                                                                | Consequences of Consumer Choices on the Social Environment                     | <ul style="list-style-type: none"> <li>-desirable and undesirable consequences</li> <li>-good and bad choices</li> <li>-means of improving their choices</li> </ul>                                                                                                  |

## 5.2 Learning Objectives

To give readers an overview of all the learning objectives for elementary school, the following chart presents the general objectives as well as the terminal objectives of the cycles related to them.

The pages that follow give each terminal objective for both cycles of the elementary level, with the intermediate objectives related to them.

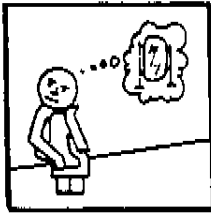
**Distribution of the Objectives of  
Consumer Education in Elementary School**

| General Objectives                                                                                                              | Terminal Objectives                                                                                                                                                                                                                                                                                                                                                                                                                      | Intermediate* Objectives     |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| The students are encouraged:                                                                                                    | The students should be able:                                                                                                                                                                                                                                                                                                                                                                                                             |                              |
| 1. To become aware of their status as consumers.                                                                                | 1 <sup>st</sup> cycle<br>T.1 To recognize that they are consumers.<br>T.2 To distinguish basic physiological needs from other needs.<br>T.3 To recognize that they consume goods and services.                                                                                                                                                                                                                                           | (4)<br>(5)<br>(6)            |
| 2. To understand the impact of their consumer choices on their personal stability.                                              | First cycle<br>T.4 To recognize that different factors affect their consumer choices.<br>-----<br>Second cycle<br>T.1 To evaluate their consumer choices according to the impact of these choices on their personal stability.                                                                                                                                                                                                           | (5)<br><br>(4)               |
| 3. To become aware of the impact of their consumer choices on the physical environment.                                         | First cycle<br>T.5 To recognize that the ways in which goods are used determine their durability.<br>-----<br>2 <sup>nd</sup> cycle<br>T.2 To recognize that they use the resources in the environment to satisfy their needs.<br>T.3 To evaluate their ways of consuming in relation to the quality of the environment.<br>T.4 To evaluate their consumer choices according to the impact of these choices on the physical environment. | (4)<br><br>(4)<br>(6)<br>(4) |
| 4. To develop their abilities to evaluate their consumer choices, while respecting their personal criteria and those of others. | First cycle<br>T.6 To recognize that all people consume in different ways.<br>-----<br>Second cycle<br>T.5 To recognize the need to discuss consumer choices in interpersonal relationships.<br>T.6 To evaluate their consumer choices according to the quality of their interpersonal relationships.                                                                                                                                    | (2)<br><br>(6)<br>(4)        |
| 5. To become aware of the social dimension of consuming and of the repercussions of their consumer choices on the community.    | First cycle<br>T.7 To evaluate their consumer choices according to the ways in which they affect the community.<br>-----<br>Second cycle<br>T.7 To show an understanding of the influence of advertising on their consumer choices.                                                                                                                                                                                                      | (4)<br><br>(4)               |

\* The numbers in brackets correspond to the number of intermediate objectives related to each terminal objective.

Terminal and Intermediate  
Objectives

First Cycle

**THEME: Consumer Status****TERMINAL OBJECTIVE 1**

TO RECOGNIZE THAT THEY ARE CONSUMERS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

1.1 To recognize that they have had needs to satisfy since birth.

Examples of needs:

- . to eat food
- . to be active
- . to wear clothes
- . to have parents
- . to play with games or toys
- . to have a home

1.2 To recognize that their needs cause them to consume goods and services.

Examples of needs:

- . need to eat: food
- . need to wear clothes: clothes
- . need to have a home: home
- . need to play: toys, games

1.3 To identify some of the actions that make them consumers.

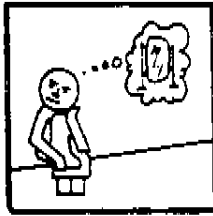
Examples of actions:

- . buying goods and services
- . using goods and services
- . wearing out goods and services
- . consuming electricity

1.4 To identify different aspects of their habits of consuming.

Examples of consuming:

- . eating food
- . wearing clothes
- . reading books
- . playing with toys, games
- . watching television
- . other



**THEME: Consumer Status**

**TERMINAL OBJECTIVE 2**

TO DISTINGUISH BASIC PHYSIOLOGICAL NEEDS FROM OTHER NEEDS.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

2.1 To list what they consider necessary in order to be happy, to be healthy, and to feel good.

Needs:

- . to eat
- . to wear clothes
- . to have a home
- . to be warm
- . to sleep
- . to play
- . other

2.2 To identify which needs must be satisfied in order to stay healthy.

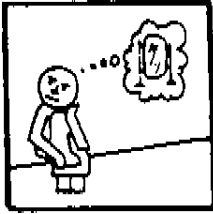
Basic physiological needs:

- . to eat
- . to protect themselves against the elements (shelter, clothing)

2.3 To recognize that all people have the same basic physical needs.

2.4 To identify goods that they consider necessary after seeing them advertised.

2.5 To establish whether or not these needs, identified by advertising, are basic needs.

**THEME: Ways of Satisfying Needs****TERMINAL OBJECTIVE 3**

TO RECOGNIZE THAT THEY CONSUME  
GOODS AND SERVICES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

3.1 To note that they can satisfy  
their own needs themselves and  
with the help of others.

Needs they can satisfy alone:

- . eating
- . playing (some games)
- . other

Needs they cannot satisfy alone:

- . housing needs
- . playing in a group
- . other

3.2 To recognize that when they  
satisfy their needs themselves,  
they consume goods.

Goods consumed:

- . food
- . toys, games
- . other

3.3 To recognize that when others  
help them satisfy their needs,  
these people are rendering a  
service.

Services rendered:

- . playing a game together
- . working together to build a house
- . other

3.4 To list the services that they  
consume.

Services consumed:

- . help (from parents, friends)
- . school
- . post office
- . stores
- . other

3.5 To list the goods that they  
consume.

Goods consumed:

- . food
- . furniture
- . books
- . toys, games
- . paper
- . other

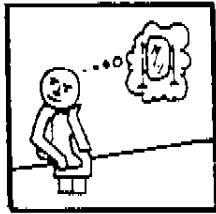
3.6 To distinguish between personal  
property and public property.

Personal property:

- . consumer goods that belong to them  
personally and for which they are  
responsible

Public property:

- . goods and services at the community's  
disposal and for which each member of  
the community is responsible



## **THEME: Factors Influencing Choices**

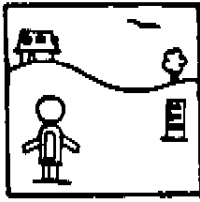
### **TERMINAL OBJECTIVE 4**

TO RECOGNIZE THAT DIFFERENT FACTORS AFFECT THEIR CONSUMER CHOICES.

### **INTERMEDIATE OBJECTIVES**

### **RELATED CONTENT**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1 To give the reasons for some of their consumer choices.</p> <p>4.2 To identify the factors in their consumer choices that are linked to advertising or to the opinions of others.</p> <p>4.3 To identify the factors in their consumer choices that are linked to personal desire and experience.</p> <p>4.4 To identify the factors in their consumer choices that are linked to material and financial resources.</p> <p>4.5 To identify any factors which have a determining influence on their consumer choices.</p> | <p>Factors influencing choices:</p> <ul style="list-style-type: none"> <li>. personal desires</li> <li>. awareness of the existence of various ways of satisfying their needs</li> <li>. information on various ways of satisfying their needs</li> <li>. personal experiences concerning various ways of satisfying their needs</li> <li>. parents' and friends' opinions</li> <li>. influences of presentation of advertising</li> <li>. parents' decisions</li> <li>. availability of material and financial resources</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## THEME: Ways of Using Goods

### TERMINAL OBJECTIVE 5

TO RECOGNIZE THAT THE WAYS IN WHICH GOODS ARE USED DETERMINE THEIR DURABILITY.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

5.1 To differentiate the goods used only once from those that can be used often.

Non-reusable goods:

- . food
- . paper (usually)
- . other

Reusable goods:

- . furniture
- . books
- . toys, games
- . other

5.2 To identify, among the goods used only once, those that could be recycled.

Goods that can be recycled:

- . paper: both sides may be used; it can also be recycled

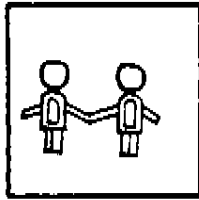
5.3 To understand that goods used often eventually wear out.

Damage

5.4 To understand that proper maintenance helps to make things last longer.

Maintenance:

- . cleaning
- . careful use
- . repairs when necessary

**THEME: Individual Differences****TERMINAL OBJECTIVE 6**

TO RECOGNIZE THAT ALL PEOPLE CONSUME  
IN DIFFERENT WAYS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

6.1 To identify the various consumer choices that people around them make.

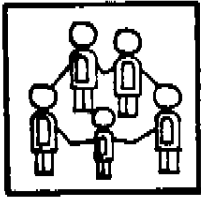
Various ways of consuming:

- . immediate use:
  - . leisure
  - . food
  - . clothing
  - . goods and services
- . deferred use

6.2 To identify the reasons for the diversity of consumer choices.

Reasons:

- . different personal abilities
- . different material and financial resources
- . different needs
- . different priorities



**THEME: Consequences of Consumer Choices**

**TERMINAL OBJECTIVE 7**

TO EVALUATE THEIR CONSUMER CHOICES  
ACCORDING TO THE WAYS IN WHICH THEY  
AFFECT THE COMMUNITY.

**INTERMEDIATE OBJECTIVES**

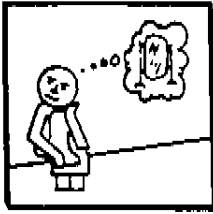
**RELATED CONTENT**

- 7.1 To list the social consequences of certain consumer choices that they have already made.
- 7.2 To classify the consequences of their consumer choices as desirable or undesirable.
- 7.3 To classify their consumer choices as good or bad according to the social impact of these choices.
- 7.4 To indicate ways that enable them to make better consumer choices more often.

Impact of their choices:  
 . on the family  
 . on the class  
 . on the neighbourhood

Terminal and Intermediate  
Objectives

Second Cycle



**THEME: Consequences of Consumer Choices**

**TERMINAL OBJECTIVE 1**

TO EVALUATE THEIR CONSUMER CHOICES  
ACCORDING TO THE IMPACT OF THESE  
CHOICES ON THEIR PERSONAL STABILITY.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

---

- 1.1 To list the personal consequences of certain consumer choices that they have already made.
- 1.2 To classify the consequences of their consumer choices as desirable or undesirable for their personal stability.
- 1.3 To classify their consumer choices as good or bad according to the impact of these choices on their personal stability.
- 1.4 To indicate ways that enable them to make better consumer choices more often.

Consequences of their choices:  
 . level of personal satisfaction  
 . personal health



**THEME: Resources in the Environment**

**TERMINAL OBJECTIVE 2**

TO RECOGNIZE THAT THEY USE THE RESOURCES IN THE ENVIRONMENT TO SATISFY THEIR NEEDS.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

2.1 To review the concepts of goods and services.

See Terminal Objective 3 (First cycle)

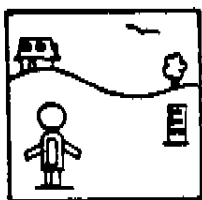
2.2 To identify the goods and services that they consume in their environment.

Consumerism:  
 . consumer goods and services

2.3 To categorize these items as goods or services.

2.4 To identify the different places where they consume.

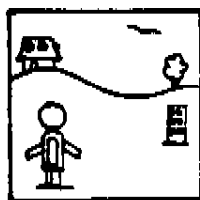
Places where they consume:  
 . family  
 . school  
 . public places  
 . C.L.S.C.  
 . grocery store  
 . schools  
 . parks  
 . libraries  
 . movie theatres  
 . other

**THEME: Ways of Consuming****TERMINAL OBJECTIVE 3**

TO EVALUATE THEIR WAYS OF CONSUMING  
IN RELATION TO THE QUALITY OF THE  
ENVIRONMENT.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

|                                                                                                                                |                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 To define overconsumption of goods and services.                                                                           | Overconsumption:<br><ul style="list-style-type: none"> <li>. consuming goods or services in excess of the quantity required to satisfy their needs (wasting)</li> </ul>                                                                                                                                                   |
| 3.2 To identify goods and services that they consume excessively.                                                              | Examples:<br><ul style="list-style-type: none"> <li>. food</li> <li>. toys, games</li> <li>. clothing</li> <li>. paper, pencils (school supplies)</li> <li>. electricity in the home</li> <li>. television</li> <li>. other</li> </ul>                                                                                    |
| 3.3 To define misuse of goods and services.                                                                                    | Misusing goods and services:<br><ul style="list-style-type: none"> <li>. consuming goods or services for reasons other than those for which they were conceived</li> </ul>                                                                                                                                                |
| 3.4 To identify goods and services that they misuse.                                                                           | Example:<br><ul style="list-style-type: none"> <li>. deterioration of certain goods because of misuse (school supplies and personal belongings)</li> </ul>                                                                                                                                                                |
| 3.5 To list the consequences of the irresponsible use of places, goods, or public services (in this case, the school).         | Consequences:<br><ul style="list-style-type: none"> <li>. waste of goods or services</li> <li>. deterioration</li> <li>. deprivation</li> <li>. rise in costs</li> <li>. pollution</li> <li>. disorder</li> <li>. carelessness</li> <li>. bad example</li> <li>. biological imbalances</li> <li>. loss of time</li> </ul> |
| 3.6 To recognize that deterioration of public property forces the community to pay for the damages (in this case, the school). | Costs:<br><ul style="list-style-type: none"> <li>. additional expenses for repairs and replacement</li> <li>. losing the use of goods and services</li> </ul>                                                                                                                                                             |



## THEME: Consequences of Consumer Choices

### TERMINAL OBJECTIVE 4

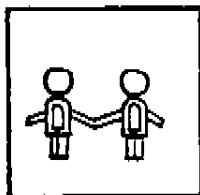
TO EVALUATE THEIR CONSUMER CHOICES  
ACCORDING TO THE IMPACT OF THESE  
CHOICES ON THE PHYSICAL ENVIRONMENT.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

- 4.1 To list the consequences of their consumer choices on the physical environment.
- 4.2 To classify the impact of their consumer choices as desirable or undesirable.
- 4.3 To classify their consumer choices as good or bad according to the consequences of these choices.
- 4.4 To indicate ways that enable them to make better consumer choices more often.

