

THE IMPORTANCE OF ACTIONS IN YOUNG PEOPLE'S LIVING ENVIRONMENTS

When it comes to enabling young people to optimally develop their personal and social competencies, relying exclusively on educational interventions that promote the acquisition of knowledge is not enough. Actions in young people's living environments that aim to create healthy, caring and safe environments **at school, at home and in the community** also contribute to their overall development.

The following two fictitious scenarios illustrate the potential impacts of taking action in young people's living environments. The first shows the potential impacts **when actions are carried out**, and the second, **when few or no actions are carried out**.

COMPONENTS TARGETED IN THE SCENARIOS BELOW:



Competency: Asks for help

4

Grade level: Elementary 4



Item of knowledge: Recognize different situations that may warrant asking for help, either for themselves or for others, and identify the appropriate steps to take

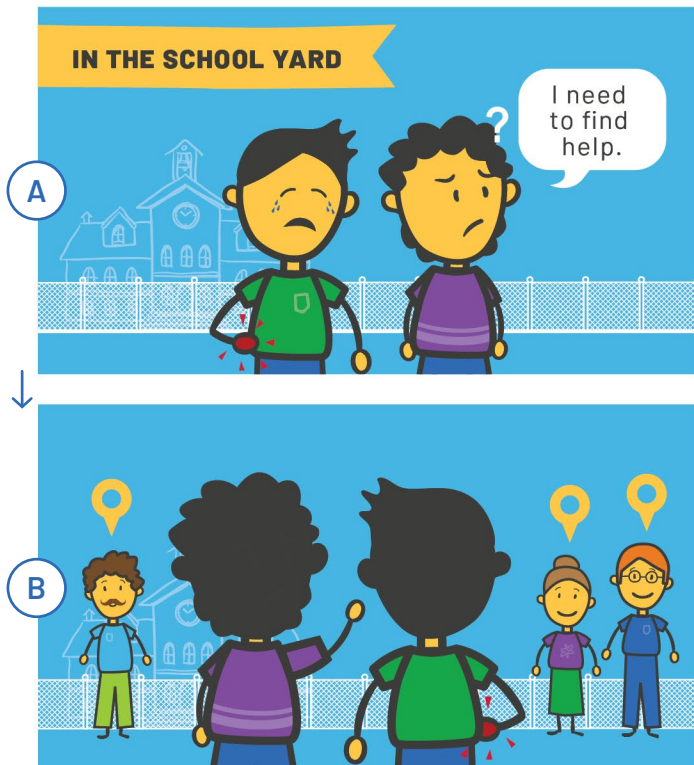
SCHOOL



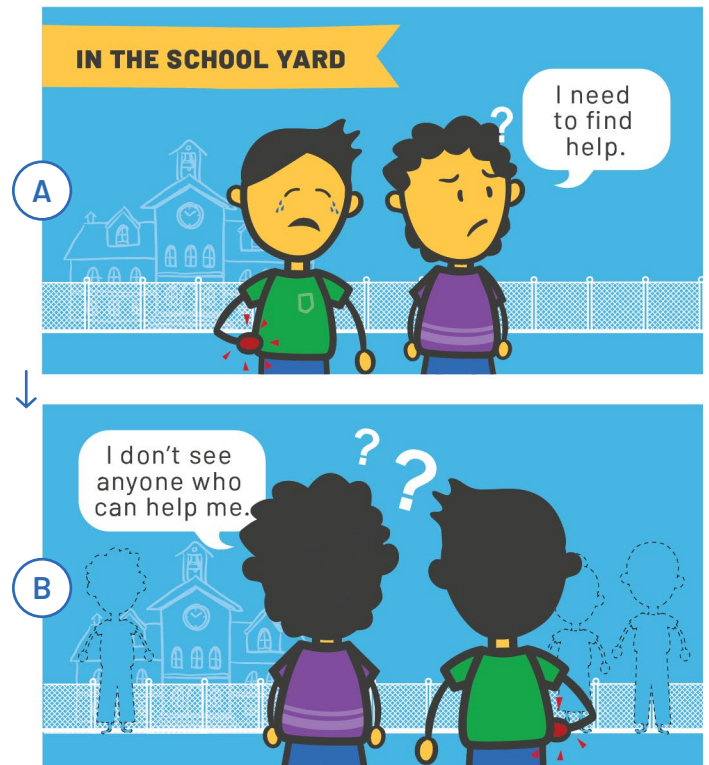
EXAMPLE OF ACTIONS AT SCHOOL: ENSURING PROPER STUDENT SUPERVISION WITH AN EFFECTIVE STRATEGIC SURVEILLANCE PLAN

