



McGill UNIVERSITY
Department of Kinesiology and Physical and Health Education

EDKP 232 Health Related Fitness

Winter 2022

Course Outline

Lecturer: Johanne Vaillant, office # 202

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Office hours: after class and on ZOOM by appointment

Class Schedule in person: Section 001 Mon-Wed 1:35PM to 4:25PM

Section 002 Tues-Thurs 1:35 PM to 4:25 PM

OR

Class Schedule ONLINE ZOOM: Section 001 Mon 1:35 - 3PM Lecture Wed 1:35- 2:20 Q&A

Section 002 Tues 1:35- 3PM Lecture Thurs 1:35- 2:20 Q&A

General Information

Development of activities in practice and active integration of all content activities of both skills and informative topics related to fitness, health and lifestyle habits as prescribed by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES¹) in the Quebec Education Program (QEP¹) for elementary and secondary levels.

In depth learning of all contents related to **Competency 3** from the Québec Education Program (QEP): 'TO ADOPT A HEALTHY AND ACTIVE LIFESTYLE'.

Active participation-presentations in activities surrounding the components of cardiovascular fitness, strength, and flexibility. Exposure to a variety of fitness assessments as well as how these assessments can be used to connect to the **Quebec Physical Education Curriculum's** student plan of action appropriate to overall health and well-being.

¹MEES Ministère de l'éducation et de l'enseignement supérieur

²QEP: Québec Education Program

³PEH: Physical Education and Health

Course Objectives: At the end of this course, the student should be able to:

- Demonstrate thorough knowledge of, and the ability to teach fitness and health topics, use and implement fitness testing assessments and lifestyle habit surveys for elementary and secondary levels in physical education and health
- Understand, demonstrate and develop their own teaching material with regards to all topics of health-related fitness in developing Competency 3 at elementary and secondary level
- Use of SMART goals for developing individual plans of action related to daily physical activity, personal fitness and lifestyle habits.
- Understand and use the C3 Learning and Evaluation Situation from MEES for Competency 3 for elementary and secondary levels
- Understand the evaluation process for Competency 3 using the Frameworks for Evaluation of Learning form MEES

REFERENCE FRAMEWORK FOR PROFESSIONAL COMPETENCIES* FOR TEACHERS:

(Focus is on 6/13 Competencies)

AREA 1

Working with and for the students

Competency 3

Plan teaching and learning situations

Design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.

Competency 4

Implement teaching and learning situations

Implement and supervise teaching and learning situations appropriate to the students and the educational aims. (Peer teaching, small group teaching)

Competency 5

Evaluate learning

Develop, choose and use different methods for evaluating knowledge acquisition and competency development.

Competency 6

Manage how the class operates

Organize and manage a class in such a way as to maximize student development, learning and socialization.

Competency 8

Support students' love of learning

Cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.

CROSS-CURRICULAR COMPETENCIES

Competency 12

Mobilize digital technologies

Use digital technologies in order to benefit students and all education stakeholders.

Course topics:

ALL C3 Progression of Learning *MEES- for both Elementary and Secondary Levels*

- Healthy and Active Lifestyle
- Regular physical activity
 - Target heart rate
 - Training
 - Pacing
 - Recovery
- Fitness Testing
 - Flexibility
 - Cardiovascular endurance
 - Strength and Endurance
 - Posture
- Physiological benefits from physical activity
- Stages of physical activity
- Effects of a sedentary lifestyle
- Safe Participation in Physical Activity
- Warm up & cool down
- Hygiene as part of healthy and active lifestyle
- Relaxation – Stress Management
- Relaxation Methods
- Anatomy and Physiology
- Nutrition related to physical activity & performance (secondary level)
- Sleep
- Effects of different substances on performance (secondary level)
- Excessive use of media

Class Format:

The class is condensed 3hrs X2 per week, each class is 1hr theory in class, 2 hours practical application and practice in the gym, see course schedule. COVID measures for online teaching this course would be asynchronous style with 2 + live hours a week.