Consequences:  
 . noise, pollution  
 . beautification  
 . other

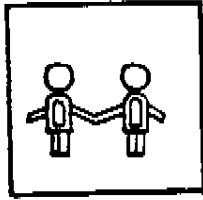
**THEME: Individual Differences****TERMINAL OBJECTIVE 5**

TO RECOGNIZE THE NEED TO DISCUSS  
CONSUMER CHOICES IN INTERPERSONAL  
RELATIONSHIPS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**


---

|                                                                                          |                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.1 To relate situations in which others encouraged them to consume.                     | At school: <ul style="list-style-type: none"> <li>. peer pressure</li> <li>. information from others</li> <li>. new fashion trends</li> </ul>                                                                                                                                                                                 |
| 5.2 To express how they felt after being persuaded by another person to consume.         | At home: <ul style="list-style-type: none"> <li>. influence of advertising</li> <li>. neighbourhood</li> </ul>                                                                                                                                                                                                                |
| 5.3 To relate situations in which they encouraged others to consume.                     | Examples: <ul style="list-style-type: none"> <li>. satisfaction; disappointment</li> <li>. happiness; regret</li> </ul><br>At school: <ul style="list-style-type: none"> <li>. display of new goods</li> </ul><br>At home: <ul style="list-style-type: none"> <li>. pressure on their families to buy new products</li> </ul> |
| 5.4 To identify the other people's reactions concerning this influence.                  | Reactions: <ul style="list-style-type: none"> <li>. envy; indifference</li> <li>. approval; disapproval</li> </ul>                                                                                                                                                                                                            |
| 5.5 To recognize that influences on themselves or on others can be positive or negative. |                                                                                                                                                                                                                                                                                                                               |
| 5.6 To indicate ways of respecting their well-being and that of others as consumers.     | Means: <ul style="list-style-type: none"> <li>. being aware of what is good for themselves</li> <li>. being aware of others' opinions</li> <li>. stating their opinions</li> <li>. making compromises</li> </ul>                                                                                                              |



**THEME: Consequences of Consumer Choices**

**TERMINAL OBJECTIVE 6**

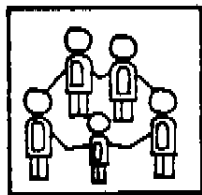
TO EVALUATE THEIR CONSUMER CHOICES ACCORDING TO THE QUALITY OF THEIR INTERPERSONAL RELATIONSHIPS.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

- 6.1 To list the consequences of their consumer choices on the quality of their interpersonal relationships.
- 6.2 To classify the consequences of their consumer choices as desirable or undesirable.
- 6.3 To classify their consumer choices as good or bad according to the impact of these choices.
- 6.4 To indicate ways that enable them to make better consumer choices more often.

Consequences of choices on their relationships with friends, peers, and parents



## THEME: Roles of Advertising Choices

### TERMINAL OBJECTIVE 7

TO SHOW AN UNDERSTANDING OF THE INFLUENCE OF ADVERTISING ON THEIR CONSUMER CHOICES.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

7.1 To list different forms of advertising to which they are exposed.

Forms of advertising:

- . televised messages
- . broadcast messages
- . posters
- . newspaper advertisements
- . other

7.2 To distinguish between the persuasive and informative elements of advertisements.

7.3 To extrapolate from this classification the roles and uses of advertising.

7.4 To explain how advertising influences their consumer choices.

Influence of advertising on:

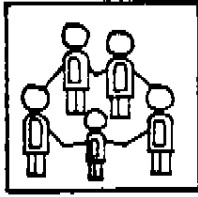
- . the details of the perceived need (i.e. need for food; need for special foods; need for specific brands of food)
- . the awareness of various ways of satisfying needs
- . the information on various forms of satisfying needs
- . the association of certain consumer goods with celebrities or with satisfying other needs

7.5 To identify activities or products for which advertising has a great influence on their consumer choices.

7.6 To identify the reasons for these influences.

7.7 To analyze certain advertisements.

7.8 To recognize that advertising is not the only factor that influences their consumer choices.



## **THEME: Roles of Advertising Choices**

### **TERMINAL OBJECTIVE 7 (cont'd)**

TO SHOW AN UNDERSTANDING OF THE INFLUENCE OF ADVERTISING ON THEIR CONSUMER CHOICES.

### **INTERMEDIATE OBJECTIVES**

7.9 To identify the other factors that influence their consumer choices.

### **RELATED CONTENT**

Factors influencing choices:

- . personal desires
- . awareness of various ways of satisfying needs, and related information
- . personal experiences with various ways of satisfying needs
- . opinions of parents, friends and others
- . decisions of parents
- . availability of material and financial resources

## Bibliography

- BCP Publicité. **La famille canadienne-française et la consommation. The French Canadian Family as a Consumer Unit.** Montréal: Éditions de la Table ronde, 1971.
- Baudrillard, Jean. **Le système des objets. La consommation des signes.** Coll. Médiations, No 93, Paris: Éditions Denoël-Gonthier, 1968.
- Belley, J.-Guy, Jacques Hamel and Claude Masse. **La société de consommation au Québec.** Office de la protection du consommateur. Québec: Éditeur officiel du Québec, 1980.
- Boniface, Jean, and Alain Gausse. **Les enfants consommateurs.** Paris: Casterman, 1981.
- Elgozy, Georges. **Les damnés de l'opulence.** Coll. Liberté de l'esprit. Paris: Calmann-Lévy, 1970.
- Environnement Québec. **Étude sur la perception de l'environnement.** Service des communications, Division éducation. Québec: Éditeur officiel du Québec, 1980.
- Hénault, Georges-Maurice. **Le comportement du consommateur: une approche multidisciplinaire.** Montréal: P.U.Q., 1973.
- Holtz-Bonneau, Françoise. **Déjouer la publicité pour des consommateurs conscients.** Paris: Éd. économie et humanisme, 1976.
- Kokosowski, Alain. **Formation économique et pédagogique des sciences sociales.** N.p.p.: n.p., n.d.
- Lapointe, Roger. **Regard sur la société de consommation.** Montréal: Fides, 1973.
- Le coopérateur de France. **Le forum du jeune consommateur.** Paris: March 1980.
- Marceau, Roger. **La publicité, nécessité ou gaspillage.** Coll. du Cep, No 8. Montréal: Éditions, Lidec, 1967.
- Motulsky, Bernard. **Consommation, publicité et législation.** Québec: P.U.L., 1975.
- Packard, Vance O. **The Hidden Persuaders.** New York: D. MacKay Co., 1957.
- **The People Shapers.** Toronto: Little, Brown, 1966.
- **The Waste Makers.** New York: D. MacKay Co., 1960.
- Petrof, John. **Comportement du consommateur et marketing.** Québec: Presses de l'Université Laval, 1976.
- Pons, Dominique. **Consomme et tais-toi.** Coll. Carte blanche. Paris: Éditions de l'Épi, 1972.
- Québec, Ministère des Communications. **Le guide du citoyen.** Québec: Éditeur officiel du Québec, n.d.

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

Tittley, Gilles. **L'Art de dépenser.** Québec: Fédération de Québec des unions régionales des Caisses populaires Desjardins, 1972.

### Folders and Brochures

Environnement Québec. Direction des communications et de l'éducation.  
**L'environnement consommé à crédit.** Québec: October, 1980.

Office de la protection du consommateur. **La publicité.** Québec: August, 1982.

-----, **Le consommateur et le crédit.** Québec: June, 1981.

-----, **Protect Yourself.**

### Documentation

Centre de recherche et d'information des organisations de consommateurs.  
**L'éducation du jeune consommateur.** Brussels, 1979.

- Dossiers: - l'environnement
- les achats
- la publicité

Environnement Québec. **Environnement et consommation.** Québec, March 1981.

Series of six:

- Les coûts d'un environnement de qualité
- A coup de fourchettes dans l'environnement
- L'environnement: corne d'abondance et dépotoir
- L'environnement entre quatre murs
- L'auto, un poids pour l'environnement
- A vendre pour loisir, environnement presque neuf

-----, **Environnement et vie quotidienne.** Québec, January 1980. Series of four:

- L'environnement: équilibre et harmonie
- La maison: un environnement bruyant
- Des déchets à apprivoiser
- Le quartier, un environnement à l'image des résidents

### Educational Materials

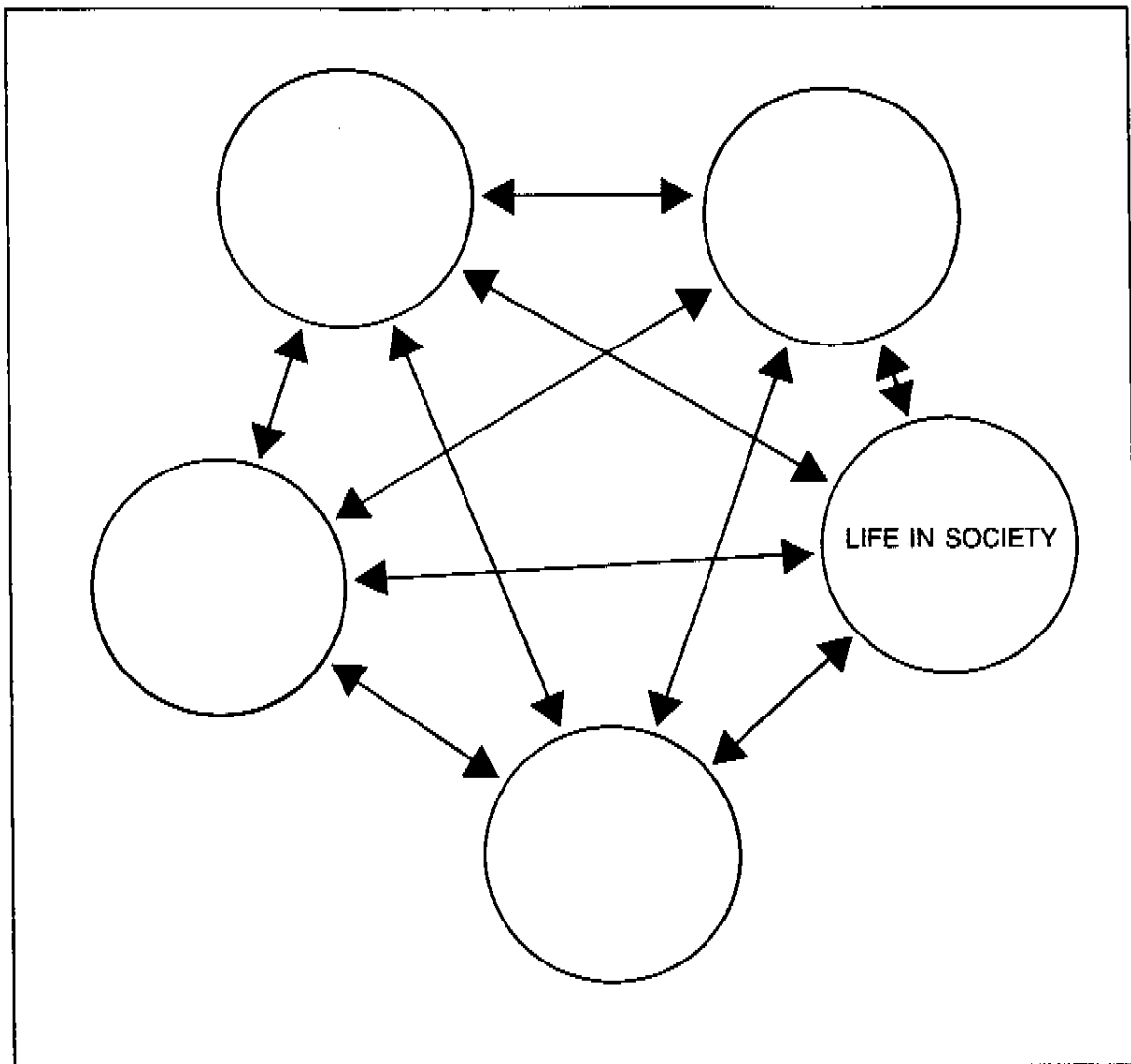
Environnement Québec. **Ce que pensent les Québécois de l'environnement.**  
Québec: n.d.

-----, **Des idées pour une éducation à l'environnement.** Québec, July 1980.

-----, **L'enfant et son environnement.** Québec: 1980.

Association des consommateurs du Canada. **Le consommateur canadien.** Monthly magazine, Québec section.

## E. LIFE IN SOCIETY



## Summary

1. Specific Contribution of Life in Society to the Students' Personal and Social Development
2. Relationship Between the Life in Society Section and the Other Sections of the Program
3. Key Issues of the Life in Society Section
  - 3.1 Importance of the Section
  - 3.2 Changes and Complexities in Modern Society
  - 3.3 Young People and Society
  - 3.4 The Family: Learning to Live in Society
  - 3.5 The School: Learning to Live in Society
  - 3.6 Learning for Life
  - 3.7 The New Generation
4. Orientations of the Life in Society Section
  - 4.1 Global Objective of the Life in Society Section
  - 4.2 Goals of Life in Society
  - 4.3 General Objectives
5. Learning Content and Objectives
  - 5.1 Learning Content
  - 5.2 Learning Objectives
6. Bibliography

## Summary

### 1. Specific Contribution of Life in Society to the Students' Personal and Social Development

As with all the other sections of the program, the Life in Society section constitutes a means of attaining all the general objectives of the **Personal and Social Education** program and of concentrating on a particular field of study. The section has two distinct and complementary educational aims: to attain the general objectives listed at the beginning of the program, and to try to attain the more specific objectives of the Life in Society section.

The Life in Society section operates on several levels at once. On the personal level, for example, this section encourages students to be more aware of the social dimensions of their development, to form positive images of community life, to create a more precise and more positive view of their own social realities and to acquire a deeper understanding of the principles governing life in society. The section is also designed to provide the students with the means which will enable them gradually to develop personal guidelines for living, in which they can express and assert themselves as free, autonomous individuals who are searching for a better quality of life in society.

Secondly, on the level of the students' relationships with their physical environment, this section is intended to encourage the students to respect their physical environment and to consider their interactions with it as a means of improving their own living conditions and those of others.

Finally, on the social level, the section is designed to provide the students with extensive knowledge of the various ways in which society is organized and an understanding of the means that enable the community to function. The section is also intended to encourage the students to develop a sense of belonging to the community and to encourage them to identify the roles they can and should play within it.

### 2. Relationship Between the Life in Society Section and the Other Sections of the Program

Although the Life in Society section covers certain specific aspects of the program, it is also closely linked to the other sections. As a constant complement to people's personal lives, life in society has profound effects on all the other aspects of their lives.

This section of the program deals with both the problems that arise throughout life in society and the aspects discussed in the other sections.

The main influences of the other sections on Life in Society are presented in the following table.

**Relationship Between the Life in Society Section  
and the Other Sections**

| <b>Life in Society</b>             |                                                                                                                        |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Health Education</b>            | → Search for balance between personal expectations and society's expectations as regards health.                       |
| <b>Sex Education</b>               | → Acceptance, tolerance and respect for the self and others. Need for asserting oneself and for learning social roles. |
| <b>Consumer Education</b>          | → Ways of using natural physical and community resources.                                                              |
| <b>Interpersonal Relationships</b> | → Life within a group. Study of inherent problems, ways of facing them and means of developing the self.               |

### 3. Key Issues of the Life in Society Section

#### 3.1 Importance of the Section

Life in Society is one of the most important sections in the Personal and Social Education program. In fact, the Life in Society section encompasses the material in the other sections which deals with the students' development of strong and autonomous personalities and with their eventual participation in areas of community life including economics, culture and politics.

In this section, questions raised in the preceding sections are reviewed and given a new perspective by relating them to life in a social context. Through questions, particularly about the family, school, society and people's rights and responsibilities, and activities dealing with vandalism and civics, this section explores self-knowledge, expectations, hopes, awareness of the ties that bind us to others and the difficulties people have to overcome in order to achieve a degree of well-being despite the contradictions, problems, irrationalities, frantic pace and extreme complexity of modern life.

The whole program, and this section in particular, try to help young people meet the challenge of being at ease with themselves and with others, of developing their public and private lives, of promoting self-knowledge and knowledge of others and of learning to cope with the difficulties and adventures of being a man or woman among men and women.

### 3.2 Changes and Complexities in Modern Society

During the last two decades, important changes have been occurring in western society: changes in social structures, men's and women's roles in society, institutions, laws and regulations. These changes are closely related to new economic, social, cultural and political needs, as well as the willingness on the part of some people to consider new values. Our society is endeavouring to redefine itself in order to attain a better standard of living for everyone.

All of these changes and new directions require individuals to be increasingly skillful in adapting to changes in order to develop fully in the social context. However, many people fail to adjust to this accelerated rate of change. They accuse the "topsy-turvy world" of rejecting the values of the past, resulting in a world that is materially and emotionally insecure. The immediate future is uncertain; there are growing concerns about what lies in store for young people.

These rapid changes are accompanied by an increasingly complex social structure. In fact, a society that is in evolution hones its organizations and discovers new ways of operating. Participating in a highly complex, well-ordered society is far from an easy task. Despite numerous groups' considerable efforts to help people live comfortably in society, some people still find it difficult to get along. What are their rights, duties and powers as citizens? How can they make sense of all the public institutions, the many different departments, the complicated procedures to follow in order to assert their rights, and the great number of forms to be filled out in order to obtain information or to receive a service to which they are entitled? Citizens of this superorganized "high-tech" society have to deal constantly with challenges such as these.

In fact, the many changes which society is undergoing and the increasingly complex ways in which society is functioning may partially explain the apparent social apathy observed in many individuals whose sole interest seems to be their personal security and comfort. They cannot be condemned, as long

as they lack the means to participate in public affairs and assume their role as citizens. People are not born with the talents of living with others and participating in the development of the community. A society like ours, that claims to be democratic, must increase its efforts to educate people about living in a community.

These considerations lead to a series of questions: Who will carry on in the future? What place do young people occupy in society now? What are their feelings, expectations, questions and ambitions concerning life in society? What role will they play in the future? Will they be better prepared to adapt to changes and to take social initiatives?

### 3.3 Young People and Society

The current trends in young people's experiences enable us to forecast a future that is sometimes promising, sometimes uncertain. Indeed, many young people participate actively in society in different ways including social groups, youth clubs, organizations for aid to developing countries and solidarity marches. Such participation demonstrates young people's awakening social consciousness and their desire to participate in society's well-being.

Nowadays, however, the behaviour of some young people shows incomprehension, resignation, rebellion and even a total refusal to participate in any social life. The increase in cases of delinquency, dropping out of school, alcoholism, drug abuse, prostitution and petty crime attest to these negative behaviours. It is also a fact that, in Québec, suicide is the major cause of death of 15- to 19-year olds, and the second major cause of death of 15- to 30-year olds.

What are the causes of this malaise? Some people attribute it to the type of society in which we live, others specifically blame the family environment, while others accuse the educational system. One thing is certain: it is through all of these institutions and structures that young people begin to learn about life in society, since each of these institutions is in constant interaction with the others. Through their daily experiences in the family, in school and in society in general, young people will form their own view of society, a view that will encourage or discourage them in their quest for living in harmony with others.

Only through the common determination of all these institutions to adapt to young people's reality and to grant them the place in society that is theirs by right, will it be possible to motivate them to make a sincere and rewarding commitment to society.

### 3.4 The Family: Learning to Live in Society

Children experience their first social relationships in the family, in which they gradually develop their personal identity, get to know others and live with them. Children experience roles and responsibilities which will gradually help them situate themselves in relation to others and define their place within the family. They will gradually assimilate the meaning of the words **sharing, responsibility, differences, equality, compromise, rights** and **conflict**. For children, the family represents the foundation on which they base their early social behaviour.

Children's positive or negative attitudes towards society are determined by what they have learned, whether it is submission, defiance, cooperation, jealousy, love, hate, injustice, security, fraternity or equality. Thus, the family has a major role to play in children's education for life in society.

### 3.5 The School: Learning to Live in Society

The school, a broader and more diversified milieu than the family, is the second environment in which children will evolve over at least ten years. The children will undergo experiences that will leave their mark, just as those in the family will influence their lives. The school's educational mission is to prepare young people for the great adventure of living a rewarding life in society. The process must start early, while the children are still in school.

Depending on certain conditions, the students will be able to adjust to society, look forward to the future in a positive way and commit themselves to their community freely, autonomously and responsibly, as long as the school enables young people the freedom to express their feelings, expectations, needs, fears and insecurities. The school should also invite them to reflect on what they are and want to be; encourage them to discover the means for developing and participating in the improvement of the quality of their life in the community. Furthermore, the school should trust them, give them the place in society that is theirs by right and empower them to understand the social organization with which they will eventually have to interact, without disguising or avoiding the realities with which they will have to deal.

It is in the school's best interest to provide young people with the opportunities to get organized and participate in the educational process, to make choices, to express themselves freely, to convey their points of view, because young people need to become integrated into society, to participate in its evolution and to have their own place in society. Moreover, it is in school, this microcosm of society, that young people should have the opportunity of fulfilling their expectations and of learning about their roles as citizens.

### 3.6 Learning for Life

What really happens in school? Does school really encourage children to live in society? Does school in fact provide children with the wherewithal for becoming involved and participating in the improvement of school life?

The school is concerned with the social education of its students. Efforts are constantly being made to help the students solve the social conflicts they often face, to understand the importance of following rules, to work and play in teams and to become involved in their school life. Such efforts occur as the opportunity arises, whether during a lesson, a personal meeting, or often, as a result of specific problems. The sometimes fruitless effects of these attempts are understandable given the current school context: overpopulated comprehensive schools, excessive teacher workload, and overloaded student timetables, teacher specialization, in short, a context that makes it difficult to encourage rewarding social relationships or time to think about these sensitive questions.

For these reasons it is essential to discuss in greater detail activities that were previously explored, and to reemphasize the importance of educating young people about living in a community. The goals of Life in Society are designed: to enable young people to understand how society is organized, to encourage them to reflect on their social responsibilities and the implications of these responsibilities, and to help them discuss freely the facets and challenges of social life so that they may achieve genuine autonomy, in the context of a valid relationship with others.

To sum up, the Life in Society section contains specific objectives adapted to young people's ages and needs, and learning content that is relevant to their experience and that is explored in a context of sharing, mutual self-disclosure and freedom of expression. These factors should encourage the students to contribute to a more democratic atmosphere in school and should help prepare them to be active, positive and enlightened participants in society.

### 3.7 The New Generation

In conclusion, it is presumed that both the family and the school agree that preparing young people for life in society will enable them to become autonomous, committed and responsible citizens, who are enthusiastic proponents of social change.

Through the efforts of the family and the school, young people will certainly be better informed, more aware of the social dimension of their character, and of their personal and collective destiny. No one can conclusively say that the future will definitely be better. But one thing is certain: if the children who ultimately form the new generation are better prepared, the opportunities for creating a better life will be greater.

## 4. Orientations of the Life in Society Section

### 4.1 Global Objective of the Life in Society Section

Beginning with the different aspects of the issues covered in the Life in Society Section and the school's specific role in this respect, the ultimate goal of Life in Society is to encourage the students to express themselves as individuals and citizens, in a harmonious, beneficial and positive manner.

Consequently, the global objective of Life in Society Education is as follows:

To encourage the students to develop the knowledge, attitudes and behaviours which will enable them to strike a balance between their expectations and those of the communities within which the students are evolving, so that they will be able to express themselves fully as individuals, and participate actively in the life of their communities.

### 4.2 Goals of Life in Society

The goals of this section have been divided according to three types of relationships for two reasons. First, the global objective places the students in a situation in which they need to focus on themselves to obtain more thorough knowledge of the social dimensions of their character, and secondly, the global objective encourages the students to seek a balance between their personal expectations and those of their communities.

The first goal deals with the type of relationship in which the students try to understand the social dimensions of their character and to create their own models of a citizen.

The second goal deals with the type of relationship in which the students try to develop ways of making rational use of their physical environment.

The third goal deals with the type of relationship in which the students try to develop their social roles as citizens and to participate in improving community life.

Consequently, the goals of the section are:

1. To foster the students' better understanding of the social dimensions of their character and to encourage them to describe their personal guidelines for development as free and responsible citizens.
2. To make the students aware of the importance of their physical environment and to encourage them to use it in a manner that is beneficial to them and to their communities.
3. To encourage the students to assume their social roles in order to participate in improving community life.

#### 4.3 General Objectives

The objectives of Life in Society are based on all related material in elementary and secondary school. The objectives help teachers acquire an overview of the subject matter that is developed during the 11 years of elementary and secondary schooling. However, there are some objectives specific to elementary school and others specific to secondary school.

In order to determine what is specific to each of elementary and secondary schools, further analysis is undertaken and the characteristics, needs and development of the target population are taken into consideration. The results of this analysis make it possible to determine the general objectives for each of the school levels.

In elementary school, the general objectives are designed to encourage the students:

1. To understand the social dimension of their character.
2. To take advantage of the services offered by their communities, and yet respect others' rights to use them.
3. To become aware of belonging to a group and the roles they are required to play within it.
4. To become aware of the various decision-making structures that society creates in order to function democratically.

