

CONNECTING YPI TO THE QUEBEC ETHICS & RELIGIOUS CULTURE CURRICULUM

In Quebec, YPI is a project most frequently framed within the Ethics & Religious Culture curriculum in Secondary Cycle 2. YPI fits well within this structure, directly addressing:

- Both main program objectives
 - Recognition of others
 - The pursuit of the common good
- Two (of three) core competencies
 - Reflects on ethical questions
 - Engages in dialogue
- Four (of nine) concepts
 - Ethical issue
 - Ethical question
 - Reference (supporting work with appropriate references)
 - Value (connecting to personal values)
- All four themes and their associated teaching guidelines and related content for Ethics
 - Tolerance
 - The future of humanity
 - Justice
 - Human ambivalence

The following tables outline connections between relevant elements of the Quebec Ethics & Religious Culture curriculum and YPI. Content contained in the left column of this table is taken verbatim from the Quebec Education Program: Ethics and Religious Culture Program Secondary Education, Cycles One and Two.¹

For further guidance on activating the Quebec Ethics & Religious Culture curriculum, and using YPI to meet your curricular objectives, contact Rhonda Gibson, YPI Quebec Curriculum Advisor (2017/2018): rpauley@swlauriersb.qc.ca.

¹ http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/ecr_secondary.pdf

PROGRAM OBJECTIVES ALIGNED WITH YPI:

PROGRAM OBJECTIVE	CONNECTION TO YPI
<p>RECOGNITION OF OTHERS, which is intrinsically connected to self-knowledge, is also linked to the principle that all people possess equal value and dignity. Hence the importance each of us attributes to being recognized, particularly with regard to our world-view, or how we see ourselves and others, which in turn orients our attitudes and actions. This recognition occurs in dialogue that is characterized by listening and discernment, and that has no room for attacks on personal dignity or actions that might compromise the common good. In doing so, it contributes to building a common culture that takes diversity into account.</p>	<p>This objective is related to YPI’s focus on the development of empathy among students. Through experiences with charities serving vulnerable populations, students realize the dignity and value of all people. Recognition of others is also promoted through the collaborative process in which students engage in teams with respectful dialogue about values.</p>
<p>THE PURSUIT OF THE COMMON GOOD, which goes beyond the satisfaction of purely personal interests, not only involves the greater welfare of the collectivity, but also that of each individual. It refers to three main actions: the search, along with others, for common values; the promotion of projects that foster community life; and respect for democratic principles and ideals specific to Québec society. Thus the pursuit of the common good presupposes that people from different backgrounds can agree responsibly to take on challenges inherent to life in society.</p>	<p>Students begin YPI by exploring their personal values, and then team up with classmates to develop group value statements. Ultimately, they select a social issue to address and pursue the common good for their community through advocacy and grant-making for a social-service organization of their choice. Students examine the short and long-term impacts on the common good by this organization.</p>

COMPETENCIES ALIGNED WITH YPI:

COMPETENCY	CONNECTION TO YPI
<p>REFLECTS ON ETHICAL QUESTIONS: In this program, reflecting on ethical questions enables examining the significance of various types of conduct, as well as the values and norms that guide members of a society with respect to community life. Indispensable for making wise choices, the competency <i>Reflects on ethical questions</i></p>	<p>Ethical questions are at the core of YPI’s curriculum on social issues. By exploring the roots of social issues like poverty, questions around the distribution of wealth arise: Why do we have homeless people in our community? What are the</p>