Instructional Method:

- LABS/ discussion/ group presentation.
- Group work in developing learning activities and situations- LES
- Ongoing peer teaching activities (in person)
- Group work in creating an LES for Competency 3- elementary and /or secondary.

Evaluation:

Knowledge (20%)

LAB 1 C3 Learning Outcomes-POL Content	10%
LAB 2 C3 Exercise VIDEO	10%

Peer -Teaching or Video (30%)

LAB 3 Warm up and Cooldown	10%
LAB 4 VIDEO-TEACHING C3	20%
a. Active POL element (10)	
b. Informative POL element (10)	

My Personal Fitness and Lifestyle Plan (20%)

Action Plan: My Healthy Lifestyle	10%
Action Plan: My Active Lifestyle	10%

Final Project (30%)

Learning and Evaluation Situation LES C3	30%
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Required Readings:

- ONLINE course pack documents on mycourses pack *available at the McGill Bookstore*
- **QUEBEC EDUCATION PROGRAM** Preschool, Elementary and High School Education
MELS 2001
- ***The Progression of Learning*** Elementary cycle 1,2,3 Secondary cycle 1, 2
- ***The Evaluation Frameworks*** Elementary cycle 1,2,3- Secondary cycle 1, 2
MELS 2001 The 12-Core Professional Competencies web
<http://www.education.gouv.qc.ca/en/teachers/programs-of-study/>

Attendance Policy for Intensive Course (in person):

This is one of your mandatory professional courses and as such students are expected to attend every class meeting (e.g., lecture and lab) for its entire duration. Every student is permitted to have ONE unexcused class lecture absence. After 2 unexcused absences from the lectures, you will fail EDKP-232 and will be required to attend a disciplinary meeting with the PHE department Program Director. If you are more than 15 minutes late for a class lecture you will be marked as absent unless you can provide a medical note or valid excuse for why you were late. Remember that you must also attend the lab sessions in order to submit the lab assignment. Failure to do so will result in a 0 for the lab that was missed.

EQUITY, DIVERSITY AND INCLUSION:

Professor statement: I absolutely support equity, diversity and inclusion in the academic setting (well, actually, all settings but academic pertains here). Having said that, there is no way that I can know all of your individual experiences and backgrounds but I will try my best. If I have unintentionally offended you, please come and talk to me about it. Education is the best way to solve situations and to ensure that everyone has an opportunity for a safe space during your time at McGill and, specifically, in my classes. Open discussion is how we will improve our understanding of each other... and isn't this what university should be about? Please do not be hesitant to approach me on this topic as I feel very strongly about this. Thank you in advance for your co-operation.

Additional information

- Late assignments: NO LATE assignment accepted in EDKP 232
- Mandatory attendance (in person class)
- Entire course content for EDKP 232 will be on MyCourses
- Notify me by email if you are unable to attend (in person)
- For absences and missed deadlines: depending of your personal situation I will assign extra work for medical or documented personal issue ONLY.
- Before each class: students are expected to check all course notes and recorded messages and PPT - read announcement notifications for this class
- WEB protocol: I will answer questions on the discussion board on mycourses first, urgent email questions.

Furthermore

Please note that each student will always be assessed on content, grammar, coherence, clarity, and writing techniques as this evaluation procedure will assist you in the development of Professional Competencies #2 and #8.

Written assignments must be typed be fully secured when submitted, have a title page, and ALWAYS be properly referenced* (including Internet items).

**NON referenced submissions will not be graded and result in a grade of 0.*

**McGill University Policy on Academic Integrity, Written Work
& Accommodation of Religious Holy Days**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures <https://www.mcgill.ca/students/srr/> for more information.

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires pour de plus amples renseignements, veuillez consulter le site <https://www.mcgill.ca/students/srr/>.

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded." (Approved by Senate on 21 January 2009) (not applicable to courses in which acquiring proficiency in a language is one of the objectives) Les étudiants peuvent écrire et présenter tous les travaux et examens en français.

Students who because of *religious commitment* cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict.