Teacher's Guide

LEARNING AND EVALUATION SITUATION

Health and Physical Education
Elementary Cycle Three

PREPARING FOR AN OBSTACLE COURSE

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January 2017

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INTRODUCTION

The documents presented in the Learning and Evaluation Situation (LES) are tools developed by a team of teachers and health and physical education consultants from the Marguerite-Bourgeoys and English Montreal School Boards. They are based on the Quebec Education Program, the Progression of Learning and the Framework for Evaluation delivered by the Ministry of Education and Higher Education of Quebec (*Ministère de l'éducation et de l'enseignement supérieur du Québec*).

This Learning and Evaluation Situation is comprised of the following documents:

1. The ***Teacher's Guide*** provides an overview of activities, evaluation tools and complementary tools for implementing the LES and its appendices.

2. The ***Student Booklet*** provides various complementary tools for students and it contains four sheets.

PRESENTATION OF THE LES

This Learning and Evaluation Situation for Elementary Cycle Three students offers a set of activities aimed at developing the *Adopt an Active and Healthy Lifestyle* competency.

The goal is to help students get ready to participate in an obstacle course of between 1 and 3 km. It takes place during the BACK-TO-ACTIVE (*RÉTACTIF*) event organized for students attending schools in the City of Saint-Laurent. This LEA promotes questioning, analysis, reflection, critical thinking and the use of information. During physical education and health class (PEH), time is provided for students to develop a plan to do physical activities on a regular basis (Personal Training Plan). To help students become aware of their personal abilities with respect to the challenge they face and make the best decision concerning the development of their plan and its implementation, they must accomplish an initial diagnostic task to identify their strengths and challenges.

To guide the planning of various learning tasks, interventions and evaluation, the teacher will refer to the elements of skills and knowledge appropriate to Elementary Cycle Three described in the Progression of Learning.

Using the Student Booklet
The student booklet will be used for the duration of the LES. It will serve as:
1. A framework to plan his/her personal training plan;
2. A grid in which observable elements are recorded, such as heart rate and ratings on the Borg scale;
3. A tool to analyze the choices made based on his/her observations;
4. A tool to prepare competency reports.

Using the Resource Booklet
The resource booklet will assist teachers to provide students with references that will help them develop and pilot their personal training plan. These resources may be posters, videos, etc.

CONTEXT

What is BACK-TO-ACTIVE?

Every year, the elementary schools and the high school in the borough of Saint-Laurent get together for a half day of activities under the theme of Healthy Lifestyle Habits. More than 1,500 students visit one of three workshops organized in the borough's parks:

- a physical activity village where students try different sports or leisure activities;
- a dance zone;
- an obstacle course.

BACK-TO-ACTIVE was created in 2014 as a result of ongoing narratives about getting young people moving again and giving them information about what constitutes healthy lifestyle habits. In 2015, several local organizations joined the organizing committee to help make the event a success. Today, adults and approximately 100 adolescents from the high school work together so that younger students can participate in this activity.

BACK-TO-ACTIVE is in constant evolution. As a result, this year the organizing committee chose to develop a LES for Cycle Three students in gym class, to prepare them for the highly motivating but demanding event.

ADVICE FOR TEACHERS

An LES in Progress

The content, progress and procedure of this LES have not been tested or validated by teachers. It is therefore the teacher's responsibility to adapt and modify them as needed or decide on the tools to be used in relation to his/her own reality: students, planning, scaling, materials available, time allocated to implementing Competency 3, etc.

OVERVIEW OF THE SEQUENCE OF ACTIVITIES AND LEARNING TASKS

PREPARATION	IMPLEMENTATION	INTEGRATION
± 120 minutes	± 270 minutes	± 20 minutes
Class # 1 - Introduce the trigger event - Activate prior knowledge - Explain the purpose of the LES - Utilise cultural references - Achieve the initial task - Analyze the results obtained (perceived exertion) **Class #2** - Detailed teaching of the activation period and training exercises - Experiment with strength training exercises - Analyze the situation - Develop a personal training plan	**Class # 3** - Detailed teaching of the training method proposed - Testing the training method in relation to the personal plan of each student **Class # 4** - Execute the personal training plan in the gym - Adjustment as needed **Class # 5** - Execute the personal training plan in the gym **Class # 6** - Execute the personal training plan in the park or schoolyard **Class # 7 and 8** - Execute the personal training plan in the gym (more complex course) **Class # 9** - Execute the personal training plan in the park or schoolyard **Class # 10 and 11** - Execute the personal training plan in the gym (more complex course) **Obstacle course – BACK-TO-ACTIVE** - Participate in the obstacle course	**Class # 12** - Summary of learning - Evaluation of the process, goals achieved and learning acquired

