

| Concepts                            | Approaches   | Possible applications  |
|-------------------------------------|--|--|
| State of health                     | <ul style="list-style-type: none"> <li>– Explore different aspects of health</li> <li>– Explore factors that have an impact on health</li> </ul>   | <ul style="list-style-type: none"> <li>– Discussing with classmates what it means to be healthy</li> <li>– Discussing the factors that can harm their health</li> <li>– Participating in role-plays where health is at risk (e.g. “My girlfriend broke up with me! and I’m no longer eating” or “Nobody understands what I’m going through!”)</li> </ul>   |
| Needs                               | <ul style="list-style-type: none"> <li>– Distinguish between wants and needs                             <ul style="list-style-type: none"> <li>• physiological</li> <li>• social</li> <li>• security</li> <li>• self-esteem</li> <li>• self-fulfillment</li> </ul> </li> <li>– Explore relationships between individual and collective needs</li> </ul>   | <ul style="list-style-type: none"> <li>– Listing their needs and distinguishing between those that are essential and those that are not</li> <li>– Sharing with others their perceptions of the differences between an essential need and a whim</li> <li>– Determining the collective needs of the class and comparing them with those of several students</li> </ul>   |
| Physical activity and eating habits | <ul style="list-style-type: none"> <li>– Make connections between the level of physical activity and a person’s state of health</li> <li>– Identify healthy, safe behaviours in leisure and sports activities</li> <li>– Identify the effects of healthy eating on weight and growth (healthy weight)</li> <li>– Use methods to evaluate their body mass index (BMI)</li> <li>– Identify the elements of a healthy diet (calorie and fibre requirements, food groups, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>– Trying out a physical activity and describing how it feels</li> <li>– Taking the stairs instead of the elevator</li> <li>– Promoting outdoor activities</li> <li>– Discussing the main safety measures to adopt during leisure activities (skiing, skateboarding, cycling, etc.)</li> <li>– Finding information on the importance of physical activity and diet in maintaining a healthy weight</li> <li>– Calculating their BMI</li> <li>– Comparing the credibility of different tips related to adopting lifestyle habits that promote healthy weight</li> <li>– Making a list of healthy foods and observing whether these are part of their regular diet</li> <li>– Listing five tips to give a friend to encourage healthy eating habits</li> </ul> |

| Concepts   | Approaches  | Possible applications  |
|--|---|--|
| <b>Physical activity and eating habits (cont.)</b> | <ul style="list-style-type: none"> <li>– Evaluate their eating habits</li> <li>– Develop a plan for improving some of their eating habits</li> <li>– Explore healthy and safe sexual behaviours</li> </ul>  | <ul style="list-style-type: none"> <li>– Writing down everything they eat and drink for two consecutive days</li> <li>– Comparing the results with <i>Canada's Food Guide to Healthy Eating</i></li> <li>– Identifying the aspects that need improving</li> <li>– Preparing a daily menu based on the recommendations in <i>Canada's Food Guide to Healthy Eating</i></li> <li>– Finding information about contraception and sexually transmitted infections (STIs) and blood-borne infections</li> <li>– Discussing the role of emotions in dating relationships</li> </ul> |
| <b>Sexuality</b>                                   | <ul style="list-style-type: none"> <li>– Become aware of the effects of tobacco, alcohol and drugs on health</li> </ul>   | <ul style="list-style-type: none"> <li>– Finding information on:               <ul style="list-style-type: none"> <li>• the harmful substances in tobacco</li> <li>• the life expectancy of smokers vs. that of nonsmokers</li> </ul> </li> <li>– Finding examples of cases where consuming alcohol or drugs has harmful or serious consequences (e.g. driving a car, pregnancy)</li> <li>– Identifying signs of dependence (e.g. frequent consumption, loss of focus, lack of interest in school)</li> </ul>  |
| <b>Tobacco, alcohol and drugs</b>                  | <ul style="list-style-type: none"> <li>– Adopt responsible consumer behaviours</li> </ul>   | <ul style="list-style-type: none"> <li>– Identifying ways to avoid developing harmful habits</li> <li>– Imagining a risky situation and planning how to act</li> </ul>   |
| <b>Sleep</b>                                       | <ul style="list-style-type: none"> <li>– Become aware of the importance of the quality and duration of sleep</li> <li>– Identify the factors that impact the quality of sleep</li> <li>– Use methods to deal with sleep-related problems</li> </ul> | <ul style="list-style-type: none"> <li>– Recording his/her number of hours of sleep per night, calculating the average per week, and comparing the results with the school nurse's recommendations</li> <li>– Examining what can interfere with a good night's sleep (e.g. noise, stress, unresolved conflict)</li> <li>– Discussing ways of overcoming insomnia</li> </ul>  |
| <b>Leisure</b>                                     | <ul style="list-style-type: none"> <li>– Become aware of the effects of leisure on health</li> <li>– Plan leisure activities to fit into their schedule</li> </ul>  | <ul style="list-style-type: none"> <li>– Making a connection between feeling relaxed and physical exercise</li> <li>– Realizing the enjoyment experienced during a pleasant gathering with friends</li> <li>– Drawing a portrait of how they use their free time and comparing it with those of their classmates</li> <li>– Establishing a typical weekly schedule that includes leisure activities</li> <li>– Choosing activities that contribute to maintaining a healthy life balance</li> </ul>  |

