

# TEACHING GUIDE

## COLLEGE PHYSICAL EDUCATION

### Interpretation of Ministerial Specifications

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## Notes:

1. To make this guide easier to read:
  - ***italic print*** is used to indicate official MELS content
  - **roman print** is used for all explanatory content
2. To limit the number of appendixes:
  - readers are referred to the official documents on the MELS Web site for the following:
    - Goals of the General Education Components
    - Educational Aims
    - Physical Education Competencies

<<http://www.mels.gouv.qc.ca/ens-sup/ens-coll/Cahiers/DescFG.asp>>[in French]

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## Teaching Guide: College Physical Education

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## A Word From the Author

It is with great pleasure that I agreed, last fall, to accept the mandate to explain the ministerial specifications for physical education in effect since October 1998.

I was able to carry out the mandate with the invaluable collaboration of:

- **Michèle** Clermont,  
ministerial specifications committee
- **Richard** Paquet,  
coordinator, physical education teachers committee at the time the specifications were developed
- **Normand** Faucher,  
regional delegate for the south shore of Montréal
- **Luc** Chiasson,  
adviser, physical education teachers subcommittee
- **Vital** Grenier,  
coordinator, physical education teachers committee

I would like to take this opportunity to thank them sincerely for their many hours of work validating and correcting the entire content of this guide. Without their moral support and their invaluable input and advice in the final months of the project, this guide would never have appeared as quickly, with as much accuracy and quality.

I encourage all college physical education teachers to read it, especially those who did not participate in the discussions that took place during the last revision of the specifications (1996-1998).

Once you have read the document, it would be useful to discuss it with your colleagues in order to gain a better understanding of the process underlying current teaching practices. This guide will provide you with all the information you need to reflect on these practices and make changes where you deem appropriate.

I would like to point out the importance of ensuring a certain consistency in our physical education courses if we wish them to maintain their credibility. At the beginning of the 1990s, despite all the wonderful projects carried out by physical education

teachers in their respective colleges, mandatory physical education courses were almost replaced by supervised physical activities offered on a voluntary basis.

I therefore encourage you to read this document in order to better understand the **competencies students must develop in their physical education courses**. It will ensure the consistency of our programs, actions and evaluation practices throughout the college network in Québec.

**Happy reading!**

**Hélène** Normandeau, ministerial specifications committee (1996-1998) and teacher, Cégep Lionel-Groulx

## **A Word From the Coordinator of the College Physical Education Teachers Committee**

This document contains clear, detailed and explicit information, thanks to the professionalism of H  l  ne Normandeau, our colleague at C  gep Lionel-Groulx and member of the ministerial specifications committee that revised the specifications in 1998. In order to produce this valuable teaching guide in physical education, H  l  ne collaborated with several physical education teachers recognized throughout the entire college network for their commitment.

Now it is our duty to apply these specifications in our physical education programs. To this end, each department must hold training sessions next year in order to ensure that teachers have an accurate and common understanding of the specifications. The inclusion of physical education in the calculation of the r

ating for the Fall 2007 semester is another important reason for offering a physical education program that is consistent from one CEGEP to the next and that conforms to ministerial specifications. Therefore, in the spring of 2007, our departments will revise their master plans and teachers will modify their lesson plans accordingly for implementation in the fall of 2007.

I am proud to join H  l  ne and her team in promoting the effective use of this guide in every physical education department so that we may better carry out our mission as college physical education teachers.

Vital Grenier,  
Coordinator, physical education teachers committee, 2005-2006

## Foreword

### For whom is this guide intended?

#### For all physical education teachers:

- who want to dispense quality teaching in college physical education
- who want to be involved in the next revision of the ministerial specifications
- who want to spark pedagogical debate within their department
- who, for whatever reason, were not present at the debates that took place in their department when the specifications were revised or implemented and who would like to examine certain practices
- who have joined a physical education department in recent years and would like to understand the process underlying current teaching practices

### What does the guide contain?

The guide contains a more detailed explanation of the specifications revised in 1998, following consultations with college physical education teachers. The departments that implemented and field-tested the ministerial specifications resulting from the 1992-1993 reform made recommendations to their regional delegate. The regional delegates then wrote up the recommendations, which were approved at the meeting of the physical education teachers committee in May 1997.

### What prompted the development of this guide?

The goals of general education, the educational aims of physical education and the three competencies, all revised between 1996 and 1998, are not very explicit and, over the years, interpretations have varied from one CEGEP to the next, or even from one teacher to the next in the same department.

The various meetings and discussions between teachers from different colleges in the past two or three years, as well as the

Upon reading this guide, you will undoubtedly notice that it does not necessarily reflect teaching practices in your college. It is truly **an interpretation of the ministerial specifications developed in 1998.**

Note that the guide does not provide specific indications concerning the summative evaluation of competencies. It merely explains the connection between summative evaluation and the expected outcomes contained in the educational aims.

comparison of the master plans of several colleges, indicate that there is no one common interpretation of the ministerial specifications.

In addition, in the coming years, it will be necessary to undertake another revision in order to make the necessary changes with respect to current practices or field-tests and to harmonize the program with the secondary education reform.

Faced with these facts, delegates at the meeting of the physical education teachers committee in May 2005 decided that it was essential that all physical education teachers have a common

### **Why was this guide developed?**

To ensure a common understanding of the ministerial specifications among physical education teachers.

In the first two years the revised specifications were in effect, several departments collaborated on a common interpretation.

In most cases, this resulted in the development of master plans specifying guidelines for learning objectives, content and learning activities in the light of the educational aims and taking into account the colleges' human and material resources.

Even when the interpretation of the specifications was uniform in a given department, it often differed from one college to the next. Without guidelines and detailed explanations at the time the

### **What is the purpose of this guide?**

To fuel reflection about teaching practices in each department in order to prepare for the next revision. During the next revision, teachers will be called upon to suggest changes to improve students' competency development at the college level based on

understanding and interpretation of the specifications before undertaking the revision.

specifications were implemented, each department came up with its own interpretation, which in most cases resulted in the development of a master plan for each of the competencies. A comparison of the master plans of several departments revealed that the interpretation of the specifications differed from one college to the next. This guide provides a standardized interpretation in order to facilitate application.

Also, the human resources in many departments are no longer the same as they were at the time the master plans were developed and the specifications implemented. It would therefore be useful for each department to revise its master plan in the light of this document and current human and material resources before consultations take place for the next revision.

their experience with the current specifications and in connection with the secondary education reform. It is therefore necessary that all physical education teachers have the same understanding of the current specifications, even if it does not correspond to the situation in their college.

## 1. Introduction

This guide for interpreting ministerial specifications in physical education provides a more detailed look at their meaning at the time they were finalized by regional delegates.

The previous specifications, which had been in effect since 1993, were revised by college physical education teachers for two years (1996-1998) before being given their current form.

This guide contains the interpretation of the ministerial specifications based on what the majority of college physical education teachers decided to adopt in May 1998 following the consultation period. It is simply **a written version of the spirit and meaning of the ministerial specifications for physical education currently in effect.**

The constraints respecting the implementation and application of ministerial specifications, imposed at the time by the MEQ, and supported by the Fédération des cégeps in order to foster the independence of colleges, precluded the official release of further information.

Delegates present at the provincial meeting in May 1998 were given explanations but, seven years later, delegates at the annual meeting of the physical education teachers committee unanimously agreed that the majority of today's college physical education teachers are unfamiliar with these explanations.

This guide provides physical education teachers with information about the origin and interpretations of the competencies targeted by the college physical education program. It will enable them to ask questions or raise issues about current teaching practices in the department that seem inconsistent with the interpretation set out in the guide.

Also, in order to help teachers prepare to actively participate in the upcoming revision and to be able to suggest changes to the current specifications, or to establish a more enlightened departmental position with respect to changes to be made to local teaching practices, information meetings may be held at the local, regional or provincial level depending on the needs expressed and the human resources available.

Finally, the guide is designed to enable teachers to quickly refer to a particular topic before discussing it with colleagues or taking a departmental position.

## 2. Contribution of Physical Education to General Education

The aims of general education fall into three broad areas:

- *Common cultural core*
- *Generic skills*
- *Desirable qualities and attitudes*

First and foremost, physical education helps students achieve certain aims of general education, particularly in the areas of:

- *common cultural core*  
by helping them:
  - › *acquire the knowledge essential for their physical and intellectual well-being*
  - › *become aware of the need to develop habits conducive to good health*

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- *generic skills*  
by helping them develop:
  - › *critical judgment*
  - › *articulate expression* (gestures and body language)
  - › *the ability to apply what they have learned to the analysis of situations*
  - › *the ability to apply what they have learned to decision making*
  - › *work methods*

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- *desirable qualities and attitudes*  
by helping them develop:
  - › *autonomy*
  - › *a critical sense*
  - › *awareness of their responsibilities toward themselves and others*

Indirectly, physical education also contributes to the students' achievement of other aims of general education and supports other subjects, in particular by partially contributing to:

- *common cultural core* by helping them develop:
  - › the ability to *think independently and critically*
  - › *personal and social ethics*

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- *generic skills* by helping them develop:
  - › *conceptualization, analysis and synthesis* skills
  - › *coherent reasoning*

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- *desirable qualities and attitudes* by helping them develop:
  - › *open-mindedness*
  - › *creativity*

### **3. Educational Aims of Physical Education**

#### **3.1 General statement**

*Physical education is aimed at promoting the development of the whole person and encouraging students to acquire responsible behaviours with respect to their health and quality of life.*

The aim of college physical education is to encourage students to incorporate physical activity into their lifestyle and to acquire healthy lifestyle habits. It is intended to help students acquire responsible behaviours with respect to their physical, mental and social health. While these behaviours correspond to healthy lifestyle habits in general, they mainly involve regular physical activity conducive to health and quality of life.

