

2011

Teaching Guide for Physical Health Education

Document 1



Kativik School Board



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CHAPTER 1 (INTRODUCTION)

OBJECTIVES OF THIS GUIDE

The Teaching Guide for Physical and Health Education was developed in order to assist pedagogical stakeholders who intervene with Inuit youth in Kativik School Board (KSB) schools. The goal of this guide is to provide support for teachers as they plan learning activities and to suggest teaching practices that will help students progress in their motor skill development. This cannot be done without considering the place given to physical activity at school and out of school. The sports resources available to students are limited and sometimes poorly diversified. Teaching initiatives should not only help students develop their motor skills, but also bring a health component into their learning.

TEACHING PHYSICAL AND HEALTH EDUCATION IN NUNAVIK

Physical and Health education is taught differently within the KSB compared to the way it is taught in other school boards. First, multilevel classes are very common in Physical Education. Adapting to this type of class is a challenge for teachers, as they must adapt lesson plans and the level of difficulty of the exercises depending on each group within any given class.

Secondly, language is another challenge. There are three official languages in Nunavik: Inuktitut, English and French. This is taken into account in school organisation. Students are educated completely in Inuktitut from Kindergarten to Grade 2. From Primary Grade 3 to the final year in Secondary, students get an English or French education that includes Inuktitut courses. School organisation at the Secondary level calls for 2 cycles of 3 years each (1.0, 1.1, 1.2, 2.1, 2.2, 2.3).

A challenge arises for teachers who work with students from Kindergarten to Primary Grade 2. Language becomes a barrier. Teachers must adapt and develop a way to communicate with students and thus connect with them. For Grade 3 classes, all the way through Secondary, English and French-speaking classes can be paired in physical education. Teachers must adapt in order to communicate with students in their language of instruction.

In several classes, the number of students is minimal, which means the teachers must operate at all levels. He or she must deal with different levels of physical maturity within the same group. Also the teacher will need to adapt to small classes. This reality is especially present at the Secondary level.

One of the differences that characterise Nunavik schools is that most of them do not have locker rooms in which to change clothes. And another thing: most of the students do not have training suits or adequate footwear for physical education.

Good classroom management is important in the gymnasium. This prevents injuries and undesirable behaviour. Routine is the foundation of good classroom management. Clear rules and appropriate consequences will go a long way towards preventing undesirable behaviours and many injuries. Rules must be posted and teachers must make sure that students fully understand them. We must also be consistent and persistent in the application of our rules.

THE ROLES OF THE TEACHER

The teacher's task breaks down to three stages:

- Planning;
- Teaching;
- Evaluation.

An annual draft plan allows the teacher to have an overall view of the competencies to be taught and the practical means that will be implemented. This also calls for a quarterly plan, then another, more short-term plan.

In the context of his or her teaching, the teacher must take care to provide a safe environment in order to optimize student learning. A reading of Chapter 5, regarding safety, will bring the teacher up to speed regarding this approach. The teacher must see to it that students adopt safe behaviours in the gymnasium. It is important to maintain the same safety rules during all school and extracurricular activities taking place in the gym.

In his or her classroom management approach, the teacher must create positive routines. These routines ensure that students know how to behave as they enter the gym. During the first month, students will become familiar with the teacher's expectations in terms of behaviour. This period is crucial. A rigorous yet flexible approach will yield positive results, as the teacher firmly sets up a consistent routine for the beginning and end of each class.

Example of a routine for Primary students:

IMPORTANT: Illustrate actions with images, which will make assimilation easier for the younger students;

1. I will sit in the circle in the center;
2. I begin stretching exercises;
3. When i hear the whistle, i run three times around the gym;
4. I come back to sit in the circle.

Example of a routine for Secondary students:

Routines can be part of C3 through yoga positions or stretching exercises previously learnt during physical fitness classes:

1. I go check my attendance on the sheet;
2. I start warming up by running the requested number of times around the gym;
3. I do stretching exercises properly after the run.

The creation of an emulation system (gym management system with rewards) could be prove to be a good classroom management tool. Posting this system in the gym raises student involvement. Avoid generating competition between groups. It is preferable for students to learn to emulate each other.

IMPORTANT: Do not see use this system as a means of punishment, but solely as a reward system.

Example for Primary students :

Create a race for rewards. Use a poster representing a race course and, with each class, indicate the group's progress. At some points on the course, allow students to obtain a reward such as a football class or an active lunch hour. Don't forget to clearly state your expectations so that students know exactly what to expect.

