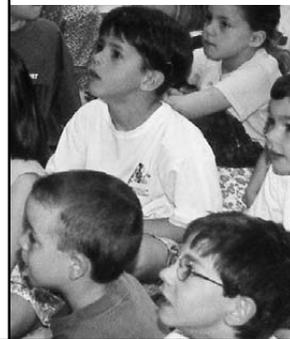




Chapter

9



Personal Development

Chapter 9

Personal Development



These different yet complementary subjects all aim to help students understand and put into practice values such as commitment, solidarity, equality, dignity, and respect for themselves, others and the environment.

Although their first mission is to provide instruction, schools must nonetheless see to students' overall development. Schools are therefore interested in all the different dimensions of human experience, i.e. the motor, affective, social and intellectual dimensions as well as the moral, spiritual or religious dimension. Each school subject contributes in its own way to the development of one or more of these dimensions, which are evident in all spheres of human activity.

The subjects included in the Personal Development subject area—Physical Education and Health, Moral Education, Catholic Moral and Religious Instruction and Protestant Moral and Religious Education—are more particularly concerned with the physical, affective, moral, social and/or spiritual dimensions in addition to students' cognitive development. They focus on the individual's relationship with self, others and the environment.

Each of these subjects contributes to students' development in its own specific way. In Physical Education and Health, students learn movement skills, alone or in inter-

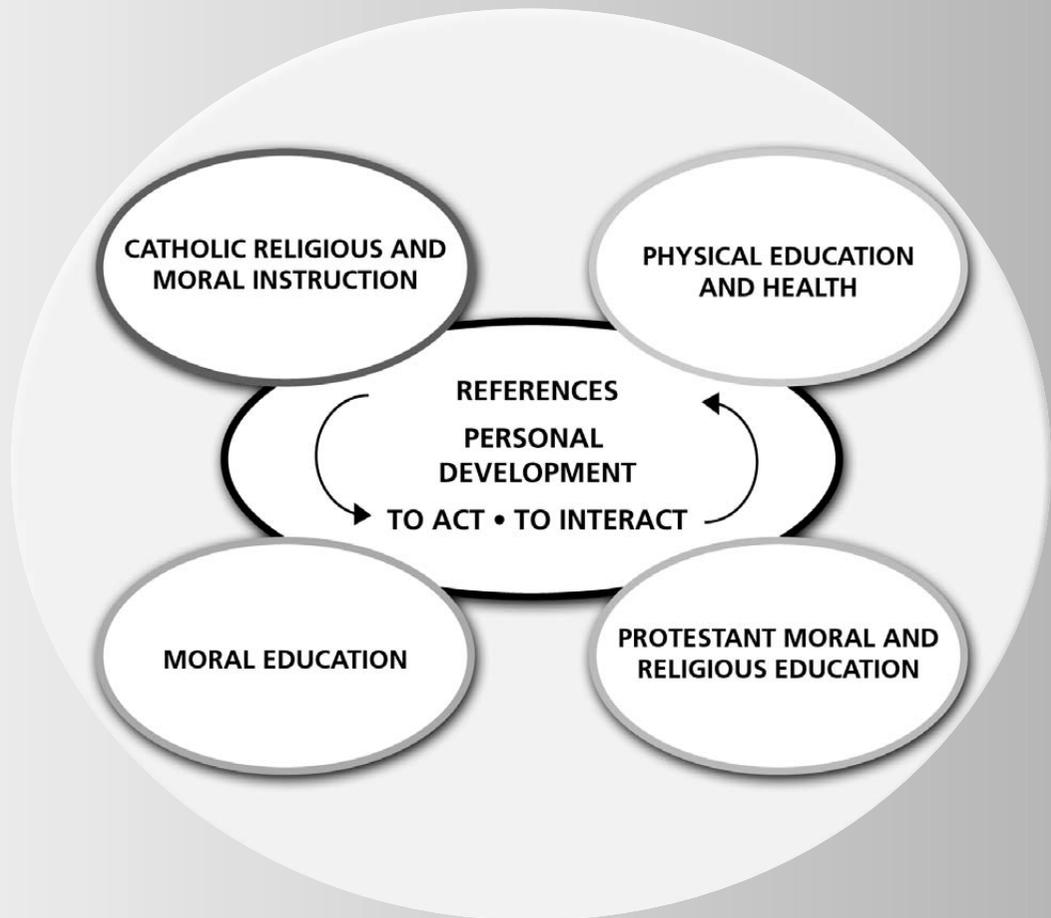
action with others, and gradually learn to take charge of their own health and well-being. In Moral Education, Catholic Religious and Moral Instruction and Protestant Moral and Religious Education, students develop a sense of morality by examining values, constructing a moral frame of reference and learning to resolve moral dilemmas. In fact, these three programs feature the same competency, "to take an enlightened position on situations involving a moral issue," which is also echoed in parts of the Physical Education and Health program.

