



McGill UNIVERSITY
Department of Kinesiology and Physical and Health Education

EDKP 232 Health Related Fitness

Winter 2021

Course Outline

Lecturer: Johanne Vaillant, office # 202
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Office hours: on ZOOM Thursday 11am-12pm and by appointment
Contacts: discussion board in mycourses and if necessary by email

ZOOM Sessions: Section 002 Tues-Thurs 9:35AM -10:30 AM
Section 001 Tues-Thurs 1:35 PM to 2:30 PM

General Information

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

Online 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.

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 (MEES) in the Quebec Education Program (QEP¹) for elementary and secondary levels.

¹MELS: Ministère de l'éducation des loisirs et des sports - **MEES** 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 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

FOCUS for teachers in training will be on 4 of the 12 Professional Competencies:

**Core Professional Competencies from the MEES:
Foundations**

#2. To communicate clearly in the language of instruction both orally and in writing, using the language of instruction, in various contexts related to teaching.

Teaching Act

#3. To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

#4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

Social and Educational Context

#8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

Course topics:

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

e.g.:

- Regular physical activity
 - Target heart rate
 - Training
 - Pacing
 - Recovery

- Fitness Testing
 - Flexibility
 - Posture
 - Cardiovascular endurance
 - Strength

- Physiological benefits from physical activity
- Stages of physical activity
 - Warm up, performance, cooldown

- Effects of a sedentary lifestyle
- Relaxation techniques
- 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 offered online asynchronous format and includes **2 one hour zoom** meetings per week during regular course schedule.

Instructional Method:

- LABS/ discussion/ group presentation. ZOOM activities
- Group work to create video presentations
- Group work in creating an Active and Healthy Lifestyle- Student Booklet for developing Competency 3- elementary and /or secondary.

Evaluation:

Lab 1 C3 Learning Outcomes	5%
Lab 2 C3 POL -Content	10%
Lab 3 Video Activity Informative-Active	10%
Lab 4 Videos Warm up and Cooldown	10%
Action Plan: Healthy Lifestyle	10%
Action Plan: Active Lifestyle	10%
Final Project Creating C3 Student Booklet	20%
Weekly Discussions (5)	10%
ZOOM Activities (3)	15%

Required Readings:

- EDKP100 MEES-course pack and e-course 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/>

Additional information

- EDKP 100 COURSEPACK is mandatory for this course.
- Late assignments: NO LATE assignment accepted
- Mandatory attendance for online sessions and all ZOOM activities (2x1hr weekly)
- Entire course content for EDKP 232 will be on MyCourses including ZOOM recordings
- Notify me by email if you are unable to attend as ZOOM Activities are 15% of the total mark
- For absences and missed deadlines: depending of your personal situation I will assign extra work for medical or documented personal issue.
- 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).

APA tutorial weblink below:

[http://flash1r.apa.org/apastyle/basics/index.htm?_utma=185732729.990273369.1439564885.1439564885.1439564885.1&_utmb=185732729.4.10.1439564885&_utmc=185732729&_utmx=-&_utmz=185732729.1439564885.1.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&_utmv=-&_utmh=150215862](http://flash1r.apa.org/apastyle/basics/index.htm?_utma=185732729.990273369.1439564885.1439564885.1439564885.1&_utmb=185732729.4.10.1439564885&_utmc=185732729&_utmx=-&_utmz=185732729.1439564885.1.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmv=-&_utmh=150215862)

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.