Example for Secondary students :

Create active lunch hours. Take one lunch hour per week and allow access to the gym for students who have exhibited positive gym behaviours. Have these students involved in structured and fun activities.

CHAPTER 2 (EXPLICATION DU PROGRAMME)

THE COMPETENCIES AND THEIR KEY FEATURES

The KSB's Physical and Health Education program covers 3 interrelated competencies.

C1 Competency 1 : Performs movement skills in different physical activity settings

Competency 1 covers all individual sports, artistic sports (rhythmic gymnastics, circus, etc.), and outdoor sports (track and field athletics, hiking, jogging, etc.), and all single actions (walking, running, jumping, throwing, catching, etc.). In the context of this competency, students are taught to broaden the scope of their motor actions.

C2 Competency 2 : Interacts with others in different physical activity settings

Competency 2 covers all team sports (soccer, basketball, volleyball, etc.), or team activities (acrobatic gymnastics, cooperation activities, etc.). Students develop learning in the area of communication and team spirit by working with peers, while broadening the scope of their motor actions.

C3 Competency 3 : Adopts a healthy, active lifestyle

Competency 3 covers all the life habits that students should practice in their day to day lives. Among other things, it includes physical fitness, yoga, relaxation, indoor training, etc. Students learn to develop a plan and implement a training program.

The Performs and Interacts competencies are complementary. When students interact in the course of an individual activity, they practice the Interact competency. Then, when they perform motor actions during a team activity, they practice the Perform competency. The third competency, Adopt, is based on the other two. Students must interact and perform moves in order to reap health benefits.

Each competency is based on its specific **key features**.

C1 Performs movement skills in different physical activity settings

Key feature 1: Analyses the situation according to the requirements of the settings;

Key feature 2: Performs movement skills taking into account the different constraints of the physical environment;

Key feature 3: Evaluates own motor efficiency and process in light of goal pursued.

C2 Interacts with others in different physical activity settings

Key feature 1: Cooperates in developing a plan of action

Key feature 2: Participates in carrying out the plan of action

Key feature 3: Cooperates in evaluating the plan of action

C3 Adopts a healthy lifestyle

Key feature 1: Analyses the impact of certain personal lifestyle habits on own health and well-being;

Key feature 2: Develops a plan designed to change some personal lifestyle habits;

Key feature 3: Carries out the plan*;

Key feature 4: Evaluates own process and lifestyle habits*.

*these are not included in the competency evaluation

COMPETENCY 3: ADOPTS

Competency 3, *Adopts* a healthy lifestyle is different from the other two, as it includes 4 key features out of which only 2 are subject to evaluation. Also, it is evaluated only as part of the year-end assessment.

It is mainly applied using means such as physical fitness training, physical training, physical fitness tests, relaxation and yoga.

Several organizations in the region provide activities such as: competitions, in-school information sessions, etc. in order to place more emphasis on the health component, the use of such competitions in the context of physical and health education classes will allow teachers to take advantage of this information. For example:

- Drop the pop : activity to aimed at reducing the consumption of soft drinks with students.
- Quit to win : smoking cessation activities with students.
- China wall : activity promoting walking as regular activity.
- Arctic winter game trials : trial for athletes who wants to participate to the Arctic Winter Games.

KNOWLEDGE AND SKILLS

The program provides for a gradual learning progression. This learning progression is split into knowledge and skills.

Knowledge

Knowledge includes all the knowledge students need to acquire.

Skills

Skills refer to the motor actions, roles and action principles that the student need to develop.

The learning progression is illustrated on a chart showing the level each student is at, either during learning, independent performance or reinvestment of learning. This information is meant only as a guide in order to give the teacher some cues as to his or her students' progress. It is up to the teacher to use his or her professional judgement as to how this learning (knowledge and skills) is to be spread over the years.

