

Course
Psychological Health
PRS-2101-1
Secondary Cycle One



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

Ramana Maharshi

Presentation of the Course *Psychological Health*

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

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

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

Dealing With the Real-Life Situations

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

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



Class of Situations Addressed by the Course

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

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

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

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

Class of Situations	Examples of Real-Life Situations
Seeking balance in life	<ul style="list-style-type: none">▪ Lack of time for leisure activities▪ Time of crisis, self-doubt▪ Burnout▪ Feeling overworked and overburdened with responsibilities▪ Period of discouragement▪ Period of boredom or lack of interest

Categories of Actions

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

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Experimenting with one or more forms of self-expression 	<ul style="list-style-type: none"> ▪ Draws, paints, sculpts, moulds ▪ Writes a song, poem, or story ▪ Participates in a play ▪ Takes pictures, makes a video ▪ Plays music ▪ Cooks ▪ Undertakes a DIY project ▪ Sews, makes an object
<ul style="list-style-type: none"> ▪ Reflecting on how to introduce creativity into everyday life 	<ul style="list-style-type: none"> ▪ Recharges his or her batteries through reading, social contact, music, etc. ▪ Reflects on his or her life, plans, interests, etc. ▪ Takes time out for himself/herself ▪ Is aware of his or her level of satisfaction ▪ Recognizes feelings of pleasure and well-being ▪ Is interested in the accomplishments of others

Compulsory Elements and End-of-Course Outcomes

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

Class of Situations

Seeking balance in life

Categories of Actions

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

Operational Competencies

Uses creativity

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

Essential Knowledge

- Self-awareness
- Creativity
- Pleasure

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

End-of-Course Outcomes

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

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

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

Evaluation Criteria

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

Operational Competencies

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

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

Contribution of the Operational Competency *Uses creativity*

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

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

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

Essential Knowledge

Self-knowledge

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

Creativity

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

Pleasure

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

Attitudes

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

Open-mindedness and Flexibility

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

Complementary Resources

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

Social Resources	Material Resources
<ul style="list-style-type: none">▪ Cultural centre staff/facilitators▪ Regional artists▪ Staff at museums, exhibit centres	<ul style="list-style-type: none">▪ Materials appropriate to the forms of self-expression explored (e.g. paper, cardboard, colouring pencils, pastels, charcoal, glue, magazines, paint brushes, musical instruments, cameras, video cameras)▪ Art books▪ Relaxation music▪ Computer, word-processing and drawing software

Contribution of the Subject Areas

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

Subject Area: Languages

Program of Study: *English, Language of Instruction*

Course (Presecondary): *Lifestyle Options*

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

Subject Area: Mathematics, Science and Technology

Program of Study: *Computer Science*

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

Andragogical Context

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

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

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

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

From Dream to Creativity

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

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

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

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

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

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

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Seeking balance in life	
Learning Situation	
From Dream to Creativity	
Categories of Actions	
<ul style="list-style-type: none"> ▪ Experimenting with one or more forms of self-expression ▪ Reflecting on how to introduce creativity into everyday life 	
Operational Competency	Essential Knowledge
<ul style="list-style-type: none"> ▪ Uses creativity 	<ul style="list-style-type: none"> ▪ Self-awareness ▪ Creativity ▪ Pleasure
Complementary Resources	
<ul style="list-style-type: none"> ▪ Paper, colouring pencils, magazines, scissors, glue 	



