

Course  
**Change: Transitions and Challenges**  
**PRS-P101-2**  
Presecondary





“Seizing the moment when everything changed, when I felt that choosing myself was the priority.”

Michèle Roberge, 2002

## Presentation of the Course *Change: Transitions and Challenges*

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The course *Change: Transitions and Challenges* is designed to help adult learners deal competently with situations that involve life changes. It prepares them to adapt to new life conditions.

By the end of the course, the adult learners will be able to describe an experience of change and identify the process that is initiated

when change occurs. They will be able to determine simple, accessible and appropriate means that will help them adapt to change.

## 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: *Life changes*.

This class may include situations of change such as going back to school, or dealing with the birth of a child, the loss of a loved one, a change in one's love life, a blended family, a change in residence or the loss of physical autonomy. In all these situations, adults are faced with new circumstances that, in addition to changing their relationships or material life, engage them in a process of change.

All change involves a process of transformation. Thus, adult learners reflect on, examine, and attempt to measure and

understand the scope of the changes they are facing. Regardless of whether these changes are welcome or not, they emphasize the need to look at life in a new light and to adapt. They motivate adults to be innovative, to grow, and, above all, to reflect on who they are as individuals. In fact, adults who experience change embark on a process that enables them to connect with their past, understand the present, and dream of or envision the future.

Class of Situations	Examples of Situations
Life changes	<ul style="list-style-type: none"><li>▪ Going back to school</li><li>▪ Change in residence</li><li>▪ Change in love life</li><li>▪ Blended family</li><li>▪ Loss of physical autonomy</li><li>▪ Job loss</li><li>▪ Birth of a child</li><li>▪ Loss of a loved one</li></ul>

## Categories of Actions

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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>Analyzing an experience of change</li></ul>	<ul style="list-style-type: none"><li>Recounts an event</li><li>Identifies sources of change</li><li>Determines losses</li><li>Determines positive consequences</li><li>Identifies the objective consequences of a change</li><li>Identifies transformations experienced and emotions</li><li>Keeps a personal journal</li></ul>
<ul style="list-style-type: none"><li>Determining means of adapting to change</li></ul>	<ul style="list-style-type: none"><li>Determines priorities, actions and approaches</li><li>Formulates objectives</li><li>Finds simple ways of dealing with change</li><li>Sets aside personal time</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

Life changes

### Categories of Actions

- Analyzing an experience of change
- Determining means of adapting to change

### Operational Competencies

Uses creativity

- Describes a change (e.g. using words, images)
- Finds strategies to stimulate new ideas
- Explores different ways of adapting to change
- Transforms creative ideas into realistic solutions

Thinks logically

- Describes events surrounding a change
- Determines the effects of a change in the short, medium and long term
- Formulates hypotheses to adapt to new life conditions
- Justifies the choices made and understands the process involved

### Essential Knowledge

- Process of change
- Phases of adult life
- Self-knowledge
- Managing change
- Managing emotions

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 *Life changes*, adults examine an experience of change that will help them determine ways of adapting to new life conditions.

When analyzing an experience of change, adults describe the events that surround this experience based on their perception of the change and the emphasis they place on key aspects, transformations and emotions experienced. Based on this description, adults identify the change process, recognize the event that triggered it and the steps involved, and describe the components of the process in their own words. They determine the short-, medium- and long-term effects of this experience. They use strategies that stimulate the creation of new ideas so that they can picture the experience in its entirety. In order to situate the experience in relation to life stages, they describe significant changes that can alter a person's life. They formulate hypotheses that will help them explore ways of adapting to change.

When adults determine means of adapting to change, they create different scenarios that help them foresee possible outcomes. They explore a variety of means and select those that will allow them to understand themselves better. They transform creative ideas into realistic solutions and, if necessary, rely on techniques for managing change and emotions. They justify their choice in terms of their own understanding of the experience.



## Evaluation Criteria

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- Analyzes an experience of change in a meaningful way
- Determines simple, accessible and appropriate means of adapting to a change

## 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: *Uses creativity and Thinks logically*.

### Contribution of the Operational Competency *Uses creativity*

In the course *Change: Transitions and Challenges*, the operational competency *Uses creativity* enables adults to reflect on and describe an experience of change and search for ways that can help them adapt to new life conditions.

Adults look at change in different ways. They use strategies to stimulate the creation of new ideas that take into account their intuition and feelings about an event. They imagine various scenarios that help them anticipate possible outcomes. They question their usual ways of doing things and explore new and original means that can help them adapt to change and potentially lead to greater satisfaction. They transform their creative ideas into realistic, personal solutions.

### Contribution of the Operational Competency *Thinks logically*

The operational competency *Thinks logically* enables adults to adopt a rational approach when analyzing an experience of change, determining the process and choosing means that can help them adapt to new life conditions.

To analyze a change, adults describe the events or aspects of life affected by the change in terms of loss, positive repercussions and objective consequences. They determine the effects of a change in the short, medium and long term in order to make wise choices. They hypothesize about how to adapt to new life conditions. They choose simple, accessible and effective means and are able to justify them according to the understanding they have acquired.