CPATER 3 (PLANNING)

THE LES AT THE PRIMARY LEVEL

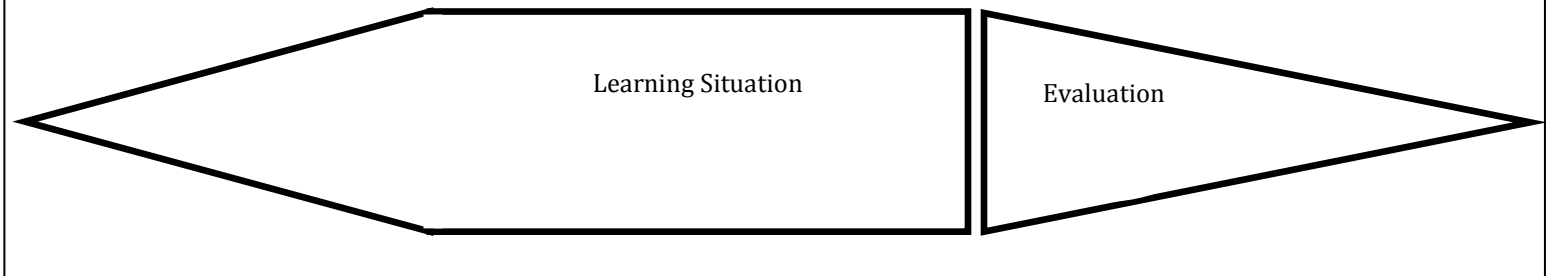
A Learning and Evaluation Situation (LES) at the Primary level includes two distinct parts :

- LS : Learning Situation
- Evaluation

The duration of an LES generally varies from four to ten periods. It includes a minimum learning content which students are expected to assimilate to allow them to become competent in given activity.

The LES for the Adopts competency are different from the other 2.

Learning and Evaluation Situation at the Primary Level (LES)



THE LES AT THE SECONDARY LEVEL

A Learning and Evaluation Situation (LES) at the Secondary level includes three distinct parts:

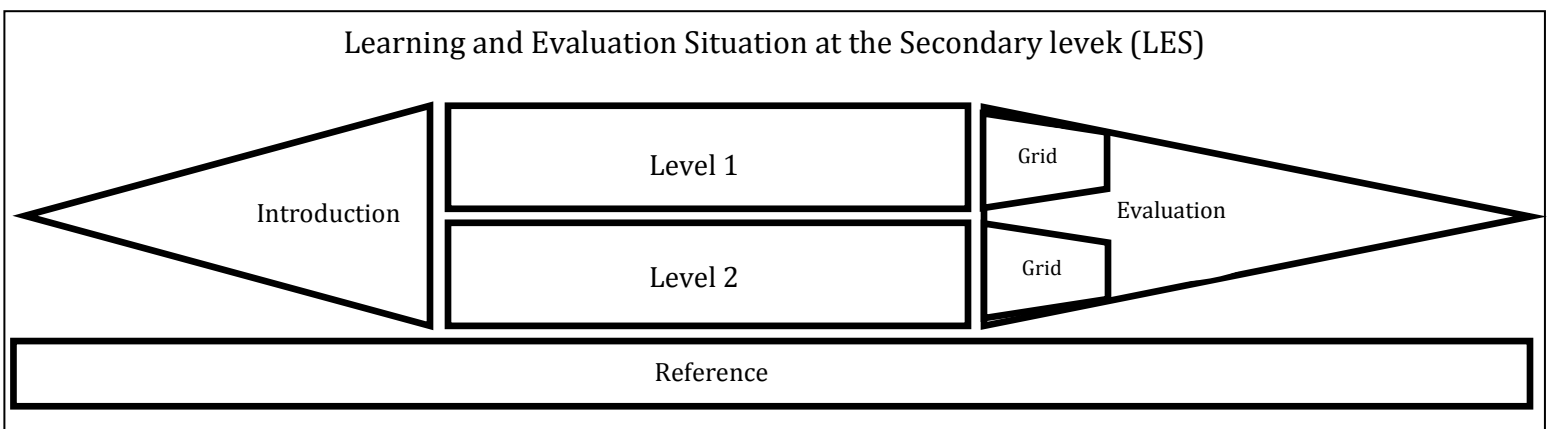
- The introduction ;
- The body of the LES which has two levels of difficulty;
- The evaluation.

The duration of an LES generally varies from four to ten periods. It includes a minimum learning content which students are expected to assimilate to allow them to become competent in given activity. An LES comprises 1 document with 5 parts:

- The introduction;
- The level 1;
- The level 2;
- The evaluation which contains
 - The assessments grids and the list of observable criteria for each level.
- The reference document

The LES for the Adopts competency are different from the other 2.