GENERAL PRESENTATION OF THE LEARNING AND EVALUATION SITUATION

Disciplinary competency C3 – Adopt a healthy and active lifestyle	**Title:** Training for an Obstacle Course	**Duration:** ± 12 classes / ± 410 minutes
Broad Area of Learning Health and Wellness	- Active lifestyle and safe behaviour (focus)	
Other Competency To acquire efficient work techniques	- Analyze the task to accomplish. - Get involved in the process. - Accomplish the task. - Analyze the process.	
Pedagogical Objective	- This LES helps students plan and carry out a personal training plan and focus their resources on getting ready for an event (obstacle course) which requires certain degrees of physical fitness.	
Cultural References	- Lifestyle habits at home, among friends and in Québec society - Development of physical activities at home, among friends and in Québec society	

EVALUATION CRITERIA	OBSERVABLE ELEMENTS
Consistency in Planning	- In a school context, practices activities that promote physical fitness - Develops a plan to do physical activities on a regular basis (personal training plan)
Efficiency of Execution	- In a school context, practices various physical activities of a moderate to high intensity - Executes a personal training plan - Observes safety rules - Demonstrates ethical behaviour
Relevance of Reflection	- Evaluates his/her process, plan, results and if goals were met - Finds possible solutions to make adjustments - Identify what he/she learned

The teacher makes his/her assessment based on:

- What the student recorded (Student Booklet: Personal Training Plan and Competency Report);
- What was recorded on the teacher's evaluation grid (Appendix 1);
- Tool to interpret the evaluation criteria of C3 in relation to the level of success (Appendix 2);
- Characteristics of the help offered to students involved in a complex task used to evaluate learning (Appendix 3);
- Assessment tool (Appendix 4).

Summary of Student's Tasks

- After completing the initial task (path proposed by the teacher), students will identify their strengths and challenges and choose the elements to focus on to improve their performance. Students must plan and create a training plan which integrates the (cardiovascular and muscular) exercises specific to an obstacle course. Moreover, they will use their knowledge of motor skills (movement) needed on the proposed path. Students may choose the exercises based on different levels of difficulty in the workshops proposed while mindful of their personal ability, the teacher's restrictions and safety rules. Lastly, they will prepare competency reports in the context of this LES and report on their process.

LEARNING CONTENT

KNOWLEDGE (LIFESTYLE HABITS)[1]

A. Regular physical activity

- Describe some of the psychological benefits linked to physical activity (e.g.: fun, relaxation, feeling of accomplishment)
- Describe some of the physiological benefits linked to physical activity (e.g.: improved fitness, more energy)
- Describe some of the social benefits linked to physical activity (e.g.: new friends, get along better with others, manage conflict)

B. Safe participation in physical activities

- Identify a few harmful exercises
- Recognize potentially dangerous situations when doing physical activities alone or with others
  a. Identify potentially dangerous situations (e.g.: an exercise performed incorrectly)
  b. Identify appropriate behaviour (waiting one's turn, obeying the maximum height allowance)
- Know the components for doing physical activities safely (warm up, period of activity, cool down)
  a. Name the components of participating in a physical activity
  b. In the student's own words, explain the importance of warming up before exercising
  c. In the student's own words, explain the importance of cooling down after exercising
- In the student's own words, explain the importance of pacing one's physical exertion based on the activity.

C. Physical fitness (determining factors)

- Cardiovascular endurance
  a. Recognise the level of intensity according to the type of physical activity
  b. In the student's own words, explain recommendations to improve or maintain cardiovascular endurance
  c. In the student's own words, explain the importance of doing cardiovascular exercises
  d. Take and calculate heart rate at the wrist (radial artery) or neck
  e. In the student's own words, explain the importance of measuring one's heart rate before, during and after exercising
  f. In the student's own words, explain how to adjust his/her effort based on the physical activity, its duration, intensity or distance to run.
- Muscular capacity (strength and muscle endurance)
  a. In the student's own words, explain the importance of strength training exercises..
  b. Do a few strength training exercises that target the upper and lower limbs.
  c. Distinguish between strength training and cardio-respiratory exercises.

BEHAVIOUR[2]

A. Elements related to ethics

- Name a few values learned from participating in games and sports (e.g.: respect, friendship, honesty)
- Respect for peers (partners and opponents)
  a. Use language that shows respect for your partner
  b. Encourage your peers
  c. Help partners who are having difficulty
- Demonstrate a fighting spirit (e.g.: agree to get involved despite the difficulties encountered)
- Strive to do better

[1] Elements associated with the ADOPT competency.
[2] Note that these elements are found in the INTERACT competency of the Progression of Learning.

PREPARATION

CLASS #1 **± 60 MINUTES**
GYMNASIUM

The goal of this class is to allow students to experience a situation that most closely resembles what it is like to do an obstacle course. They will be able to discover what skills they possess and what they still need to learn to participate in the Back-to-Active event.

