Shared Values and Cultural Diversity

SST-1121-1

Secondary Cycle One

Presentation of the Course *Shared Values and Cultural Diversity*

The *Shared Values and Cultural Diversity* course is designed to help adult learners deal competently with real-life situations that involve becoming familiar with differences and appreciating the wealth of social and cultural practices in Québec society.

It enables adult learners to recognize the importance of shared values for individuals and society.

By the end of the course, adult learners will have improved their sense of observation and will have gained a better understanding of the distinctive social and cultural traits of the individuals and groups that are a part of their everyday life. They will be able to define their vision of diversity and recognize the importance of shared values for the common good.

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: *Ways of expressing diversity*.

This class includes real-life situations that reflect the social and cultural diversity of Québec society. Adult learners are encouraged to strengthen the social cohesion indispensable for life in society. Indeed, life in a democratic society requires recognizing the diversity of individuals and groups and including them in community life. Living alongside others in a pluralistic society means respecting the rights and shared values of all citizens.

The class *Ways of expressing diversity* comprises real-life situations in which adult learners come in contact with people or groups of varied social and cultural backgrounds. Such situations may arise when adults use public services or attend public meetings or festivals. They may also occur in their neighbourhood.

Class of Situations	Examples of Real-Life Situations
Ways of expressing diversity	- Registering for courses - Participating in neighbourhood committees - Participating in parent committees - Participating in student committees - Participating in social activities - Participating in student life - Participating in street festivals - Participating in a professional association - Participating in a leisure activity - Using public services - Participating in community groups

Categories of Actions

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

Categories of Actions	Examples of Actions
▪ Identifying elements of sociocultural diversity	▪ Inquires about ways of expressing diversity ▪ Identifies elements that reflect social and cultural diversity ▪ Associates these elements with specific social and cultural aspects ▪ Recognizes and appreciates social and cultural diversity in his/her neighbourhood
▪ Identifying unifying elements in the community	▪ Looks for similarities among members of the community ▪ Identifies unifying elements in a parent committee ▪ Identifies connections between these elements and shared values ▪ Observes unifying elements at a town festival ▪ Determines means of bridging the gap between cultures ▪ Investigates the importance of sharing values

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

Ways of expressing diversity

Categories of Actions

- Identifying elements of sociocultural diversity
- Identifying unifying elements in the community

Operational Competencies

Communicates

- Gathers information about different ways of expressing diversity
- Shares ideas about different ways of expressing diversity
- Describes the contribution of social and cultural diversity to the community

Exercises critical and ethical judgment

- Objectively considers different ways of expressing diversity
- Examines divergent opinions
- Takes shared values and the rules of democratic behaviour into account
- Takes a stand on measures aimed at helping people live together in harmony

Essential Knowledge

- Elements of sociocultural diversity
- Unifying elements in the community

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 *Ways of expressing diversity,* adult learners define the concept of diversity as they perceive it in their community and are able to recognize unifying elements in the community that enhance its diversity.
Adult learners who identify elements of sociocultural diversity refer to lifestyles, ancestry, customs and languages. They gather information about ways of expressing diversity and consider them objectively. They discuss these ways with their peers, sharing ideas and examining divergent opinions.
In identifying unifying elements in the community, adult learners describe the contribution of cultural and social diversity, taking shared values and the rules of democratic behaviour into account.
At the end of the process, they take a stand on measures aimed at helping people live together in harmony.

Evaluation Criteria

- ▪ Identifies significant elements of sociocultural diversity
- ▪ Identifies significant unifying elements in the community

Operational Competencies

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

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

Contribution of the Operational Competency *Communicates*	
The operational competency *Communicates* helps adult learners understand others and make themselves understood. Dealing with real-life situations involving cultural diversity and seeking cohesion require a proactive communication approach: adult learners are encouraged to see beyond their differences in order to understand others.	In this context, sharing ideas with peers helps adult learners develop democratic values. They gather information about the cultural and social diversity they observe and consider different ways of expressing this diversity in order to construct a representation. They describe the contribution of social and cultural diversity to the community.

Contribution of the Operational Competency *Exercises critical and ethical judgment*	
The operational competency *Exercises critical and ethical judgment* helps adult learners discern and appreciate the social phenomena they encounter in real-life situations. They must take a stand based on an assessment that disregards stereotypes, prejudice and subjective and intuitive convictions.	When adult learners witness different ways of expressing sociocultural diversity, they consider them objectively, without passing judgment. They examine divergent opinions, taking shared values and the rules of democratic behaviour into account. They take a stand on measures aimed at helping people live together in harmony.

