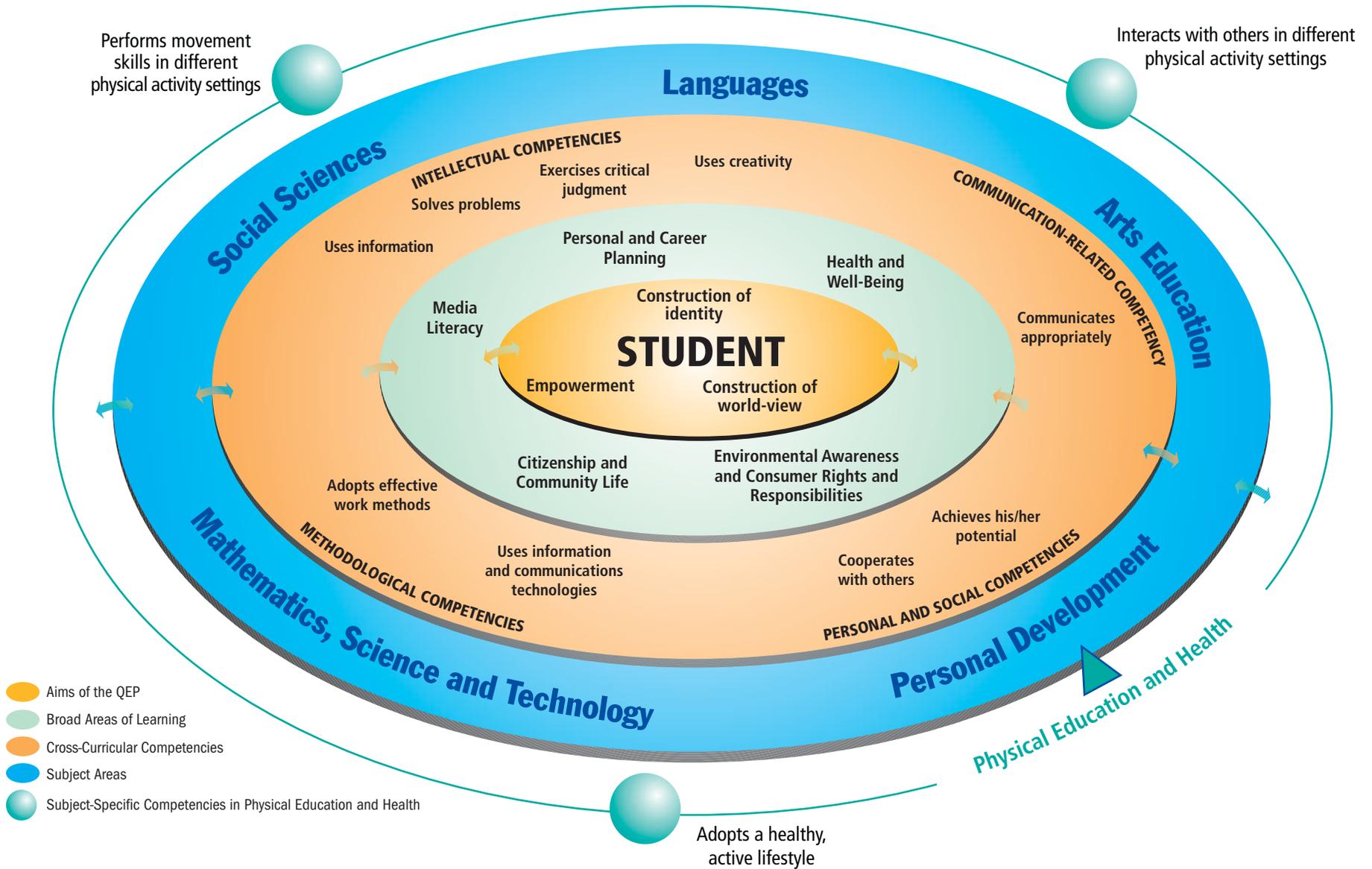




Physical Education and Health

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





Introduction to the Physical Education and Health Program

The Physical Education and Health program was designed with a view to fostering students' overall development. Although one of its main 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 use throughout their lives to feel physically and mentally healthy, to feel good about themselves and to live in harmony with others. The program specifically contributes to the general education of students and helps them construct their identity and world-view and become empowered through unique educational contexts specific to the subject.

One of the challenges secondary schools face is finding ways to ensure that physical activity plays a greater role in students' daily lives. This seems all the more important as studies show that the majority of adolescents exhibit at least one risk factor associated with cardiovascular disease by the time they reach secondary school (obesity, high blood pressure, smoking, nutrient deficiency, sedentary lifestyle). We have also seen students in this age group who have problems related to muscle mass development and bone density or who have mental health problems such as anxiety or anorexia.

Physical education at the secondary school level has traditionally focused on the development of motor efficiency and on technical control, based on the assumption that, as students mastered motor skills, they would be motivated to engage in various physical activities on a regular basis. Yet, findings on young people's lifestyles indicate that we must go beyond motor efficiency if we hope to succeed in getting young people to adopt a more active lifestyle. Certain factors are currently thought to provide students with strong incentives that could lead them to better understand the importance of their learning and encourage them to develop and maintain an active lifestyle. For example, it is important to take into account students' interests by offering them a selection of physical activities that are likely to be practised in daily life, whether at school or elsewhere. We also need to help students analyze the benefits of physical activity for their health and well-being. In addition, motivating students to engage in physical activity and to adopt healthy lifestyle habits is not solely the responsibility of physical education and health teachers. Rather, it is a responsibility shared by all school staff, parents and the community.

This new program is an extension of the former secondary level program in that both are aimed at increasing and consolidating students' repertoire of movement skills. This program is different, however, in that it focuses on the learning of other elements, such as helping students to:

gain a sense of self-responsibility in terms of what to do to ensure their health and well-being; become autonomous in developing, carrying out and assessing their learning process; improve their capacity to cooperate with peers; and become aware of the importance of adopting behaviours consistent with safety rules and ethics. As such, it ensures a continuation of learning acquired in elementary school.