PROCEDURE

→ **Teacher**

- Asks students if they are familiar with the various obstacle courses currently popular.
  Expected responses: *color run*, *spartan race*, *course à obstacles du père noël*, *polar hero*, *etc.*
- Asks the students about the benefits related to participating in an obstacle course.
- Presents the trigger factor to students: Video of the Back-to-Active event.
- After the video has been viewed, activates students' prior knowledge by asking them questions that will focus on the specifics of an obstacle course.
  Expected responses: *transition* between cardiovascular activities and those focussing on toning, balance, strength, etc., need for endurance…
- Introduces students to the:
  - demands and restrictions of the reference situation (obstacle course);
  - adapted Borg scale (Appendix 5);
  - procedure checklist (Sheet 1 from the Student Booklet).
    **It should be completed by students at each step of this LES procedure.*
- Tells them that they will be asked about this topic once the initial task is completed.
- Asks students to break into teams of two: one to observe and one to do.

→ **Students**

- Answer teacher's questions
- One at a time:
  - Perform the reference situation;
  - Observe their partner during the obstacle course and write down their strengths and challenges.

→ **The Obstacle Course**

- Obstacle course in the gym for 10 minutes (see the layout suggested in the Resource Booklet):
  - Move laterally along trellises or traverse wall
  - Crawl beneath obstacles
  - Walk while balancing on two inverted suede benches
  - Jump into hoops (type of hopscotch)
  - Move along a suede bench on the stomach using the arms only (while holding a bean bag between the feet)

OBSTACLE COURSE

Obstacle courses have been rapidly gaining in popularity in Québec. The Spartan Race, Foam Fest, Tough Mudder, Course Extrême and others, attract thousands of participants, and not only adults. Children are just as likely to be found at the starting line.
Several organizations created courses adapted for children. They differ on the type of obstacles, the type of terrain, the duration and the level of competition and assistance. Some courses are timed and others are not. It should be noted that obstacle courses are relatively new in Quebec, the first having taken place in Mont-Tremblant in 2010 (Spartan Race).

Source : WIXX MAG

- Jump over a series of mini-hurdles
- Move by jumping sideways on an agility ladder
- Jump from side to side over a vaulting horse (3 section minimum, in foam or wood)

→ Once the obstacle course is completed, the **observer**
- Questions his/her partner on his/her perceived exertion using the adapted Borg scale.

→ Once all students have completed the obstacle course, the **teacher**
- Questions students about what the Borg scale is used for.
  Expected responses: *to measure effort expended during training, to have a better understanding of the different degrees of intensity needed for various physical activities, to raise students' awareness that preparation is required before engaging in intense physical activity, etc.*
- Asks students to complete Sheets 1 and 2-A of the Student Booklet.
- Does a follow-up on the activity by asking students:
  - *Did the course go well? Explain.*
  - *What parts of the course represented your strengths? Explain?*
  - *What parts of the course did you find challenging? Explain.*
  - *What would help you to improve your facility in doing this kind of obstacle course?*
    Expected responses: *Training is necessary to participate in a race, etc.*
- Tells students: "At the beginning of the class, you mentioned some things that you knew about obstacle courses. Now, what would you like to learn or improve (about participating in obstacle courses, training, etc.)?"
- Offers students:
  - Personal observations following the initial task as well as the importance of the learning that will occur throughout the LES;
  - Information about the requirements of the LES (evaluation criteria, observable elements) and evaluation tools that will enable them to assess their learning.

CLASS #2

± 60 MINUTES
GYMNASIUM

The goal of this class is to teach students proposed exercises that will prepare them to participate in an obstacle course and improve their physical fitness. By the end of the class, students will have chosen exercises to include in their personal training plan that will help improve their performance.

PROCEDURE

→ **Teacher**
- Has students do motor stimulation specific to training for the course
- Asks students to form 6 lines and do the following movements going, then return to the back of the line by walking.
  - Running, heels to buttocks
  - Running, lifting knees
  - Crab walk
  - Bear crawl
  - Hopping
  - Side-step
  - Cross-step
  - Crawl without the body touching the floor
  - etc.
- Teaches students various exercises that promote muscle development (strength and muscle endurance).
- With the help of posters, demonstrates and executes, with students, 9 of the 18 exercises suggested to work the upper and lower limbs and the core.
- Gives students general information about safe practices.
- As the activity evolves, observes and informs students of the instructions and contraindications when doing certain exercises.

→ **Students**
- Try the exercises suggested in relation to their personal strengths, challenges and abilities.
- Complete Sheets 1 and 2-B of the Student Booklet.

→ **Exercises suggested:**
- Crawl using arms only → Upper limbs
- Horizontal pull-up → Upper limbs
- Bench dip → Upper limbs
- Dorsal quadricep movement (crab) → Upper limbs
- V abdominals → Upper limbs
- Mountain climber → Upper limbs
- Lateral lunges → Lower limbs
- Squats → Lower limbs
- Bench hop-overs l-r→ Lower limbs

→ After the try-outs, **students**
- Choose 8 exercises that reflect their strengths, challenges and personal abilities to develop their plan.
- Complete the « Planning » section on Sheet 3 of the Student Booklet and follow the teacher's instructions to select at least:
  - 2 muscle development exercises
  - 1 mandatory strength training exercise: Burpees (*because, during the BACK_TO_ACTIVE event, it is the consequence given to a participant who doesn't complete one of the obstacles*)
  - 5 other strength training exercises of their choice
- At the end of the class, students give the teacher their personal plans for approval. This will occur over the next two classes.

IMPLEMENTATION

CLASS #3 **± 60 MINUTES**
GYMNASIUM

The goal of this class is to use circuit training to give students the opportunity to execute their personal training plan for the first time.

PROCEDURE

→ **Students**
- On their own, students begin the activity discussed during the previous class (warm-ups).

→ **Teacher**
- Explains to students the training method proposed and the reason for the choice.
  - *During the BACK-TO-ACTIVE obstacle course, you will have to run in intervals, stop, then face challenges. While you are doing your personal training, the same procedure is followed: 60 seconds of running → 10 seconds of transition → 20 seconds of strength training exercises → 10 seconds of transition → ...*
  - *Repeat this sequence 8 times = 13:33 min.*
  - *Finish up with light jogging or walking (approximately 90 seconds)*
- Explains what to do when they hear the sound signal (Appendix 6)
- Once their personal training plans are complete, asks students to:
  - Measure their heart rate;
  - Assess their perceived exertion using the Borg scale;
  - Complete the «Doing» section on Sheet 3 of the Student Booklet
  - Describe some of the benefits related to their physical activity experiences (e.g.: better physical fitness, more energy).

→ **Reflection**
- After experiencing the training method suggested, the **teacher** asks students:
  - *What did you think of the training session??*
  - *Was your choice of exercises appropriate?*
  - *On your training plan, circle the elements that you found very easy and draw a square around those that were too difficult.*
  - *Once you have given it some thought, do you feel your plan should be adjusted?*
- At the end of the class, leave time for students to make changes to their training plan, if need be.

CLASS #4

± 20 MINUTES
GYMNASIUM

The goal of this class is to use the « circuit » personal training plan in the gym.

PROCEDURE

→ **Teacher**
- Uses the *Seconds* app to manage the time allocated to execute the personal training plan.
- Observes, supports, guides students and makes sure that they are performing the exercises safely.

→ **Students,** independently
- Do warm-ups.
- Execute their personal training plan.
- Write notes in their booklet (heart rate + perceived exertion scale).

CLASS #5

± 20 MINUTES
GYMNASIUM

The goal of this class is to use the « circuit » personal training plan in the gym.

PROCEDURE

→ **Teacher**
- Uses the *Seconds* app to manage the time allocated to execute the personal training plan.
- Observes, supports, guides students and makes sure that they are performing the exercises safely.

→ **Students,** independently
- Do warm-ups.
- Execute their personal training plan.
- Write notes in their booklet (heart rate + perceived exertion scale).

CLASS #6

± 60 MINUTES
PARK OR SCHOOLYARD

The goal of this class is to allow students to adapt their personal training plan to the outdoors, at the park or in the schoolyard.

PROCEDURE

→ **Students,** accompanied by their teacher
- Go to the park and begin their warm-ups.
- Explore the park to determine its potential for training using the exercises selected in their plan and decide how best to adapt the plan using the resources available in the park (benches, play structures including the horizontal ladder) and by adding or modifying certain exercises as needed.
- Execute their personal training plan.
- Measure their heart rate and evaluate perceived exertion so they can fill in their booklet when they return to school.

→ **Teacher**
- Suggests to students that they repeat this kind of training session outdoors on their own, with classmates or family members.
- Describes the social benefits associated with staying physically active as a family or with friends.

→ **Important**
- If unable to do so in previous gym classes, take advantage of implementing the plan in the park to have students practice moving on the horizontal ladder while suspended since this type of movement will be one of the obstacles included in the BACK-TO-ACTIVE event.

→ **Information for students**
- In a park, the ground is not level (like in a gym) therefore it is essential to have a discussion with students about the particularities of a more unstable, uneven trail or path.

CLASS #7

± 20 MINUTES
GYMNASIUM

The goal of this class is to allow students to execute their personal training plan in the gym, in a context that closely resembles their final task, similar to the path that will be followed at the Back-to-Active event.

PROCEDURE

→ **Teacher**
- Uses the *Seconds* app to manage the time allocated to execute the personal training plan.
- Observes, supports, guides students and makes sure that they are performing the exercises safely.

→ **Students,** independently
- Do warm-ups.
- Execute their personal training plan.
- Write notes in their booklet (heart rate + perceived exertion scale).

→ **IMPORTANT**
- Beginning with this class, the teacher will add obstacles throughout the course to make the task more complex. This will help students develop agility and increase their understanding of what is involved in doing the BACK-TO-ACTIVE event.
- For example, add:
  - Agility ladders
  - Tires
  - Cones or physitubes to go around (slalom or full turn)
  - Obstacles to jump over
  - Obstacles to move under
  - etc.

CLASS #8

± 20 MINUTES
GYMNASIUM

The goal of this class is to use the « circuit » personal training plan in the gym.

PROCEDURE

→ **Teacher**
- Uses the *Seconds* app to manage the time allocated to execute the personal training plan.
- Observes, supports, guides students and makes sure that they are performing the exercises safely.

→ **Students,** independently
- Do warm-ups.
- Execute their personal training plan.
- Write notes in their booklet (heart rate + perceived exertion scale).

CLASS #9

± 60 MINUTES
PARK OR SCHOOLYARD

The goal of this class is to use circuit training to give students the opportunity to execute their personal training plan for the SECOND time.

PROCEDURE

→ **Students,** accompanied by their teacher
- Go to the park.
- Begin their warm-ups.
- Execute their personal training plan.
- Measure their heart rate and evaluate their perceived exertion so they can fill in their booklet when they return to school.

→ **Teacher**
- Once more, suggests to students that they repeat this kind of training session outdoors on their own, with classmates or family members because the event is just around the corner.
- Asks students about the social benefits associated with staying physically active as a family or with friends.

CLASS #10

± 20 MINUTES
GYMNASIUM

The goal of this class is to use the « circuit » personal training plan in the gym.

PROCEDURE

→ **Teacher**
- Uses the *Seconds* app to manage the time allocated to execute the personal training plan.
- Observes, supports, guides students and makes sure that they are performing the exercises safely.

→ **Students,** independently
- Do warm-ups.
- Execute their personal training plan.
- Write notes in their booklet (heart rate + perceived exertion scale).

CLASS #11

± 20 MINUTES
GYMNASIUM

The goal of this class is to use the « circuit » personal training plan in the gym.

PROCEDURE

→ **Teacher**
- Uses the *Seconds* app to manage the time allocated to execute the personal training plan.
- Observes, supports, guides students and makes sure that they are performing the exercises safely.

→ **Students,** independently
- Do warm-ups.
- Execute their personal training plan.
- Write notes in their booklet (heart rate + perceived exertion scale).

Event
BACK-TO-ACTIVE obstacle course

Participating in the obstacle course organized for Cycle Three students in the schools of the City of Saint-Laurent, the BACK-TO-ACTIVE event takes place over a half-day.

INTEGRATION

CLASS #12 **± 20 MINUTES**
GYMNASE

Ascertain the learning that took place.

PROCEDURE

→ **Teacher**
- Asks students for their feedback after participating in the BACK-TO-ACTIVE event.
- Leads students to:
  - Explain and present the successes and difficulties they encountered, using their notes;
  - State what they learned, using their notes;
  - Determine the effects and benefits of active lifestyle habits on health and wellness;
  - Questions students on the process set in motion by this LES;
  - Asks students to complete the Student Booklet.

→ **Students**
- Answer the teacher's questions.
- Each student completes Sheets 1 and 4 of the Student Booklet.

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APPENDICES

LIST OF APPENDICES

1. Learning Evaluation Grid
2. Sample Tool to Interpret Evaluation Criteria in Relation to the Level of Success
3. Characteristics of the Help offered to Students involved in a Complex Task used to Evaluate Learning
4. Sample Assessment Tool
5. Children's Effort Rating Table (CERT) adapted from the Borg Scale: Rating of Perceived Exertion (RPE)
6. Procedure to Follow – Circuit Training
7. Suggested Circuit for an Obstacle Course in the Gym
8. Doing Physical Activities Safely
9. Ethical Behaviour
10. Training Exercises

LEARNING EVALUATION TABLE

Inspired from MELS' tools

Legend **+** Achieved **+-** More or less achieved **–** Not achieved **0** With help	Consistency in the Planning	Efficiency of the Execution			Relevance of the Reflection		MARK/RATING
	Developed a personal training plan	In a school context, does activities that promote physical fitness (personal training plan)	Respects safety rules	Demonstrates ethical behaviour	Evaluates his/her process, plans, results and if goals were met	Indicates learning acquired	