Learning and Evaluation Situation at the Secondary level (LES)



CHAPTER 4 (ÉVALUATION)

EVALUATION

Evaluation is divided into three distinct parts. These three parts comprise two blocks (motor skills and plan of action) followed by an assessment. Block 1 includes the evaluation of motor skills. As for second block focuses on the evaluation of plan of action. As for the general assessment, it evaluates the entire set of competencies at the end of the year. A model assessment grid is presented on page 21.

Motor skill assessment is applied to the Performs and Interacts competencies. It includes the observable components to be evaluated for the motor skills involved in sport or activity being taught.

The evaluation of the plan of action is applied to the Performs and Interacts competencies. It includes the observable components to be evaluated for the plan of actions involved in the sport or activity being taught.

As for the report, it evaluates the planning and evaluation of the process undertaken by the student in the context if the Performs and Interacts competencies.

In the report, the Adopts competency is evaluated through

- The development of a plan;
- Practicing the activity in the gym;
- Evaluating student progress.

Ethical behaviour is evaluated throughout the year through the teacher's observations, but the final judgment is applicable at the end of year.

Special features of motor skills:

The latter are often numerous for certain sports. In basketball, they include: lay-up, passes, field goal shots, blocks, etc. it is important to teach as many motor kills as possible. For evaluation purpose, the teacher chooses four to six components. At the time of evaluation, it might be possible to let the student choose the skill on which he or she be evaluated.

Special features of plan of action:

In the evaluation, it is important to include enough elements from the plan of action, especially in Secondary cycle 2.

Report:

The report assessment worth 20% of the mark on the third report card.

This 20% is divided as follows:

- 5 points for Performs competency 1
- 5 points for Interacts competency 2
- 10 points for Adopts competency 3

Assessment grids :

The assessment grids for motor skills and plan of action cover the observable elements to be evaluated. The legend of these grids is gradated from 1 to 4.

Note: marks of 2-3-4 can be enhanced with a +. This addition allows for more precise evaluation. The minimum pass mark is 2.

Mark equivalence in percentages:

Each mark corresponds to a percentage. The teacher must then calculate the average for the parts evaluated.

Percentage distribution :

Report Card	Motor Skills	Plan of action	Report
Term 1	C1 25% C2 25% = 50%	C1 25% C2 25% = 50%	0
Term 2	C1 25% C2 25% = 50%	C1 25% C2 25% = 50%	0
Term 3	C1 20% C2 20% = 40%	C1 20% C2 20% = 40%	C1 5% C2 5% C3 10% = 20%

Sample of report

Student's name: _____

Group : _____

Level: _____

Final Mark

/20

C1 <i>(Peforms motor skills in different physical activity settings)</i>	Choose a variety of actions	Evaluates his/her own progress and results	Total
Mark	/2.5	/2.5	/5
Comments			

C2 <i>(Interacts with other in different physical activity settings)</i>	Develops action plan cooperatively	Evaluates his/her own progress, plans and results	Total
Mark	/2.5	/2.5	/5
Comments			

C3 <i>(Adopts an healthy lifestyle)</i>	Develops plans	Performs the physical activity	Evaluates his/her own progress, results and achievement of objectives	Exhibits ethical behaviour	Total
Note	/2.5	/2.5	/2.5	/2.5	/10
Commentaires					

Legend
2.5 Executes the task easily according to the expected results
2 : Executes the task partially according to the expected results
1.5 : Executes the task with difficulty according to the expected results
1 : Does not execute the required task in full

 PRIMARY CALCULATION SHEET

The result for secondary school students must be written in **percentage** on the report card.

Student's name: _____

Group :

Level:

	Term 1	Term 2	Term 3 and Report	
C1 <i>Performs</i> motor skills in different physical activity settings	<input type="text"/> X .50 = <input type="text"/>	<input type="text"/> X .50 = <input type="text"/>	<input type="text"/> X .40 = <input type="text"/> + <input type="text"/>	/5
	↓	↓	Total = <input type="text"/> /45	
C2 <i>Interacts</i> with other in different physical activity settings	<input type="text"/> X .50 = <input type="text"/>	<input type="text"/> X .50 = <input type="text"/>	<input type="text"/> X .40 = <input type="text"/> + <input type="text"/>	/5
	↓	↓	Total = <input type="text"/> /45	
C3 <i>Adopts</i> a healthy lifestyle				Total <input type="text"/> /10
Term mark	= <input type="text"/>	= <input type="text"/>	= <input type="text"/>	

FINAL MARK

Term 1	<input type="text"/> X .30 =
Term 2	<input type="text"/> X .30 =
Term 3	<input type="text"/> X .40 =
Final mark	= <input type="text"/> /100

PRIMARY AND KINDERGARTEN CALCULATION SHEET

The grade for primary school students must be written as a **letter** on the report card.

