Sheet 02

Content for the development of personal and social competencies – Preschool

Be familiar with the different ways of showing respect when interacting with others and with their environment

PRE SCHOOL
4–6 years old

Examples of what students are expected to learn

- Understand what respect means.
- Communicate respectfully both verbally and non-verbally.
- Use "I" statements, a gesture or a sign as a substitute (e.g. stick close to a trusted adult when scared, smile, jump, raise arms to express joy) to express their emotions.
- Ask for permission when appropriate.
- Use appropriate means for gaining attention based on the situation.
- Give and receive compliments and encouragement.
- Respect differences (e.g. respect for food preferences, physical characteristics, abilities).
- Respect property and the environment.
- Follow instructions.
- Respect other people's boundaries (e.g. a student who does not want their hair to be touched).
- Share.
- Etc.

Contribution of the content to adopting prosocial behaviours

Being familiar with the different ways of showing respect when interacting with others and with their environment shows an ability to be considerate toward others. It fosters mutual respect and appropriate communication, and increases the ability to interact well with others, including the ability to initiate relationships. These concepts are key to the development of the competency *Adopts prosocial behaviours*.

Votre gouvernement

Québec

Content-related glossary

BE FAMILIAR WITH THE DIFFERENT WAYS OF SHOWING
RESPECT WHEN INTERACTING WITH OTHERS
AND WITH THEIR ENVIRONMENT

Respect

Respect is a feeling of consideration for another person on account of their social position, their merit or the human value for which they are recognized.

Interaction

Interaction takes place when a person is required to participate spontaneously in an exchange by adapting to what the other person has said.

Environment

The environment is often defined as all the elements that surround a living being. There are various ways of grouping these elements together, and most authors consulted speak of environments (e.g. physical, socio-cultural, political, economic) that are part of the overall environment.

ADDITIONAL RESOURCES

- For more information on the content related to the development of personal and social competencies
- To find ideas for turnkey structured educational interventions that are in line with the proposed content
- For training designed to help convey the content and establish conditions for implementing it with students
- For other resources and tools related to the content and to the implementation of actions designed to promote the well-being of young people

Resources available
on **Québec.ca**

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