Scenario | Max is trying to quickly find help at recess.

Various actions carried out at school



Few or no actions carried out at school

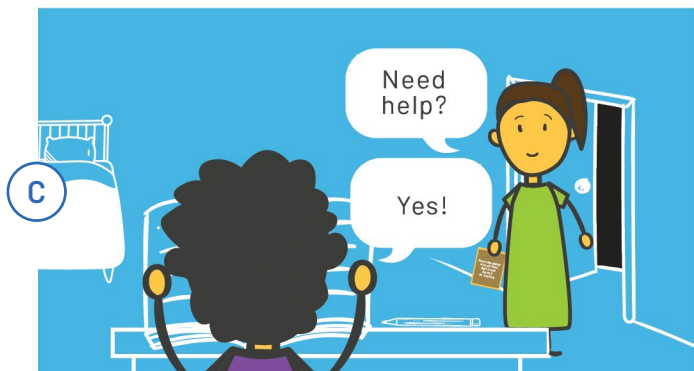
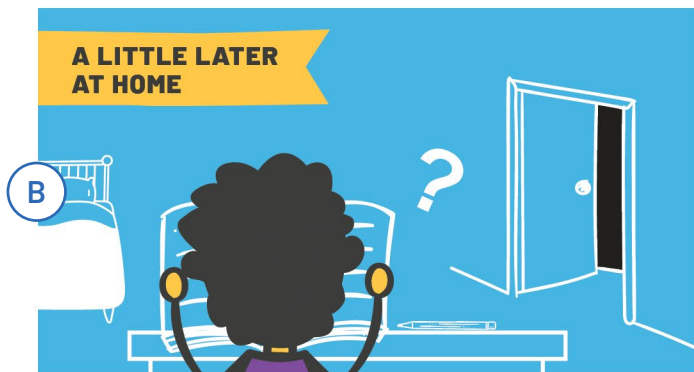




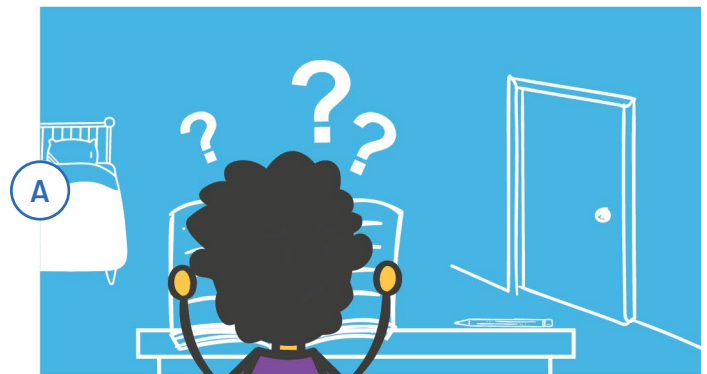
EXAMPLE OF COLLABORATIVE ACTIONS BETWEEN THE SCHOOL AND THE FAMILY: ENCOURAGING FAMILIES TO ADOPT PRACTICES THAT ENHANCE THE SCHOOL'S ACTIONS, TAKING INTO ACCOUNT THE FAMILIES' CIRCUMSTANCES AND PROVIDING THEM WITH THE PROPER TOOLS

Scenario | Max's parents want to support him with his homework and lessons at home.

