Sheet 07

Content for the development of personal and social competencies – Elementary

Understand the importance of applying the rules of conduct in their environments, and the consequences for themselves and for others if these rules are not followed[1]

CYCLE ONE
6–8 years old

Recommendation:
Elementary 1

Examples of what students are expected to learn

- Learn the expected behaviours when sharing a public space with others, for example:
  - thank others
  - respect the adult's position of authority
  - wait for their turn to speak
  - use suitable and respectful language
- Learn to behave in a given environment based on the context, for example:
  - use an appropriate tone of voice (sound)
  - be quiet when circulating
  - use materials and equipment properly
  - keep the area clean and tidy
  - knock before entering
  - respect the areas for students
- Give examples of rules: code of conduct, rules at home, etc.
- Explain the benefits of established rules, safety, harmonious community living, respect for their body, etc.
- Name the possible natural consequences of not following the rules: strained relationships, climate unconducive to learning, risk of injury, etc.
- Etc.

Contribution of the content to adopting prosocial behaviours

Understanding the importance of applying rules in their environments and the consequences for themselves and others if these rules are not followed demonstrates consideration for their needs and the ability to understand the points of view of others. These concepts of co-operation and respect are key to the development of the competency *Adopts prosocial behaviours*.

Influence on the other personal and social competencies

This content also fosters the development of the following competencies:

- Makes informed lifestyle choices
- Becomes socially engaged

1. This content can be conveyed during the training activity on civility.

Votre gouvernement

Québec ⚜⚜⚜⚜

Content-related glossary

*UNDERSTAND THE IMPORTANCE OF APPLYING THE RULES OF CONDUCT IN THEIR **ENVIRONMENTS**, AND THE **CONSEQUENCES** FOR THEMSELVES AND FOR OTHERS IF THESE RULES ARE NOT **FOLLOWED**.*

Environment

The expression *living environment* refers to the places where the student regularly spends time and grows, whether that be at school, with their family or within their community. Similar to the environment, the living environment has an influence on the student.

Consequence

That which is necessarily the product of something, that is a logical outcome of it. The term *consequence* is also synonymous with backlash, effect, repercussion, result and fallout.

Follow (To follow a rule)

To act in accordance with a rule, law or standard, to conform to it and apply it.

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 taught 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

Éducation Québec