| Concepts                      | Approaches  | Possible applications   |
|-------------------------------|---|---|
| <b>Influencing factors</b>    | <ul style="list-style-type: none"> <li>– Identify different factors that influence their needs</li> <li>– Explore the factors that influence their food choices</li> <li>– Become aware of the influence of family, friends and the places frequented on their sleep and leisure habits</li> <li>– Explore the factors that influence their sexual behaviour</li> <li>– Explore the factors that influence choices regarding the use of tobacco, alcohol and drugs</li> </ul> | <ul style="list-style-type: none"> <li>– Examining the degree of influence exerted by their social and physical environment, family, friends, work environment, the media, values, emotions, lifestyle, etc.</li> <li>– Discussing the consequences of different eating habits (diets, vegetarianism, fast food, etc.)</li> <li>– Comparing their sleep habits with those of their friends and relatives</li> <li>– Listing the leisure activities in which they have participated since childhood</li> <li>– Examining the degree of influence exerted by their social and physical environment, family, friends, work environment, the media, values, emotions, lifestyle, etc.</li> <li>– Asking a smoker why he/she started smoking</li> <li>– Identifying risky situations in their family, school and social environment</li> <li>– Reflecting on their ability to say no to harmful use</li> </ul> |
| <b>Prevention</b>             | <ul style="list-style-type: none"> <li>– Use the appropriate resources for meeting their health needs</li> <li>– Make connections between eating habits and the development of certain illnesses</li> <li>– Explore the means taken by society to fight the use of tobacco, alcohol and drugs</li> <li>– Develop a plan for dealing with stress</li> </ul>  | <ul style="list-style-type: none"> <li>– Participating in a support group or joining a sports team</li> <li>– Joining an amateur theatre troupe</li> <li>– Seeking concrete means of preventing serious illnesses (e.g. diabetes, obesity, anorexia, cancer, heart problems) and discussing their effectiveness</li> <li>– Asking the school nurse questions</li> <li>– Identifying deterrent messages in the media</li> <li>– Organizing a panel discussion on the use of drugs and the risks involved</li> <li>– Seeking information on the consequences of stress for health</li> <li>– Identifying stressful situations in their life</li> <li>– Listing effective means of dealing with stress</li> </ul>  |
| <b>Services and resources</b> | <ul style="list-style-type: none"> <li>– The school's complementary resources</li> <li>– CLSCs</li> <li>– Medical clinics</li> </ul>  | <ul style="list-style-type: none"> <li>– Carrefours jeunesse-emploi</li> <li>– Youth centres</li> <li>– Recreation centres, etc.</li> </ul>   |