<p>requires developing a reflective process. Ethical questions are addressed by means of situations that involve values or norms, and which present a problem to be solved or a subject for reflection. For example, problems will be treated involving balanced relations within a group or society, the distribution of wealth among peoples or protection of the environment.</p> <p>The key features that follow illustrate the skills that are essential to enable students at the secondary level to use the competency:</p> <ul style="list-style-type: none"> • the ability to describe a situation and to put it into context in order to identify an ethical question in light of points of view that may provoke tensions or conflicting values • the ability to examine the impact of options or possible actions on oneself, others or the situation, with a view to contributing to community life. 	<p>ethical implications of a harm-reduction strategy for people addicted to drugs?</p> <p>Ethical questions also arise during presentations: is a particular charity more deserving of a grant due to the population served, or the social issue addressed? Is a grant spent on upgrading facilities as deserving as a grant to support the salary of a social worker?</p>
<p>ENGAGES IN DIALOGUE:</p> <p>In this program, the practice of dialogue entails adopting attitudes and behaviours that foster community life. Such dialogue involves two interactive dimensions: individual deliberation and the exchange of ideas with others. The first dimension, which promotes self-knowledge, requires moments of personal reflection. Such moments of reflection allow for examining a process, perceptions, preferences, attitudes and ideas, and for making connections with what is already known about a given topic. The second dimension, which enables encounters with the other, consists in taking time with others to share and explore, during which different points of view are constructed and expressed. Within these two dimensions of dialogue, a point of view may be modified, consolidated and validated. In different contexts, engaging in dialogue requires communicating clearly and using means that allow for developing and examining a point of view with precision and consistency. This competency also requires the establishment of conditions that are conducive to dialogue and common understanding.</p>	<p>The two interactive dimensions of engaging in dialogue (individual deliberation, and the exchange of ideas with others), are strongly present in YPI.</p> <p>The program begins with individual deliberation by having students look inward to identify personal values by prioritizing ideals, and reflecting on what is important to them individually.</p> <p>As YPI progresses, students work in teams, exchanging their ideas with others through an extended process. YPI provides tools for groups to share ideas and build consensus, and the program scaffolds learning towards each group sharing a presentation with their entire class.</p>

This competency is based on three key features: organizes his/her thinking, interacts with others, and develops a substantiated point of view. The key features that follow illustrate the skills that are essential to enable students at the secondary level to use the competency:

- the ability to conduct a reflective process in order to organize their thinking
- the ability to express their point of view by relying on relevant and coherent reasons or arguments, and to be attentive to others' views
- the ability to select relevant and diverse resources, to use appropriate means for examining and developing a well-founded point of view, and to anticipate objections and necessary clarifications

KEY FEATURES OF COMPETENCY IN SECONDARY CYCLE 2:

KEY FEATURE	CONNECTION TO YPI
<p>ANALYZES A SITUATION FROM AN ETHICAL POINT OF VIEW</p> <ul style="list-style-type: none"> • Describes a situation and puts it into context • Formulates a related ethical question • Compares points of view • Explains tensions or conflicting values • Compares the situation with similar situations • Compares his/her analysis of the situation with that of his/her classmates 	<p>Students are required to analyze social issues in their community by describing their context, formulating questions for interviewing staff at the charitable organization dealing with the social issue, and by comparing related points of view and approaches.</p>
<p>EXAMINES A VARIETY OF CULTURAL, MORAL, RELIGIOUS, SCIENTIFIC OR SOCIAL REFERENCES</p> <ul style="list-style-type: none"> • Finds the main references present in different points of view • Looks for the role and the meaning of these references • Considers other references • Compares the meaning of the main references in different contexts 	<p>Social references are explored throughout YPI through student research on social issues and social service organizations dealing with these issues. Research is completed online, and through in-person visits to the charities.</p>