SAMPLE TOOL TO INTERPRET EVALUATION CRITERIA AS RELATED TO THE LEVEL OF SUCCESS

Inspired from MELS' tools

EVALUATION CRITERIA	OBSERVABLE ELEMENTS	ACHIEVED	MORE OR LESS ACHIEVED	NOT ACHIEVED
Consistency in the Planning	**Developed a personal training plan**	- Uses various appropriate resources. - Sets realistic objectives and, in a clear and logical manner, develops his/her plan in consideration of demands and constraints. - Adjusts his/her plan in relation to the results obtained.	- Uses few of the resources recommended by the teacher. - Sets objectives and develops a plan that takes into account some demands and constraints - Adjusts his/her plan in relation to a few of the results obtained.	- Does not use any resources. - Does not apply any procedure in planning. - Makes no adjustments.
Efficiency of the Execution	**In a school context, does activities that promote physical fitness (personal training plan)**	- Does physical activity at a moderate or high intensity for 15 minutes. - Adjusts the intensity of the exertion during physical activity based on the results obtained.	- Occasionally does various types of physical activity or has difficulty maintaining a moderate to high intensity for 15 minutes. - Partially adjusts the intensity of the exertion during physical activity based on a few of the results obtained.	- Does not do any physical activity. - Makes no adjustments.
	Respects safety rules	- Complies with all safety rules described by the teacher.	- Complies with some safety rules described by the teacher.	- Does not comply with any safety rules.
	Demonstrates ethical behaviour	- Adopts all ethical behaviours described by the teacher.	- Adopts some ethical behaviours described by the teacher.	- Does not adopt any ethical behaviours.

Relevance of the Reflection	**Evaluates his/her process, plans, results and if goals[1] were met**	- Rationally justifies his/her choice of goals regarding physical activity and the means to reach them.
		- Records sufficient, relevant and varied notes.
		- Conducts reflective feedback that identifies solutions to the problems encountered*.
		- Assesses the following elements in a complete and relevant manner:
		  - Reaching his/her goals;
		  - His/her performance (BACK-TO-ACTIVE obstacle course)
		  - His/her successes, difficulties and the process used;
		  - Effects on his/her health and wellness and integrating active lifestyle habits.
			- Partially justifies his/her choice of goals regarding physical activity and the means to reach them.
			- Records sufficient, more or less relevant and varied notes or a few relevant and varied notes.
			- Conducts little reflective feedback that identifies solutions to the problems encountered
			- Assesses some elements completely or some of the following elements partially:
			  - Reaching his/her goals;
			  - His/her performance (BACK-TO-ACTIVE obstacle course)
			  - His/her successes, difficulties and the process used;
			  - Effects on his/her health and wellness and integrating active lifestyle habits.
				- Does not keep any records.
				- Does not reflect.
				- Does not evaluate.

	Indicates learning acquired[2]	- Records all learning achieved.	- Records some learning achieved[3].	- Does not record any learning achieved or very little.

1. The first three elements of the **ACHIEVED (+)** and **MORE OR LESS ACHIEVED (+-)** columns associated with the observable element *Evaluate the process* are observed during the LES. The fourth element of these same columns is observed in the final class.
2. The learning acquired includes components of the Knowledge, Behaviour and Lifestyle habits discussed in the Progression of Learning highlighted in the teacher's preparation.
3. Some of the learning acquired includes components of the Knowledge, Behaviour and Lifestyle habits discussed in the Progression of Learning highlighted in the teacher's preparation They may be complete in one area of knowledge and incomplete in another, or insufficient in number.

CHARACTERISTICS OF THE HELP OFFERED TO STUDENTS INVOLVED IN A COMPLEX TASK USED TO EVALUATE LEARNING[1]

HELP OFFERED TO STUDENTS

Help may be offered to students in two contexts: the first is learning tasks and the second is in a complex task to evaluate learning. The table below refers to the second context. In effect, the student or team must complete the complex task planned at the end of the autonomous learning and evaluation situation so that the teacher can measure the student's progress in developing the competency targeted. However, if the teacher has to provide help so that the student or team accomplishes the task, this must be recorded on the evaluation grid and considered when making the assessment. The more help a student or team needs to do a complex task, the less the task will be achieved.

