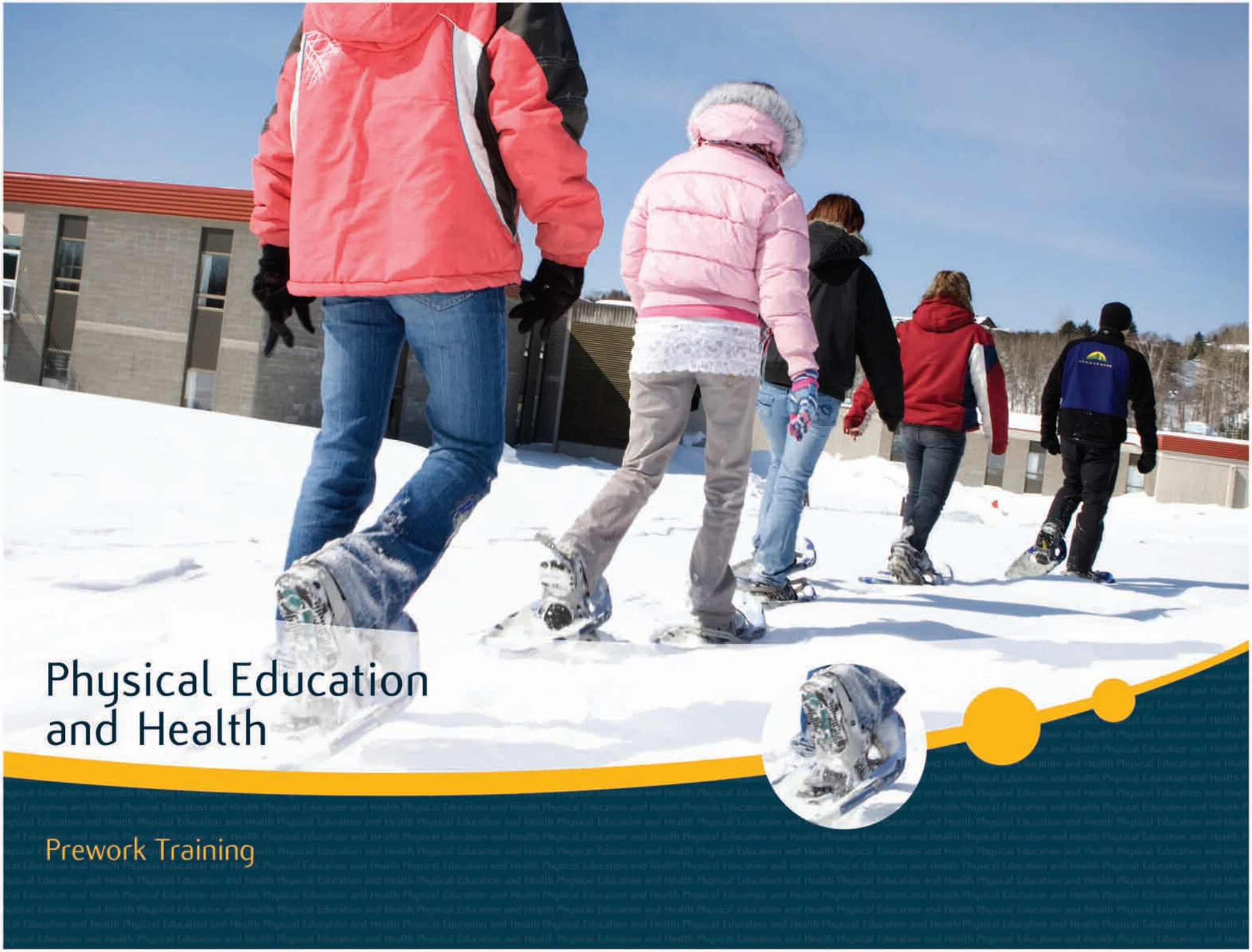

Physical Education and Health

Prework Training

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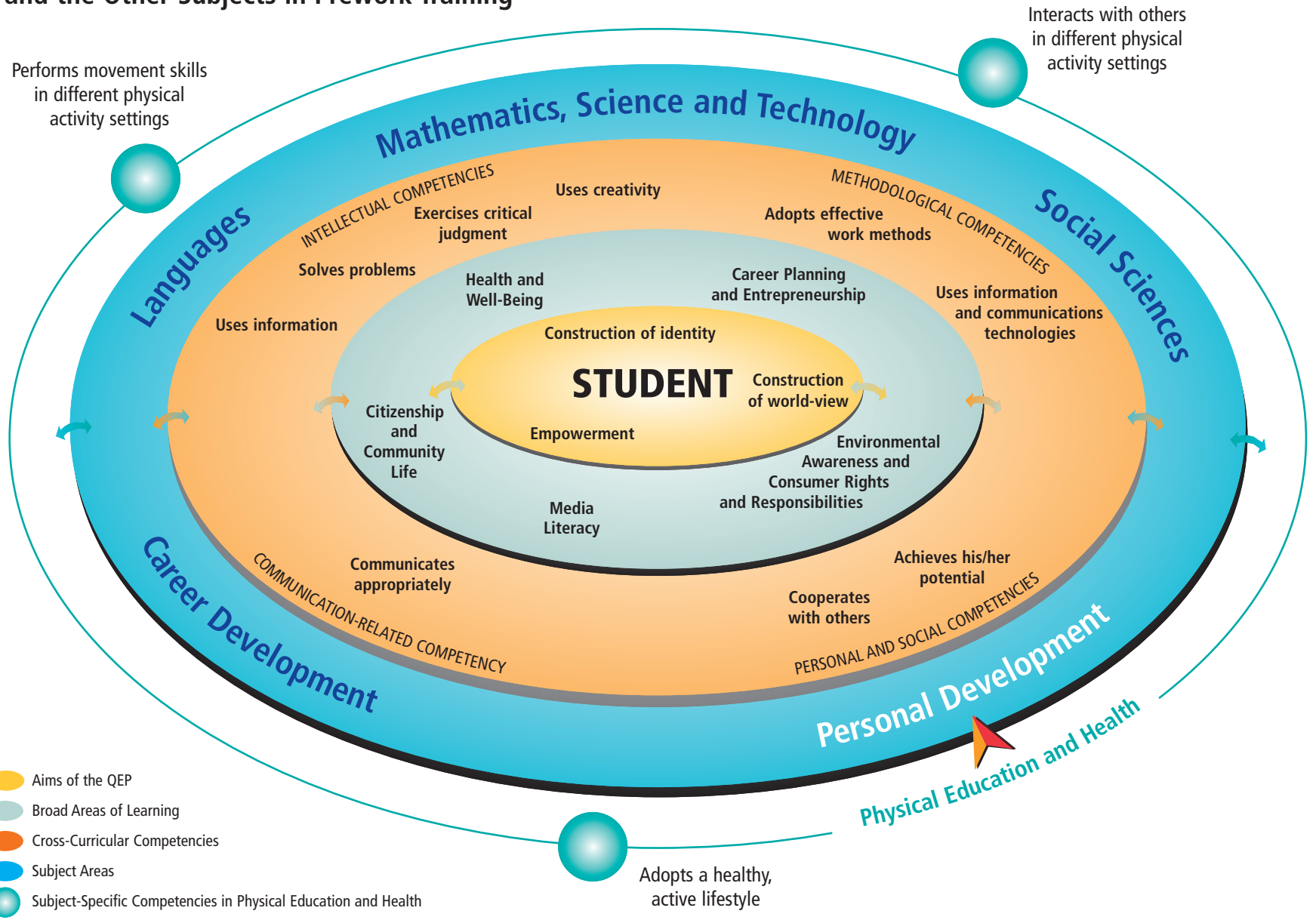
Making Connections: Physical Education and Health and the Other Subjects in Prework Training



Work-Oriented Training Path, Prework Training

Introduction to the Program

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

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

One of the challenges secondary schools face is finding ways of ensuring that physical activity plays a greater role in students' daily lives. This seems all the more important as studies show that the majority of adolescents exhibit at least one risk factor associated with cardiovascular disease by the time they reach secondary school (obesity, high blood pressure, smoking, nutrient deficiency, sedentary lifestyle). Some students in this age group have been diagnosed with problems related to bone density or mental health problems such as anxiety or anorexia. People used to believe that, as students mastered motor skills, they would be motivated to engage in various physical activities on a regular basis. Yet, findings on young people's lifestyles indicate that we must go beyond motor efficiency if we hope to succeed in getting young people to adopt a more active lifestyle. Certain factors are currently thought to provide students with strong incentives that could lead them to better understand the importance of their learning and encourage them to develop and maintain an active lifestyle. For example, it is important to take their interests into account by offering them a wide selection of physical activities at school that can be practised in everyday life. Students must also learn to understand the beneficial effects of physical activity for their health and well-being.

The Physical Education and Health program is an extension of prior programs. In Prework Training, emphasis is given to the fact that students will shortly be leaving school to join the work force, and must consequently be prepared to take charge of their own personal organization, including regular, independent physical activity. In addition, given that students' cognitive and motor skill levels vary, teachers must be able to assess their overall abilities and needs, and prepare learning and evaluation situations that are adjusted to their individual characteristics. Some students may easily be capable of following the Secondary Cycle Two program, which focuses in particular on elements such as helping students take responsibility for ensuring their own health and well-being; becoming autonomous in developing, carrying out and assessing their learning process; improving their capacity to cooperate with peers; and becoming aware of the importance of adopting behaviours consistent with safety rules and ethics. For other students, however, the teacher may have to refer to the Cycle One program. In addition, this subject matter may allow certain students to demonstrate particular physical activity skills and derive a heightened sense of their own value and successes.

The program consists of three interrelated competencies, which students first began to develop at the elementary school level and continued to learn in Secondary Cycle One. They are:

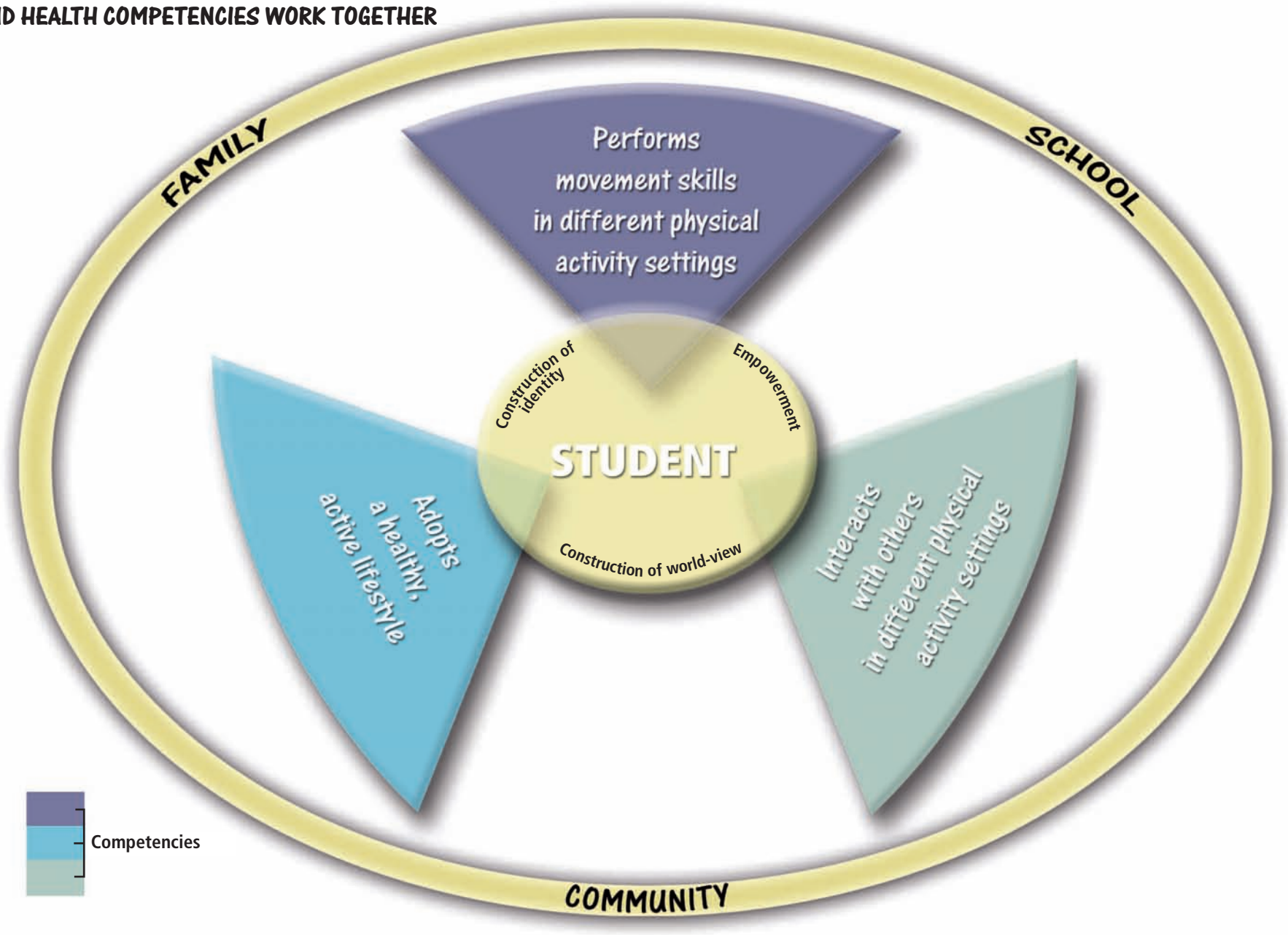
– Performs movement skills in different physical activity settings

– Interacts with others in different physical activity settings

– Adopts a healthy, active lifestyle

The competencies *Performs movement skills in different physical activity settings* and *Interacts with others in different physical activity settings* are complementary: when students interact with others, they draw on the first competency because interacting with others in different physical activity settings requires the performance of movement skills. The competency *Adopts a healthy, active lifestyle* is based on the other two competencies. Through the learning that occurs in different physical activity settings, students will be able to observe the impact of their choices on their health and well-being.

HOW THE PHYSICAL EDUCATION AND HEALTH COMPETENCIES WORK TOGETHER



Making Connections: Physical Education and Health and the Other Subjects in Prework Training

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

When students perform movement skills in different physical activity settings, such as cross-country skiing, cycling or swimming, they form representations of their environment, identify sites at which the activities may be performed, and read maps to get to the chosen sites. In addition, when practising outdoor activities, students become aware of what they need to do to avoid polluting or harming the environment. For example, cycling can provide an opportunity to apply the competencies acquired in technological and scientific experiments, by understanding how the bicycle gear system affects forward movement and selecting the best gear for each slope or hill. The statistical competencies acquired in mathematics programs can also be used to compile performance results and prepare bar charts to illustrate them.

It is only by finding connections between different fields that their many dimensions can be properly understood.

In the Autonomy and Social Participation program, students learn how to develop well thought-out positions on everyday issues, many of which are related to physical education and health. For example, they may be asked to take a critical look at the use of products designed to promote weight loss, alter body shape or improve physical performance.

Lastly, group physical activities will help students to prepare and undertake cooperative action, since cooperation is a necessary part of every subject and many spheres of social, professional and family life.

Pedagogical Context

The pedagogical context of the Physical Education and Health program must be designed to foster a harmonious and stimulating class atmosphere, provide rich and varied learning and evaluation situations, encourage students to play an active role in their learning, help them progress and observe their development.

For Prework Training students, this means teachers must focus on their particular characteristics and needs, and consider both their individualized education plan and their professional goals. They must also find appropriate ways of motivating the students and helping them achieve learning that will be useful throughout their lives, and especially in the workplace.

Because the students will have different types of prior learning, constant attention must be paid to the question of differentiation. Teachers must adjust their approach so as to foster the development of individual students' competencies. The program goals are the same as for the Secondary Cycle Two curriculum. However, if they are to be valid for the vast majority of students, they will have to be reviewed to reflect the particular needs of certain students.

