

Physical Education and Health

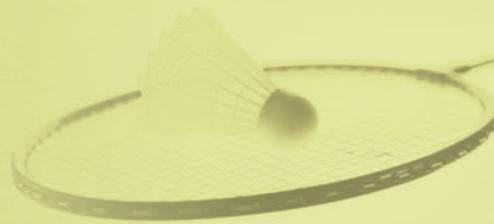


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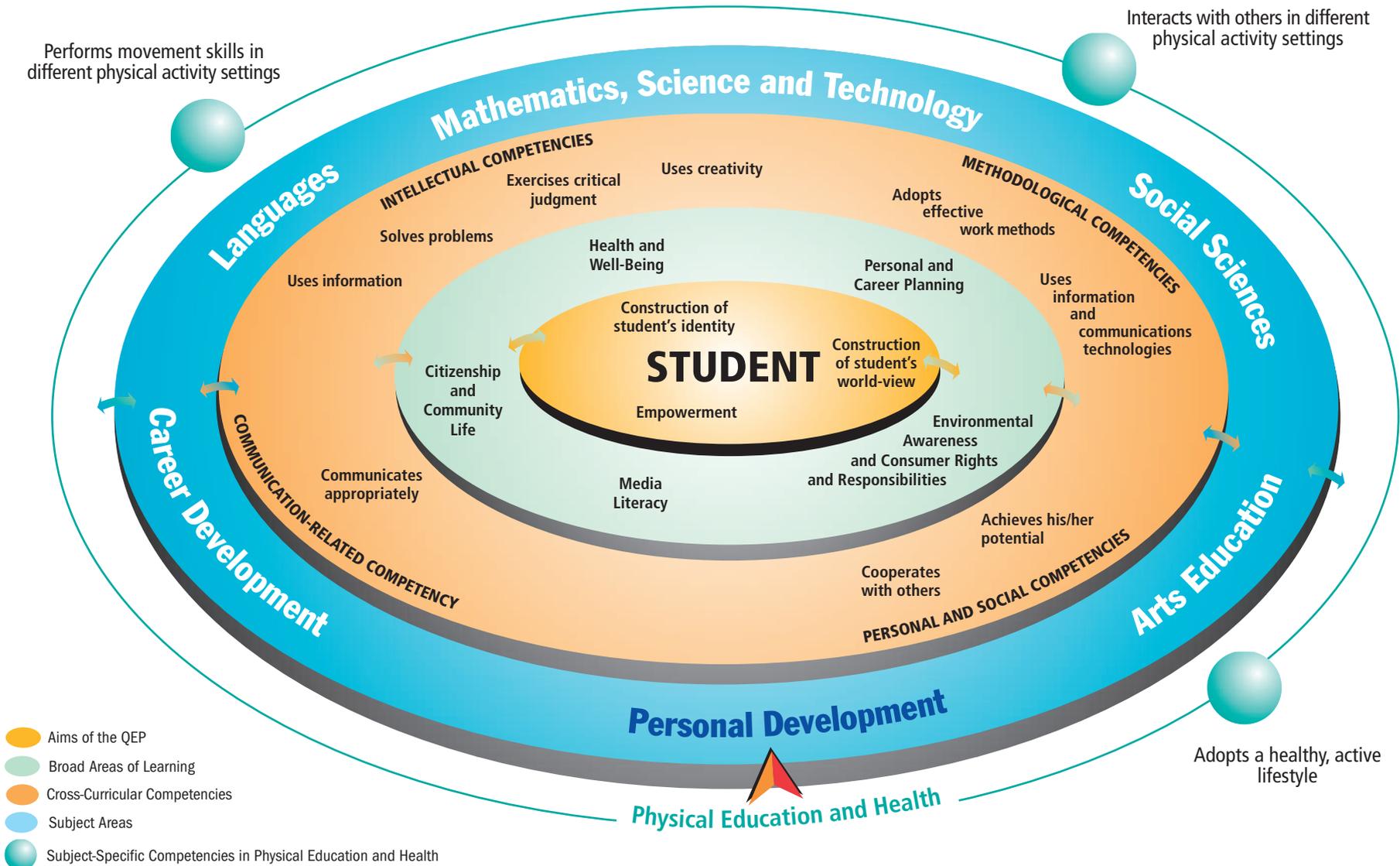
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Making Connections: Physical Education and Health Program and the Other Dimensions of the Québec Education Program (QEP)



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Introduction to the Physical Education and Health Program

The Physical Education and Health program was designed with a view to fostering students' overall development. Although one of its objectives is to help students increase their motor efficiency through regular physical activity, the program also aims to help students develop psychosocial skills and acquire the knowledge, strategies, attitudes and safe and ethical behaviours required to properly manage their health and well-being. Therefore, upon completion of the program, students will have developed the tools they will need throughout their lives to feel well, to be physically and mentally healthy, to feel good about themselves and to live in harmony with others. The program specifically contributes to the general education of students and helps them to construct their identity and world-view and to become empowered through educational contexts specific to the subject.

One of the challenges secondary schools face is finding ways to ensure that physical activity plays a greater role in students' daily lives. This seems all the more important as studies show that the majority of adolescents exhibit at least one risk factor associated with cardiovascular disease by the time they reach secondary school (obesity, high blood pressure, smoking, nutrient deficiency, sedentary lifestyle). Some students in this age group have been diagnosed with problems related to bone density or mental health problems such as anxiety or anorexia. Physical education at the secondary school level has traditionally focused on the development of motor efficiency and on technical control, based on the assumption that, as students mastered motor skills, they would be motivated to engage in various physical activities on a regular basis. Yet, findings on young people's lifestyles indicate that we must go beyond motor efficiency if we hope to succeed in getting young people to adopt a more active lifestyle. Certain factors are currently thought to provide students with strong incentives that could lead them to better understand the importance of their learning and encourage them to develop and maintain an active lifestyle. For example, it is important to take into

Upon completion of the program, students will have developed the tools they will need throughout their lives to feel well, to be physically and mentally healthy, to feel good about themselves and to live in harmony with others.

account students' interests by offering them a wide selection of physical activities that are likely to be practised in daily life, whether at school or elsewhere. Students must also learn to analyze the effects of physical activity on their health and well-being. This is particularly important during Secondary Cycle Two, when students express their need to become autonomous in different ways, such as in their choice of lifestyle habits. Certainly, teachers, school staff and parents still have an important role to play, but individual students are responsible for making personal choices that will affect their lives.

This new program is an extension of the Secondary Cycle One program, which also aims to increase and consolidate students' repertoire of movement skills. Both programs also focus on other elements that help students to take responsibility for ensuring their health and well-being; to become autonomous in developing, carrying out and assessing their learning process; to improve their capacity to cooperate with peers; and to become aware of the importance of adopting behaviours consistent with safety rules and ethics.

This program consists of three interrelated competencies, which students began to develop at the elementary school level:

- Performs movement skills in different physical activity settings
- Interacts with others in different physical activity settings
- Adopts a healthy, active lifestyle

When developing the competency *Performs movement skills in different physical activity settings*, students expand their repertoire of movement skills and increase their motor efficiency by engaging in individual physical activities and by applying what they learned to different contexts. Students use this competency when analyzing the situation and the requirements of the activity to be carried out, performing movement skills adapted to the constraints of the physical environment and assessing their physical and motor efficiency and process in relation to a set goal.

The development of the competency *Interacts with others in different physical activity settings* helps students to expand their repertoire of movement skills and develop their social skills by practising group activities. This competency is demonstrated by developing group action plans, by performing movement skills adapted to those of others during group physical activities and by assessing how these activities were carried out.

To develop the competency *Adopts a healthy, active lifestyle*, students must commit to a process geared toward changing some of their lifestyle habits. This competency is demonstrated by developing and implementing a plan that must include regular physical activity and by showing the ability to critically reflect on their own process and lifestyle habits and to analyze the impact on health and well-being.

This program consists of three interrelated competencies:

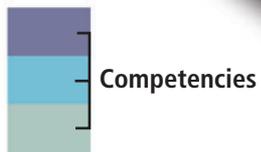
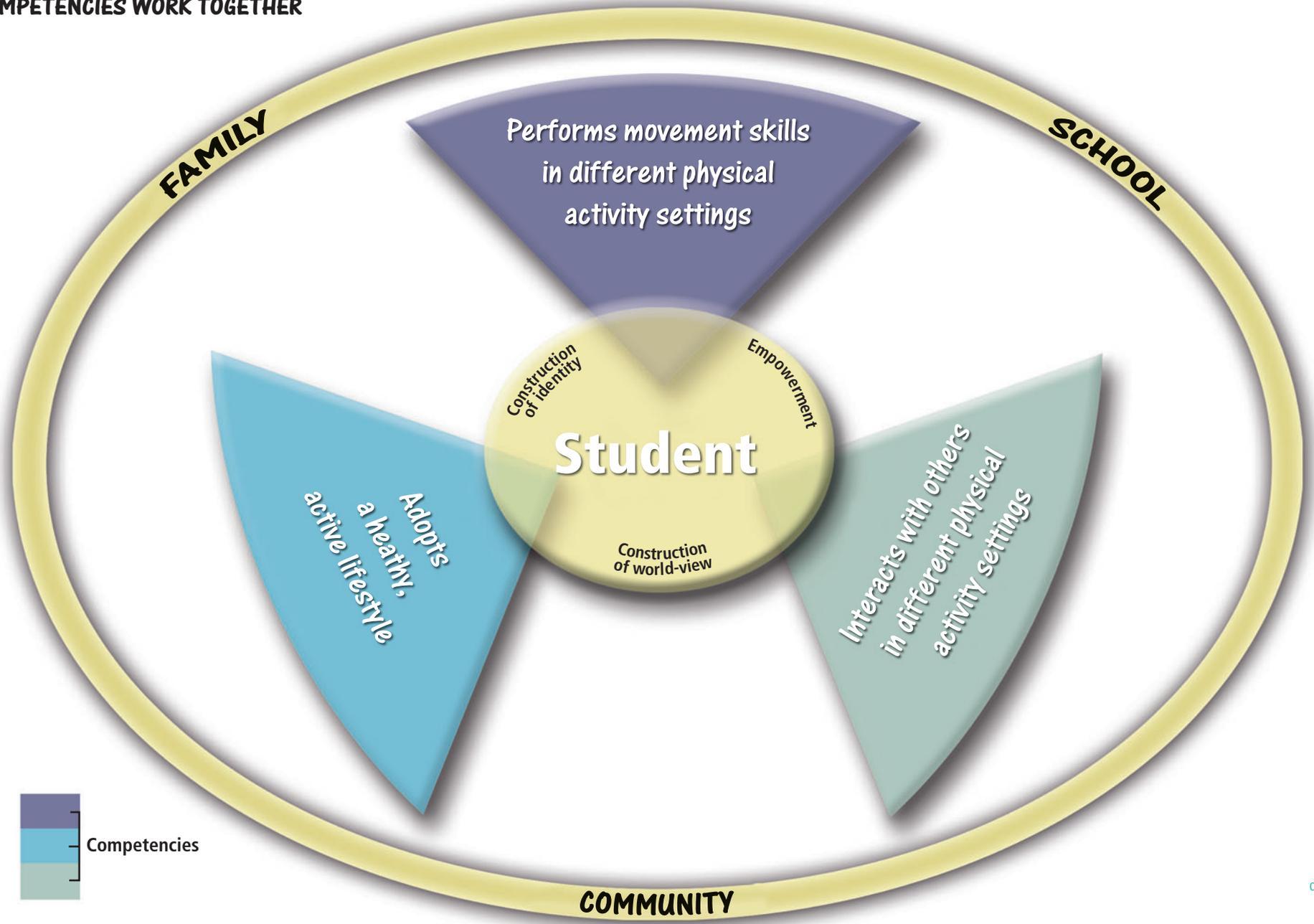
- Performs movement skills in different physical activity settings*
 - Interacts with others in different physical activity settings*
 - Adopts a healthy, active lifestyle*
-

The competencies *Performs movement skills in different physical activity settings* and *Interacts with others in different physical activity settings* are complementary: when students interact with others, they draw on the first competency because interacting with others in different physical activity settings requires the performance of movement skills. The competency *Adopts a healthy, active lifestyle* is based on the other two competencies. Through the learning

that occurs in different physical activity settings, students will be able to observe the impact of their choices on their health and well-being.

The following figure presents the competencies and how they are related.

HOW THE PHYSICAL EDUCATION AND HEALTH COMPETENCIES WORK TOGETHER



Making Connections: Physical Education and Health and the Other Dimensions of the Québec Education Program

The Physical Education and Health program must be understood and used in a systemic manner. It contributes to the ongoing development of the educational aims of the broad areas of learning and the development of the cross-curricular competencies in a number of ways. It also calls on many of the competencies developed in other subjects.

Connections With the Broad Areas of Learning

Whether in a school, community or family setting, the physical education teacher, school staff, coaches, facilitators and parents can support students in developing the educational aims of the five broad areas of learning. Issues specific to the broad area of learning *Health and Well-Being* include fitness

level, mental health, at-risk behaviours, active lifestyle, balanced diet, consumer awareness, etc. When students develop the competency *Adopts a healthy, active lifestyle*, they are encouraged to answer questions raised while they do research projects, reflect upon or discuss certain issues or their experience in physical education classes. They discover the importance of having healthy lifestyle habits and practising regular, safe physical activities. They learn to take responsibility for their personal choices about their health and well-being.

Outdoor activities enable students to reflect on issues, become aware of their responsibilities and consider possible actions related to pollution and the destruction

of the natural environment as a result of an individual or collective lack of awareness. For example, students might chart a path through a natural or semi-urban environment during a cross-country activity, while paying particular attention to protection of the flora. They might inform participants

of the importance of respecting the rules in order to limit the impact of their passage on the environment. Students might also study conspicuous consumption, a popular trend among adolescents. They might analyze the relevance of purchasing expensive, high quality sports equipment that exceeds their actual needs. Students are encouraged to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment. This process brings into play the educational aim of the broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities*.

Projects related to the broad area of *Career Planning and Entrepreneurship* may also be introduced, such as organizing an intramural badminton tournament, a track meet, a sports awards ceremony or a sports event for students and teachers at a fair. Several of the tasks involved in this type of project are closely related to the world of work, such as writing an ad or an article for the local paper, installing electronic or mechanical equipment or using information and communications technologies to promote the event or to gather and transfer data on participants' performances. By taking part in such activities, students can learn about employment prospects, social roles and occupational and professional opportunities in the field.

The messages conveyed by the media can have major repercussions on adolescent behaviour. Therefore, it is important to encourage students to exercise critical judgment. Consider, for example, the violent images involving professional players shown during televised hockey games, the prestige awarded to successful athletes who use substances that are legal but whose long-term health effects have not been evaluated, and the promotion of weight-loss diets or products that rapidly affect body weight. These issues raise questions about the place and influence of the different media in daily life, in society and in the way reality is represented. Questions of integrity, morality and ethics may be discussed in relation to different types of physical

The broad areas of learning deal with major contemporary issues. Through their specific approaches to reality, the various subjects illuminate particular aspects of these issues and thus contribute to the development of a broader world-view.

activity that students practise. The broad area of *Media Literacy* is thereby developed through the pursuit of its educational aim.

Commitment to action, open-mindedness, acceptance of differences in others and respect for codes of ethics, in both victory and defeat, are all values that the Physical Education and Health program advocates. By engaging in various cooperative, combat, duelling and team activities, students develop self-control and acquire a sense of fair play and respect for others and the environment. Several of the behaviours and attitudes required to develop the competencies of this subject can also help students meet the educational aim of the broad area of *Citizenship and Community Life*.

The cross-curricular competencies are not developed in a vacuum; they are rooted in specific learning contexts, which are usually related to the subjects.

Connections With the Cross-Curricular Competencies

Like the other subjects, Physical Education and Health involves all the cross-curricular competencies and contributes to their development. Therefore, students may integrate one or more cross-curricular competencies to solve a strategy problem, complete a project or take a critical look at their actions, process and results,

particularly if they are put in a situation that requires them to call on these competencies.

Students often have opportunities to develop and apply intellectual competencies. When they plan offensive and defensive strategies with their teammates, or when they experiment with different throws in track and field to achieve optimal joint movement, they have to solve problems and use their creative thinking. The same is true for open learning situations, which encourage students to search for many answers, such as exploring construction of different pyramids in acrobatics or different technical movements in tchouckball. Students use information when they make connections between known factors (i.e. goals, instructions, safety rules, constraints of the physical environment, the different levels of motor skills and fitness of team members) while considering different offensive and defensive strategies and their consequences. Students use critical judgment for evaluating the strategy used, the quality of performance, their own results or those of a peer or another team, or for identifying reasons for achievements and difficulties, etc.

Methodological competencies are developed when students plan strategies to maintain or change certain lifestyle habits, produce an advertising video about physical activity for parents or enter data about fitness tests into a computer to measure students' athletic progress. Such activities require efficient task management, such as planning the work to be done, managing time, considering constraints, using relevant resources, using appropriate technologies and benefiting from them.

Opportunities to develop personal and social competencies are many: when students establish ground rules for a task to be completed with their partners, when they agree to play a position on a team or when they participate in evaluating the choice of a strategy, the quality of the performance and the results. These competencies are also developed when students plan projects such as sports competitions, since they must become aware of their personal characteristics, use their resources within the group and take their place among others.

The communication competency may be developed when, for example, students write a report about an intramural volleyball tournament for the school newspaper or the school radio station, or when they give an audiovisual presentation of the findings of their research on athletes and substance abuse. Such situations require students to manage the task, to use various modes of communication and to use appropriate language.

Connections With the Other Subject Areas

Along with the other programs of the QEP, the Physical Education and Health program contributes to the development of the personal and social aspects of the students' identity, to the construction of their world-view and to their empowerment. Like Ethics and Religious Culture, the other program of the Personal Development subject area, the Physical Education and Health program values the educational aspect of the students' experience, the depth of reflection on their ideas and values, liberty and diversity of thought, the quality of the relationship that students have with their surroundings, the ethical aspect of their choices of actions, and, finally, the responsibilities they must take on to develop all aspects of their being.

Reality can rarely be understood through the rigid logic of a single subject; rather, it is by bringing together several fields of knowledge that we are able to grasp its many facets.

The Physical Education and Health program also provides many opportunities to develop competencies in other subjects. For example, students use language competencies to communicate their results in connection with a physical activity or produce reports using information and communications technologies. Furthermore, to develop the quality of spoken language, the program strongly encourages students to use correct vocabulary to designate objects, strategies or techniques specific to Physical Education and Health. They must also use appropriate language when they give reports or presentations of results or hold discussions with their peers and their teacher.