Notion of Help	Predictions	Sources of Help	Area of Help	Examples of Difficulties Experienced	Type of Help
Intervening with a student to offer help so he/she can complete the task assigned	- Not included in the task - Included in the task *(agreed on from the start)*	- From the teacher - From a peer - From other resources	COGNITIVE	Understanding the instruction, question or task	- Explain - Have student repeat - Remind - Specify - Describe - Advise - Suggest - Activate prior knowledge - Reassure - Encourage - Motivate - Provide a resource
				Applying the steps or procedures	
				Involving the resources of the task related to the discipline	
				Involving the resources of the task related to other disciplines	
				Involving the resources of the task related to one or more cross-curricular competencies	
			SOCIO-RELATIONAL	Relationship with others in the task requiring cooperation	
				Respect for others	
				Accepting the role to be played, suggestions from others, etc.	
			AFFECTIVE	Insecurity, stress, feeling of inadequacy, etc.	
				Respecting the rules set	
			MOTOR	Applying principles (coordination, balance, synchronization, etc.)	
			METACOGNITIVE	Lack of objectification Absence of planning, control and regulation strategies	

1. Denis CHABOT, Charles FOURNIER et Claude ROBILLARD, *Propositions de normes et modalités en évaluation pour les écoles secondaires*, Service des ressources éducatives, Commission scolaire des Affluents, Terrebonne, 2008.

SAMPLE ASSESSMENT TOOL

MELS

THE TEACHER MUST USE THE STUDENT'S NOTES AND THE LEVEL OF ASSISTANCE (APPENDIX 3) INDICATED IN THE EVALUATION GRID

RESULTS IN % ACCORDING TO THE TERMS AND CONDITIONS FOR EVALUATION ADOPTED BY THE SCHOOL (example)	SUCCESS LEVEL OF TASKS[1]	NUMBER OF TASKS DONE	LEVEL OF HELP REQUIRED
100 %	Achieved with great ease and in an outstanding manner	All	Is autonomous
92 %	Achieved **+**	All	
84 %		Many (+ or – 85 %)	
76 %		A significant number (+ or – 75 %)	Rarely needs help
68 %	More or less achieved **±**	Many (+ or – 85 %)	Occasionally needs help
60 % Success level		A significant number (+ or – 75 %)	Often needs help
52 %		Some (+ or – 50 %)	
44 %	Not achieved **–**	A significant number (+ or – 75 %)	Constantly needs help
38 %		Many (+ or – 85 %)	
28 %		All	Needs special assistance

1. The tasks include all the observable elements linked to the criteria (planning, doing, evaluating) selected by the teacher and the % represents the proportion of tasks successfully completed.

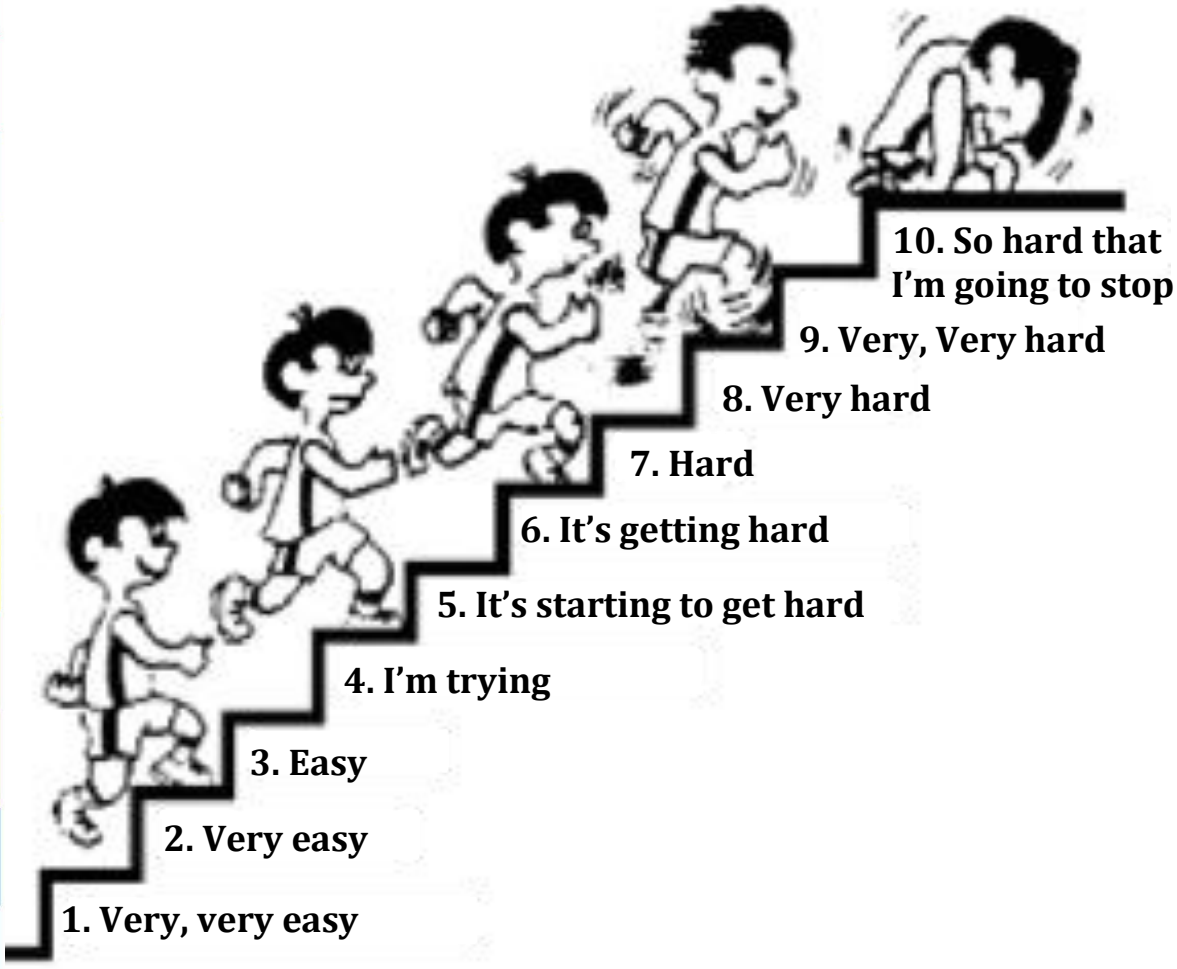
Children's Effort Rating Table (CERT) adapted from the Borg Scale: Rating of Perceived Exertion (RPE)[3]