Teachers must focus on the particular characteristics and needs of students, and consider both their individualized education plan and their professional goals.

The challenges set by teachers must be meaningful to the students, encouraging their desire to continue to practise physical activity on the one hand, and providing an opportunity for them to build their self-esteem on the other. Teachers may also encourage students to examine the physical demands of the careers they are considering, and make connections between their own developing physical skills and those required to perform certain tasks. Teachers may also provide additional learning opportunities by encouraging students to take part in intramural or interscholastic recreational or competitive activities. In every case, students must be encouraged to improve or maintain their level of physical fitness.

The learning and evaluation situations must be meaningful, and must allow students to play an active role in building their knowledge through individual and group activities. Situations will be especially motivating and productive if they reflect the students' interests or focus on everyday problems at school or in the workplace.

The statistics show a high number of industrial accidents among young workers, and it is extremely important for teachers to take advantage of every opportunity to help students understand the need to adopt safe behaviours at school, in the community and especially in the workplace. This can be done by using problems relating to different trades or sports and leisure activities (e.g. dangerous behaviours in the workplace or on the sports field, back problems among manual labourers, the dangers of lack of sleep for industrial machinery operators, and the risks associated with the use of performance-enhancing drugs in sports).

As part of the program, teachers may also invite the students to discover how the knowledge and techniques they acquire by practising certain physical activities can be reapplied in other contexts. For example, students can be encouraged to learn from their successes and mistakes, and to use external resources such as newspaper articles or Web sites to form opinions on issues relating to health and lifestyle habits. Teachers can invite students to describe the steps taken to carry out an activity, take part in evaluating their own learning, and adjust their choices and activities to reflect their results. If these activities prove to be demanding for certain students, teachers should provide appropriate support and encouragement.

Learning Progress

Several factors provide benchmarks for students' learning progress throughout the school year and from one year to the next. Teachers can use the Physical Education and Health programs for the two secondary cycles to establish a line of progression from the simplest (or most familiar) to the most complex (or least familiar) so as to adapt their teaching and requirements to the specific needs of each student. Teachers may consult the table of competency development for each competency in Cycle Two. Similarly, they may use the end-of-cycle outcomes for the two secondary cycles (pages 8, 12 and 16) as a basis for situating their students' level of development on a continuum and setting realistic learning targets for each student.

Focus of the Competency

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

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

This competency is developed in learning situations related to various types of physical activities.

Throughout Prework Training, students are expected to show greater control over their movements. This additional control can be seen in their ability to analyze a situation, in the flow of their movement sequences, and in their capacity to adjust their direction and pace as required. Students must also work with more constraints, including a variety of objects, implements, obstacles, targets, playing surfaces, spaces and performance times. These constraints may be associated with familiar or new physical activities, which are either stable, predictable and constant (e.g. swimming, jumping and throwing in track and field) or predictable but changing (e.g. cross-country running, downhill or cross-country skiing). Students must understand what they do and be able to evaluate both their own approach and their results in a more structured way. They must also continue to act safely in every situation. Lastly, they will be asked to consider how their learning can be applied in other settings at school, in the community or as part of family life.

This competency has three key features: Analyzes the situation according to the requirements of the setting; Performs movement skills taking into account the different constraints of the environment; and Evaluates own motor efficiency and process in light of the goal pursued.

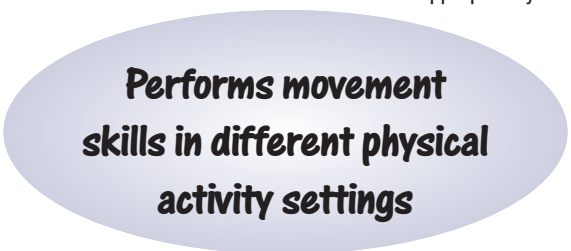
Key Features of Competency 1

Analyzes the situation according to the requirements of the setting

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

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

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



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

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

Evaluation Criteria

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

End-of-Cycle Outcomes

See the End-of-Cycle Outcomes table on the next page.

End-of-Cycle Outcomes for the Competency *Performs movement skills in different physical activity settings*

By the end of Secondary Cycle One	By the end of Secondary Cycle Two
Students will be able to: – take into account the characteristics of a physical activity setting, in order to make appropriate choices regarding the performance of an activity – combine movement skills of each of the following different types of activities: cyclical, single-skill, skill and technical/artistic – assess their own performance in order to identify their strengths and weaknesses according to the principles associated with performing movement skills – apply safety rules determined by the setting Their motor efficiency is significantly improved because they are able to: – apply principles that respect the constraints of the physical environment – master the performance of movement skills	Students will be able to: – choose different options, taking into account the requirements of the situations and the consequences – select movement skills and sequences that suit the constraints of the physical environment in three of the following types of physical activities: cyclical activities, single-action activities, skill activities or technical/artistic activities – autonomously identify the appropriate safety rules and apply them properly – assess their process and results and determine ways to improve them based on various pieces of information obtained by examining their achievements and difficulties Students demonstrate their motor efficiency by their ability to: – work with a large number of constraints – perform movement skills with continuity – adjust the direction and pace of their movements to meet their objectives

