

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





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

Albert Jacquard

## Presentation of the Course *Cooperation and Civic-Mindedness*

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

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

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

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

## Dealing With the Real-Life Situations

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

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



## Class of Situations Addressed by the Course

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This course addresses a single class of situations: *Civic issues*.

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

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

Class of Situations	Examples of Real-Life Situations
Civic issues	<ul style="list-style-type: none"><li>▪ Observing vandalism</li><li>▪ Observing failure to respect others' property</li><li>▪ Observing failure to respect others</li><li>▪ Using goods and services</li><li>▪ Observing failure to respect municipal regulations</li><li>▪ Safety of senior citizens</li><li>▪ Mutual aid and volunteer work</li><li>▪ Social and community activities</li><li>▪ Relationships with neighbours</li><li>▪ Visiting public places</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>▪ Recognizing the role of a citizen</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defines his/her role as a citizen</li> <li>▪ Recognizes his/her rights and responsibilities as a citizen</li> <li>▪ Distinguishes between rights and responsibilities</li> <li>▪ Recognizes his/her affiliation with the community</li> </ul>
<ul style="list-style-type: none"> <li>▪ Identifying appropriate and inappropriate civic behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies appropriate and inappropriate civic behaviour</li> <li>▪ Identifies aggressive or threatening behaviour</li> <li>▪ Identifies peaceful behaviour in problem situations</li> <li>▪ Determines the effects of inappropriate civic behaviour on the community</li> </ul>
<ul style="list-style-type: none"> <li>▪ Contributing to community life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exchanges opinions with other citizens about the quality of life in the neighbourhood or community</li> <li>▪ Evaluates the need for civic behaviour in his/her community</li> <li>▪ Becomes familiar with support services and resources in the community</li> <li>▪ Supports joint action</li> <li>▪ Takes a stand with respect to participating in community activities to maintain or improve the quality of life</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

Civic issues

### Categories of Actions

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

### Operational Competencies

Cooperates

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

Exercises critical and ethical judgment

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

### Essential Knowledge

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

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

### End-of-Course Outcomes

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

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

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

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

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



## Evaluation Criteria

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- Recognizes significant elements of the role of citizen
- Identifies instances of appropriate and inappropriate civic behaviour
- Realistically determines his/her contribution to community life

## Operational Competencies

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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: *Cooperates* and *Exercises critical and ethical judgment*.

### Contribution of the Operational Competency *Cooperates*

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

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

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

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

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

## Essential Knowledge

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### **Role of a citizen**

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

### **Civic values**

- Respect
- Social responsibility
- Solidarity

### **Goods and services**

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

### **Safety of the community**

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

### **Cooperation**

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

## Attitudes

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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.

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

## Complementary Resources

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

## Contribution of the 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 (Literacy): *Community Life*

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

Course (Presecondary): *Engagement and Involvement*

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

### Subject Area: Mathematics, Science and Technology

#### Program of Study: *Mathematics*

- Consulting and interpreting statistics useful for participating as a citizen

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

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

## Andragogical Context

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

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

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

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

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

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

## Learning Situation

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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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### Vandalism

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

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

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

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

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

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

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

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

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

## Elements of the Course Addressed by the Learning Situation

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