Cyclical activities may lead students to use resources from the Science and Technology program. If they prepare a bicycle trip, for example, they might want to understand the energy factors that would best meet hydration needs for long activities. Students might also make connections to the Mathematics program if they study the results of a track meet or if they draw tables and analyze statistics from research data about lifestyle habits of people in their community.

Pedagogical Context

The pedagogical context of the Physical Education and Health program must be designed to foster competency development. To do this, certain aspects must be considered: the conditions that foster a harmonious and stimulating class atmosphere, the roles of the students and of the teacher, the richness and variety of learning and evaluation situations and the measures taken to support students in their learning, as well as to help them progress and to observe their development.

The teacher considers what responsibilities each person must take on and, with the students' agreement, enforces a code of conduct and a class management system.

Conditions for a Harmonious, Stimulating Class Atmosphere

Creating an atmosphere that promotes competency development in Physical Education and Health does not simply consist in organizing the group, applying game rules or using teaching methods designed to curb misconduct. It is also important to find appropriate ways

to motivate the students and support them in their learning. In addition, teachers must take into account the students' areas of interest as well as their own. They must consider what responsibilities each person should take on and, with the students' agreement, enforce a code of conduct and a class management system. Teachers must consider values such as self-respect and respect for others and the environment, and prepare intervention strategies consistent with a global perspective of holistic development to solve problems that might come up in class.

The teacher is an educational leader and an expert in his or her field who plays the role of adviser, resource person and someone who brings together different partners.

The Role of the Teacher

Developing the competencies is not a linear process, but often involves trial and error. It is important that teachers not see themselves solely as distributors of knowledge, but also as educational leaders, advisers, resource people and as people who bring together different partners. In order to stimulate the students and support them in their

learning, the teachers encourage them to take up meaningful challenges and to use their strengths and learn from their mistakes. Teachers propose meaningful learning and evaluation situations that students can relate to, that require them to use their prior knowledge and that respect individual differences. As the students do not all have the same prior learning, areas of interest or styles of learning and doing things, teachers must respond to each student's needs by using a variety of teaching methods and adjusting their interventions in light of the reports and observations made with the students. Used appropriately, differentiation allows teachers to provide a variety of contexts or methods that allow the students to follow their individual paths to learning while pursuing shared educational aims.

The Responsibilities of Students in the Learning Process

Active participation in Physical Education and Health is not limited to physical involvement or to reproducing a movement or a technique, but requires a commitment on the part of students to the various aspects of developing their competencies. With varied and concerted effort, students must experiment with different methods, which allow them to put their abilities to use. They must reflect and ask questions before acting or interacting, take initiative and make suggestions when they participate in group activities or collaborate on an action plan. They need to strive to make connections between the knowledge and techniques they acquired while practising certain activities, to use what they learned in other contexts and to try to learn from their achievements and mistakes to increase their motor efficiency. They must use external resources, such as newspaper articles and Web sites, to support their point of view when they discuss health issues and lifestyle habits. They must be able to describe the process they used to perform an activity, participate in the evaluation of their learning and adjust their choices and movement skills according to their results.

Students' active participation in Physical Educational and Health is not limited to physical involvement or to reproducing a movement or a technique.

The situations require problem-solving processes and must be sufficiently open to allow students to formulate or experiment with different action possibilities.

The Richness and Variety of Learning and Evaluation Situations

In order to give meaning to learning and to foster competency development, learning and evaluation situations must interest the students, give them appropriate challenges and lead them to question their knowledge and the way they see themselves.

The situations are all the more meaningful for students if they touch upon students' interests and preoccupations and deal with questions raised by circumstances or current events (e.g. health consequences of drugs designed to improve athletic performance). When appropriate, teachers use the broad areas of learning and establish connections with other subjects. Use of school, family and community contexts can help establish links with real-life situations. Teachers would be wise to invite the students to consider becoming involved in intramural or interscholastic activities in a recreational or competitive context.

Learning and evaluation situations are also meaningful when they are designed to involve students in their learning and to encourage them to take up challenges. They should require problem-solving and be sufficiently open to allow them to formulate or experiment with different action possibilities (e.g. to perform a high jump in the backward position, experimentation can help students decide what approach is most effective). The situations must allow students to use prior learning, particularly that which corresponds to elements of program content, to acquire new learning (e.g. the principles of motion applicable to the movement of objects and the use of space may be used, together with other principles, to establish an offensive strategy). They clearly present the intentions and the evaluation criteria that students can use to check personal progress. Lastly, the situations must encourage students to critically reflect on and adjust their approach and movement skills using methods such as self-evaluation, peer evaluation and coevaluation, and a variety of evaluation tools (e.g. observation charts, checklists, etc.).

Moreover, students must be presented with learning and evaluation situations that enable them to use what they have learned (school experiences, sports activities outside school, personal interests, etc.) while

encouraging them to do research and turn to various external resources (teachers, peers, documents in paper and electronic format, sports equipment, etc.). Use of these resources should encourage students to question their values and beliefs, consider and test a wider variety of action possibilities, and assess their efforts in view of the desired results.

Evaluation as Support for Learning

The main objective of evaluation is to support students in their learning process. Using a variety of evaluation approaches (direct observation, self-evaluation, video recordings, peer evaluation) and methods adapted to the context (e.g. checklists, verification lists, etc.) is consistent with this perspective.¹

The information collected using these methods is important for students as well as for the teacher. Students must be able to see how they are progressing and to collect information about their actions that allows them to draw meaningful conclusions. In this way, students will be motivated to raise or lower the degree of difficulty of their actions and to do research or ask for help from a teacher or a peer. In the short term, the teacher will use this information to decide what methods to use to extend the introduction of new content, consolidate new learning or add to it, if appropriate. Evaluations given during the learning process are important pedagogical planning tools. They must be integrated into the teaching plan to help regulate it.

In the long term, evaluation gives the teacher useful information about the level of competency development that the students have reached at the end of the cycle. It is therefore important to keep significant records of students' achievements. To this end, the teacher must become familiar with the evaluation criteria and the end-of-cycle outcomes to get an overall picture of what is expected of students.

Students must be able to see how they are progressing and to collect information about their actions that allows them to draw meaningful conclusions.

1. See *Policy on the Evaluation of Learning: Evaluation for Better Learning* (Québec: Gouvernement du Québec, 2003).

Learning Progress

Several factors provide benchmarks for students' learning progress throughout the school year and from one year to the next. They are connected to situations and tasks, settings, the nature of the performance expected and the degree of autonomy given to students in their process. A progression can be established for each of these factors, from the simplest or most familiar to the most complex or least familiar.

Concerning situations and tasks, the teacher may use combinations of factors, including the following:

- the degree of familiarity with the physical activity, beginning with familiar activities (e.g. basketball) and moving toward less familiar activities (e.g. tchouckball)
- the degree of openness of the questions raised or the problems to be solved: questions with known, predictable or difficult answers, (e.g. in view of the strengths and weaknesses of the opposing team, determine what strategies will help students approach the target and score points); single-answer tasks (e.g. discus toss) or tasks with several possible answers (e.g. building pyramids in a cooperative activity)
- the number and complexity of elements of the program content that students must master to complete the task and, when appropriate, the number of subject-specific or cross-curricular competencies used.

The level of difficulty of the activity will also vary depending whether it takes place in a predictable or constant environment (e.g. track and field jumps and throws, gymnastics, swimming), a predictable but changing environment (e.g. cycling, cross-country racing, skiing) or an unpredictable environment (e.g. combat activities, snowshoeing, team sports).

The expected productions (e.g. movement sequences, strategy plans, regular practice schedules) may be graduated according to the individual motor skills or the number of factors involved (e.g. use of complex elements of the program content, action plans that include more elements, an evaluation process that requires analysis of more data to judge achievements and difficulties).

Learning progress may also refer to the level of autonomy students are given. For example, they may receive partial or complete information about performance procedures, strategies and alternative solutions to be explored. There may be benchmarks for the entire learning process, or there may be a certain amount of room for student initiative.

For each competency, a table shows certain factors to mark learning progress throughout the cycle. Without being limiting, these factors should help teachers plan their interventions and guide both the teacher and the students in assessing competency development.

COMPETENCY 1 Performs movement skills in different physical activity settings

Focus of the Competency

The performance of movement skills involves action, movement, coordination, balance, synchronization, adjustment, control, sensation and self-expression. As the body undergoes many changes during adolescence, it is especially important to make students aware of these different aspects of performance and to encourage them to work on them more deliberately and systematically. During Secondary Cycle Two, teachers must continue to help students understand and apply the principles of balance, coordination and synchronization; combine movement skills; and adapt them more efficiently to different physical activity settings.

This competency is developed in learning situations related to various types of physical activities: cyclical activities (e.g. cross-country skiing, rollerblading, bicycling); single-action activities (e.g. jumping, throwing); skill activities (e.g. juggling, precision throwing); technical/artistic activities (e.g. rhythmic gymnastics, floor gymnastics). These learning activities must allow students to become more aware of their bodies and of their physical environment, to move with confidence and to act safely in physical activity settings and in everyday life.

At the end of Secondary Cycle One, students have learned to better analyze the constraints and demands related to different physical activity settings. They have integrated the principles of balance and coordination, which enable them to have greater control over their movement sequences. Students act safely during physical activities and in everyday life. They understand what they are doing and are capable of evaluating their actions.

The performance of movement skills involves action, movement, coordination, balance, synchronization, adjustment, control, sensation and self-expression.