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

Aspects of the competency	First year of Cycle Two	Second year of Cycle Two	Third year of Cycle Two
Mobilization of resources in context	The situations should involve the students' internal resources, encourage them to use their resources, and allow them to adopt or discover new ways of doing and thinking about things in different (known and new) contexts of physical activity. Students should be encouraged to adopt behaviour that demonstrates their respect for themselves, others and their environment, and to adhere to the safety rules imposed by any given situation. The varying degrees of complexity regarding tasks may be reflected in terms of their structure (form and direction), degree of familiarity, rhythm, duration and level of difficulty of expected performance.		
	In addition to consolidating learning acquired during Cycle One, students demonstrate their motor efficiency by performing movement skills or sequences[3] that are appropriate in terms of the form[4] and the performance. Students are encouraged to use one or more appropriate techniques, in accordance with the type of physical activity.	In addition to consolidating learning acquired during the first year of Cycle Two, students demonstrate their motor efficiency by performing movement skills or sequences that are appropriate in terms of the form and the performance. The movements or actions are performed smoothly. The direction and rhythm are adjusted according to the intended outcome. Students consolidate the techniques developed throughout the first year of Cycle Two and, if applicable, become familiar with new techniques according to the variety of physical activities presented to them.	In addition to consolidating learning acquired during the second year of Cycle Two, students demonstrate their motor efficiency by performing movement skills or sequences of movements that are appropriate in terms of the form and the performance. The movements or actions are performed smoothly. The direction and rhythm are adjusted according to the intended outcome. The students demonstrate that they can repeat their chosen actions consistently and accurately. Students consolidate the techniques developed throughout the cycle and, if applicable, become familiar with new techniques according to the variety of physical activities presented to them.
Availability of resources	Throughout the cycle, students should be regularly encouraged to use their internal resources in the situations presented to them and build on those of their peers during discussions and situation analyses. The teacher should adjust the variety of targeted external resources to the students' needs. The conditions put in place by the teacher should promote a differentiated organization of the class. Some students with less experience may, for example, be offered resources that are usually chosen by the teacher. More experienced students could show greater autonomy in their choices by having the teacher suggest a greater variety of resources. Even more advanced students can choose their own resources that are appropriate to the content.		
Reflection	Throughout the cycle, the situations require students to grasp the nature of a given problem, to formulate various action possibilities, to choose the means to attempt to respond to the situation, and to anticipate the consequences. The challenges stemming from the situations are tailored to their capacities and require them to select the principles of balance, coordination and synchronization according to the different types of skills (locomotor, nonlocomotor and manipulation) that best respond to the constraints and goal. Students are encouraged to review the movement skills they have chosen, the quality of their sequences, the techniques selected, the challenges they set for themselves and the strategies they used to solve the problems. They are prompted to make decisions about the improvements they wish to make and verify their choices. They identify the elements that can be used in similar physical activities. They come to recognize the connections between their prior learning and the requirements associated with practising physical activities related to the competency *Interacts with others in different physical activity settings* and to identify the potential for using what they have learned in developing the competency *Adopts a healthy, active lifestyle*.		

3. See the program content, which specifies the meaning.
4. The "form" refers to key elements of movement skills and their sequences, for example, the elements that must be taken into account to clear a series of hurdles during a race, the actions that favour getting over the bar during a high jump, etc.

Focus of the Competency

Participating in physical activities with others develops important motor skills and requires a number of resources that go beyond the simple mastery of movements or strategies. In addition, students must commit to a process whereby they develop various plans of action to adapt their movements to those of others, to synchronize their movements with those of others, and to communicate with each other. Students are expected to cooperate, for they must perform joint tasks. They must also demonstrate fair play, in both victory and defeat, towards teammates and opponents. Similar situations exist in everyday life, and they should be used to good advantage to help students preparing to join the work force in the near future to develop certain social skills, including the ability to work with others, a skill often sought by employers.

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

Students are encouraged to develop greater mastery of their movements, and the range of activities is broader.

In previous cycles, the students learned how to prepare plans of action with their peers, taking into account their own strengths and weaknesses, and those of their peers and opponents. They also learned to apply a plan of action and adapt it to different types of physical activities. They used different types of acoustic and visual communication and apply codes of ethics and safety rules. By the end of Secondary Cycle One, they should therefore be able to reconsider and improve the plan of action in collaboration with their teammates, and to select strategies, tactics and modes of communication that reflect their sense of cooperation and their concern for facilitating interaction with their peers.

In this program, students are encouraged to develop greater mastery of their movements, and the range of activities is broader: group activities in a separate space (e.g. volleyball, deck tennis) or in a common space (e.g. kin-ball, soccer, lacrosse, ultimate Frisbee); combat activities (e.g. wrestling, aikido, judo); duelling activities (e.g. badminton, tennis) and cooperative activities (e.g. acrobatics, cooperative games). Students more often practise activities involving unexpected circumstances (e.g. team sports, racket sports, combat sports). Because they are now better able to establish a plan of action with their partners, they are asked to deal with a greater number of constraints in their physical environment (e.g. tools, obstacles, objects, instructional materials, uneven ground, weather conditions), in their social environment (e.g. number of partners or opponents, variation of roles, movement skills and fitness levels) or in their performance (e.g. instructions, number of action rules to be applied, time allotted, rhythm or direction of performance, distance to be covered).

Students must always exhibit ethical behaviour and apply safety rules. They are encouraged to evaluate their approach and results in an increasingly organized fashion. They are also encouraged to discover the potential for applying their learning in other sports, community and work settings.