**General Orientations of the Life in Society  
Section in Elementary School**

Global Objective  
of Life in  
Society

To encourage the students to develop the knowledge, attitudes and behaviours which will enable them to strike a balance between their expectations and those of the communities within which the students are evolving, so that they will be able to express themselves fully as individuals, and participate actively in the life of their communities.



Goals of Life  
in Society  
Concerning the  
Relationship  
Implied by the  
Global Objective

1. To foster the students' better understanding of the social dimensions of their character and to encourage them to describe their personal guidelines for development as free and responsible citizens.
2. To make the students aware of the importance of their physical environment and to encourage them to use it in a manner that is beneficial to them and to their communities.
3. To encourage the students to assume their social roles in order to participate in improving community life.



General Objectives  
of Life in Society  
in Elementary  
School

The students are encouraged:

1. To understand the social dimension of their character.
2. To take advantage of the services offered by their communities, and yet respect others' rights to use them.
3. To become aware of belonging to a group and the roles they are required to play within it.
4. To become aware of the various decision-making structures that society creates in order to function democratically.

## 5. Learning Content and Objectives

### 5.1 Learning Content

In elementary school, the learning content is designed to encourage students to develop their personalities to the fullest as individuals and as citizens. The learning content covers the students' understanding of the social dimension of their character and the place they occupy in the different groups to which they belong.

Concerning the students' **relationships with the self**, the learning content covers different social situations which the children experience as well as their rights and responsibilities.

Concerning the students' **relationships with their physical environment**, the learning content covers sources of information that are available in their communities and the concept of community property.

Concerning the students' **relationships with their social environment**, the learning content covers life in a group, the roles the student is required to play within it, as well as individual differences.

The following table presents the distribution of the learning content covered in elementary school according to the types of relationships, the school's specific fields of activity, the work themes and the focuses of study.

**Distribution of the Learning Content of  
Life in Society in Elementary School**

| Type of Relationship                                                                                                                                                                   | Field of Activity                                     | Work Theme                     | Content                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The students' relationships with themselves in which they seek to define themselves as social beings and to clarify their guidelines for development as free and responsible citizens. | Understanding the social dimension of their character | Personal History               | <ul style="list-style-type: none"> <li>-people who took care of them</li> <li>-friends and groups of friends</li> <li>-existing social environment</li> <li>-social activities</li> <li>-satisfying needs</li> <li>-needs compared to human nature</li> <li>-childhood memories</li> <li>-social dimension of people</li> </ul>                                                                                                       |
|                                                                                                                                                                                        |                                                       | My Family                      | <ul style="list-style-type: none"> <li>-family portrait</li> <li>-members of the family</li> <li>-affinities</li> <li>-reasons for preferences</li> <li>-family activities</li> <li>-feelings concerning those activities</li> <li>-exclusivity of family activities</li> <li>-attention they receive from their families</li> <li>-necessity of the family</li> <li>-expression of the happiness in belonging to a family</li> </ul> |
|                                                                                                                                                                                        |                                                       | My Occupation                  | <ul style="list-style-type: none"> <li>-relatives' occupations</li> <li>-advantages of these occupations</li> <li>-their future occupations</li> <li>-comparison between their choices and those of their peers</li> <li>-diversity of occupations</li> <li>-social use of occupations</li> </ul>                                                                                                                                     |
|                                                                                                                                                                                        |                                                       | Information                    | <ul style="list-style-type: none"> <li>-definition of information</li> <li>-locations of information</li> <li>-sources of information</li> <li>-transmission of information</li> <li>-feelings as a result of information</li> <li>-kinds of information</li> <li>-uses of information</li> <li>-need for information</li> <li>-rate at which information is received</li> </ul>                                                      |
|                                                                                                                                                                                        |                                                       | My Identity                    | <ul style="list-style-type: none"> <li>-family ties and others</li> <li>-concept of community</li> <li>-identification card</li> <li>-comparison of their identification cards with those of their peers</li> </ul>                                                                                                                                                                                                                   |
|                                                                                                                                                                                        |                                                       | My Rights and Responsibilities | <ul style="list-style-type: none"> <li>-definition of a right</li> <li>-kinds of rights</li> <li>-basic rights</li> <li>-freedoms</li> <li>-rights versus responsibility</li> <li>-children's rights</li> </ul>                                                                                                                                                                                                                       |
|                                                                                                                                                                                        |                                                       | Roles of Information           | <ul style="list-style-type: none"> <li>-daily status of information</li> <li>-impact of information on them</li> <li>-nature of adults' information needs and advantages gained</li> <li>-personal advantages of information</li> </ul>                                                                                                                                                                                               |
|                                                                                                                                                                                        |                                                       |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**Distribution of the Learning Content of  
Life in Society in Elementary School**

| Type of Relationship                                                                                                                                                         | Field of Activity                                                                                        | Work Theme             | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The students' relationships with their physical environment in which they try to exploit the assets of their environment for themselves and for the community.               | The students' using the services available to the community and their helping to maintain these services | Gathering Information  | <ul style="list-style-type: none"> <li>-information transmitted through the senses</li> <li>-senses most often used</li> <li>-ways of using their senses</li> <li>-other ways of using their senses</li> <li>-new methods for gathering information</li> </ul>                                                                                                                                                                                                                             |
|                                                                                                                                                                              |                                                                                                          | Information Centres    | <ul style="list-style-type: none"> <li>-sources of information in the environment</li> <li>-frequently used sources</li> <li>-personal methods for using an information centre</li> <li>-functioning of an information centre</li> <li>-steps in using an information centre</li> <li>-difficulties concerning the approach</li> <li>-trying one step</li> </ul>                                                                                                                           |
|                                                                                                                                                                              |                                                                                                          | Vandalism              | <ul style="list-style-type: none"> <li>-public goods and services consumed</li> <li>-needs satisfied by consuming goods and services</li> <li>-damaged goods and services</li> <li>-definition of vandalism</li> <li>-causes of vandalism</li> <li>-personal and social consequences of vandalism</li> <li>-personal opinions concerning vandalism</li> <li>-ways of encouraging respect for public property</li> </ul>                                                                    |
| The students' relationships with their social environment in which they seek to define their social role and to participate in improving the community's standard of living. | Awareness of their belonging to a group and the roles they are required to play within it                | My Place in the Family | <ul style="list-style-type: none"> <li>-my rank</li> <li>-my rights</li> <li>-my responsibilities</li> <li>-responsibilities of other members of the family</li> <li>-importance of each role</li> <li>-favourite responsibilities</li> <li>-reasons for preferences</li> <li>-ways of making their responsibilities pleasant</li> </ul>                                                                                                                                                   |
|                                                                                                                                                                              |                                                                                                          | Family Rules           | <ul style="list-style-type: none"> <li>-rules in the family</li> <li>-use of rules</li> <li>-diversity of rules in the family</li> <li>-evolution of the rules</li> <li>-reasons for the evolution of rules</li> <li>-personal roles in making and applying rules</li> <li>-participation in the family</li> <li>-opportunity to make a contribution</li> </ul>                                                                                                                            |
|                                                                                                                                                                              |                                                                                                          | My Place in School     | <ul style="list-style-type: none"> <li>-the school, second group to which they belong</li> <li>-reasons for attending school</li> <li>-physical and social characteristics of school</li> <li>-roles of the various school groups</li> <li>-association with one of the groups</li> <li>-classroom situation</li> <li>-rights and responsibilities in the school</li> <li>-a typical school day</li> <li>-feelings about school life</li> <li>-ways of appreciating school life</li> </ul> |

**Distribution of the Learning Content of  
Life in Society in Elementary School**

| Type of Relationship | Field of Activity                                                                                              | Work Theme                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |                                                                                                                | The Groups I<br>Belong To | <ul style="list-style-type: none"> <li>-groups outside the family and school</li> <li>-reasons for belonging to these groups</li> <li>-activities in these groups</li> <li>-role in these groups</li> <li>-preferences in these groups</li> <li>-expectations of these groups</li> <li>-expectations of the groups in relation to themselves</li> <li>-rights and responsibilities</li> <li>-feelings about personal experiences in a group</li> </ul> |
|                      |                                                                                                                | Tolerance                 | <ul style="list-style-type: none"> <li>-persons or groups with different lifestyles</li> <li>-lifestyles of an individual or a group</li> <li>-human rights</li> <li>-respect for human rights</li> <li>-feelings about the disrespect of rights</li> <li>-ways of respecting human rights</li> </ul>                                                                                                                                                  |
|                      |                                                                                                                | Good Citizenship          | <ul style="list-style-type: none"> <li>-definition</li> <li>-acts illustrating good citizenship</li> <li>-value of acts illustrating good citizenship</li> <li>-personal experience</li> <li>-feelings experienced</li> <li>-dangers associated with acts illustrating good citizenship</li> <li>-social importance</li> <li>-personal actions</li> </ul>                                                                                              |
|                      | Becoming aware of<br>different means<br>that society and<br>different groups<br>create in order to<br>function | Rules                     | <ul style="list-style-type: none"> <li>-rules in the family</li> <li>-rules in school</li> <li>-rules in peer groups</li> <li>-rules in a city</li> <li>-diversity of rules</li> <li>-prevention and resolution of conflicts</li> </ul>                                                                                                                                                                                                                |
|                      |                                                                                                                | Laws                      | <ul style="list-style-type: none"> <li>-definition</li> <li>-characteristics of a law</li> <li>-ways of making laws</li> <li>-different laws</li> <li>-reasons for laws</li> <li>-use of laws</li> <li>-laws that concern them</li> <li>-opinions about these laws</li> <li>-implications of disrespecting a law</li> </ul>                                                                                                                            |

## 5.2 Learning Objectives

To give readers an overview of all the learning objectives for elementary school, the following chart presents the general objectives as well as the terminal objectives of the cycles related to them.

The pages that follow give each terminal objective for both cycles of the elementary level, with the intermediate objectives related to it.

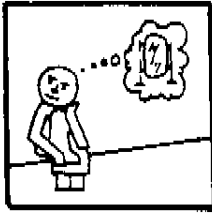
**Distribution of the Objectives of  
Life in Society in Elementary School**

| General Objectives                                                                                                | Terminal Objectives                                                                                                         | Intermediate Objectives* |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------|
| The students are encouraged:                                                                                      | The students should be able:                                                                                                |                          |
|                                                                                                                   | 1 <sup>st</sup> cycle                                                                                                       |                          |
|                                                                                                                   | T.1 To recognize that since birth they have needed to live in a social environment.                                         | (9)                      |
|                                                                                                                   | T.2 To recognize the importance of living in a family.                                                                      | (10)                     |
|                                                                                                                   | T.3 To recognize that they will contribute to the evolution of society according to the occupations they ultimately choose. | (7)                      |
| 1. To understand the social dimension of their character.                                                         | T.4 To define information.                                                                                                  | (9)                      |
|                                                                                                                   | -----                                                                                                                       |                          |
|                                                                                                                   | 2 <sup>nd</sup> cycle                                                                                                       |                          |
|                                                                                                                   | T.1 To recognize that they belong to a community.                                                                           | (5)                      |
|                                                                                                                   | T.2 To recognize that they have rights and responsibilities as individuals and as members of a community.                   | (8)                      |
|                                                                                                                   | T.3 To define the role of information in their lives.                                                                       | (4)                      |
|                                                                                                                   | -----                                                                                                                       |                          |
| 2. To take advantage of the services offered by their communities, and yet respect others' rights to use them.    | 1 <sup>st</sup> cycle                                                                                                       |                          |
|                                                                                                                   | T.5 To identify different ways of gathering information.                                                                    | (6)                      |
|                                                                                                                   | -----                                                                                                                       |                          |
|                                                                                                                   | 2 <sup>nd</sup> cycle                                                                                                       |                          |
|                                                                                                                   | T.4 To apply the main steps in using an information centre.                                                                 | (7)                      |
|                                                                                                                   | T.5 To promote an awareness of public property and a concern for it.                                                        | (8)                      |
|                                                                                                                   | -----                                                                                                                       |                          |
| 3. To become aware of belonging to a group and the roles they are required to play within it.                     | 1 <sup>st</sup> cycle                                                                                                       |                          |
|                                                                                                                   | T.6 To define their place in the family.                                                                                    | (8)                      |
|                                                                                                                   | T.7 To define their place in school.                                                                                        | (10)                     |
|                                                                                                                   | T.8 To understand their place in the main groups they belong to.                                                            | (9)                      |
|                                                                                                                   | -----                                                                                                                       |                          |
|                                                                                                                   | 2 <sup>nd</sup> cycle                                                                                                       |                          |
|                                                                                                                   | T.6 To participate in making and applying family rules.                                                                     | (10)                     |
|                                                                                                                   | T.7 To show tolerance toward people they know whose lifestyles differ from their own.                                       | (8)                      |
|                                                                                                                   | T.8 To show the importance of good citizenship.                                                                             | (11)                     |
|                                                                                                                   | -----                                                                                                                       |                          |
| 4. To become aware of the various decision-making structures society creates in order to function democratically. | 2 <sup>nd</sup> cycle                                                                                                       |                          |
|                                                                                                                   | T.9 To recognize the existence and use of rules within social groups.                                                       | (7)                      |
|                                                                                                                   | T.10 To recognize the existence and rationale for laws.                                                                     | (10)                     |

\* The numbers in brackets correspond to the number of intermediate objectives related to each terminal objective.