Student's name: _____

Group :

Level:

	Term 1	Term 2	Term 3 and Report	
C1 Performs motor skills in different physical activity settings	<input type="text"/> X .50 = <input type="text"/>	<input type="text"/> X .50 = <input type="text"/>	<input type="text"/> X .40 = <input type="text"/> + <input type="text"/>	/5
	↓	↓	Total = <input type="text"/> /45	
C2 Interacts with other in different physical activity settings	<input type="text"/> X .50 = <input type="text"/>	<input type="text"/> X .50 = <input type="text"/>	<input type="text"/> X .40 = <input type="text"/> + <input type="text"/>	/5
	↓	↓	Total = <input type="text"/> /45	
C3 Adopts a healthy lifestyle				Total <input type="text"/> /10
% mark	= <input type="text"/>	= <input type="text"/>	= <input type="text"/>	
Letter mark				

FINAL MARK

A = (90-100)

B = (80-89)

C = (70-79)

D = (60-69)

E = (00-59)

Term 1	<input type="text"/> X .30 =
Term 2	<input type="text"/> X .30 =
Term 3	<input type="text"/> X .40 =
Final mark %	= <input type="text"/> /100
Final mark letter	

Note : Letters in the yellow areas are the letters appearing on the report card.

EXAMPLE PRIMARY AND KINDERGARTEN CALCULATION SHEET

The grade for primary school students must be written as a **letter** on the report card.

Student's name: _____

Group :

Level:

	Term 1	Term 2	Term 3 and Report
C1 <i>Performs</i> motor skills in different physical activity settings	$\boxed{80} \times .50 = \boxed{40}$ ↓	$\boxed{90} \times .50 = \boxed{45}$ ↓	$\boxed{99} \times .40 = \boxed{39}$ + 4/5 Total = 43 /45
C2 <i>Interacts</i> with other in different physical activity settings	$\boxed{86} \times .50 = \boxed{43}$ ↓	$\boxed{92} \times .50 = \boxed{46}$ ↓	$\boxed{96} \times .40 = \boxed{38}$ + 3 /5 Total = 41/45
C3 <i>Adopts</i> a healthy lifestyle			Total 7/10
% mark	= $\boxed{83}$	= $\boxed{91}$	= $\boxed{91}$
Letter mark	B	A	A

FINAL MARK

A = (90-100)

B = (80-89)

C = (70-79)

D = (60-69)

E = (00-59)

Term 1	$\boxed{83} \times .30 = 25$
Term 2	$\boxed{91} \times .30 = 27$
Term 3	$\boxed{91} \times .40 = 36$
Final mark %	= 88/100
Final mark letter	= B

Note : Letters in yellow areas are the letters appearing on the report card.

MARK EQUIVALENCE IN PERCENTAGES

4+ 99%

4 92%

3+ 85%

3 78%

2+ 71%

2 64%* minimum passing mark

1 50%

CHAPTER 5 (SAFETY)

THE IMPORTANCE OF SAFETY IN THE GYM

It is important to provide a safe learning environment for students. Learning is easier in the absence of danger. The level of danger involved in some activities is higher than in others. If there is any doubt, it is important to stop the activity immediately to avoid an accident. It is the teacher's duty to prepare the gym before the students arrive and to set up a hazard-free gym. In addition the teacher must remain vigilant while students are present. Visual scanning allows the teacher to detect places or moves that might lead to an accident. Afterwards, it is important to inspect the equipment and repair whatever is damaged or hazardous.

Before students arrive

Safe teaching practice requires a minimum of preparation before students arrive. Talk about the safety rules as soon as the first classes begin and make sure each student is aware of these rules. Consequences for non-compliance with these rules must be known and accepted. It is important to have consequences that are both direct and consistent with the safety rules. You must ensure that the gym contains no items or residues that might compromise student safety. Then, make sure that the sports equipment to be used is in good condition for use. Finally, list the safety rules that will be specific to the sport that is being taught.

While students are present

As students arrive, bring up the new specific safety rules applicable to the sport you are teaching. If necessary, remind the students of the general safety rules in the gym. Stop any move or action that might be dangerous for a student or peers.

