

Course  
**Community Involvement**  
**SST-2122-1**  
Secondary Cycle One





“You can achieve anything you want in life if you have the courage to dream it, the intelligence to make a realistic plan, and the will to see that plan through to the end.”

Sidney A. Friedman

## Presentation of the Course *Community Involvement*

The course *Community Involvement* is designed to help adult learners deal competently with real-life situations in which they collaborate in activities aimed at developing community life.

It prepares adult learners to participate actively, responsibly and jointly in the organization and implementation of a group project in their community.

By the end of the course, adult learners will be able to recognize the positive aspects of their commitment to and participation in a group project.

## 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: *Joint action*.

Life in society offers adults a multitude of opportunities for integration and self-fulfillment. They frequently find themselves in situations that require cooperation and where they learn about democratic processes and principles.

These everyday situations include joining a help network, doing volunteer work, helping organize a theme day or exhibition promoting democratic rights and values, participating in intercultural days or debates on current issues, collaborating on a newspaper and participating in a social or student committee.

Class of Situations	Examples of Real-Life Situations
Joint action	<ul style="list-style-type: none"> <li>▪ Joining a help or sponsorship network or association</li> <li>▪ Doing volunteer work</li> <li>▪ Collaborating on a newspaper (student or other)</li> <li>▪ Sitting on a board of directors or student committee</li> <li>▪ Organizing a recycling project</li> <li>▪ Organizing a debate</li> <li>▪ Organizing a theme day or theme week</li> <li>▪ Organizing an exhibition promoting democratic rights and values</li> <li>▪ Organizing an intercultural day or intercultural week</li> <li>▪ Buddying with new students</li> </ul>

## 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"> <li>▪ Defining the project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Obtains information about a recycling project</li> <li>▪ Proposes an exhibition on an issue of concern to the community</li> <li>▪ Examines the impact of the project on the community</li> <li>▪ Exchanges points of view on the project and debates them with other members of the community</li> </ul>
<ul style="list-style-type: none"> <li>▪ Planning the project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defines tasks</li> <li>▪ Defines responsibilities</li> <li>▪ Identifies available resources</li> <li>▪ Establishes evaluation criteria</li> <li>▪ Looks for partners</li> <li>▪ Plans meetings</li> <li>▪ Determines what to do to help organize a neighbourhood party</li> <li>▪ Chooses how to become involved in the group project</li> <li>▪ Identifies alternatives</li> </ul>
<ul style="list-style-type: none"> <li>▪ Implementing the project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participates in meetings</li> <li>▪ Participates in a committee</li> <li>▪ Applies the democratic rules governing group discussions</li> <li>▪ Participates in decision making</li> <li>▪ Participates in shared tasks</li> <li>▪ Monitors the work</li> <li>▪ Adapts to change</li> <li>▪ Re-evaluates the work and identifies any necessary changes</li> </ul>

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> <li>▪ Validating the results</li> </ul>	<ul style="list-style-type: none"> <li>▪ Measures the strengths and weaknesses of the actions taken</li> <li>▪ Evaluates his/her participation in the group project</li> <li>▪ Determines the impact of the joint action on the community</li> <li>▪ Suggests solutions and improvements</li> <li>▪ Re-evaluates the work and identifies any necessary changes</li> </ul>

## Compulsory Elements and End-of-Course Outcomes

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

### Class of Situations

Joint action

### Categories of Actions

- Defining the project
- Planning the project
- Implementing the project
- Validating the results

### Operational Competencies

#### Communicates

- Gathers information about a project
- Expresses his/her understanding clearly and coherently
- Respects others' points of view and right to speak
- Clearly presents his/her point of view

#### Cooperates

- Assumes his/her tasks and responsibilities in a joint action
- Collaborates in the achievement of a common goal
- Demonstrates solidarity in decision making and problem solving

### Essential Knowledge

- Meeting procedures
- Democratic principles
- Citizenship aspect of a project



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 *Joint action*, adult learners join their peers in defining a group project, and help plan and implement it. At the end of the exercise, they validate the results of their actions in light of their impact on the group project.

When defining a group project, adult learners gather information about the objectives of the project and establish its meaning for citizens, describing its goals and the issues raised.

Adult learners who help plan a project evaluate the effort needed, and help define the steps in the process, determine what kind of meetings are needed and select appropriate actions. They also help establish evaluation criteria.

At the implementation stage, adult learners work toward the common goal. They participate in discussions and apply meeting procedures, such as respect for participants and for decisions resulting from negotiations, deliberations or consensus. In these discussions, they express their understanding clearly and coherently, and respect democratic principles by clearly presenting their point of view and respecting others' points of view and right to speak. They demonstrate solidarity in decision making and assume tasks and responsibilities in the group project.

At the end of the process, adult learners validate the results of their actions and make connections between their actions and their achievements. They determine how their actions helped shape the citizenship aspect of the project. They may refer to their way of participating in discussions or taking concrete action to achieve goals. Thus, they contribute jointly to the search for solutions to the difficulties encountered.

## Evaluation Criteria

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- Defines a harmonious group project
- Thoroughly and effectively plans a group project
- Efficiently implements a group project
- Systematically validates the expected outcome

## Operational Competencies

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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 *Cooperates*.

### Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* plays a fundamental role in dealing with real-life situations in the class *Joint action*. It enables adult learners to discuss issues with other members of the community in order to understand, define, direct and carry out a group project. Good communication ensures effectiveness and cohesion within the group.

Adult learners gather information about the project. In their discussions with members of the community or other people involved, they are capable of clearly presenting their point of view. Their language is imbued with respect for others; they observe democratic principles such as the right to speak and respect for others' points of view. They express their understanding clearly and coherently.