Beyond their differences, these subjects promote a number of common learnings. All, in their own way, help students find answers to the questions raised by their need to develop as individuals while being respectful of society around them. These different yet complementary subjects all aim to help students understand and put into practice values such as commitment, solidarity, equality, dignity, and respect for themselves, others and the environment. These common learnings foster the development of a sense of personal and social responsibility, and prepare students for autonomous, responsible citizenship.

**COMMON LEARNINGS IN THE PERSONAL DEVELOPMENT
SUBJECT AREA**

- ▶ To improve own self-esteem
- ▶ To develop a sense of self-responsibility for all aspects of personal development
- ▶ To become familiar with the values needed for life in society
- ▶ To develop competencies that will allow action and interaction with others in a positive, healthy and effective manner

*Figure 16
Personal Development*



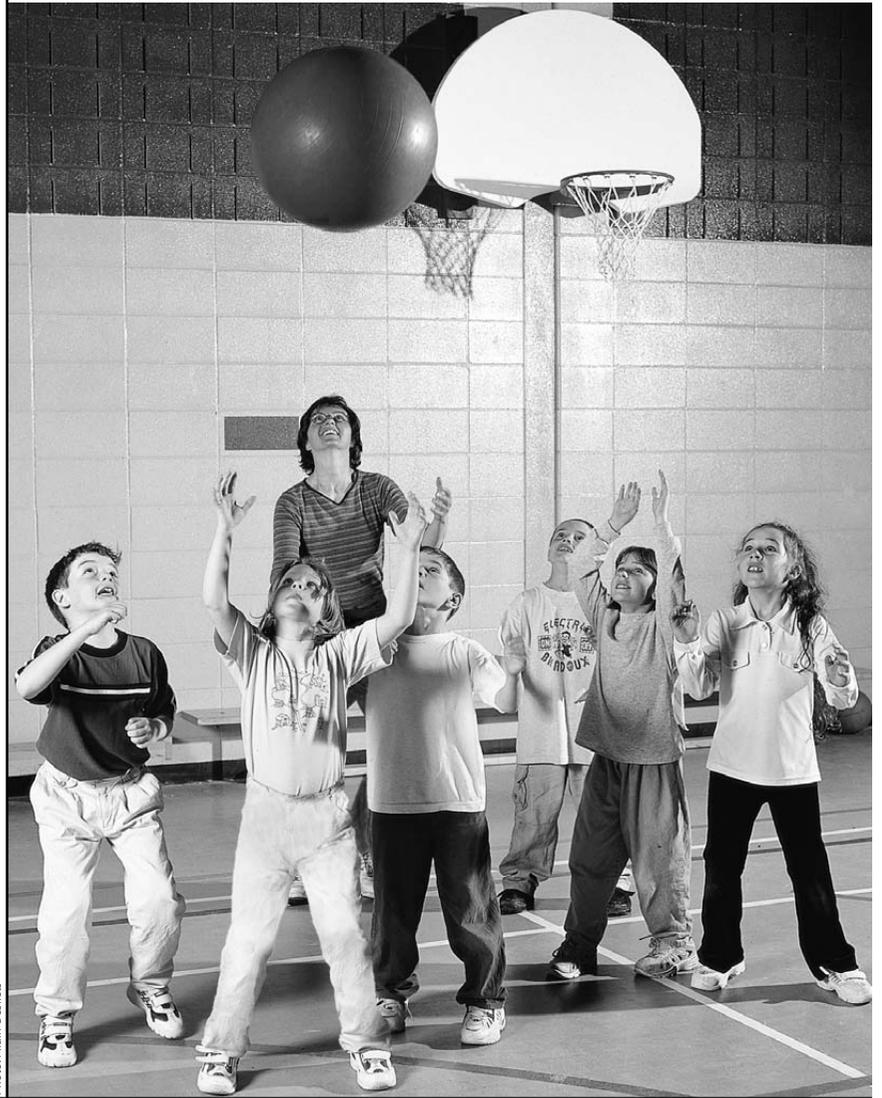


Photo: Alain Desjardis

Introduction



As students refine their movement skills and improve their capacity to interact with others, they will be able to observe the impact of physical activity on their lifestyle habits and will be led to adopt a healthy, active lifestyle.

A look at how modern societies have evolved quickly reveals that lifestyles are becoming increasingly sedentary. The leisure activities available to young people today are such that they engage in physical activity and in social interaction for only a little amount of their time. Ever more numerous and appealing forms of leisure such as television, video games and computers are taking up more and more of their daily lives and enticing them to adopt inactive lifestyles. One of the challenges faced by schools is to find ways of encouraging young people to make physical activity part of their daily lives again and thus break a pattern that is detrimental to their motor development, social life, health, and physical and mental well-being, in short, to their personal integrity.

Physical education has traditionally focused on movement skills and the development of physical efficiency, based on the assumption that, as students mastered motor skills, they would naturally take up all kinds of physical activities. Alarming findings on young Quebecers' lifestyles indicate that we must aim beyond physical efficiency if our goal is to have students adopt a healthy, active lifestyle. It is from this perspective that the new Physical Education and Health program aims to help students not only to develop motor efficiency and psychosocial skills, but also to acquire the knowledges, attitudes and behaviours they will need to manage their health and well-being wisely. Encouraging students to

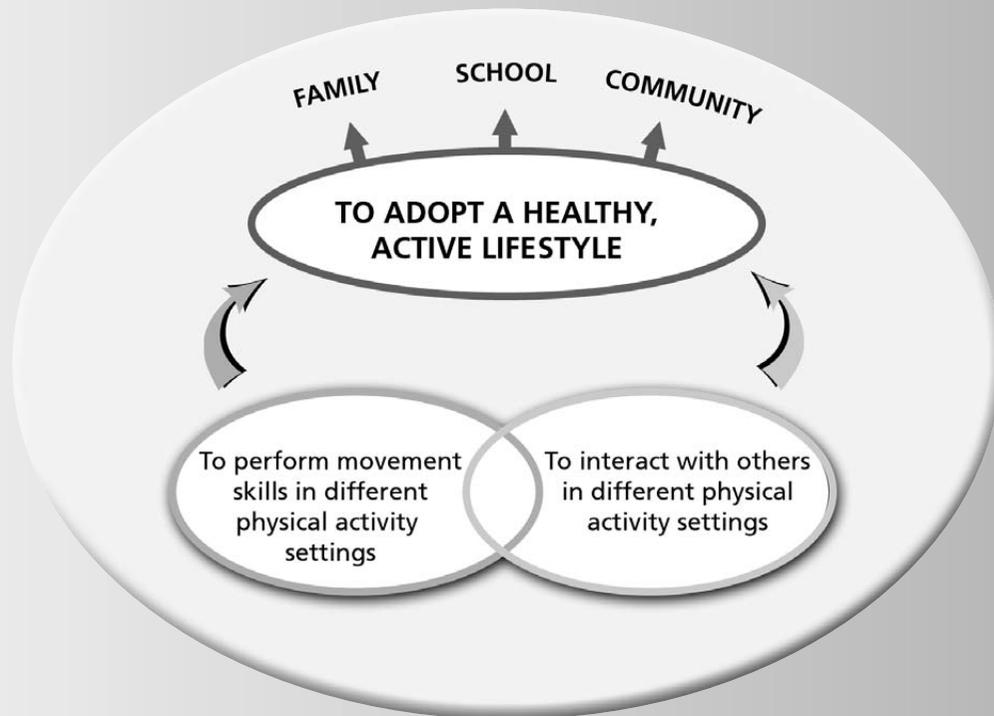
engage in physical activity daily and to adopt healthy lifestyle habits is not up to physical education and health teachers alone. Rather, this responsibility is shared by all school staff, parents and the community.

The purpose of this program is to help students gain a sense of self-responsibility for their fitness and health by allowing them to develop a repertoire of movement skills, a repertoire of cognitive strategies, a knowledge base in the subject, behaviours consistent with safety and ethical rules, the critical sense they need to manage their health wisely, and positive attitudes in their relationships with others when participating in physical activities. Students construct their own learnings by participating in a wide range of cooperative, individual, expressive, collective, outdoor, fitness and similar activities.

The intent of this program is also to enable students to adapt to the requirements of modern life. They will, for example, learn to seek out opportunities for participation in physical activity in their immediate environment, to prevent dangerous situations associated with participation in physical activity and to develop a critical stance with respect to the body images portrayed in the media. They will also become aware of cultural differences and of their impact on lifestyle habits and participation in physical activity.

The Physical Education and Health program consists of three interrelated competencies: "to perform movement skills in different physical activity settings," "to interact with others in different physical activity settings," and "to adopt a healthy, active lifestyle." The first two are complementary: when students develop the second competency, they draw on the first competency since, when interacting with others in different physical activity settings, they must necessarily perform movement skills. The third competency is based on the first two. As students refine their movement skills and improve their capacity to interact with others, they will be able to observe the impact of physical activity on their lifestyle habits and will be led to adopt a healthy, active lifestyle.