Terminal and Intermediate  
Objectives

First Cycle

**THEME: Personal History****TERMINAL OBJECTIVE 1**

TO RECOGNIZE THAT SINCE BIRTH THEY HAVE NEEDED TO LIVE IN A SOCIAL ENVIRONMENT.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

1.1 To make a list of the people who have taken care of them since birth.

Examples:

- . father and/or mother
- . brothers and/or sisters
- . day-care workers
- . aunts and/or uncles
- . foster home staff
- . grandparents
- . adoptive parents
- . hospital staff
- . other

1.2 To list the names of their friends or groups of friends since birth.

Examples:

- . brothers, sisters
- . cousins
- . neighbours
- . other

1.3 To describe their present social environment.

1.4 To make a list of the things they do with the people they now live with.

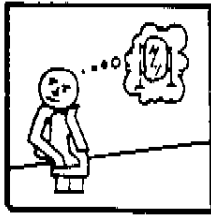
1.5 To identify the needs they satisfy by living with others.

Needs:

- . to be protected
- . to be loved
- . to play
- . to communicate
- . to learn, understand

1.6 To realize that all of their classmates experience similar needs.

1.7 To ask adult friends whether they have also experienced the need to live with others.

**THEME: Personal History****TERMINAL OBJECTIVE 1 (cont'd)**

TO RECOGNIZE THAT SINCE BIRTH THEY HAVE NEEDED TO LIVE IN A SOCIAL ENVIRONMENT.

**INTERMEDIATE OBJECTIVES**

1.8 To ask people who have been taking care of them if they remember events that marked the students' lives.

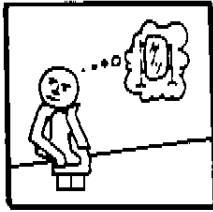
1.9 To imagine what would have happened to them had they always been alone.

**RELATED CONTENT****Memories:**

- . birth
- . first steps
- . first words
- . first birthday
- . illnesses
- . happy and sad occasions
- . other

**Examples of possible answers:**

- . I would have starved to death
- . I would not know how to talk
- . I would not know how to walk
- . I would be scared of other people
- . other



**THEME: My Family**

**TERMINAL OBJECTIVE 2**

TO RECOGNIZE THE IMPORTANCE OF LIVING IN A FAMILY.

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

2.1 To give a general description of their family.

According to the different types (one-parent family, two-parent family, etc.)

- . number of people
- . members
- . relationship with the members (father, mother, grandfather, etc.)
- . the home

2.2 To describe each member of their family.

Description:

- . name
- . place in the family
- . parent, brother or sister
- . height, colour of hair, eyes
- . the activities they prefer with each family member

2.3 To identify the family members whom they like to be with.

2.4 To give the reasons for their preferences.

Examples of possible answers:

- . they like the same games
- . they laugh together
- . they never quarrel
- . I learn many things with them

Concept of individual differences

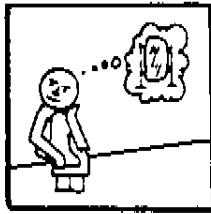
2.5 To describe leisure activities with their family.

Examples of possible answers:

- . trips
- . outdoor activities
- . games
- . visiting relatives
- . meals

2.6 To express what they feel when they participate in these activities.

2.7 To state whether or not they could participate in these activities without their family.



**THEME: My Family**

**TERMINAL OBJECTIVE 2 (cont'd)**

TO RECOGNIZE THE IMPORTANCE OF  
LIVING IN A FAMILY.

---

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

---

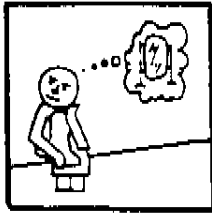
2.8 To state in their own words why they could not participate in these activities without their family.

2.9 To describe what family members do to take care of them.

Examples of possible answers:

- . feed me
- . dress me
- . play with me
- . kiss me

2.10 To imagine how life would be without their family.

**THEME: My Occupation****TERMINAL OBJECTIVE 3**

TO RECOGNIZE THAT THEY WILL CONTRIBUTE TO THE EVOLUTION OF SOCIETY ACCORDING TO THE OCCUPATIONS THEY ULTIMATELY CHOOSE.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

3.1 To learn about their parents', brothers' or sisters' occupations.

3.2 To ask about the advantages of their occupations.

3.3 To recognize that later on they will also have occupations.

Needs for:

- . autonomy
- . fulfillment
- . participating in a group or community
- . relationships with others

3.4 To imagine the occupations they would like and to state the reasons for these choices.

Types of possible occupations:

Reasons for choices:

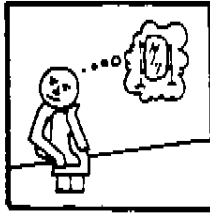
- . personal skills
- . emulation of father and/or mother
- . advantages of the occupation
- . services rendered to the community
- . requirements of the occupation

3.5 To compare their choice(s) with those of their peers.

3.6 To observe that there are many possible occupations in a community.

Adaptability to the market (unemployment, personal and professional upgrading, varied range of work)

3.7 To recognize that all these occupations are useful to society.



**THEME: Information**

**TERMINAL OBJECTIVE 4**

**TO DEFINE INFORMATION.**

### **INTERMEDIATE OBJECTIVES**

### **RELATED CONTENT**

4.1 To state in their own words what the word "information" means to them.

4.2 To talk about situations in which they received information.

4.3 To realize that the information they receive may come from various sources.

Information sources:

- . friends
- . family
- . television
- . radio
- . reading
- . library
- . other

4.4 To talk about situations in which they gave information to someone else.

Examples of possible situations:

- . I told my parents that my shoes needed to be repaired
- . I told my friend about my vacation plans
- . I told my brother about the life of cats
- . I told my teacher about losing a book

4.5 To recall a situation in which the information received brought them happiness or sadness, or left them indifferent.

4.6 To identify different kinds of information.

Different kinds of information:

- . news
- . communication (e.g. railway timetable)
- . events

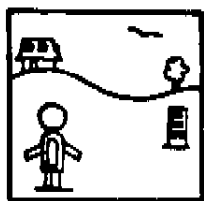
4.7 To state in their own words the roles of information.

4.8 To imagine what would happen if they never received any information.

4.9 To realize that every day they give and receive information.

Need for information:

- . basic consumer goods



### INTERMEDIATE OBJECTIVES

- 5.1 To state the kind of information transmitted by the five senses.
- 5.2 To name the senses they use most often to get information.
- 5.3 To compare their answers with those of their peers.
- 5.4 To describe how they use their senses.
- 5.5 To indicate other ways of gathering information through these same senses.
- 5.6 To explore a new way of gathering information.

### THEME: Gathering Information

#### TERMINAL OBJECTIVE 5

TO IDENTIFY DIFFERENT WAYS OF GATHERING INFORMATION.

#### RELATED CONTENT

##### Sight:

- . colours, sizes, thickness, shapes of things in the immediate environment
- . content of books
- . other

##### Hearing:

- . different noises and sounds in the immediate environment
- . what people say

##### Touch:

- . texture of objects
- . temperature of objects

##### Smell:

- . odour of objects

##### Taste:

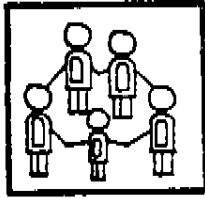
- . taste of foods
- . warmth of foods
- . ingredients of a dish (spices, sugar)

##### Examples of possible answers:

- . hearing:
  - asking adults questions
  - listening to the radio or watching T.V.
- . sight:
  - reading
  - watching T.V.

##### Examples:

- . personal research in the library
- . reading newspapers, magazines
- . talking with peers
- . other

**THEME: My Place in My Family****TERMINAL OBJECTIVE 6**

TO DEFINE THEIR PLACE IN THE FAMILY.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

6.1 To state their rank in the family.

Examples of possible answers:

- . I am the smallest
- . I am the tallest
- . I am an only child
- . I am the middle child
- . other

6.2 To be aware of their rights in the family.

6.3 To describe their personal responsibilities within the family.

Examples of possible answers:

- . drying the dishes
- . taking care of a younger brother or sister
- . mowing the lawn
- . watering the plants
- . tidying their rooms
- . other

6.4 To be aware of the responsibilities of other family members.

6.5 To realize the importance of each of these roles to harmony in the family.

Elements of analysis:

- . consequences of each individual's irresponsibility
- . complementarity
- . sharing
- . differences (age, personality, skills)

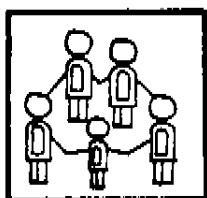
6.6 To indicate those responsibilities that they like and do not like to take.

6.7 To give the reasons for their preferences.

6.8 To imagine what they could do to make their responsibilities more pleasant.

Examples:

- . discussion with the family concerning their feelings towards these responsibilities
- . proposing ways of assuming them

**THEME: My Place in School****TERMINAL OBJECTIVE 7**

TO DEFINE THEIR PLACE IN SCHOOL.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

7.1 To acknowledge that school is the second most important group in their lives.

Transition from the family to school:

- . daily attendance
- . number of hours spent in school
- . social dimension of school

7.2 To tell in their own words why they go to school.

Function of the school

Developmental aspect of the individual

7.3 To give a physical and demographic description of their school.

Short description:

- . rooms and furniture
- . teaching material

Groups:

- . students, teachers, administrators, parents, non-teaching professionals, support personnel

7.4 To identify the role of the groups at school.

Roles:

- . roles of the students
- . roles of the teachers
- . roles of the administrators
- . roles of the parents
- . roles of the non-teaching professionals
- . roles of the support personnel

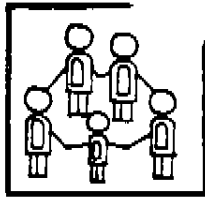
7.5 To identify themselves with one of these groups.

7.6 To understand their place in class.

With relation to:

- . teachers
- . friends
- . rights in the class
- . responsibilities in the class
- . rights and responsibilities of their classmates
- . their expectations of others
- . others' expectations of them
- . activities they like
- . obligations

7.7 To be aware of their rights and responsibilities in school.

**THEME: My Place in School****TERMINAL OBJECTIVE 7 (cont'd)**

TO DEFINE THEIR PLACE IN SCHOOL.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

7.8 To describe a typical school day.

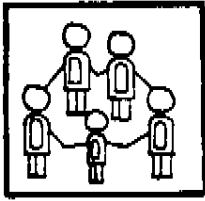
Description:  
 . relationships  
 . activities  
 . responsibilities

7.9 To express their feelings concerning their lives in school.

Feelings:  
 . likes  
 . dislikes

7.10 To indicate ways of improving their appreciation of school life.

Examples:  
 . participating in new activities  
 . talking with the appropriate people



## THEME: The Groups to Which They Belong

### TERMINAL OBJECTIVE 8

TO UNDERSTAND THEIR PLACE IN THE MAIN GROUPS THEY BELONG TO.

### INTERMEDIATE OBJECTIVES

- 8.1 To indicate the main groups, other than the family and the school, that they belong to.
- 8.2 To give the reasons for belonging to these various groups.
- 8.3 To describe their main activities within each of these groups.
- 8.4 To describe their roles in each of these groups.
- 8.5 To explain what they like most in each of these groups.
- 8.6 To explain what they expect from each of these groups.
- 8.7 To state what these groups expect from them.
- 8.8 To know their rights and responsibilities in each of these groups.
- 8.9 To express their feelings as members of these groups.

### RELATED CONTENT

Examples of possible answers:

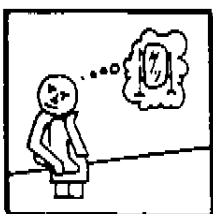
- . friends
- . sports clubs
- . Brownies
- . Cubs, Scouts
- . choir
- . other

Possible answers:

- . types of activities
- . types of relationships
- . other

Terminal and Intermediate  
Objectives

Second Cycle



## THEME: My Social Identity

### TERMINAL OBJECTIVE 1

TO RECOGNIZE THAT THEY BELONG TO A COMMUNITY.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

1.1 To make a list of their ties to various groups.

Ties:

- . family
- . friends
- . school
- . community
- . city
- . province
- . other

1.2 To define the concept of community.

Definition:

- . "A group of people living together or in one locality and subject to the same laws, having common interests, characteristics ..." (Funk & Wagnalls Canadian College Dictionary)

1.3 To realize that they are part of a community.

1.4 To make their own social identification cards.

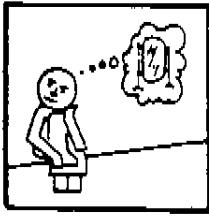
Social identity:

- . surname...
- . ...school
- . ...district
- . ...address
- . situated in the province of...
- . other

1.5 To compare their identification cards with those of their peers.

Elements of comparison:

- . similarities
- . differences



## THEME: My Rights and Responsibilities

### TERMINAL OBJECTIVE 2

TO RECOGNIZE THAT THEY HAVE RIGHTS AND RESPONSIBILITIES AS INDIVIDUALS AND AS MEMBERS OF A COMMUNITY.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

2.1 To show an understanding of what they consider to be their rights in the family, class, or as individuals.

Examples of possible answers:

- . right to perform a certain activity
- . right to say certain things
- . right to go to a specific place
- . right to a home
- . right to be given food
- . right to protection
- . right to affection
- . other

2.2 To give, in their own words, a definition of a right and the reasons that justify it.

2.3 To give a definition of a right.

Definition:

- . "that which allows you to be entirely your own self, to develop and reach your potential as an individual and as a member of society"
- (Young People and Their Rights, p. 1)

2.4 To distinguish the different kinds of rights.

Kinds of rights:

- . natural rights (which stem from basic needs)
- . legal rights (rights protected by society)
- . individual rights
- . collective rights

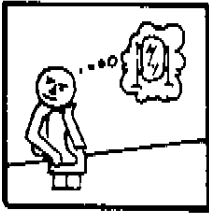
2.5 To know the basic rights of every human being.