During Cycle Two, students are expected to show greater control over their movements. The flow of their movement sequences is smooth, and they adjust their direction and pace as required. They must work with more constraints, including a variety of objects, implements, obstacles, targets, playing surfaces, spaces and performance times. These constraints may be associated with familiar or new physical activities, either stable, predictable or constant (e.g. swimming, jumping and throwing in track and field), or predictable but changing (e.g. golfing, downhill or cross-country skiing). When students evaluate their own motor efficiency and their process, their assessment is more precise because their analysis must include the quality of their performance, their process and their results. Moreover, students will use the results of their evaluation to improve their performance. Of course, they must continue to follow safety rules at all times.

Key Features of Competency 1

Analyzes the situation according to the requirements of the setting

Considers the constraints of the task and the objective of the activity • Takes stock of the resources necessary to complete the task • Establishes connections with other tasks or similar activities • Selects different options and examines their consequences • Chooses a type of physical preparation (stretching or warm-up) or recovery appropriate to the setting

Performs movement skills taking into account the different constraints of the environment

Applies the principles of coordination, balance and synchronization • Adjusts efforts according to own motor skills and fitness level • Pays attention to kinesthetic feedback from the body • Adjusts actions according to the demands of the physical activity • Uses objects or tools appropriately • Varies movement skills and sequences

Performs movement skills in different physical activity settings

Evaluates own motor efficiency and process in light of the goal pursued

Reflects on personal process to complete the task and own results • Assesses own choices of movement skills, quality of performance and results • Identifies new learning • Identifies strengths and challenges to be faced • Decides what improvements to make, if any • Recognizes elements that may be applied when practising other physical activities

Evaluation Criteria

- Selection of a variety of movement skills or sequences according to the requirements of different types of physical activities
- Performance of effective movement skills and sequences according to the rhythm and the required direction and continuity
- Critical assessment of own choices of movements or sequences and of performance quality in light of the results obtained
- Use of results of own evaluation to improve performance

End-of-Cycle Outcomes

By the end of Secondary Cycle Two, students choose different options and their consequences, in light of the requirements of the situations. They select movement skills and sequences that suit the constraints of the physical environment in three of the following types of physical activities: cyclical activities, single-action activities, skill activities or technical/artistic activities. The students demonstrate their motor efficiency by their ability to work with a number of constraints, to perform movement skills or sequences with continuity and to adjust the direction and pace of their movements to meet their objectives. Students autonomously identify the appropriate safety rules and apply them properly. Based on various pieces of information from their achievements and difficulties, they assess their process and results, and determine ways to improve them.

Development of the Competency *Performs movement skills in different physical activity settings*

One aspect that makes Secondary Cycle Two unique is that it offers specific occasions for training that take into account the students' needs and areas of interest. Concretely, this means that while learning is gradual over the course of the cycle, an annual competency report on each student's level of competency development must be prepared.

Given that students have varied cognitive and motor skill levels, the teacher must take into account their abilities, needs and areas of interest when planning learning and evaluation situations. The teacher must clearly present the pedagogical aims and evaluation criteria in order to make the proposed tasks meaningful and to foster student involvement. There must be an opportunity to experiment with different approaches in a variety of performances and use specific resources. These tasks will be all the more meaningful for students if they can potentially be used in everyday life.

Various dimensions must be considered to ensure competency development, corresponding to the three aspects that describe any competency²: the mobilization of resources in context, the availability of the resources, and the ability to reflect on one's own process.

With regard to the **mobilization of resources in context**, the students should be put into situations that progressively approach real contexts of practice and they should be encouraged to perform tasks that include variable degrees of difficulty, according to the questions raised, the type of physical activity, the number and nature of the constraints involved (predictability of conditions for performing, length of performance, etc.), the level of autonomy given to students and the nature of expected outcomes. These various factors can be adjusted to allow the teacher to graduate the progression of learning both during the current year and from one year to the next.

The **availability of internal or external resources** to be mobilized can also vary in number and nature. Internal resources involve concepts to be learned, skills, and behaviour. External resources are composed of everything students are permitted to use in carrying out a task: written, acoustic or visual documentation, various instruments, the people around them (peers, teachers, auxiliary service personnel, community experts) or any other source of information.

To foster the **ability to reflect on one's own process**, the teacher must propose tasks that require students to reflect on the underlying issues, requirements and values of learning, to analyze the constraints taking into account the aims and to take a critical look at their strategies, their choices of actions and the quality of their achievements.

The following table presents the elements that make up these factors during the cycle. It is intended to show the teacher which factors may be considered to ensure competency development beyond the level achieved at the end of Secondary Cycle One. Given that conditions are quite variable in each environment, the elements presented in the table constitute benchmarks for planning that are suggested as a guide and not as a prescribed intervention plan. Competency development over the three years of Secondary Cycle Two involves consolidating prior learning, for the most part, as well as acquiring new knowledge or skills.

2. See the section on competency development in Chapter 1 (starting on p. 16).

Table 1: Development of the Competency *Performs movement skills in different physical activity settings* During Secondary Cycle Two

Aspects of the competency	Secondary III	Secondary IV	Secondary V
Mobilization in context	<p>The situations should involve the students’ internal resources, encourage them to use their resources and allow them to adopt or discover new ways of doing and thinking about things in different (known and new) contexts of physical activity. Students should be encouraged to adopt behaviour that demonstrates their respect for themselves, others and their environment, and to adhere to the safety rules imposed by any given situation.</p> <p>The varying degrees of complexity regarding tasks may be reflected in terms of their structure (form and direction), degree of familiarity, rhythm, duration and level of difficulty of expected performance.</p>		
	<p>learning acquired during Cycle One, students demonstrate their motor efficiency by performing movement skills or sequences³ that are appropriate in terms of the form⁴ and the performance. Students are encouraged to use one or more appropriate techniques, in accordance with the type of physical activity.</p>	<p>In addition to consolidating learning acquired during Cycle One, students demonstrate their motor efficiency by performing movement skills or sequences that are appropriate in terms of the form and the performance. The movements or actions are performed smoothly. The direction and rhythm are adjusted according to the intended outcome.</p> <p>Students consolidate the techniques developed throughout Secondary 3 and, if applicable, become familiar with new techniques according to the variety of physical activities presented to them.</p>	<p>In addition to consolidating learning acquired during Cycle One, students demonstrate their motor efficiency by performing movement skills or sequences of movements that are appropriate in terms of the form and the performance. The movements or actions are performed smoothly. The direction and rhythm are adjusted according to the intended outcome. The students demonstrate that they can repeat their chosen actions consistently and accurately.</p> <p>Students consolidate the techniques developed throughout the Cycle and, if applicable, become familiar with new techniques according to the variety of physical activities presented to them</p>
Availability of resources	<p>Throughout the cycle, students should be regularly encouraged to use their internal resources in the situations presented to them and build on those of their peers during discussions and situation analyses. The teacher should adjust the variety of targeted external resources to the students’ needs. The conditions put in place by the teacher should promote a differentiated organization of the class.</p> <p>Some students with less experience may, for example, be offered resources that are usually chosen by the teacher. More experienced students could show greater autonomy in their choices by having the teacher propose a greater variety of resources. Even more advanced students can choose their own resources that are appropriate to the context.</p>		
Reflection	<p>Throughout the cycle, the situations require students to grasp the nature of a given problem, to formulate various action possibilities, to choose the means to attempt to respond to the situation, and to anticipate the consequences. The challenges stemming from the situations are tailored to their capacities and require them to select the principles of balance, coordination and synchronization according to the different types of skills (locomotor, nonlocomotor and manipulation) that best respond to the constraints and goal.</p> <p>Students are encouraged to review the movement skills they have chosen, the quality of their sequences, the techniques selected, the challenges they set for themselves and the strategies they used to solve the problems. They are prompted to make decisions about the improvements they wish to make and verify their choices. They identify the elements that can be used in similar physical activities. They come to recognize the connections between their prior learning and the requirements associated with practising physical activities related to the competency <i>Interacts with others in different physical activity settings</i> and to identify the potential for using what they have learned in developing the competency <i>Adopts a healthy, active lifestyle</i>.</p>		

3. See the program content, which specify the meaning.

4. The “form” refers to key elements of movement skills and their sequences, for example, the elements that must be taken into account to clear a series of hurdles during a race, the actions that favour getting over the bar during a high jump, etc.

COMPETENCY 2 Interacts with others in different physical activity settings

Focus of the Competency

Participating in physical activities with others develops important skills and requires a number of resources that go beyond the simple mastery of movements or strategies. Although such mastery is a basic condition for participation in any kind of physical activity with others, it does not cover the full scope of what is intended here. The competency *Interacts with others in different physical activity settings* encourages students to commit to a process whereby they develop various plans of action to adapt their movements to those of others, to synchronize their movements with those of others and to communicate with each other. Students are expected to cooperate, for they must perform a joint task. They must demonstrate fair play, in both victory and defeat, in relation to teammates and opponents. Given that students will encounter similar situations in their daily lives, these situations should be used to good advantage to help students develop social skills and ethical judgment.

By the end of Secondary Cycle One, students know how to prepare plans of action with their peers, taking into account the constraints of the social environment, their own strengths and weaknesses, and those of their peers and opponents. They have also learned to apply a plan of action and, subsequently, to adapt it to different types of physical activities. They use different types of acoustic and visual communication and apply codes of ethics and safety rules. Their ability to reconsider their plan of action, strategies, tactics and modes of communication, and to improve them in collaboration with their teammates, reflects their sense of cooperation and their concern for facilitating interaction with their peers.