<p>EVALUATES OPTIONS OR POSSIBLE ACTIONS</p> <ul style="list-style-type: none"> • Suggests options or possible actions • Studies the effects of these options or actions on oneself, others or the situation • Chooses options or actions that foster community life • Reflects on the factors that influenced these choices 	<p>After exploring various social issues, students are required to select a charity dealing with their chosen social issue based on its values and approach to the issue in comparison with other organizations. The impact of the organization’s work is a main feature of the student presentations at the end of the program.</p>
<p>END OF CYCLE OUTCOMES FOR COMPETENCY</p> <p>By the end of Cycle Two, students are able to carry out ethical reflection on topics dealing with tolerance, the future of humanity, justice and human ambivalence. They are able to describe a situation and examine in greater detail some of the ethical questions it raises. They can compare a range of points of view to draw out different ways of thinking. They can identify values and norms and explain tensions or conflicting values. They can demonstrate knowledge of the references present in the points of view. To further their reflection, they can consider other references, prioritize the most meaningful ones and show their contribution. They can apply their ethical reflection in other situations. They can assess options or possible actions and anticipate the impact on themselves and others in terms of community life. They can anticipate other contexts in which they can transfer their learning. They are able to reflect on their process, evaluate its effectiveness with regard to their ethical reflection and consider possible avenues for improvement.</p>	<p>Tolerance, the future of humanity, justice, and human ambivalence are all themes related to YPI (see below). Exploring personal values is at the core of the YPI curriculum. Ultimately, students are advocating for a grant through YPI for their chosen charity. Their peers are called upon to reflect on, and evaluate the value of the services of the organization advocated for, and the quality of the presentation made by students.</p>

CONCEPTS RELATED TO YPI:

CONCEPT	CONNECTION TO YPI
<p>ETHICAL ISSUE: value or norm that is the subject of an ethical question. For example, the question “Is it always necessary to tell the truth?” involves the ethical issue of honesty.</p>	<p>Through YPI, students explore social issues and related ethical issues.</p>

<p>ETHICAL QUESTION: a question about a subject of reflection or a problem to be solved concerning values and norms used by members of a society or group to guide and regulate their conduct. This type of question always raises one or more ethical issues.</p>	<p>When examining the root of social issues, and when exploring the context of social issues in a given community, ethical questions arise.</p>
<p>REFERENCE: a resource from the social and cultural environment to which a person can refer to nurture and clarify ethical reflection. References can be of a moral, religious, scientific, literary or artistic nature.</p>	<p>Students consult resources on social issues and social service organizations through research in YPI (i.e. online resources, current events articles, textbooks).</p>
<p>VALUE: a quality that is attributed to things, attitudes or behaviours which are considered more or less desirable by individuals or groups of people. A value can sometimes serve as a criterion for assessing whether a given behaviour or conduct is acceptable. Values can be grouped hierarchically to form coherent sets called "value systems." This involves social, religious or family values. In certain situations, conflicting values arise when one or more people favour one form of action over another, thus bringing to the fore that some values may not hold the same meaning for everyone.</p>	<p>Values are core to the YPI curriculum, and the aim of Part 1 of the program is for students to identify their own personal values. From this starting point, students examine the values of their peers, of charities, and of their community at large.</p>

SECONDARY CYCLE TWO THEMES, TEACHING GUIDELINES & RELATED CONTENT FOR ETHICS

THEME: TOLERANCE	CONNECTION TO YPI
<p>TEACHING GUIDELINES:</p> <ul style="list-style-type: none"> • Help students recognize that there are different ways of looking at tolerance. • Draw upon specific cases taken from literature and current events in order to help students reflect on indifference, tolerance and intolerance. Help them consider various responses that individuals and societies have had regarding such situations, particularly in Québec. 	<p>The issues of indifference and intolerance are connected to many social issues that students explore through YPI (i.e. homelessness, bullying). Students are required to examine an organization's specific approach to the roots the issue, and explore this approach as one among many that they may advocate for. We encourage students to integrate personal examples and stories, from the charity or otherwise, into their</p>
<p>RELATED CONTENT AND EXAMPLES <i>Indifference, tolerance and intolerance</i></p>	