Figure 17
Physical Education and Health



COMPETENCY 1 • TO PERFORM MOVEMENT SKILLS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

Focus of the Competency

MEANING OF THE COMPETENCY

The performance of movement skills involves action, sensation, self-expression, movement, coordination and control. The role of schools in this connection is to make students more aware of these aspects as they learn to control their bodies, and to enable students to manage these aspects in a more systematic, deliberate way. Students develop this competency by understanding and applying the principles associated with balance and coordination and by performing, in different settings, sequences of movement skills, simultaneous movement skills, and movement skills adapted to various elements of the physical environment. Learning activities must allow students to become more aware of their bodies and of the physical environment, and enable them to move with confidence and to act safely in all circumstances.

CONTEXT FOR LEARNING

The learning situations are based on various means of action: cyclical activities, single-skill activities, technical/artistic activities, or skill, rhythmic or expressive activities. They are presented in order of increasing complexity, by varying the type and number of movement skills to be performed and the constraints associated with the physical environment, e.g. objects, implements, obstacles, targets, the type of surface, the space available and the time allowed. The learning situations must also take into account the factors that apply to physical activity in Québec, e.g. the seasons, the weather and the geographical diversity of the land.

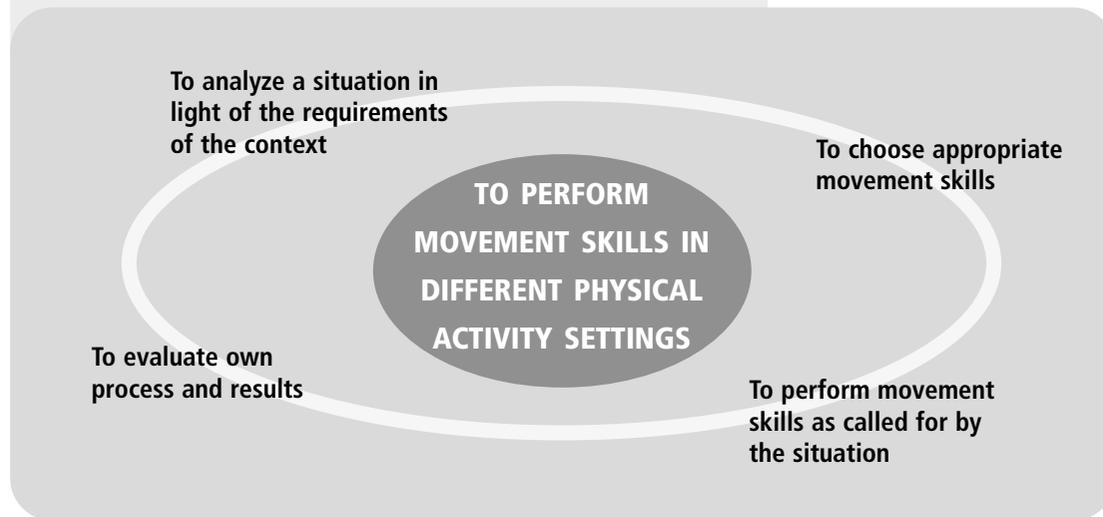
DEVELOPMENTAL PROFILE

Throughout elementary school, students learn to analyze the constraints inherent in learning situations in greater depth. As they progress in their learning, they gain a better understanding of the principles involved in the performance of movement skills and demonstrate greater control when performing movement skills in different physical activity settings. They show greater judgment in selecting the information on the basis of which they will make appropriate and safe choices as to the movement skills they should perform. They learn to evaluate their process and results in an increasingly structured fashion and make connections between what they learn in the classroom and how it can be applied in school, family or community settings.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Depending on the constraints of the particular context of each learning situation, students may need to call on various intellectual, methodological, or personal and social competencies in order to perform or adapt movement skills. For example, the cognitive strategies students apply to problems in performing movement skills require that they use information from various sources, solve problems, exercise critical judgment and define themselves as individuals.

Key Features of the Competency



Evaluation Criteria

- Justification of own choice of movement skills ① ② ③
- Performance of sequences of movement skills ① ② ③
- Performance of simultaneous movement skills ① ② ③
- Identification of desirable improvements or elements that are worth keeping ① ② ③
- Identification of possible opportunities for the transfer of learning ① ② ③

Legend:* ① Cycle One ② Cycle Two ③ Cycle Three

* This legend also applies to the Evaluation Criteria for other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

End-of-Cycle Outcomes

CYCLE ONE

Students identify possible movement skills in light of the instructions given, the goal pursued and the physical environment. They choose movement skills and justify their choices. They perform sequences of locomotor, non-locomotor and object manipulation skills. They evaluate their process on the basis of their achievements and difficulties.