Don't forget to remove items or equipment that could be dangerous in the gym. Do not leave any sneakers, clothing or equipment that might prove hazardous lying around in the gym.

Require students to wear adequate sports footwear, and have them leave coats outside the gym. At no time should you tolerate dangerous behaviours or overly risky initiatives on the part of your students. This could lead to major consequences. Have the general safety rules applied even outside physical education classes. During active recesses, extracurricular sports or during special activities in the gym, always require students to apply the same safety rules. Also give students adequate time to warm up and wind down during the class. Warming up can prevent certain injuries, and winding down can prevent unnecessary muscle aches.

After students leave

Finally, any equipment that has been damaged or broken during physical education classes must be repaired, and worn equipment that could be dangerous for students should be replaced.

Gym safety

The introduction document for the LES contains the safety rules for each sport. The general safety rules should be posted in the gym. It is important to remind the students of the contents of these rules throughout the year.

Choose a sound signal that will allow students to quickly stop an activity whenever they hear it. Preferably, post images of the rules to give Primary students visual cues. Immediately stop any activity when a student exhibits dangerous behaviour.

Example of a poster showing gym's safety rules:

1. I walk when entering the gym
2. I watch where i'm going
3. I wear shoes
4. I listen to signals
5. I listen to instructions

KNOWLEDGE, SKILLS, BEHAVIOUR

Sont regroupées dans cette section les notions essentielles relatives à l'esprit sportif et à une pratique sécuritaire d'activités physiques que les élèves doivent connaître ou être en mesure d'appliquer, peu importe l'activité physique choisie ou le contexte de pratique. Ces éléments sont matière à enseigner, mais ne font pas partie de l'évaluation de l'élève.

The legend employs three symbols: an arrow, a star and a shaded blue box. What is expected of the student is described as follows:

Student constructs knowledge with teacher guidance	→
Student applies knowledge by the end of the school year	*
Student reinvests knowledge	

An arrow indicates that the teacher must be planned in a way that enables students to begin acquiring knowledge during the school year and continue or conclude this process in the following year, with ongoing systematic intervention from the teacher.

A star indicates that the teacher must plan for the majority of students to have acquired this knowledge by the end of the school year.

A shaded blue box indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

PRIMARY BEHAVIOUR

Ethics-related aspects	Cycle 1		Cycle 2		Cycle 3	
	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
1. Explain in own words the rules of ethics related to a situation	→	→	→	→	→	*
2. Name several values one can derive from participating in games and sports	→	→	→	→	→	*
3. Respect one's peers (partners and opponents)						
a. Use language that shows respect towards one's partner	→	*				
b. Encourage one's partners	→	→	→	→	→	*
c. Respect the other's viewpoint or idea	→	→	→	→	→	*
d. Use a language that shows respect towards one's opponents			→	→	→	*
e. Respect one's opponents			→	→	→	*
f. Help one's partners who are having difficulties			→	→	→	*
g. Exhibit fighting spirit that is respectful of opponents			→	→	→	*
4. Abide by the rules	→	→	→	→	→	*
5. Respect the referee						
a. Use language that shows respect towards the referee			→	→	→	*
b. Respect the referee's decisions			→	→	→	*
6. Exhibit fairness						
a. Give each player a chance to play	→	→	→	→	→	*
b. Give each player a chance to win			→	→	→	*
7. Exhibit a certain amount of aggressiveness			→	→	→	*
8. Value surpassing oneself			→	→	→	*
9. Accept victory and defeat						
a. Accept defeat with dignity			→	→	→	*
b. Respect the opponent after a victory			→	→	→	*
10. Appreciate peer playing						
a. Appreciate partner's play	→	*				
b. Appreciate partners' and opponents' play			→	→	→	*
11. Exhibit honesty in one's behaviour	→	→	→	→	→	*
12. Exhibit dignity and self-control	→	→	→	→	→	*

SECONDARY KNOWLEDGE

Safe practice of physical activities and sportsmanship				Cycle 1			Cycle 2		
A. Rules related to physical activities				1,0 (Gr. 7)	1,1	1,2	2,1	2,2	2,3
1. Name the main rules of ethics involved in sports (e.g. abide by the rules of the game, refuse any form of violence or cheating)				→	→	*			
2. Name the safety rules for an activity practiced singly or with others (e.g. wear well attached sports footwear, take off jewelry)				→	→	*			
3. Name the official rules or the rules adjusted by the teacher according to the physical activity being practiced (e.g. name the rules for serving in a badminton game in pairs, name a fault in basketball)				→	→	*			

