

STRUCTURED EDUCATIONAL ACTIVITY – SECONDARY

Understanding their responsibility to respect rules of conduct, both in society and in the virtual world, as well as the consequences for themselves and for others if these rules are not respected

The template used in the following example is deliberately short and may be different from the one used at your school. Its objective is to guide you in choosing or creating an activity based on clear objectives, and in choosing the means to make it possible to achieve them. The suggested activity must be adapted or enhanced according to your needs and situation.

Summary

(Approximate duration of the activity: 30-45 minutes)

The purpose of this activity is to foster the understanding of their responsibility to respect rules of conduct, both in society and in the virtual world, as well as the consequences for themselves and for others if these rules are not respected. Acquiring these concepts will, in particular, help to foster harmonious relationships and a healthy environment free of violence.

Preparing the activity

1 Prepare to lead the activity

Leading this activity requires you to have a clear understanding of the social norms and values related to civility as well as of constructive conflict-resolution strategies. The task of leading the activity can be assigned to a school staff member or shared between members.

2 Analyze the group of students targeted by the activity

Conduct a short analysis of the group you will address. Is it a class group? At what grade level? Is it a multi-program group? Familiarity with the group of students will enable you to adapt the way you lead the activity as well as how it is carried out in order to effectively meet the objectives.

3 Define the objectives

Define not only the overall objective, but also those specific to the activity. What do you hope to have accomplished with your group by the end of the activity?

General objective: To foster in the students a better understanding of their responsibility to respect rules of conduct, both in society and in the virtual world, as well as the consequences for themselves and for others if these rules are not respected.

- Specific objective 1
- Specific objective 2

For example:

Are the students able to identify a situation in which they played their part in respecting the rules of conduct? Are they able to list the social norms specific to different contexts, including the virtual world? Are they aware of the consequences associated with failing to follow a rule?

4 Activity and process

Based on the objectives defined, what activity would you carry out with your group of students? How will this activity unfold? What steps will there be? What means will you use to encourage interactions?

5 Materials, schedule and space

Next, think about the materials you will need, the schedule and the space in which you will carry out the activity. These three elements can either be winning factors or obstacles to meeting the activity objectives.

6 Instructions

Lastly, think of the instructions you will give the students to ensure that the activity runs smoothly and that the objectives are thus met.

Leading the activity

1 Present the objectives and purpose of the activity

Start the activity with a key element that will encourage the students to participate and spark their interest. Next, present the activity by mentioning the theme of rules of conduct and making sure this theme is understood. It is also possible and relevant to encourage the students' engagement by activating their prior knowledge by naming, for example, the potential connections between the proposed activity and any previous experiences or acquired concepts, or by providing them with concrete personalized examples that are meaningful to them.

Recommendation:

Revisit situations that were actually experienced. As adolescence is characterized by greater autonomy in making lifestyle choices, it could be relevant to use examples of situations that the students have personally experienced. It would then be possible, with the students' consent, to return to these examples throughout the activity.

2 Present the instructions

Before continuing, it is important to present the rules and steps of the activity as well as the expected behaviours. Are there any specific characteristics or aspects of the activity that should be emphasized?

Ask the students to help choose the rules and steps. Make direct connections with the activity in progress by explaining the benefits of respecting these rules (e.g. respecting the right to speak, stronger community life, etc.) or the potential consequences of not respecting them (e.g. strained relationships, climate inconducive to learning, etc.).

3 Lead the activity

It is now time to implement the steps for carrying out the activity and present the learning expected of the students.

Examples of expected learning:

- Being familiar with the social norms and values associated with civility
- Communicating and listening effectively
- Co-operating in a variety of situations
- Adequately resolving conflicts through constructive negotiation
- Asking for and offering help
- Acting with kindness and without judgment
- Expressing gratitude

A few ideas:

Propose discussions on the subject by, for example, revisiting a situation that was actually experienced. You could, for example, choose to organize a debate on the relevance of the rules of conduct or propose scenarios in which the students must anticipate the advantages and disadvantages of respecting or not respecting the rules. This is a great time to be innovative and use an impact technique to encourage the students to participate.

Throughout the activity, it is important to make connections between the learning and the development of personal and social skills, namely in relation to adopting prosocial behaviour and being socially engaged.

4 Review the activity and integrate the learning

Encourage the students to verbally express and share their own realizations, discoveries and understanding following the activity. This review does not require any complex planning or the use of an evaluation instrument. You could simply ask a spontaneous question and make sure to provide feedback on the responses. From the information obtained during this session, you could identify any sources of error or difficulties in understanding, and then adjust your educational strategies accordingly.

Important

Verify the students' understanding at various points and in various ways throughout the activity by asking them open-ended questions (e.g. What do you already know about the subject? What did you take away from the previous discussions? What concept, in your opinion, seems most important?).

Prepare the end of the activity by making sure to foster the integration of what has been learned by focusing on a key concept that will be reapplied by the students on different occasions.

Transfer of learning

The objective of this step is to apply the knowledge and strategies acquired during the learning situation in different contexts. This step can also be seen as the transferring of skills or the generalization of acquired knowledge or competencies that contribute to their consolidation. It is therefore important to plan out this step.

The learning must be reapplied in the different subject areas. While collaboration is necessary to ensure that the learning is effectively reapplied, a key message can be repeated and reused in the different subjects in secondary school student timetables. Whether in French, Math, Physical Education and Health or Music class, or during extracurricular activities, the rules of conduct remain important and are everyone's responsibility.

The learning acquired must also be reapplied on a daily basis, at different times and in different contexts, to allow for this learning as well as the skills developed to be put into practice. These strategies will help students to understand how it is their responsibility to follow the rules of conduct in society and how doing so is for personal and social gain.

The transfer of learning is essential and can take place:

- during the teaching of the school subjects
- on a daily basis (through reminders, when rules are respected, when instructions are not followed, etc.)
- during extracurricular activities

The Ministère de l'Éducation would like to thank its partners and collaborators for this activity sheet:

- **Boscoville**, Psychosocial expertise service | Expert organization in the development and implementation of innovative practices in youth intervention | Youth knowledge centre

Only the content referred to in the heading is compulsory. Please refer to the Progression chart for the content for the development of personal and social skills to learn more about the compulsory content. The framework provides suggestions as to how to relay this content but is not compulsory.