<ul style="list-style-type: none"> • Reflections on tolerance: the limitations of a right, respect for differences, multiculturalism, pluralism, universalism, etc. • Specific cases in various societies over time: edicts of tolerance, massacres, declarations of rights, racism, etc. <p><i>Tolerance in Québec</i></p> <ul style="list-style-type: none"> • Tolerance and its limits: integration of handicapped persons, petitions by religious groups, types of matrimonial unions, etc. • Individual and collective responses: special adjustments, reasonable accommodation, defence of cultural identity, cultural integration, etc. 	<p>research and presentations, to help bring the social issue to life.</p>
<p>THEME: THE FUTURE OF HUMANITY</p>	<p>CONNECTION TO YPI</p>
<p>TEACHING GUIDELINES:</p> <ul style="list-style-type: none"> • Help students recognize different ways of looking at the future of humanity with regard to how human beings and the environment relate. • Draw upon various ways of looking at the future of humanity in order to help students examine various contemporary situations. Help them analyze current challenges and consider possible actions or options. 	<p>Students are required to examine both the short and long-term impacts of a charity’s work in their presentations.</p> <p>Another approach would be to have students look at the future projections of their community to theorize what would happen if a particular social issue went unaddressed, or continued to grow at a given rate.</p>
<p>RELATED CONTENT AND EXAMPLES:</p> <p><i>Ways of seeing the future of humanity</i></p> <ul style="list-style-type: none"> • Imaginary representations: Aldous Huxley, George Orwell, Thomas More, etc. • Visionary reflections: Hubert Reeves, David Suzuki, Albert Jacquard, etc. <p><i>Challenges to be met</i></p> <ul style="list-style-type: none"> • Relations between human beings: relations between poor countries and rich countries with respect to health and education; totalitarianism versus democracy; etc. 	

<ul style="list-style-type: none"> • The environment: climatic conditions, flora and fauna, space exploration, natural resource development, etc. 	
THEME: JUSTICE	CONNECTION TO YPI
TEACHING GUIDELINES: <ul style="list-style-type: none"> • Help students become aware that, depending on the society, there are various ways of looking at justice, at the principles associated with it and the questions it raises. • Draw upon literature and current events in order to help students reflect on the nature of justice, the questions it raises and its implications. 	<p>In the analysis of social issues and vulnerable populations through YPI, students become aware that life is not always just/fair and they have the power to do something about it.</p>
RELATED CONTENT AND EXAMPLES: <i>Ways of viewing justice</i> <ul style="list-style-type: none"> • Reflections on justice: remedial justice, social justice, universal justice, etc. • Principles of justice: respect for individuals, equality, fairness, merit, etc. <i>Questions of justice</i> <ul style="list-style-type: none"> • Questions on life and death: human cloning, eugenics, suicide, capital punishment, euthanasia, abortion, etc. • Social questions: distribution of wealth, corporate social responsibilities, State intervention, etc. • Humanitarian questions: obligation of humanitarian intervention, international aid, working conditions in poor countries, etc. 	<p>Another approach would be to look at obligations of the government (municipal, provincial, federal), and the responsibilities of the charitable sector in dealing with social issues.</p>
THEME: HUMAN AMBIVALENCE	CONNECTION TO YPI
TEACHING GUIDELINES <ul style="list-style-type: none"> • Help students become aware that human beings sometimes have conflicting feelings, judgment and behaviour. • Draw upon various writings, historical facts and cases of conscience, help students reflect on the complexity of human beings and the occasional challenges to consistency between human actions, feelings and ideas in certain contexts. 	<p>Human ambivalence is a theme that can be explored when discussing the root or prevalence of any social issue. When advocating for a social issue or charity, student are required to make a call to action to overcome ambivalence on a given social issue.</p>

RELATED CONTENT AND EXAMPLES

Expressions of ambivalence

- Reflections on ambivalence: reason and passion, morality, immorality and amorality, truth and lies, good and evil, etc.
- Cases of conscience: vengeance, infidelity, theft, hit and run, whistle-blowing, desertion, etc.

Ambiguities of human action

- Human decency and the dark side of human beings: when someone involved in carrying out genocide demonstrates good will toward those around him or her, humanitarian works that have exorbitant operating expenses, a country that purportedly defends human rights while violating them for its own interests, etc.
- Conflicting feelings: satisfaction and frustration, pride and modesty, serenity and anxiety, guilt and peace of mind, regrets and contentment, etc.