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

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

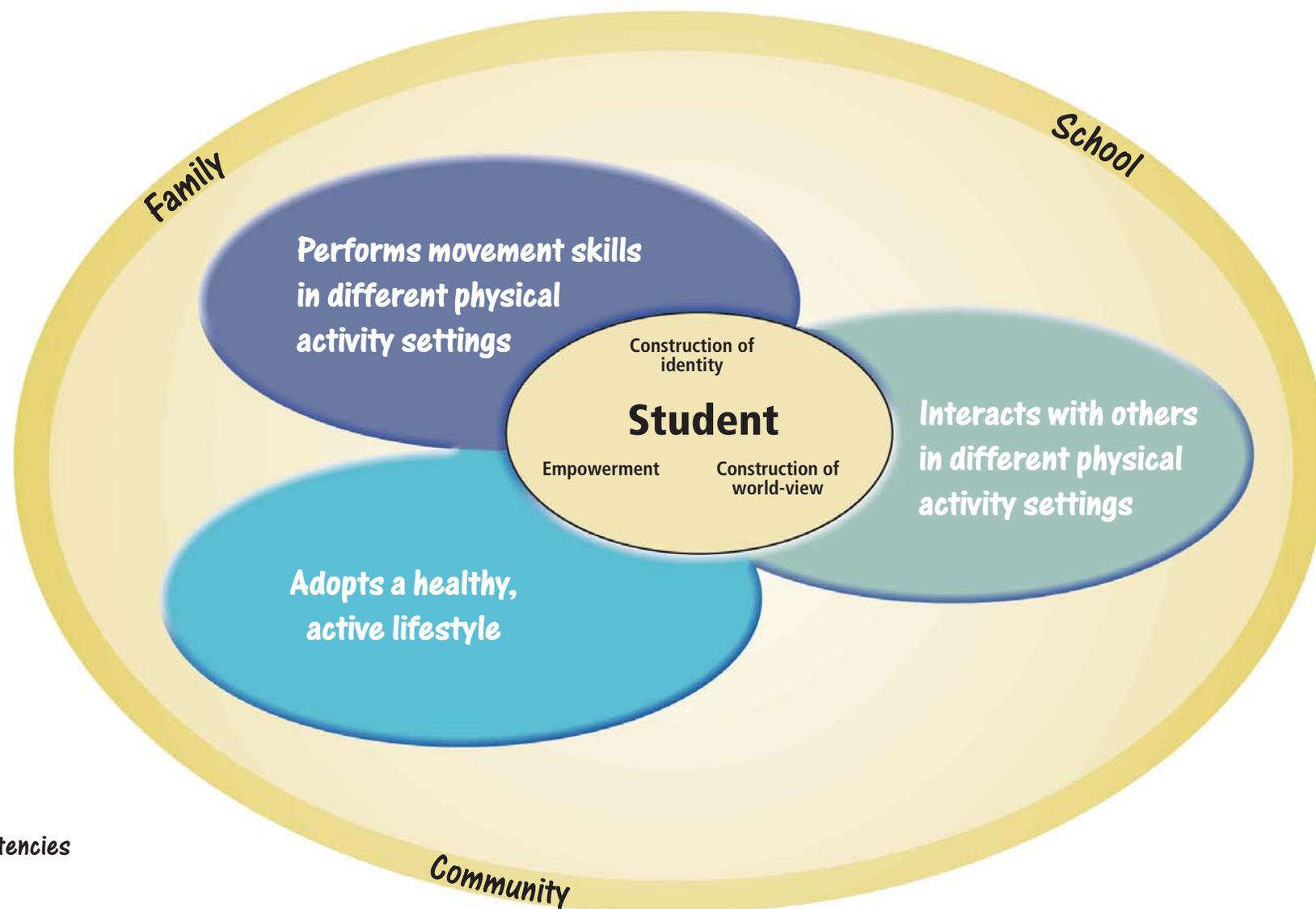
When developing the competency *Performs movement skills in different physical activity settings*, students are encouraged to expand their repertoire of movement skills, increase their motor efficiency by engaging in individual physical activities and apply what they learned to different contexts. It 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 students to expand their repertoire of movement skills and develop their social skills by practising group activities. This competency is demonstrated by developing group action plans, by performing movement skills adapted to others during group physical activities and by assessing how these activities were carried out.

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

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 competency *Performs* because when they interact with others in different physical activity settings, they must necessarily perform 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 their choices have on their health and well-being. The following figure presents the competencies and how they are related.

How the Physical Education and Health Competencies Work Together



 } Competencies

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

The Physical Education and Health program must be understood and used in a systemic manner, which enables connections to be established among the other fundamental components of the Québec Education Program. It contributes to the ongoing development of the educational aims of the broad areas of learning. It also promotes the development of the cross-curricular competencies in a number of ways and calls on many of the competencies developed in other subjects.

Connections With the Broad Areas of Learning

The learning situations of the Physical Education and Health program provide opportunities to make connections to the educational aims of the five broad areas of learning. More particularly, the learning and experience students gain through the Physical Education and Health program help them find answers to the many issues addressed in association with the area *Health and Well-Being*. To develop the competency *Adopts a healthy, active lifestyle*, students will need to engage in various physical activities on a regular basis, be they activities carried out in a recreational or competitive environment, or even daily activities such as walking, biking, rollerblading or skateboarding to school. Students must also reflect on the meaning of “being active and healthy” and on the importance of adopting safe practices.

Outdoor activities enable students to reflect on issues, become aware of their responsibilities and consider possible actions related to pollution and the destruction of the natural environment as a result of an individual or collective lack of conscience. Students are encouraged to explore

ways to protect plant life, limit consumption to their actual needs and collect waste to preserve a clean environment. This increases their awareness of the impact their actions have on the environment. This process brings into play several educational aims of the broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities*.

Issues related to *Personal and Career Planning* may also be introduced, when appropriate, as part of an interdisciplinary project such as the organization of a sports competition. Several of the tasks involved in this type of project are closely related to the world of work, e.g. writing an ad or an article for the local paper, installing electronic or mechanical equipment or using information and communications technologies to promote the event and to gather and transfer data on participants’ performances. By taking part in such activities, students acquire strategies, develop tastes and discover interests. They can make connections between different projects and the world of work, and learn about employment prospects, social roles and occupational and professional opportunities in the field. The physical education teacher as well as other school staff members, coaches, facilitators and parents can support students in their progress.

The messages conveyed by the media can have major repercussions on the behaviour of adolescents. Therefore, it is important that students be encouraged to maintain a critical distance with regard to the media. For example, during a big sports event, certain networks show violent images involving the athletes. Reports on doping, which some athletes resort to, raise ethical questions about respecting rules and about honesty and fair play. Advertising uses

an infinite amount of female body images to demonstrate the effects of products that enable you to obtain the perfect body with no physical effort. This sometimes contradictory information cannot help but challenge students, who must exercise critical judgment when they situate this information in relation to the various contexts in which they develop the subject-specific competencies. The broad area of learning *Media Literacy* is thus part of this program.

Several behaviours and attitudes needed to develop the competencies of this subject can also contribute to the learning of the area *Citizenship and Community Life*. Commitment to action, open-mindedness, acceptance of differences in others and respect for codes of ethics are all values that the Physical Education and Health program portrays, in both victory and defeat. By engaging in physical activities, students acquire a sense of fair play through self-control and respect for others and the environment.

Connections With the Cross-Curricular Competencies

Like all the other subjects, Physical Education and Health involves all the cross-curricular competencies and contributes to their development. Students develop: personal competencies (recognizes his/her personal characteristics, takes his/her place among others, makes good use of his/her personal resources); social competencies (participates in forming teams and assigning roles, develops a sense of belonging to a team); methodical competencies (plans strategies and adjusts to game situations); intellectual competencies (solves problems in different physical activity settings); and the communication competency

(presents a report of achievements in terms of physical activities or the results of his/her research).

The competency *Uses information* is thus developed in a number of situations related to movement skills in an individual or group setting or to the determinants of health and well-being, as a wealth of information is available on each of these topics. Critical judgment is also a valuable tool when, for example, discriminating between factual and speculative information or determining which lifestyle habits or type of diet should be adopted. Other cross-curricular competencies such as *Uses information and communications technologies*, may also be called upon. For example, students could use a video camera or software programs to identify the technical elements of different movement skills. Throughout the process, they evaluate the effectiveness of using this technology in other situations.

Connections With the Other Subjects

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

The Physical Education and Health program also provides many opportunities to develop language competencies. For example, students can communicate their results in connection with a physical activity or create reports using information and communications technologies. During technical/artistic activities practised in Physical Education

and Health, such as, putting on a circus or acrobatics act, students may tap into some of the resources of the Arts Education subject area (dance or music). Finally, doing different types of statistical analyses or comparative studies as part of learning activities related to the competencies in Physical Education and Health provide ways of using the competencies of the Mathematics or Science and Technology programs.

Pedagogical Context

Learning is considered to be an essentially active process by which students develop knowledge. In order to promote the development of the three competencies of the program, students should be presented with situations that challenge them and put into question their learning and the way they view themselves. It is essential that a variety of pedagogical approaches be used, such as collaborative learning, problem solving, project-based learning, etc. In Physical Education and Health, students must be placed in contexts that enable them to use different resources, both internal (what they have learned in school or from past sport experiences, their fields of interest, etc.) and external (the teacher, peers, written and electronic documents, sports equipment, etc.). This will help them become familiar with and make deliberate use of the curriculum content and use the necessary movement, intellectual or social skills to bring projects to completion and find appropriate answers to questions and needs. Using a variety of evaluation approaches (direct observation, self-evaluation, video recordings, peer evaluation) is in line with this perspective. Depending on the learning targeted, teachers can use or suggest to students different tools such as progress sheets, logbooks, student guides, etc. to monitor their progress. While the primary objective of these evaluation procedures is to support students in their learning process, they can also provide teachers with useful information for drafting progress reports and for identifying the students' level of competency development at the end of the cycle.

The three competencies of the program may be developed in a school, family or community setting. At school, activities planned as part of the Physical Education and Health program may be held indoors—in a gym or spe-

cially equipped room, for example—or outdoors. Learning and evaluation situations must take into account the various factors that apply to the practice of physical activities in Québec, and that are related to the changes in seasons, the weather conditions and the geographical diversity of the land. To pursue the development of the competencies, students may participate in intramural or interscholastic activities in a recreational or competitive context (alone or with others). They may also visit natural parks with services or accessible outdoor or indoor, urban or rural spaces, or participate in sports activities alone, with family or with friends.

COMPETENCY 1 Performs movement skills in different physical activity settings

Focus of the Competency

The performance of movement skills involves action, movement, coordination, adjustment, control, sensation and self-expression. At adolescence, the body undergoes changes, hence the importance, particularly during this period, of making students aware of these different aspects of performance so that they can work on them in a more deliberate and systematic way. Both at the secondary and elementary school level, the teacher must help students understand and apply the principles of balance and coordination, and 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 activities: cyclical activities (e.g. cross-country skiing, rollerblading, bicycling); single-action activities (e.g. jumping, throwing); skill activities (e.g. juggling, precision throwing); technical/artistic activities (e.g. rhythmic gymnastics, floor gymnastics). These learning activities must allow students to become more aware of their bodies and of their physical environment, to move with confidence and to act safely in both physical activity settings and in everyday life. Different constraints related to, for example, variation in objects, implements, obstacles, targets, the types of surface, the space available or the time allowed may be associated with these activities. A combination of these constraints determines the complexity of the learning and evaluation situations.

Developmental Profile

By the end of elementary school, students have integrated the principles of balance and coordination, which enable them to have greater control over their movement sequences in different physical activity settings adapted to this level of instruction. Students understand what they are doing and are capable of evaluating their actions. They are also able to act safely when engaging in physical activities and in everyday life.

Throughout Secondary Cycle One, students learn to better analyze the constraints and demands related to different physical activity settings. As they progress in their learning, they gain a better understanding of the principles involved in the performance of movement skills and demonstrate greater control over these skills in different settings. They may, for example, create a sequence of movements that are synchronized to a rhythm within a determined space while using manipulative and gymnastic equipment. They broaden their repertoire of locomotor, nonlocomotor and manipulation skills. In cross-country skiing, for example, they may learn how to perform a stem turn after learning how to do the snowplow turn. They show better judgment in selecting information when choosing appropriate and safe movement skills. They learn to evaluate their process and the final results in an increasingly structured fashion and make connections between what they learn in the classroom and how it can be applied in other school, family or community settings.

Key Features of Competency 1

Analyzes the situation according to the requirements of the setting

Establishes connections among the goal pursued, instructions and game rules, safety rules, the constraints associated with the physical environment and own ability and fitness levels • Considers a variety of possible choices and their consequences • Selects one or more movement skills • Visualizes them • Chooses a type of physical preparation (warm-up or stretching) appropriate to the setting



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

Applies the principles of coordination and balance to different movement skills, according to objects, tools, obstacles, space and performance time

- Takes into account own ability and fitness level
- Pays attention to kinesthetic feedback from the body
- Observes codes of ethics and safety rules
- Consolidates and broadens own repertoire of movement skills
- Performs a variety of movement sequences

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

Assesses own results, performance and choices of movement skills • Critically analyzes the steps taken • Identifies possible improvements • Decides which improvements to make

- Recognizes elements that may be applied in other settings

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students take into account the characteristics of a physical activity setting in order to make appropriate choices regarding the performance of an activity. They combine movement skills of each of the following different types of activities: cyclical, single-skill, skill and technical/artistic. They have significantly improved their motor efficiency by applying principles that respect the constraints of the physical environment and by mastering the performance of movement skills. They assess their own performance in order to identify their strengths and weaknesses according to the principles associated with performing movement skills. They apply safety rules and code of ethics determined by the setting.

Evaluation Criteria

- Performance of a variety of locomotor, nonlocomotor and manipulation skills in different settings
- Critical analysis of own process and motor efficiency in light of the result obtained
- Identification of elements that can be applied in subsequent activities

COMPETENCY 2 Interacts with others in different physical activity settings

Focus of the Competency

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

Developmental Profile

By the end of elementary school, students know how to prepare plans of action with their peers, taking into account their own strengths and weaknesses. They apply the plans of action and adapt them to the different physical activity settings specific to this level of instruction. They are able to use different types of acoustic and visual communication and follow codes of ethics and safety rules.

Throughout Secondary Cycle One, students exhibit increasingly greater autonomy in taking responsibility for their own learning process. They learn to further develop a plan of action with their peers and design strategies for performing movements and using tactics in different physical activity settings. Their choice of strategies and

modes of communication reflect their sense of cooperation and concern for facilitating interaction with their peers. This plan is based on activities focused on cooperation, opposition or a combination of both. At the elementary level, the activities associated with this competency are modified and simplified. At the secondary level, they more closely resemble sports activities: group activities (e.g. basketball, soccer, intercrosse, ultimate Frisbee, flag football), combat activities (e.g. wrestling, aikido, judo), duelling activities (e.g. badminton, tennis) and cooperative activities (e.g. acrobatics, rock climbing, canoeing in pairs). For activities associated with the competency *Performs movement skills in different physical activity settings*, the constraints related to the physical environment as well as those related to the social environment (number of partners, number of opponents and roles to be played) determine the degree of difficulty of the learning and evaluation situations. When students apply their plan of action, they observe a code of ethics. They further develop their ability to evaluate their process and their results in an increasingly organized fashion and make connections between what they learn in the classroom and how they can apply it in other school, sports or community settings.

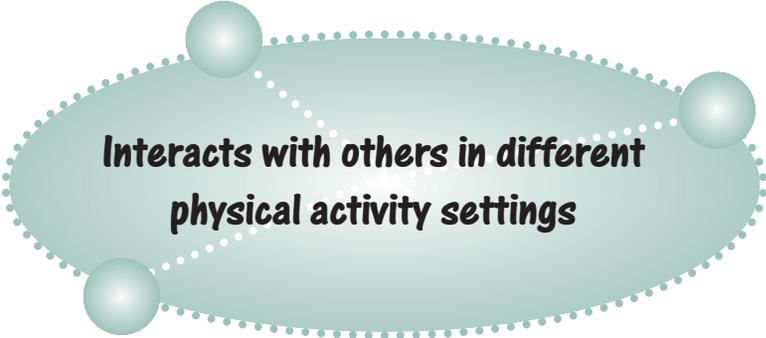
For the purposes of this competency, a *plan of action* is defined as a plan laid out according to the strategies developed from principles of action and known parameters. Its purpose is to achieve a goal that varies according to the focus of the activity. *Principles of action* are elements of a cooperative, offensive or defensive nature that guide students or teams' actions, based on the specific characteristics of the activities. The *known para-*

eters are instructions, games 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. Tactics and technical moves are not discussed in detail in the program content, as they will vary according to activity.

Key Features of Competency 2

Cooperates in developing a plan of action

With others helps set effective rules for the group or team • Establishes connections among known parameters such as the goal pursued, instructions and game rules, safety rules, the constraints associated with the physical environment, and participants' ability level, fitness level and role • Considers possible strategies and what they involve • Selects one or more movements or tactics and the roles to be played



Interacts with others in different physical activity settings

Cooperates in evaluating the plan of action

Assesses, with teammates, the effectiveness of own strategy or that of a peer or another team • Explains the reasons for achievements and difficulties • Critically analyzes the steps taken • Evaluates own and peers' contribution • Evaluates own interest, enjoyment, well-being and desire to apply what has been learned to different contexts • Identifies desirable improvements with teammates • Identifies, with teammates, strategies that can be used again in different contexts

Participates in carrying out the plan of action

Applies game rules and safety rules • Performs movements or tactics according to constraints and the chosen strategy • Applies the principles of balance, coordination, communication and synchronization • Plays different roles with one or more partners or against one or more opponents • Demonstrates fair play

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students establish strategies with teammates that describe the role of each player and the corresponding movements or tactics, according to the setting. They take into account their partners and opponents when performing the movements or when applying the tactics set out in the plan, while adjusting to unexpected situations. Based on their process and its results, they identify, with their partners, improvements to be made and elements worth keeping for use in other settings. They observe safety rules and demonstrate fair play.

Evaluation Criteria

- Justification of team's chosen strategy
- Performance of appropriate individual movements to achieve the group or team goal
- Demonstration of fair play in different stages of the activity
- Determination of elements that can be reapplied in subsequent activities
- Evaluation of own contribution and that of his or her peers and of the strategy, based on results

COMPETENCY 3 Adopts a healthy, active lifestyle

Focus of the Competency

For Secondary Cycle One students, adopting a healthy, active lifestyle means seeking a quality of life characterized by an overall well-being. It also means taking an interest in the many factors that influence health in the short, medium and long term. It means acquiring healthy habits, seizing opportunities to engage in new forms of stimulating physical activity, and adequately feeding the body and mind. In short, it means incorporating into their daily lives ways of striking a balance between their choice of physical activities and behaviours that are conducive to their health and well-being.