SECONDARY SKILLS

Safe practice of physical activities	Cycle 1			Cycle 2		
A. Safe practice of physical activities	1,0 (Gr. 7)	1,1	1,2	2,1	2,2	2,3
1. Wear appropriate clothing when practicing a physical activity (e.g. wear appropriate clothing for weather conditions)	→	*				
2. Do a warm-up or wind-down based on the physical activity being practiced (e.g. do some dynamic stretching exercises before a sprint)	→	→	*			
3. Appropriately place, use and put away equipment (e.g. put covers back on anchor points for posts)	→	→	*			
4. Handle heavy items in a safe manner, alone or with others (e.g. flex knees and hips to lift volleyball posts, place the load as close as possible to the body)	→	→	*			
5. Choose a partner of the same size and weight as oneself, where applicable (e.g. in a combat sport, pair up with a student of similar strength)	→	→	*			
6. Apply the standards and rules of sports federations, where applicable (e.g. wear required protective equipment)	→	→	*			
7. Use simple treatments to prevent or relieve discomforts and injuries resulting from the practice of physical activities (e.g. stop the activity, apply ice to a sprain, use one's bronchodilator before an activity)	→	→	*			
8. Adequately respond to potentially dangerous situations (e.g. pick up an object left on the playing surface)	→	→	→	*		
9. Perform exercises safely according to the physical activity being practiced (e.g. align one's body segments and flex knees to lift a load, avoid hypertensions)	→	→	→	→	→	*

SECONDARY BEHAVIOUR

Safe practice of physical activities	Cycle 1			Cycle 2		
A. Sportsmanship	1,0 (Gr. 7)	1,1	1,2	2,1	2,2	2,3
1. Exhibit respect for partners and opponents in one's words and actions	→	*				
2. Respect equipment and the environment (e.g. do not kick the volleyball, abide by the marked course, bring back litter after an outdoor activity)	→	*				
3. Set rules of cooperation with one's partner(s) (e.g. listen to each partner's ideas, assign roles to each participant according to his/her strengths)	→	→	*			
4. Respect the role of each participant (e.g. respect the referee's decisions, avoid stepping on one's team mate's space during a badminton game in pairs)	→	→	*			
5. Manage conflicts autonomously and peacefully (e.g. speak to one's team mate about the problem experienced during the play, using "I" statements)	→	→	*			
6. Be strict and honest in applying the rules of the game or the adjustments determined by the teacher (e.g. use the rebound in volleyball, indicate that the ball has fallen outside the tennis court, follow the cross-country course)	→	→	→	*		
7. Appreciate successful attempts and good performances by one's partners and opponents (e.g. note good shots and victories, congratulate opponent if he/she wins)	→	→	→	*		
8. Exhibit dignity and self-control no matter what physical activity is being practiced (e.g. control one's emotions)	→	→	→	*		
9. Behave equitably in one's interactions with others (e.g. pass to the player in the best position rather than one's friend, apply the same game rules for everyone when refereeing)	→	→	→	→	*	
10. Exhibit fighting spirit that is respectful towards opponents (e.g. adjust one's actions or those of one's team in order not to humiliate opponent)	→	→	→	→	→	*
11. Persevere through an activity, no matter what the difficulties and results, in order to surpass oneself (e.g. try again after failing, extend beyond one's comfort zone to push back one's limits)	→	→	→	→	→	*
B. Assistance and mutual assistance	1,0 (Gr. 7)	1,1	1,2	2,1	2,2	2,3
1. Lend assistance and accept being assisted as needed (e.g. help another student handle equipment, doing portage outdoors, accept technical tips)	→	→	*			
C. Accepting differences	1,0 (Gr. 7)	1,1	1,2	2,1	2,2	2,3
1. Exhibit openness towards differences (e.g. be willing to accept a less skilful student in one's team, or one from another ethnic group or from the opposite sex)	→	→	→	*		
D. Sense of responsibility	1,0 (Gr. 7)	1,1	1,2	2,1	2,2	2,3
1. Act in a responsible manner towards oneself (e.g. admit one's fault when equipment is broken, take care of one's personal hygiene, perform the required task autonomously)	→	→	*			
2. Act in a responsible manner towards others (e.g. honour one's commitments during an outdoor excursion by bringing required equipment, see to a partner's safety during acrobatic gymnastics)	→	→	→	→	→	*