- . food
- . clothing
- . housing
- . protection
- . love
- . work

2.6 To recognize that every right implies freedom.

Freedom to exercise their rights according to their wishes, e.g.:

- . I have the right to express myself. I have the freedom to express myself as I wish.
- . I have the right to clothing. I have the freedom to dress as I wish.


**THEME: My Rights and Responsibilities**
**TERMINAL OBJECTIVE 2 (cont'd)**

TO RECOGNIZE THAT THEY HAVE RIGHTS AND RESPONSIBILITIES AS INDIVIDUALS AND AS MEMBERS OF A COMMUNITY.

**INTERMEDIATE OBJECTIVES**

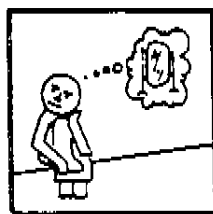
2.7 To recognize that every right implies responsibilities as individuals and as members of a community.

2.8 To identify the rights of children and the ensuing responsibilities.

**RELATED CONTENT**
**Responsibilities:**

- . to respect the rights of others
- . to respect the freedom of others
- . to use their rights and freedoms to further their development

**Declaration of the Rights of the Child**

**THEME: Roles of Information****TERMINAL OBJECTIVE 3**

TO DEFINE THE ROLE OF INFORMATION IN THEIR LIVES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

3.1 To give examples of daily situations in which they need information.

**Examples:**

- . when performing activities in school, in the family, in sports
- . when reading (need to know the meaning of a word)
- . when talking with friends, family members, teachers, etc.
- . when practising a cultural activity (dance, music, painting)

3.2 To tell in their own words what happens when they receive the information they need.

**Examples:**

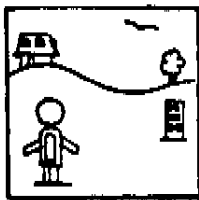
- . possibility of completing a task
- . wish to explore a subject more thoroughly to get more information
- . questioning or adjusting personal opinions
- . ability to talk with others
- . other

3.3 To ask parents or adults about their information needs and the advantages of obtaining such information.

3.4 To describe the personal advantages they derive from the information.

**Personal advantages:**

- . greater self-knowledge
- . greater awareness of their environment
- . possibility of communicating with others
- . other



## THEME: Information Centres

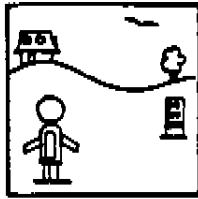
### TERMINAL OBJECTIVE 4

TO APPLY THE MAIN STEPS IN USING AN INFORMATION CENTRE.

### INTERMEDIATE OBJECTIVES

### RELATED CONTENT

- |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1 To make a list of the information sources available in the immediate environment.</p>                       | <p>Sources:</p> <ul style="list-style-type: none"> <li>. school library</li> <li>. church, synagogue or temple</li> <li>. library</li> <li>. municipal library</li> <li>. bookshop</li> <li>. news and magazine stands</li> <li>. exhibitions (e.g. books)</li> </ul> <p>Resource materials:</p> <ul style="list-style-type: none"> <li>. dictionaries</li> <li>. encyclopedias</li> <li>. newspapers and magazines</li> <li>. specialized books</li> <li>. instructional publications</li> <li>. advertising publications</li> <li>. radio, television</li> <li>. data banks</li> </ul> |
| <p>4.2 To state the kinds of information they use most often.</p>                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>4.3 To tell of personal situations in which they made use of information centres.</p>                           | <p>Steps taken:</p> <ul style="list-style-type: none"> <li>. aims of project</li> <li>. difficulties encountered</li> <li>. information collected</li> <li>. degree of personal satisfaction</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>4.4 To give a brief description of the way in which an information centre in their neighbourhood functions.</p> | <p>Functions:</p> <ul style="list-style-type: none"> <li>. role of the information centre</li> <li>. classification system of the resource information</li> <li>. borrowing procedures</li> <li>. role of the resource persons</li> <li>. method for using resource information</li> <li>. schedule listing hours of centre</li> </ul>                                                                                                                                                                                                                                                   |
| <p>4.5 To identify the main steps in using an information centre.</p>                                              | <p>Steps:</p> <ul style="list-style-type: none"> <li>. identifying the subject</li> <li>. meeting with the resource person(s) of the center</li> <li>. gathering resource information</li> <li>. reading, listening, or viewing material</li> <li>. taking notes</li> </ul>                                                                                                                                                                                                                                                                                                              |



**THEME: Information Centres**

**TERMINAL OBJECTIVE 4 (cont'd)**

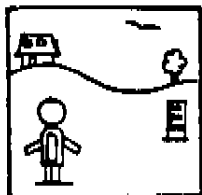
TO APPLY THE MAIN STEPS IN USING AN INFORMATION CENTRE.

---

**INTERMEDIATE OBJECTIVES**

**RELATED CONTENT**

- 4.6 To describe the difficulties they encounter in applying one or more steps.
- 4.7 To attempt one of these steps.

**THEME: Vandalism****TERMINAL OBJECTIVE 5**

TO PROMOTE AN AWARENESS OF PUBLIC PROPERTY AND A CONCERN FOR IT.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5.1 To review public goods and services that people use.</p>                                                   | <p>Cf. Consumer Education section, Elementary, 2<sup>nd</sup> Cycle T.O. 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>5.2 To identify the needs satisfied by using these goods and services.</p>                                     | <p>Examples of goods and services used:</p> <ul style="list-style-type: none"> <li>. library: need to be informed</li> <li>. recreation centres: need to enjoy oneself</li> <li>. public transport: need to travel</li> <li>. church: need to gather one's thoughts</li> <li>. school: need to develop</li> <li>. park: need to relax</li> <li>. day nursery:               <ul style="list-style-type: none"> <li>. for the child: need to belong to a group, to be protected</li> <li>. for the parents: need to work away from home</li> </ul> </li> </ul> |
| <p>5.3 To give examples of public goods and services that have been seriously damaged in their neighbourhood.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>5.4 To define vandalism in their own words.</p>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>5.5 To give reasons that lead people to commit acts of vandalism.</p>                                          | <p>Reasons:</p> <ul style="list-style-type: none"> <li>. jealousy</li> <li>. dares (peers)</li> <li>. revenge</li> <li>. pleasure</li> <li>. dissatisfaction concerning goods or services</li> </ul>                                                                                                                                                                                                                                                                                                                                                          |
| <p>5.6 To be aware of the personal and social consequences of acts of vandalism.</p>                              | <p>Personal consequences:</p> <ul style="list-style-type: none"> <li>. self-punishment</li> <li>. loss of part or all of the service</li> <li>. legal penalties</li> <li>. failure to achieve the improvement they seek</li> </ul> <p>Social consequences:</p> <ul style="list-style-type: none"> <li>. community unable to benefit from the goods or services</li> <li>. increase of maintenance costs for the taxpayers (parents)</li> <li>. limitation of available resources</li> </ul>                                                                   |

**THEME: Vandalism****TERMINAL OBJECTIVE 5 (cont'd)**

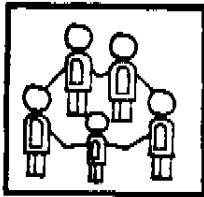
TO PROMOTE AN AWARENESS OF PUBLIC PROPERTY AND A CONCERN FOR IT.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- 5.7 To express their personal opinions about acts of vandalism.
- 5.8 To imagine with their peers ways of promoting an awareness of public property in their neighbourhood.

Examples of possible ways:

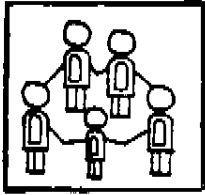
- . awareness campaigns
- . slide presentations
- . posters in the school halls
- . surveys
- . information to other classes
- . school newspapers

**THEME: Family Rules****TERMINAL OBJECTIVE 6**

TO PARTICIPATE IN MAKING AND APPLYING FAMILY RULES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

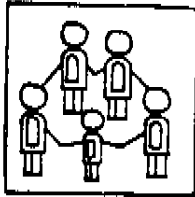
- |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6.1 To list the rules existing in their families.</p>              | <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>. rules concerning:             <ul style="list-style-type: none"> <li>. schedule for bedtime, meals, homework, television, outings, etc.</li> </ul> </li> <li>. hygiene: washing morning and night, washing hands before meals, brushing teeth, changing underclothes regularly, and so on</li> <li>. use of rooms and furniture in the home</li> <li>. nutrition</li> <li>. sharing at home</li> <li>. other</li> </ul> |
| <p>6.2 To imagine what would happen if these rules did not exist.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>6.3 To show the reasons for family rules.</p>                      | <p>Reasons for rules:</p> <ul style="list-style-type: none"> <li>. harmony</li> <li>. well-being</li> <li>. practicality</li> <li>. conflict prevention</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| <p>6.4 To compare their family rules with those of their peers.</p>   | <p>Elements of comparison:</p> <ul style="list-style-type: none"> <li>. similarities</li> <li>. differences</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| <p>6.5 To understand the diverse aspects of rules.</p>                | <p>Diversity:</p> <ul style="list-style-type: none"> <li>. in the nature of the rules</li> <li>. in the application of rules</li> <li>. in the families</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| <p>6.6 To become aware of how rules evolve.</p>                       | <p>Evolving aspect:</p> <ul style="list-style-type: none"> <li>. modification of rules</li> <li>. elimination of rules</li> <li>. addition to rules</li> </ul>                                                                                                                                                                                                                                                                                                                                        |
| <p>6.7 To be aware of reasons for changing rules.</p>                 | <p>Reasons:</p> <ul style="list-style-type: none"> <li>. ineffectiveness of a rule</li> <li>. rejection of the rule by the members of the family</li> <li>. rule no longer applicable since children have matured</li> <li>. other</li> </ul>                                                                                                                                                                                                                                                         |

**THEME: Family Rules****TERMINAL OBJECTIVE 6 (cont'd)**

TO PARTICIPATE IN MAKING AND APPLYING FAMILY RULES.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

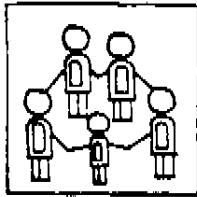
- |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6.8 To define their personal role in making and applying rules in their family.</p> <p>6.9 To describe the family situations in which they could contribute to making and applying rules.</p> <p>6.10 To discuss with their family how they could participate in making and applying family rules.</p> | <p>Concepts of:</p> <ul style="list-style-type: none"> <li>. responsibility as family members</li> <li>. each member's right to express himself/herself</li> <li>. duty to contribute to domestic harmony</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**THEME: Tolerance****TERMINAL OBJECTIVE 7**

TO SHOW TOLERANCE TOWARD PEOPLE THEY KNOW WHOSE LIFESTYLES DIFFER FROM THEIR OWN.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>7.1 To find in their neighbourhood individuals or groups of people whose lifestyles differ from their own.</p> <p>7.2 To obtain information on the lifestyles of one of these people, or of a particular group of people.</p> <p>7.3 To present summaries of their surveys to their peers.</p> <p>7.4 To show a basic knowledge of a person's needs.</p> <p>7.5 To check whether the rights of this person or group of people have been respected.</p> <p>7.6 To express their feelings about these people.</p> <p>7.7 To express their feelings about people who do not respect the rights of others.</p> <p>7.8 To take more effective steps to respect the rights of others.</p> | <p>Examples:</p> <ul style="list-style-type: none"> <li>Older people</li> <li>Handicapped people</li> <li>People from ethnic communities</li> </ul> <p>Lifestyles:</p> <ul style="list-style-type: none"> <li>. family and friends</li> <li>. leisure activities</li> <li>. particular cuisine</li> <li>. home, apartment</li> <li>. work</li> <li>. needs</li> <li>. desires</li> <li>. problems</li> <li>. relationships with others</li> </ul> <p>References:</p> <ul style="list-style-type: none"> <li>. <b>Universal Declaration of Human Rights</b>, sections 1, 2, 3, 7, 12, 18, 19, 22 and 23, 24, 25, 26, 27</li> <li>. <b>Charter of Human Rights and Freedoms</b></li> <li>. <b>Canadian Charter of Rights and Freedoms</b></li> </ul> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>. sadness</li> <li>. love</li> <li>. indifference</li> <li>. desire to know them better</li> <li>. other</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>. avoiding making fun of certain people</li> <li>. inviting children of all nationalities to play with them</li> <li>. other</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**THEME: Good Citizenship****TERMINAL OBJECTIVE 8**

TO SHOW THE IMPORTANCE OF GOOD CITIZENSHIP.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

8.1 To define good citizenship in their own words.

**Definition:**

- . helping people who are in danger
- . helping people who are in need
- . respecting public property

8.2 To tell about acts of good citizenship they have observed in their neighbourhood.

**Examples:**

- . a person helping an older person to cross the street
- . a person who is always careful to throw his/her trash in the garbage can
- . other

8.3 To express their opinions about the value of these acts.

8.4 To talk about a personal experience in which they needed someone's help.

8.5 To express how they felt when they received help.

8.6 To imagine what would have happened if they had not received help.

8.7 To express their feelings about a situation in which they did not receive the help they needed.

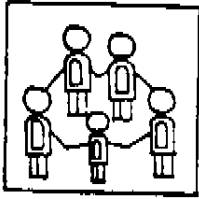
8.8 To indicate dangers caused by certain acts of good citizenship.