CYCLE TWO

Students identify possible movement skills taking into account their capacity to apply the principles of balance and coordination. They choose movement skills and justify their choices. They perform movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills. They evaluate their process and identify desirable improvements or elements that are worth keeping with a view to applying their learnings in the same activity.

CYCLE THREE

Students identify possible movement skills and their consequences. They choose movement skills and justify their choices. They adapt movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills to new constraints or new activities. They evaluate their process and identify other activities in the Physical Education and Health course to which they could transfer their new learnings.

Essential Knowledges

LEARNINGS

• Concepts related to the body

- Parts of the body (head, trunk, upper limbs, lower limbs, segments, etc.) 1
 - Position of the body and of body parts in space (left, right, in front, behind, beside, diagonally, etc.) 1
 - Kinesthetic feedback from the body (moving, stationary, hot, cold, pain, etc.) 1 2 3
-

• Time and space concepts

- Concepts of space, reference points, direction (small, big, left, right, front, back, across, in relation to, inside, outside, etc.) 1
 - Concepts of time, speed and distance (second, minute, day, week, month, fast, slow, faster, slower, closer, farther, etc.) 1
-

• Principles of balance

- The number of body parts in contact with the floor or surface 1 2
 - The position of the body parts used for support 1 2
 - The surface used for support 1 2
 - The position of the centre of gravity 1 2
 - The relative position of the body segments 1 2
-

• Principles of coordination

- Dissociation (use of body segments singly or in isolation) 1 2
- Linking of movements 1 2
- Flow in the performance of movement skills 1 2

LEARNINGS (cont.)

• Types of support

-
- On feet, on hands ①
-

• Types of grips

-
- Pronation, supination, mixed, crossed, leg hook ① ②
-

• Vocabulary related to the equipment used

-
- Characteristics of implements, objects, apparatus, etc. ① ②
-

MOTOR SKILLS

• Types of skills

-
- Locomotor skills: walking, running, jumping, crawling, galloping, hopping, skipping, twirling, climbing up, climbing over, climbing down, crossing, going around, etc. ① ② ③
 - Nonlocomotor skills: turning, pivoting, pirouetting, adopting postures, stretched, arched, tucked, piked, etc. ① ② ③
 - Manipulation skills: handling (dribbling, juggling), projecting (throwing, hitting), receiving (catching, blocking, deflecting), etc. ① ② ③

MEANS OF ACTION

• Types of activities

-
- Technical/artistic activities (rhythmic gymnastics, artistic gymnastics, acrobatic gymnastics, etc.) ① ② ③
 - Cyclical activities (snowshoeing, cycling, walking, running, swimming, cross-country skiing, etc.) ① ② ③
 - Single-skill activities (throwing, jumping, etc.) ① ② ③
 - Skill activities (juggling, precision throwing, etc.) ① ② ③
 - Rhythmic and expressive activities (aerobics, mime, etc.) ① ② ③

COMPETENCY 2 • TO INTERACT WITH OTHERS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

Focus of the Competency

MEANING OF THE COMPETENCY

Participating in physical activities with others requires a number of skills and resources beyond the mastery of movements or strategies. Although such mastery is a basic condition for participation in any kind of physical activity with others, it does not cover the full scope of what is intended here. The competency to interact with others involves a process whereby students develop various plans of action to adapt their movements or actions in relation to those of others, to synchronize their movements or actions in relation to those of others, and to communicate with each other. Students also learn to work in a team, to demonstrate ethical behaviour with respect to winning or losing, and to perform a joint task. Students are likely to encounter similar situations in their daily lives. Through them, they develop social skills and ethical judgment conducive to human and harmonious relations.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Depending on the constraints of the particular context of each learning situation, students may need to call on various cross-curricular competencies in order to perform, adapt or synchronize movements or actions with peers.

Students are required to solve the problems inherent in each situation, to use information from various sources, to demonstrate critical judgment and to define themselves as individuals. When interacting with others, they must be able to cooperate and communicate with them.

