

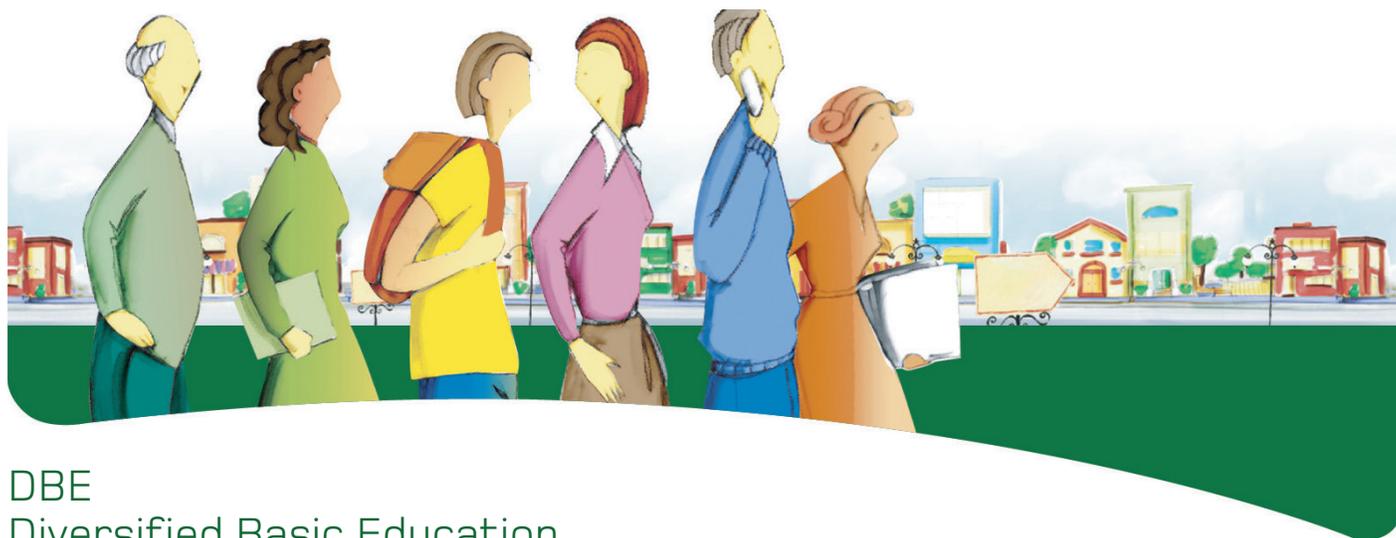
# PROGRAM OF STUDY

## PHYSICAL EDUCATION AND HEALTH

Subject Area: Personal Development

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Adult General Education



DBE  
Diversified Basic Education





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## PHYSICAL EDUCATION AND HEALTH

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Diversified Basic Education



This document has been adapted from the Physical Education and Health section of the *Québec Education Program, Secondary Cycle Two*.

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## Preface

The Physical Education and Health program is intended for all learners enrolled in adult education. It includes four courses: *Adaptation to Physiological Characteristics*, *Getting Into Shape*, *Sports Development* and *First Aid Using CPR*. There are no prerequisites, and successful completion of the program earns Secondary V credits.

This program focuses on the development of three **subject-specific competencies**:

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

In the first three courses, adult learners become aware of the advantages and benefits of safe participation in physical activity, in accordance with their own abilities. In the fourth course, they are encouraged to focus on situations involving risk in sports, in the workplace and in everyday life. In each course, they have an opportunity to undertake a personal project aimed at adopting a healthy, active lifestyle.

**The first five chapters** present the basic components of the program, namely its conceptual aspects; connections with the Diversified Basic Education Program; the pedagogical context, including learning situations, educational resources and partnerships; the subject-specific competencies, including their key features and manifestations; and an overview of the subject-specific content and the organization of the courses.

**Chapters 6, 7, 8 and 9** describe the courses in detail, and review the conceptual aspects already presented in previous chapters. They contain all the information needed for course planning. For each course, the following elements are provided: an introduction, an overview of the subject-specific competencies, the reflective process, the cross-curricular competencies, an overview of the subject-specific content, the families of learning situations, the broad areas of learning, an example of a learning situation, end-of-course outcomes and evaluation criteria.

The program also contains a bibliography and appendixes on the cross-curricular competencies and the reflective process.



## Chapter 1



## Introduction



## 1.1 Contribution of the Program to the Education of Adult Learners

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The Physical Education and Health program is designed with a view to achieving overall personal development. It enables adult learners:

- to question their attitudes and lifestyle habits
- to focus the development of their knowledge on different aspects of their physical and psychological health
- to increase their motor efficiency by engaging in physical activities suited to their abilities
- to consider action, interaction and the adoption of healthy lifestyle habits
- to adopt safe and ethical behaviours

In general terms, the program helps to support adult learners as they construct their identity, improve their understanding of the world and develop their sense of empowerment.

Through the learning situations, adult learners develop the competencies, acquire knowledge and reflect on the situations by drawing on their past experience. They question their perceptions, lifestyle habits and behaviours, and also consider preventive action, as well as the importance and accessibility of the resources available in their community environment.

## 1.2 Conceptual Elements of the Program

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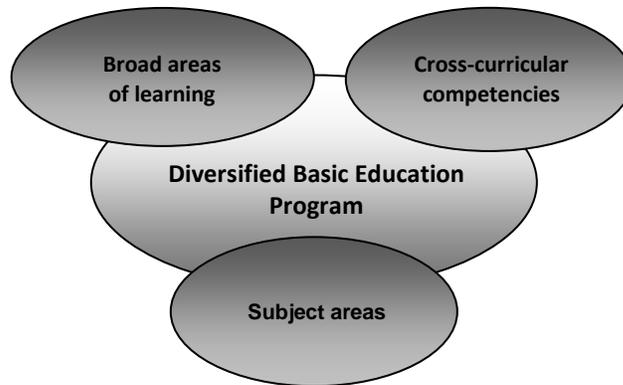
Traditionally, the teaching of secondary-level physical education and health has focused on motor efficiency and technical control, based on a belief that control over motor actions would encourage students to practise regular physical activity. However, research into lifestyle habits has shown that educators must move beyond the concept of efficiency if they are to encourage adult learners to become more physically active. Some factors are now considered to play a major role as incentives, in that they help adult learners to understand the value of their learning and encourage them to stay healthy. For example, it is important to take adult learners' interests and abilities into consideration, and to offer a broad range of physical activities that can be practised safely in everyday life. At the same time, adult learners must be encouraged to examine the effects of these activities on their own health and well-being.

Because every adult learner is different, the program aims to develop or maintain motor skills as well as health and physical and psychological well-being through a personal project aimed at adopting a healthy, active lifestyle.

## 1.3 Connections Between the Program and the Other Elements of the Diversified Basic Education Program

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The Physical Education and Health program facilitates the integration of the various components of the Diversified Basic Education Program, namely the broad areas of learning, the cross-curricular competencies and the other subject areas.



### 1.3.1 Connections With the Broad Areas of Learning

The broad areas of learning deal with major issues of contemporary Québec society, issues that adults confront in different areas of their lives. They also serve as anchor points for the development of competencies and could become topics for learning situations. Each broad area of learning consists of an educational aim and focuses of development which help make learning meaningful.

To varying degrees, the Physical Education and Health program has connections with all the broad areas of learning, but more particularly with Health and Well-Being.

#### Health and Well-Being

Connections with the broad area of learning Health and Well-Being involve taking responsibility for adopting good living habits.

In learning situations, adult learners become aware of the importance of adopting healthy lifestyle habits, the benefits of regular physical activity and the need to intervene safely in the case of an injury. This encourages them to reflect on their basic needs in terms of their general health. They learn about the impact of their choices on health and well-being. They consider risk factors such as obesity, high blood pressure, smoking, poor nutrition and a sedentary lifestyle, which are often associated with cardiovascular disease. They adopt an active lifestyle and safe behaviour. Lastly, they become aware of the consequences of collective choices on individual well-being.

## **Career Planning and Entrepreneurship**

Through its connections with Career Planning and Entrepreneurship, the program provides adult learners with opportunities to undertake and carry out plans designed to develop their potential and help them integrate into society.

In learning situations, adult learners become aware of their potential, adopt strategies related to planning and become familiar with the world of work, through the trades and occupations available in the physical activity and first aid sectors. They are encouraged to discover their own strengths and interests, for example by installing sports equipment, promoting an event, gathering data on athletic performances or taking part in a first aid simulation.

## **Environmental Awareness and Consumer Rights and Responsibilities**

Through its connections with Environmental Awareness and Consumer Rights and Responsibilities, the program encourages adult learners to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment. When practising physical activity or administering first aid, they develop knowledge of the environment and make responsible use of goods and services. They develop awareness of social, economic and ethical aspects of consumption and construct a healthy environment based on sustainable development.

## **Media Literacy**

The broad area of learning Media Literacy enables adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights.

In learning situations, adult learners realize that the messages conveyed by the media have significant impacts on individual behaviours. They question the place and influence of the media in their daily lives, and in society in general. They also consider how reality is represented in the messages conveyed by the media, by, among other things, comparing facts and opinions. Questions about integrity, morality and ethics are addressed and compared, not only in the learners' first aid interventions, but also in the various types of physical activity that they encourage and practise.

## **Citizenship and Community Life**

The broad area of learning Citizenship and Community Life encourages adult learners to develop an attitude of openness to the world and respect for diversity.

For example, through their commitment to action, adult learners demonstrate an open attitude by accepting that people can be different, and by upholding ethical rules. These are some of the values promoted by the Physical Education and Health program. As they practise different activities, they develop greater self-control as well as a sense of fair play, solidarity and respect for others and the environment.

### 1.3.2 Connections With the Cross-Curricular Competencies

Like the subject-specific competencies, the cross-curricular competencies developed in this program involve the ability to act effectively by mobilizing a range of resources. However, they provide a broader frame of reference in that they allow for greater scope of action. They are not taught specifically, but are built into the subject-specific competencies. The Physical Education and Health program calls upon all the cross-curricular competencies, to different degrees. The cross-curricular competencies are presented in Appendix 1.

#### Intellectual competencies

Adult learners develop their intellectual competencies when they *solve problems* and *use creativity*. In addition, they *use information*, for example, when following instructions regarding organization, safety rules and constraints relating to the physical environment or the physical fitness of other people. Lastly, they *exercise critical judgment* when evaluating a strategy, the effectiveness of its execution and the results obtained, or when explaining the reasons for success and any difficulties they encountered.

#### Methodological competencies

The methodological competencies *Adopts effective work methods* and *Uses information and communications technologies* are also targeted. For example, adult learners develop these competencies when they plan strategies to maintain or change certain lifestyle habits, produce a promotional video or enter data about their fitness into a computer. Activities such as these require effective task management, particularly when planning the work to be done, managing time, considering constraints, using relevant resources or using appropriate technologies and benefiting from them.

#### Personal and social competencies

The personal and social competencies require adult learners to *achieve their potential* and *cooperate with others*. They do this when establishing ground rules for a task to be completed, when agreeing to take on a role in a team activity, or when helping to evaluate the choice of a strategy, the effectiveness of its execution and the results. These competencies are also developed when adult learners plan projects, since they must become aware of their personal characteristics, use their resources and take their place among others.

#### Communication-related competency

This cross-curricular competency involves *communicating appropriately*. It is developed, for example, when adult learners write a report about a volleyball tournament or present the findings of their research on the importance of providing prompt and appropriate care to a person in distress. Adult learners also communicate when informing their team members of a change of strategy during an activity. Situations such as these require adult learners to manage one or more tasks, to use

various methods of communication and to use appropriate language. This particular cross-curricular competency is also important in communications relating to emergency first aid.

### 1.3.3 Connections With the Other Subject Areas

A subject area is a group of subjects that promote the development of similar competencies and use similar methods and strategies. The learning acquired in one subject area can therefore be used to acquire learning in other areas, and vice versa. This complementarity fosters connections among subjects in different subject areas, and in turn provides adult learners with resources to develop the subject-specific competencies targeted in the Physical Education and Health program.

The Physical Education and Health program falls within the Personal Development subject area. The programs in this subject area share a common goal, which is to develop a concern for physical and mental health and community life. They encourage adult learners to ask questions about themselves and to be active, to recognize their value, to become aware of their responsibilities and to form constructive relationships with others. They also allow adult learners to develop values such as commitment, self-affirmation, solidarity, equality and respect, and foster qualities such as self-confidence, trust, a willingness to make an effort, autonomy and a sense of responsibility. The programs enable adult learners to become aware of human dignity; to recognize the need to respect themselves, others and the common good; to be open-minded and to act responsibly as citizens.

The Physical Education and Health program also provides opportunities to develop competencies in two other subject areas, namely, Languages and Mathematics, Science and Technology.

#### Languages

Adult learners use language competencies when, for example, they communicate their results in connection with a physical or first aid activity. Furthermore, to develop the quality of spoken language, the program strongly encourages adult learners to use vocabulary that is specific to first aid, physical education and health.

#### Mathematics, Science and Technology

Some Physical Education and Health activities may require adult learners to use resources from various Mathematics, Science and Technology programs. For example, if they prepare a bicycle trip, they may wish to understand the energy factors that would best meet hydration needs for long activities. They may also use force displacement concepts to understand certain first aid manoeuvres. In addition, they may make connections to the Mathematics program when they conduct statistical analyses of research data gathered during a survey on lifestyle habits of people in their municipality or community. They draw on elements from the Biology program when they try to understand the human body and how it works when it is physically active or inactive. In addition, they will apply their knowledge from the Computer Science program when using information and communications technologies to produce reports.



## Chapter 2



## Pedagogical Context



## 2.1 Learning Situations

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Learning situations are contexts designed or used to facilitate learning. They help adult learners develop competencies, construct knowledge and mobilize a wide variety of resources. They are based on a pedagogical aim related to one or more broad areas of learning, cross-curricular competencies, families of learning situations and prescribed elements of the subject-specific content. Adult learners thus have an opportunity to become actively involved in their learning, and to use their cooperative and physical skills, as well as their creativity and autonomy.

Learning situations are developed by teachers on the basis of a problem (or problem situation) that is meaningful to the adult learners. They involve one or more complex tasks, along with learning activities designed to permit the acquisition of knowledge specific to the program. In this program, learning situations must be rich in physical activity. The more closely they reflect real-life situations, the more likely they are to interest adult learners and demonstrate the benefits associated with changing lifestyle habits.

Problem situations encourage adult learners to progress from one point to another. The starting point should be a situation to which adult learners may adjust, but with difficulty, and the end point should be a situation they can solve using the learning they have acquired. Each situation should therefore present a real problem that needs to be solved. It should be a situation that adult learners are unable to solve without some form of notional or strategic learning. In addition, the situation should be built on and structured by elements that motivate the adult learners, who should be able to adjust the level of difficulty to suit their own competencies and abilities.

The following aspects are taken into consideration when developing a learning situation:

- **The set of activities or tasks**

Teachers should ensure that the set of activities or tasks to be carried out is complex enough to motivate adult learners and provide them with opportunities to reflect on their learning and productions.

- **The repertoire of resources**

The repertoire of support resources used consists of a variety of internal and external resources that are accessible, necessary and relevant:

- Internal resources are specific to an individual and include knowledge, strategies and attitudes that have already been acquired or that need to be developed in order to meet the requirements of a learning situation.
- External resources include not only the facilities or materials available in the environment, but also resource persons that adult learners can consult (on site or remotely), as well as various means of communication among participants.

- **Opportunities for reflection**

Opportunities for reflection, such as explanations, feedback and regulation of learning, are provided to allow adult learners to reflect on the issues, requirements and values underlying their learning, to analyze constraints while taking into account the aims to be achieved, and to critically reflect on their learning strategies and choice of actions and the quality of their achievements.

The more these aspects are taken into account, the more learning situations will be meaningful, open-ended and complex.

A learning situation is **meaningful** when adult learners perceive the connections between the learning they have acquired in class and possible future applications. This enables them to develop a better understanding of the activity they have been asked to perform. A situation will be all the more meaningful if it refers to issues related to current events or the broad areas of learning.

A learning situation is **open-ended** if it enables adult learners to explore several aspects of a problem, instead of just one, and if it involves various tasks (such as selecting data, analyzing, and comparing different points of view), favours the use of different research and communication media, results in different types of student work, and fosters the transfer of learning.

A learning situation is **complex** insofar as it requires adult learners to use subject-specific competencies and to make connections between the prescribed elements of the subject-specific content, the broad areas of learning, the cross-curricular competencies and the knowledge targeted by other subject areas.

## 2.2 Families of Learning Situations

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Learning situations that are related to each other or have common characteristics are grouped together into families. They provide learning contexts that make learning more meaningful. They also enable adult learners to acquire and integrate knowledge, develop competencies, and transfer learning from the classroom to everyday situations.

In this program, the families of learning situations are:

- Participation in physical activities
- First aid

Each course includes an example of a learning situation.

## 2.3 Educational Resources

In order to foster competency development, teachers should provide adult learners with access to a variety of educational resources in keeping with the role of the adult learner and the teacher. These resources may be found in the adult learners' immediate environment. Some examples are given below.

<b>Table 1 Diversified Educational Resources</b>	
<b>Types of resources</b>	<b>Examples</b>
<b>Human resources</b>	<ul style="list-style-type: none"> <li>– Peers, friends, significant others</li> <li>– Teachers</li> <li>– Parents, family members</li> <li>– Student service personnel (complementary services, SARCA)</li> <li>– Community organization personnel</li> <li>– Medical personnel (physician, nurse, physiotherapist)</li> <li>– Sports and first aid specialists (conference, reference)</li> </ul>
<b>Documentary and information resources</b>	<ul style="list-style-type: none"> <li>– Written materials (reference books, diagrams, periodicals, pamphlets)</li> <li>– Audio materials (testimonies, reports, documentaries)</li> <li>– Visual materials (tables, diagrams, posters)</li> <li>– Computerized, audiovisual and electronic materials</li> </ul>
<b>Material resources</b>	<ul style="list-style-type: none"> <li>– Everyday objects (ball, racquet, bicycle, games, etc.)</li> <li>– Portfolio</li> <li>– Student log book</li> <li>– Work plan</li> <li>– Idea map, plan, diagram, table to be completed</li> <li>– Self-evaluation grid, observation grid</li> <li>– Multimedia resources, information and communications technologies (ICT)</li> </ul>
<b>Local services (community and private partnerships*)</b>	<ul style="list-style-type: none"> <li>– Gymnasium</li> <li>– Ice rink</li> <li>– Fitness centre</li> <li>– Outdoor obstacle course</li> <li>– Library</li> <li>– Kino-Québec</li> <li>– Nature centre</li> <li>– Hiking trail</li> <li>– Public park</li> </ul>
<b>Animation and awareness resources</b>	<ul style="list-style-type: none"> <li>– Breakfast or lunchtime conferences, group discussions, health capsules, radio or television programs, advertising, posters</li> <li>– Media reviews, theme days (testimonies, conferences, exhibitors, role-play, learning situations, questionnaires, debates, surveys)</li> <li>– Interdisciplinary activities in biology, mathematics or history class</li> </ul>

\* Partnerships can take different forms, and often involve agreements for the use and sharing of sports equipment with, for example, school boards, schools, community organizations, municipalities or private fitness centres.

### **Adult learner's role**

Active participation by adult learners in the Physical Education and Health program is not limited to physical involvement or to reproducing a movement or technique, but requires a commitment on their part to the various aspects of developing their competencies.

With varied and sustained effort, they must experiment with different methods, which allow them to put their abilities to use. They must reflect and ask questions before acting or interacting with others, take initiatives and make suggestions when they participate in individual or group activities.

They must also strive to make connections between the knowledge and techniques acquired while practising certain activities, to use what they learned in other contexts, and to try to learn from their achievements and mistakes in order to increase their motor efficiency. They must use external resources, such as newspaper articles and Web sites, to support their point of view. They must question the methods they use to learn, the range of resources they apply, and the learning path they follow. Lastly, they must be able to discuss 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.

Adult learners also interact with their classmates and teachers to share what they have discovered. They are invited on a regular basis to ask questions and share their results. They may be asked to work individually or in teams, and periods of research will alternate with periods of reflection when they can put their learning, contexts, beliefs, attitudes and values into perspective. Over time, they will become better able to use their learning in other contexts by taking a critical look at issues relating to health and lifestyle habits.

### **Teacher's role**

To create conditions conducive to the development of subject-specific competencies, it is not enough simply to organize classroom activities. Teachers must also choose appropriate methods to motivate their adult learners, and provide support during the learning process.

To do this, teachers must:

- act as advisors or resource people or bring different partners together
- take into account their own interests and those of the adult learners
- identify the responsibilities of each person
- agree upon and implement a classroom code and management method for physical and educational activities
- focus on values such as respect for oneself, other people and the environment
- use teaching methods that foster ongoing personal development to solve problems

Competency development 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.

In order to stimulate adult learners and support them in their learning, the teachers encourage them to take up challenges and to use and take advantage of their strengths. Teachers propose meaningful learning situations to which students can relate, that require them to use their prior knowledge and that respect individual differences. As adult learners do not all have the same prior learning, areas of interest or styles of learning, teachers must respond to each individual's needs by using a variety of teaching methods and adjusting their interventions in light of the reports and observations made jointly with the adult learners.





## Chapter 3



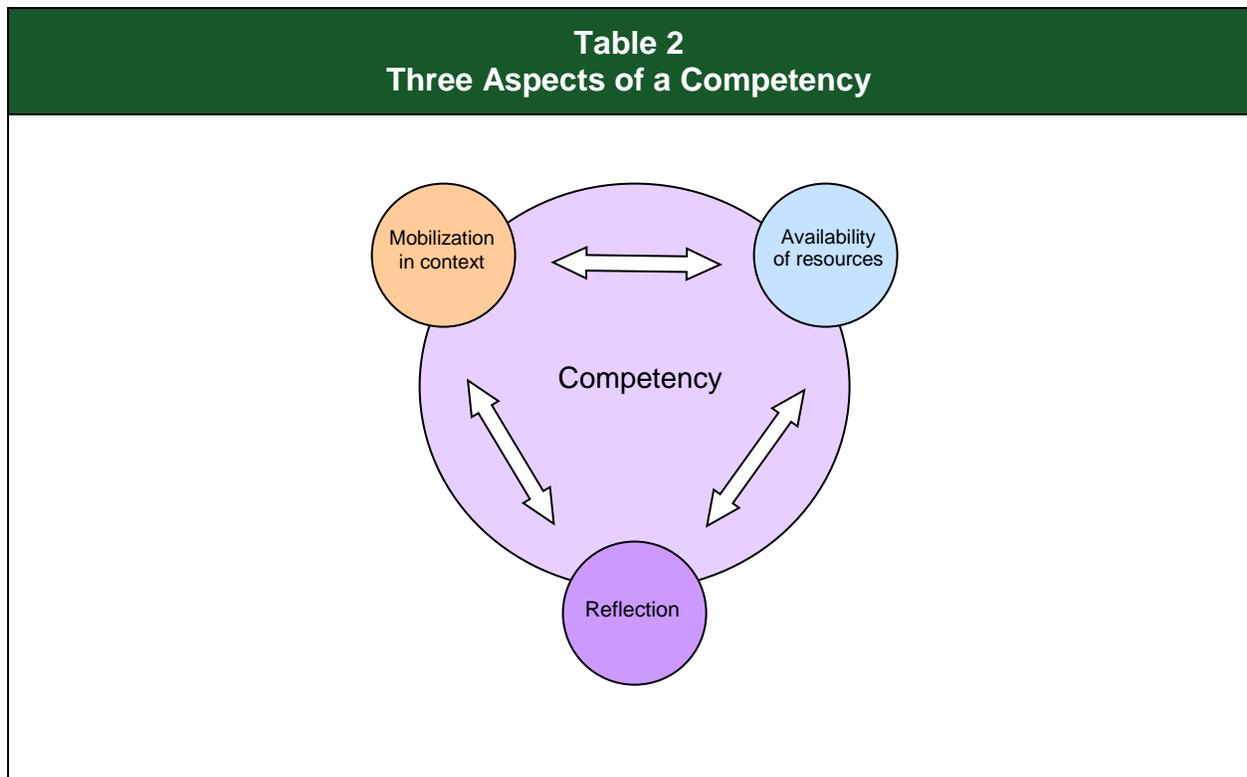
## Subject-Specific Competencies



### 3.1 How the Subject-Specific Competencies Work Together

A competency is defined as the ability to act effectively by mobilizing a range of resources. This ability is developed throughout an adult's life.

The definition of a competency involves three aspects: mobilization in context, availability of resources and reflection.



#### Mobilization in context

A competency is expressed in action and is revealed in the adequate performance of a task in a specific context. It requires, first of all, a thoughtful reading of the characteristics of the context. Mobilization in context also requires that adult learners take into account any constraints that exist in the context and adjust their actions accordingly.

#### Availability of resources

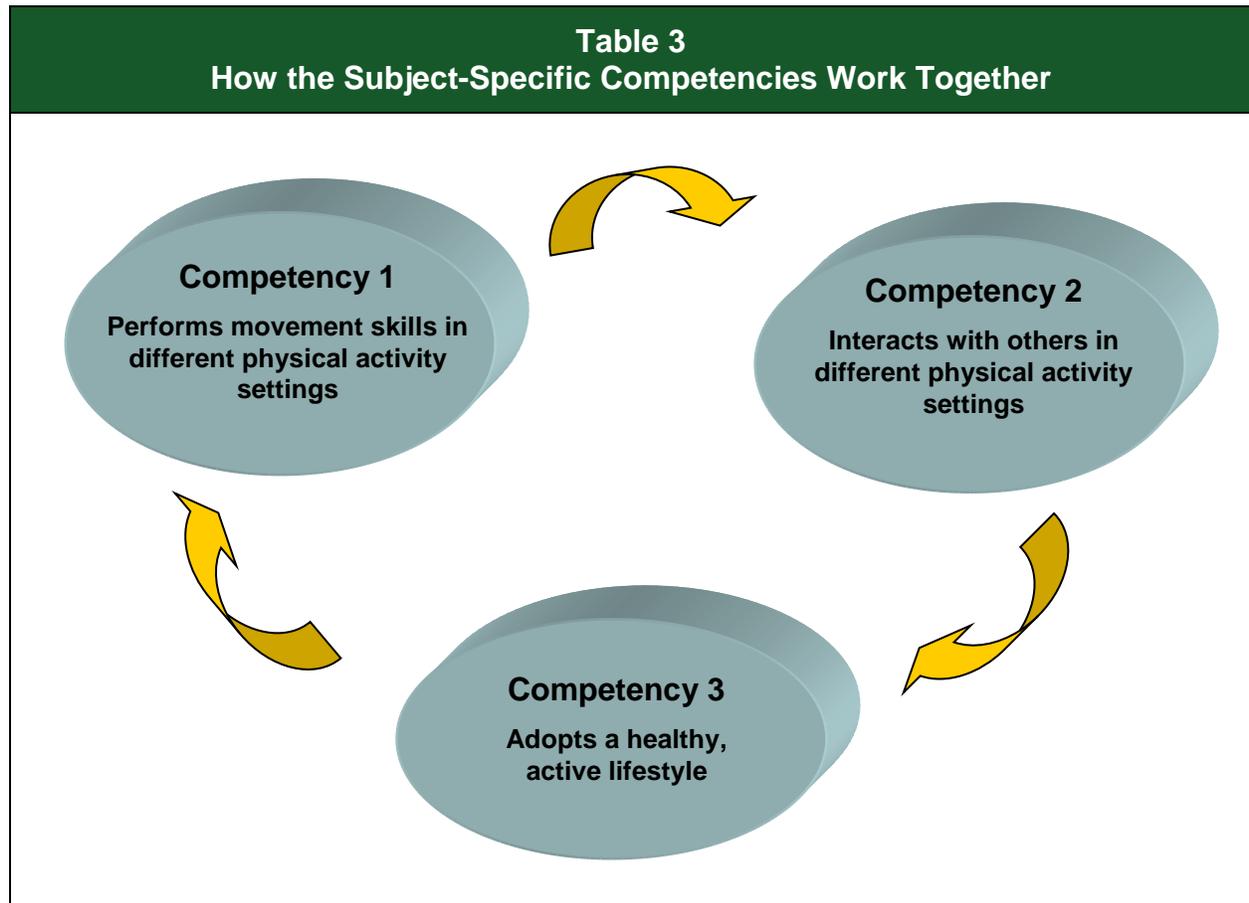
A competency is based on the availability of a variety of human and material resources.

#### Reflection

The concept of competency also implies the adults' ability to explain the process they applied to effectively mobilize a set of resources, accomplish tasks and solve problems in a given situation.

This allows them to identify their strengths, weaknesses and challenges, to improve the way they learn and to recognize their resources.

The Physical Education and Health program focuses on the development of three subject-specific competencies that are closely related. These subject-specific competencies are valid for each course.



These three closely connected competencies are equally important in terms of learning. They are developed in learning situations on the basis of the same subject-specific content.

When developing the competency *Performs movement skills in different physical activity settings*, adult learners are encouraged to expand their repertoire of movement skills, increase their motor efficiency by safely engaging in physical activities and apply what they have learned to different contexts. The competency is demonstrated by analyzing the situation and the requirements of the activity to be carried out, by performing movement skills adapted to the constraints of the physical environment and by 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 adult learners to expand their repertoire of movement skills and develop their social skills by practising individual or group activities. This competency is demonstrated by preparing, applying and assessing a plan of action. Among other things, the plan allows adult learners to play different roles while adjusting to the requirements of the situation and the goal pursued. It also allows them to select and apply strategies and rules, taking into account their own abilities, the resource people available to them and their teammates or opponents, and to consider the effectiveness of their execution and results.

To develop the competency *Adopts a healthy, active lifestyle*, adult learners must commit to a process geared toward changing some of their lifestyle habits by engaging safely in physical activity. Adult learners demonstrate the competency by developing, implementing and assessing a personal project aimed at adopting a healthy, active lifestyle. Among other things, the personal project allows adult learners to prepare a profile of their lifestyle habits, based on observable facts, and to keep it up-to-date. It also allows them to take action and persevere, based on their own abilities; to ensure that their activities suit their abilities by making the necessary corrections; and to make appropriate decisions that have a positive impact on their health and well-being.

The following table presents an overview of the program's subject-specific competencies, their key features and their manifestations.

In a learning situation, the sequence of the manifestations may vary, and each manifestation may be reviewed.

**Table 4**  
**Overview of the Subject-Specific Competencies**

<b>Competency 1</b> Performs movement skills in different physical activity settings	<b>Competency 2</b> Interacts with others in different physical activity settings	<b>Competency 3</b> Adopts a healthy, active lifestyle
<p><b>Analyzes the situation according to the requirements of the setting</b></p> <ul style="list-style-type: none"> <li>• Considers the constraints of the task and the objective of the activity</li> <li>• Identifies the resources necessary to complete the task</li> <li>• Establishes connections with other tasks or similar activities</li> <li>• Selects different options and examines their consequences</li> <li>• Chooses a type of physical preparation (stretching or warming up) or an appropriate recovery process</li> </ul> <p><b>Performs movement skills taking into account the different constraints of the environment</b></p> <ul style="list-style-type: none"> <li>• Applies the principles of coordination, balance and synchronization</li> <li>• Adjusts efforts according to own motor skills and fitness level</li> <li>• Pays attention to kinesthetic feedback from the body</li> <li>• Adjusts actions according to the demands of the physical activity</li> <li>• Uses objects or tools appropriately</li> <li>• Varies movement skills and sequences</li> </ul> <p><b>Evaluates own motor efficiency and process in light of the goal pursued</b></p> <ul style="list-style-type: none"> <li>• Reflects on personal process to complete the task and own results</li> <li>• Assesses own choices of movement skills and the effectiveness of the execution</li> <li>• Identifies new learning</li> <li>• Identifies strengths and challenges</li> <li>• Decides which improvements to make, if any</li> <li>• Recognizes elements that may be applied when practising other physical activities</li> </ul>	<p><b>Prepares a plan of action</b></p> <ul style="list-style-type: none"> <li>• Accepts assigned roles</li> <li>• Considers other points of view</li> <li>• Takes into account the requirements of the situation and the goal pursued</li> <li>• Works with teammate(s) to set effective rules for the group or team</li> <li>• Plans one or more strategies and anticipates the consequences</li> <li>• Plans a backup strategy</li> <li>• Selects one or more movement skills or tactics for the chosen strategy</li> </ul> <p><b>Carries out a plan of action</b></p> <ul style="list-style-type: none"> <li>• Applies the strategy</li> <li>• Performs movements or tactics according to the chosen strategy</li> <li>• Constantly observes teammates' or opponents' positions</li> <li>• Adjusts position and actions according to unexpected aspects of the strategy</li> <li>• Applies the principles of communication and synchronization</li> <li>• Plays different roles with one or more teammates or against one or more opponents</li> </ul> <p><b>Evaluates a plan of action</b></p> <ul style="list-style-type: none"> <li>• With teammates, examines strategy choices, the effectiveness of their own execution and results or those of a peer or another team</li> <li>• Explains the reasons for achievements and difficulties</li> <li>• Recognizes the contribution of teammates</li> <li>• Recognizes new learning</li> <li>• Identifies, with one or more teammates, improvements that can be made</li> <li>• Identifies, with one or more teammates, strategies that can be used again in different contexts</li> </ul>	<p><b>Plans a personal project</b></p> <ul style="list-style-type: none"> <li>• Using observable facts, prepares a summary of own lifestyle habits</li> <li>• Chooses which lifestyle habits to maintain or change</li> <li>• Begins a process</li> <li>• Identifies own tastes and aptitudes</li> <li>• Chooses realistic objectives and anticipates the consequences</li> <li>• Uses a variety of resources</li> </ul> <p><b>Carries out own project</b></p> <ul style="list-style-type: none"> <li>• Carries out activities to improve or maintain healthy lifestyle habits</li> <li>• Uses the required resources</li> <li>• Perseveres in carrying out the project</li> <li>• Compiles essential information about changes to own lifestyle habits</li> </ul> <p><b>Evaluates own project and lifestyle habits</b></p> <ul style="list-style-type: none"> <li>• Using appropriate tools, measures whether own fitness level has been maintained or improved</li> <li>• Judges whether the objectives were met, in light of data collected</li> <li>• Explains the reasons for difficulties and achievements</li> <li>• Reconsiders choice of methods and results obtained</li> <li>• Identifies new learning</li> <li>• Recognizes work accomplished</li> <li>• Makes a decision based on the evaluation</li> </ul>

## 3.2 Competency 1: Performs movement skills in different physical activity settings

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### 3.2.1 Focus of the Competency

The competency *Performs movement skills in different physical activity settings* encourages adult learners to become active. They learn to understand and apply the principles of balance, coordination and synchronization, combine movement skills and adapt them more efficiently to different physical activity settings. To do this, they must analyze the situation according to the requirements of the setting, perform movement skills safely, taking into account the different constraints of the environment, and evaluate their own motor efficiency and process in light of the goal pursued.

When adult learners analyze the situation according to the requirements of the setting, they must take into consideration the constraints of the task and the objective of the activity. They identify the required resources and establish connections with other tasks or similar activities. The activities in question may be cyclical activities (e.g. cross-country skiing, bicycling), single-action activities (e.g. jumping, throwing), skill activities (e.g. juggling, precision throwing), technical/artistic activities (e.g. gymnastics) or first aid activities (e.g. responding in the event of a heart attack). They select different options and examine their consequences in order to be able to move with confidence. They then choose a type of physical preparation (stretching or warming-up) or an appropriate recovery process. They must also learn to act safely, both in emergencies and in physical activity settings.

When performing movement skills taking into account the different constraints of the environment, adult learners consider the requirements of the task and their own fitness level. These requirements may be associated with familiar or new activities that are stable, predictable or constant (e.g. swimming, jumping and throwing in track and field, or fractures), or predictable but changing (e.g. golfing, downhill skiing or first aid for a person in distress). The students apply the principles of balance, coordination and synchronization. They adjust their effort according to their own motor skills and fitness level. They pay attention to kinesthetic feedback from the body, and adjust their actions according to the demands of the physical activity and their own abilities. They use objects or tools appropriately, taking into account any obstacles, the size of the playing area or space, the performance time and any constraints. They also vary their movement skills and sequences by demonstrating their ability to achieve continuity. In doing this, they show greater control over their movements.

When adult learners evaluate their own motor efficiency and process in light of the goal pursued, they reflect on their personal process and their own results. They assess their choices of movement skills and the effectiveness of their execution. They identify any new learning, their strengths and the challenges they must face, which forms a basis for deciding what improvements to make, if any, and for recognizing elements that may be applied when practising other physical activities. The results of

the evaluation are used to improve the effectiveness of their execution. They also act safely and focus on prevention in all circumstances.

### 3.2.2 Key Features and Manifestations of the Competency

The following table presents the key features and manifestations of the competency.

<b>Table 5</b>	
<b>Competency 1: Key Features and Manifestations</b>	
<b>C1: Performs movement skills in different physical activity settings</b>	
<b>Key features</b>	<b>Manifestations</b>
Analyzes the situation according to the requirements of the setting	<ul style="list-style-type: none"> <li>• Considers the constraints of the task and the objective of the activity</li> <li>• Identifies the resources necessary to complete the task</li> <li>• Establishes connections with other tasks or similar activities</li> <li>• Selects different options and examines their consequences</li> <li>• Chooses a type of physical preparation (stretching or warming up) or an appropriate recovery process</li> </ul>
Performs movement skills taking into account the different constraints of the environment	<ul style="list-style-type: none"> <li>• Applies the principles of coordination, balance and synchronization</li> <li>• Adjusts efforts according to own motor skills and fitness level</li> <li>• Pays attention to kinesthetic feedback from the body</li> <li>• Adjusts actions according to the demands of the physical activity</li> <li>• Uses objects or tools appropriately</li> <li>• Varies movement skills and sequences</li> </ul>
Evaluates own motor efficiency and process in light of the goal pursued	<ul style="list-style-type: none"> <li>• Reflects on personal process to complete the task and own results</li> <li>• Assesses own choices of movement skills and the effectiveness of the execution</li> <li>• Identifies new learning</li> <li>• Identifies strengths and challenges</li> <li>• Decides which improvements to make, if any</li> <li>• Recognizes elements that may be applied when practising other physical activities</li> </ul>

### 3.2.3 Development of the Competency

The competency *Performs movement skills in different physical activity settings* is developed in conjunction with the program's other two subject-specific competencies, and this requires a variety of increasingly complex learning situations. Adult learners may develop more than one manifestation of the competency in a single learning situation. Competency development involves not only consolidating prior learning, but also acquiring new knowledge or skills.

In the context of physical activity and first aid, given that adult learners have varied cognitive and motor skill levels, the teacher must take into account their abilities, needs and areas of interest when planning learning situations. In addition, the teacher must clearly present the pedagogical aims and evaluation criteria in order to make the proposed tasks more meaningful and engaging. The tasks will be all the more meaningful for adult learners if they can be used in everyday life.

The parameters presented in the following table must be varied in order to ensure that the learning situations are increasingly complex. The parameters:

- relate to the performance context and conditions, the learning content and the adult learners' own reflective process
- stipulate the contribution made by adult learners and teachers to competency development throughout the course
- represent suggested guidelines for planning rather than as a prescribed intervention plan, since conditions will vary from one centre to the next

Some of these parameters will remain virtually unchanged, but the resources involved, the combination of resources to be used and the connections to be made between the characteristics of the various contexts become increasingly complex.

The end-of-course outcomes and evaluation criteria are presented in each course.

<b>Table 6</b> <b>Parameters Related to the Development of Competency 1</b> <b>Performs movement skills in different physical activity settings</b>				
	<b>Adaptation to Physiological Characteristics</b> PHA-5046-1	<b>Getting Into Shape</b> PHA-5047-1	<b>Sports Development</b> PHA-5048-1	<b>First Aid Using CPR</b> PHA-5049-1
<b>Mobilization in context</b>	<p>The learning situations should encourage adult learners to take advantage of and use their internal resources, and allow them to adopt or discover new ways of doing and thinking about things in different (familiar or new) contexts. Adult learners should adopt behaviours that demonstrate their respect for themselves, others and their environment, and adhere to the safety rules imposed by any given situation.</p> <p>The complexity of tasks vary according to structure (form and direction), degree of familiarity, rhythm, duration and level of difficulty.</p>			
	<p>Adult learners demonstrate their motor efficiency by performing movement skills or sequences<sup>1</sup> that are appropriate in terms of the form<sup>2</sup> and the performance, with due regard for their own abilities and the safety rules.</p> <p>They are encouraged to use one or more appropriate techniques, in accordance with the type of physical activity.</p>	<p>Adult learners demonstrate their motor efficiency by performing movement skills or sequences that are appropriate in terms of the form and the execution.</p> <p>The movements or actions are performed smoothly. The direction and rhythm are adjusted according to the intended outcome and each adult learner's abilities.</p> <p>Adult learners consolidate the techniques developed and become familiar with new techniques, according to the variety of physical activities practised by them.</p>	<p>Adult learners demonstrate their motor efficiency by performing movement skills or sequences that are appropriate in terms of the form and the execution.</p> <p>The movements or actions are performed smoothly. The direction and rhythm are adjusted according to the intended outcome.</p> <p>Adult learners demonstrate that they can repeat their chosen actions safely, consistently and accurately, taking into account their own abilities.</p> <p>Adult learners consolidate the techniques developed and become familiar with new techniques, according to the variety of physical activities practised by them.</p>	<p>Adult learners demonstrate their motor efficiency by performing movement skills or sequences that are appropriate in terms of the form and the performance.</p> <p>The movements or actions are performed safely.</p> <p>Adult learners demonstrate their ability to judge situations and choose actions carefully and accurately.</p> <p>Adult learners use techniques that are appropriate for the context and gravity of the situation.</p>
<b>Availability of resources</b>	<p>Adult learners use their internal resources in the learning situations and build on those of their peers during discussions and situation analyses.</p> <p>Some adult learners with less experience may, for example, be offered resources that are usually chosen by the teacher. Adult learners with a broader variety of skills could show greater autonomy in their choices by having the teacher propose a greater variety of resources. Even more advanced adult learners can choose their own resources that are appropriate to the context.</p>			

<sup>1</sup> See the subject-specific content, which specifies the meaning.

<sup>2</sup> 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 conducive to clearing the bar during a high jump, etc.

<b>Table 6</b> <b>Parameters Related to the Development of Competency 1</b> <b>Performs movement skills in different physical activity settings</b>				
	<b>Adaptation to Physiological Characteristics</b> PHA-5046-1	<b>Getting Into Shape</b> PHA-5047-1	<b>Sports Development</b> PHA-5048-1	<b>First Aid Using CPR</b> PHA-5049-1
<b>Reflection</b>	<p>The learning situations require adult learners to grasp the nature of a given problem, to formulate various possibilities of action and to choose the means for rectifying and anticipating the consequences. The challenges in the situations are tailored to the adult learners' abilities and require them to use the principles of balance, coordination and synchronization for the different types of skills (locomotor, nonlocomotor and manipulation) according to the constraints and goal.</p> <p>Depending on the situation, adult learners may:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- make decisions about the improvements they wish to make and verify their choices</li> <li>- identify the elements that can be used in similar activities</li> <li>- recognize the connections between their prior learning and what they learned from the learning situation</li> <li>- identify the potential for using what they have learned</li> </ul>			

### 3.3 Competency 2: Interacts with others in different physical activity settings

#### 3.3.1 Focus of the Competency

The subject-specific competency *Interacts with others in different physical activity settings* encourages adult learners to develop their repertoire of movement skills and improve their abilities. It is manifested in the preparation, application and evaluation of a plan of action.

When adult learners prepare a plan of action, they must take into consideration certain constraints related to the physical environment (e.g. tools, playing field, weather) and the social environment (e.g. number of teammates, role variations, the situation of a person in distress). To do this, they accept assigned roles in different types of activities, paying particular attention to the people involved, their abilities and their values. They consider other points of view and take into account the requirements of the situation and the goal pursued. They set effective rules for the group or team, plan a strategy and anticipate its consequences. In addition, they plan a backup strategy and select one or more movement skills or tactics for the chosen strategy. In doing so, they take into consideration the various components required to prepare a plan of action.

When adult learners carry out a plan of action, they apply the chosen strategy or strategies. They perform movements or tactics according to the strategy, constantly observe the positions of teammates and opponents, and adjust their own position and actions according to unexpected aspects of the activity. They apply the principles of communication and synchronization and play different roles, demonstrating fair play in both victory and defeat, or demonstrating their sense of responsibility in first aid. In doing this, they use their observations to help carry out a plan of action.

When adult learners evaluate the plan of action, they examine strategy choices, the effectiveness of their own execution and results or those of a peer or another team. They explain the reasons for their achievements and difficulties, and recognize both the contribution of teammates and any new learning they have acquired. With their teammates, they identify the improvements that can be made. Lastly, they identify the strategies that can be used again in different contexts at school, in sports events, in the community or in first aid activities, with due regard for the safety rules imposed by the context. In doing this, they improve the quality of their interactions with others in different physical activity settings.

### 3.3.2 Key Features and Manifestations of the Competency

The following table presents the key features and manifestations of the competency.

<b>Table 7</b>	
<b>Competency 2: Key Features and Manifestations</b>	
<b>C2: Interacts with others in different physical activity settings</b>	
<b>Key features</b>	<b>Manifestations</b>
Prepares a plan of action	<ul style="list-style-type: none"> <li>• Accepts assigned roles</li> <li>• Considers other points of view</li> <li>• Takes into account the requirements of the situation and the goal pursued</li> <li>• Works with teammate(s) to set effective rules for the group or team</li> <li>• Plans one or more strategies and anticipates the consequences</li> <li>• Plans a backup strategy</li> <li>• Selects one or more movement skills or tactics for the chosen strategy</li> </ul>
Carries out a plan of action	<ul style="list-style-type: none"> <li>• Applies the strategy</li> <li>• Performs movements or tactics according to the chosen strategy</li> <li>• Constantly observes teammates' or opponents' positions</li> <li>• Adjusts position and actions according to unexpected aspects of the strategy</li> <li>• Applies the principles of communication and synchronization</li> <li>• Plays different roles with one or more teammates or against one or more opponents</li> </ul>
Evaluates a plan of action	<ul style="list-style-type: none"> <li>• With teammates, examines strategy choices, the effectiveness of their own execution and results or those of a peer or another team</li> <li>• Explains the reasons for achievements and difficulties</li> <li>• Recognizes the contribution of teammates</li> <li>• Recognizes new learning</li> <li>• Identifies, with one or more teammates, improvements that can be made</li> <li>• Identifies, with one or more teammates, strategies that can be used again in different contexts</li> </ul>

### 3.3.3 Development of the Competency

The competency *Interacts with others in different physical activity settings* is developed in conjunction with the program's other two subject-specific competencies, and this requires a variety of increasingly complex learning situations. Adult learners may develop more than one manifestation of the competency in a single learning situation. Competency development involves not only consolidating prior learning, but also acquiring new knowledge or skills.

In the context of physical activity and first aid, given that adult learners have varied cognitive and motor skill levels, the teacher must take into account their abilities, needs and areas of interest when planning learning situations. In addition, the teacher must clearly present the pedagogical aims and evaluation criteria in order to make the proposed tasks more meaningful and engaging. The tasks will be all the more meaningful for adult learners if they can be used in everyday life.

The parameters presented in the following table must be varied in order to ensure that the learning situations are increasingly complex. The parameters:

- relate to the performance context and conditions, the learning content and the adult learners' own reflective process
- stipulate the contribution made by adult learners and teachers to competency development throughout the course
- represent suggested guidelines for planning rather than a prescribed intervention plan, since conditions will vary from one centre to the next

Some of these parameters will remain virtually unchanged, but the resources involved, the combination of resources to be used and the connections to be made between the characteristics of the various health-related contexts become increasingly complex.

The end-of-course outcomes and evaluation criteria are presented in each course.

**Table 8**  
**Parameters Related to the Development of Competency 2**  
**Interacts with others in different physical activity settings**

	<b>Adaptation to Physiological Characteristics</b> PHA-5046-1	<b>Getting Into Shape</b> PHA-5047-1	<b>Sports Development</b> PHA-5048-1	<b>First Aid Using CPR</b> PHA-5049-1
<b>Mobilization in context</b>	The learning situations encourage adult learners to develop a spirit of cooperation and mutual assistance. They are designed to allow adult learners to link the various requirements of the context of activities with the factors that are essential for implementing an action plan. The situations should call upon the adult learners' internal resources, encourage adult learners to use their resources and allow them to adopt or discover new ways of doing and thinking about things in different (familiar and new) contexts. The adult learners perform movement skills or sequences and 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. They adopt behaviour that demonstrates their respect for themselves, others and their environment, and adhere to the safety rules of a given situation. The increasing 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.			
	Learning situation planning should emphasize a variety of activities, particularly the development of action rules (knowledge from subject-specific content).	Learning situation planning should emphasize a variety of activities, particularly the development of action rules (knowledge from subject-specific content).	Learning situation planning should emphasize a variety of activities, particularly the development of action rules (knowledge from subject-specific content).	Learning situation planning should emphasize a variety of activities, particularly the development of action rules (knowledge from subject-specific content).
<b>Availability of resources</b>	<p>Adult learners use their internal resources in the learning situations and take advantage of them during discussions and situation analyses.</p> <p>Some adult learners with less experience may, for example, be offered resources that are usually chosen by the teacher. Adult learners with a broader variety of skills could show greater autonomy in their choices by having the teacher propose a greater variety of resources. Even more advanced adult learners can choose their own resources that are appropriate to the context.</p>			
<b>Reflection</b>	<p>The learning situations require adult learners to grasp the nature of a given problem, to formulate various possibilities of action and to choose the means for rectifying and anticipating the consequences. The challenges in the situations are tailored to the adult learners' abilities and require them to use the principles of balance, coordination and synchronization for the different types of skills (locomotor, nonlocomotor and manipulation) according to the constraints and goal.</p> <p>Depending on the situation, adult learners may:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- make decisions about the improvements they wish to make and verify their choices</li> <li>- identify the elements that can be used in similar activities</li> <li>- recognize the connections between their prior learning and what they learned from the learning situation</li> <li>- identify the potential for using what they have learned</li> </ul>			

## 3.4 Competency 3: Adopts a healthy, active lifestyle

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### 3.4.1 Focus of the Competency

The competency *Adopts a healthy, active lifestyle* allows adult learners to carry out their personal project to maintain or change certain lifestyle habits. Adult learners develop, apply and evaluate their projects in order to incorporate safe, regular physical activity suited to their abilities. They also evaluate their lifestyle habits and the impacts of those habits on health and well-being.

When adult learners plan their personal project, they use observable facts to prepare a summary of their own lifestyle habits, including their personal hygiene, sleep, diet and safe practice of physical activity. They decide which lifestyle habits to maintain or change, and begin a process based on their own abilities. They identify their own tastes and aptitudes by continuing or trying out new forms of stimulating physical activity. They choose two realistic objectives and anticipate consequences in order to support their commitment. They then use a variety of resources to ensure success. In doing this, they take responsibility for their own lifestyle choices.

When carrying out their project, adult learners perform activities to improve or maintain healthy lifestyle habits, using their everyday lives as a basis. They use the resources required for the project and persevere in carrying it out. They then compile essential information about changes to their own lifestyle habits, and in doing so they recognize the project's importance for their health and well-being.

When evaluating their project and lifestyle habits, adult learners use appropriate tools (e.g. physical fitness tests, vital signs) to measure whether their fitness level has been maintained or improved. They judge whether the objectives were met, in light of the data collected, and they explain the reasons for their difficulties and achievements. For example, they take into account the conditions required to prevent accidents or complete a training session. They reconsider their choice of methods and the results obtained (e.g. flexibility, cardiovascular endurance and strength endurance). Lastly, they identify new learning, recognize the work accomplished and make a decision concerning a healthy, active lifestyle.

### 3.4.2 Key Features and Manifestations of the Competency

The following table presents the key features and manifestations of the competency.

<b>Table 9</b> <b>Competency 3: Key Features and Manifestations</b>	
<b>C3: Adopts a healthy, active lifestyle</b>	
<b>Key features</b>	<b>Manifestations</b>
Plans a personal project	<ul style="list-style-type: none"> <li>• Using observable facts, prepares a summary of own lifestyle habits</li> <li>• Chooses which lifestyle habits to maintain or change</li> <li>• Begins a process</li> <li>• Identifies own tastes and aptitudes</li> <li>• Chooses realistic objectives and anticipates the consequences</li> <li>• Uses a variety of resources</li> </ul>
Carries out own project	<ul style="list-style-type: none"> <li>• Carries out activities to improve or maintain healthy lifestyle habits</li> <li>• Uses the required resources</li> <li>• Perseveres in carrying out the project</li> <li>• Compiles essential information about changes to own lifestyle habits</li> </ul>
Evaluates own project and lifestyle habits	<ul style="list-style-type: none"> <li>• Using appropriate tools, measures whether own fitness level has been maintained or improved</li> <li>• Judges whether the objectives were met, in light of data collected</li> <li>• Explains the reasons for difficulties and achievements</li> <li>• Reconsiders choice of methods and results obtained</li> <li>• Identifies new learning</li> <li>• Recognizes work accomplished</li> <li>• Makes a decision based on the evaluation</li> </ul>

### 3.4.3 Development of the Competency

The competency *Adopts a healthy, active lifestyle* is developed in conjunction with the program's other two subject-specific competencies, and this requires a variety of increasingly complex learning situations. Adult learners may develop more than one manifestation of the competency in a single learning situation. Competency development involves not only consolidating prior learning, but also acquiring new knowledge or skills.

In the context of physical activity and first aid, given that adult learners have varied cognitive and motor skill levels, the teacher must take into account their abilities, needs and areas of interest when planning learning situations. In addition, the teacher must clearly present the pedagogical aims and evaluation criteria in order to make the proposed tasks more meaningful and engaging. The tasks will be all the more meaningful for adult learners if they can be used in everyday life.

The parameters presented in the following table must be varied in order to ensure that the learning situations are increasingly complex. The parameters:

- relate to the performance context and conditions, the learning content and the adult learners' own reflective process
- stipulate the contribution made by adult learners and teachers to competency development throughout the course
- represent suggested guidelines for planning rather than a prescribed intervention plan, since conditions will vary from one centre to the next

Some of these parameters will remain virtually unchanged, but the resources involved, the combination of resources to be used and the connections to be made between the characteristics of the various health-related contexts become increasingly complex.

The end-of-course outcomes and evaluation criteria are presented in each course.

**Table 10**  
**Parameters Related to the Development of Competency 3**  
**Adopts a healthy, active lifestyle**

	<b>Adaptation to Physiological Characteristics</b> PHA-5046-1	<b>Getting Into Shape</b> PHA-5047-1	<b>Sports Development</b> PHA-5048-1	<b>First Aid Using CPR</b> PHA-5049-1
<b>Mobilization in context</b>	The learning situations encourage adult learners to show that they are involved in a process aimed at improving their physical fitness (flexibility, cardiovascular endurance and strength endurance). Their improvement is reflected in results corresponding to their abilities and age group.			
	In learning situations, adult learners must show that they have maintained or improved a healthy lifestyle habit or incorporated one into their daily lives. To prepare a project, they take a critical look at safe physical activities, based on their abilities, tastes and interests. They use evaluation tools that are adjusted to their physiological features, and review their lifestyle habits at key times, adjusting the project accordingly.	In learning situations, adult learners must show that they have maintained or improved a healthy lifestyle habit or incorporated one into their daily lives. To prepare a project, they take a critical look at the physical and psychological benefits of safe physical activities and healthy lifestyle habits. They use evaluation tools and review their lifestyle habits at key times. Based on the results, they anticipate the intensity and duration of their activities.	In learning situations, adult learners must show that they have maintained or improved a healthy lifestyle habit or incorporated one into their daily lives. To prepare a project, they take a critical look at the medium and long-term consequences of their involvement and perseverance in safe physical activities and healthy lifestyle habits. They use evaluation tools and review their lifestyle habits at key times. They summarize all the steps taken and identify new challenges to be met.	In learning situations, adult learners must show that they have maintained or improved a healthy lifestyle habit or incorporated one into their daily lives. To prepare a project, they take a critical look at situations involving risk in sports, at work or in everyday activities. They identify preventive behaviour and the emergency resources available to them. They target appropriate training and plan physical activity updates.
<b>Availability of resources</b>	Adult learners use their internal resources in the learning situations, and take advantage of them during discussions and situation analyses.  The learning situations encourage them to make a connection between the resources used and their contribution to the improvement or maintenance of healthy lifestyle habits.			
<b>Reflection</b>	The learning situations require adult learners to grasp the nature of a given problem, to formulate various possibilities of action and to choose the means for rectifying and anticipating the consequences. The challenges in the situations are tailored to the adult learners' abilities and require them to use the principles of balance, coordination and synchronization for the different types of skills (locomotor, nonlocomotor and manipulation) according to the constraints and goal.  Depending on the situation, adult learners may: <ul style="list-style-type: none"> <li>- 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</li> <li>- make decisions about the improvements they wish to make and verify their choices</li> <li>- identify the elements that can be used in similar activities</li> <li>- recognize the connections between their prior learning and what they learned from the learning situation</li> <li>- identify the potential for using what they have learned</li> </ul>			

### 3.5 Reflective Process

The reflective process in the Physical Education and Health program is divided into four steps. It starts with the adult learner's life experience. Then, the adult learner is encouraged to reflect in order to assimilate and integrate knowledge, and prepare to transfer his or her learning to authentic life situations. These steps are related and complementary. They require the adult learner to perform different tasks that are not necessarily sequential. The adult can always return to a previous task.

A diagram of the reflective process is presented in Appendix 2.

Here is an example of how the four steps in the reflective process may take place.

Adult learners are asked to make a case study on the harmful effects of cigarettes on performance, training and general health.

- They begin by discussing the subject and identifying the problems raised.
- They identify the connections between different factors, examine the possible consequences and consider potential solutions. There are many possibilities: fighting physical dependency by using skin patches, chewing gum or medication to counter withdrawal symptoms; eliminating factors that trigger the desire to smoke; using a psychosocial approach by joining a mutual support group; planning a project and setting a date on which they will quit smoking, and asking friends and relatives for help.
- They then consider their actions in light of the best possible solution.
- Lastly, they draw conclusions and establish causal links in order to adopt and maintain healthy lifestyle habits.

This process of reflection is composed of a set of means that are applied by adult learners to achieve their goals and develop the program's three subject-specific competencies. In addition, the reflective process encourages them to take a critical look at their learning and assess the results they have obtained in order to make appropriate changes.





## Chapter 4



## Subject-Specific Content



**T**he subject-specific content is composed of categories of knowledge and their content as well as cultural references.

## 4.1 Knowledge

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The competencies in this program are developed on the basis of subject-specific content divided into three categories of knowledge. These categories are the same in each of the four courses.

The categories are:

- Theory
- Skills
- Behaviour

- **Theory**

The *theory* category sets out the knowledge, concepts and notions that adult learners must learn.

- **Skills**

The *skills* category lists the 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 subject-specific content as they vary according to the activity.

- **Behaviour**

The *behaviour* category includes the attitudes and conduct to be developed.

Each category covers specific knowledge, which is described in detail in each course.

The following table presents an overview of the elements in each category of the subject-specific content.