This competency has three key features: Cooperates in developing a plan of action; Participates in carrying out the plan of action; and Cooperates in evaluating the plan of action.

Key Features of Competency 2

Cooperates in developing a plan of action

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

Participates in carrying out the plan of action

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

Interacts with others in different physical activity settings

Cooperates in evaluating the plan of action

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

Evaluation Criteria

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

End-of-Cycle Outcomes

See the End-of-Cycle Outcomes table on the next page.

End-of-Cycle Outcomes for the Competency *Interacts with others in different physical activity settings*

By the end of Secondary Cycle One	By the end of Secondary Cycle Two
Students will be able to: – establish strategies with teammates that describe the role of each player, and the corresponding movements or tactics, according to the context – take into account their partners or opponents when performing the movements or when applying the tactics set out in the plan, while adjusting to unexpected situations – identify improvements to be made and elements worth keeping for use in other settings, based on their process and its results – observe safety rules and demonstrate fair play	Students will be able to: – choose different options and anticipate their consequences in practical contexts involving a relatively high number of constraints related to the physical and social environments – develop a plan of action with their partners, using strategies that are consistent with the action rules and the roles to be played – consider the requirements relative to the situation in three of the following types of physical activities: cooperative activities, duelling activities, combat activities and group activities – demonstrate their motor efficiency by greater mastery in performance and by the continued adjustment of movements and tactics, according to the planned strategy and the unexpected aspects of the activity – identify the appropriate safety rules and apply them properly, and demonstrate fair play at all times – assess their performance and that of their partners, based on the achievements and difficulties they have faced, and identify possible improvements

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

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

COMPETENCY 3 Adopts a healthy, active lifestyle

Focus of the Competency

For adolescents, adopting a healthy, active lifestyle means seeking a quality of life characterized by overall well-being and autonomously identifying the many factors that influence health in the short, medium and long term. It means engaging in new or familiar forms of physical activity, adequately feeding the body and mind, managing stress, following basic rules of hygiene, adopting good sleeping habits and following safety rules during physical activity.

Ever since elementary school, students have learned to develop a process designed to improve some of their lifestyle habits. By the end of Secondary Cycle One, they should therefore be able to develop, implement and evaluate a plan of action in this regard. In Prework Training, they are encouraged to sustain their commitment and continue to apply strategies that will be useful throughout their lives. They must also continue to exercise critical judgment regarding information on various health-related subjects. Lastly, their plan of action must include certain lifestyle habits that include regular physical activity, at school, at home and in the community.

Throughout their education, students learn to take responsibility for their health and well-being. They are required to play an active role in designing, implementing and evaluating their personal plan. Since students are encouraged to take steps to maintain their fitness level (in terms of flexibility, cardiorespiratory endurance and strength endurance), as defined by recognized standards for their age group, they must—as required for Cycle One—include in their plan of action at least three periods per week of physical activity of moderate to high intensity, lasting a minimum of 20 to 30 minutes each. They must also take into account the requirements for an effective session of physical activity (pacing, target heart rates, regular self-evaluation of cardiovascular endurance and other factors, recovery periods, exercises to avoid and safety rules for different physical activities).

Students are also encouraged to consider the importance of evaluating their own progress. They use different measuring instruments (e.g. physical efficiency tests), as required, to evaluate their overall process and in particular to assess their lifestyle habits, asking the teacher for help if necessary. The teacher then encourages them to review their plans of action and seek ways of applying their learning in other settings. They must also consider the potential impacts of their current practices on their future lives as employees, in particular with regard to adopting safe behaviours.

Students are encouraged to seek a quality of life characterized by overall well-being and autonomously identify the many factors that influence health.

This competency has three key features: Develops a plan designed to maintain or change some personal lifestyle habits; Carries out the plan; and Evaluates own process and lifestyle habits.

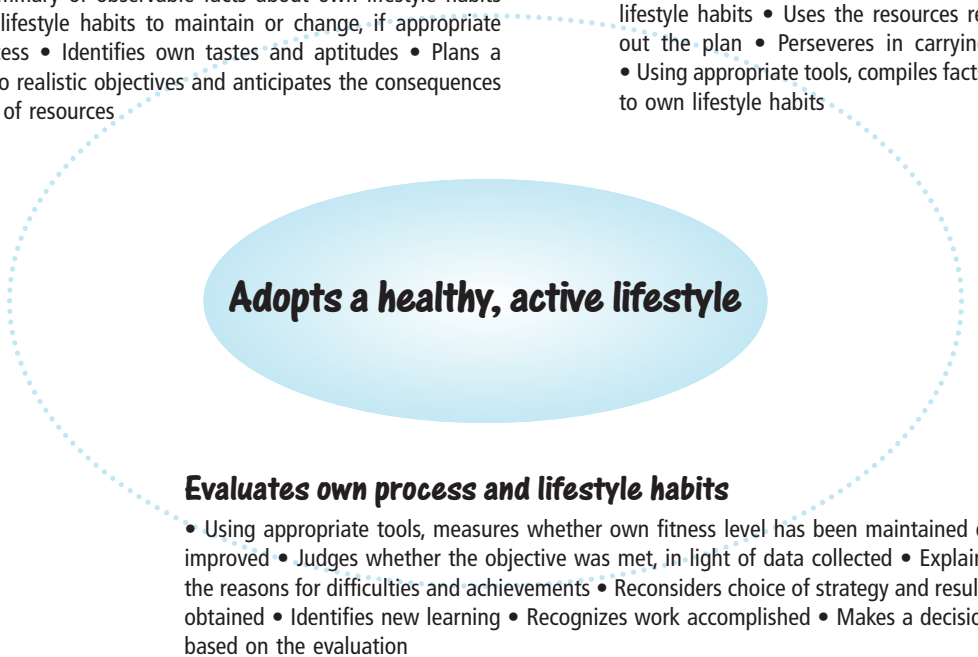
Key Features of Competency 3

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

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

Carries out the plan

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



Evaluates own process and lifestyle habits

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

Evaluation Criteria

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

End-of-Cycle Outcomes

See the End-of-Cycle Outcomes table on the next page.