Developmental Profile

In elementary school, students learn to apply a process geared toward adopting or modifying lifestyle habits related to their health and well-being such as: personal hygiene, relaxation, safe behaviour, and so on. By the end of elementary school, students are able to make connections between lifestyle habits and their effects on health, such as, for example, the benefits of regular physical activity on mental relaxation. They learn to exercise critical judgment regarding information on various subjects related to health. Lastly, they acquired or consolidated some lifestyle habits that involve regular physical activity.

Throughout Secondary Cycle One, students are encouraged to examine and document the impact of their lifestyle habits on their health and well-being. To do this, using critical judgment, they gather information from various sources: they ask for their parents', friends' and teachers' opinions, conduct surveys, surf the Internet or read print materials. This search for information encourages reflection and discussion, and challenges adoles-

cents' perceptions about their lifestyle habits, particularly regarding the practice of physical activities, diet, substance abuse, sleep, stress and personal hygiene. Students assess their fitness level based on observable facts related to their own practices. They then develop and apply a plan to improve some of their lifestyle habits, which takes account of the services offered in the school and community.

The plan is designed to sustain the students' determination to apply strategies for change. It focuses mainly on everyday practices that are meant to change unhealthy lifestyle habits. Moreover, it involves the practice of a variety of physical activities that relate to the competencies *Performs* and *Interacts* or that take place in a family or community setting. In the Physical Education and Health program, the practice of physical activity is a compulsory element of the students' plan of action. To improve or maintain their fitness level, the students' plan of action must include at least three periods of physical activity a week. These activities must be of moderate to high intensity and last for a minimum of 20-30 minutes each. While engaging in physical activities, students must be sure not to injure themselves by practising safe behaviour. Students must then assess their overall process and their lifestyle habits, and find ways of applying their learning in other contexts.

Members of the school team are also invited to support the students in their efforts. During complementary activities and in other subjects, students should continue the critical analysis that they initiated in Physical Education and Health dealing with specific learning elements of this program. The more general learning elements (e.g. diet) could be dealt with during activities related to the broad area of learning *Health and Well-Being*.

Key Features of Competency 3

Analyzes the impact of certain personal lifestyle habits on own health and well-being

Keeps an open mind toward information on health and well-being • Consults relevant resources while maintaining a critical stance • Compiles observable facts on own lifestyle habits • Identifies which habits are conducive or detrimental to own health and well-being

Develops a plan designed to change some personal lifestyle habits

Identifies own tastes and aptitudes • Uses the human and material resources available at school, at home and in the community • Sets a realistic goal • Develops the strategy that seems most promising to change some personal lifestyle habits • Uses a planning tool • Assesses what personal choices demand and what they imply in terms of consequences



Evaluates own process and lifestyle habits

Records data concerning changes to personal lifestyle habits • Using tools, measures whether own fitness level has been maintained or improved • Evaluates own progress and determination in changing lifestyle habits, and the effectiveness of the plan in terms of health and well-being • Assesses own motivation and desire to apply what has been learned to different contexts • Critically examines the steps taken • Makes a decision based on own evaluation

Carries out the plan

Applies own strategy for doing regular physical activity and for integrating healthy lifestyle habits such as sleep and personal hygiene into his/her daily life • Perseveres in spite of difficulties encountered

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students have a good fitness level (flexibility, endurance, cardiorespiratory and strength endurance) according to Canadian standards for their age group. They also demonstrate that they have integrated healthy lifestyle habits into their daily life. They are able to develop a plan, apply it and assess their progress and results. They can identify desirable improvements or elements worth maintaining.

Evaluation Criteria

- Improvement or maintenance of at least two lifestyle habits other than the practice of physical activity
- Interpretation of results obtained
- Demonstration of safe behaviour when engaging in physical activities
- Performance of a physical activity of moderate to high intensity for a minimum of 20-30 minutes

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 category *Concepts to be learned* sets out what the students must learn.

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

The category *Behaviour* presents the attitudes and conduct that students must develop.

The category *Cultural References* consists of cultural topics that are associated with physical activity, sports, leisure and physical education and health. A variety of resources can be tapped to find these references: everyday objects, research, architecture, lifestyles, heritage objects, values or key figures in the history of sports. They lend a cultural dimension to instruction and can be integrated into the curriculum in order to make learning meaningful for students. For example, the teacher can teach students to establish links between how apparel, equipment or techniques associated with a particular sport have improved over time and how this influences athletes' performances.

Content from other subjects can also be used to enrich the program content. For example, students can apply the concepts of displacement, speed and force from the Science and Technology program to understand the performance of throws and jumps. Similarly, the technique