**Table 11**  
**Overview of the Different Categories of Knowledge**

<b>For the courses:</b> <i>Adaptation to Physiological Characteristics</i> <i>Getting Into Shape</i> <i>Sports Development</i>		
<b>THEORY</b>	<b>SKILLS</b>	<b>BEHAVIOUR</b>
<ul style="list-style-type: none"> <li>• Physiology of the human body</li> <li>• Kinesthetic feedback</li> <li>• Influencing factors of physical fitness</li> <li>• Rules related to physical activities</li> <li>• Technical aspects of movement related to activities</li> <li>• Lifestyle habits               <ul style="list-style-type: none"> <li>○ Active lifestyle: psychological benefits</li> <li>○ Active lifestyle: physical benefits</li> <li>○ Healthy lifestyle: nutrition</li> <li>○ Healthy lifestyle: personal hygiene</li> <li>○ Healthy lifestyle: sleep</li> <li>○ Healthy lifestyle: stress prevention and management</li> <li>○ Effects of different substances on performance and training</li> <li>○ Excessive use of multimedia technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Principles of balance (static and dynamics)</li> <li>• Principles of coordination</li> <li>• Principles of communication</li> <li>• Principles of synchronization</li> <li>• Action rules in cooperative activities</li> <li>• Action rules in combat activities</li> <li>• Action rules in duelling activities</li> <li>• Action rules in group activities               <ul style="list-style-type: none"> <li>○ In a separate space</li> <li>○ In a common space</li> </ul> </li> <li>• Locomotor skills</li> <li>• Nonlocomotor skills</li> <li>• Manipulation skills</li> <li>• Regular physical activity</li> <li>• Safe participation in physical activity</li> <li>• Relaxation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Fair play</li> <li>• Help and mutual assistance</li> <li>• Acceptance of differences</li> <li>• Sense of responsibility</li> <li>• Perseverance in adopting a healthy, active lifestyle</li> </ul>
<b>For the course: <i>First Aid Using CPR</i></b>		
<b>THEORY</b>	<b>SKILLS</b>	<b>BEHAVIOUR</b>
<ul style="list-style-type: none"> <li>• General safety rules</li> <li>• Main parts of the body</li> <li>• Main situations requiring emergency assistance and appropriate interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency interventions in compliance with general safety rules</li> <li>• Identification of main situations requiring first aid, correct diagnosis and appropriate intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Help and mutual assistance</li> <li>• Responsible citizenship</li> <li>• Ethics</li> <li>• Leadership</li> <li>• Preventive approach</li> </ul>

## 4.2 Cultural References

Cultural references encompass everyday realities, such as people, events and heritage objects related to physical activities, sports, leisure, physical education, first aid and health. These references give a cultural dimension to instruction, expand the adult learner's knowledge and make their learning meaningful.

**Although the use of cultural references is compulsory, the examples provided in the courses are not.**

The following table presents an overview of the cultural references proposed for this program. More detailed information is given in each course.

<b>Table 12</b> <b>Overview of Cultural References</b>	
<b>For the courses:</b> <i>Adaptation to Physiological Characteristics</i> <i>Getting Into Shape</i> <i>Sports Development</i>	
<b>EXAMPLES OF CULTURAL REFERENCES</b>	
<ul style="list-style-type: none"> <li>▪ Scientific or technological activities associated with sports (research)</li> <li>▪ Everyday objects</li> <li>▪ Heritage objects</li> <li>▪ Events</li> <li>▪ Architecture</li> <li>▪ Lifestyles</li> <li>▪ People</li> <li>▪ Olympic and Paralympic Games</li> <li>▪ Values</li> </ul>	
<b>For the course: <i>First Aid Using CPR</i></b>	
<b>EXAMPLES OF CULTURAL REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Scientific or technological activities</li> <li>• Lifestyles</li> <li>• Local references</li> </ul>	



## Chapter 5



## Organization of the Courses in the Program



The aim of the Physical Education and Health program is to make adult learners aware of the importance of adopting a more active lifestyle in order to maintain or improve their health. During the program, adult learners develop tools that they can use to feel better, be healthier and live in harmony with themselves and others. The range and variety of content enables them to develop competencies and acquire learning that will help improve their self-esteem and become better prepared to invest in their own health.

The program includes four courses, each addressing a specific topic.

Course code	Course title	Level	Hours	Credits
PHA-5046-1	Physical Education and Health: Adaptation to Physiological Characteristics	Secondary V	25	1
PHA-5047-1	Physical Education and Health: Getting Into Shape	Secondary V	25	1
PHA-5048-1	Physical Education and Health: Sports Development	Secondary V	25	1
PHA-5049-1	Physical Education and Health: First Aid Using CPR	Secondary V	25	1

These courses are available to all adult learners. There are no prerequisites, and the courses can be taken in any order. By successfully completing these courses, adult learners obtain Secondary V credits.

The Physical Education and Health course *Adaptation to Physiological Characteristics* is designed to make adult learners aware of the advantages and benefits of safe participation in physical activities, while taking into account their handicaps and individual physiological characteristics.

The Physical Education and Health course *Getting Into Shape* is designed to encourage adult learners to become responsible for their own level of physical fitness, in order to help maintain and improve their health through regular and safe participation in physical activities.

The Physical Education and Health course *Sports Development* is designed to help adult learners develop endurance and strength while preserving their motivation to train and participate safely in physical activities.

The Physical Education and Health course *First Aid Using CPR* is designed to make adult learners aware of situations involving risk in sports, at work or in everyday life.



## Chapter 6



**Course PHA-5046-1**  
**Physical Education and Health:**  
***Adaptation to Physiological Characteristics***



Secondary V

Duration: 25 hours

## 6.1 Introduction

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The course *Adaptation to Physiological Characteristics* is designed to make adult learners aware of the advantages and benefits of safe participation in physical activities, while taking into account their handicaps and individual physiological characteristics.

During the course, adult learners learn to apply their motor skills and perform ongoing sequences more efficiently, in terms of both form and execution. In doing so, they must use the appropriate techniques for each specific physical activity. They are also required to prepare a plan of action adjusted to their individual physiological characteristics and their personal project to adopt a healthy, active lifestyle.

## 6.2 Subject-Specific Competencies

This course targets the development of all three subject-specific competencies.

### Overview of the Subject-Specific Competencies, Key Features and Manifestations

Competency 1	Competency 2	Competency 3
<p><b>Performs movement skills in different physical activity settings</b></p>	<p><b>Interacts with others in different physical activity settings</b></p>	<p><b>Adopts a healthy, active lifestyle</b></p>
<p><b>Analyzes the situation according to the requirements of the setting</b></p> <ul style="list-style-type: none"> <li>• Considers the constraints of the task and the objective of the activity</li> <li>• Identifies the resources necessary to complete the task</li> <li>• Establishes connections with other tasks or similar activities</li> <li>• Selects different options and examines their consequences</li> <li>• Chooses a type of physical preparation (stretching or warming up) or an appropriate recovery process</li> </ul> <p><b>Performs movement skills taking into account the different constraints of the environment</b></p> <ul style="list-style-type: none"> <li>• Applies the principles of coordination, balance and synchronization</li> <li>• Adjusts efforts according to own motor skills and fitness level</li> <li>• Pays attention to kinesthetic feedback from the body</li> <li>• Adjusts actions according to the demands of the physical activity</li> <li>• Uses objects or tools appropriately</li> <li>• Varies movement skills and sequences</li> </ul> <p><b>Evaluates own motor efficiency and process in light of the goal pursued</b></p> <ul style="list-style-type: none"> <li>• Reflects on personal process to complete the task and own results</li> <li>• Assesses own choices of movement skills and the effectiveness of the execution</li> <li>• Identifies new learning</li> <li>• Identifies strengths and challenges</li> <li>• Decides which improvements to make, if any</li> <li>• Recognizes elements that may be applied when practising other physical activities</li> </ul>	<p><b>Prepares a plan of action</b></p> <ul style="list-style-type: none"> <li>• Accepts assigned roles</li> <li>• Considers other points of view</li> <li>• Takes into account the requirements of the situation and the goal pursued</li> <li>• Works with teammate(s) to set effective rules for the group or team</li> <li>• Plans one or more strategies and anticipates the consequences</li> <li>• Plans a backup strategy</li> <li>• Selects one or more movement skills or tactics for the chosen strategy</li> </ul> <p><b>Carries out a plan of action</b></p> <ul style="list-style-type: none"> <li>• Applies the strategy</li> <li>• Performs movements or tactics according to the chosen strategy</li> <li>• Constantly observes teammates' or opponents' positions</li> <li>• Adjusts position and actions according to unexpected aspects of the strategy</li> <li>• Applies the principles of communication and synchronization</li> <li>• Plays different roles with one or more teammates or against one or more opponents</li> </ul> <p><b>Evaluates a plan of action</b></p> <ul style="list-style-type: none"> <li>• With teammates, examines strategy choices, the effectiveness of their own execution and results or those of a peer or another team</li> <li>• Explains the reasons for achievements and difficulties</li> <li>• Recognizes the contribution of teammates</li> <li>• Recognizes new learning</li> <li>• Identifies, with one or more teammates, improvements that can be made</li> <li>• Identifies, with one or more teammates, strategies that can be used again in different contexts</li> </ul>	<p><b>Plans a personal project</b></p> <ul style="list-style-type: none"> <li>• Using observable facts, prepares a summary of own lifestyle habits</li> <li>• Chooses which lifestyle habits to maintain or change</li> <li>• Begins a process</li> <li>• Identifies own tastes and aptitudes</li> <li>• Chooses realistic objectives and anticipates the consequences</li> <li>• Uses a variety of resources</li> </ul> <p><b>Carries out own project</b></p> <ul style="list-style-type: none"> <li>• Carries out activities to improve or maintain healthy lifestyle habits</li> <li>• Uses the required resources</li> <li>• Perseveres in carrying out the project</li> <li>• Compiles essential information about changes to own lifestyle habits</li> </ul> <p><b>Evaluates own project and lifestyle habits</b></p> <ul style="list-style-type: none"> <li>• Using appropriate tools, measures whether own fitness level has been maintained or improved</li> <li>• Judges whether the objectives were met, in light of data collected</li> <li>• Explains the reasons for difficulties and achievements</li> <li>• Reconsiders choice of methods and results obtained</li> <li>• Identifies new learning</li> <li>• Recognizes work accomplished</li> <li>• Makes a decision based on the evaluation</li> </ul>

### 6.3 Reflective Process

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The reflective process is divided into four steps. It starts with the adult learner's life experience. Then the adult learner is encouraged to reflect in order to assimilate and integrate knowledge, and prepare to transfer his or her learning to authentic life situations. These steps are related and complementary. They require the adult learner to perform different tasks that are not necessarily sequential. The adult can always return to a previous task.

A diagram of the reflective process is presented in Appendix 2.

### 6.4 Cross-Curricular Competencies

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Although, to a certain extent, this course involves all of the cross-curricular competencies in the Diversified Basic Education Program, it is important to identify those that best meet the requirements of the tasks to be carried out in each of the learning situations developed by the teacher. The cross-curricular competencies are presented in Appendix 1 of the program.

For example, the learning situation *Health Assessment* presented in this course makes use of two cross-curricular competencies: *Solves problems* and *Exercises critical judgment*.

Adult learners *solve problems* when they analyze the situation according to their abilities. They examine the possible solutions available to them, taking into account their individual physiological characteristics. This leads them to reflect on their method, and they persevere in their attempts while acknowledging that they have the right to make mistakes.

Adult learners *exercise critical judgment* when they analyze the situation using their health assessment. They consider the facts, i.e. the information gathered, in order to verify their accuracy and put them into perspective, based on their age group. They analyze the situation carefully to form an opinion and develop or maintain healthy lifestyle habits.

### 6.5 Subject-Specific Content

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The content of the course enables adult learners to adopt a healthy, active lifestyle, taking into account their handicaps and individual physiological characteristics. It includes three categories of knowledge and related content as well as examples of cultural references.

The compulsory elements: are the subject-specific competencies, key features and manifestations; the categories of knowledge and related content; the families of learning situations; and the cultural references.

## Categories of knowledge and related content

The categories of knowledge in this course are:

- Theory
- Skills
- Behaviour

Knowledge consists in the elements of content for each category, and each element is related to one or more subject-specific competencies. The competencies are indicated as follows:

- C1: *Performs movement skills in different physical activity settings*
- C2: *Interacts with others in different physical activity settings*
- C3: *Adopts a healthy, active lifestyle*

The following table presents each category, along with the related content and associated subject-specific competencies.

<b>KNOWLEDGE</b> <i>ADAPTATION TO PHYSIOLOGICAL CHARACTERISTICS</i>	<b>Subject-Specific Competencies (C1-C2-C3)</b>
<b>THEORY</b>	
▶ <b>Anatomy and physiology of the human body</b>	
• Physiology: cardiovascular system, respiratory system, muscular system	C3
• Body's response to exercise	C3
▶ <b>Kinesthetic feedback</b>	
• Body segments in stable position or in motion on different planes (sagittal, frontal, horizontal)	C1
• Speed of movement and travel	C1
• Body and body parts in relation to an object or a space	C1
▶ <b>Influencing factors of physical fitness</b>	
• Cardiovascular endurance	C3
• Flexibility	C3
• Muscular strength and endurance	C3
▶ <b>Rules related to physical activities</b>	
• Rules of ethics	C1-C2
• Safety rules	C1-C2-C3
• Game rules	C1-C2
▶ <b>Technical aspects of movement related to activities</b>	
• Example: 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.	C1-C2
▶ <b>Lifestyle habits</b>	
• Active lifestyle: psychological benefits	
- Mental relaxation, sleep quality, sustained or improved concentration, positive emotions	C3
• Active lifestyle: physical benefits	
- Contribution to growth	C3
- Improved recovery, increased capacity for work and improved physical response to emergency situations	C3
- Effects on body weight	C3

- Improved muscle mass and tone, posture and flexibility	C3
- Improved coordination and physical efficiency	C3
- Improved cardiovascular endurance	C3
• Healthy lifestyle: nutrition	
- Needs according to the intensity of the activity (hydration, food choices before, during and after the activity)	C3
• Healthy lifestyle: personal hygiene	
- Personal benefits	C3
- Benefits for others	C3
• Healthy lifestyle: sleep	
- Effects on physical well-being	C3
- Effects on psychological well-being	C3
• Healthy lifestyle: stress prevention and management	
- Types of stress and impact on daily life	C3
- Physiological reactions to different types of stress	C3
- Impact of poor stress management on health and well-being	C3
• Effects of different substances on performance and training (e.g. tobacco, drugs, alcohol, anabolic steroids, dietary supplements, vitamins)	
- Side effects on different systems (e.g. cardiovascular, respiratory, muscular, nervous) in the short and long term	C3
- Psychological effects	C3
- Effects on lifestyle habits	C3
• Excessive use of multimedia technology	
- Psychological effects	C3
- Effects on physical capacity	C3
<b>SKILLS</b>	
▶ <b>Principles of balance (static and dynamic)</b>	
• Number of body parts in contact with the floor or surface	C1
• Position of body parts used for support	C1
• Surface used for support	C1
• Position of the centre of gravity	C1
• Position of body segments	C1
• Movement of body segments	C1
• Transfer of weight	C1

<b>▶ Principles of coordination</b>	
• Fluidity in performing a movement	C1
• Use of an optimal number of joints	C1
• Use of joints in an appropriate order	C1
• Optimal performance time	C1
• Direction of the movement	C1
<b>▶ Principles of communication</b>	
• Recognition of messages	C2
• Communication of clear messages appropriate to the activity (verbal, acoustic, visual cues; touch; body language)	C2
• Communication of misleading messages appropriate to the activity (verbal, acoustic, visual cues; touch; body language)	C2
<b>▶ Principles of synchronization</b>	
• Throwing an object to hit a moving target	C1-C2
• Receiving an object (moving to the point where the object will fall, making contact with the thrown object)	C1-C2
• Moving in relation to teammates and opponents	C2
<b>▶ Action rules in cooperation activities</b>	
• Positioning oneself and moving in relation to teammate(s) (e.g. when building a pyramid)	C2
• Varying force, speed and direction of movements or movement skills in relation to those of teammate(s)	C2
<b>▶ Action rules in combat activities</b>	
• Using space	C2
• Throwing an opponent off-balance	C2
• Feinting	C2
• Moving in relation to space and to an opponent	C2
• Varying force, speed and direction of movements	C2
• Keeping one's balance	C2
• Attacking the opponent when he or she is off-balance	C2
• Reacting to the opponent's movements	C2
<b>▶ Action rules in duelling activities</b>	
• Recovering	C2
• Catching opponents wrong-footed	C2
• Feinting	C2

<ul style="list-style-type: none"> <li>• Using space</li> </ul>	C2
<ul style="list-style-type: none"> <li>• Using playing surface</li> </ul>	C2
<ul style="list-style-type: none"> <li>• Attacking at opportune moments</li> </ul>	C2
<b>▶ Action rules in group activities</b>	
<ul style="list-style-type: none"> <li>• In a separate space:                             <ul style="list-style-type: none"> <li>- Attacking the other team's goal; counterattacking</li> <li>- Recovering</li> <li>- Passing the object</li> <li>- Protecting one's space</li> <li>- Moving in relation to the opponent, teammates and the object</li> <li>- Using the full width and depth of the playing field</li> <li>- Moving the object forward</li> <li>- Attacking the opponent's open spaces</li> <li>- Varying direction and speed (of movements, of the object)</li> <li>- Keeping possession of the object</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>- Attacking the other team's goal; counterattacking</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Recovering</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Passing the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Protecting one's space</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving in relation to the opponent, teammates and the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Using the full width and depth of the playing field</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving the object forward</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Attacking the opponent's open spaces</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Varying direction and speed (of movements, of the object)</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Keeping possession of the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>• In a common space:                             <ul style="list-style-type: none"> <li>- Passing the object</li> <li>- Recovering the object</li> <li>- Getting back in the defensive zone</li> <li>- Using the space available</li> <li>- Moving the object toward the opponent's goal</li> <li>- Attacking the opponent's goal; counterattacking</li> <li>- Protecting own team's target or goal</li> <li>- Moving in relation to the goal to be protected, teammates, opponents and the object</li> <li>- Moving away from the carrier</li> <li>- Scoring; moving into an open space</li> <li>- Interfering with the object's progress; keeping possession of the object</li> <li>- Varying direction and speed (of movements, of the object)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>- Passing the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Recovering the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Getting back in the defensive zone</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Using the space available</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving the object toward the opponent's goal</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Attacking the opponent's goal; counterattacking</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Protecting own team's target or goal</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving in relation to the goal to be protected, teammates, opponents and the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving away from the carrier</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Scoring; moving into an open space</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Interfering with the object's progress; keeping possession of the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Varying direction and speed (of movements, of the object)</li> </ul>	C2
<b>▶ Locomotor skills</b>	
<ul style="list-style-type: none"> <li>• Walking, running, galloping, jumping, hopping, crossing, spinning, going down, going up, changing direction, braking, going over, rolling, climbing and going around</li> </ul>	C1
<b>▶ Nonlocomotor skills</b>	
<ul style="list-style-type: none"> <li>• Turning, pivoting, pirouetting and maintaining postures</li> </ul>	C1

<b>▶ Manipulation skills</b>	
• Handling (dribbling, juggling, keeping one's balance)	C1
• Projecting (throwing, hitting, shooting)	C1
• Receiving (catching, blocking, deflecting)	C1
<b>▶ Regular physical activity</b>	
• Characteristics of a physical activity session	
- Pacing and target heart rate	C3
- Regular self-evaluation (cardiovascular capacity and other factors)	C3
- Recovery periods	C3
- Exercises to avoid	C3
- Safety rules for different physical activities	C3
- Prevention of sports injuries	C3
<b>▶ Safe participation in physical activities</b>	
• Appropriate clothing (shoes, garments, protective equipment)	C1-C2-C3
• Appropriate conduct in potentially dangerous situations	C1-C2-C3
• Elements of physical activities (warm-up, action, cool-down)	C1-C2-C3
• Compliance with standards and rules set by a sports federation, if applicable	C1-C2
• Matching with a partner of similar weight and build, if applicable	C2
<b>▶ Relaxation techniques</b>	
• Variety of techniques (e.g. Jacobson, breathing, mental imagery)	C3
<b>BEHAVIOUR</b>	
<b>▶ Fair play</b>	
• Equity	C1-C2-C3
• Respectful attitude toward opponents	C1-C2-C3
• Desire to surpass oneself	C1-C2-C3
• Appreciation of successes and achievements of teammates and opponents	C1-C2-C3
• Dignity and self-control	C1-C2-C3
• Respect for others demonstrated in words, body language and facial expressions	C1-C2-C3
• Strict observation of playing rules	C1-C2-C3
• Respect for equipment and the environment, through actions	C1-C2-C3
• Respect for roles, standards and the referee or umpire	C1-C2-C3

▶ <b>Help and mutual assistance</b>	C1-C2
▶ <b>Acceptance of differences</b>	C1-C2
▶ <b>Sense of responsibility</b>	C1-C2
▶ <b>Perseverance in adopting a healthy, active lifestyle</b>	C1-C2

## **Cultural References**

Cultural references encompass everyday realities, such as people, events and heritage objects related to physical activities, sports, leisure, physical education, first aid and health. These references give a cultural dimension to instruction, expand the adult learner’s knowledge and make their learning meaningful.