End-of-Cycle Outcomes for the Competency *Adopts a healthy, active lifestyle*

By the end of Secondary Cycle One	By the end of Secondary Cycle Two
Students will be able to: – show that they have a good fitness level (flexibility, cardiorespiratory and strength endurance) according to Canadian standards for their age group – demonstrate that they have integrated healthy lifestyle habits into their daily lives – develop a plan, apply it and assess their progress and results – identify desirable improvements or elements worth maintaining	Students will be able to: – demonstrate, by means of a plan of action, that they can use various tools to incorporate or maintain into their daily lives at least three healthy lifestyle habits – show that their physical condition (flexibility, cardiorespiratory and strength endurance) meets the standards for their age group – integrate an autonomous process to improve healthy lifestyle habits by summarizing results, past difficulties and new challenges they would like to face – decide, using the information collected, what elements of the plan to maintain or improve and take a critical look at their degree of commitment

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

Aspects of the competency		First year of Cycle Two	Second year of Cycle Two	Third year of Cycle Two
Mobilization of resources in context	***Healthy lifestyle***[5]	In the learning situation, students must show that they have maintained a healthy lifestyle habit or incorporated one into their daily lives.	Given the changes that were initiated or made during the first year of the cycle, students are encouraged to maintain two healthy lifestyle habits or incorporate two such habits into their daily lives.	Given the changes that were initiated or made throughout the cycle, students are encouraged to maintain three healthy lifestyle habits or incorporate three such habits into their daily lives.
	Active lifestyle	Students must show that they are involved in a process of improving their physical condition (flexibility, cardiorespiratory endurance and strength endurance) by means of recognized results of standardized tests corresponding to their age group.		
Availability of resources		Throughout the cycle, students should be regularly encouraged to use their internal resources in the situations presented to them and build on those of their peers during discussions and situation analyses. The teacher should adjust the variety of targeted external resources to the students' needs. The conditions put in place by the teacher should promote a differentiated organization of the class. The learning and evaluation situations presented to students in contexts related to the competencies *Performs movement skills in different physical activity settings* and *Interacts with others in different physical activity settings* should be conducive to their making a connection between the resources used in various contexts and their contribution, and help them incorporate or maintain their healthy, active lifestyle habits.		
Reflection		Throughout the cycle, the situations require students to grasp the nature of a given problem, to come up with various action possibilities, to choose the means to attempt to respond to the situation and to anticipate the consequences. The challenges stemming from the situation are tailored to their capacities and require them to select the principles of balance, coordination and synchronization according to the different types of skills (locomotor, nonlocomotor and manipulation) that best respond to the constraints and goals. The students are encouraged to review their lifestyle habits, the objectives they have set for themselves and the strategies that they have used for solving problems. The students are prompted to decide what improvements they wish to make and verify their choices. On the one hand, they come to recognize the connections between their prior learning and the requirements associated with regularly practising physical activities outside the school setting and, on the other hand, to build on those elements related to the competencies *Performs movement skills in different physical activity settings* and *Interacts with others in different physical activity settings* that may be helpful in implementing their personal plan.		

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

Aspects of the competency (cont.)	First year of Cycle Two	Second year of Cycle Two	Third year of Cycle Two
Reflection **(cont.)**	The situation requires students to take into account what they learned in Secondary Cycle One and to develop a plan in which they: – reflect on how physical activities can be practised safely – critically assess the factors that affect their preferences and interests in the choice of lifestyle habits – examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours – use time management tools (e.g. agenda, health record) and tools for compiling information in order to critically look back on targeted lifestyle habits, results and observable facts – assess, at key moments, the state of targeted lifestyle habits and adjust their plans accordingly – establish a directory of sports facilities and services offered in school and community settings and make choices accordingly	The situation requires students to take into account what they learned in the first year of Secondary Cycle Two and to develop a plan in which they: – reflect on the physical and psychological benefits of practising physical activities and adopting healthy lifestyle habits – critically assess the myths perpetuated by their peers and the media regarding health – examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours and their previous results – use time management tools (e.g. agenda, health record) and tools for compiling information in order to critically look back on targeted lifestyle habits, results and observable facts – assess, at key moments, the state of targeted lifestyle habits and adjust their plan accordingly – anticipate ways, based on previous results, to adapt the intensity and duration of their physical activities	The situation requires students to take into account what they learned during Secondary Cycle Two and to develop a plan in which they: – reflect on the medium- and long-term outcome of their commitment and perseverance on their health and well-being – examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours and their previous results – use time management tools (e.g. agenda, health record) and tools for compiling information in order to critically look back on targeted lifestyle habits, results and observable facts – assess, at key moments, the state of targeted lifestyle habits and adjust their plan accordingly – summarize the results of their process throughout the cycle and identify new challenges to be met

Program Content

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

The *Concepts to Be Learned* category sets out the knowledge and concepts the students must learn. The *Skills* category lists principles, movement skills and roles associated with certain strategies. It also includes elements specifically related to the development of healthy lifestyle habits. Tactics and techniques are not set out in the program content, as they vary according to the activity. The *Behaviour* category includes the attitudes and conduct that must be developed. The last category, *Cultural References*, includes realities from everyday life, such as personalities, events and heritage objects related to physical activity, sports, leisure, and physical education and health. These references lend a cultural dimension to instruction, enrich student knowledge and make learning more meaningful for students.