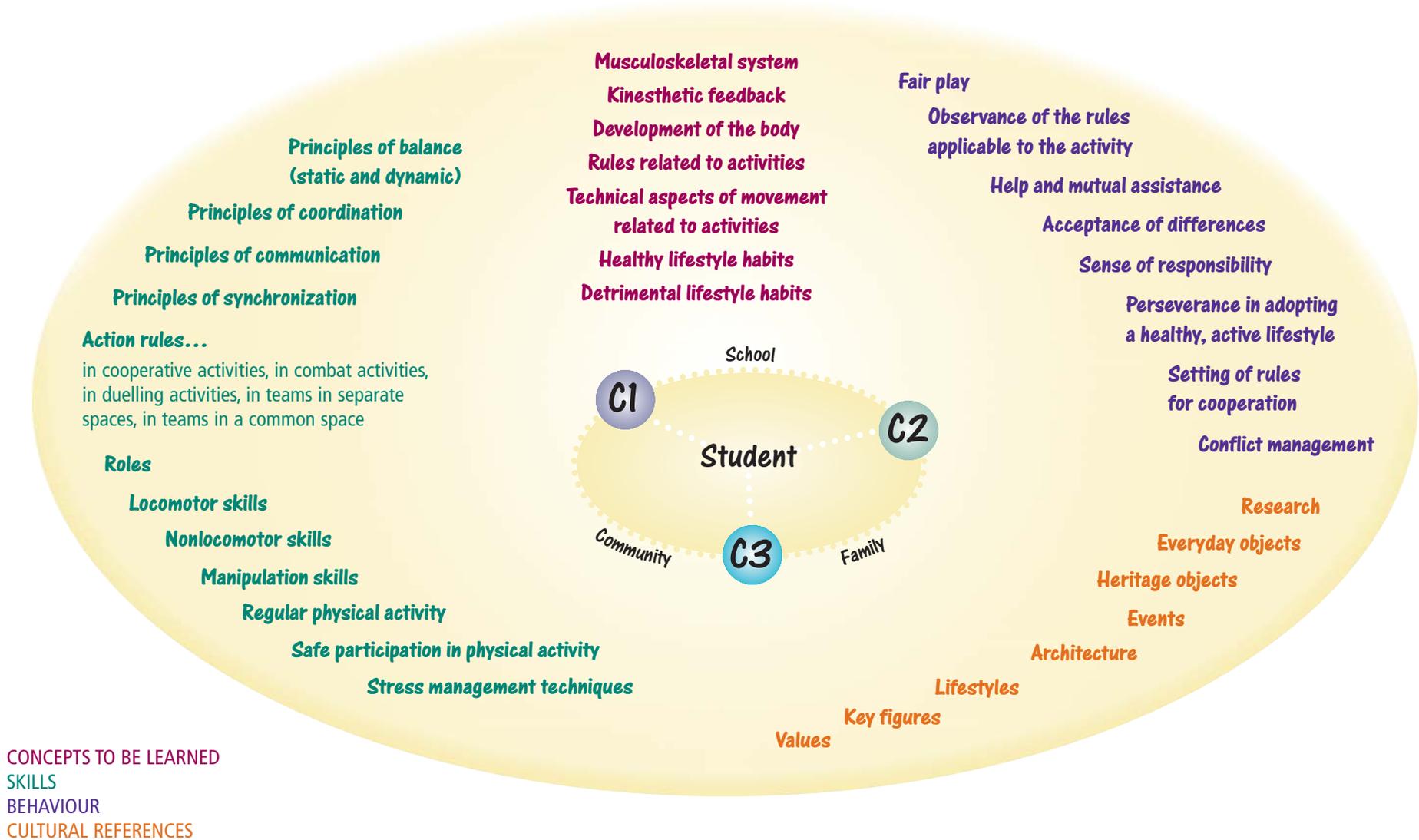
for interpreting a map associated with the Geography program could be applied during an orienteering activity.

The elements of these categories are followed by letters that enable teachers to identify the competency they involve and to connect them with what was learned in elementary school.

- the letter "E" represents essential knowledge from the elementary-level Physical Education and Health program that must be studied further or applied at the Secondary Cycle One level
- the letter "P" involves the competency *Performs movement skills*
- the letter "I" concerns the competency *Interacts with others*
- the letter "A" relates to the competency *Adopts a healthy, active lifestyle*

The following figure demonstrates the connections among the four categories of the program content at the secondary school level and some essential learning elements from the elementary level that relate to the three competencies of the program.

The Four Categories of the Program Content



CONCEPTS TO BE LEARNED

Musculoskeletal system

- Location of joints, bones and muscles involved in movement: shoulder, elbow, wrist, spine (cervical and lumbar regions), hip, knee, ankle
- Role of ligaments
- Role of stabilizing and agonist muscles (flexor, extensor, rotator, abductor, adductor)

E

P

Kinesthetic feedback

- Body segments in stable position or in motion
- Speed of movement and travel

E

P

Development of the body

- Link between rapid growth and diminished coordination and relative strength
- Impact of menses on the practice of physical activity

P A

Rules related to activities

- Code of ethics
- Safety rules
- Game rules

E

P I A

Technical aspects of movement related to activities

E.g.: Jumpshot in basketball: position of the hands on the ball, direction of the gaze, position of the body, leg action, dissociation of body segments when the arms release the ball, trajectory of the ball

E

P I

Healthy lifestyle habits

- **Regular physical activity**
 - Psychological benefits
 - Mental relaxation
 - Better sleep
 - Sustained or improved concentration
 - Positive emotions

A

- Physiological benefits
 - Faster recovery, increased capacity for work, improved response to emergency situations
 - Improved muscle tone and posture
 - Effects on body weight
 - Improved flexibility
 - Effects on muscle mass and strength
 - Improved cardiovascular endurance

- **Fitness level**

- Flexibility
- Cardiorespiratory endurance
- Strength endurance

- **Personal hygiene related to the activity**

- Benefits
 - Personal well-being
 - Well-being of others

- **Nutrition**

- Food intake and energy expenditure
 - Needs vary according to the intensity of the activity
 - Needs vary according to the weather

- **Sleep**

- Benefits
 - Physical well-being
 - Psychological well-being

Detrimental lifestyle habits

- **Comparison of beneficial and detrimental effects of various substances: tobacco, drugs, alcohol, steroids, supplements, foods**

- Side effects on different systems
 - Long-term effects (diseases)
 - Short-term effects
- Psychological effects
 - Effects on performance and training

- **Excessive use of multimedia technology**

- Psychological effects
- Effects on physical capacity

E

A

SKILLS

Principles of balance (static and dynamic)

- The position of the body used for support
- The surface used for support
- The position of the centre of gravity
- The relative position of the body segments
- The movement of body segments
- Transfer of weight

E

P I

Principles of coordination

- Use of an optimal number of joints
- Use of the joints in the appropriate order
- Flow in the performance of a movement
- Optimal performance time
- The direction of the movement

E

P I

Principles of communication

- Recognition of messages
- Communication of clear messages (acoustic or visual signals, verbal cues, touch) appropriate to the activity
- Communication of misleading messages appropriate to the activity

E

I

Principles of synchronization

- Performance of movements or actions in the right place at the right time (e.g. throwing an object to attain a moving target, receiving an object by moving to the point where the object will fall)
- Synchronization of collective movements or actions
 - Simultaneous with respect to another person or other persons (e.g. tug of war)
 - Successive with respect to another person or other persons (e.g. 200-metre relay race)
 - Alternating with respect to another person or other persons (e.g. *give-and-go* drill with another player)

E

P I

Action rules in cooperative activities

- Positioning oneself and moving in relation to teammate(s) (e.g. when building a pyramid)
- Varying force, speed and direction when performing movements or movement skills
- Keeping one's balance
- Reacting to position and movements of teammate(s)
- Synchronizing own movements or actions with those of teammate(s)

E

I

Action rules in combat activities

- Moving in relation to the performance space and the opponent
- Varying force, speed and direction when performing movements or movement skills
- Keeping one's balance
- Attacking the opponent when he/she is off-balance
- Reacting to the opponent's attacks

Action rules in duelling activities

- Moving in relation to the opponent, the space available and the object
- Using the full width and depth of the playing field
- Varying the force, speed and direction of strokes or moves
- Moving into the space left open by the opponent

Action rules in activities in teams in separate spaces

- Moving in relation to the opponent, partners and the object
- Using the full width and depth of the playing field
- Moving the object into the other person's or team's space
- Moving into the space left open by opponents

Action rules in activities in teams in a common space

- Using the space available
- Moving away from the carrier
- Moving into open space
- Moving the object toward the other team's target
- Attacking the other team's target
- Counterattacking
- Preventing the other team from moving the object toward own team's target
- Moving in relation to the target to be protected, teammates, opponents and the object
- Scoring
- Protecting own team's target

Roles

- Before the game or activity or in a support capacity: team captain, observer, goal judge, referee, secretary or scorekeeper
- During the game or activity: offensive player (carrier, noncarrier), defensive player, position played during the activity (goaltender, forward, back)

E

I

E

I

E

I

E

I

E

I

<p>Locomotor skills _____</p> <ul style="list-style-type: none"> • Walking, running, hopping, crossing, going down, going up, going around, changing directions, braking, going over, jumping, rolling, climbing 	E	P I
<p>Nonlocomotor skills _____</p> <ul style="list-style-type: none"> • Turning, pivoting, pirouetting, adopting postures 	E	P I
<p>Manipulation skills _____</p> <ul style="list-style-type: none"> • Handling (dribbling, juggling) • Projecting (throwing, hitting, shooting) • Receiving (catching, blocking, deflecting) 	E	P I
<p>Regular physical activity _____</p> <ul style="list-style-type: none"> • Repeated self-evaluation of cardiovascular capacity and other determining factors of fitness • Definition of a training plan <ul style="list-style-type: none"> – Characteristics of a good session of physical activity – Pacing and target heart rate – Recovery – Exercises to avoid – Appropriate safety rules, spotting – Prevention of sports injuries 		A
<p>Safe participation in physical activity _____</p> <ul style="list-style-type: none"> • Appropriate clothing: shoes, jewellery, garments, protective equipment • Proper setup, use and storage of equipment • Proper handling of heavy objects • Compliance with standards and rules set by a sports federation, if applicable • Matching with a partner of similar weight and build • Treatment of ailments and injuries 		P I A
<p>Stress management techniques _____</p> <ul style="list-style-type: none"> • Relaxation techniques <ul style="list-style-type: none"> – Mental imagery – Breathing techniques 	E	A

BEHAVIOUR

- Fair play
 - Self-control
 - Respect for others and for equipment and the environment
 - In words and facial expressions
 - In actions
- Observance of the rules applicable to the activity
 - Cooperation in setting rules
 - Honesty
- Help and mutual assistance
- Acceptance of differences
- Sense of responsibility
- Perseverance in adopting a healthy, active lifestyle
- Setting of rules for cooperation
 - Compliance with roles assigned
- Conflict management

E

P I A

CULTURAL REFERENCES

Research

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

Everyday objects

- Gear, equipment, objects and tools used in physical education and health
- Clothing worn to do sports activities according to the season and according to the customs of different countries

Heritage objects

- Ski equipment used in 1960
- Snowshoes made by Native peoples

Events

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

- Lifestyle habits at home, in the community, at friends' homes and in Québec society
- Lifestyles in the history of our society
- Lifestyle habits in other societies
- The health of young people, Quebeckers
- Physical activity as practised at home, in the community, in friends' homes, 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 behaviours
- Sports ethics

Bibliography

- Ade, David. "Des niveaux d'habileté pour optimiser l'apprentissage." *Revue EPS* 231 (1991): 16-19.
- Amade-Escot, Chantal. "The Contribution of Two Research Programs on Teaching Content: Pedagogical Content Knowledge and Didactics of Physical Education." *Journal of Teaching in Physical Education* 20 (2001): 78-101.
- Bayer, Claude. *Approche actuelle d'une épistémologie des activités physiques et sportives*. Paris: L'Harmattan, 1999.
- . *L'enseignement des jeux sportifs collectifs*. Paris: Éditions Vigot, 1990.
- Beunard, Patrick, and Guy Dersoir. *Éducation physique: Sport collectif. Articulation des savoirs, compétences, projets*. Nantes: Centre régional de documentation pédagogique des Pays de la Loire, 1994.
- Cardinal, Charles H. *Planification de l'entraînement en volley-ball*. Montréal: Fédération de volley-ball du Québec, 1993.
- Cazorla, Georges, and Robert Geoffroy. "L'évaluation en activité physique et en sport." In *Actes du Colloque international de la Guadeloupe*. Guadeloupe: Association des cadres techniques du sport de haut niveau guadeloupéen, Association pour la recherche et l'évaluation en activité physique et en sport, 1990.
- Commission scolaire de Laval. *Projet d'évaluation de la condition physique au secondaire*. (Ed.Thierry Fauchard) Québec: n.p., 2001.
- Daniel, Marie-France, and Michael Schleifer, eds. *La coopération dans la classe: Étude du concept et de la pratique éducative*. Montréal: Éditions Logiques, 1996.
- Daren, Dale, Charles B. Corbin, and Thomas F. Cuddihy. "Can Conceptual Physical Education Promote Physically Active Lifestyles?" In *Pediatric Exercise Science*, Vol. 10, 1998.
- Daren, Dale and Charles B. Corbin. "Physical Activity Participation of High School Graduates Following Exposure to Conceptual or Traditional Physical Education." *Research Quarterly for Exercise and Sport*, Vol. 71, no. 1, 2000.
- Delignières, Didier, and Pascal Duret. *Lexique thématique en sciences et techniques des activités physiques et sportives*. Paris: Éditions Vigot, 1995.
- Desharnais, Raymond, Gaston Godin et al. *Étude des facteurs associés à l'adoption de la pratique régulière des activités physiques au secondaire: Rapport de recherche*. Sainte-Foy: Université Laval. Groupe de recherche sur les aspects psychosociaux de la santé, 1996.
- Docherty, David, ed. *Measurement in Pediatric Exercise Science*. Champaign, Illinois and Windsor, Ontario: Human Kinetics, 1996.
- Florent, Jacques, Jean Brunelle, and Ghislain Carlier. *Enseigner l'éducation physique au secondaire: Motiver, aider à apprendre, vivre une relation éducative*. Paris: Université De Boeck, 1998.
- Fluri, Hans. *1000 exercices et jeux de plein air*. Collection Sports et Enseignement. Paris: Éditions Vigot, 1988.
- Glover, Donald R., and Daniel W. Midura. *Team Building Through Physical Challenges*. Champaign, Illinois: Human Kinetics, 1992.
- Gréhaigne, Jean-Francis, and Paul Godbout. "Tactical Knowledge in Team Sports from a Constructivist and Cognitivist Perspective." *Quest* 47 (1995): 490-505.
- Gréhaigne, Jean-Francis, Paul Godbout, and Daniel Bouthier. "The Foundations of Tactics and Strategy in Team Sports." *Journal of Teaching in Physical Education* 18 (1999): 159-174.
- Grelon, Bruno. *L'entraînement en athlétisme*. Paris: Éditions de Vecchi, 1996.
- Larouche, René. *Un peuple moins sédentaire et en meilleure santé à travers l'éducation physique et la vie active: Un projet de société très rentable pour l'enfant et sa famille, l'élève et son école, le travailleur et son entreprise, ainsi que la personne retraitée vivant à domicile ou en institution*. Sainte-Foy: Éditions L'Impulsion, 1995.
- Levinson, David, and Karen Christensen, eds. *Encyclopedia of World Sport: From Ancient Times to the Present*. Santa Barbara, California: ABC-CLIO, 1996.
- Loquet, Monique. *EPS au collège et gymnastique rythmique sportive*. Paris: Institut national de recherche pédagogique, 1996.
- Midura, Daniel W., and Donald R. Glover. *More Team Building Challenges*. Champaign, Illinois: Human Kinetics, 1995.