Although the use of cultural references is compulsory, the examples provided in this course are not.

## Examples of Cultural References

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- ▶ **Scientific or technological activities associated with 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 the 1960s
  - Snowshoes fashioned by Aboriginals
- ▶ **Events**
  - History of sports events (e.g. the Olympics, the Jeux de la Francophonie, the Commonwealth Games, sports events held at 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 Quebecers, 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
  - Key political figures who have had an impact on amateur and professional sports
  - Olympic and Paralympic medalists
- ▶ **Values**
  - Values that are promoted in the media (e.g. newspapers, radio, television, cinema) and that influence behaviour
  - Sports ethics
  - Local, national and international rules

## 6.6 Families of Learning Situations

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Learning situations that are related to each other or share common characteristics are grouped together into families. They provide learning contexts that make learning more meaningful. This course involves the family *Participation in Physical Activities*.

## 6.7 Broad Areas of Learning

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The course *Adaptation to Physiological Characteristics* pursues the educational aims of five broad areas of learning from the program of study. Each broad area of learning is addressed to varying degrees and raises questions that can be used to develop learning situations.

The learning situation *Health Assessment* is related to the educational aim of the broad area of learning Health and Well-Being, which is to *encourage adult learners to take responsibility for adopting good living habits*. The focus of development *Knowledge of the impact of his/her choices on health and well-being* allows adult learners to make connections between the benefits of physical activity and their psychological and physical well-being, while respecting their individual abilities.

## 6.8 Example of a Learning Situation

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Learning situations place adult learners at the heart of the action and help them develop competencies, construct knowledge and mobilize a wide variety of resources. Each situation is based on a pedagogical aim that is connected to different elements of the program and course.

The learning situation below includes:

- 1) a reference to the elements of the program and course
- 2) the context: situational problem
- 3) the pedagogical aim, activities and connections with the subject-specific competencies

The learning situation is entitled *Health Assessment*.

<b>1) Reference to the elements of the program and the <i>Adaptation to Physiological Characteristics</i> course</b>	
<b>Broad area of learning</b>	<ul style="list-style-type: none"> <li>• Health and Well-Being</li> </ul>
<b>Cross-curricular competencies</b>	<ul style="list-style-type: none"> <li>• Solves problems</li> <li>• Exercises critical judgment</li> </ul>
<b>Family of learning situations</b>	<ul style="list-style-type: none"> <li>• Participation in physical activities</li> </ul>
<b>Subject-specific competencies</b>	<ul style="list-style-type: none"> <li>• Performs movement skills in different physical activity settings</li> <li>• Interacts with others in different physical activity settings</li> <li>• Adopts a healthy, active lifestyle</li> </ul>
<b>Categories of knowledge and their content</b>	<p>Theory</p> <ul style="list-style-type: none"> <li>• Physiology of the human body</li> <li>• Influencing factors of physical fitness</li> <li>• Lifestyle habits</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Locomotor skills</li> <li>• Regular physical activity</li> </ul> <p>Behaviour</p> <ul style="list-style-type: none"> <li>• Sense of responsibility</li> <li>• Perseverance in adopting a healthy, active lifestyle</li> </ul>
<b>Cultural references</b>	<ul style="list-style-type: none"> <li>• Lifestyles</li> <li>• Health of Quebecers, especially young people</li> </ul>
<b>2) Context: Situational problem</b>	
<p>If you are to be in good health, you must create the physical and psychological conditions required to meet your needs and carry out your projects.</p> <p>You are in the process of reviewing your own health assessment, and decide to become fitter, based on your skills and physiological characteristics. You choose walking or hiking as activities, because they are easily accessible and will be good for you, both physically and mentally.</p> <p>To provide motivation, you choose an appropriate model for your health assessment. For example, you make regular notes of the location and duration of your walks, any obstacles you encounter, the weather, your thoughts and any improvements you observe. You then complete your health assessment and measure the impact of the activity.</p>	

<b>3) Pedagogical aim, activities and connections with the subject-specific competencies</b> <b>Pedagogical aim: Help adult learners consider the importance of participating in physical activities, regardless of their physiological characteristics</b>	
Activities	Subject-Specific Competencies
<b>When preparing their health assessment:</b>	
Adult learners analyze the situation, perform movement skills and evaluate their effectiveness. To do so, he or she: <ul style="list-style-type: none"> <li>• Carries out tests to assess his or her own fitness</li> <li>• Identifies the locations and resources necessary for walking or hiking</li> <li>• Performs the movement skills required to walk or hike</li> <li>• Plans the frequency of the activity, taking into account constraints</li> <li>• Identifies own strengths to persevere with the activity</li> </ul>	<b>Performs movement skills in different physical activity settings</b>
Adult learners identify the elements needed to prepare, execute and evaluate a plan of action adjusted to their physiological characteristics. To do so, he or she: <ul style="list-style-type: none"> <li>• Takes into account the requirements of the situation and the goal pursued</li> <li>• Performs movements or tactics according to the chosen strategy</li> <li>• Applies the principles of synchronization</li> <li>• Discusses the effectiveness of his or her own execution</li> <li>• Identifies the improvements made</li> </ul>	<b>Interacts with others in different physical activity settings</b>
Adult learners identify the elements used to plan, carry out and evaluate their personal project to adopt a healthy, active lifestyle. To do so, he or she: <ul style="list-style-type: none"> <li>• Begins a process</li> <li>• Compiles appropriate information and resources</li> <li>• Judges whether the objectives were met</li> <li>• Reconsiders the choice of strategy and results obtained</li> <li>• Makes a decision based on the evaluation</li> </ul>	<b>Adopts a healthy, active lifestyle</b>

## 6.9 End-of-Course Outcomes

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To develop the competency *Performs movement skills in different physical activity settings*, adult learners analyze a situation according to the requirements of the setting, while considering the consequences. They communicate appropriately, exercise critical judgment and solve problems in order to select and perform movement skills based on their physical abilities and the constraints of the environment. They respect safety rules at all times. Lastly, they demonstrate their motor efficiency through their ability to perform movement skills smoothly and adjust their movements according to the goal pursued and the results obtained in order to improve their performance. In doing so, they demonstrate consistency in their choice of physical activities.

To develop the competency *Interacts with others in different physical activity settings*, adult learners communicate appropriately, cooperate and solve problems as they participate in developing, carrying out and evaluating a plan of action. They validate the plan by applying strategies in compliance with the action rules they have learned by demonstrating attitudes (behaviours), accepting assigned roles and taking into account the requirements of the situation. They also assess their motor efficiency based on their execution and on their ability to adjust movements and tactics, in compliance with safety rules and taking into consideration the unexpected aspects of the activity. They then identify possible improvements based on their achievements and difficulties. In doing so, they demonstrate efficiency in the performance of physical activities.

To develop the competency *Adopts a healthy, active lifestyle*, adult learners develop a plan designed to maintain or change some personal lifestyle habits. They use creativity and solve problems when carrying out the plan and evaluating the process. They discover that their physical fitness level has improved and that they have integrated an autonomous process. They summarize results, past difficulties and new challenges they would like to face. In light of the data collected, they are able to judge their degree of commitment and decide what elements of the plan to maintain, eliminate or change in the future. Lastly, they make corrections to improve their habits. In doing so, they demonstrate the relevance of adopting a healthy, active lifestyle.

## 6.10 Evaluation Criteria

To support the learning of adult learners and evaluate subject-specific competencies at the end of the course, the teacher bases his or her judgment on the evaluation criteria.

Competencies	Evaluation Criteria
<b>Performs movement skills in different physical activity settings</b>	Demonstration of consistency in choices
<b>Interacts with others in different physical activity settings</b>	Efficient execution of activities
<b>Adopts a healthy, active lifestyle</b>	Understanding of the relevance of adopting a healthy, active lifestyle



## Chapter 7



**Course PHA-5047-1**  
**Physical Education and Health:**  
*Getting Into Shape*



## Secondary V

Duration: 25 hours

### 7.1 Introduction

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The *Getting Into Shape* course encourages adult learners to become responsible for their own physical fitness, and to maintain and improve their health through regular, safe participation in physical activity.

During the course, adult learners are encouraged to question their lifestyle, their habits and their physical and psychological health. To do so, they begin to integrate regular physical activity into their lives, change their habits where necessary and adopt safe, ethical conduct. As they become fitter, they consolidate techniques and learn new techniques if necessary, depending on the range of physical activities in which they participate. Lastly, the course leads to the preparation of a plan of action and a personal project to adopt a healthy, active lifestyle.

## 7.2 Subject-Specific Competencies

This course targets the development of all three subject-specific competencies.

### Overview of the Subject-Specific Competencies, Key Features and Manifestations

Competency 1	Competency 2	Competency 3
<p><b>Performs movement skills in different physical activity settings</b></p>	<p><b>Interacts with others in different physical activity settings</b></p>	<p><b>Adopts a healthy, active lifestyle</b></p>
<p><b>Analyzes the situation according to the requirements of the setting</b></p> <ul style="list-style-type: none"> <li>• Considers the constraints of the task and the objective of the activity</li> <li>• Identifies the resources necessary to complete the task</li> <li>• Establishes connections with other tasks or similar activities</li> <li>• Selects different options and examines their consequences</li> <li>• Chooses a type of physical preparation (stretching or warming up) or an appropriate recovery process</li> </ul> <p><b>Performs movement skills taking into account the different constraints of the environment</b></p> <ul style="list-style-type: none"> <li>• Applies the principles of coordination, balance and synchronization</li> <li>• Adjusts efforts according to own motor skills and fitness level</li> <li>• Pays attention to kinesthetic feedback from the body</li> <li>• Adjusts actions according to the demands of the physical activity</li> <li>• Uses objects or tools appropriately</li> <li>• Varies movement skills and sequences</li> </ul> <p><b>Evaluates own motor efficiency and process in light of the goal pursued</b></p> <ul style="list-style-type: none"> <li>• Reflects on personal process to complete the task and own results</li> <li>• Assesses own choices of movement skills and the effectiveness of the execution</li> <li>• Identifies new learning</li> <li>• Identifies strengths and challenges</li> <li>• Decides which improvements to make, if any</li> <li>• Recognizes elements that may be applied when practising other physical activities</li> </ul>	<p><b>Prepares a plan of action</b></p> <ul style="list-style-type: none"> <li>• Accepts assigned roles</li> <li>• Considers other points of view</li> <li>• Takes into account the requirements of the situation and the goal pursued</li> <li>• Works with teammate(s) to set effective rules for the group or team</li> <li>• Plans one or more strategies and anticipates the consequences</li> <li>• Plans a backup strategy</li> <li>• Selects one or more movement skills or tactics for the chosen strategy</li> </ul> <p><b>Carries out a plan of action</b></p> <ul style="list-style-type: none"> <li>• Applies the strategy</li> <li>• Performs movements or tactics according to the chosen strategy</li> <li>• Constantly observes teammates' or opponents' positions</li> <li>• Adjusts position and actions according to unexpected aspects of the strategy</li> <li>• Applies the principles of communication and synchronization</li> <li>• Plays different roles with one or more teammates or against one or more opponents</li> </ul> <p><b>Evaluates a plan of action</b></p> <ul style="list-style-type: none"> <li>• With teammates, examines strategy choices, the effectiveness of their own execution and results or those of a peer or another team</li> <li>• Explains the reasons for achievements and difficulties</li> <li>• Recognizes the contribution of teammates</li> <li>• Recognizes new learning</li> <li>• Identifies, with one or more teammates, improvements that can be made</li> <li>• Identifies, with one or more teammates, strategies that can be used again in different contexts</li> </ul>	<p><b>Plans a personal project</b></p> <ul style="list-style-type: none"> <li>• Using observable facts, prepares a summary of own lifestyle habits</li> <li>• Chooses which lifestyle habits to maintain or change</li> <li>• Begins a process</li> <li>• Identifies own tastes and aptitudes</li> <li>• Chooses realistic objectives and anticipates the consequences</li> <li>• Uses a variety of resources</li> </ul> <p><b>Carries out own project</b></p> <ul style="list-style-type: none"> <li>• Carries out activities to improve or maintain healthy lifestyle habits</li> <li>• Uses the required resources</li> <li>• Perseveres in carrying out the project</li> <li>• Compiles essential information about changes to own lifestyle habits</li> </ul> <p><b>Evaluates own project and lifestyle habits</b></p> <ul style="list-style-type: none"> <li>• Using appropriate tools, measures whether own fitness level has been maintained or improved</li> <li>• Judges whether the objectives were met, in light of data collected</li> <li>• Explains the reasons for difficulties and achievements</li> <li>• Reconsiders choice of methods and results obtained</li> <li>• Identifies new learning</li> <li>• Recognizes work accomplished</li> <li>• Makes a decision based on the evaluation</li> </ul>

### 7.3 Reflective Process

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The reflective process is divided into four steps. It starts with the adult learner's life experience. Then the adult learner is encouraged to reflect in order to assimilate and integrate knowledge, and prepare to transfer his or her learning to authentic life situations. These steps are related and complementary. They require the adult learner to perform different tasks that are not necessarily sequential. The adult can always return to a previous task.

A diagram of the reflective process is presented in Appendix 2.

### 7.4 Cross-Curricular Competencies

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Although, to a certain extent, this course involves all of the cross-curricular competencies in the Diversified Basic Education Program, it is important to identify those that best meet the requirements of the tasks to be carried out in each of the learning situations developed by the teacher. The cross-curricular competencies are presented in Appendix 1 of the program.

For example, the learning situation *Soccer Activity* presented in this course makes use of two cross-curricular competencies: *Cooperates* and *Communicates appropriately*.

Adult learners *cooperate with others* when they participate actively in a soccer game, question their choice of strategies and interact with team members. They adapt their behaviour to each person's rhythm, assess their participation and identify desirable improvements.

When they *communicate appropriately*, adult learners prepare a table of observable facts, taking into account the code of conduct and rules of soccer. They share their ideas, emotions and questions concerning the strategies used. In doing so, they manage their communication process, learn different languages and use an appropriate means of communication to facilitate their relationships with other people.

### 7.5 Subject-Specific Content

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The content of the course enables adult learners to adopt a healthy, active lifestyle, taking into account the importance of getting into shape. It includes three categories of knowledge and related content as well as examples of cultural references.

The compulsory elements are: the subject-specific competencies, key features and manifestations; the categories of knowledge and related content; the families of learning situations; and the cultural references.

## Categories of knowledge and related content

The categories of knowledge in this course are:

- Theory
- Skills
- Behaviour

Knowledge consists in the elements of content for each category, and each element is related to one or more subject-specific competencies. The competencies are indicated as follows:

- C1: *Performs movement skills in different physical activity settings*
- C2: *Interacts with others in different physical activity settings*
- C3: *Adopts a healthy, active lifestyle*

The following table presents each category, along with the related content and associated subject-specific competencies.

<p style="text-align: center;"><b>KNOWLEDGE</b> <i>GETTING INTO SHAPE</i></p>	<p style="text-align: center;"><b>Subject-Specific Competencies (C1-C2-C3)</b></p>
<p style="text-align: center;"><b>THEORY</b></p>	
<p>▶ <b>Anatomy and physiology of the human body</b></p>	
<ul style="list-style-type: none"> <li>• Physiology: cardiovascular system, respiratory system, muscular system</li> </ul>	C3
<ul style="list-style-type: none"> <li>• Body's response to exercise</li> </ul>	C3
<p>▶ <b>Kinesthetic feedback</b></p>	
<ul style="list-style-type: none"> <li>• Body segments in stable position or in motion on different planes (sagittal, frontal, horizontal)</li> </ul>	C1
<ul style="list-style-type: none"> <li>• Speed of movement and travel</li> </ul>	C1
<ul style="list-style-type: none"> <li>• Body and body parts in relation to an object or space</li> </ul>	C1
<p>▶ <b>Influencing factors of physical fitness</b></p>	
<ul style="list-style-type: none"> <li>• Cardiovascular endurance</li> </ul>	C3
<ul style="list-style-type: none"> <li>• Flexibility</li> </ul>	C3
<ul style="list-style-type: none"> <li>• Muscular strength and endurance</li> </ul>	C3
<p>▶ <b>Rules related to physical activities</b></p>	
<ul style="list-style-type: none"> <li>• Rules of ethics</li> </ul>	C1-C2
<ul style="list-style-type: none"> <li>• Safety rules</li> </ul>	C1-C2-C3
<ul style="list-style-type: none"> <li>• Game rules</li> </ul>	C1-C2
<p>▶ <b>Technical aspects of movement related to activities</b></p>	
<ul style="list-style-type: none"> <li>• Example: 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.</li> </ul>	C1-C2
<p>▶ <b>Lifestyle habits</b></p>	
<ul style="list-style-type: none"> <li>• Active lifestyle: psychological benefits</li> </ul>	
<ul style="list-style-type: none"> <li>- Mental relaxation, sleep quality, sustained or improved concentration, positive emotions</li> </ul>	C3
<ul style="list-style-type: none"> <li>• Active lifestyle: physical benefits</li> </ul>	
<ul style="list-style-type: none"> <li>- Contribution to growth</li> </ul>	C3
<ul style="list-style-type: none"> <li>- Improved recovery, increased capacity for work and improved physical response to emergency situations</li> </ul>	C3
<ul style="list-style-type: none"> <li>- Effects on body weight</li> </ul>	C3

- Improved muscle mass and tone, posture and flexibility	C3
- Improved coordination and physical efficiency	C3
- Improved cardiovascular endurance	C3
• Healthy lifestyle: nutrition	
- Needs according to the intensity of the activity (hydration, food choices before, during and after the activity)	C3
• Healthy lifestyle: personal hygiene	
- Personal benefits	C3
- Benefits for others	C3
• Healthy lifestyle: sleep	
- Effects on physical well-being	C3
- Effects on psychological well-being	C3
• Healthy lifestyle: stress prevention and management	
- Types of stress and impact on daily life	C3
- Physiological reactions to different types of stress	C3
- Impact of poor stress management on health and well-being	C3
• Effects of different substances on performance and training (e.g. tobacco, drugs, alcohol, anabolic steroids, dietary supplements, vitamins)	
- Side effects on different systems (e.g. cardiovascular, respiratory, muscular, nervous)	C3
- Psychological effects	C3
- Effects on lifestyle habits	C3
• Excessive use of multimedia technology	
- Psychological effects	C3
- Effects on physical capacity	C3
<b>SKILLS</b>	
▶ <b>Principles of balance (static and dynamic)</b>	
• Number of body parts in contact with the floor or surface	C1
• Position of body parts used for support	C1
• Surface used for support	C1
• Position of the centre of gravity	C1
• Position of body segments	C1
• Movement of body segments	C1
• Transfer of weight	C1

<b>▶ Principles of coordination</b>	
• Fluidity in performing a movement	C1
• Use of an optimal number of joints	C1
• Use of joints in an appropriate order	C1
• Optimal performance time	C1
• Direction of the movement	C1
<b>▶ Principles of communication</b>	
• Recognition of messages	C2
• Communication of clear messages appropriate to the activity (verbal, acoustic, visual cues; touch; body language)	C2
• Communication of misleading messages appropriate to the activity (verbal, acoustic, visual cues; touch; body language)	C2
<b>▶ Principles of synchronization</b>	
• Throwing an object to hit a moving target	C1-C2
• Receiving an object (moving to the point where the object will fall, making contact with the thrown object)	C1-C2
• Moving in relation to teammates and opponents	C2
<b>▶ Action rules in cooperation activities</b>	
• Positioning oneself and moving in relation to teammate(s) (e.g. when building a pyramid)	C2
• Varying force, speed and direction of movements or movement skills in relation to those of teammate(s)	C2
<b>▶ Action rules in combat activities</b>	
• Using space	C2
• Throwing an opponent off-balance	C2
• Feinting	C2
• Moving in relation to space and to an opponent	C2
• Varying force, speed and direction of movements	C2
• Keeping one's balance	C2
• Attacking the opponent when he or she is off-balance	C2
• Reacting to the opponent's movements	C2
<b>▶ Action rules in duelling activities</b>	
• Recovering	C2
• Catching opponents wrong-footed	C2
• Feinting	C2