Essential Knowledge

Elements of sociocultural diversity

- Interculturalism and multiculturalism

- Ancestry

- Lifestyles

- Customs, beliefs, values

- Languages

Unifying elements in the community

- Equality of rights and solidarity

- Access to public services (education, heath, social assistance)

- Shared territory

- Official languages

- Shared values based on rights: freedom, justice, equality

- Evolution of social rights (historical references)

Attitudes

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

Open-mindedness	Respect
Open-mindedness allows adult learners to overcome their prejudices and set aside their personal interests and particular concerns to discover the rich social makeup of Québec society manifested in its underlying democratic values and the diversity of the people and groups that it comprises.	Respect for others is essential when adult learners are confronted with the diversity of social and cultural practices in Québec society. Respect contributes to the quality of social life and fosters the development of democratic principles and values.

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
- Government agencies - Non-government agencies - Community organizations	- Québec Charter of Human Rights and Freedoms - Canadian Charter of Rights and Freedoms - Universal Declaration of Human Rights - Historical atlas

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): *Discovery and Challenges*
▪ Categories of actions related to the class of situations *Using language to discover Québec and Canada and their multicultural character*

Subject Area: Mathematics, Science and Technology
Program of Study: *Mathematics*
▪ Understanding information in the media expressed using rational numbers, statistics or graphs
Program of Study: *Computer Science*
▪ Finding information on the Internet or in other computer media

Andragogical Context

In the course *Shared Values and Cultural Diversity*, adult learners take a fresh look at their community. The situations identified in the course correspond to occasions when adults come into contact with other citizens. These everyday situations are opportunities to become familiar with different ways of expressing cultural and social diversity. Taking the time to examine their own perceptions and values helps adult learners broaden their vision and understanding of the different characteristics of the people around them. The teacher guides them in their exploration of the elements of sociocultural diversity. The criteria they deem important for describing their community broaden their vision of diversity. In discussions with their peers, they inquire about the meaning of shared values and assess their importance as unifying elements in their community. These real-life situations help adult learners develop their autonomy and their capacity for reflection, analysis and discernment, as well as their critical and ethical judgment.

Adult learners start by taking a look at ways of expressing diversity. They take the time to understand the question and find manifestations of differences in their own community. They learn about interactions and reflect on their own perceptions and those of others. In role-plays and learning situations, they examine their vision of diversity and unifying elements to ensure fair and equitable living conditions for all.

Special attention should be paid to value judgments during discussions: openness to diversity requires an open mind. The teacher is encouraged to mediate and guide learners in their reflections about stereotypes and prejudices that could influence the debate. The aim is to get beyond social and cultural differences in order to discover the richness of diversity and measures aimed at helping people live together in harmony.

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

Different Ways of Expressing Diversity

Adults encounter different ways of expressing diversity on a daily basis, whether in class, in their apartment building or where they shop. In the course *Shared Values and Cultural Diversity*, one of the real-life situations in the class *Ways of expressing diversity* is participating in a school activity. The operational competencies *Communicates* and *Exercises critical and ethical judgment* are invoked in the process of exploring social and cultural diversity and becoming familiar with shared values. In this learning situation, adult learners identify different ways of expressing diversity, create a poster describing ways of expressing diversity in their community, and present the poster in an oral presentation.

The teacher shows a short documentary on multiculturalism in cities such as Montréal, Toronto and Vancouver. Then, he or she leads a discussion on the characteristics of large cities and writes examples on the board. The adult learners review the different social and cultural aspects that characterize diversity, such as lifestyle, language and family traditions. The teacher asks the following question: "How is diversity expressed in the centre?" Adult learners discuss with the teacher or the class their perception of diversity in their community and the different ways of expressing it. They then identify manifestations of diversity in their community and classify them in a table drawn on a sheet of cardboard or created electronically. Once they have compiled all the information, they create a collage describing diversity in their community. They could also create the poster using a computer. They organize their message and present the results of their research to the class. They point out changes in their perception of diversity.

This presentation is followed by discussions about the different perceptions of diversity. Differences aside, do these aspects contain unifying elements? What are the unifying elements in a large city where people have not necessarily chosen to live together, but do so for personal reasons? The answers to these questions start with concepts related to community life and shared values and end with unifying elements in society. The adult learners, individually or in groups, identify the common elements in the groups studied.

Using a self-evaluation sheet, adult learners examine the difficulties they encountered and the learning they acquired.

At the end of the process, they are capable of recognizing different ways of expressing sociocultural diversity and establishing similarities with other everyday situations.

Elements of the Course Addressed by the Learning Situation

Class of Situations
Ways of expressing diversity

Learning Situation
Different Ways of Expressing Diversity

Categories of Actions
▪ Identifying elements of sociocultural diversity ▪ Identifying unifying elements in the community

Operational Competencies	Essential Knowledge
▪ Communicates ▪ Exercises critical and ethical judgment	▪ Ancestry ▪ Lifestyles ▪ Customs, beliefs, values ▪ Languages ▪ Official languages ▪ Shared values based on rights

Complementary Resources	
▪ Documentary ▪ Video	▪ Camera ▪ Map