**Dangers for the rescuer:**

- . losing their lives
- . hurting themselves
- . damaging their possessions

8.9 To be aware of the importance society attributes to acts of good citizenship.

**Act to Promote Good Citizenship**  
(R.S.Q., C. C-20)

**THEME: Good Citizenship****TERMINAL OBJECTIVE 8 (cont'd)**

TO SHOW THE IMPORTANCE OF GOOD CITIZENSHIP.

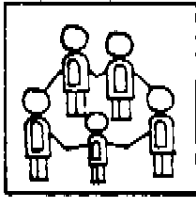
**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

8.10 To imagine what would happen in a society in which nobody demonstrated good citizenship.

8.11 To indicate situations in which they could have shown good citizenship.

Situations:

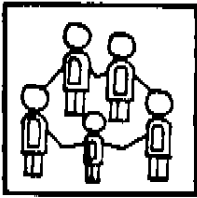
- . in school
- . at home
- . on the street
- . in the park
- . other

**THEME: Rules****TERMINAL OBJECTIVE 9**

TO RECOGNIZE THE EXISTENCE AND USE OF RULES WITHIN SOCIAL GROUPS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

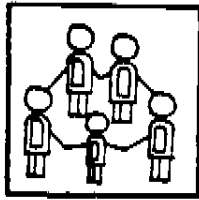
- |                                                                                                    |                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9.1 To review the rules that exist in their family.                                                | Cf. Intermediate Objective 6.1, Elementary, 2 <sup>nd</sup> Cycle                                                                                                                         |
| 9.2 To state the rules that exist in their school.                                                 | Rules in: <ul style="list-style-type: none"> <li>. the class</li> <li>. the school</li> </ul>                                                                                             |
| 9.3 To state the rules that exist in games or sports.                                              | Rules pertaining to: <ul style="list-style-type: none"> <li>. forming teams</li> <li>. cheating</li> <li>. organizing sports</li> <li>. scheduling activities</li> <li>. other</li> </ul> |
| 9.4 To state regulations that exist in their city.                                                 | Regulations pertaining to: <ul style="list-style-type: none"> <li>. traffic</li> <li>. safety</li> <li>. maintenance of public places</li> <li>. other</li> </ul>                         |
| 9.5 To be aware of the diverse aspects of rules.                                                   | Adaptation of rules to the community's needs                                                                                                                                              |
| 9.6 To imagine what would happen in a social group that they belong to if each rule did not exist. | Rules in: <ul style="list-style-type: none"> <li>. their families</li> <li>. their class and school</li> <li>. their groups of friends</li> <li>. other</li> </ul>                        |
| 9.7 To become aware of the purpose of rules.                                                       | Purpose of rules: <ul style="list-style-type: none"> <li>. preventing conflicts within the group</li> <li>. resolving conflicts</li> </ul>                                                |

**THEME: Laws****TERMINAL OBJECTIVE 10**

TO RECOGNIZE THE EXISTENCE AND  
RATIONALE FOR LAWS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

- |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>10.1 To define a <b>law</b> in their own words.</p> <p>10.2 To identify the characteristics of a law.</p> <p>10.3 To understand how laws are made.</p> <p>10.4 To name different laws which affect people in Québec.</p> <p>10.5 To identify the reasons for laws.</p> <p>10.6 To name the people responsible for enforcing laws.</p> <p>10.7 To express their own opinions about the purpose of laws.</p> | <p>Definition:</p> <ul style="list-style-type: none"> <li>. collection of rules governing life in society and reflecting social values</li> </ul> <p>Characteristics:</p> <ul style="list-style-type: none"> <li>. impersonal (general law)</li> <li>. personal (private law)</li> <li>. compulsory</li> </ul> <p>Method:</p> <ul style="list-style-type: none"> <li>. role of governments (3 levels)</li> <li>. role of legislators (3 levels)</li> <li>. role of individuals, groups or associations</li> </ul> <p>Examples of laws:</p> <ul style="list-style-type: none"> <li>. Provincial:             <ul style="list-style-type: none"> <li>. <b>Consumer Protection Act</b></li> <li>. <b>Youth Protection Act</b></li> <li>. <b>an Act respecting industrial accidents and occupational diseases</b></li> <li>. <b>an Act respecting occupational health and safety</b></li> </ul> </li> <li>. Federal:             <ul style="list-style-type: none"> <li>. <b>Food and Drug Act</b></li> <li>. <b>Criminal Code</b></li> </ul> </li> </ul> <p>Reasons for laws:</p> <ul style="list-style-type: none"> <li>. maintaining peace in society</li> <li>. preventing conflicts</li> <li>. meeting society's new needs</li> <li>. protecting individual and community interests</li> </ul> <p>Role of policemen</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**THEME: Laws****TERMINAL OBJECTIVE 10 (cont'd)**

TO RECOGNIZE THE EXISTENCE AND  
RATIONALE FOR LAWS.

**INTERMEDIATE OBJECTIVES****RELATED CONTENT**

10.8 To become aware of a law that  
concerns them.

Examples:

- . **Youth Protection Act**
- . **Consumer Protection Act**
- . **Young Offenders Act**

10.9 To give their personal opinion  
about this law.

Examples:

- . is it useful?
- . is it fair?

10.10 To state the consequences of  
breaking this law.

Implications:

- . for the individual
- . for society

## Bibliography

- Association d'Éducation du Québec, **L'éducation dans le trafic, apprendre à être citoyen, ça vaut le coup!** Québec: Bibliothèque nationale du Québec, Dossier 7980-1576, 1er trimestre 1980.
- Champagne-Gilbert, Maurice. **La famille et l'homme à délivrer du pouvoir.** Ottawa: Leméac, 1980.
- Fédération des Jeunes Canadiens Français. **Les jeunes et leurs droits, guide à l'intention des animateurs-jeunesse.** Ottawa: n.p. 1981.
- Illich, I. **Tools for Conviviality.** New York: Harper and Row, 1973.
- L'institut Vanier de la famille. **Les enfants et la société familiale.** June 1979.
- Magazine, C.E.Q. **L'avenir des jeunes québécois sacrifié.** Québec: C.E.Q., Autumn 1981.
- Manuel d'éducation juridique, groupe de recherche sur l'information juridique de l'Outaouais. Ottawa: Presses de l'Université d'Ottawa, 1981.
- O.M.E.P. **Le jeune enfant, citoyen à part entière?** Texte de conférences, Québec: n.p., August 1980.
- Québec, Ministère de la Justice. **L'enfance maltraitée...ça existe aussi au Québec.** Comité de la protection de la jeunesse, Cahiers 1 et 2, Montréal: n.p., 1981.
- Reboul, Olivier. **L'éducation politique et l'école.** Actes du congrès mondial, l'école et les valeurs. Trois-Rivières: Serge Fleury Éditeur, 1981, 57-70.
- Université de Montréal. **Rapport de recherche sur les jeunes Québécois et l'information.** Laboratoire de recherche sur la télévision et l'enfant. Montréal: n.p. August 1980.
- Periodicals
- Droits et libertés.** Commission des droits de la personne du Québec, bulletin mensuel de la Commission des droits de la personne du Québec.
- Gazette des femmes.** Council on the Status of Women.

**PART IV: EVALUATION**

## 4. EVALUATION

### 4.1 General Considerations

Through evaluation, an integral part of the teaching/learning process, it is possible to check whether students have attained the objectives of the program. The more systematic the evaluation, the more reliable the information obtained. Decisions pertaining to learning made in the light of this information are more likely to be relevant and effective.

For this program, two types of evaluation are recommended: formative and summative.

**Formative evaluation** is designed to provide immediate instructional assistance to the students. This type of evaluation is intended to inform students and teachers alike about the extent to which the students have attained each objective of the program, as well as to demonstrate the students' learning progress. Formative evaluation furthermore makes it possible to identify the students' difficulties so that ways to improve may be suggested or so that students are encouraged to discover ways to improve on their own.

Formative evaluation may be done at the beginning, in the middle, or upon the completion of one or several learning activities, thus enhancing the learning process while the activity is being carried out. The decisions that ensue are strictly instructional. The teachers may, for example, adjust their plans, strategies, attitudes, and the context, as well as suggest new learning activities to the students, who can then modify their learning strategies accordingly.

On the other hand, **summative evaluation** is carried out at the end of a series of learning activities such as a program, or major segment of a program. Through this type of evaluation, the students and the teacher learn how well a set of objectives has been attained. For example, the tests administered at the end of a section are used for summative evaluation and the decisions that ensue may be either instructional or administrative. The results of summative evaluations are the ones usually transmitted to parents.

Essential to these two types of evaluation is the collection of data, that is to say, measurement. Measurement instruments, such as comprehensive examinations, tests, or observation grids, when well prepared, ensure a solid basis for the evaluation process. Measurement data or results can be interpreted in two ways.

In one case, results are compared to obtain information concerning a student's performance in relation to that of the other students in his/her class or school. In this way, ranking, position, or groups of students with the same levels of achievement can be identified. This is called **norm-referenced interpretation**. It is used specifically in summative evaluation.

In the other case, the interest is centred more on the student's individual progress in acquiring knowledge or in developing skills. It is more important here to compare the student's actual achievement with what was anticipated at the beginning of the learning period. A pre-established minimum level of achievement makes it possible to conclude that the student has attained or has not attained the objectives. This is known as **criterion-referenced interpretation**, which is used in both formative evaluation and summative evaluation.

Teachers can use formative evaluation during the course of their daily tasks to guide them in their work. This evaluation will serve the students better if it is done as individually as possible. Teachers are also responsible for evaluating and reporting the students' progress, via summative evaluation for example, at the end of a term or at the end of the year.

Report cards, progress charts and letters to parents are among the ways of communicating the students' evaluation results to their parents. Data based on both formative and summative evaluation are included in the reports.

#### 4.2 Evaluation in the **Personal and Social Education** Program

With these general considerations in mind, it is appropriate to deal specifically with evaluation as it is treated in the **Personal and Social Education** Program.

##### 4.2.1 Focus of Evaluation

The **Personal and Social Education** Program is aimed at the student's education on the personal and social level, meaning that this education extends far beyond simple information on the various subjects in the curriculum.

Since this program is concerned with education, it is obvious that when the teacher evaluates the diversity of subjects contained in the program, he/she will have to take the student's level of knowledge into consideration. Only by specifying the learning content in each action is it possible to carry out

a genuine evaluation on the level of the students' education in health, sexuality, interpersonal relationships, life in society, and consumer affairs.

Education is, above all, the transmission of information. In order to develop on the personal and social level, students must be able to acquire a structured knowledge of the elements contained in the five sections of this program. Acquisition of this knowledge constitutes the prerequisite to any further education.

Once acquired, the information must be assimilated by the students and integrated into their lives. This means that they must use the information to help define who they are and what they want to become. Collecting information would be of no use if it did not contribute to the students' development. The integration of information into the students' experiences is a true source of education, since it will have both a short- and a long-term impact on their attitudes.

Take, for example, the case of a student in the Health Education section. When being tested, if the student demonstrates an excellent knowledge of nutrition but this information is not reflected in his/her own eating habits, it is obvious that he/she did not attain the program's objective. Evaluating the student's level of education requires that both the knowledge acquired and the student's resulting attitudes and behaviour be taken into consideration.

It is relatively easy to evaluate the level of a student's acquisition of knowledge. Evaluating attitudes is more complex. Teachers must first be aware of the nature of the attitudes that are to be evaluated. The **Personal and Social Education** Program should encourage the students to adopt the following attitudes:

- |                      |                     |
|----------------------|---------------------|
| . openness to others | . self-acceptance   |
| . respect for others | . sense of judgment |
| . autonomy           | . responsibility    |
| . genuineness        | . caution           |
| . curiosity          | . enthusiasm        |
| . creativity         | . commitment        |
| . openness to change |                     |

These attitudes can all be perceived, but to different degrees depending on the students' level of development and the subject being studied. Teachers concerned with the students' education should be attentive to these elements

when they evaluate the students' knowledge. An evaluation which is approached in this way enables teachers to know the students better and to guide them in the different stages of their development.

With respect to the means used to evaluate the student's education, it is believed that evaluation is possible only through continuous observation and mutual exchange between the teacher and the student, or through co-evaluation by both. Evaluation should also be carried out in close cooperation with the family, because of its primary role in young people's education. This cooperation should, on the one hand, ensure the complementary assistance between home and school, and on the other hand, produce a complete picture of the student's progress.

The curriculum guide that accompanies this program offers different models of student evaluation for each of the five sections of the program.