• Using space	C2
• Using playing surface	C2
• Attacking at opportune moments	C2
<b>► Action rules in group activities</b>	
• In a separate space:	
- Attacking the other team's goal; counterattacking	C2
- Recovering	C2
- Passing the object	C2
- Protecting one's space	C2
- Moving in relation to the opponent, teammates and the object	C2
- Using the full width and depth of the playing field	C2
- Moving the object forward	C2
- Attacking the opponent's open spaces	C2
- Varying direction and speed (of movements, of the object)	C2
- Keeping possession of the object	C2
• In a common space:	
- Passing the object	C2
- Recovering the object	C2
- Getting back in the defensive zone	C2
- Using the space available	C2
- Moving the object toward the opponent's goal	C2
- Attacking the opponent's goal; counterattacking	C2
- Protecting own team's target or goal	C2
- Moving in relation to the goal to be protected, teammates, opponents and the object	C2
- Moving away from the carrier	C2
- Scoring; moving into an open space	C2
- Interfering with the object's progress; keeping possession of the object	C2
- Varying direction and speed (of movement, of the object)	C2

▶ <b>Locomotor skills</b>	
<ul style="list-style-type: none"> <li>Walking, running, galloping, jumping, hopping, crossing, spinning, going down, going up, changing direction, braking, going over, rolling, climbing and going around</li> </ul>	C1
▶ <b>Nonlocomotor skills</b>	
<ul style="list-style-type: none"> <li>Turning, pivoting, pirouetting and maintaining postures</li> </ul>	C1
▶ <b>Manipulation skills</b>	
<ul style="list-style-type: none"> <li>Handling (dribbling, juggling, keeping one's balance)</li> </ul>	C1
<ul style="list-style-type: none"> <li>Projecting (throwing, hitting, shooting)</li> </ul>	C1
<ul style="list-style-type: none"> <li>Receiving (catching, blocking, deflecting)</li> </ul>	C1
▶ <b>Regular physical activity</b>	
<ul style="list-style-type: none"> <li>Characteristics of a physical activity session</li> </ul>	
<ul style="list-style-type: none"> <li>- Pacing and target heart rate</li> </ul>	C3
<ul style="list-style-type: none"> <li>- Regular self-evaluation (cardiovascular capacity and other factors)</li> </ul>	C3
<ul style="list-style-type: none"> <li>- Recovery periods</li> </ul>	C3
<ul style="list-style-type: none"> <li>- Exercises to avoid</li> </ul>	C3
<ul style="list-style-type: none"> <li>- Safety rules for different physical activities</li> </ul>	C3
<ul style="list-style-type: none"> <li>- Prevention of sports injuries</li> </ul>	C3
▶ <b>Safe participation in physical activities</b>	
<ul style="list-style-type: none"> <li>Appropriate clothing (shoes, garments, protective equipment)</li> </ul>	C1-C2-C3
<ul style="list-style-type: none"> <li>Appropriate conduct in potentially dangerous situations</li> </ul>	C1-C2-C3
<ul style="list-style-type: none"> <li>Elements of physical activities (warm-up, action, cool-down)</li> </ul>	C1-C2-C3
<ul style="list-style-type: none"> <li>Compliance with standards and rules set by a sports federation, if applicable</li> </ul>	C1-C2
<ul style="list-style-type: none"> <li>Matching with a partner of similar weight and build, if applicable</li> </ul>	C2
▶ <b>Relaxation techniques</b>	
<ul style="list-style-type: none"> <li>Variety of techniques (e.g. Jacobson, breathing, mental imagery)</li> </ul>	C3
<b>BEHAVIOUR</b>	
▶ <b>Fair play</b>	
<ul style="list-style-type: none"> <li>Equity</li> </ul>	C1-C2-C3
<ul style="list-style-type: none"> <li>Respectful attitude toward opponents</li> </ul>	C1-C2-C3

• Desire to surpass oneself	C1-C2-C3
• Appreciation of achievements and successes of teammates and opponents	C1-C2-C3
• Dignity and self-control	C1-C2-C3
• Respect for others demonstrated in words, body language and facial expressions	C1-C2- C3
• Strict observation of playing rules	C1-C2-C3
• Respect for equipment and the environment, through actions	C1-C2-C3
• Respect for roles, standards and the referee or umpire	C1-C2-C3
▶ <b>Help and mutual assistance</b>	C1-C2
▶ <b>Acceptance of differences</b>	C1- C2
▶ <b>Sense of responsibility</b>	C1-C2
▶ <b>Perseverance in adopting a healthy, active lifestyle</b>	C1-C2

### Cultural References

Cultural references encompass everyday realities, such as people, events and heritage objects related to physical activities, sports, leisure, physical education, first aid and health. These references give a cultural dimension to instruction, expand the adult learner’s knowledge and make their learning meaningful.

Although the use of cultural references is compulsory, the examples provided in this course are not.

## Examples of Cultural References

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- ▶ **Scientific or technological activities associated with 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 the 1960s
  - Snowshoes fashioned by Aboriginals
- ▶ **Events**
  - History of sports events (e.g. the Olympics, the Jeux de la Francophonie, the Commonwealth Games, sports events held at 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 Quebecers, 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
  - Key political figures who have had an impact on amateur and professional sports
  - Olympic and Paralympic medalists
- ▶ **Values**
  - Values that are promoted in the media (e.g. newspapers, radio, television, cinema) and that influence behaviour
  - Sports ethics
  - Local, national and international rules

## 7.6 Families of Learning Situations

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Learning situations that are related to each other or share common characteristics are grouped together into families. They provide learning contexts that make learning more meaningful. This course involves the family *Participation in Physical Activities*.

## 7.7 Broad Areas of Learning

---

The course *Getting Into Shape* pursues the educational aims of five broad areas of learning from the program of study. Each broad area of learning is addressed to varying degree and raises questions that can be used to develop learning situations.

The learning situation *A Soccer Activity* is related to the educational aim of the broad area of learning Health and Well-Being, which is to *encourage adult learners to take responsibility for adopting good living habits*. The focus of development *regular physical activity* helps make adult learners aware of the importance of ongoing participation in sports activities.

## 7.8 Example of a Learning Situation

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Learning situations place adult learners at the heart of the action and help them develop competencies, construct knowledge and mobilize a wide variety of resources. Each situation is based on a pedagogical aim that is connected to different elements of the program and course.

The learning situation below includes:

- 1) a reference to the elements of the program and course
- 2) the context: situational problem
- 3) the pedagogical aim, activities and connections with the subject-specific competencies

The learning situation is entitled *A Soccer Activity*.

<b>1) Reference to the elements of the program and the <i>Getting Into Shape</i> course</b>	
<b>Broad area of learning</b>	<ul style="list-style-type: none"> <li>• Health and Well-Being</li> </ul>
<b>Cross-curricular competencies</b>	<ul style="list-style-type: none"> <li>• Cooperates with others</li> <li>• Communicates appropriately</li> </ul>
<b>Family of learning situations</b>	<ul style="list-style-type: none"> <li>• Participation in physical activities</li> </ul>
<b>Subject-specific competencies</b>	<ul style="list-style-type: none"> <li>• Performs movement skills in different physical activity settings</li> <li>• Interacts with others in different physical activity settings</li> <li>• Adopts a healthy, active lifestyle</li> </ul>
<b>Categories of knowledge and their content</b>	<p>Theory</p> <ul style="list-style-type: none"> <li>• Rules related to physical activities</li> <li>• Technical aspects of movement related to activities</li> <li>• Influencing factors of physical fitness</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Principles of balance, coordination, communication and synchronization</li> <li>• Action rules in cooperative activities</li> <li>• Locomotor skills</li> </ul> <p>Behaviour</p> <ul style="list-style-type: none"> <li>• Fair play</li> <li>• Help and mutual assistance</li> <li>• Acceptance of differences</li> </ul>
<b>Cultural references</b>	<p>Scientific or technological activities associated with sport</p> <ul style="list-style-type: none"> <li>• Improvements to techniques for manufacturing soccer clothing and equipment, and their impact on performance</li> </ul> <p>Values</p> <ul style="list-style-type: none"> <li>• Values promoted in the media that influence behaviour</li> <li>• Sports ethics</li> </ul>

<b>2) Context: Situational problem</b>	
<p>A soccer activity is organized for a group.</p> <p>The rules are explained to each team. The teams are made up according to each person's strengths and limitations. They have had some time to train and perfect their strategies. They then inform the person in charge about the strategies they intend to use. They are assessed partly on the number of goals scored, but their strengths and physical limitations are also taken into account.</p> <p>The activity is repeated several times, then filmed and analyzed to help with the reflective and self-evaluation process. Each time, the strategies are improved and refined, based on the participants' skills.</p>	
<b>3) Pedagogical aim, activities and connections with the subject-specific competencies</b>	
<b>Pedagogical aim: Help adult learners participate actively taking into account their individual capacities</b>	
<b>Activities</b>	<b>Subject-Specific Competencies</b>
<b>When playing soccer:</b>	
<p>Adult learners analyze the situation, perform movement skills and evaluate their effectiveness. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• Considers the constraints of the task and the objective of the activity</li> <li>• Identifies the resources necessary to complete the task</li> <li>• Takes part in warm-up activities</li> <li>• Applies the principles of coordination</li> <li>• Evaluates own motor efficiency for soccer</li> <li>• Identifies new learning</li> </ul>	<b>Performs movement skills in different physical activity settings</b>
<p>Adult learners identify the elements needed to prepare, execute and evaluate a plan of action adjusted to their particular fitness context. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• Plans a game strategy and anticipates the consequences</li> <li>• Discusses opponents' positions</li> <li>• Plays different roles with teammates</li> <li>• Explains the reasons for difficulties</li> </ul>	<b>Interacts with others in different physical activity settings</b>
<p>Adult learners identify the elements used to plan, carry out and evaluate their personal project to maintain and change their lifestyle habits. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• Identifies the resources required to persevere in carrying out the project</li> <li>• Identifies own strengths and weaknesses required to change lifestyle habits</li> <li>• Explains the reasons for difficulties and achievements</li> <li>• Reconsiders choice of methods and results obtained</li> <li>• Makes a decision based on the evaluation</li> </ul>	<b>Adopts a healthy, active lifestyle</b>

## 7.9 End-of-Course Outcomes

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To develop the competency *Performs movement skills in different physical activity settings*, adult learners analyze a situation according to the requirements of the setting, while considering the consequences. They communicate appropriately, exercise critical judgment and solve problems in order to select and perform movement skills based on their physical abilities and the constraints of the environment. They respect safety rules at all times. Lastly, they demonstrate their motor efficiency through their ability to perform movement skills smoothly and adjust their movements according to the goal pursued and the results obtained in order to improve their performance. In doing so, they demonstrate consistency in their choice of physical activities.

To develop the competency *Interacts with others in different physical activity settings*, adult learners communicate appropriately, cooperate and solve problems as they participate in developing, carrying out and evaluating a plan of action. They validate the plan by applying strategies in compliance with the action rules they have learned by demonstrating attitudes (behaviours), accepting assigned roles and taking into account the requirements of the situation. They also assess their motor efficiency based on their execution and on their ability to adjust movements and tactics in compliance with safety rules and with due consideration for the unexpected aspects of the activity. They then identify possible improvements based on their achievements and difficulties. In doing so, they demonstrate efficiency in the performance of physical activities.

To develop the competency *Adopts a healthy, active lifestyle*, adult learners develop a plan designed to maintain or change some personal lifestyle habits. They use creativity and solve problems when carrying out the plan and evaluating the process. They discover that their physical fitness level has improved and that they have integrated an autonomous process. They summarize results, past difficulties and new challenges they would like to face. In light of the data collected, they are able to judge their degree of commitment and decide what elements of the plan to maintain, eliminate or change in the future. Lastly, they make corrections to improve their habits. In doing so, they demonstrate the relevance of adopting a healthy, active lifestyle.

## 7.10 Evaluation Criteria

To support the learning of adult learners and evaluate subject-specific competencies at the end of the course, the teacher bases his or her judgment on the evaluation criteria.

Competencies	Evaluation Criteria
<b>Performs movement skills in different physical activity settings</b>	Demonstration of consistency in choices
<b>Interacts with others in different physical activity settings</b>	Efficient execution of activities
<b>Adopts a healthy, active lifestyle</b>	Understanding of the relevance of adopting a healthy, active lifestyle



## Chapter 8



Course PHA-5048-1  
Physical Education and Health:  
*Sports Development*



Secondary V

Duration: 25 hours

## 8.1 Introduction

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The *Sports Development* course is designed to help adult learners develop endurance and strength while maintaining their motivation to train and participate safely in physical activities.

During the course, adult learners regularly participate in precise physical activity and adopt safe behaviours. They consolidate their skills and, where applicable, learn new ones. Lastly, the course leads to the preparation of a plan of action for sports development and a personal project to adopt a healthy, active lifestyle.

## 8.2 Subject-Specific Competencies

This course targets the development of all three subject-specific competencies.

### Overview of the Subject-Specific Competencies, Key Features and Manifestations

Competency 1	Competency 2	Competency 3
<p><b>Performs movement skills in different physical activity settings</b></p>	<p><b>Interacts with others in different physical activity settings</b></p>	<p><b>Adopts a healthy, active lifestyle</b></p>
<p><b>Analyzes the situation according to the requirements of the setting</b></p> <ul style="list-style-type: none"> <li>• Considers the constraints of the task and the objective of the activity</li> <li>• Identifies the resources necessary to complete the task</li> <li>• Establishes connections with other tasks or similar activities</li> <li>• Selects different options and examines their consequences</li> <li>• Chooses a type of physical preparation (stretching or warming up) or an appropriate recovery process</li> </ul> <p><b>Performs movement skills taking into account the different constraints of the environment</b></p> <ul style="list-style-type: none"> <li>• Applies the principles of coordination, balance and synchronization</li> <li>• Adjusts efforts according to own motor skills and fitness level</li> <li>• Pays attention to kinesthetic feedback from the body</li> <li>• Adjusts actions according to the demands of the physical activity</li> <li>• Uses objects or tools appropriately</li> <li>• Varies movement skills and sequences</li> </ul> <p><b>Evaluates own motor efficiency and process in light of the goal pursued</b></p> <ul style="list-style-type: none"> <li>• Reflects on personal process to complete the task and own results</li> <li>• Assesses own choices of movement skills and the effectiveness of the execution</li> <li>• Identifies new learning</li> <li>• Identifies strengths and challenges</li> <li>• Decides which improvements to make, if any</li> <li>• Recognizes elements that may be applied when practising other physical activities</li> </ul>	<p><b>Prepares a plan of action</b></p> <ul style="list-style-type: none"> <li>• Accepts assigned roles</li> <li>• Considers other points of view</li> <li>• Takes into account the requirements of the situation and the goal pursued</li> <li>• Works with teammate(s) to set effective rules for the group or team</li> <li>• Plans one or more strategies and anticipates the consequences</li> <li>• Plans a backup strategy</li> <li>• Selects one or more movement skills or tactics for the chosen strategy</li> </ul> <p><b>Carries out a plan of action</b></p> <ul style="list-style-type: none"> <li>• Applies the strategy</li> <li>• Performs movements or tactics according to the chosen strategy</li> <li>• Constantly observes teammates' or opponents' positions</li> <li>• Adjusts position and actions according to unexpected aspects of the strategy</li> <li>• Applies the principles of communication and synchronization</li> <li>• Plays different roles with one or more teammates or against one or more opponents</li> </ul> <p><b>Evaluates a plan of action</b></p> <ul style="list-style-type: none"> <li>• With teammates, examines strategy choices, the effectiveness of their own execution and results or those of a peer or another team</li> <li>• Explains the reasons for achievements and difficulties</li> <li>• Recognizes the contribution of teammates</li> <li>• Recognizes new learning</li> <li>• Identifies, with one or more teammates, improvements that can be made</li> <li>• Identifies, with one or more teammates, strategies that can be used again in different contexts</li> </ul>	<p><b>Plans a personal project</b></p> <ul style="list-style-type: none"> <li>• Using observable facts, prepares a summary of own lifestyle habits</li> <li>• Chooses which lifestyle habits to maintain or change</li> <li>• Begins a process</li> <li>• Identifies own tastes and aptitudes</li> <li>• Chooses realistic objectives and anticipates the consequences</li> <li>• Uses a variety of resources</li> </ul> <p><b>Carries out own project</b></p> <ul style="list-style-type: none"> <li>• Carries out activities to improve or maintain healthy lifestyle habits</li> <li>• Uses the required resources</li> <li>• Perseveres in carrying out the project</li> <li>• Compiles essential information about changes to own lifestyle habits</li> </ul> <p><b>Evaluates own project and lifestyle habits</b></p> <ul style="list-style-type: none"> <li>• Using appropriate tools, measures whether own fitness level has been maintained or improved</li> <li>• Judges whether the objectives were met, in light of data collected</li> <li>• Explains the reasons for difficulties and achievements</li> <li>• Reconsiders choice of methods and results obtained</li> <li>• Identifies new learning</li> <li>• Recognizes work accomplished</li> <li>• Makes a decision based on the evaluation</li> </ul>

### 8.3 Reflective Process

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The reflective process is divided into four steps. It starts with the adult learner's life experience. Then the adult learner is encouraged to reflect in order to assimilate and integrate knowledge, and prepare to transfer his or her learning to real life situations. These steps are related and complementary. They require the adult learner to perform different tasks that are not necessarily sequential. The adult can always return to a previous task.

A diagram of the reflective process is presented in Appendix 2.

### 8.4 Cross-Curricular Competencies

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Although, to a certain extent, this course involves all of the cross-curricular competencies in the Diversified Basic Education Program, it is important to identify those that best meet the requirements of the tasks to be carried out in each of the learning situations developed by the teacher. The cross-curricular competencies are presented in Appendix 1 of the program.

For example, the learning situation *Cycling* presented in this course makes use of two cross-curricular competencies: *Solves problems* and *Adopts effective work methods*.

Adult learners *solve problems* when they analyze according to the type of training they need to do. They use resources and become aware of possible solutions to get into shape. They adopt a flexible approach and review the steps taken. In doing so, they reflect on their method and persevere in their efforts while acknowledging that they have the right to make mistakes.

Adult learners *adopt effective work methods* when they effectively manage the methods required to prepare their cycling training program. They use the necessary resources and adjust their actions as required. They analyze their process and assess their performance in order to use their methods in other situations and broaden their scope.

### 8.5 Subject-Specific Content

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The content of the course enables adult learners to adopt a healthy, active lifestyle, taking into account the level of performance they wish to achieve. It includes three categories of knowledge and related content as well as examples of cultural references.

The compulsory elements are: the subject-specific competencies, key features and manifestations; the categories of knowledge and related content; the families of learning situations; and the cultural references.

## Categories of knowledge and related content

The categories of knowledge in this course are:

- Theory
- Skills
- Behaviour

Knowledge consists in the elements of content for each category, and each element is related to one or more subject-specific competencies. The competencies are indicated as follows:

*C1: Performs movement skills in different physical activity settings*

*C2: Interacts with others in different physical activity settings*

*C3: Adopts a healthy, active lifestyle*

The following table presents each category, along with the related content and associated subject-specific competencies.