Participating in physical activities with others develops important skills and requires a number of resources that go beyond the simple mastery of movements or strategies.

During Cycle Two, students are encouraged to develop greater mastery of their movements, and the range of types of activities is broader: group activities in a separate space (e.g. volleyball) or in a common space (e.g. kin-ball, soccer, lacrosse, ultimate Frisbee, flag-football); combat activities (e.g. wrestling, aikido, judo); duelling activities (e.g. badminton, tennis) and cooperative activities (e.g. acrobatics, rock climbing, canoeing in pairs).

Students more often practise activities involving unexpected circumstances (e.g. team sports, racket sports, combat sports). Because they are now better able to establish a plan of action with their partners, students are asked to deal with a greater number of constraints in their physical environment (e.g. tools, obstacles, objects, instructional materials, uneven ground, weather conditions), in their social environment (e.g. number of partners or opponents, variation of roles, movement skills and fitness levels) or in their performance (e.g. instructions, number of action rules to be applied, time allotted, rhythm or direction of performance, distance to be covered).

Students exhibit ethical behaviour and apply safety rules. They are encouraged to further develop their ability to evaluate their process and results in an increasingly organized fashion. Their judgment of their own performance should include greater consideration for the quality of their process and results, execution of their strategy and adherence to applicable communication and synchronization principles according to their different roles. Lastly, students learn to establish stronger connections between learning acquired in the classroom and other school, sports or community settings in which it can be used.

As in Secondary Cycle One, a *plan of action* is defined as a plan laid out according to the strategies developed from principles of action and known factors. Its purpose is to achieve a goal that varies according to the focus of the activity. *Action rules* are elements of a cooperative, offensive or defensive nature that guide students' or teams' actions, based on the specific characteristics of the activities. The *known factors* are instructions, game rules, constraints associated with the physical environment, participants' ability and fitness level, and the roles to be played. There are individual and group *tactics*. Individual tactics refer to a set of offensive or defensive technical moves used by a player to adapt to a situation involving opposition. Group tactics are the way in which a team has chosen to organize itself in order to ensure that the offensive or defensive moves of its players will be coordinated, concerted and effective in countering the opposing team or achieving the goal pursued.

Key Features of Competency 2

Cooperates in developing a plan of action

Accepts assigned roles • Considers other points of view • Takes into account the requirements of the situation and of the goal pursued • Works with teammate(s) to set effective rules for the group or team • Collaborates with others in planning a strategy and anticipating consequences • Plans a backup strategy • Selects one or more movement skills or tactics for the chosen strategy

Participates in carrying out the plan of action

Applies the strategy • Performs movements or tactics according to the chosen strategy • Constantly observes partners' or opponents' position • Adjusts position and actions according to unexpected aspects of the activity • Applies the principles of communication and synchronization • Plays different roles with one or more partners or against one or more opponents

Interacts with others in different physical activity settings

Cooperates in evaluating the plan of action

With teammates, discusses strategy choices and quality of own performance and results or those of a peer or another team • Explains the reasons for achievements and difficulties • Recognizes the contribution of teammates • Recognizes new learning • Identifies, with teammates, what improvements can be made • Identifies, with teammates, strategies that can be used again in different contexts

End-of-Cycle Outcomes

By the end of Secondary Cycle Two, students are able to choose different options and anticipate their consequences in practical contexts involving a relatively high number of constraints related to the physical and social environments. With their partners, students develop a plan of action using strategies that are consistent with the action rules and the roles to be played. They consider the requirements relative to the situation in three of the following types of physical activities: cooperative activities, duelling activities, combat activities and group activities. Their motor efficiency is demonstrated by greater mastery in performance and by the continued adjustment of movements and tactics, according to the planned strategy and the unexpected aspects of the activity. Students identify the appropriate safety rules and apply them properly, and demonstrate fair play at all times. Depending on the achievements and difficulties faced they have faced, the students assess their performance and that of their partners and identify possible improvements.

Evaluation Criteria

- Selection of an individual or team strategy that meets the requirements of the physical activity
- Performance of appropriate individual movements to achieve the set goal, according to the type of activity
- Demonstration of fair play in different stages of the activity
- Exercise of critical judgment concerning the plan of action, own contribution and that of partner or partners based on results
- Use of evaluation results to improve cooperation, performance and plans of action

Development of the Competency *Interacts with others in different physical activity settings*

As with the preceding competency, an annual competency report on each student's level of competency development must be prepared.

Given that students have varied cognitive and motor skill levels, the teacher must take into account their abilities, needs and areas of interest, when planning learning and evaluation situations. The teacher must clearly present the pedagogical aims and evaluation criteria in order to make the proposed tasks meaningful and foster student involvement. There must be an opportunity to experiment with different approaches in various performances and use specific resources. These tasks will be all the more meaningful for students if they can potentially be used in everyday life.

Various dimensions must be considered to ensure competency development, corresponding to the three aspects that describe any competency⁵: the use of resources in context, the availability of the resources, and the ability to reflect on one's own process.

With regard to the **mobilization of resources in context**, students are presented with combinations of movement skills and sequences of movements in the context of various physical activities. The proportions indicated in Table 2 establish the number of action rules that should be called upon for each type of physical activity. For example, during the first year of the cycle, four of the eight action rules related to combat activities should be taught. This kind of distribution over the three years of the cycle allows the students to consolidate their learning and acquire new knowledge. In light of the evaluation of competency development, the teacher will decide to either emphasize principles that were previously taught or introduce new principles. Moreover, the teacher will place students in practical contexts that progressively draw together activities practised in family or community contexts. The teacher will ensure that variable degrees of difficulty are offered, according to the number and nature of the relevant constraints.

The **availability of internal and external resources** to be mobilized can also vary in number and nature. Internal resources involve the students' concepts to be learned, skills and behaviour. External resources are composed of everything students may use in carrying out a task: written, acoustic or visual documentation, various instruments, the people around them (peers, teachers, auxiliary service personnel, community experts) or any other source of information.

To foster the **ability to reflect on one's own process**, the teacher must propose tasks that require students to reflect on the underlying issues, requirements and values of learning, to analyze the constraints while taking into account the aims and to judge their learning strategies, their choices of actions and the quality of their achievements. The nature of group physical activities is conducive to reflecting on these aspects by encouraging discussion, identification of various means, adoption of common strategies, etc.

The following table also presents the elements that make up these factors during the cycle. It is intended to show the teacher which factors may be considered to ensure competency development beyond the level achieved at the end of Secondary Cycle One. Given that conditions are quite variable in each environment, the elements presented in the table constitute benchmarks for planning that are suggested as a guide and not as a prescribed intervention plan. Competency development over the three years of Secondary Cycle Two involves consolidating prior learning, for the most part, as well as acquiring new knowledge or skills.

5. See the section on competency development in Chapter 1 (starting on p. 16).

Table 2: Development of the Competency *Interacts with others in different physical activity settings* During Secondary Cycle Two

Aspects of the competency	Secondary III	Secondary IV	Secondary V
Mobilization in context	<p>The situations encourage students and teammates to develop a spirit of cooperation and mutual assistance. They are designed to allow students to link the various requirements of the context of group activities with the factors that are essential for implementing an action plan. The situations should call upon the students' internal resources, encourage students to use their resources and allow them to adopt or discover new ways of doing and thinking about things in different (known and new) contexts of physical activity. The students perform movements or movement sequences and proper sport techniques according to the principles in their action plan. They adjust, as needed, their choices of movements according to the unpredictable aspects of the activity. Students should be encouraged to adopt behaviour that demonstrates their respect for themselves, others and their environment, and to adhere to the safety rules of a given situation. The complexity of movements and sequences may be reflected in terms of their structure (form and direction), degree of familiarity, rhythm, duration and level of difficulty of expected performance.</p>		
	<p>Situation planning should emphasize a variety of activities, particularly the development of action rules, in the proportions indicated below: Cooperative activities: 2/2 Combat activities: 4/8 Duelling activities: 3/6 Group activities in a common space: 8/15 Group activities in separate spaces: 6/11</p>	<p>Situation planning should emphasize a variety of activities, particularly the development of action rules, in the proportions indicated below: Cooperative activities: 2/2 Combat activities: 5/8 Duelling activities: 4/6 Group activities in a common space: 9/15 Group activities in separate spaces: 7/11</p>	<p>Situation planning should emphasize a variety of activities, particularly, concerning the development of action rules, in the proportions indicated below: Cooperative activities: 2/2 Combat activities: 6/8 Duelling activities: 5/6 Group activities in a common space: 10/15 Group activities in separate spaces: 8/11</p>
Availability of resources	<p>Throughout the cycle, students should be regularly encouraged to use their internal resources in the situations presented to them and build on those of their peers during discussions and situation analyses. The teacher should adjust the variety of targeted external resources to the students' needs. The conditions put in place by the teacher should promote a differentiated organization of the class.</p> <p>Some students with less experience may, for example, be offered resources that are usually chosen by the teacher. More experienced students could show greater autonomy in their choices by having the teacher propose a greater variety of resources. Even more advanced students can choose their own resources that are appropriate to the context.</p>		
Reflection	<p>Throughout the cycle, the situations require students to grasp the nature of a given problem, to come up with various action possibilities, to choose the means to attempt to respond and to anticipate the consequences. The challenges stemming from the situations are tailored to their capacities and require them to select the principles of balance, coordination and synchronization according to the different types of skills (locomotor, nonlocomotor and manipulation) that best respond to the constraints and goal.</p> <p>Students are encouraged to review the movement skills they have chosen, the quality of their sequences, the techniques selected, the challenges they set for themselves and the they strategies used to solve the problems. They are prompted to make decisions about the improvements they wish to make and verify their choices. They identify the elements that can be used in similar physical activities. They come to recognize the connections between their prior learning and the requirements associated with practising physical activities related to the competency <i>Interacts with others in different physical activity settings</i> and to identify the potential for using what they have learned in developing the competency <i>Adopt a healthy, active lifestyle</i>.</p>		

COMPETENCY 3 Adopts a healthy, active lifestyle

Focus of the Competency

For Secondary Cycle Two students, adopting a healthy, active lifestyle means seeking a quality of life characterized by an overall well-being and autonomously identifying the many factors that influence health in the short, medium and long term. It means seizing opportunities to engage in new or familiar forms of stimulating physical activity, adequately feeding the body and mind, managing stress, following basic rules of hygiene, adopting good sleeping habits and following safety rules. This also means taking responsibility for their lifestyle choices and seeking opportunities to acquire or maintain healthy lifestyle habits.