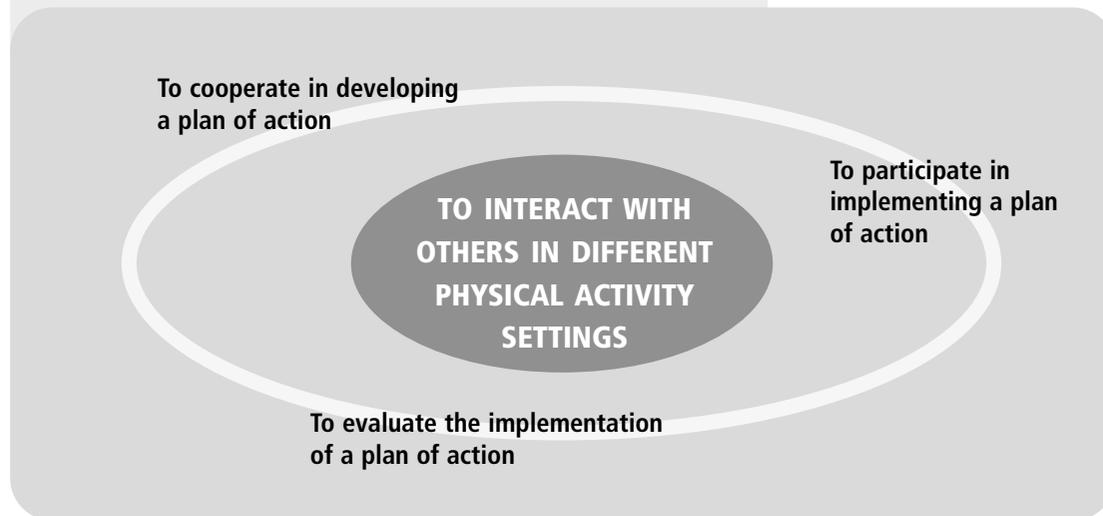
CONTEXT FOR LEARNING

The learning situations are based on various means of action: group or cooperative activities and combat or duelling activities. The situations are presented in order of increasing complexity, by varying the action rules to be applied, the constraints associated with the physical environment (such as objects, implements, targets, the space available and the time allowed) and those associated with the social environment (such as the number of partners, the number of opponents and the roles to be played). The learning situations must also take into account the factors that apply to physical activity in Québec, e.g. the seasons, the weather and the geographical diversity of the land.

DEVELOPMENTAL PROFILE

Throughout elementary school, students learn to develop plans of action and to design strategies in order to perform movement skills in interaction with their peers in different physical activity settings. As they progress in their learning, students take into account the greater number of constraints associated with more and more complex situations requiring an increasing number of interactions. They develop a sense of cooperation and choose strategies and modes of communication that reflect their concern for fostering interaction with their peers. They observe ethical rules. They display ever greater autonomy in taking responsibility for their own process. They learn to evaluate their process and results in an increasingly structured fashion and make connections between what they learn in the classroom and how they can apply it in school, sports or community settings.

Key Features of the Competency



Evaluation Criteria

- Active participation in developing the plan of action ① ② ③
- Adaptation of movements or actions to the situation ① ② ③
- Adaptation of verbal or nonverbal communication to the situation ① ② ③
- Behaviour consistent with ethical rules ① ② ③
- Identification of desirable improvements ① ② ③
- Identification of strategies that are transferable to other situations ① ② ③

End-of-Cycle Outcomes

CYCLE ONE

Students plan cooperation strategies with a peer, taking into account the roles to be played, the constraints of the physical environment, and the goal pursued. They explain the ethical rules relevant to the task. They apply the strategies and the ethical rules. With their partner, they evaluate their process in terms of their achievements and difficulties.

CYCLE TWO

Students plan cooperation and opposition strategies with one or more peers, taking into account their own achievements and difficulties and those of their partner(s). They explain the ethical rules relevant to the task. They apply the strategies and the ethical rules. They verbally or nonverbally communicate a message as called for by the situation. They evaluate their process and participate in efforts to find effective strategies. They re-adjust their plan of action based on this evaluation.

CYCLE THREE

Students plan cooperation and opposition strategies with several peers, taking into account both their partners' and their opponents' achievements and difficulties, and the experience gained through prior activities. They adapt their movements or actions as called for by the unforeseeable aspects of the situation, taking into account the strategies outlined in the plan of action. They apply ethical rules. They evaluate their process and identify strategies that are transferable to other situations.

STRATEGIES (cont.)