Various actions carried out with families

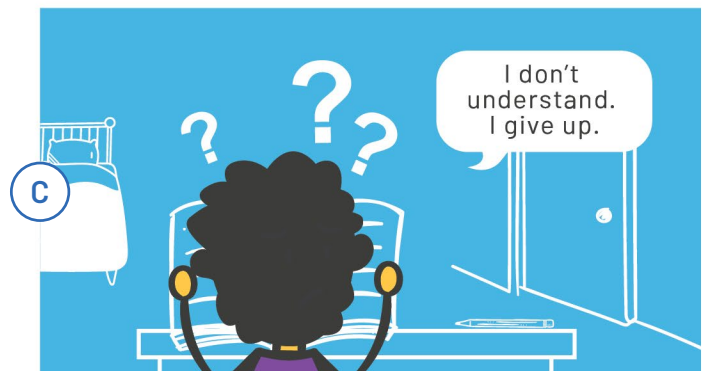


Few or no actions carried out with families



School does not offer a workshop to support parents with homework assistance.

Max is doing his homework in his room.



COMMUNITY



EXAMPLE OF COLLABORATIVE ACTIONS BETWEEN THE SCHOOL AND THE COMMUNITY: DEVELOPING AGREEMENTS WITH COMMUNITY PARTNERS TO ENSURE THE SAFETY OF YOUNG PEOPLE.

Various actions carried out in the community



↓
Street worker participates in an information day on neighbourhood resources.



↓
The local street worker regularly shows up at Max's school to get to know the young people and support them in the community.



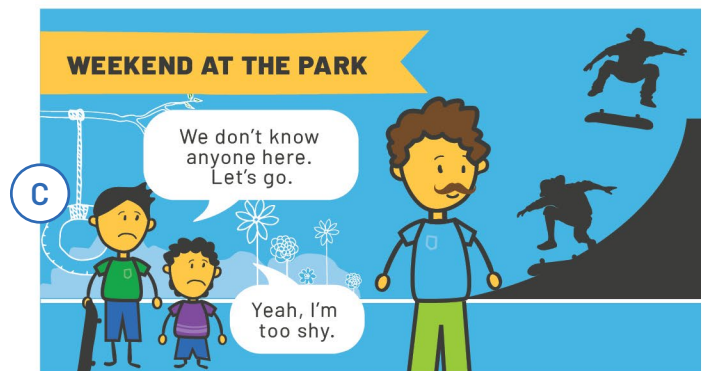
Few or no actions carried out in the community



↓
Young people do not have access to an information day on neighbourhood resources.



↓
There is no agreement between the school and community organizations to make their services and resources known.



CONCLUSION

“Recognize different situations that may warrant asking for help, either for themselves or for others, and identify the appropriate steps to take” is an item of knowledge associated with the “Asks for help” competency to be acquired in Elementary 4. However, even if Max developed this knowledge during an educational intervention, **he will only be able to fully develop the competency if his environment allows him to do so.** In short:



ENSURING PROPER STUDENT SUPERVISION WITH AN EFFECTIVE STRATEGIC SURVEILLANCE PLAN



ENCOURAGING FAMILIES TO ADOPT PRACTICES THAT ENHANCE THE SCHOOL'S ACTIONS, TAKING INTO ACCOUNT THE FAMILIES' CIRCUMSTANCES AND PROVIDING THEM WITH THE PROPER TOOLS



DEVELOPING AGREEMENTS WITH COMMUNITY PARTNERS TO ENSURE THE SAFETY OF YOUNG PEOPLE

are examples of actions in living environments that **provide young people with what they need on a daily basis to exercise their personal and social competencies** and that promote their overall development.

Carrying out such actions is essential!

There are a multitude of actions that can be carried out in young people's living environments. To find out more, consult:



The ÉKIP reference framework



Actions in young people's living environments