- Parlebas, Pierre. *Contribution à un lexique commenté en sciences de l'action motrice*. Paris: Publications INSEP, 1981.
- . *Jeux, sports et sociétés: Lexique de praxéologie motrice*. Paris: Publications INSEP, 1999.
- Paye, Burrall, and Patrick Paye. *Youth Basketball Drills*. Champaign, Illinois: Human Kinetics, 2001.
- Payne, V. Gregory, and Larry D. Isaacs. *Human Motor Development: A Lifespan Approach*. Third ed. Mountain View, California: Mayfield Publishing, 1995.
- Petiot, Georges. *Le Robert des sports*. Paris: Le Robert, 1982.
- Québec. Kino-Québec. *Dossier Éducation populaire du programme Kino-Québec: Recommandations relatives au choix et à la pratique d'activités physiques visant le développement de la condition physique*. Prepared by Yvan Girardin and François Péronnet. Québec: Gouvernement du Québec, 1980.
- . *Dossier Éducation populaire du programme Kino-Québec: Vingt-deux questions et réponses sur la pratique d'activités physiques visant le développement de la condition physique*. 29 sheets. Prepared by Yvan Girardin and François Péronnet. Québec: Gouvernement du Québec, 1982.
- . *Le choix et la pratique d'activités physiques en vue de l'amélioration de la condition physique: Un résumé des notions essentielles*. Prepared by Yvan Girardin and François Péronnet. Québec: Gouvernement du Québec, 1982.
- . *Plan d'action 2000-2005 en matière de lutte à la sédentarité et de promotion de l'activité physique*. Prepared by Diane Le May. Québec: Gouvernement du Québec, 2000.
- Québec. Kino-Québec. Comité scientifique. *L'activité physique, déterminant de la santé des jeunes: Avis du comité scientifique de Kino-Québec*. Brief written by Guy Thibault. Québec: Gouvernement du Québec, 2000.
- . *Quantité d'activité physique requise pour en retirer des bénéfices pour la santé: Avis du Comité scientifique de Kino-Québec*. Brief written by Claude Bouchard and Paul Boisvert. Québec: Gouvernement du Québec, 1999.
- Québec. Santé Québec. *Un profil des enfants et des adolescents québécois: Enquête sociale et de santé*. Monography no. 3. Prepared by Jocelyne Camirand. Québec: Santé Québec, 1992-1993.
- Ringgenberg, Scott W. "The Effects of Cooperative Games on Classroom Cohesion." Master's thesis, University of Wisconsin, Lacrosse, 1998.
- Sallis, James F. and Kevin Patrick. "Physical Activity Guidelines for Adolescents: Consensus Statement." *Pediatric Exercise Science*. Vol. 6, 1994.
- Schleifer, Michael, et al. "Concepts of Cooperation in the Classroom." *Paideusis: Journal of the Canadian Philosophy of Education Society* 12, no. 2 (1999): 44-56.
- Seners, Patrick. *Enseigner des APS: Activités physiques scolaires, du collège au lycée*. Paris: Éditions Vigot, 1997.
- . *L'athlétisme en EPS: Didacthétisme 2*. Paris: Éditions Vigot, 1996.
- Thibault, Guy. "L'activité physique." In *6-12-17, nous serons bien mieux!: les déterminants de la santé et du bien-être des enfants d'âge scolaire*. Montréal: La Direction, 2002.
- Thibault, Guy, et al. *Guide de mise en forme: Activités physiques, activités sportives, santé, équipement, alimentation*. Montréal: Éditions de l'Homme, 1998.
- Thomas, Jerry R., Jin H. Yan, and Georges E. Stelmach. "Movement Sub-Structures Change as a Function of Practice in Children and Adults." *Journal of Experimental Child Psychology* 75 (2000): 228-244.
- Yacenda, John. *Fitness Cross-Training: Running, Cycling, Walking, Swimming, Aerobics, Weight Training*. Champaign, Illinois: Human Kinetics, 1995.
- Yan, Jin. H., Jerry R. Thomas, and Katherine T. Thomas. "Children's Age Moderates the Effect of Practice Variability: A Quantitative Review." *Research Quarterly for Exercise and Sport* 69 (1998): 210-215.