<b>KNOWLEDGE</b> <i>SPORTS DEVELOPMENT</i>	<b>Subject-Specific Competencies (C1-C2-C3)</b>
<b>THEORY</b>	
▶ <b>Anatomy and physiology of the human body</b>	
• Body's response to exercise	C3
• Physiology: cardiovascular system, respiratory system, muscular system	C3
▶ <b>Kinesthetic feedback</b>	
• Body segments in stable position or in motion on different planes (sagittal, frontal, horizontal)	C1
• Speed of movement and travel	C1
• Body and body parts in relation to an object or a space	C1
▶ <b>Influencing factors of physical fitness</b>	
• Cardiovascular endurance	C3
• Flexibility	C3
• Muscular strength and endurance	C3
▶ <b>Rules related to physical activities</b>	
• Rules of ethics	C1-C2
• Safety rules	C1-C2-C3
• Game rules	C1-C2
▶ <b>Technical aspects of movement related to activities</b>	
• Example: 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.	C1-C2
▶ <b>Lifestyle habits</b>	
• Active lifestyle: psychological benefits	
- Mental relaxation, sleep quality, sustained or improved concentration, positive emotions	C3
• Active lifestyle: physical benefits	
- Contribution to growth	C3
- Improved recovery, increased capacity for work and improved physical response to emergency situations	C3
- Effects on body weight	C3

- Improved muscle mass and tone, posture and flexibility	C3
- Improved coordination and physical efficiency	C3
- Improved cardiovascular endurance	C3
• Healthy lifestyle: personal hygiene	
- Personal benefits	C3
- Benefits for others	C3
• Healthy lifestyle: nutrition	
- Needs according to the intensity of the activity (hydration, food choices before, during and after the activity)	C3
• Healthy lifestyle: sleep	
- Effects on physical well-being	C3
- Effects on psychological well-being	C3
• Healthy lifestyle: stress prevention and management	
- Types of stress and impact on daily life	
- Physiological reactions to different types of stress	C3
- Impact of poor stress management on health and well-being	C3
• Effects of different substances on performance and training (tobacco, drugs, alcohol, anabolic steroids, dietary supplements, vitamins)	
- Side effects on different systems (cardiovascular, respiratory, muscular, nervous) in the short and long term	C3
- Psychological effects	C3
- Effects on lifestyle habits	C3
• Excessive use of multimedia technology	
- Psychological effects	C3
- Effects on physical capacity	C3
<b>SKILLS</b>	
▶ <b>Principles of balance (static and dynamic)</b>	
• Number of body parts in contact with the floor or surface	C1
• Position of body parts used for support	C1
• Surface used for support	C1
• Position of the centre of gravity	C1
• Position of body segments	C1
• Movement of body segments	C1
• Transfer of weight	C1

<b>▶ Principles of coordination</b>	
• Fluidity in performing a movement	C1
• Use of an optimal number of joints	C1
• Use of joints in an appropriate order	C1
• Optimal performance time	C1
• Direction of the movement	C1
<b>▶ Principles of communication</b>	
• Recognition of messages	C2
• Communication of clear messages appropriate to the activity (verbal, acoustic, visual cues; touch; body language)	C2
• Communication of misleading messages appropriate to the activity (verbal, acoustic, visual cues; touch; body language)	C2
<b>▶ Principles of synchronization</b>	
• Throwing an object to hit a moving target	C1-C2
• Receiving an object (moving to the point where the object will fall, making contact with the thrown object)	C1-C2
• Moving in relation to teammates and opponents	C2
<b>▶ Action rules in cooperation activities</b>	
• Positioning oneself and moving in relation to teammates (e.g. when building a pyramid)	C2
• Varying force, speed and direction of movements or movement skills in relation to those of teammates	C2
<b>▶ Action rules in combat activities</b>	
• Using space	C2
• Throwing an opponent off-balance	C2
• Feinting	C2
• Moving in relation to space and to an opponent	C2
• Varying force, speed and direction of movements	C2
• Keeping one's balance	C2
• Attacking the opponent when he or she is off-balance	C2
• Reacting to the opponent's movements	C2
<b>▶ Action rules in duelling activities</b>	
• Recovering	C2
• Catching opponents wrong-footed	C2
• Feinting	C2

<ul style="list-style-type: none"> <li>• Using space</li> </ul>	C2
<ul style="list-style-type: none"> <li>• Using playing surface</li> </ul>	C2
<ul style="list-style-type: none"> <li>• Attacking at opportune moments</li> </ul>	C2
<b>► Action rules in group activities</b>	
<ul style="list-style-type: none"> <li>• In a separate space:</li> </ul>	
<ul style="list-style-type: none"> <li>- Attacking the other team's goal; counterattacking</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Recovering</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Passing the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Protecting one's space</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving in relation to the opponent, partners and the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Using the full width and depth of the playing field</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving the object forward</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Attacking the opponent's open spaces</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Varying direction and speed (of movements, of the object)</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Keeping possession of the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>• In a common space:</li> </ul>	
<ul style="list-style-type: none"> <li>- Passing the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Recovering the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Getting back in the defensive zone</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Using the space available</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving the object toward the opponent's goal</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Attacking the opponent's goal; counterattacking</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Protecting own team's target or goal</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving in relation to the goal to be protected, teammates, opponents and the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Moving away from the carrier</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Scoring; moving into an open space</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Interfering with the object's progress; keeping possession of the object</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Varying the direction and speed (of movements, of the object)</li> </ul>	C2
<ul style="list-style-type: none"> <li>- Keeping the object</li> </ul>	C2
<b>► Locomotor skills</b>	
<ul style="list-style-type: none"> <li>• Walking, running, galloping, jumping, hopping, crossing, spinning, going down, going up, changing direction, braking, going over, rolling, climbing and going around</li> </ul>	C1

▶ <b>Nonlocomotor skills</b>	
• Turning, pivoting, pirouetting and maintaining postures	C1
▶ <b>Manipulation skills</b>	
• Handling (dribbling, juggling, keeping one's balance)	C1
• Projecting (throwing, hitting, shooting)	C1
• Receiving (catching, blocking, deflecting)	C1
▶ <b>Regular physical activity</b>	
• Characteristics of a physical activity session	
- Pacing and target heart rate	C3
- Regular self-evaluation (cardiovascular capacity and other factors)	C3
- Recovery periods	C3
- Exercises to avoid	C3
- Safety rules for different physical activities	C3
- Prevention of sports injuries	C3
▶ <b>Safe participation in physical activity</b>	
• Appropriate clothing (shoes, garments, protective equipment)	C1-C2-C3
• Appropriate conduct in potentially dangerous situations	C1-C2-C3
• Elements of physical activities (warm-up, action, cool-down)	C1-C2-C3
• Compliance with standards and rules set by a sports federation, if applicable	C1-C2
• Matching with a partner of similar weight and build, if applicable	C2
▶ <b>Relaxation techniques</b>	
• Variety of techniques (e.g. Jacobson, breathing, mental imagery)	C3
<b>BEHAVIOUR</b>	
▶ <b>Fair play</b>	
• Equity	C1-C2-C3
• Respectful attitude toward opponents	C1-C2-C3
• Desire to surpass oneself	C1-C2-C3
• Appreciation of achievements of teammates and opponents	C1-C2-C3
• Dignity and self-control	C1-C2-C3
• Respect for others demonstrated in words, body language and facial expressions	C1-C2-C3
• Strict observance of playing rules	C1-C2-C3

• Respect for equipment and the environment, through actions	C1-C2-C3
• Respect for roles, standards and the referee or umpire	C1-C2-C3
▶ <b>Help and mutual assistance</b>	C1-C2
▶ <b>Acceptance of differences</b>	C1-C2
▶ <b>Sense of responsibility</b>	C1-C2
▶ <b>Perseverance in adopting a healthy, active lifestyle</b>	C1-C2

### Cultural References

Cultural references encompass everyday realities, such as people, events and heritage objects related to physical activities, sports, leisure, physical education, first aid and health. These references give a cultural dimension to instruction, expand the adult learner’s knowledge and make their learning meaningful.

Although the use of cultural references is compulsory, the examples provided in this course are not.

## Examples of Cultural References

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- ▶ **Scientific or technological activities associated with 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 the 1960s
  - Snowshoes fashioned by Aboriginals
- ▶ **Events**
  - History of sports events (e.g. the Olympics, the Jeux de la Francophonie, the Commonwealth Games, sports events held at 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 Quebecers, 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
  - Key political figures who have had an impact on amateur and professional sports
  - Olympic and Paralympic medalists
- ▶ **Values**
  - Values that are promoted in the media (e.g. newspapers, radio, television, cinema) and that influence behaviour
  - Sports ethics
  - Local, national and international rules

## 8.6 Families of Learning Situations

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Learning situations that are related to each other or share common characteristics are grouped together into families. They provide learning contexts that make learning more meaningful. This course involves the family *Participation in Physical Activities*.

## 8.7 Broad Areas of Learning

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The course *Sports Development* pursues the educational aims of five broad areas of learning from the program of study. Each broad area of learning is addressed to varying degrees and raises questions that can be used to develop learning situations.

The learning situation *Cycling* is related to the educational aim of the broad area of learning Health and Well-Being, which is to *encourage adult learners to take responsibility for adopting good living habits*. The focus of development *Self-awareness and awareness of his/her basic needs* helps adult learners to meet their needs for self-affirmation, recognition and fulfillment.

## 8.8 Example of a Learning Situation

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Learning situations place adult learners at the heart of the action and help them develop competencies, construct knowledge and mobilize a wide variety of resources. Each situation is based on a pedagogical aim that is connected to different elements of the program and course.

The learning situation below includes:

- 1) a reference to the elements of the program and course
- 2) the context: situational problem
- 3) the pedagogical aim, activities and connections with the subject-specific competencies

The learning situation is entitled *Cycling*.

<b>1) Reference to the elements of the program and the <i>Sports Development</i> course</b>	
<b>Broad area of learning</b>	<ul style="list-style-type: none"> <li>• Health and Well-Being</li> </ul>
<b>Cross-curricular competencies</b>	<ul style="list-style-type: none"> <li>• Solves problems</li> <li>• Adopts effective work methods</li> </ul>
<b>Family of learning situations</b>	<ul style="list-style-type: none"> <li>• Participation in physical activities</li> </ul>
<b>Subject-specific competencies</b>	<ul style="list-style-type: none"> <li>• Performs movement skills in different physical activity settings</li> <li>• Interacts with others in different physical activity settings</li> <li>• Adopts a healthy, active lifestyle</li> </ul>
<b>Categories of knowledge and their content</b>	<p>Theory</p> <ul style="list-style-type: none"> <li>• Physiology of the human body</li> <li>• Influencing factors of physical fitness</li> <li>• Technical aspects of movement related to activities</li> <li>• Lifestyle habits</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Principles of balance, coordination and synchronization</li> <li>• Locomotor skills</li> <li>• Regular physical activity</li> <li>• Safe participation in physical activities</li> <li>• Relaxation techniques</li> </ul> <p>Behaviour</p> <ul style="list-style-type: none"> <li>• Desire to surpass oneself</li> <li>• Help and mutual assistance</li> <li>• Sense of responsibility</li> </ul>
<b>Cultural references</b>	<ul style="list-style-type: none"> <li>• Lifestyles</li> <li>• Health of Quebecers, especially young people</li> </ul>

<b>2) Context: Situational problem</b>	
<p>You have decided to take up a new challenge and have chosen a sport you love, cycling or spinning. You decide to take advantage of an agreement between your school and a nearby fitness centre.</p> <p>Your training starts with short distances, and you gradually extend your route, recording your performances (distance, time) in order to improve your endurance.</p>	
<b>3) Pedagogical aim, activities and connections with the subject-specific competencies</b>	
<b>Pedagogical aim: Help adult learners consider the importance of preparing for an activity that requires physical endurance</b>	
<b>Activities</b>	<b>Subject-Specific Competencies</b>
<b>When training:</b>	
<p>Adult learners analyze the situation, perform movement skills and evaluate their effectiveness. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• Collects information using a health-related questionnaire</li> <li>• Identifies the resources available</li> <li>• Identifies the type of training required</li> <li>• Draws up a sequence of actions</li> <li>• Identifies strengths and challenges</li> </ul>	<b>Performs movement skills in different physical activity settings</b>
<p>Adult learners identify the elements needed to prepare, execute and evaluate a plan of action for their training. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• Uses the expertise of a trainer</li> <li>• Applies a training program</li> <li>• Plans an alternative strategy in case of injury</li> <li>• Reviews the quality of own endurance</li> <li>• Identifies strategies that can be used again in different contexts</li> </ul>	<b>Interacts with others in different physical activity settings</b>
<p>Adult learners identify the elements used to plan, carry out and evaluate their personal project to adopt a healthy, active lifestyle. To do so, he or she:</p> <ul style="list-style-type: none"> <li>• Prepares a summary of own physical fitness</li> <li>• Compiles essential information about training frequency</li> <li>• Evaluates the goals that were set</li> <li>• Identifies useful resources</li> <li>• Makes a decision based on the evaluation</li> </ul>	<b>Adopts a healthy, active lifestyle</b>

## 8.9 End-of-Course Outcomes

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To develop the competency *Performs movement skills in different physical activity settings*, adult learners analyze a situation according to the requirements of the setting, while considering the consequences. They communicate appropriately, exercise critical judgment and solve problems in order to select and perform movement skills based on their physical abilities and the constraints of the environment. They respect safety rules at all times. Lastly, they demonstrate their motor efficiency through their ability to perform movement skills smoothly and adjust their movements according to the goal pursued and the results obtained in order to improve their performance. In doing so, they demonstrate consistency in their choice of physical activities.

To develop the competency *Interacts with others in different physical activity settings*, adult learners communicate appropriately, cooperate and solve problems as they participate in developing, carrying out and evaluating a plan of action. They validate the plan by applying strategies in compliance with the action rules they have learned by demonstrating attitudes (behaviours), accepting assigned roles and taking into account the requirements of the situation. They also assess their motor efficiency based on their execution and on their ability to adjust movements and tactics, in compliance with safety rules and taking into consideration the unexpected aspects of the activity. They then identify possible improvements based on their achievements and difficulties. In doing so, they demonstrate efficiency in the performance of physical activities.

To develop the competency *Adopts a healthy, active lifestyle*, adult learners develop a plan designed to maintain or change some personal lifestyle habits. They use creativity and solve problems when carrying out the plan and evaluating the process. They discover that their physical fitness level has improved and that they have integrated an autonomous process. They summarize results, past difficulties and new challenges they would like to face. In light of the data collected, they are able to judge their degree of commitment and decide what elements of the plan to maintain, eliminate or change in the future. Lastly, they make corrections to improve their habits. In doing so, they demonstrate the relevance of adopting a healthy, active lifestyle.

## 8.10 Evaluation Criteria

To support the learning of adult learners and evaluate subject-specific competencies at the end of the course, the teacher bases his or her judgment on the evaluation criteria.

Competencies	Evaluation Criteria
<b>Performs movement skills in different physical activity settings</b>	Demonstration of consistency in choices
<b>Interacts with others in different physical activity settings</b>	Efficient execution of activities
<b>Adopts a healthy, active lifestyle</b>	Understanding of the relevance of adopting a healthy, active lifestyle



## Chapter 9



**Course PHA-5049-1**  
**Physical Education and Health:**  
***First Aid Using CPR***



Secondary V

Duration: 25 hours

## 9.1 Introduction

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The course *First Aid Using CPR* is designed to raise adult learners' awareness of high-risk situations in sports, at work and in everyday life.

During the course, adult learners develop their skills and adopt attitudes that enable them to administer first aid in emergencies. They are also shown the importance of understanding basic prevention and first aid concepts. They learn to adopt safe, ethical behaviour that will make them more responsible citizens. By helping people in distress, they are encouraged to act in a way that helps prevent accidents. Lastly, the course leads to the preparation of a first aid plan of action and a personal project to adopt a healthy, active lifestyle.

## 9.2 Subject-Specific Competencies

This course targets the development of all three subject-specific competencies.

### Overview of the Subject-Specific Competencies, Key Features and Manifestations

Competency 1	Competency 2	Competency 3
<p><b>Performs movement skills in different physical activity settings</b></p>	<p><b>Interacts with others in different physical activity settings</b></p>	<p><b>Adopts a healthy, active lifestyle</b></p>
<p><b>Analyzes the situation according to the requirements of the setting</b></p> <ul style="list-style-type: none"> <li>• Considers the constraints of the task and the objective of the activity</li> <li>• Identifies the resources necessary to complete the task</li> <li>• Establishes connections with other tasks or similar activities</li> <li>• Selects different options and examines their consequences</li> <li>• Chooses a type of physical preparation (stretching or warming up) or an appropriate recovery process</li> </ul> <p><b>Performs movement skills taking into account the different constraints of the environment</b></p> <ul style="list-style-type: none"> <li>• Applies the principles of coordination, balance and synchronization</li> <li>• Adjusts efforts according to own motor skills and fitness level</li> <li>• Pays attention to kinesthetic feedback from the body</li> <li>• Adjusts actions according to the demands of the physical activity</li> <li>• Uses objects or tools appropriately</li> <li>• Varies movement skills and sequences</li> </ul> <p><b>Evaluates own motor efficiency and process in light of the goal pursued</b></p> <ul style="list-style-type: none"> <li>• Reflects on personal process to complete the task and own results</li> <li>• Assesses own choices of movement skills and the effectiveness of the execution</li> <li>• Identifies new learning</li> <li>• Identifies strengths and challenges</li> <li>• Decides which improvements to make, if any</li> <li>• Recognizes elements that may be applied when practising other physical activities</li> </ul>	<p><b>Prepares a plan of action</b></p> <ul style="list-style-type: none"> <li>• Accepts assigned roles</li> <li>• Considers other points of view</li> <li>• Takes into account the requirements of the situation and the goal pursued</li> <li>• Works with teammate(s) to set effective rules for the group or team</li> <li>• Plans one or more strategies and anticipates the consequences</li> <li>• Plans a backup strategy</li> <li>• Selects one or more movement skills or tactics for the chosen strategy</li> </ul> <p><b>Carries out a plan of action</b></p> <ul style="list-style-type: none"> <li>• Applies the strategy</li> <li>• Performs movements or tactics according to the chosen strategy</li> <li>• Constantly observes teammates' or opponents' positions</li> <li>• Adjusts position and actions according to unexpected aspects of the strategy</li> <li>• Applies the principles of communication and synchronization</li> <li>• Plays different roles with one or more teammates or against one or more opponents</li> </ul> <p><b>Evaluates a plan of action</b></p> <ul style="list-style-type: none"> <li>• With teammates, examines strategy choices, the effectiveness of their own execution and results or those of a peer or another team</li> <li>• Explains the reasons for achievements and difficulties</li> <li>• Recognizes the contribution of teammates</li> <li>• Recognizes new learning</li> <li>• Identifies, with one or more teammates, improvements that can be made</li> <li>• Identifies, with one or more teammates, strategies that can be used again in different contexts</li> </ul>	<p><b>Plans a personal project</b></p> <ul style="list-style-type: none"> <li>• Using observable facts, prepares a summary of own lifestyle habits</li> <li>• Chooses which lifestyle habits to maintain or change</li> <li>• Begins a process</li> <li>• Identifies own tastes and aptitudes</li> <li>• Chooses realistic objectives and anticipates the consequences</li> <li>• Uses a variety of resources</li> </ul> <p><b>Carries out own project</b></p> <ul style="list-style-type: none"> <li>• Carries out activities to improve or maintain healthy lifestyle habits</li> <li>• Uses the required resources</li> <li>• Perseveres in carrying out the project</li> <li>• Compiles essential information about changes to own lifestyle habits</li> </ul> <p><b>Evaluates own project and lifestyle habits</b></p> <ul style="list-style-type: none"> <li>• Using appropriate tools, measures whether own fitness level has been maintained or improved</li> <li>• Judges whether the objectives were met, in light of data collected</li> <li>• Explains the reasons for difficulties and achievements</li> <li>• Reconsiders choice of methods and results obtained</li> <li>• Identifies new learning</li> <li>• Recognizes work accomplished</li> <li>• Makes a decision based on the evaluation</li> </ul>

### 9.3 Reflective Process

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The reflective process is divided into four steps. It starts with the adult learner's life experience. Then the adult learner is encouraged to reflect in order to assimilate and integrate knowledge, and prepare to transfer his or her learning to real life situations. These steps are related and complementary. They require the adult learner to perform different tasks that are not necessarily sequential. The adult can always return to a previous task.

A diagram of the reflective process is presented in Appendix 2.

### 9.4 Cross-Curricular Competencies

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Although, to a certain extent, this course involves all of the cross-curricular competencies in the Diversified Basic Education Program, it is important to identify those that best meet the requirements of the tasks to be carried out in each of the learning situations developed by the teacher. The cross-curricular competencies are presented in Appendix 1 of the program.

For example, the learning situation *Rescue* presented in this course makes use of two cross-curricular competencies: *Communicates appropriately* and *Exercises critical judgment*.