At the end of Secondary Cycle One, students are able to develop, implement and evaluate a plan of action designed to improve some of their lifestyle habits. Using relevant measuring instruments and observable facts, students can assess some of their lifestyle habits.

Throughout Cycle Two, emphasis is on consolidating and building on the learning acquired in Cycle One. Students continue to reflect on and learn about the effects of certain behaviours or lifestyle habits on their health and well-being. Students continue to exercise critical judgment regarding information on various health-related subjects. Lastly, they adopt certain lifestyle habits that integrate regular physical activity.

To sustain their commitment and determination to apply strategies for change, students develop, apply and evaluate a personal plan of action designed to help them adopt healthy lifestyle habits. Like the plan students developed in Cycle One, this plan focuses on everyday practices that are meant to change unhealthy lifestyle habits or strengthen healthy ones. Moreover, it must include compulsory practice of physical activities that relate to the first and second competencies and that take place in a family or community setting. Lastly, students use different measuring instruments

(e.g. physical efficiency tests) as required to evaluate their overall process and results when they assess their lifestyle habits. They review their plans of action and seek ways to apply their learning in other contexts. Moreover, they maintain their health and physical condition while adopting safe behaviours.

Adopting a healthy, active lifestyle means seeking a quality of life characterized by an overall well-being and autonomously identifying the many factors that influence health.

Throughout Cycle Two, students further develop, apply and evaluate their personal plan of action, which they add to and clarify every year as they develop their ability to know themselves and to take responsibility for their health and well-being. Moreover, the part of the plan of action that relates to the practice of physical activity must meet the requirements for an effective session of physical activity (pacing, target heart rates, regular self-evaluation of cardiovascular endurance and other factors, recovery periods, exercises to avoid and safety rules for different physical activities). Since students are encouraged to take steps to maintain their fitness level in view of several factors (flexibility, cardiorespiratory endurance and strength endurance) as defined by recognized standards for their age group, they must—as required for Cycle One—include in their plan of action at least three periods per week of physical activity of moderate to high intensity, lasting a minimum of 20 to 30 minutes each.

Key Features of Competency 3

Develops a plan designed to maintain or change some personal lifestyle habits

Using appropriate tools, prepares a summary of observable facts about own lifestyle habits • Chooses two lifestyle habits to maintain or change, if appropriate • Begins a process • Identifies own tastes and aptitudes • Plans a strategy with two realistic objectives and anticipates the consequences • Uses a variety of resources

Carries out the plan

Applies own strategy to improve or maintain two lifestyle habits • Uses the resources required to carry out the plan • Perseveres in carrying out the plan • Using appropriate tools, compiles facts about changes to own lifestyle habits

Adopts a healthy, active lifestyle

Evaluates own process and lifestyle habits

Using appropriate tools, measures whether own fitness level has been maintained or improved • Judges whether the objective was met, in light of data collected • Explains the reasons for difficulties and achievements • Reconsiders choice of strategy and results obtained • Identifies new learning • Recognizes work accomplished • Makes a decision based on the evaluation

End-of-Cycle Outcomes

By the end of Secondary Cycle Two, students are able to demonstrate, by means of a plan of action that they can use various tools to incorporate or maintain into their daily lives at least three healthy lifestyle habits. They can show that their physical condition (flexibility, endurance, cardiorespiratory and strength endurance) meets the standards for their age group. They show that they have integrated an autonomous process to improve healthy lifestyle habits by summarizing results, past difficulties and new challenges they would like to face. Using the information collected, they decide what elements of the plan to maintain or improve and take a critical look at their degree of commitment.

Evaluation Criteria

- Development of a plan with regard to changing or maintaining certain lifestyle habits
- Performance of a physical activity of moderate to high intensity for 20-30 consecutive minutes
- Demonstration of improvement or maintenance of at least three healthy lifestyle habits other than the practice of physical activity
- Exercise of critical judgment concerning the plan of action and the degree to which objectives have been met
- Use of evaluation results to pursue or adjust the plan of action

Development of the Competency *Adopts a healthy, active lifestyle*

The learning and evaluation situations that foster competency development during the three years of Cycle Two require students to deepen their reflection and take charge of their health and well-being with greater awareness. From year to year, students enrich their personal plan of action and draw connections between their lifestyle habits and their physical and mental well-being. Their progress shows in their self-assessment process as well as in their ability to use increasingly varied resources in context.

Various dimensions must be considered to ensure competency development, corresponding to the three aspects that describe any competency⁶: the use of resources in context, the availability of the resources, and the ability to reflect on one's own process.

With regard to the **mobilization of resources in context**, students must be placed in situations that take into account their personal projects and their living conditions. The level of autonomy given to students and the nature of expected outcomes may vary according to the questions raised and the means available to address them. After analyzing each student's situation, the teacher may adjust certain factors to graduate the progression of learning both during the current year and from one year to the next.

The **availability of internal and external resources** to be mobilized can also vary in number and nature. Internal resources involve the students' concepts to be learned, skills and behaviour. External resources are composed of everything students may use in carrying out a task: written, acoustic or visual documentation, various instruments, the people around them (peers, teachers, auxiliary service personnel, community experts) or any other source of information.

To **foster the ability to reflect on one's own process**, the teacher must propose tasks that require students to reflect on the underlying issues, requirements and values of learning. The students must be given situations that encourage them to analyze their physical condition and well-being, and to critically assess their lifestyle habits, the quality of their performance and the effectiveness of the means they have chosen.

The following table presents the different factors that teachers may use to vary the complexity of the situations designed to help the students develop the competency.

Given that conditions vary greatly from one environment to another, the content offered here provides planning guidelines that serve as suggestions rather than as a strict plan of intervention. Competency development over the three years of Cycle Two is reflected not only in the consolidation of learning, but also in the acquisition of knowledge and new skills. Some parameters remain basically the same from the beginning to the end of the cycle. On the other hand, the resources to be used, their combination and the connections to be established between the features of different contexts of practice related to health become more complex.

6. See the section on competency development in Chapter 1 (starting on p. 16).

Table 3: Development of the Competency *Adopts a healthy, active lifestyle* During Secondary Cycle Two

Aspects of the competency		Secondary III	Secondary IV	Secondary V
Mobilization in context	Healthy lifestyle⁷	In the learning situation, students must show that they have maintained a healthy lifestyle habit or incorporated one into their daily lives.	Given the changes that were initiated or made during Secondary 3, students are encouraged to maintain two healthy lifestyle habits or incorporate two such habits into their daily lives.	Given the changes that were initiated or made throughout the cycle, students are encouraged to maintain three healthy lifestyle habits or incorporate three such habits into their daily lives.
	Active lifestyle	Students must show that they are involved in a process of improving their physical condition (flexibility, cardiorespiratory endurance, and strength endurance) by means of recognized results of standardized tests corresponding to their age group.		
Availability of resources		<p>Throughout the cycle, students should be regularly encouraged to use their internal resources in the situations presented to them and build on those of their peers during discussions and situation analyses. The teacher should adjust the variety of targeted external resources to the students' needs. The conditions put in place by the teacher should promote a differentiated organization of the class.</p> <p>The learning and evaluation situations proposed to students in contexts related to the competencies <i>Performs movement skills in different physical activity settings</i> and <i>Interacts with others in different physical activity settings</i> should be conducive to their making a connection between the resources used in various contexts and their contribution, and help them incorporate or maintain their healthy, active lifestyle habits.</p>		
Reflection		<p>Throughout the cycle, the situations require students to grasp the nature of a given problem, to come up with various action possibilities, to choose the means to attempt to respond to the situation and to anticipate the consequences. The challenges stemming from the situations are tailored to their capacities and require them to select the principles of balance, coordination and synchronization according to the different types of skills (locomotor, nonlocomotor and manipulation) that best respond to the constraints and goal.</p> <p>The students are encouraged to review their lifestyle habits, the objectives they have set for themselves and the strategies that they have used for solving problems. The students are prompted to decide what improvements they wish to make and verify their choices. On the one hand, they come to recognize the connections between their prior learning and the requirements associated with regularly practising physical activities outside the school setting and, on the other hand, to build on those elements related to the competencies <i>Performs movement skills in different physical activity settings</i> and <i>Interacts with others in different physical activity settings</i> that may be helpful in implementing their personal plan.</p>		

7. Each year, students adopt one lifestyle habit related to health and one lifestyle habit related to physical activity. The development progresses in a cumulative manner throughout the cycle.