BORG SCALE

10	MAXIMUM
9	VERY, VERY HARD
8	VERY HARD
7	HARD
6	SOMEWHAT HARD
5	MEDIUM
4	MODERATE EXERTION
3	EASY
2	VERY EASY
1	VERY, VERY EASY
0	NO EXERTION

Source : http://www.canceretactivitephysique.com/en-pratique/gerer-son-intensite-deffort/

OMNI SCALE ADAPTED TO RUNNING



Source : http://aqn.gq.free.fr/spip.php?article24

[3] Lecot, Maheu et Montpetit. Guide d'encadrement des clubs de course à pied scolaire «Courir pour le plaisir… de bouger !», Commission scolaire des Grandes-Seigneuries

PROCEDURE TO FOLLOW – CIRCUIT TRAINING

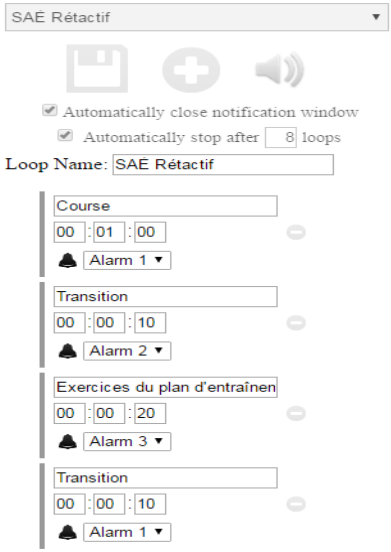
☞ Chronometer Apps for use in Circuit Training (HIIT)

Seconds – Interval Timer

*En français

Course	1:00
Transition	0:10
Exercice plan entrainement	0:20
Transition	0:10
Course	1:00
Transition	0:10
Exercice plan entrainement	0:20
Transition	0:10
Course	1:00
Transition	0:10
Exercice plan entrainement	0:20
Transition	0:10
Course	1:00

Timer Loop



Interval Timer

☞ Repeat sequence 8 times and finish with 90 seconds of running.

☞ Total time: 15 minutes.

SUGGESTED CIRCUIT FOR AN OBSTACLE COURSE IN THE GYM

DOING PHYSICAL ACTIVITIES SAFELY[4]

WARM-UPS – PERIOD OF ACTIVITY – JOINT WARM-UPS

± 5 minutes of aerobics to increase
body temperature and heart rate.

For example: jogging, jump rope, stationary bike, jumping jacks, etc.

PERIOD OF ACTIVITY

± 15 minutes of physical activity of moderate to high intensity.

COOL-DOWNS[5]

± 5 minutes to recover and gradually return to pre-activity state. How? By progressively slowing down the activity. For example, going from running moderately fast to a slower pace and then to a walk. Follow that with a few flexibility exercises focused on the areas most affected during the activity.

[4] Adaptation de l'annexe du Guide de l'enseignant de la SAÉ Pas à pas vers ta santé
[5] Source : http://uriic.uqat.ca/cours/Module7/4.2.html

ETHICAL BEHAVIOUR

- ☞ Respect your peers
- ☞ Use respectful language
- ☞ Encourage your peers
- ☞ Help your partners who are having difficulty
- ☞ Demonstrate a fighting spirit
- ☞ Push your limits

[6]

[6]Source de l'image : http://www.wixxmag.ca/articles/12-courses-a-obstacles-pour-s-amuser-cet-automne

TRAINING EXERCICES