Adult learners *communicate appropriately* when they use emergency first aid vocabulary. They analyze the situation in order to identify modes of communication suited to the context. In doing so, they respect the conventions and codes of language, and take into account many different, complex variables.

Adult learners *exercise critical judgment* when they form their opinion of the situation. They explore different options and base their opinion on logical, ethical criteria before taking action. They pay attention to how best to formulate their thoughts and examine the knowledge critically.

### 9.5 Subject-Specific Content

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The content of the course enables adult learners to adopt a healthy, active lifestyle, taking into account the rules of first aid. It includes three categories of knowledge and related content as well as examples of cultural references.

The compulsory elements are: the subject-specific competencies, key features and manifestations; the categories of knowledge and related content; the families of learning situations; and the cultural references.

## Categories of knowledge and related content

The categories of knowledge in this course are:

- Theory
- Skills
- Behaviour

Knowledge consists in the elements of content for each category, and each element is related to one or more subject-specific competencies. The competencies are indicated as follows:

- C1: *Performs movement skills in different physical activity settings*
- C2: *Interacts with others in different physical activity settings*
- C3: *Adopts a healthy, active lifestyle*

The following table presents each category, along with the related content and associated subject-specific competencies.

<b>KNOWLEDGE</b> <i>FIRST AID USING CPR</i>	<b>Subject-Specific Competencies (C1-C2-C3)</b>
<b>THEORY</b>	
▶ <b>General principles of safety</b>	
• Emergencies	C1
• Human and material resources available when administering first aid to people in danger	C1
• Emergency evacuation plan and transportation of injured people	C1
• The risks inherent in emergency first aid	C1
• Protective equipment	C1
• Priority order for first aid	C1
• Deterioration of a person's health after an injury, accident or malaise	C1
• Rules to prevent accidents in sports, at work and in everyday life	C1-C3
• Evaluation of site risks and safety	C1-C3
• Legal responsibilities of first aiders	C1
▶ <b>Main components of human anatomy</b>	
• Physiology of the human body	C1
• Main muscles, skeleton, nervous system, circulatory system, respiratory system	C1
▶ <b>Main situations requiring emergency action and appropriate first aid</b>	
• Signs of asphyxia and appropriate first aid	C1
• Signs of cardiac arrest and appropriate first aid	C1
• Signs of choking and appropriate first aid	C1
• Fractures and wounds and appropriate first aid	C1
• Signs of shock and appropriate first aid	C1
• Loss of consciousness and appropriate first aid	C1
• Injuries to muscles, ligaments and joints and appropriate first aid	C1
• Other circumstances, including: hypothermia, burns, eye injuries, poisoning, bites, drowning and heatstroke	C1

<b>SKILLS</b>	
<b>▶ Emergency first aid in compliance with general safety rules</b>	
• Quick identification of emergencies and demonstration of ability to act	C1-C2
• Identification and use of human and material resources	C1-C2-C3
• Evaluation and prevention of risk during first aid	C1
• First aid for people in danger	C1-C2
• Use of the protective equipment required to ensure safety	C1-C3
• Application of the elements of first aid in order of priority	C1
• Knowledge and application of accident prevention rules at home and in the workplace	C1-C2-C3
• Compliance with first aid rules and responsibilities	C1
<b>▶ Identification of main situations requiring first aid, proper diagnosis and appropriate action in the following situations:</b>	
• Asphyxia	C1-C2-C3
• Cardiac arrest	C1-C2-C3
• Choking	C1-C2-C3
• Fractures and wounds	C1-C2-C3
• Shock or loss of consciousness	C1-C2-C3
• Injuries to muscles, ligaments and joints	C1-C2-C3
• Other emergencies, including: hypothermia, burns, eye injuries, poisoning, bites, drowning and heatstroke	C1-C2-C3
<b>BEHAVIOUR</b>	
<b>▶ Help and mutual assistance</b>	
• Support and comfort	C1-C2
• Respect for each person's role, based on his or her competencies	C2
<b>▶ Civic spirit</b>	
• Actions of a responsible citizen	C3
<b>▶ Ethics</b>	
• Acceptance of and respect for other people's values	C2
<b>▶ Leadership</b>	
• Involvement in an intervention to the best of his or her ability	C1-C2
• Setting of priorities	C1
• Supervision of interventions	C2-C3

▶ <b>Preventive mindset</b>	
• Adoption of safe practices	C3

### Cultural References

Cultural references encompass everyday realities, such as people, events and heritage objects related to physical activities, sports, leisure, physical education, first aid and health. These references give a cultural dimension to instruction, expand the adult learner's knowledge and make their learning meaningful.

Although the use of cultural references is compulsory, the examples provided in this course are not.

## Examples of Cultural References

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▶ **Scientific or technological activities**

- Development of first aid techniques
- Climate change and new dangers, including heat waves, floods and smog

▶ **Lifestyles**

- Lifestyle habits in our society and emergence of cardiac, respiratory and other problems (e.g. obesity, diabetes)
- High-risk sports and injuries (e.g. skateboarding, in-line skating)
- Demographic changes

▶ **Local references**

- Local dangers
- Local resources and emergency services
- Local anecdotes

▶ **Key events**

- Emergency at a skating rink

## 9.6 Families of Learning Situations

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Learning situations that are related to each other or share common characteristics are grouped together into families. They provide learning contexts that make learning more meaningful. This course involves the family *First Aid*.

## 9.7 Broad Areas of Learning

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The course *First Aid Using CPR* pursues the educational aims of five broad areas of learning from the program of study. Each broad area of learning is addressed to varying degrees and raises questions that can be used to develop learning situations.

The learning situation *First Aid Actions* is related to the educational aim of the broad area of learning Health and Well-Being, which is to *encourage adult learners to take responsibility for adopting good living habits*. The focus of development *Awareness of the consequences of collective choices on individual well-being* allows adult learners to make connections between the lifestyle of a population, its health and well-being and the ability to intervene in an emergency. To do this, they become aware of the political issues relating to health and well-being, and they look after the collective well-being by informing the people around them of the importance of prevention in first aid techniques.

## 9.8 Example of a Learning Situation

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Learning situations place adult learners at the heart of the action and help them develop competencies, construct knowledge and mobilize a wide variety of resources. Each situation is based on a pedagogical aim that is connected to different elements of the program and course.

The learning situation below includes:

- 1) a reference to the elements of the program and course
- 2) the context: situational problem
- 3) the pedagogical aim, activities and connections with the subject-specific competencies

The learning situation is entitled *First Aid Actions*.

<b>1) Reference to the elements of the program and the <i>First Aid Using CPR</i> course</b>	
<b>Broad area of learning</b>	<ul style="list-style-type: none"> <li>• Health and Well-Being</li> </ul>
<b>Cross-curricular competencies</b>	<ul style="list-style-type: none"> <li>• Communicates appropriately</li> <li>• Exercises critical judgment</li> </ul>
<b>Family of learning situations</b>	<ul style="list-style-type: none"> <li>• First Aid</li> </ul>
<b>Subject-specific competencies</b>	<ul style="list-style-type: none"> <li>• Performs movement skills in different physical activity settings</li> <li>• Interacts with others in different physical activity settings</li> <li>• Adopts a healthy, active lifestyle</li> </ul>
<b>Categories of knowledge and their content</b>	<p>Theory</p> <ul style="list-style-type: none"> <li>• General principles of safety</li> <li>• Main components of human anatomy</li> <li>• Main situations requiring emergency action and appropriate first aid</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Emergency first aid in compliance with general safety rules</li> <li>• Identification of main situations requiring first aid, proper diagnosis and appropriate action</li> </ul> <p>Behaviour</p> <ul style="list-style-type: none"> <li>• Help and mutual assistance</li> <li>• Civic spirit</li> <li>• Ethics</li> <li>• Leadership</li> <li>• Preventive mindset</li> </ul>
<b>Cultural references</b>	<ul style="list-style-type: none"> <li>• Local references</li> </ul>

<b>2) Context: Situational problem</b>	
<p>The group begins by studying different situations requiring assistance and appropriate first aid, and the adult learners then form teams of three.</p> <p>Each team, in turn, simulates a situation requiring assistance, and another team simulates the appropriate first aid. The context and the reactions of the team simulating the situation are decided by the teacher.</p> <p>During each simulation, the other teams observe what takes place, and when it has finished they ask questions, make comments and suggest improvements for similar circumstances in the future.</p>	
<b>3) Pedagogical aim, activities and connections with the subject-specific competencies</b> <b>Pedagogical aim: adult learners understand how to administer first aid properly in an emergency</b>	
<b>Activities</b>	<b>Subject-Specific Competencies</b>
<b>When taking part in the <i>First Aid Actions</i> activity:</b>	
Adult learners analyze the situation, perform movement skills and evaluate their effectiveness. To do so, he or she: <ul style="list-style-type: none"> <li>• Gathers information on the symptoms of the person in difficulty and his or her general health</li> <li>• Makes a diagnosis</li> <li>• Selects different options and examines their consequences</li> <li>• Adjusts efforts according to the reactions of the person in difficulty</li> <li>• Identifies challenges</li> </ul>	<b>Performs movement skills in different physical activity settings</b>
Adult learners identify the elements needed to prepare, execute and evaluate a plan of action. To do so, he or she: <ul style="list-style-type: none"> <li>• Sets first aid priorities and effective rules, depending on the gravity of the situation</li> <li>• Constantly observes the positions of everyone concerned</li> <li>• Adjusts position and actions according to unexpected aspects of the situation</li> <li>• Recognizes the contribution of team members</li> </ul>	<b>Interacts with others in different physical activity settings</b>
Adult learners identify the elements used to plan, carry out and evaluate their personal project to adopt a healthy, active lifestyle. To do so, he or she: <ul style="list-style-type: none"> <li>• Chooses realistic objectives and examines the consequences</li> <li>• Compiles essential information about changes to own lifestyle habits</li> <li>• Reconsiders choice of methods and results obtained</li> <li>• Makes appropriate decisions</li> </ul>	<b>Adopts a healthy, active lifestyle</b>

## 9.9 End-of-Course Outcomes

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To develop the competency *Performs movement skills in different physical activity settings*, adult learners analyze a situation according to the requirements of the setting, while considering the consequences. They communicate appropriately, exercise critical judgment and solve problems in order to select and perform movement skills based on their physical abilities and the constraints of the environment. They respect safety rules at all times. Lastly, they demonstrate their motor efficiency through their ability to perform movement skills smoothly and adjust their movements according to the goal pursued and the results obtained in order to improve their performance. In doing so, they demonstrate consistency in their choice of physical activities.

To develop the competency *Interacts with others in different physical activity settings*, adult learners communicate appropriately, cooperate and solve problems as they participate in developing, carrying out and evaluating a plan of action. They validate the plan by applying strategies in compliance with the action rules they have learned by demonstrating attitudes (behaviours), accepting assigned roles and taking into account the requirements of the situation. They also assess their motor efficiency based on their execution and on their ability to adjust movements and tactics, in compliance with safety rules and taking into consideration the unexpected aspects of the activity. They then identify possible improvements based on their achievements and difficulties. In doing so, they demonstrate efficiency in the performance of physical activities.

To develop the competency *Adopts a healthy, active lifestyle*, adult learners develop a plan designed to maintain or change some personal lifestyle habits. They use creativity and solve problems when carrying out the plan and evaluating the process. They discover that their physical fitness level has improved and that they have integrated an autonomous process. They summarize results, past difficulties and new challenges they would like to face. In light of the data collected, they are able to judge their degree of commitment and decide what elements of the plan to maintain, eliminate or change in the future. Lastly, they make corrections to improve their habits. In doing so, they demonstrate the relevance of adopting a healthy, active lifestyle.

## 9.10 Evaluation Criteria

To support the learning of adult learners and evaluate subject-specific competencies at the end of the course, the teacher bases his or her judgment on the evaluation criteria.

Competencies	Evaluation Criteria
<b>Performs movement skills in different physical activity settings</b>	Demonstration of consistency in choices
<b>Interacts with others in different physical activity settings</b>	Efficient execution of activities
<b>Adopts a healthy, active lifestyle</b>	Understanding of the relevance of adopting a healthy, active lifestyle





## Appendixes





## Appendix 1

### Cross-Curricular Competencies

The cross-curricular competencies are not taught specifically, but are built into the program of study. This program calls upon all the cross-curricular competencies to different degrees, and in return, they contribute to the development of the subject-specific competencies. The nine cross-curricular competencies are grouped into four categories.

Cross-Curricular Competencies	
Category	Competencies
<b>Intellectual</b>	<ul style="list-style-type: none"><li>• Uses information</li><li>• Solves problems</li><li>• Exercises critical judgment</li><li>• Uses creativity</li></ul>
<b>Methodological</b>	<ul style="list-style-type: none"><li>• Adopts effective work methods</li><li>• Uses information and communications technologies</li></ul>
<b>Personal and social</b>	<ul style="list-style-type: none"><li>• Achieves his/her potential</li><li>• Cooperates with others</li></ul>
<b>Communication-related</b>	<ul style="list-style-type: none"><li>• Communicates appropriately</li></ul>



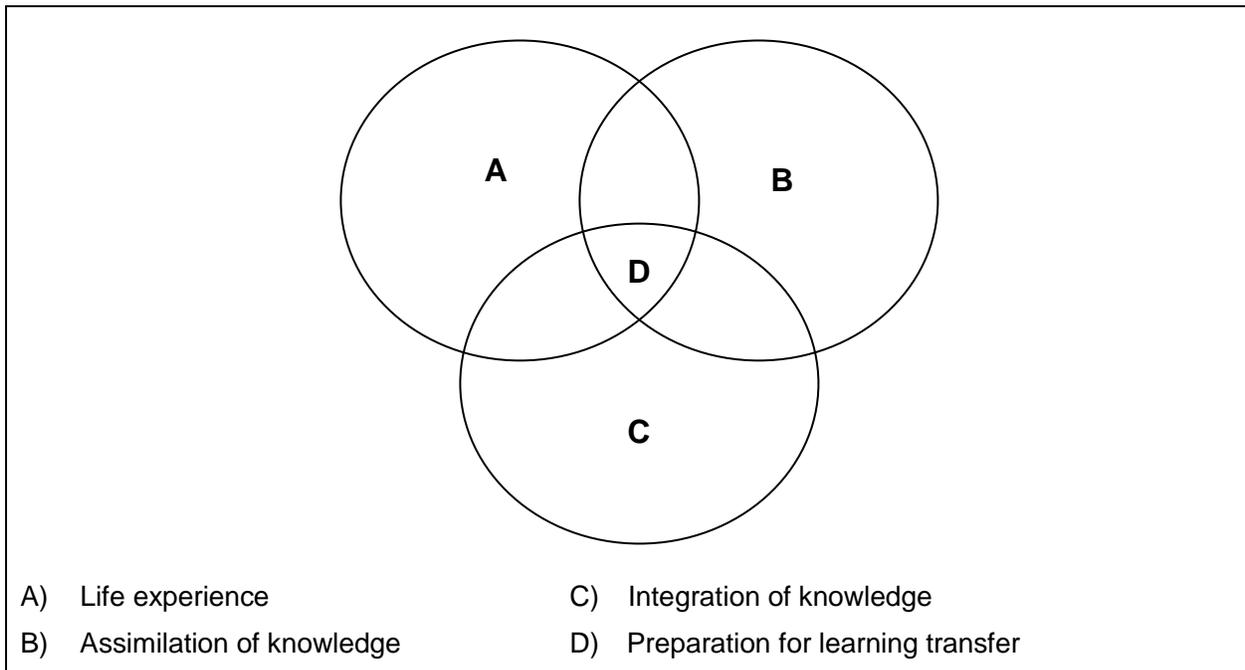
## Appendix 2

### Representation of the Reflective Process

When they need to think, perceive, reason or act to progress in their learning, mobilize resources and develop competencies, adult learners use a reflective process. This process helps them adopt and maintain the appropriate attitudes and proactive, responsible behaviours with respect to their health and well-being.

By reflecting, adult learners consciously analyze, study, examine and explore an idea, plan, problem situation or item of knowledge. The learner meets the requirements when he or she has considered all of the aspects of a problem. He or she weighs all of the possibilities before giving a final solution. This is an unhurried, deliberate analytical reflection on hypotheses and on how information is processed.<sup>3</sup>

The reflective process is divided into four steps. It starts with the adult learner's life experience. The adult learner is then encouraged to reflect in order to assimilate and integrate knowledge and prepare to transfer his or her learning to real life situations. These steps are related and complementary.



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<sup>3</sup> R. Legendre, *Dictionnaire actuel de l'éducation*, Third edition. (Montréal: Guérin, 2005), 1165.

## A) Life experience

An adult's life experience<sup>4</sup> is diversified, including family, social, cultural, occupational, educational and personal aspects. In this step, adult learners:

- use their experience as a source of observation, reflection and inspiration
- share their point of view
- identify problems relating to healthy lifestyle habits in different settings
- use internal resources to meet the requirements of the learning situation

## B) Assimilation of knowledge

The assimilation of knowledge is what makes learning meaningful and motivating.<sup>5</sup> In this step, adult learners become aware of their physical and psychological learning. They place their learning in perspective in order to explore and investigate situations. They select information and process it, taking a critical look at the problems they encounter. They learn that everyone must deal with errors and challenges.<sup>6</sup> They construct and mobilize useful knowledge in a context that gives meaning to their learning. By assimilating knowledge, adult learners:

- identify the connections between various factors
- use metacognitive strategies
- analyze possible consequences
- consider possible solutions in different settings
- modify their frame of reference based on points of reference in their sociocultural environment

## C) Integration of knowledge

The integration of knowledge<sup>7</sup> allows adult learners to assess risks, consider different possibilities and, if applicable, envisage changes to their lifestyle habits. In this step, they determine the difference between what they can do (actual situation) and what they could do (desired situation) to bridge the gap. By integrating knowledge, adult learners:

- become aware of the usefulness of their learning
- develop their ability to reflect on their responsibilities
- avoid rushing into judgments and positions
- consider action based on the solution that is best for their health and well-being

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<sup>4</sup> D. Kolb, *Comportement organisationnel: une démarche expérientielle* (Montréal: Guérin, 1984).

<sup>5</sup> B.-M. Barth, *Guider le processus de construction de sens* (Paris: ESF Éditions, 1993).

<sup>6</sup> J.-P. Astolfi, *L'erreur, un outil pour enseigner* (Paris: ESF Éditions, 1997).

<sup>7</sup> J. Tardif, *Pour un enseignement stratégique: l'apport de la psychologie cognitive* (Montréal: Les Éditions logiques, 1992).

## D) Preparation for learning transfer

In this step, adults prepare to transfer their learning<sup>8</sup> to real life situations. Eventually, they will draw conclusions and establish cause-and-effect relations in order to adopt and maintain healthy lifestyle habits.

**Various teaching and learning strategies** are used in this reflective process, including cognitive and metacognitive strategies. Cognitive strategies are means used to solve problems and make decisions. Metacognitive strategies are means used to identify and control one's cognitive processes by developing the capacity for introspection and self-regulation.

Appropriate Instructional Strategies and Means for the Development of Subject-Specific Competencies	
Subject-Specific Competencies	Examples of Instructional Strategies and Means
<b>Performs movement skills in different physical activity settings</b>	<ul style="list-style-type: none"> <li>• motivation</li> <li>• resource planning</li> <li>• injury prevention or recovery</li> <li>• diet and hydration</li> <li>• preparation schedule</li> <li>• mental imaging</li> <li>• division of effort</li> <li>• concentration</li> <li>• other</li> </ul>
<b>Interacts with others in different physical activity settings</b>	<ul style="list-style-type: none"> <li>• feinting, being off balance or surprising an opponent or teammate</li> <li>• exhaustion of an opponent or teammate</li> <li>• meeting plan or intervention plan</li> <li>• own strengths and weaknesses</li> <li>• other</li> </ul>
<b>Adopts a healthy, active lifestyle</b>	<ul style="list-style-type: none"> <li>• motivation</li> <li>• social factors</li> <li>• organization of own life</li> <li>• physiology</li> <li>• other</li> </ul>

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<sup>8</sup> J. Tardif, *Le transfert des apprentissages* (Montréal: Les Éditions logiques, 1999).



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