### Contribution of the Operational Competency *Cooperates*

The operational competency *Cooperates* is necessary in dealing with the real-life situations in the class *Joint action*. It enables adult learners to exercise their role as citizens and to create bonds of solidarity with other members of their community.

Adult learners collaborate with the other members of the community toward a common goal, making decisions and carrying out the group project. They assume tasks and responsibilities in the development of the project. They demonstrate solidarity in decision making and in the search for improvements and solutions to problems.

## Essential Knowledge

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### Meeting procedures

- Right to speak
- Deliberation
- Right to vote
- Search for a consensus

### Democratic principles

- Respect for the choice of the majority
- Equality of members
- Solidarity

### Citizenship aspect of a project

- Criteria for a group project (contribution to the community, reduction of injustice or inequality, needs related to a common concern—environment, family, etc.—popular education, support for a minority group, cooperative aspect)
- Rights in relation to the charters of rights and freedoms
- Objectives of the project, issues, target population, expected outcome, necessary actions

## Attitudes

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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	Motivation
Participating in a group project requires an attitude of open-mindedness. Teamwork requires that all participants share ideas, problems and solutions.	Believing in a project and in strength in numbers reinforces each person's contribution. Motivation is necessary for carrying a project through to the end.

## Complementary Resources

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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"><li>▪ Student committees</li><li>▪ Governing board</li><li>▪ Community or neighbourhood groups</li></ul>	<ul style="list-style-type: none"><li>▪ Charters of rights and freedoms</li><li>▪ Books, magazines</li><li>▪ Newspapers and electronic media</li></ul>

## Contribution of Other Subject Areas

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

### Subject Area: Languages

#### Program of Study: *English, Language of Instruction*

Course (Presecondary): *Engagement and Involvement*

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

### Subject Area: Mathematics, Science and Technology

#### Program of Study: *Computer Science*

- Finding information on the Internet or consulting other computer media about a group project

## Andragogical Context

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In the course *Community Involvement*, adults participate actively in a group project in their education centre or neighbourhood and critically examine their own involvement. The situations identified in the course provide opportunities for action that arise on a daily basis in the learners' lives. Whether these situations concern the beginning of the school year when materials and information are in high demand, or the holiday season when food or clothing needs are glaring, or intercultural weeks, when immigrants ask questions, they all constitute opportunities for adult learners to participate in committees or joint actions. Such involvement is even more significant when adult learners themselves decide to launch a group project. They are then better able to evaluate its effects on individuals and the community. With the help of their teacher and peers, adult learners gain experience in teamwork and in sharing tasks and the results of their efforts. They play a crucial role in the group project, where everyone makes a unique contribution that enhances the group effort. In addition to developing a sense of cooperation, adults learn how to communicate effectively, improve the quality of their messages, exchange ideas and become open to different opinions. Finally, they realize that solidarity improves quality of life in the community.

While a lecture can help adult learners understand the democratic rules governing society, it is by participating in discussion groups and sharing in decision making that they become efficient. The teacher guides adult learners through the development of the project and the adult learners play a crucial role through their contribution. Teamwork and project-based learning are intimately linked to

citizenship. They require interaction and collaboration among adult learners and foster the development of the operational competencies *Communicates* and *Cooperates*.



## Learning Situation

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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

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### Student Paper

All adult learners registered in an adult education centre can take action in their environment. This course proposes a learning situation involving collaborating on a newspaper, which belongs to the class *Joint action*. Adult learners develop the operational competencies *Communicates* and *Cooperates* by examining a group project and the cooperative actions inherent in its implementation.

A presentation and roundtable discussion break the ice and indicate each learner's interest in collaborating on a newspaper. The teacher summarizes the different points of view. Then, forming pairs or groups of three based on common interests, the adult learners discuss the content of the newspaper and improve their understanding of the project. They apply their knowledge about the citizenship aspect of the project, its objectives, the target population and its impact, as well as its contribution to community life. The teacher may guide the discussions by providing a questionnaire on the various elements. While the adults are deliberating, the teacher walks around the class and provides additional information as needed. He or she takes this opportunity to review certain meeting procedures such as respect for others' points of view and right to speak.

Adult learners pool their points of view in a class discussion in order to reach a consensus. They must make a joint decision concerning the different aspects of the newspaper. The teacher points out the importance of obeying certain rules in a group project, such as reaching a consensus and demonstrating solidarity in decision making.

Once the class has determined the form and content of the newspaper, the teacher suggests that they evaluate their respective contributions by analyzing their actions and the quality of the discussions. Adult learners express their level of satisfaction using an evaluation sheet provided by the teacher. This sheet should include elements of the project and knowledge related to its citizenship aspect and meeting procedures for a review of the meeting.

In order to help improve and integrate their learning, the adults begin planning the group project. They clarify and negotiate the tasks and responsibilities involved using techniques and principles learned earlier. The teacher provides the class with the information they need to design and produce the newspaper (e.g. schedule, individual and group tasks, constraints). The adult learners present their point of view, clarify the tasks based on their personal interests or strengths and establish a work schedule.

## Elements of the Course Addressed by the Learning Situation

Class of Situations	
Joint action	
Learning Situation	
Student Paper	
Categories of Actions	
<ul style="list-style-type: none"> <li>▪ Defining the project</li> <li>▪ Planning the project</li> <li>▪ Validating the results</li> </ul>	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> <li>▪ Communicates</li> <li>▪ Cooperates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meeting procedures</li> <li>▪ Democratic principles</li> <li>▪ Citizenship aspect of a project</li> </ul>
Complementary Resources	
<ul style="list-style-type: none"> <li>▪ Charters of rights and freedoms</li> <li>▪ Community or neighbourhood groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student committees</li> </ul>