Aspects of the competency (cont.)	Secondary III	Secondary IV	Secondary V
Reflection (cont.)	<p>The situation requires students to take into account prior learning from Secondary Cycle One and to develop a plan in which they:</p> <ul style="list-style-type: none"> – reflect on how physical activities can be practised safely – critically assess the factors that affect their preferences and interests in the choice of lifestyle habits – examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours – use time management tools (e.g. agenda, health record, etc.) and tools for compiling information in order to critically look back on targeted lifestyle habits, results and observable facts – assess, at key moments, the state of targeted lifestyle habits and adjust their plan accordingly – establish a directory of sports facilities and services offered in school and community settings and make choices accordingly 	<p>The situation requires students to take into account prior learning from Secondary Cycle One and to develop a plan in which they:</p> <ul style="list-style-type: none"> – reflect on the physical and psychological benefits of practising physical activities and adopting healthy lifestyle habits – critically assess the myths perpetuated by their peers and the media regarding health – examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours and their previous results – use time management tools (e.g. agenda, health record, etc.) and tools for compiling information in order to critically look back on targeted lifestyle habits, results and observable facts – assess, at key moments, the state of targeted lifestyle habits and adjust their plan accordingly – based on previous results, anticipate ways to adapt the intensity and duration of their physical activities 	<p>The situation requires students to take into account prior learning from Secondary Cycle One and to develop a plan in which they:</p> <ul style="list-style-type: none"> – reflect on the medium- and long-term outcome of their commitment and perseverance on their health and well-being – examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours and their previous results – use time management tools (e.g. agenda, health record, etc.) and for compiling information in order to critically look back on targeted lifestyle habits, results and observable facts – assess, at key moments, the state of targeted lifestyle habits and adjust their plan accordingly – summarize the results of their process throughout the cycle and identify new challenges to be met

Program Content

The program content consists of a repertoire of resources that are essential for developing and carrying out the competencies. It is divided into four categories: *Concepts to be Learned*, *Skills*, *Behaviour* and *Cultural References*.

The *Concepts to be Learned* category sets out the knowledge and concepts the students must learn.

The *Skills* category lists principles, movement skills and roles associated with certain strategies. It also includes elements specifically related to the development of healthy lifestyle habits. Tactics and techniques are not set out in the program content as they vary according to the activity.

The *Behaviour* category includes the attitudes and conduct that must be developed.

The last category, *Cultural References*, includes realities from everyday life, such as personalities, events and heritage objects related to physical activity, sports, leisure, and physical education and health. These references lend a cultural dimension to instruction, enrich student knowledge and make learning more meaningful for students.

Content from other subjects can also be used to enrich the program content. For example, students can apply the concepts of displacement, speed and force from the Science and Technology program to understand the performance of throws and jumps. Similarly, the technique for interpreting a map associated with the Geography program could be applied during an orienteering activity.

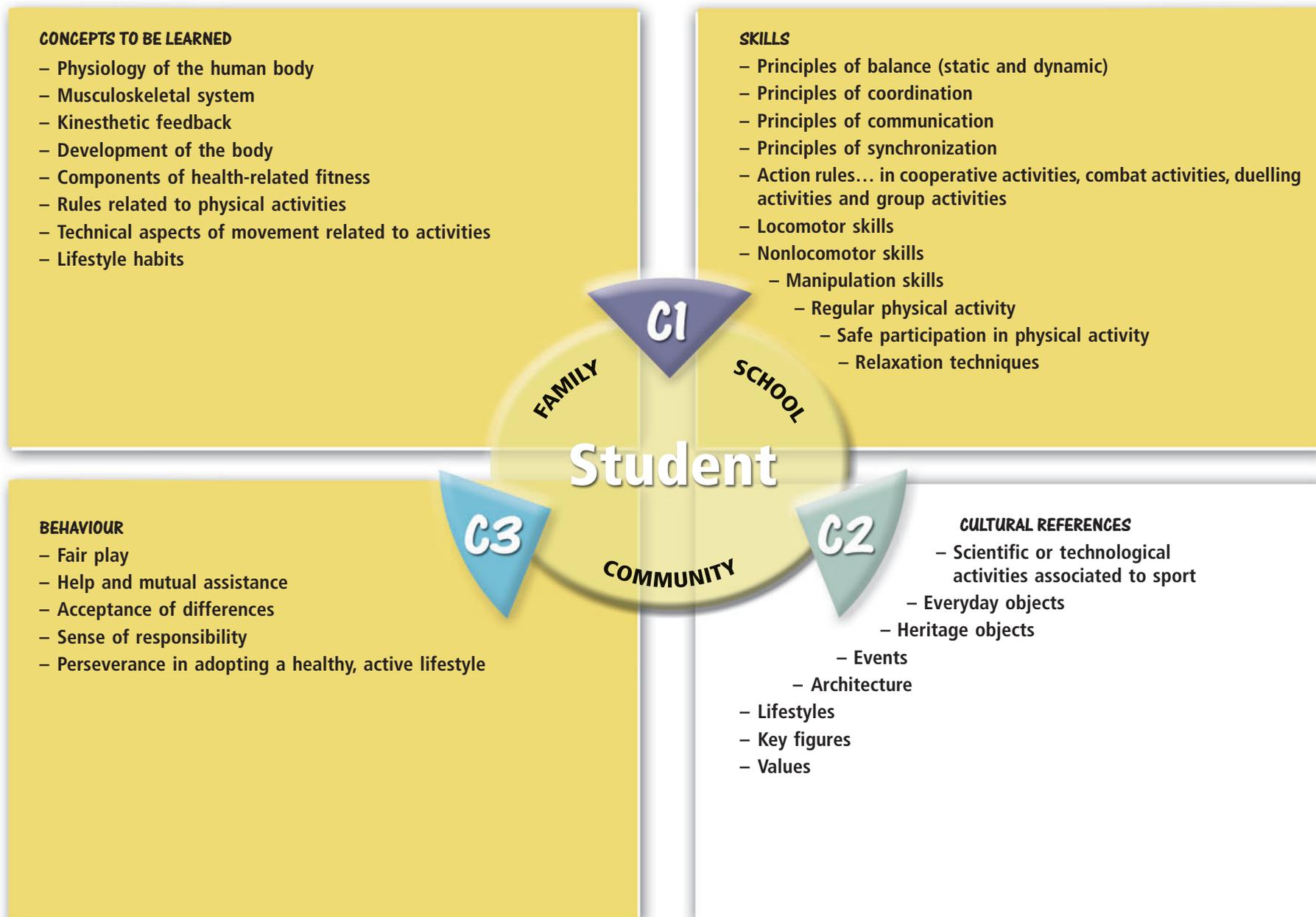
The elements of the first three categories are presented in such a way as to consolidate and make connections with what was learned in Cycle One, and to show there is a progression of learning over the three years of Cycle Two.

It is important to keep in mind that the objective of this cycle is to enrich and consolidate student learning. Teachers should work to foster integration of learning.

The following figure provides an overview of the elements in each category of the program content.

The program content consists of a repertoire of resources that are essential for developing and carrying out the competencies. It is divided into four categories: Concepts to be Learned, Skills, Behaviour and Cultural References.

THE FOUR CATEGORIES OF THE PROGRAM CONTENT



- Legend:**
- P** Performs movement skills in different physical activity settings
 - I** Interacts with others in different physical activity settings
 - A** Adopts a healthy, active lifestyle
 - Elements not subject to study

CONCEPTS TO BE LEARNED	Cycle One	Sec. III	Sec. IV	Sec. V
Physiology of the Human Body				
Physiology: cardiovascular system, respiratory system, muscular system		A		
The body's response to exercise				A
Musculoskeletal System				
Location of joints, bones and muscles involved in movement: shoulder, elbow, wrist, spine (cervical and lumbar regions), hip, knee, ankle	P			
Role of ligaments	P			
Role of stabilizing and agonist muscles (flexor, extensor, rotator, abductor, adductor)	P			
Kinesthetic Feedback				
Body segments in stable position or in motion on different planes (sagittal, frontal, horizontal)	P	P		
Speed of movement and travel	P	P		
Body and body parts in relation to an object or a space		P		

CONCEPTS TO BE LEARNED (cont.)	Cycle One	Sec. III	Sec. IV	Sec. V
Development of the Body				
Relation between the increase and decrease in coordination and relative strength	P-A			
Impact of menstruation on physical activities	P-A			
Components of Health-Related Fitness				
Cardiovascular endurance	A	A	A	A
Flexibility	A	A	A	A
Strength-endurance	A	A	A	A
Rules Related to Physical Activities				
Code of ethics	P-I	P-I	P-I	P-I
Safety rules	P-I-A	P-I-A	P-I-A	P-I-A
Game rules	P-I-A	P-I-A	P-I-A	P-I-A
Technical Aspects of Movement Related to Activities				
E.g. the classical stride in cross-country skiing: When pushing forward, the upper body is inclined, and the hip, knee and ankle joints are flexed. When gliding forward, body weight is transferred from the pushing ski to the gliding ski. The movement of each arm is synchronized with that of the opposite leg.	P-I	P-I	P-I	P-I
Lifestyle Habits				
Active lifestyle: psychological benefits				
Mental relaxation	A	A	A	A
Better sleep	A	A	A	A
Sustained or improved concentration	A	A	A	A
Positive emotions	A	A	A	A

CONCEPTS TO BE LEARNED (cont.)	Cycle One	Sec. III	Sec. IV	Sec. V
Lifestyle Habits (cont.)				
Active lifestyle: physical benefits				
Contribution to growth		A		
Improved recovery, increased capacity for work and improved physical response to emergency situations	A	A	A	A
Effects on body weight	A	A	A	A
Improved muscle mass and tone, posture and flexibility	A	A	A	A
Improved coordination and physical efficiency		A	A	A
Improved cardiovascular endurance	A	A	A	A
Healthy lifestyle: nutrition				
Needs according to the intensity of the activity (e.g. hydration, food choices before, during and after the activity)	A	A	A	A
Healthy lifestyle: personal hygiene				
Personal benefits	A			
Benefits for others	A			
Healthy lifestyle: sleep				
Effects on physical well-being	A	A	A	A
Effects on psychological well-being	A	A	A	A

CONCEPTS TO BE LEARNED (cont.)	Cycle One	Sec. III	Sec. IV	Sec. V
Lifestyle Habits (cont.)				
Healthy lifestyle: stress prevention and management				
Types of stress and impact on daily life		A	A	
Physiological reactions to different types of stress			A	A
Impact of poor stress management on health and well-being			A	A
Effects of different substances⁸ on performance and training				
Side effects on different systems (cardiovascular, respiratory, muscular, nervous, etc.) in the short and long term	A	A	A	
Psychological effects	A	A	A	A
Effects on lifestyle habits	A	A	A	A
Excessive use of multimedia technology				
Psychological effects	A	A	A	A
Effects on physical capacity	A	A	A	A

8. Tobacco, drugs, alcohol, anabolic steroids, dietary supplements, vitamins, etc.

SKILLS	Cycle One	Sec. III	Sec. IV	Sec. V
Principles of Balance (Static and Dynamic)				
Number of body parts in contact with the floor or surface		P-I	P-I	P-I
Position of body parts used for support	P-I	P-I	P-I	P-I
Surface used for support	P-I	P-I	P-I	P-I
Position of the centre of gravity	P-I	P-I	P-I	P-I
Position of body segments	P-I	P-I	P-I	P-I
Movement of body segments	P-I	P-I	P-I	P-I
Transfer of weight	P-I	P-I	P-I	P-I
Principles of Coordination				
Flow in the performance of a movement	P-I	P-I	P-I	P-I
Use of an optimal number of joints	P-I	P-I	P-I	P-I
Use of joints in an appropriate order	P-I	P-I	P-I	P-I
Optimal performance time	P-I	P-I	P-I	P-I
Direction of the movement	P-I	P-I	P-I	P-I
Principles of Communication				
Recognition of messages	I	I	I	I
Communication of clear messages appropriate to the activity (verbal, acoustic, visual cues; touch; body language)	I	I	I	I
Communication of misleading messages appropriate to the activity (verbal, acoustic, visual cues; touch; body language)	I	I	I	I

SKILLS (cont.)	Cycle One	Sec. III	Sec. IV	Sec. V
Principles of Synchronization				
Throwing an object to attain a moving target	P-I	P-I	P-I	P-I
Receiving an object (moving to the point where the object will fall, making contact with the thrown object)	P-I	P-I	P-I	P-I
Moving in relation to teammates and opponents		I	I	I
Action Rules in Cooperative Activities				
Positioning oneself and moving in relation to teammate(s) (e.g. when building a pyramid)	I	I	I	I
Varying force, speed and direction of movements or movement skills in relation to those of teammates.	I	I	I	I
Action Rules in Combat Activities				
Using space		I	I	I
Throwing the opponent off-balance		I	I	I
Feinting		I	I	I
Moving in relation to space and to the opponent	I	I	I	I
Varying force, speed and direction of movements	I	I	I	I
Keeping one's balance	I	I	I	I
Attacking the opponent when he or she is off-balance	I	I	I	I
Reacting to the opponent's movements	I	I	I	I

SKILLS (cont.)	Cycle One	Sec. III	Sec. IV	Sec. V
Action Rules in Duelling Activities				
Recovering		I	I	I
Catching opponents wrong-footed	I	I	I	I
Feinting	I	I	I	I
Using space	I	I	I	I
Using playing surface	I	I	I	I
Attacking at opportune moments	I	I	I	I
Action Rules in Group Activities				
In a separate space				
Attacking the opposing target		I	I	I
Recovering		I	I	I
Counterattacking		I	I	I
Keeping the object moving		I	I	I
Protecting one's space		I	I	I
Moving in relation to the opponent, partners and the object	I	I	I	I
Using the full width and depth of the playing field	I	I	I	I
Moving the object into the opponent's space	I	I	I	I
Attacking the opponent's open spaces	I	I	I	I
Varying direction and speed (of movements, of the object)		I	I	I
Keeping possession of the object		I	I	I

SKILLS (cont.)	Cycle One	Sec. III	Sec. IV	Sec. V
Action Rules in Group Activities (cont.)				
In a common space				
Passing the object		I	I	I
Recovering the object		I	I	I
Getting back on defence		I	I	I
Using the space available	I	I	I	I
Moving the object toward the opponent's target	I	I	I	I
Attacking the opponent's target	I	I	I	I
Counterattacking	I	I	I	I
Protecting own team's target or goals	I	I	I	I
Moving in relation to the target to be protected, teammates, opponents and the object	I	I	I	I
Moving away from the carrier	I	I	I	I
Scoring	I	I	I	I
Moving into an open space	I	I	I	I
Interfering with the object's progress	I	I	I	I
Varying the direction and speed of movements, of the object		I	I	I
Keeping the object		I	I	I
Locomotor Skills				
Walking, running, galloping, jumping, hopping, crossing, twirling, going down, going up, changing direction, braking, going over, rolling, climbing and going around	P-I	P-I	P-I	P-I
Nonlocomotor Skills				
Turning, pivoting, pirouetting and adopting postures	P-I	P-I		

SKILLS (cont.)	Cycle One	Sec. III	Sec. IV	Sec. V
Manipulation Skills				
Handling (dribbling, juggling, keeping one's balance)	P-I	P-I	P-I	P-I
Projecting (throwing, hitting, shooting)	P-I	P-I	P-I	P-I
Receiving (catching, blocking, deflecting)	P-I	P-I	P-I	P-I
Regular Physical Activity				
Characteristics of a session of physical activity:				
Pacing and target heart rate	A	A	A	A
Regular self-evaluation (cardiovascular capacity and other factors)	A	A	A	A
Recovery periods	A	A	A	A
Exercises to avoid	A	A	A	A
Safety rules for different physical activities	A	A	A	A
Prevention of sports injuries	A	A	A	A
Cool-down period	A	A	A	A
Safe Participation in Physical Activities				
Appropriate clothing (shoes, jewellery, garments, protective equipment)	P-I-A			
Appropriate conduct in potentially dangerous situations		P-I-A	P-I-A	P-I-A
Elements of physical activities (warm-up, action, cool-down)	P-I-A	P-I-A	P-I-A	P-I-A
Proper use and storage of equipment	P-I-A			
Proper handling of heavy objects	P-I-A			
Compliance with standards and rules set by a sports federation, if applicable	P-I	P-I	P-I	P-I
Matching with a partner of similar weight and build, if applicable	I	I	I	I
Relaxation Techniques				
Breath control	A	A		
Variety of techniques (e.g. Jacobson, mental imagery)			A	A

BEHAVIOUR				
Fair Play	Cycle One	Sec. III	Sec. IV	Sec. V
Equity		P-I-A		
Respectful attitude toward opponents				
Seeking new challenges				
Appreciation of achievements of partners and opponents				
Dignity and self-control				
Respect for others in words and facial expressions				
Strict observation of playing rules				
Respect for equipment and the environment, through actions				
Respect for roles, standards and the referee or umpire				
Help and Mutual Assistance				
Acceptance of Differences				
Sense of Responsibility				
Perseverance in Adopting a Healthy, Active Lifestyle				

Cultural References

A variety of resources can be tapped to find cultural references: everyday objects, research, architecture, lifestyles, heritage objects, values or key figures in the history of sports. They can be associated with the other elements of the program content. For example, the teacher can help students establish links between improvements to apparel, equipment and techniques, and athletic performance in a particular sport.

Scientific or technological activities associated to sport

- Improvements to techniques for manufacturing sportswear and sports equipment, and their impact on athletic performance
- Evolution of techniques used in sports

Everyday objects

- Gear, objects, tools and equipment used in physical education and health
- Types of clothing worn to practise sports according to the season and the customs of different nations

Heritage objects

- Ski equipment used in 1960
- Snowshoes fashioned by Aborigines

Events

- The history of sports events (e.g. the Olympics, the Commonwealth Games, sports events held as parts of carnivals)
- Sports- or leisure-related exhibitions (e.g. hall of fame)
- Major news events in connection with physical activity and sports

Architecture

- Facilities designed for sports events (e.g. the Olympic Stadium)
- Facilities designed for practising different sports (e.g. velodrome, diving pool, speed-skating track)

Lifestyles

- Determining factors (social, political, economic) of Québec society regarding lifestyle habits
- Lifestyles in the history of our society
- Lifestyle habits in other societies
- The health of Quebeckers, especially young people
- Physical activity as practised by families, in the community, with friends, in Québec society, outdoors, indoors, in sports or recreational centres
- Leisure and sports activities practised here and elsewhere

Key figures

- Key figures in sports here and elsewhere
- Political figures who have had an impact on amateur and professional sports

Values

- Values that are promoted in the media and that influence behaviour
- Sports ethics

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