Teachers may also use content from the Secondary Cycle One and Cycle Two Physical Education and Health programs to help address the broad range of prior learning of students enrolled in Prework Training and the requirement of adjusting pedagogical approaches to the needs of individual students. The following tables provide an overview of the content from these two cycles. In addition, the fact that students will shortly be joining both society and the work force should encourage teachers to focus on the elements of content most likely to be useful in everyday life at home, at school and in the workplace. Examples include safety in movement, stress management techniques, action principles for cooperative activities, the principles of balance, synchronization and coordination, and preventive actions such as good sleeping habits and a healthy diet.

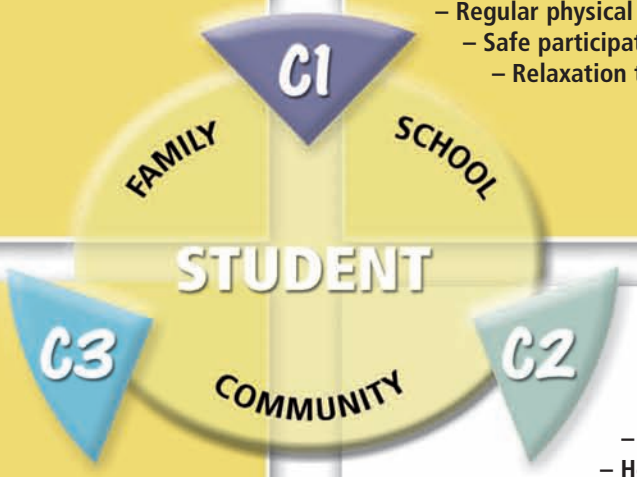
THE FOUR CATEGORIES OF THE PROGRAM CONTENT

CONCEPTS TO BE LEARNED

– Physiology of the human body
– Musculoskeletal system
– Kinesthetic feedback
– Development of the body
– Components of health-related fitness
– Rules related to physical activities
– Technical aspects of movement related to activities
– Lifestyle habits

SKILLS

– Principles of balance (static and dynamic)
– Principles of coordination
– Principles of communication
– Principles of synchronization
– Action rules in cooperative activities, combat activities, duelling activities and group activities
– Locomotor skills
– Nonlocomotor skills
– Manipulation skills
– Regular physical activity
– Safe participation in physical activity
– Relaxation techniques



BEHAVIOUR

– Fair play
– Help and mutual assistance
– Acceptance of differences
– Sense of responsibility
– Perseverance in adopting a healthy, active lifestyle

CULTURAL REFERENCES

– Scientific or technological activities associated with sports
– Everyday objects
– Heritage objects
– Events
– Architecture
– Lifestyles
– Key figures
– Values

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

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

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

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

Concepts to Be Learned (cont.)	Cycle One	First year of Cycle Two	Second year of Cycle Two	Third year of Cycle Two
Lifestyle Habits (cont.)				
Healthy lifestyle: stress prevention and management				
Types of stress and impact on daily life		A	A	
Physiological reactions to different types of stress			A	A
Impact of poor stress management on health and well-being			A	A
Effects of different substances on performance and training				
Side effects on different systems (cardiovascular, respiratory, muscular, nervous, etc.) in the short and long term	A	A	A	
Psychological effects	A	A	A	A
Effects on lifestyle habits	A	A	A	A
Excessive use of multimedia technology				
Psychological effects	A	A	A	A
Effects on physical capacity	A	A	A	A

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

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

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

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

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

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

Cultural References

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

Scientific or technological activities associated with sports

– Improvements to techniques for manufacturing sportswear and sports equipment, and their impact on athletic performance

– Evolution of techniques used in sports

Everyday objects

– Gear, objects, tools and equipment used in physical education and health

– Types of clothing worn to practise sports according to the season and the customs of different nations

Heritage objects

– Ski equipment used in 1960

– Snowshoes fashioned by Aboriginals

Events

– The history of sports events (e.g. the Olympics, the Commonwealth Games, sports events held during *Carnaval*)

– Sports- or leisure-related exhibitions (e.g. hall of fame)

– Major news events in connection with physical activity and sports

Architecture

– Facilities designed for sports events (e.g. the Olympic Stadium)

– Facilities designed for practising different sports (e.g. velodrome, diving pool, speed-skating track)

Lifestyles

– Determining factors (social, political, economic) of Québec society regarding lifestyle habits

– Lifestyles in the history of our society

– Lifestyle habits in other societies

– The health of Quebeckers, especially young people

– Physical activity as practised by families, in the community, with friends, in Québec society, outdoors, indoors, in sports or recreational centres

– Leisure and sports activities practised here and elsewhere

Key figures

– Key figures in sports here and elsewhere

– Political figures who have had an impact on amateur and professional sports

Values

– Values that are promoted in the media and that influence behaviour

– Sports ethics

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