The recommended teaching approach in college physical education goes beyond an introduction to different sports and other leisure activities. It fosters the development of competencies needed to maintain good health and quality of life. While it focuses on the physical dimension of learning, the approach also takes into account its cognitive, affective and social aspects, promoting the development and integration of behaviours that have a positive impact on preventing illness. The consolidation of learning is based on regular physical activity, pleasure and success. What better than success to preserve self-esteem and develop and maintain one's motivation to continue practising physical activities!

College physical education teachers help students gain an awareness of the impact of their lifestyle on their overall health

by encouraging them to reflect on their lifestyle habits. They must select activities that help students acquire transferable skills and attitudes so that they can develop a realistic overall view of their lifestyle and adapt their physical activities to their needs, abilities, interests and the constraints of their surroundings.

College physical education teachers are not merely recreational engineers and should distance themselves from programs promoted by sports federations, which focus mainly on learning a sport with a view to participating in regional, national or international competitions.

The college Physical Education program consists of three courses. The first two competencies are essential for the development of the third. Students can choose from a variety of physical activities adapted to each of the three courses.

In other words, based on their interests and preferences, they can choose an activity from among a variety of means appropriate for acquiring a competency. Different means should be offered, however, for each of the sets.

## 3.2 Principles

**Regardless of which course they are teaching, teachers should bear in mind the following four principles. Some of these are more closely related to the development of one particular competency, but they should all be taken into consideration in the preparation and teaching of all the courses.**

### *Principles*

- *Physical education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from research, and methodically apply them to physical activities that will lead them to adopt healthy lifestyle practices.*

**While this principle is more closely related to the first competency, it is applicable to the development of the other two as well.**

- *Physical education enables students to improve their efficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes (i.e. their skills and attitudes) for a given physical activity.*

**This principle is more closely related to the second competency, in which students are encouraged to improve their performance in a single activity. However, it is also an important factor in developing the third competency.**

**The learning process used in the second course is transferable if the students wish to improve their performance in one or several physical activities. In particular, it will be useful for carrying out activities in the third course and for implementing their personal program. Also, students who master the learning process will be able to improve their performance in other subjects and learn to face challenges in their personal life with greater ease.**

- *Physical education helps students take responsibility for their own health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with other factors that promote health.*

**The aim of this principle is to integrate the first two competencies in order to help students take charge of their health and become responsible citizens. Although it is more closely related to the third competency, this principle should be taken into account throughout the learning process for the first two competencies.**

- *Physical education makes students aware of the importance of sharing the knowledge and behaviours they have acquired. The pleasure and sense of well-being students get out of physical education classes motivate them to encourage others to be physically active and to adopt healthy practices.*

**This principle is important to all three competencies. Students will be far more successful spreading “the good news” in their surroundings if they find pleasure or well-being in regular physical activity.**

### **3.3 Expected outcomes**

These outcomes are taken from what are called *Minister Ryan’s objectives*, adopted in 1988.<sup>1</sup>

They are divided into three categories:

1. **Knowledge**
2. **Skills**
3. **Attitudes and qualities**

**The expected outcomes have been incorporated into the educational aims and may help teachers understand and develop evaluation tools based on performance criteria.**

The expected outcomes and the best times for evaluating the students’ achievement of certain performance criteria help teachers plan evaluation activities. The 2001 report of the Commission d’évaluation de l’enseignement collégial (CEEC) on the evaluation of general education revealed a deficiency in this respect, indicating that some physical education teachers’

evaluation activities were based not on verification of the achievement of performance criteria, but in whole or in part on attendance or on students’ performance on tests or in a particular sport in comparison with other students’ performance or with the results of standardized tests.

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1. The Appendix provides a brief history of college physical education.

### 3.3.1 Knowledge

The ministerial specifications committee (1996-1998) made certain that every expected outcome related to knowledge and contained in the educational aims could be verified at least once through the achievement of a performance criterion.

**The best time for verifying the achievement of each performance criterion follows each expected outcome related to knowledge. All the knowledge should be acquired in the first two courses, since it will be needed to acquire the skills and attitudes targeted in the third course.**

*Students who have achieved the general education objectives in physical education will be able to demonstrate their knowledge of:*

- *the relationship between physical activity, lifestyle and health based on the findings of scientific research*

<b>Competency 1</b>	<b>Performance criterion 1.2:</b>	<i>Appropriate connections between their lifestyle and their health</i>
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- *the scientific principles for improving or maintaining physical fitness*

<b>Competency 1</b>	<b>Performance criterion 1.2:</b>	<i>Appropriate connections between their lifestyle and their health</i>
<b>Competency 1</b>	<b>Performance criterion 3.2:</b>	<i>Statement of their main physical needs and abilities</i>

- *ways to assess their abilities and needs with respect to activities that can improve their health*

<b>Competency 1</b>	<b>Performance criterion 3.2:</b>	<i>Statement of their main physical needs and abilities</i>
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- *the rules, techniques and conditions involved in practising certain types of physical activities*

<b>Competency 2</b>	<b>Performance criterion 1.2:</b>	<i>Statement of their expectations and needs with respect to their ability to carry out the activity</i>
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- *a method for setting goals*

<b>Competency 2</b>	<b>Performance criterion 1.3:</b>	<i>Appropriate formulation of personal objectives</i>
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- *the factors that help make physical activity part of their lifestyle*

<b>Competency 1</b>	<b>Performance criterion 3.3:</b>	<i>Statement of their main motivational factors with respect to regular physical activity</i>
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<b>Competency 2</b>	<b>Performance criterion 1.2:</b>	<i>Statement of their expectations and needs with respect to their ability to carry out the activity</i>
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### 3.3.2 Skills

The ministerial specifications committee (1996-1998) made certain that every expected outcome related to skills and contained in the educational aims could be verified more than once through the satisfactory achievement of specific performance criteria.

**The best time for verifying the achievement of each performance criterion follows each expected outcome related to skills.**

*Students who have achieved the general education objectives in physical education will be able to demonstrate the skills that will enable them to:*

- *choose physical activities on the basis of their motivation, abilities and needs*

<b>Competency 1</b>	<b>Performance criterion 2.2:</b>	<i>Respect for their abilities when engaging in physical activities</i>
<b>Competency 1</b>	<b>Performance criterion 4.1:</b>	<i>Appropriate and justified choice of physical activities according to their needs, abilities and motivational factors</i>

<b>Competency 3</b>	<b>Performance criterion 2.3:</b>	<i>Appropriate choice of activity or activities for practice in their personal programs</i>
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- *establish relationships between lifestyle and health*

<b>Competency 1</b>	<b>Performance criterion 1.2:</b>	<i>Appropriate connections between their lifestyle and their health</i>
<b>Competency 1</b>	<b>Performance criterion 4.1:</b>	<i>Appropriate and justified choice of physical activities according to their needs, abilities and motivational factors</i>

- *apply the rules, techniques and conditions involved in participating in certain types of physical activity*

<b>Competency 1</b>	<b>Performance criterion 2.1:</b>	<i>Observance of the rules involved in physical activities, including safety rules</i>
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<b>Competency 2</b>	<b>Performance criterion 1.4:</b>	<i>Statements of the means selected to achieve their objectives</i>
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<b>Competency 2</b>	<b>Performance criterion 1.5:</b>	<i>Observance of the rules involved in practising the physical activity, including safety rules</i>
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<b>Competency 2</b>	<b>Performance criterion 1.9:</b>	<i>Appreciable improvement of the motor skills required by the activity</i>
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<b>Competency 3</b>	<b>Performance criterion 1.1:</b>	<i>Practice of a physical activity while maintaining a balance between effectiveness and the factors promoting health</i>
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<b>Competency 3</b>	<b>Performance criterion 2.4:</b>	<i>Appropriate planning of the conditions for participating in the activity or activities in their personal programs</i>
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- *measurable, challenging goals, situated within a specific time frame*

<b>Competency 2</b>	<b>Performance criterion 1.3:</b>	<i>Appropriate formulation of personal objectives</i>
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<b>Competency 3</b>	<b>Performance criterion 2.2:</b>	<i>Proper formulation of the objectives for their personal program</i>
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- *improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities*

<b>Competency 2</b>	<b>Performance criterion 1.6:</b>	<i>Periodic evaluation of their skills and attitudes in relation to the activity</i>
<b>Competency 2</b>	<b>Performance criterion 1.7:</b>	<i>Meaningful interpretation of the progress achieved and the difficulties experienced during the activity</i>
<b>Competency 2</b>	<b>Performance criterion 1.8:</b>	<i>Appropriate, periodic adjustments of their objectives or the means used to achieve them</i>
<b>Competency 2</b>	<b>Performance criterion 1.9:</b>	<i>Appreciable improvement of the motor skills required by the activity</i>

- *use their creative and communication skills, particularly in group activities*

<b>Competency 2</b>	<b>Performance criterion 1.7:</b>	<i>Meaningful interpretation of the progress achieved and the difficulties experienced during the activity</i>
<b>Competency 2</b>	<b>Performance criterion 1.8:</b>	<i>Appropriate, periodic adjustments of their objectives or the means used to achieve them</i>
<b>Competency 2</b>	<b>Performance criterion 1.9:</b>	<i>Appreciable improvement of the motor skills required by the activity</i>
<b>Competency 3</b>	<b>Performance criterion 1.1:</b>	<i>Practice of a physical activity while maintaining a balance between effectiveness and the factors promoting health</i>
<b>Competency 3</b>	<b>Performance criterion 2.7:</b>	<i>Meaningful interpretation of the progress achieved and difficulties experienced during the activities</i>
<b>Competency 3</b>	<b>Performance criterion 2.8:</b>	<i>Appropriate, periodic adjustment of their objectives or the means used to attain them</i>

- *evaluate their skills, attitudes and progress with respect to participating in different forms of physical activity*

<b>Competency 1</b>	<b>Performance criterion 3.2:</b>	<i>Statement of their main physical needs and abilities</i>
<b>Competency 2</b>	<b>Performance criterion 1.1:</b>	<i>Initial assessment of their skills and attitudes in relation to a physical activity</i>
<b>Competency 2</b>	<b>Performance criterion 1.6:</b>	<i>Periodic evaluation of their skills and attitudes in relation to the activity</i>
<b>Competency 2</b>	<b>Performance criterion 1.7:</b>	<i>Meaningful interpretation of the progress achieved and the difficulties experienced during the activity</i>
<b>Competency 2</b>	<b>Performance criterion 1.8</b>	<i>Appropriate, periodic adjustments of their objectives or the means used to achieve them</i>
<b>Competency 3</b>	<b>Performance criterion 2.5</b>	<i>Appropriate choice of criteria for measuring the attainment of the objectives of their personal programs</i>
<b>Competency 3</b>	<b>Performance criterion 2.7</b>	<i>Meaningful interpretation of the progress achieved and difficulties experienced during the activities</i>

- *maintain or increase their level of fitness and physical activity on their own*

<b>Competency 3</b>	<b>Performance criterion 1.1:</b>	<i>Practice of a physical activity while maintaining a balance between effectiveness and the factors promoting health</i>
<b>Competency 3</b>	<b>Performance criterion 2.7:</b>	<i>Meaningful interpretation of the progress achieved and difficulties experienced during the activities</i>
<b>Competency 3</b>	<b>Performance criterion 2.8:</b>	<i>Appropriate, periodic adjustment of their objectives or the means used to attain them</i>

- *manage a personal physical activity program and assume responsibility in the organization of physical activities*

<b>Competency 3</b>	<b>Performance criterion 2.7:</b>	<i>Meaningful interpretation of the progress achieved and difficulties experienced during the activities</i>
<b>Competency 3</b>	<b>Performance criterion 2.8:</b>	<i>Appropriate, periodic adjustment of their objectives or the means used to attain them</i>

### 3.3.3 Attitudes and qualities

Since attitudes are more general than knowledge or skills, the ministerial specifications committee (1996-1998) associated each of the expected attitudes with an element of the competency rather than a specific performance criterion.

**The expected attitudes are all evaluated in set 3** but students should begin developing them in one of the two preceding competencies.

**The best time for verifying the achievement of each element of the competency follows each expected outcome related to attitudes.**

*Students who have achieved the general education objectives in physical education will be able to demonstrate the attitudes and qualities that will enable them to:*

- *understand the importance of taking responsibility for their health*

<b>Competency 1</b>	<b>Element of the competency 1:</b>	<i>To establish a relationship between their lifestyle and their health</i>
<b>Competency 1</b>	<b>Element of the competency 4:</b>	<i>To propose physical activities that promote health</i>
<b>Competency 3</b>	<b>Element of the competency 1:</b>	<i>To make effective participation in physical activity part of a healthy lifestyle</i>
<b>Competency 3</b>	<b>Element of the competency 2:</b>	<i>To manage a personal physical activity program</i>

- *be aware of the need to evaluate and respect their abilities and the conditions for carrying out a physical activity, before undertaking the activity*

<b>Competency 1</b>	<b>Element of the competency 2:</b>	<i>To be physically active in a manner that promotes health</i>
<b>Competency 1</b>	<b>Element of the competency 3:</b>	<i>To recognize their needs, abilities and motivational factors with respect to regular physical activity</i>
<b>Competency 1</b>	<b>Element of the competency 4:</b>	<i>To propose physical activities that promote health</i>

<b>Competency 2</b>	<b>Element of the competency 1:</b>	<i>To use a process designed to improve their effectiveness when participating in a physical activity</i>
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<b>Competency 3</b>	<b>Element of the competency 1:</b>	<i>To make effective participation in physical activity part of a healthy lifestyle</i>
<b>Competency 3</b>	<b>Element of the competency 2:</b>	<i>To manage a personal physical activity program</i>

- *recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity*

<b>Competency 2</b>	<b>Element of the competency 1:</b>	<i>To use a process designed to improve their effectiveness when participating in a physical activity</i>
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<b>Competency 3</b>	<b>Element of the competency 1:</b>	<i>To make effective participation in physical activity part of a healthy lifestyle</i>
<b>Competency 3</b>	<b>Element of the competency 2:</b>	<i>To manage a personal physical activity program</i>

– *respect the environment in which the activities are held*

<b>Competency 1</b>	<b>Element of the competency 2:</b>	<i>To be physically active in a manner that promotes health</i>
<b>Competency 1</b>	<b>Element of the competency 4:</b>	<i>To propose physical activities that promote health</i>

<b>Competency 2</b>	<b>Element of the competency 1:</b>	<i>To use a process designed to improve their effectiveness during a physical activity</i>
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<b>Competency 3</b>	<b>Element of the competency 1:</b>	<i>To make the effective practice of physical activity part of a healthy lifestyle</i>
<b>Competency 3</b>	<b>Element of the competency 2:</b>	<i>To manage a personal physical activity program</i>

– *appreciate the aesthetic and recreational value of physical activity*

<b>Competency 1</b>	<b>Element of the competency 2:</b>	<i>To be physically active in a manner that promotes health</i>
<b>Competency 1</b>	<b>Element of the competency 3:</b>	<i>To recognize their needs, abilities and motivational factors with respect to regular physical activity</i>
<b>Competency 1</b>	<b>Element of the competency 4:</b>	<i>To propose physical activities that promote health</i>

<b>Competency 2</b>	<b>Element of the competency 1:</b>	<i>To use a process designed to improve their effectiveness during a physical activity</i>
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<b>Competency 3</b>	<b>Element of the competency 1:</b>	<i>To make the effective practice of physical activity part of a healthy lifestyle</i>
<b>Competency 3</b>	<b>Element of the competency 2:</b>	<i>To manage a personal physical activity program</i>

– *promote a balanced and active lifestyle as a social value*

<b>Competency 3</b>	<b>Element of the competency 2:</b>	<i>To manage a personal physical activity program</i>
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## 4. Competencies

### 4.1 Sequence of objectives and standards

*The three sets (target competencies) in physical education are designed in a learning sequence. The first two are prerequisites for the third.*

**Students must have successfully developed the first two competencies before enrolling in the third course, since the third and final competency involves the integration of the first two.**

*The first set (Competency 1: To establish the role that being physically active plays among the lifestyle behaviours which promote health) focuses on the relationship between health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health prevention. This enables them to make an appropriate and justified choice of activities.*

**The first competency helps students understand the importance of their lifestyle and, in particular, the role of physical activity in promoting health.**

*The second set (Competency 2: To improve one's effectiveness when practising a physical activity) looks at the improvement of effectiveness through the use of a goal-oriented approach in a sports, outdoor or expression-oriented activity. After making an initial assessment of their abilities and attitudes, students are called upon to evaluate them with respect to a physical activity, to set goals and to interpret their progress.*

**The second competency helps students assume responsibility for the learning needed to improve their effectiveness when practising a sport, outdoor or expression-oriented activity.**

*The third set (Competency 3: To demonstrate one's responsibility for being physically active in a manner which promotes health) is aimed at helping students integrate physical activity into their lifestyle, more particularly through more effective management of factors that facilitate such integration. During the hours of instruction, students apply the knowledge they have acquired in the first two sets of objectives. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for individual work enable students to complete their personal programs.*

**The third competency helps students integrate regular physical activity into their future schedule, alongside occupational, social and family obligations.**

## 4.1.1 Competency 1

### 4.1.1.1 Explanation

<b>GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: PHYSICAL EDUCATION</b>		<b>COMPETENCY 1</b>
<p><i>Subject: 109 – Physical Education</i>  <i>Weighting: 1-1-1</i>  <i>Credits: 1</i>  <i>Competency code: 0064</i>  <i>Course code: 109-103-02</i>  <i>Course title: Health and Physical Education</i></p>	<p>Ideally, knowledge related to physical education should be acquired during practical activities. The first number in the weighting indicates the amount of time devoted to the acquisition of knowledge; however, some of this knowledge should be acquired through supervised physical activity.</p>	
<i>OBJECTIVE</i>	<i>STANDARD</i>	
<p>Achievement of the competency</p>	<p>Corresponds to the performance level at which an objective is deemed to have been attained</p>	
<i>STATEMENT OF THE COMPETENCY</i>		
<p><i>To establish the role that being physically active plays among the lifestyle behaviours which promote health</i></p> <p>The students examine how well their current level of physical activity promotes health.</p> <p>They are asked to methodically apply the results of scientific research to physical activities that promote health so that they can make more enlightened choices.</p>	<p>It is by achieving objectives and observing standards that students acquire or master college physical education competencies.</p>	

<p style="text-align: center;"><b><i>ELEMENTS OF THE COMPETENCY</i></b> Specify the key features of the competency</p>	<p style="text-align: center;"><b><i>PERFORMANCE CRITERIA</i></b> Make it possible to evaluate the elements of the competency</p>
<p>1. <i>To establish a relationship between their lifestyle and their health</i></p> <p>In order to establish a relationship, the students must be able to identify different lifestyle habits that can affect their health, in particular those related to physical activity.</p> <p>Using the appropriate documentation and with the help of the teacher, they establish a relationship between these lifestyle habits and their current or future state of health.</p>	<p>1.1 <i>Appropriate use of documentation</i></p> <p>This criterion will be verified automatically if the students use the appropriate documentation to establish connections between their main lifestyle habits and their health (Criterion 1.2).</p> <p>The documentation used should illustrate the benefits and the preventive role of physical activity on overall health.</p>
	<p>1.2 <i>Appropriate connections between their lifestyle and their health</i></p> <p>In order to make appropriate connections, the students must be able to identify their main lifestyle habits so that they can make connections between them and the knowledge they have acquired in order to determine their effect on health.</p> <p>They should establish a profile of their physical activities and the conditions in which they practise them so that they can make appropriate connections between their physical activity and their health.</p> <p>In addition to studies and research, they should take into account their observations and other information gathered during workshops.</p>

<p style="text-align: center;"><b><i>ELEMENTS OF THE COMPETENCY</i></b> Specify the key features of the competency</p>	<p style="text-align: center;"><b><i>PERFORMANCE CRITERIA</i></b> Make it possible to evaluate the elements of the competency</p>
<p>2. <i>To be physically active in a manner that promotes health</i></p> <p>The students must be physically active in a manner that promotes health and fitness. They must also understand the conditions for achieving the desired effects.</p>	<p>2.1 <i>Observance of the rules involved in participating in physical activities, including safety rules</i></p> <p>Observance of rules means compliance with certain knowledge-based parameters that promote regular and safe physical activity. Observance of the rules pertaining to specific sports activities is a secondary consideration.</p> <p>Among other things, students should do the appropriate warm-up exercises and stretches established in workshops.</p>
	<p>2.2 <i>Respect for their abilities when engaging in physical activities</i></p> <p>The students must identify and set optimal goals (e.g. frequency, intensity and duration of physical activity) that correspond to their fitness level and that will help them improve it. They should take their personal characteristics into account. For example, it is unlikely that 25 students could run, swim or ski at the same speed for 30 minutes and all be in their cardiorespiratory target zone.</p>

<p style="text-align: center;"><b><i>ELEMENTS OF THE COMPETENCY</i></b> Specify the key features of the competency</p>	<p style="text-align: center;"><b><i>PERFORMANCE CRITERIA</i></b> Make it possible to evaluate the elements of the competency</p>
<p>3. <i>To recognize their needs, abilities and motivational factors with respect to regular physical activity</i></p> <p>Students should be exposed to a variety of physical activities which they can enjoy and do well. These two conditions are essential motivational factors with respect to regular physical activity.</p> <p>The students must also identify their strengths and weaknesses so that they can determine their needs and respect their physiological abilities.</p> <p>Moreover, they must identify their needs and abilities at the social and affective levels since these, along with their interests and preferences, are also motivational factors with respect to regular physical activity.</p>	<p>3.1 <i>Appropriate use of data on quantitative and qualitative physical evaluation</i></p> <p>This criterion will be automatically verified if the students can use their test results and their observations to identify their main physical needs and abilities (Criterion 3.2).</p>
	<p>3.2 <i>Statement of their main physical needs and abilities</i></p> <p>The students must identify their needs and abilities based on the results obtained on different standardized tests and on their observations and measurement of the effects achieved in different workshop activities.</p>
	<p>3.3 <i>Statement of their main motivational factors with respect to regular physical activity</i></p> <p>Based on observation rubrics, prior experience and their experiences during the course, the students identify their motivational factors with respect to regular physical activity.</p>

<p style="text-align: center;"><i><b>ELEMENTS OF THE COMPETENCY</b></i></p> <p style="text-align: center;">Specify the key features of the competency</p>	<p style="text-align: center;"><i><b>PERFORMANCE CRITERIA</b></i></p> <p style="text-align: center;">Make it possible to evaluate the elements of the competency</p>
<p>4. <i>To propose physical activities that promote health</i></p> <p>The students' choice of physical activity should meet their health needs, improve their quality of life and enable them to remain active throughout the year.</p>	<p>4.1 <i>Appropriate and justified choice of physical activities according to their needs, abilities and motivational factors</i></p> <p>Based on the knowledge acquired, different tests, their experiences, observations and all other information gathered during the course, the students must be able to justify their choice of physical activities according to their needs, abilities and motivational factors.</p> <p>For example, their choices would obviously be appropriate and justified if they selected jogging and cross-country skiing to meet the need for improved cardiorespiratory endurance and their preference for outdoor activities. They would not be appropriate if they selected golf and walking to meet the same needs.</p> <p>The students must therefore choose activities consistent with their motivational factors, including personal preferences, but that also meet their needs with respect to their fitness level, which they will be encouraged to improve in set 3.</p>

#### **4.1.1.2 Performance criteria**

##### **Does half of set 1 take place in the classroom?**

Although the weighting is 1-1-1, most of the necessary knowledge and skills must be acquired by practising physical activities under the appropriate conditions in order to achieve the desired effects.

The students will learn more easily in carefully prepared workshops.

Remember that:

##### **I. At the end of the course, the expected outcomes should demonstrate students' knowledge of:**

- *the relationship between physical activity, lifestyle and health based on the findings of scientific research (Criterion 1.2)*
- *the principles resulting from this research for improving or maintaining their physical fitness (Criteria 1.2 and 3.2)*
- *ways to assess their abilities and needs with respect to activities that can improve their health (Criterion 3.2)*
- *the factors that help make physical activity a regular part of their lifestyle (Criterion 3.3)*

Of all the expected outcomes related to knowledge, only the first requires readings and discussions, and could take place in the

classroom. All of the other knowledge can and should be acquired through practise in a sports setting.

##### **II. At the end of the course, the expected outcomes should demonstrate students' mastery of the skills that will enable them to:**

- *choose physical activities on the basis of their motivation, abilities and needs (Criteria 2.2 and 4.1)*
- *establish relationships between lifestyle and health (Criteria 1.2 and 4.1)*
- *apply the rules, techniques and conditions involved in participating in a certain number of physical activities (Criterion 2.1)*
- *evaluate their skills, attitudes and progress with respect to different forms of physical activity (Criterion 3.2)*

Once again, the expected outcomes illustrate that most of the targeted skills must be acquired through the practice of different physical activities rather than in the classroom. The challenge for teachers is the second expected outcome related to skills. Indeed, some might think that the knowledge acquired by students through reading and discussion is insufficient to enable them to establish relationships between lifestyle and health and will want to lecture on the subject. It is important to remember, however, that it is the students who must demonstrate their skill, not the teacher, and they will find it easier to apply the knowledge they have acquired if they can test it in a workshop.

Most of the lifestyle habits dealt with in this course should be related to physical activity and its effects on health. The target competency is *To establish the role that being physically active plays among the lifestyle habits which promote health*. Other lifestyle habits can be addressed, such as nutrition, smoking and the use of drugs, alcohol and anabolic steroids and their effects on health, but this is not a nutrition or drug abuse prevention course. It is a physical education course. Moreover, some of these habits (e.g. eating habits, alcohol use, smoking) could be addressed in terms of not only their direct effects on health, but also their effects on physical activity.

**III. At the end of the course, the expected outcomes should demonstrate students' attitudes and qualities that will enable them to:**

- *understand the importance of taking responsibility for their health (Elements 1 and 4)*
- *be aware of the need to assess and respect their abilities and the conditions for participating in a physical activity, before undertaking it (Elements 2, 3 and 4)*
- *respect the environment in which the activities are taking place (Elements 2 and 4)*
- *appreciate the aesthetic and recreational value of physical activity (Elements 2, 3 and 4)*

With respect to the expected outcomes related to attitudes and qualities in this set, teaching should focus on introducing the students to behaviours they can work on throughout the program.

Physical activities that students can enjoy and do well are certainly more likely to have a positive impact on their behaviour than sitting in a classroom.

### 4.1.1.3 Summative evaluation

It is important that the **different summative evaluations** to verify the development of Competency 1 be limited to determining whether the students can **establish the role that being physically active plays among the lifestyle behaviours which promote health**.

Consequently, they should be related to the performance criteria associated with the expected outcomes contained in the

educational aims. They should not be related to the students' performance in a sports activity or their result on a fitness test, or based merely on their attendance record in class or at the workshops.

#### 4.1.1.4 Learning activities

**What types of courses could help students develop Competency 1?**

**Set 1: Pique students' curiosity about better health by encouraging them to participate in a variety of physical activities.**

The first course should address the improvement of the students' overall health and enable them to discover different tools for achieving this.

The course does not focus on a single technique in sport, expression-oriented or outdoor activities; rather, it **enables students to choose physical activities** according to their needs, abilities and personal preferences in order to maintain good health.

Set 1 is not aimed at improving the students' fitness level as such, although such improvement is certainly welcome. Among other things, this competency is intended to introduce students to the best ways of doing so. By experimenting with different types of physical activity, they will be better able to identify how they would like to maintain good health. And we hope that they will be excited enough to take immediate action!

If the activities proposed are sports activities, it is important to make sure that their practice does not require too much learning about techniques and game tactics, since this set targets another level of concepts entirely. Should a subject require considerable learning about techniques or game tactics, then the activity is better suited to Competency 2.

The activities proposed should enable teachers to introduce students to a variety of fitness exercises so that, by considering their physical effects, they can understand their impact on their health. These experiences will also help the students choose physical activities and fitness exercises that are consistent with their needs and abilities with respect to health and quality of life.

## 4.1.2 Competency 2

### 4.1.2.1 Explanation

<b>GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: PHYSICAL EDUCATION</b>		<b>COMPETENCY 2</b>
<p><i>Subject: 109 – Physical Education</i>  <i>Weighting: 0-2-1</i>  <i>Credits: 1</i>  <i>Competency code: 0065</i>  <i>Course code: 109-104-02</i>  <i>Course title: Physical Activity</i></p>	<p>The weighting indicates that the course is a workshop. In physical education, this means that it takes place for the most part at a practical level. By placing students in physical activity situations, teachers transmit the knowledge students need to develop the competency.</p> <p>The students must use the hour of individual work included in the weighting to improve their effectiveness in the physical activity chosen.</p>	
<i><b>OBJECTIVE</b></i>	<i><b>STANDARD</b></i>	
Achievement of the competency	Corresponds to the performance level at which an objective is deemed to have been attained	
<i><b>STATEMENT OF THE COMPETENCY</b></i>		
<p><i>To improve one’s effectiveness when practising a physical activity</i></p> <p>The students improve their effectiveness in a sport, expression-oriented or outdoor activity.</p> <p>The application of a goal-oriented approach will help them improve their effectiveness in the activity.</p>	<p>It is by achieving objectives and observing standards that students acquire or master the physical education competencies at the college level.</p> <p>It will be easier for the students to see progress if they choose an activity they have not yet mastered.</p>	

<p style="text-align: center;"><b><i>ELEMENTS OF THE COMPETENCY</i></b> Specify the key features of the competency</p>	<p style="text-align: center;"><b><i>PERFORMANCE CRITERIA</i></b> Make it possible to evaluate the elements of the competency</p>
<p>1. <i>To use a process designed to improve their effectiveness during a physical activity</i></p> <p>It is important that the students experience enjoyment and a sense of accomplishment in their practice of the activity by observing improved effectiveness using precise indicators proposed by the teacher.</p> <p>The goal-oriented approach is not an end in itself. It is the means used by students to help them improve their effectiveness.</p>	<p>1.1 <i>Initial assessment of their skills and attitudes in relation to a physical activity</i></p> <p>This assessment is based on the students' understanding of the requirements of the physical activity and their ability to assess their initial level of effectiveness.</p> <p>These requirements are related to techniques, tactics and strategies specific to the activity, as well as to the attitudes (e.g. cooperation; respect for others, rules and the environment) required to practise the activity effectively.</p> <p>To enable students to make this initial assessment, the teacher must propose indicators for evaluating the motor skills and attitudes required to practise the activity effectively.</p> <p>The assessment may be done in the first period or extend over a few periods if most students are unfamiliar with the activity.</p>
	<p>1.2 <i>Statement of their expectations and needs with respect to their ability to carry out the activity</i></p> <p>Based on their initial assessment, the students must be able to identify their needs and set realistic and challenging expectations that motivate them to practise the physical activity.</p>

<p style="text-align: center;"><i>ELEMENTS OF THE COMPETENCY</i></p> <p style="text-align: center;">Specify the key features of the competency</p>	<p style="text-align: center;"><i>PERFORMANCE CRITERIA</i></p> <p style="text-align: center;">Make it possible to evaluate the elements of the competency</p>
	<p>1.3 <i>Appropriate formulation of personal objectives</i></p> <p>The students' goals must be:</p> <p><b>Challenging</b>, that is, sufficiently motivating for them to pursue and achieve them</p> <p><b>Realistic and attainable</b>, that is, the targeted level of improvement should be attainable by the students, but not too easily and require a certain amount of effort</p> <p><b>Specific</b>, that is, related to precise parameters in terms of the techniques, strategies and attitudes needed to improve their effectiveness</p> <p><b>Measurable</b>, that is, they should enable the students to evaluate themselves and observe their own progress</p> <p><b>Situated within a specific time frame</b>, so that students can implement effective measures to achieve their goals during the course</p> <p>The teacher should provide students with the main parameters for becoming effective in the practice of the activity.</p> <p>These parameters should reflect the major techniques, tactics or strategies required by the activity, as well as the attitudes needed to practise it effectively.</p>

<p style="text-align: center;"><i><b>ELEMENTS OF THE COMPETENCY</b></i> Specify the key features of the competency</p>	<p style="text-align: center;"><i><b>PERFORMANCE CRITERIA</b></i> Make it possible to evaluate the elements of the competency</p>
	<p>The goals are based on the students' needs and expectations with respect to the activity.</p> <p>The teacher should provide the students with a simple method of setting goals rather than a list of goals that have already been formulated.</p>
	<p><i>1.4 Statement of the means selected to achieve their objectives</i></p> <p>The teacher should place students in learning situations, introducing them to a variety of techniques, tactics, strategies and attitudes so that they can achieve their goals and become more effective. Also, the teacher should encourage students to use their hour of individual work to this end.</p>
	<p><i>1.5 Observance of the rules involved in the physical activity, including safety rules</i></p> <p>The students should know the rules and have the opportunity to apply them in the sport or other physical activity chosen.</p> <p>The rules in question include the rules of the game and safety rules, as well as the different behavioural principles (fair play, respect for others and the environment, other rules of ethics) inherent in the activity.</p>

<p style="text-align: center;"><b><i>ELEMENTS OF THE COMPETENCY</i></b> Specify the key features of the competency</p>	<p style="text-align: center;"><b><i>PERFORMANCE CRITERIA</i></b> Make it possible to evaluate the elements of the competency</p>
	<p><b>1.6</b> <i>Periodic evaluation of their skills and attitudes in relation to the activity</i></p> <p>To enable the students to evaluate themselves based on precise criteria, the teacher should indicate the important aspects of the techniques, tactics or strategies to be mastered in order to be able to practise the sport or other activity effectively.</p> <p>The teacher should also point out the attitudes to be adopted in the activity.</p> <p>This is a formative evaluation carried out by the students in order to verify that they are making progress in achieving their goals. The teacher should take this evaluation into account in his or her summative evaluation of the students' ability to effectively evaluate their skills and attitudes. The result of the self-evaluation should not be included in the summative evaluation.</p>
	<p><b>1.7</b> <i>Meaningful interpretation of the progress achieved and the difficulties experienced during the activity</i></p> <p>A meaningful interpretation requires that the students have clear guidelines in terms of the techniques, strategies and attitudes needed to practise the activity effectively.</p> <p>The interpretation should also take into account the students' periodic evaluation of their skills and attitudes in relation to the activity.</p>

<p style="text-align: center;"><i><b>ELEMENTS OF THE COMPETENCY</b></i></p> <p style="text-align: center;">Specify the key features of the competency</p>	<p style="text-align: center;"><i><b>PERFORMANCE CRITERIA</b></i></p> <p style="text-align: center;">Make it possible to evaluate the elements of the competency</p>
	<p><i>1.8 Appropriate, periodic adjustments of their objectives or the means used to achieve them</i></p> <p>Following the evaluation and interpretation of the progress made and the difficulties encountered, the students can make the necessary changes to their goals or the means used to achieve them.</p> <p>The teacher should help the students make the necessary adjustments.</p>
	<p><i>1.9 Appreciable improvement of the motor skills required by the activity</i></p> <p>To verify whether the improvement of motor skills (techniques, tactics and strategies) is appreciable, i.e. evident, the teacher should propose observation rubrics or other tools to help students identify improvements in their effectiveness in the chosen activity.</p> <p>The teacher should therefore make sure that the improvement of effectiveness and the progress stated in the process are consistent. Otherwise, the process might be simply theoretical.</p>

<p style="text-align: center;"><i>ELEMENTS OF THE COMPETENCY</i></p> <p style="text-align: center;">Specify the key features of the competency</p>	<p style="text-align: center;"><i>PERFORMANCE CRITERIA</i></p> <p style="text-align: center;">Make it possible to evaluate the elements of the competency</p>
	<p>The official MEQ version sent to colleges in October 1998 states that the improvement of attitudes should not be the subject of summative evaluation, since it is not required in the performance criterion. Many physical education teachers, however, use the performance criterion adopted at the meeting of delegates in May 1998.</p> <p>N.B.: See background information in Section 4.1.2.2.</p>

Performance criteria 1.1 through 1.8 provide a more accurate explanation of the different steps needed for students to master a methodological approach with a view to improving their effectiveness in the practice of a physical activity.

Students will have an easier time if practising the activity effectively involves acquiring, using and mastering complex motor skills (techniques, tactics or strategies) and developing or maintaining certain attitudes.

#### **4.1.2.2 Background information about Criterion 1.9**

This performance criterion was introduced at the time of the 1996-1998 revision (there had been no equivalent in prior specifications) to ensure that the improvement would be more than merely theoretical.

In May 1997, the annual meeting of physical education teachers agreed to add the following criterion to the existing specifications:

**Demonstration of improvement in the motor skills and attitudes required for the effective practice of the activity.**

In May 1998, following a year of work on the revision of the specifications, the annual meeting of physical education teachers adopted a new formulation for the criterion, which became: **Appreciable improvement of the motor skills and attitudes required by the activity.**

In October 1998, the MEQ sent its official version to the colleges. Criterion 1.9 was formulated as follows: *Appreciable improvement of the motor skills required by the activity*. The MEQ justified its decision to remove “**and attitudes**” by citing the lack of objective criteria for summative evaluation.

Since “**and attitudes**” was part of the performance criterion agreed upon by a majority of the delegates attending the May 1998 meeting, it can be assumed that most physical education teachers had at the time, or have since then, developed tools for evaluating this aspect. Indeed, a number of physical education teachers use the May 1998 version of this performance criterion and may not have known until now that it differs from the official version.

### 4.1.2.3 Performance criteria

#### Knowledge

Although the weighting 0-2-1 indicates that students are practising an activity in the two course periods, their practice must also help them acquire certain knowledge that they need in order to develop the competency. They will apply the goal-oriented process of improving their effectiveness in the third and final competency.

The knowledge to be acquired and applied is an essential prerequisite to the development of the third competency, which involves the integration of the first two.

Remember that:

**I. At the end of the course, the expected outcomes should demonstrate students' knowledge of:**

- *the rules, techniques and conditions involved in a physical activity (Criterion 1.2)*
- *a method for setting goals (Criterion 1.3)*
- *the factors that make a physical activity part of their lifestyle (Criterion 1.2)*

The information with which the physical education teacher must provide students may be written, oral or visual, or transmitted through educational practices or games. Students must, however, be familiar with the rules, the performance and use of the techniques needed to practise the activity effectively, the

appropriate strategies and a means of setting goals. To this end, it is necessary to limit the amount of time devoted to the “theoretical approach” so that students become aware of the factors that help them experience enjoyment and a sense of accomplishment in practising the activity.

**II. At the end of the course, the expected outcomes should demonstrate students' mastery of the skills that will enable them to:**

- *apply the rules, techniques and conditions involved in practising a physical activity (Criteria 1.4, 1.5 and 1.9)*
- *set goals that are realistic, measurable, challenging, and situated within a specific time frame (Criterion 1.3)*
- *improve their mastery of the basic techniques, tactics and strategies associated with a sport, outdoor or expression-oriented activity (Criteria 1.6, 1.7, 1.8 and 1.9)*
- *use their creative and communication skills, particularly in a group activity (Criteria 1.7, 1.8 and 1.9)*
- *evaluate their skills, attitudes and progress with respect to a physical activity (Criteria 1.1, 1.6, 1.7 and 1.8)*

Most of the expected outcomes related to skills involve increasing effectiveness in the practice of the activity. Two of these outcomes (*set goals . . .* and *evaluate their skills . . .*) can be verified more easily if the teacher asks the students for a written production. However, it is important to keep the amount of time devoted to writing to a minimum, since the emphasis is on action. Moreover, these skills should not require several hours of explanations or lectures.

To limit the amount of “inactive” time, students should use a simple means of formulating measurable and challenging goals, as well as rubrics containing the main criteria related to the motor skills and attitudes required by the activity. These tools, provided by the teacher, will help students evaluate themselves

more accurately and quickly, since they will be able to observe the progress made and the difficulties encountered, and to identify means of improving their effectiveness.

These two skills are important, since they will be used in the personal program in set 3.

The expected outcomes related to skills therefore require students to demonstrate their ability to improve their effectiveness in the practice of an activity through self-evaluation. The development of the motor skills and attitudes required by the activity will ensure that students experience enjoyment and a sense of accomplishment, thereby encouraging their continued participation.

**III. At the end of the course, the expected outcomes should demonstrate students' attitudes and qualities that will enable them to:**

- *be aware of the need to evaluate and respect their abilities and the conditions for carrying out a physical activity, before undertaking it*
- *recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in a physical activity*
- *respect the environment in which the **activity** is taking place*
- *appreciate the aesthetic and recreational value of a physical activity*

The expected outcomes related to attitudes and qualities in this set require that teaching practices focus on maximizing students' effectiveness and the pleasure they experience when practising the activity.

Attitudes are developed through physical activity that requires that students master and refine certain motor skills (precise movements) and use relatively complex tactics or strategies.

Moreover, the activity must focus on relationships with others and require a minimum of lessons if it is to be practised safely.

Students must realize the control they have over their improvement rather quickly, so they must be aware of their progress. Interaction and the support of their peers can also motivate them to improve their effectiveness.

#### **4.1.2.4 Summative evaluation**

The students have successfully developed the competency if, by setting goals and evaluating their performance based on specific criteria provided by the teacher, they can demonstrate appreciable improvement in their performance of a physical activity and correctly evaluate the motor skills and attitudes required to practise the activity effectively and safely.

Certification of Criterion 1.9 should not rely on the students' superior motor skills.

For example:

- In badminton: Verify the students' ability to make a clear or drop at the appropriate time in a real match rather than in isolation.
- In cross-country skiing: Verify the students' ability to use different uphill, downhill and flat terrain techniques on a variable-terrain run.

In addition to evaluating the students' ability to use a certain technique, the teacher should verify whether they can apply it adequately and at the right time in order to improve their effectiveness in the practice of the activity.

They will be encouraged to work on their techniques if they know they will need to use them to improve their effectiveness in a real-life situation.

The use of pretests and post-tests can make it easier to evaluate this criterion, which involves verifying the students' obvious improvement.

Consequently, students should be asked to select an activity which they have not yet mastered, otherwise it will be difficult to ascertain any improvement.

In order to verify the achievement of Performance criterion 1.9 while respecting the expected outcomes contained in the educational aims, the teacher should evaluate the techniques required by the activity in a real-life context.

#### 4.1.2.5 Learning activities

##### What types of courses could help students develop Competency 2?

To help students develop Competency 2 while respecting its weighting and the expected outcomes contained in the educational aims, the activities offered should be sports, expression-oriented or outdoor activities.

When the ministerial specifications were revised in 1996-1998, most college physical education teachers agreed that:

– **Sports activities** include:

- Any group sport whose effective and safe practice requires several specific techniques, rules and relatively complex game tactics or strategies (e.g. broomball, basketball, lacrosse, hockey, handball, touch football, volleyball, water polo)
- Any activity with an opponent whose effective and safe practice requires several specific techniques, rules and relatively complex tactics or strategies (e.g. badminton, fencing, judo, karate, squash, tennis)

– **Expression-oriented activities** include:

Activities whose effective and safe practice requires precise movements (e.g. dance, golf, synchronized swimming, yoga) rather than fitness exercises or the acquisition of considerable knowledge

Depending on the activity chosen, the teacher should pay particular attention to fostering peer interaction during the course in order to help students achieve the expected outcomes related to interactive skills, attitudes and qualities.

– **Outdoor activities** include:

Activities in which students learn complex and precise techniques and use them in specific situations (e.g. canoeing, rock climbing, kayaking, snowboarding, cross-country skiing) rather than simple techniques (e.g. hiking, in-line skating, snowshoeing, cycling) or primarily safety techniques (e.g. scuba diving<sup>1</sup>). In some outdoor activities, the teacher should pay particular attention to peer interaction in order to help students achieve the expected outcomes related to interactive skills, attitudes and qualities contained in the educational aims.

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1. An introduction to scuba diving in a pool could be a good way of helping students attain Competency 2, if students are not expected to be certified at the end of the course or to understand all of the theories and principles essential to the safe practice of the activity in a lake or river.

## Set 2: Improving their effectiveness in a physical activity in order to experience enjoyment and the desire to continue

In set 2, the students should be able to quickly see progress so that they can adjust their goals or the means of achieving them a few times during the course. This will enable them to improve their effectiveness in the physical activity chosen for the competency.

The activity should therefore enable the students to set technical, tactical and strategic challenges in which they can experience the enjoyment of noting improvement over a relatively short period of time. These challenges (goals) will be easier to meet, and the activity more enjoyable, if the activity involves a large number of complex motor skills (techniques, tactics and strategies) and attitudes and qualities.

## Set 2: An active approach to improved effectiveness

Although this course includes theoretical concepts (e.g. how to set realistic, challenging goals that are situated in a specific time frame), it should enable students to evaluate their performance correctly and identify means of improving their effectiveness, all with a weighting that leaves no room for lectures (0-2-1). Teachers should therefore select sports, expression-oriented or outdoor activities that involve a large number of techniques and tactics to be executed effectively, and require less in terms of theoretical knowledge.

In other words, if the activity requires that students remain seated for an extended period of time to understand complex theories, principles or safety rules rather than getting down to action, the activity should be set aside for set 3, whose weighting is 1-1-1.

Finally, in order to help teachers understand the spirit of set 2 and the intentions of the physical education teachers who participated in the revision of the specifications, the following is a list of physical activities that **should not** be used to help students develop Competency 2. They could, however, be used to help them develop the third and final competency.

This partial list may help teachers select physical activities that will enable students to develop Competency 2 more easily, and in a context of action.

- Aerobic dance
- Aquafitness or any other type of fitness activity that takes place in a pool
- Cross-country running
- Cycling
- Hiking
- Muscle training
- Relaxation
- Traditional or more modern fitness training (e.g. spinning, parkour)
- Triathlon

### 4.1.3 Competency 3

#### 4.1.3.1 Explanation

<b>GENERAL EDUCATION COMPONENT COMMON TO ALL PROGRAMS: PHYSICAL EDUCATION</b>		<b>COMPETENCY 3</b>
<p><i>Subject: 109-Physical Education</i>  <i>Weighting: 1-1-1</i>  <i>Credits: 1</i>  <i>Competency code: 0066</i>  <i>Course code: 109-105-02</i>  <i>Course title: Physical Activity and a Healthy Lifestyle</i></p>	<p>In the weighting for this course, the first digit refers to knowledge acquired in sets 1 and 2 that is needed for the management and effective practice of physical activities in a personal program.</p> <p>The students should integrate these concepts in practical courses.</p> <p>Also, the students should use the hour of individual work included in the weighting (third digit) to demonstrate their ability to manage their physical activity program on their own.</p>	
<b><i>OBJECTIVE</i></b>	<b><i>STANDARD</i></b>	
Achievement of the competency	Corresponds to the performance level at which an objective is deemed to have been attained	
<b><i>STATEMENT OF THE COMPETENCY</i></b>		
<p><i>To demonstrate one's responsibility for being physically active in a manner which promotes health</i></p> <p>The students must demonstrate that they can effectively and autonomously incorporate regular physical activity into their lifestyle in order to maintain or improve their fitness level and make physical activity part of a healthy lifestyle.</p> <p>Students have developed this competency if they can demonstrate a sense of responsibility and autonomy in the practice of physical activity.</p>	<p>It is by achieving objectives and observing standards that students acquire or master physical education competencies at the college level.</p> <p>Students should improve their effectiveness by actually practising the physical activity within certain parameters promoting health.</p> <p>The teacher should guide students in the management of a personal physical activity program in which they regularly and effectively practise a physical activity in order to promote health.</p> <p>At the end of the course, the students will have demonstrated their autonomy in correctly practising physical activities that promote health and quality of life.</p>	

<p style="text-align: center;"><b><i>ELEMENTS OF THE COMPETENCY</i></b> Specify the key features of the competency</p>	<p style="text-align: center;"><b><i>PERFORMANCE CRITERIA</i></b> Make it possible to evaluate the elements of the competency</p>
<p>1. <i>To make physical activity part of a healthy lifestyle</i></p> <p>This refers to the students' ability to improve their effectiveness in the practice of a physical activity according to their needs and abilities in relation to health, quality of life and fitness.</p>	<p>1.1 <i>Practice of a physical activity while maintaining a balance between effectiveness and the factors promoting health</i></p> <p>The students must demonstrate, using the same means they used in the course, that they can effect an overall improvement in their practice of a physical activity according to their needs and abilities in relation to health, quality of life and fitness.</p>
<p>2. <i>To manage a personal physical activity program</i></p> <p>By integrating the knowledge, skills, attitudes and qualities acquired in sets 1 and 2, the students must develop, implement and effectively manage a personal physical activity program.</p> <p>The program should enable them to maintain or improve their physical fitness and effectiveness in the practice of the physical activity at a level promoting health and quality of life. They should be supervised by the teacher.</p>	<p>2.1 <i>Statement of their priorities according to their needs, skills and motivational factors in relation to regular physical activity</i></p> <p>Based on an initial assessment in which they identified their needs, abilities and motivational factors in relation to regular physical activity, the students must establish realistic and challenging expectations that encourage them to practise and sustain the physical activity.</p>

<p style="text-align: center;"><b><i>ELEMENTS OF THE COMPETENCY</i></b> Specify the key features of the competency</p>	<p style="text-align: center;"><b><i>PERFORMANCE CRITERIA</i></b> Make it possible to evaluate the elements of the competency</p>
	<p><b>2.2</b> <i>Proper formulation of the objectives for their personal programs</i></p> <p>The students' goals must be related to the needs, abilities and motivational factors identified in order to ensure continued participation in regular physical activity.</p> <p>Students apply the learning acquired in Competency 2 to set goals that are realistic, attainable, challenging, specific, measurable and situated within a specific time frame.</p>
	<p><b>2.3</b> <i>Appropriate choice of activity or activities for their personal program</i></p> <p>The physical activities chosen to achieve the goals of their physical activity program must be consistent with their needs, abilities and personal preferences so that they can maintain or improve their effectiveness in the practice of the physical activity and maintain a fitness level promoting health and quality of life.</p>
	<p><b>2.4</b> <i>Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out</i></p> <p>The students must demonstrate that they can plan one or more physical activities and the necessary conditions so that the activities are consistent with their needs, abilities and personal preferences.</p>

<p style="text-align: center;"><b><i>ELEMENTS OF THE COMPETENCY</i></b> Specify the key features of the competency</p>	<p style="text-align: center;"><b><i>PERFORMANCE CRITERIA</i></b> Make it possible to evaluate the elements of the competency</p>
	<p><b>2.5</b> <i>Appropriate choice of criteria for measuring the attainment of their personal programs</i></p> <p>The students must be able to identify a clear method of evaluating the progress made with respect to each of their goals.</p> <p>Evaluation will be easier if the criteria are measurable or easily observable.</p>
	<p><b>2.6</b> <i>Periodic assessment of the time invested and the activities carried out during the program</i></p> <p>By making a periodic assessment of the time invested and the activities carried out during the program, students will have the quantitative and qualitative tools they need to make a meaningful interpretation of their progress.</p> <p>This will also allow the teacher to ensure better follow-up.</p>
	<p><b>2.7</b> <i>Meaningful interpretation of the progress achieved and difficulties encountered during the activities</i></p> <p>Based on the observations made during actual physical activity, the results obtained on the periodic evaluation of their goals or the motivational factors in relation to regular physical activity, the students must demonstrate that they are capable of critical interpretation and can make the necessary changes.</p>

<p style="text-align: center;"><i><b>ELEMENTS OF THE COMPETENCY</b></i></p> <p style="text-align: center;">Specify the key features of the competency</p>	<p style="text-align: center;"><i><b>PERFORMANCE CRITERIA</b></i></p> <p style="text-align: center;">Make it possible to evaluate the elements of the competency</p>
	<p>2.8 <i>Appropriate, periodic adjustment of their objectives or the means used to attain them</i></p> <p>Based on the evaluation of their progress and the difficulties encountered, the students can make changes to their goals or their means of achieving them in order to maintain or improve their effectiveness in the practice of physical activity and maintain a fitness level promoting overall health.</p> <p>This evaluation should be done a few times under the teacher's supervision. The teacher can guide and advise the students as needed but, by the end of the course, the students must demonstrate that they can do it on their own.</p>

### 4.1.3.2 Performance Criteria

#### Is the personal physical activity program in set 3 real or virtual?

Remember that:

**I. At the end of the course, the expected outcomes should demonstrate students' knowledge of:**

the concepts learned in the other two sets and their ability to apply them in their practice of a physical activity during course hours and in the implementation of their personal program.

All of the expected outcomes related to knowledge have already been verified in the two previous courses. No specific verification is required in the final set.

**II. At the end of the course, the expected outcomes should demonstrate students' mastery of the skills that will enable them to:**

- *choose physical activities on the basis of their motivation, abilities and needs (Criterion 2.3)*
- *apply the rules, techniques and conditions involved in different types of physical activity (Criteria 1.1 and 2.4)*
- *set goals that are realistic, measurable, challenging, and situated within a specific time frame (Criterion 2.2)*
- *use their creative and communication skills, particularly in group activities (Criteria 1.1, 2.7 and 2.8)*
- *evaluate their skills, attitudes and progress with respect to different forms of physical activity (Criteria 2.5 and 2.7)*
- *maintain or increase their level of physical activity and fitness on their own (Criteria 1.1, 2.7 and 2.8)*
- *manage a personal physical activity program (Criteria 2.7 and 2.8) and assume responsibility in the organization of physical activities*

The first four expected outcomes have already been verified in one of the other two competencies. Students must therefore demonstrate, through the physical activity practised during course hours or in their personal program, that they have integrated these skills and that they are capable of applying them correctly.

The fifth expected outcome was verified in the first two competencies. It is now time to verify the students' ability to use their acquired skills to make appropriate changes to their personal physical activity program.

The final two expected outcomes related to skills are verified only in this third and final set. The teacher should therefore make

sure that, in their physical activity during course periods or in their personal program, the students can maintain or improve their level of physical activity and fitness on their own and that they can assume responsibility in the organization of physical activities.

The final part of the last expected outcome, “*assume responsibility in the organization of physical activities,*” does not directly correspond to a performance criterion. Teachers must pay attention to this expected outcome contained in the educational aims and ensure that it is verified in Performance criterion 1.1 (during course hours) or 2.8 (in the students' personal program).

**III. At the end of the course, the expected outcomes should demonstrate students' attitudes and qualities that will enable them to:**

- *understand the importance of taking responsibility for their health (Elements 1 and 2)*
- *be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking it (Elements 1 and 2)*
- *recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity (Elements 1 and 2)*
- *respect the environment in which the activities take place (Elements 1 and 2)*
- *appreciate the aesthetic and recreational value of physical activity (Elements 1 and 2)*
- *promote a balanced and active lifestyle as a social value (Element 2)*

All of the expected outcomes related to attitudes and qualities contained in the educational aims are included in this set. The students must demonstrate the appropriate behaviours in their practice of a physical activity during course hours or in their personal program in order to demonstrate that they have achieved them.

In set 3, the first digit of the weighting (1) refers to the time needed to integrate the learning acquired in the first two sets through the effective practice of a physical activity. The students must simultaneously improve their effectiveness in the practice of the physical activity according to their needs and abilities, and improve their level of physical activity and fitness, or maintain them if they are already sufficient.

Management of the students' personal program involves its development and implementation over a period of eight to twelve weeks. During this period and with the help of the teacher, the students can adjust their practice of physical activity to their needs and abilities in order to improve or maintain their level of fitness or physical activity to promote health. The final digit in the weighting (1) refers to the concrete realization of the program and not to the mere development of a program "in theory."

The teacher should provide the students with the tools they need to develop their personal program and periodically evaluate their goals. These tools should also enable the teacher to monitor the students' progress in order to validate their ability to practise the physical activity in accordance with parameters that will enable them to improve or maintain their level of fitness and physical activity. Also, the teacher should guide the students in making adjustments to their personal physical activity program in order to achieve their goals.

#### **4.1.3.3 Summative evaluation**

Teachers should develop and use tools that will help them evaluate the students' progress and verify whether they can maintain or improve their level of physical activity and fitness in their personal program and during course hours.

Teachers should also verify the students' ability to assume responsibility in the organization of physical activities.

The personal program is therefore not “virtual,” but developed and implemented by the students throughout the course under the supervision of the teacher, who provides support and advice in helping students become autonomous.

Finally, none of the performance criteria require an evaluation of the accuracy or precision of technical skills. Criterion 1.1 refers only to the effective overall practice of the activity.

The students must demonstrate that they are capable of developing, adjusting and implementing the personal program over a period of eight to twelve weeks. At the end of the course, they will have demonstrated their ability to practise physical activities on their own in order to promote health and quality of life.

#### **4.1.3.4 Learning activities**

##### **What types of courses could help students develop Competency 3?**

The spirit of the third and final set is to help students become autonomous and ensure that they assume responsibility in organizing and practising physical activities and that they are aware of the importance of physical fitness according to their needs and abilities in relation to health and quality of life.

The physical activity chosen by the students in this final course, if practised effectively, should enable them to acquire additional tools for improving their health. Consequently, the physical activities proposed for this competency should not require too much time to master certain motor skills or complex techniques.

If students are to achieve the expected outcomes contained in the educational aims, the means used in this course should enable them to improve their effectiveness in the practice of a physical activity and to develop and implement a personal physical activity program they can adjust based on their periodic evaluations and with their teacher's help so that they can improve or maintain their level of physical activity and fitness.

Any course offered to help students develop the third competency should enable teachers to easily verify the students' progress in their personal physical activity program. They can then ensure better follow-up and help the students make the necessary periodic adjustments.

Intensive one-week courses are not recommended for this final competency. However, a two- or three-day outdoor activity providing a real-life context might motivate the students to

prepare adequately during the course by implementing their personal program under their teacher's supervision.

The students' implementation of their personal physical activity program should extend over a period of eight to twelve weeks to give the students enough time to note its effects and to make the necessary adjustments for achieving their goals.

## APPENDIX

### A Brief History of College Physical Education

- **End of the 1960s:** Creation of the CEGEP system
  - Sports activities are the preferred choice for physical education courses. Physical education teachers are also responsible for intramural and intercollegiate sports.
- **Beginning of the 1970s:** The physical fitness craze
  - Students must take four physical education courses to qualify for a DCS. Objectives and programming have changed considerably in favour of physical fitness. Fitness tests and sports are used to improve physical fitness to the detriment of the other dimensions of personal development.
  - Courses targeting physical fitness, muscle training, track and field and similar disciplines receive special attention. The first theory courses explaining the factors influencing physical fitness appear.
  - Physical activities requiring less energy expenditure, expression-oriented activities and most outdoor activities are dropped.
- **Mid-1970s to late 1980s:** Guidelines are flexible and each college adopts its own ways of doing things
  - The college teaching manual indicates that each of the four courses has a weighting of 0-2-0 and the only indication concerning the objectives of physical education is: *Ensure optimal development of health and well-being; the knowledge, skills and attitudes essential for active participation, and the desire to participate in sports and other physical activities for their pure enjoyment.*
  - In 1975, the Physical Education program is decentralized. In collaboration with the administration, each department develops objectives and programming in accordance with the available human and material resources.
  - The four physical education courses are often unconnected and, in some cases, repeatedly target the same objectives in the sports or other physical activities chosen.
- **Mid-1980s:** It is observed that a variety of objectives are targeted in the four physical education courses as well as in their evaluations
  - More than 500 course titles and codes have been developed by teachers over the years for college physical education courses.
  - Different colleges and even different teachers use different means of evaluation. Some allot marks for the final physical performance, others for improvement during the course, still others for effort and participation and sometimes simply for class attendance.

- In 1984, the four physical education courses are identified as basic education courses but, unlike the other two subjects in this category (humanities and English), they are not accompanied by ministerial objectives.
- The Minister of Education asks physical education teachers to formulate objectives for the Physical Education program. An ad hoc committee is formed at the Coordination provinciale in order to propose a set of provincial objectives for the program.
- **1988:** Claude Ryan, Minister of Education, adopts the 24 objectives for college physical education
  - College administrators must ensure that the physical education objectives prescribed by the MEQ are targeted.
  - In June 1988, the physical education teachers attending an enlarged Coordination provinciale attempt to establish a provincial program to help students achieve the 24 objectives in the four courses but, after three days, they are unable to come up with a standardized program for all colleges.
  - Following this meeting, each department is responsible for ensuring that students achieve these 24 objectives using the resources at hand.
  - The administration’s involvement and the work done in the departments to ensure the achievement of the objectives in physical education differ considerably from one college to the next, precluding the desired standardization in the college network.
- **1991 to 1993:** Under Minister Lucienne Robillard, the MEQ attempts to remove physical education from the college general education curriculum.
  - Physical education teachers mobilize throughout Québec: liaison committee, reports, demonstrations, demands.
  - The MEQ and some of the media attempt to discredit the profession by ridiculing, in a parliamentary committee, the now notorious “fly fishing” course offered to students in a specific and entirely justified context at Cégep de Rivière-du-Loup.
- **1994:** The Robillard Reform is tabled: two physical education courses and two competencies:
  - › Set 1 = 101 (*to take a stand with respect to physical activity*) with a weighting of 1-1-0
  - › Set 2 = 102 (*to practise a physical activity on their own*) with a weighting of 0-2-0
  - Some physical education teachers,<sup>1</sup> aware of the issues at stake in college physical education and already largely involved and recognized throughout the network, are given two weeks to develop a preliminary version of the ministerial specifications and educational aims.
  - The two competencies are meant to ensure that, by the end of the second physical education course, students assume responsibility for their overall health.
  - Physical education teachers throughout the network undergo training in the competency-based approach and the competencies themselves.

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1. Richard Paquet, provincial coordinator and teacher at Cégep de Limoilou  
 Robert J. Delaney, teacher at Champlain College, St. Lawrence campus  
 Serge Laferrière, teacher at Cégep de Bois-de-Boulogne  
 Pierre Bédard, teacher at Cégep de Sherbrooke  
 Donald Renaud, teacher at Cégep de La Pocatière

- They do tests and find or construct tools to help students acquire the necessary learning and develop the competencies.
- From the outset, many of them come to the same conclusion: the competencies are valid but difficult to attain in two thirty-hour courses.
- **1995:** Jean Garon, Minister of Education, adds a third course, changes the codes in order to divide Robillard's two competencies into three:
  - › Set 1 = 103 (*to determine where they stand with respect to health*)
  - › Set 2 = 104 (*to apply a process in order to improve their effectiveness in a physical activity*)
  - › Set 3 = 105 (*to manage a regular physical activity program with a view to promoting health*)

and introduces 15 hours of individual work in each course for the student, with a weighting of 1-1-1 for sets 1 and 3, and 0-2-1 for set 2.

- The same team as in 1994 must now rewrite the program in three competencies, taking into account the 30 hours of instruction and 45 hours of individual work set by the Minister.
- Set 1 remains more or less the same except in the formulation of the statement of the competency, in which the practice of physical activity becomes inherent in the concept of health.
- Set 2 becomes the course in which students must improve their effectiveness in the practice of a physical activity.
- Set 3 becomes an opportunity to integrate the competencies acquired in the first two courses and requires that students manage a personal physical activity program.
- In addition to quickly assimilating the content of the three sets of courses, physical education teachers must find tools to recognize and foster the new hour of individual work.
- The administration of each college may decide to offer the third course in September 1995; it becomes compulsory in September 1996.
- **1996:** First attempts at a revision of the specifications and instructional aims
  - Having made changes to the general education competencies, the MEQ conducts a vast consultation of teachers.
  - Following tests, each college makes recommendations to their local delegate. The physical education teachers subcommittee, made up of the committee coordinator<sup>2</sup> and the regional delegates,<sup>3</sup> prepares a preliminary version of the changes to be made to the specifications and educational aims.
- **1997:** Consultation and continued revision.
  - In May 1997, all of the changes proposed by the regional delegates are submitted to the delegates attending the annual provincial meeting. At the May 1997 meeting, delegates adopt a common position and rule on the changes to be made to the specifications and educational aims and on their meaning.

2. Richard Paquet, provincial coordinator and teacher at Cégep Limoilou.

3. Michèle Clermont, regional delegate for the north shore of Montréal and teacher at Collège Ahuntsic.

Hélène Normandeau, regional delegate for south-eastern Québec and teacher at Cégep Lionel-Groulx.

Gilles Beaulieu, regional delegate for the south shore of Montréal and the Montérégie and teacher at Cégep du Vieux-Montréal.

Pierre Richard, regional delegate for central Québec and teacher at Cégep de Trois-Rivières.

Pierre Poirier, regional delegate for Québec City and teacher at I.T.A. de La Pocatière.

André Gosselin, regional delegate for eastern Québec and teacher at Cégep de Chicoutimi.

- **1998:** Final revision of specifications and educational aims
  - In addition to writing the final specifications for presentation to the MEQ, the regional delegates perform simulations in order to identify evaluation tools for the selected performance criteria, since there is already an indication of a flaw identified by the CEEC<sup>4</sup> in the means of evaluation used to verify their achievement.
  - An evaluation specialist contributes to the final version of the specifications, considerably reducing the amount of text.
  - The members of the development committee include Minister Ryan’s 1988 objectives in the form of expected outcomes in the educational aims.
  - The specifications are presented to delegates attending the May 1998 meeting.
  
- **October 1998:** Official deposit of the goals of general education, the educational aims and the ministerial specifications in all colleges
  
- **1999 to 2003:** Implementation of the revised specifications in the colleges
  - Most of the colleges assign the necessary resources to implement the specifications.
  - Since the application of the specifications is still a local issue, the result is once again a lack of standardization in the network. Differences in the interpretation, implementation and evaluation of the competencies are observed by delegates at the annual meetings.
  
- **May 2005:** Delegates at the meeting of the physical education teachers committee request clarification of the interpretation of the specifications
  - This interpretation is essential to ensure consistency in the network, given the inclusion of physical education courses in the calculation of the students’ “cote de rendement au collégial” starting in the fall of 2007.
  - The interpretation will make it possible to determine whether the specifications should be revised to improve or modify the existing competencies in order to ensure harmonization with the new secondary education program.
  
- **November 2005:** At a meeting of regional delegates and the strategy committee, creation of a team<sup>5</sup> to develop an interpretation of the official specifications revised in 1998
  
- **June 2006:** Presentation of the teaching guide for the interpretation of ministerial specifications for college physical education at the annual meeting of the committee of physical education teachers

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4. CEEC: Commission d’évaluation de l’enseignement collégial in its evaluation of general education (1997-1999)  
Report tabled in 2001 confirms apprehensions.

5. Hélène Normandeau, development coordinator and member of the ministerial specifications committee, 1998  
Michèle Clermont, member of the ministerial specifications committee, 1998, and teacher at Collège Ahuntsic  
Richard Paquet, member of the ministerial specifications committee, 1998, and provincial coordinator, 1992-2004  
Normand Faucher, regional delegate for the south shore of Montréal, 2005-2006, and teacher at Cégep Saint-Jean-sur-Richelieu  
Luc Chiasson, member of the strategy committee, 2005-2006, and teacher at Cégep de Lévis-Lauzon  
Vital Grenier, coordinator, physical education teachers committee, 2004-2006