## Society

| Concepts  | Approaches   | Possible applications   |
|---|--|---|
| Laws and regulations concerning social competency | <ul style="list-style-type: none"> <li>– Reflect on the requirements associated with social frameworks</li> </ul>                      | <ul style="list-style-type: none"> <li>– Discussing civic rights with resource people in a panel discussion</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>– Recognize the need to comply with laws and regulations in order to live in society</li> </ul> | <ul style="list-style-type: none"> <li>– Discussing the importance of adopting and complying with the school's code of conduct</li> </ul>   |
| Social skills                                     | <ul style="list-style-type: none"> <li>– Explore the main social and economic rights</li> </ul>  | <ul style="list-style-type: none"> <li>– Learning about the right to vote, union affiliation, the protection of privacy rights, access to health care and freedom of religion</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>– Understand the importance of the Québec Charter of Human Rights and Freedoms</li> </ul>       | <ul style="list-style-type: none"> <li>– Understanding the influence of the Charter on our life in society, using practical examples</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>– Develop social communication skills</li> </ul>  | <ul style="list-style-type: none"> <li>– Listing the attitudes that allow an individual to be appreciated in a group</li> <li>– Modifying an attitude that interferes with good relations in a group</li> <li>– Seeking ways of helping a young person who is rejected by his/her peers</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>– Perform tasks that require cooperation</li> </ul>   | <ul style="list-style-type: none"> <li>– Producing a year-end show with a team:               <ul style="list-style-type: none"> <li>• realizing that the contribution of a number of persons is required</li> <li>• identifying behaviours that promote or interfere with teamwork</li> <li>• establishing three rules that help the team function better</li> <li>• helping evaluate the participants in a group project</li> </ul> </li> </ul> |
|   | <ul style="list-style-type: none"> <li>– Use a decision-making process</li> </ul>  | <ul style="list-style-type: none"> <li>– Recognizing the importance of their contribution as well as that of others in decision making</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>– Participate in activities to help their classmates</li> </ul>                                 | <ul style="list-style-type: none"> <li>– Carrying out tasks that at one point or another require helping another student</li> <li>– Listing the advantages of receiving help from another person</li> <li>– Expressing to a team member their appreciation for the help that was given</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>– Recognize and accept individual differences</li> </ul>  | <ul style="list-style-type: none"> <li>– Describing persons by identifying their differences (e.g. height, hair colour, clothing, values, language, musical preferences, religion, etc.)</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>– Understand the concepts of prejudice and discrimination</li> </ul>                            | <ul style="list-style-type: none"> <li>– Choosing a character in a book or film and discussing the consequences of discrimination for a person's life</li> <li>– Preparing a poster to fight discrimination</li> </ul>  |

| Concepts                      | Approaches   | Possible applications   |
|-------------------------------|--|---|
| <b>Social skills (cont.)</b>  | <ul style="list-style-type: none"> <li>– Adopt a problem-solving approach</li> </ul>   | <ul style="list-style-type: none"> <li>– Identifying the elements of a conflict situation and target possible solutions, selecting one, applying it and evaluating the results</li> <li>– Doing a role-play in which they help friends resolve a conflict</li> <li>– Recounting a conflict that they have experienced and what they felt, comparing their reactions to those of others and envisaging solutions</li> <li>– Identifying the concrete consequences of a conflict for their lives and those of others</li> </ul>   |
| <b>Community involvement</b>  | <ul style="list-style-type: none"> <li>– Explore various opportunities for getting involved in their community</li> <li>– Choose an environment in which to get involved, based on their aptitudes and interests</li> <li>– Plan the steps to take and the resources to mobilize</li> <li>– Carry out their project</li> </ul> | <ul style="list-style-type: none"> <li>– Making a list of services provided by the school, the school board or other organizations that could be interested in collaborating on a school project</li> <li>– Meeting with representatives from different milieux discussing how they could get involved</li> <li>– Identifying their values and perceptions regarding the mission of the organization in question</li> <li>– Anticipating the consequences of their involvement for themselves and others</li> <li>– Envisaging the consequences of the project for themselves and the organization</li> <li>– Preparing an action plan for carrying out their community service project</li> <li>– Anticipating the resources required</li> <li>– Following their action plan and adjusting it as needed</li> <li>– Staying motivated throughout the project</li> <li>– Observing their contribution to the organization</li> <li>– Becoming aware of the feelings related to the implementation of their plan: pride, sense of belonging, sense of accomplishment</li> </ul> |
| <b>Influencing factors</b>    | <ul style="list-style-type: none"> <li>– Identify the values that influence their life in society</li> <li>– Learn about individuals who are socially active</li> <li>– Seek social recognition</li> </ul>   | <ul style="list-style-type: none"> <li>– Discussing with their classmates the values that promote social action</li> <li>– Giving examples of inspiring role models</li> <li>– Volunteering as a member of an organization</li> </ul>   |
| <b>Prevention</b>             | <ul style="list-style-type: none"> <li>– Develop means of avoiding social isolation</li> <li>– Use the appropriate resources for meeting their needs</li> </ul>  | <ul style="list-style-type: none"> <li>– Choosing leisure activities that promote social contact</li> <li>– Reacting quickly in the face of potential conflict</li> </ul>   |
| <b>Services and resources</b> | <ul style="list-style-type: none"> <li>- The school's complementary services</li> <li>- Organizations for the protection of individual rights</li> <li>- Mutual support groups, etc.</li> </ul>  |   |

## Consumption

| Concepts                       | Approaches  | Possible applications   |
|--------------------------------|---|---|
| <b>Responsible consumption</b> | <ul style="list-style-type: none"> <li>– Explore certain social, economic and ethical aspects of consumption</li> <li>– Make connections between the consumption of goods and meeting a real need</li> <li>– Become aware of the environmental and social consequences of overconsumption</li> <li>– Evaluate their attitudes toward consumption</li> <li>– Adopt responsible consumer behaviours</li> <li>– Explore the emotions at play in an environment dominated by consumption</li> <li>– Identify what motivates them to consume or not to consume a product</li> <li>– Identify decision-making criteria for consuming goods and services</li> <li>– Explore the advantages and disadvantages of on-line shopping</li> <li>– Identify the features of a secure on-line shopping site</li> </ul> | <ul style="list-style-type: none"> <li>– Showing concern for the origin of goods, the conditions under which they were produced, etc.</li> <li>– Discussing the following subject: “The possession of material goods is an important value”</li> <li>– Reflecting on the increase in the number of automobiles and their impact on the environment</li> <li>– Setting priorities and examining how they consume goods (e.g. Are their choices informed or impulsive?)</li> <li>– Giving examples of responsible purchases</li> <li>– Identifying daily actions that demonstrate respect for the environment</li> <li>– Making a list of common objects that can be repaired at home</li> <li>– Participating in recycling various objects</li> <li>– Being aware of their reactions to music, smells, colours, sales pressure, etc. in a store</li> <li>– Discussing the means used by merchants to encourage spending</li> <li>– Using their critical judgment with respect to their motivations</li> <li>– Establishing criteria for making decisions when purchasing clothing</li> <li>– Comparing the warranties of various products</li> <li>– Realizing the consequences of an impulsive purchase</li> <li>– Preparing a list of security rules to adopt before making an on-line purchase</li> </ul> |

| Concepts                      | Approaches   | Possible applications   |
|-------------------------------|--|---|
| <b>Influencing factors</b>    | <ul style="list-style-type: none"> <li>– Identify the different sources of influence related to consumption (family, friends, colleagues, media)</li> <li>– Explore the role of the media in their consumer behaviour</li> </ul> | <ul style="list-style-type: none"> <li>– Making a comparative diagram to illustrate the degree of influence exerted by their group of friends, family and the media on their consumer behaviour</li> </ul>              |
| <b>Prevention</b>             | <ul style="list-style-type: none"> <li>– Develop ways of resisting pressure that can lead to overconsumption</li> </ul>  | <ul style="list-style-type: none"> <li>– Discussing with their classmates the impact of advertising on their choice of a product</li> <li>– Giving examples of advertising that has motivated them to buy</li> </ul>    |
| <b>Services and resources</b> | <ul style="list-style-type: none"> <li>– Office de la protection du consommateur</li> <li>– Consumer associations</li> <li>– Specialized magazines, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>– Avoiding shopping centres as a place to stroll</li> <li>– Discussing the following statement: “Clothing with brand name X is glamorous and inspires envy in others”</li> </ul> |

## Financial Independence

| Concepts               | Approaches   | Possible applications   |
|------------------------|--|---|
| <b>Budget</b>          | <ul style="list-style-type: none"> <li>– Explore the advantages of making a budget</li> <li>– List the different ways of making a budget</li> </ul>  | <ul style="list-style-type: none"> <li>– Providing examples of financial situations in which making a budget is useful</li> <li>– Comparing different models of balanced budgets</li> </ul>   |
| <b>Income</b>          | <ul style="list-style-type: none"> <li>– Explore the different types of remuneration</li> <li>– Compare gross income and net income</li> <li>– Identify and explain the different deductions at source</li> <li>– Consider disposable net income when making a budget</li> </ul> | <ul style="list-style-type: none"> <li>– Identifying the different types of remuneration: hourly wage, fixed salary, piecework, tips, etc.</li> <li>– Recognizing the type of deductions at source on a pay slip: provincial tax, federal tax, Québec pension plan, employment insurance, retirement plan, union dues, health insurance, parental insurance</li> <li>– Examining disposable net income by referring to several examples of pay slips</li> <li>– Calculating their weekly salary on the basis of \$X per hour for X hours of work</li> </ul> |
| <b>Expenses</b>        | <ul style="list-style-type: none"> <li>– Plan expenses according to personal needs</li> <li>– Prepare a list of expenses, starting with fixed expenses and then variable expenses</li> </ul>   | <ul style="list-style-type: none"> <li>– Identifying five main categories of expenses for an 18-year-old</li> <li>– Estimating a weekly sum for each of these categories</li> <li>– Calculating the proportion of expenses for each category</li> </ul>   |
| <b>Balanced budget</b> | <ul style="list-style-type: none"> <li>– Establish a direct link between their income and expenses</li> <li>– Prepare a balanced budget by making the necessary choices</li> </ul>   | <ul style="list-style-type: none"> <li>– Preparing several examples of budgets where expenses do not exceed income</li> <li>– Balancing a budget where expenses exceed income by 5%</li> <li>– Finding ways of increasing the portion of expenses allocated to food, while maintaining a balanced budget</li> </ul>   |



| Concepts                             | Approaches  | Possible applications   |
|--------------------------------------|---|---|
| <b>Institutions and transactions</b> | <ul style="list-style-type: none"> <li>– Locate financial institutions in the neighbourhood</li> <li>– Distinguish between various types of bank accounts</li> <li>– Distinguish between the various types of transactions</li> <li>– Identify the procedure for opening an account</li> <li>– Learn about the security rules to observe when using automated services</li> <li>– Compare the different methods of payment</li> </ul> | <ul style="list-style-type: none"> <li>– Consulting a directory of local services in order to find the closest financial institutions</li> <li>– Comparing the cost of services offered in several financial institutions</li> <li>– Comparing the advantages and disadvantages of the various types of bank accounts</li> <li>– Understanding the meaning of bank account abbreviations for deposits, withdrawals, service fees, etc.</li> <li>– Learning about the procedure for opening an account</li> <li>– Discussing as a group the security rules to observe</li> <li>– Comparing the advantages and disadvantages of paying in cash or by credit card, debit card or cheque</li> <li>– Discussing the security rules to be observed for each method of payment</li> <li>– Comparing the total cost of a product paid in cash vs. the cost of the product paid in monthly installments</li> </ul> |
| <b>Savings</b>                       | <ul style="list-style-type: none"> <li>– Explore the purposes and advantages of savings</li> <li>– Explore ways of saving</li> </ul>  | <ul style="list-style-type: none"> <li>– Discussing the advantages of savings when planning projects, dealing with the unexpected, etc.</li> <li>– Adopting ways of maintaining their motivation to save and resisting impulse buying</li> <li>– Calculating the amount to be saved and the time needed to achieve their goal</li> </ul>  |
| <b>Debt</b>                          | <ul style="list-style-type: none"> <li>– Reflect on the financial consequences of being in debt</li> <li>– Verify the appropriateness of taking out a loan</li> <li>– Evaluate the costs associated with consumer credit</li> <li>– Explore different types of loans</li> </ul>   | <ul style="list-style-type: none"> <li>– Discussing reasons for needing a loan</li> <li>– Issuing words of caution to a friend who wants to take out a loan</li> <li>– Calculating the real cost of a purchase before taxes, if a store requires monthly payments spread over a year</li> <li>– Comparing the advantages and disadvantages of various types of loans (mortgage, personal loan, credit card, line of credit)</li> </ul>  |

## Financial Independence (cont.)

| Concepts                      | Approaches  | Possible applications   |
|-------------------------------|---|---|
| <b>Influencing factors</b>    | <ul style="list-style-type: none"> <li>– Identify the values that influence how they manage their budget</li> <li>– Seek out positive models and judicious advice</li> </ul>                                      | <ul style="list-style-type: none"> <li>– Reflecting on their reasons for buying</li> <li>– Comparing healthy financial situations with problem situations</li> <li>– Recognizing positive aspects and those that need improving</li> <li>– Identifying informed persons in their surroundings</li> </ul>  |
|                               | <ul style="list-style-type: none"> <li>– Consult various sources of information on consumption, finances and debt</li> <li>– Identify organizations that can help individuals make and follow a budget</li> </ul> | <ul style="list-style-type: none"> <li>– Learning from public interest programs</li> <li>– Meeting with resource persons</li> <li>– Searching for documentation on consumer rights and recourse</li> <li>– Learning how to obtain a refund or repair after purchasing a defective product</li> <li>– Making a list of organizations in the region that help individuals make and follow a budget</li> </ul> |
| <b>Services and resources</b> | <ul style="list-style-type: none"> <li>– Banking institutions</li> <li>– Consumer protection network</li> <li>– Qualified professionals, etc.</li> </ul>  |   |

| Concepts                      | Approaches   | Possible applications  |
|-------------------------------|--|--|
| <b>Housing</b>                | <ul style="list-style-type: none"> <li>– Learn about their needs and determine the criteria for choosing housing</li> <li>– Learn about the steps involved in finding housing</li> <li>– Learn about the different types of housing</li> <li>– Estimate housing costs</li> <li>– Identify the services and equipment included in the cost of housing</li> <li>– Become familiar with the rights and obligations of tenants and owners</li> <li>– Identify the procedure for resolving a dispute</li> <li>– Apply safety rules</li> <li>– Maintain and organize their home</li> <li>– Determine rules of conduct that promote good neighbour relations</li> </ul> | <ul style="list-style-type: none"> <li>– Identifying their priorities</li> <li>– Making a list of the features of the desired housing</li> <li>– Exploring the factors that influence quality of life in housing</li> <li>– Exploring the environment according to the different residential zones</li> <li>– Seeking information related to the availability of housing (newspapers, ads at the grocery store, etc.)</li> <li>– Comparing the features of different types of housing available in the neighbourhood (apartment building, duplex, single-family home, condo, mobile home)</li> <li>– Doing a simulation to calculate the amount needed for housing, based on setting aside 35% of their income</li> <li>– Finding out the services included: electricity, heating, maintenance, etc.</li> <li>– Learning to read a lease and fill out the necessary documents</li> <li>– Listing the potential problems for a tenant and comparing possible solutions</li> <li>– Discussing a tenant's main obligations, after having consulted the Web site of the Régie du logement</li> <li>– Knowing where the water inlet and electrical box are located in case they need access</li> <li>– Discussing dangerous situations related to the use of household appliances</li> <li>– Explaining how to repair a doorknob, install blinds, etc.</li> <li>– Exploring ways of making their home more attractive</li> <li>– Preparing a list of individual behaviours that foster harmonious cohabitation and comparing it with their classmates' lists</li> </ul> |
| <b>Services and resources</b> | <ul style="list-style-type: none"> <li>– Régie du logement</li> <li>– Tenants' associations</li> </ul>   | <ul style="list-style-type: none"> <li>– Owners' associations</li> <li>– Municipalities, etc.</li> </ul>   |

## Transportation

| Concepts                      | Approaches  | Possible applications   |
|-------------------------------|---|---|
| <b>Transportation needs</b>   | <ul style="list-style-type: none"> <li>– Analyze their transportation needs</li> <li>– Identify the available means of transportation and ways of using them</li> <li>– Determine the financial resources that may be allocated to transportation</li> <li>– Use a map</li> </ul> | <ul style="list-style-type: none"> <li>– Listing the activities that require transportation</li> <li>– Consulting a bus schedule</li> <li>– Locating the bus stops</li> <li>– Finding out about costs</li> <li>– Exploring the advantages of walking or cycling in order to benefit their health</li> <li>– Choosing the appropriate means of transportation, taking cost into account</li> </ul> |
| <b>Environmental impact</b>   | <ul style="list-style-type: none"> <li>– Reflect on their individual and collective responsibilities regarding the environment</li> </ul>   | <ul style="list-style-type: none"> <li>– Using a map to get to their destination</li> <li>– Gathering information on changes in the ozone layer over the past 15 years</li> <li>– Learning about the quantity of greenhouse gas emissions produced annually by different types of vehicles</li> <li>– Discussing the increasing use of the automobile as a means of transportation</li> </ul>     |
| <b>Safety</b>                 | <ul style="list-style-type: none"> <li>– Reflect on the safety of using various means of transportation</li> </ul>  | <ul style="list-style-type: none"> <li>– Learning about the safety rules to apply when using a snowmobile, an all-terrain vehicle, a bicycle, etc.</li> <li>– Discussing risky behaviours such as using a cell phone or headphones while driving</li> </ul>   |
| <b>Services and resources</b> | <ul style="list-style-type: none"> <li>– Public transportation (routes, cost, etc.)</li> <li>– Carpooling organizations</li> <li>– Highway Safety Code, etc.</li> </ul>   |   |

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| <p><b>Cognitive strategies</b></p>           | <ul style="list-style-type: none"> <li>- Visualizing or writing down a task</li> <li>- Calling upon prior knowledge before starting a new task</li> <li>- Finding the determining elements in a situation</li> <li>- Verifying their understanding of the task             <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Reformulating instructions</li> <li>• Taking notes when given instructions</li> </ul> </li> <li>- Planning the resources needed to perform a task in accordance with requirements and the context</li> <li>- Anticipating problems</li> </ul>  |
| <p><b>Metacognitive strategies</b></p>       | <ul style="list-style-type: none"> <li>- Evaluating their performance at work and their ability to fulfill the request</li> <li>- Reflecting on what they learned</li> <li>- Watching themselves work: method, techniques, equipment and strategies used</li> <li>- Reviewing their behaviours</li> <li>- Correcting their work as needed</li> <li>- Considering different ways of improving</li> <li>- Considering their attitudes and behaviours, evaluating their consequences and making the necessary adjustments</li> <li>- Making connections between the requirements of the task and their personal resources, interests and aptitudes</li> </ul> |
| <p><b>Affective strategies</b></p>           | <ul style="list-style-type: none"> <li>- Encouraging themselves</li> <li>- Taking risks</li> <li>- Taking the time to learn and accepting that one can make mistakes</li> <li>- Rewarding themselves when they have completed part of the task</li> <li>- Equipping themselves to control their anxiety</li> <li>- Fighting negative thoughts and replacing them with more realistic ones</li> </ul>   |
| <p><b>Resource management strategies</b></p> | <ul style="list-style-type: none"> <li>- Consulting community organizations</li> <li>- Using a model to establish a plan or a work schedule (time management)</li> <li>- Adopting a lifestyle that fosters social participation</li> <li>- Identifying the available resources (people, documents, Web sites, etc.)</li> <li>- Asking for help (teachers, peers, etc.) when necessary and determining the best times to do so</li> <li>- Asking peers, parents, the teacher and other people they trust for their opinion</li> <li>- Taking advantage of their classmates' experience</li> </ul>   |