• Action rules in group activities in a common space

- Moving the object forward 2 3
- Passing the object to teammates 2 3
- Recovering the object 2 3
- Getting back on defence 2 3
- Attacking the other team's goal 2 3
- Protecting the goal 2 3
- Using the space available 2 3
- Counterattacking 3

• Action rules in group activities in separate spaces

- Attacking the other team's target 2 3
- Recovering the object 2 3
- Counterattacking 2 3
- Passing the object to teammates 2 3
- Protecting own team's territory 2 3

MOTOR SKILLS

• Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc. 1 2 3
- Opposition: feinting, throwing off balance, dodging, chasing, etc. 2 3
- Cooperation-opposition: moving into an open space, scoring, moving the object forward, making passes, etc. 2 3

MEANS OF ACTION

• Types of activities

- Group activities: mini-basketball, kinball, flags, parachute, etc. 1 2 3
- Cooperative activities: games, pyramid-building, etc. 1 2 3
- Combat activities: judo, badminton, etc. 1 2 3
- Duelling activities: steal the bacon, tug-of-war, etc. 1 2 3

BEHAVIOUR

• Ethics-related aspects

- Ethical rules relevant to the situation 1 2 3
- Values developed through games and sports 1 2 3
- Respect for peers, rules, the referee 1 2 3
- Fairness 1 2 3
- Fighting spirit 1 2 3
- Desire to surpass oneself 1 2 3
- Acceptance of victory and defeat 1 2 3
- Appreciation for good plays 1 2 3
- Honesty 1 2 3
- Dignity and self-control 1 2 3

COMPETENCY 3 • TO ADOPT A HEALTHY, ACTIVE LIFESTYLE

Focus of the Competency

MEANING OF THE COMPETENCY

Regular physical activity has long been recognized as one of the factors conducive to good health. Students seem unconcerned by health-related problems or by the long-term benefits of a healthy, active lifestyle, hence the importance of helping them to develop the resources that will enable them to take responsibility for their own health and be active throughout their lives. Students will adopt a healthy, active lifestyle to the extent that they are aware of the factors likely to affect their lifestyle habits in a positive or negative way. Students demonstrate a healthy, active lifestyle through regular physical activity and through their capacity to assess the impact of their actions on their health and make consequent choices.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

In adopting healthy lifestyle habits, students deploy several cross-curricular competencies. More specifically, they exhibit intellectual competencies in that they must use appropriate information and exercise critical judgment in order to make well-informed choices. They also display personal and social competencies, as the adoption of healthy lifestyle habits is closely tied to personal identity and relationships with others.

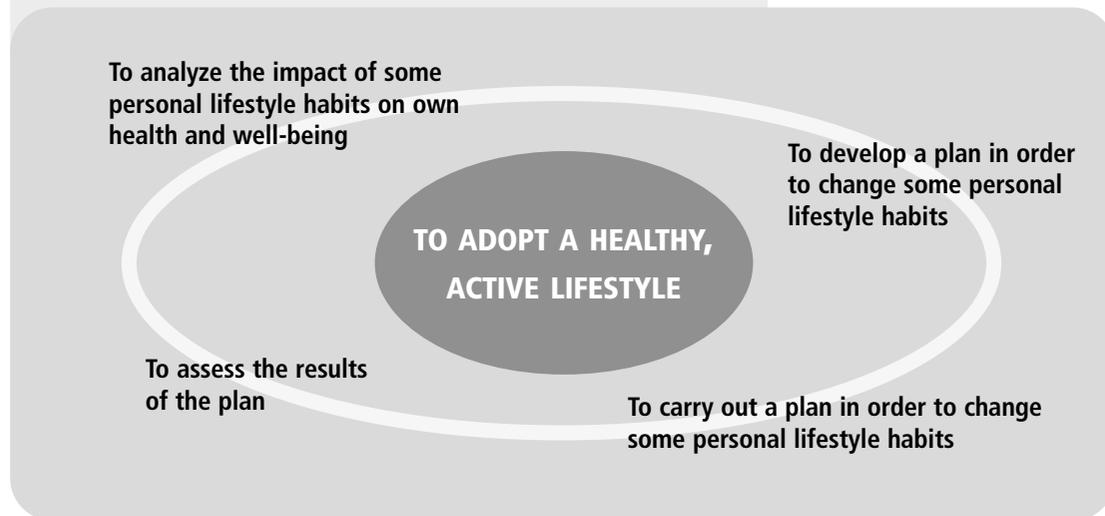
CONTEXT FOR LEARNING

Students develop this competency by engaging in physical activities in a school, family or community setting and by participating in discussion. The learning situations proposed in physical education and health class are based on the contexts for learning outlined above under the first two competencies. Situations drawing on opportunities or events outside the school setting should not, however, be excluded. The homeroom teacher and other members of the school team are encouraged to support students in their learning. Students should be given the opportunity to continue in their other subjects and in complementary activities the critical examination undertaken in physical education and health class, where only those knowledges directly related to physical education and health are covered. More general knowledges are covered in activities related to the broad area of learning called “Health and Well-Being.”