#### 4.2.2 Remarks

Evaluating Personal and Social Education involves checking the students' level of understanding and their assimilation of the different dimensions of their lives. In this sense, when evaluating the students' education, subjective criteria such as positions or ideas adopted by the family or the community, which consequently influence the student, must never be used. It is not the family which is being evaluated via the student, but the student's personal and social development. The program rejects the idea of subjectively biased evaluations. The universality of the values put forward by the program (responsibility, love, respect for others, autonomy, tolerance, and so on) immediately rules out supporting one idea to the detriment of another.

Health Education, Sex Education, Interpersonal Relationships, Consumer Education and Life in Society are lifelong educational undertakings. Students in the **Personal and Social Education** Program should therefore never under any circumstances be labelled as having "failed" at one stage or another of their development. Categorizing children as failures could very well curb their development or retard their progress. Even though each section's objectives are set according to the students' level of development, and the students are therefore expected to attain these objectives, it is essential for teachers to respect each child's own pace when they are doing an evaluation. The students' future education should also be taken into account, for what they do not learn during a given period may be learned during later learning stages, providing the students are given the necessary support.

### 4.3 Information Appearing on the School Report

The school report is used by the teacher to inform parents about the progress of their children in school. Parents can thus follow their children's learning progress and help them overcome difficulties.

Personal and Social Education, like all other subjects, appears on the student's school report and is evaluated globally. The evaluation should include both the acquisition and the subsequent integration of knowledge; this is the school report's actual *raison d'être*. In the curriculum guide readers will find suggestions for marking that may be used for the student's school report.

**GENERAL BIBLIOGRAPHY**

## Bibliography

- Bélanger, Robert. **Parents d'adolescents.** Bibliothèque nationale du Québec, 3rd quarter. Québec: 1981.
- Bigge, M.L. **Learning Theories for Teachers.** 3rd ed. New York: Harper & Row. 1986.
- Bloom, Benjamin S. **Taxonomy of Educational Objectives.** New York: Longmans, Greens, 1956.
- Bruner, J.S. **The Process of Education.** New York: Vintage Books, 1960.
- Conseil supérieur de l'éducation. **L'égalité des chances en éducation.** Doc. No. 5-2046, 1979.
- De Landsheere, V. and G. De Landsheere. **Définir les objectifs d'éducation.** Collection Pédagogie d'aujourd'hui. Paris: P.U.F., 1975.
- De Rosnay, J. **Le macroscope - Vers une vision globale.** Paris: Éditions du Seuil, 1975.
- Dewey, John. **Democracy and Education.** New York: The Free Press, 1966.
- D'Hainault, L. **Des fins aux objectifs de l'Éducation.** Brussels: Tabor, 1977.
- Erickson, Erik. H. **Childhood and Society.** 2nd ed. New York: W. W. Morton, 1963.
- **Identity, Youth and Crisis.** New York: W. W. Morton, 1968.
- Fromm, E. **Man for Himself: An Inquiry into the Psychology of Ethics.** New York: Rinehart, 1947.
- Gagné, R. **Les principes fondamentaux de l'apprentissage.** Montréal: HRW Ltée, 1976.
- Gingras-Audet, J.M. "L'école et la transmission des valeurs." In **Prospectives**, February 1981, 85-43.
- Grand'Maison, Jacques. **Une philosophie de la vie.** Montréal: Leméac, 1977.
- **Le Privé et le Public.** Montréal: Leméac, 1974.
- Hare, P.-M. "Adolescents into Adults", in T.H.B. Hollings, ed., **Aims in Education: the Philosophical Approach.** Manchester: University of Manchester Press, n.d.
- Herbert, Bruno. "Éduquer, c'est aussi accompagner." Interview with Carlo Zanetti. In **Prospectives**, February 1981, 23-29.

Huberman, A.M. **Comment s'opèrent les changements en éducation, contribution à l'étude de l'innovation. Expérience et innovations en éducation, 4.** N.p.p.: 1973.

Illich, Ivan. **Deschooling Society.** New York: Harper and Row, 1971.

Kohlberg, L. "Stage and Sequence; the Cognitive-Developmental Approach to Socialization." In David A. Goslin, ed., **Handbook of Socialization Theory and Research.** Chicago: Rand McNally College Publishing Co., 1969, 347-480.

----- "From is to Ought: How to Commit the Naturalistic Fallacy and Get Away With It in the Study of Moral Development". In Theodore Mitchel, ed., **Cognitive Development and Epistemology.** New York: Academic Press, 1971, 151-235.

----- "Stages and Moral Development as a Basis for Moral Education." In C. Beck, B.S. Crittenden and E.V. Sullivan, eds., **Moral Education, Interdisciplinary Approaches.** Toronto: University of Toronto Press, 1971, 21-92.

Krathwohl, D.R. et al. **Taxonomy of Educational Objectives. Handbook II: Affective Domain.** New York: David McKay, 1964.

Laborit, H. **La nouvelle grille pour décoder le message humain.** Paris: Laffont, 1974.

Le conseil supérieur de l'éducation. "La formation personnelle et sociale à l'école." In **Conseil-Education**, February 2, 1978, 1-2.

Lefebvre, A. **La vie des hommes.** Livret pédagogique. N.p.p.: Guérin, 1973.

Legendre, R. **Une éducation...à éduquer.** Montréal: Éditions France - Québec, 1979.

Lépine, G. **Analyse des modèles utilisés en éducation au Québec.** Montréal: Les Éditions coopératives Albert St-Martin, 1977.

Mendel, Gérard. **Pour décoloniser l'enfant.** Paris: Payot, 1971.

Morin, Edgar. **Le paradigme perdu: la nature humaine.** Paris: Seuil, 1973.

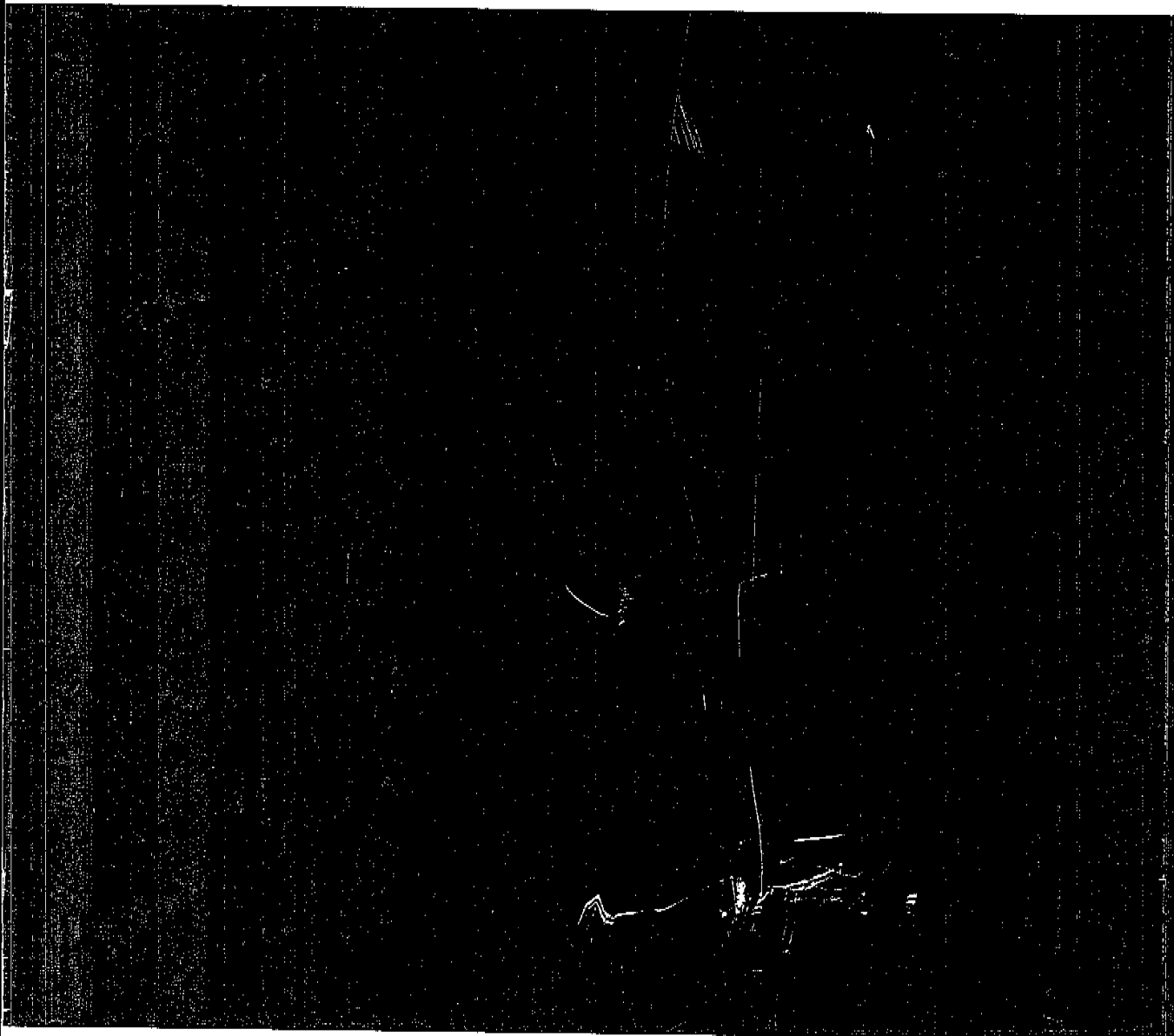
Morris, W. "Indoctrination as a Normative Concept." **S.P.E.**, 4.20-40, 1966.

Ontario, Ministry of Education. Desjarlais, Lionel, and John Rackauskas. **Needs and Characteristics of Students in the Intermediate Years, Ages 12-16.** Ottawa: University of Ottawa Editions, 1972.

Paquette, C., George Hein and Michael Patton Quinn. **Évaluation et pédagogie ouverte.** Ottawa: NHP, 1980.

- **Le projet éducatif.** Ottawa: NHP, 1979.
- **Vers une pratique de la pédagogie ouverte.** Ottawa: NHP, 1976.
- Paré, A. **Créativité et pédagogie ouverte.** Québec: NHP, n.d.
- Peters, R.S., P.W. Hamlyn et al. **The Concept of Education.** Éd. R.S. Peters, Routledge & Kegan Paul. New York: The Humanities Press, 1967.
- Piaget, Jean. **Psychologie de l'intelligence.** Paris: Collin, 1947.
- **The Construction of Reality in the Child.** New York: Basic Books, 1954.
- Popham, W.J., E.W. Eisner, G.G. Sullivan and L. Tyler. AERA, Monograph Series on Curriculum Evaluation, Vol. 3, **Instructional Objectives.** Chicago: Rand McNally, 1969.
- Québec, Ministère des Communications. **Les options en éducation.** Presses du Service des impressions. Québec: ministère des Communications, 1981.
- Québec, Ministère de l'Éducation. **Guide docimologique, Fascicule I, Introduction à la mesure et à l'évaluation.** Service de mesure et d'évaluation. Publié par le Service Général des Communications, Code 16-7251. Québec: ministère de l'éducation, 1976.
- **Guide docimologique, Fascicule II, Les objectifs d'apprentissage dans l'optique de la mesure et de l'évaluation.** Service de mesure et d'évaluation. Publié par le Service général des communications, Code 16-7252. Québec: ministère de l'éducation, 1976.
- **Guide docimologique, Fascicule III, Notions sur la taxonomie.** Service de mesure et d'évaluation. Québec: ministère de l'Éducation, 1976.
- **Politique générale d'évaluation pédagogique.** Projet, EVAPED. Québec: ministère de l'Éducation, 5 October 1979.
- **L'école québécoise - Énoncé de politique et plan d'action.** Québec: ministère de l'Éducation, 1979.
- **Guide docimologique.** Nos. 1-6, Codes 16-7251 to 16-7256. Québec: ministère de l'Éducation, 1977-1978.
- **Programs or sections of programs from the Canadian provinces which are involved in contributing to the research for Québec's Personal and Social Education program.** Working document. D.G.D.P. Québec: ministère de l'Éducation, 1980.
- Reboul, Olivier. **Langage et idéologie.** Paris: P.U.F., 1980.

- "Les fins d l'Éducation." In Études philosophiques, No. 2, April 1973, 203-225.
- La philosophie de l'éducation. Paris: P.U.F., 1971.
- Qu'est-ce qu'apprendre. Paris: P.U.F., 1980.
- L'endocritinement. Paris: P.U.F., 1977.
- Rocher, Guy and W. Pierre BÉlanger. École et société au Québec. Montréal: HMH, 1970.
- Saylor, J.G. and W.M. Alexander. Planning Curriculum for Schools. Montréal: Holt, Rinehart & Winston, 1974.
- Short, E.C. and G.D. Marconit. Contemporary Thought on Public School Curriculum. Dubuque, Iowa: W.C. Brown Co., 1970.
- Stake, R.E. "Toward a Technology for the Evaluation of Educational Programs." In R. Tyler, R. Gagné and M. Scriven, AERA, Monograph Series on Curriculum Evaluation. No. 1: Perspectives of Curriculum Evaluation. Chicago: Rand McNally Co., 1970.
- Toussaint, F. "Nouveaux programmes et pédagogie." In Vie pédagogique, Vol. 7, April 1980, 4-8.
- Tylco, R.W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949.



Gouvernement du Québec  
Ministère  
de l'Éducation

16-2707A