## Essential Knowledge

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### Process of change

- Categories of change (changes can be categorized according to different aspects of adult life: intimate life, family life, working life, domestic life)
- Concepts of change and transition
- Phases and issues

### Phases of adult life

- Aspects of adult life (intimate life, family life, working life, domestic life)
- Life stages

### Self-knowledge

- Values
  - preferences, references
  - role of values
- Needs
  - basic needs
  - categories of needs
- Self-perception
  - self-esteem
  - ways of boosting self-esteem
- Motivation
  - intrinsic and extrinsic motivation
  - motivation with respect to change
  - motivation strategies

### Managing change

- Change-management techniques (e.g. problem-solving, decision-making or time-management techniques)
- Techniques for developing creativity

### Managing emotions

- Signs
- Expressing emotions

## 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.

### Open-mindedness

Adults who are open-minded approach change by considering different points of view and by questioning their usual ways of dealing with change. This attitude is essential when searching for new means of adapting to change.

### Self-confidence

Adults who are confident use the appropriate resources when dealing with situations involving change. This attitude promotes greater reflection and helps reinforce personal choices.

## 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>▪ Support resources available at the educational institution</li><li>▪ Staff at recognized organizations in the region</li></ul>	<ul style="list-style-type: none"><li>▪ Directory of psychological and social resources</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*

- Oral interaction to recount life experiences, express personal thoughts and emotions, respond empathetically and offer and obtain advice
- Listening to informative and expressive discourse about life changes (e.g. testimonials, radio or television programs)
- Reading informative and expressive texts about life changes, personal needs, values, motivation and self-knowledge
- Writing expressive texts (e.g. personal letters and goodwill cards, journal entries) to express sympathy and understanding, recount and reflect on personal experiences of life changes, and explore ways of coping

### Subject Area: Mathematics, Science and Technology

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

- Searching for information related to change (e.g. searching for documents or information on public, parapublic or community organizations on the Internet, requesting information using e-mail)
- Formatting various documents supporting personal reflection (e.g. list of questions, short expressive text)

## Andragogical Context

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The *Personal Life and Relationships* program enables adult learners to mobilize their personal resources when they are faced with change or need to maintain interpersonal relationships and communicate. It emphasizes self-knowledge, the process of change, harmonious interpersonal relationships and communication. It gives rise to learning situations that promote reflection and problem solving and refer to meaningful life situations. It makes use of the classroom context and thus confers a concrete, realistic and observable dimension to the situations that may be addressed in this course.

In all cases, the learning situations developed must be meaningful to adults and resemble the situations they encounter or may some day

encounter in their lives. Many different learning activities can therefore be organized: meetings with communication specialists, presentation of testimonials, participation in extracurricular activities or associations, documentary screenings, interviews or surveys, etc.

The real-life situations addressed by the program refer to personal experiences. They require adults to reflect on their personal history, perceptions and emotions and may therefore directly affect some individuals. For this reason, teachers should be careful to choose situations that do not intrude on the private life of adults but still allow them to construct the knowledge and develop the competencies required to deal with the situations.

## 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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### Going Back to School

Many changes can alter an adult's life. Going back to school is one such change. In the context of the course *Changes: Transitions and Challenges* and the class of situations *Life changes*, going back to school is a situation that all adults in the class face. The following learning situation gives adults the opportunity to verbalize and understand their experience, to act on their motivation and to consider concrete ways of persevering in their studies.

In the first learning activity, the teacher hands out a questionnaire to help adults differentiate between their adult and their adolescent school experiences. The questionnaire focuses on the adults' motivation to return to school, their personal objectives and career goals, the impact of this decision on their daily life as well as the short-, medium- and long-term benefits they hope to derive from their studies. Once they have answered the questionnaire, adults discuss their answers with a partner and clarify their respective points of view before presenting them to the entire class. These exchanges help adults describe the experience of going back to school and clarify, in an interactive way, the process associated with such a change.

The second learning activity begins with a plenary session led by a guidance counsellor or an adult learner who has almost completed his or her studies. Its purpose is to help adults become aware of the many different educational options available, the most common reasons for quitting school and the benefits of lifelong learning, while taking into account their different paths.

The session is followed by a teacher-led discussion in which the adults identify ways of dealing with the difficulties they encounter and of persevering in their studies.

In a logbook, the adults then summarize their answers to the questionnaire from the first activity and critically assess the means identified by the class, comparing them to their particular situation. They formulate their personal objectives in terms of challenges to be met and evaluate their level of satisfaction with the situation as a whole. The teacher goes over the means chosen and asks each person to clarify or enrich them.

Throughout this learning situation, which places particular emphasis on motivation, adults construct their knowledge about themselves and the process of change. They use the operational competencies *Uses creativity* and *Thinks logically*.

By the end of this learning situation, adults will have identified and discussed simple, accessible and appropriate means of adapting to the school context as well as strengthened their desire to persevere in their studies.

## Elements of the Course Addressed by the Learning Situation

Class of Situations	
Life changes	
Learning Situation	
Going back to school	
Categories of Actions	
<ul style="list-style-type: none"> <li>Analyzing an experience of change</li> <li>Determining means of adapting to change</li> </ul>	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> <li>Uses creativity</li> <li>Thinks logically</li> </ul>	<ul style="list-style-type: none"> <li>Process of change</li> <li>Self-knowledge</li> </ul>
Complementary Resources	
<ul style="list-style-type: none"> <li>Support services available at the educational institution</li> <li>Staff at recognized organizations in the region</li> </ul>	<ul style="list-style-type: none"> <li>Directory of psychological and social resources</li> </ul>