DEVELOPMENTAL PROFILE

Throughout elementary school, students gradually internalize the process involved in adopting or changing lifestyle habits related to their health and well-being (personal hygiene, relaxation, personal safety, and so on). By the end of elementary school, they have acquired or consolidated certain habits, including regular participation in physical activity. The more students develop this competency, the better they are equipped to take advantage of opportunities to transfer the learning acquired in school to other settings and to safely engage in different types of physical activities on their own.

Key Features of the Competency



Evaluation Criteria

- Explanation of the impact of personal lifestyle habits on own health and well-being ① ② ③
- Preparation of a plan for participation in physical activity ① ② ③
- Interpretation of the results of own strategy for changing personal lifestyle habits ① ② ③
- Identification of desirable improvements or elements that are worth keeping ① ② ③

End-of-Cycle Outcomes

CYCLE ONE

Students explain the concept of lifestyle habits and health. They try different types of physical activities, varying their duration and intensity. They evaluate their process in terms of their achievements and difficulties.

CYCLE TWO

Students identify different strategies they can use to change their lifestyle habits. They recognize which of their habits are conducive to health and well-being and which are detrimental. With the teacher's support, they choose a physical activity and plan how they will engage in this activity on a regular basis. They also plan how they will change another of their lifestyle habits. They interpret their results and identify desirable improvements or elements that are worth keeping.

CYCLE THREE

Students make connections between their lifestyle habits and their effects on their health and well-being. They exercise critical judgment with respect to opinions and to information about various topics related to health and well-being. They plan their participation in physical activity and the strategy they will use to change one of their lifestyle habits. After evaluating their process and results, they identify desirable improvements or elements that are worth keeping.

Essential Knowledges

LEARNINGS

LIFESTYLE HABITS

• Regular physical activity

- Psychological benefits
 - Positive emotions ② ③
 - Mental relaxation ② ③
 - Maintenance or improvement of concentration ② ③
- Physiological benefits
 - Effects on growth ② ③
 - Improvement of capacity to recover ② ③
- Social benefits
 - Improvement of interpersonal relations or maintenance of harmonious interpersonal relations ② ③

• Safe participation in physical activity

- Proper use of equipment ① ② ③
- Appropriate clothing ① ② ③
- Exercises with a high injury risk ① ② ③
- Behaviours to adopt in potentially dangerous situations ① ② ③
- Proper set-up and storage of equipment ① ② ③
- Safety rules to observe in different settings ① ② ③
- Stages of physical activity (warm-up, performance, cool-down) ① ② ③
- Pacing ③

• Fitness

- Flexibility ① ② ③
- Posture ① ② ③
- Cardiovascular endurance ③
- Strength ③

• Personal hygiene related to physical activity ③

• Relaxation ① ② ③

• Stress management ③

EFFECTS OF A SEDENTARY LIFESTYLE

- Weight ③
- Flexibility ③
- Muscle mass ③
- Etc.

ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY

- Anatomy: bones, muscles, heart, lungs, joints ①
- Physiology: cardiovascular system, respiratory system, muscular system, the body's response to exercise ② ③

Cultural References

For all three competencies

1 2 3

- The gear and equipment used in physical education and how it has changed over time
- The lifestyle habits of family members, friends, Quebeckers in general
- Changes in the physical activity habits of family members, friends, Quebeckers in general
- Major events in the news in connection with physical education and health
- Exhibitions (e.g. hall of fame)
- Types of recreational activities
- Readings (e.g. books, newspapers, magazines)
- Architecture (e.g. Olympic stadium)
- Sports here and elsewhere
- Sports events (e.g. Olympics, national, provincial or regional amateur athletic games, sports events held as part of carnivals)
- Objects of everyday life
- Heritage objects (e.g. skis from 1960, snowshoes used by Amerindians)
- Values that determine behaviours (e.g. lifestyle habits, leisure habits)
- Types of clothing (for different seasons, in different countries, for different sports)

Suggestions for Using Information and Communications Technologies

Through various learning situations, in cooperation with the homeroom teacher and the physical education and health teacher, students explore and use different technologies to acquire learnings in connection with school subjects and personal interests.

- Using CD-ROMs, software and Web browsers to explore themes related to physical education and health 2 3
- Using software to create and develop physical activity schedules 2 3
- Using software to keep a food journal over a given period of time 1 2 3
- Using software to keep a log of self-evaluation results in physical education and health class 3
- Using software demonstrating techniques 2 3