HOW TO PROMOTE HEALTHY LIFESTYLE IN MY SCHOOL:
ACTIVE LIFESTYLE
- BEST PRACTICES –

Pedagogy
- Put an emphasis on global health, not only on levels of physical condition.
- Favor an active lifestyle by:
  - Developing attitudes and competencies allowing the practice of lifelong physical activity:
    - Social competencies, leadership, positive attitudes towards physical activity
  - Practicing diverse physical activity on a daily basis
- Raise awareness on the importance of spending less than 2 hours per day doing sedentary activities (television, video games, computer games, surfing internet).
- Put an emphasis on pleasure and feeling of personal accomplishment rather than on performance, competition and comparison with others.
- Do not use retreat from physical activity as a source of punishment or as a negative reinforcement.
- In the offerings of physical activities, consider economic, cultural, religious and gender differences. Boys and girls don’t have the same interests. Be sensitive to cultural realities and specificities.
- Offer activities allowing development of different competencies and different aspects of global health (physical education, cooperative games, extra-curricular activities, sports, training, leisure activities)
- Balance activities developing aerobic endurance (jogging, skating, hockey, swimming, dancing), flexibility (stretching, gymnastic, yoga) and muscular and bone strength (muscular training, mountain climbing)
- Balance between structured and non-structured activities with different degrees of competition.
- Favor practice of one hour per day of physical activity of medium (walking fast, skating, cycling, swimming) or high (running, soccer) intensity
- Favor a gradual increase of practicing physical activity
- Encourage and stimulate efforts and pleasure of students:
  - Feedback, compliments, positive reinforcement
  - Recognition of successes
  - Put emphasis on each other’s contribution to the team
  - Avoid giving importance to prizes, classification and giving points that could create a feeling of failure or incompetency. Avoid comparing performances (danger of stigmatization)
  - Allow students to rely on their strengths and take advantage of their mistakes with a plan of improvement of their lifestyle.
- Favor demonstration, testimony and interactive pedagogical methods (ex.: recourse to students experimentations on modifying their lifestyle to bring up discussion)
- Favor a personalize follow-up: engage students in a personal plan to modify their lifestyle (contract, passport, health booklet), give tools so they can measure their physiological responses to effort.

School staff
- Believe in the benefits of an active lifestyle on learning and health
- Question your own prejudices on body image, attitudes and beliefs regarding physical activity, weight control, etc.
- Raise awareness, train, supervise and support school staff on (Content):
  - Portrait of situation on rate of physical activity and state of inactivity of students
  - Influencing factors of practicing physical activity
  - Promotion of active lifestyle
  - Link between active lifestyle and school success, health and wellness
- Maximize active time in Physical Education classes:
  o Medium or high intensity for at least 50% of the class time
  o Modify the rules of the activity so students are more active
  o Increase engagement time in the game
- Favor support and reinforcement by peers for the practice of physical activity

Environment
- Promote a positive attitude towards a healthy lifestyle:
  o Promote active and safe modes of transportation (ex.: install and service bicycle supports, use of bicycle, walking)
  o Promote physical activity among school staff
  o Promote possibilities of physical activity inside or outside of school
- Adopt a local policy for healthy nutrition and active lifestyle (consult document Pour un virage santé à l’école).
- Raise awareness among school staff on the importance of content appropriation of local policy and collaborating in the application.
- Publicize school policy among students and school staff and associate them in the implementation.
- Have an implementation strategy of the school policy.
- Increase occasions of practicing physical activity:
  o Offer physical and leisure activities all year long and adjust to the seasons
  o Include diverse forms of physical activities in activities planned by school
  o Give practical physical activities assignments to students to perform outside of school.
  o Compile organization of activities in an annual planning
  o Train and support youth leaders in animating or conceiving physical activities
  o Offer interschool sports activities
- Ensure that interior and exterior installation, equipment and spaces are respecting recommendations and rules of security
- Install and animate interior and exterior spaces to optimize occasions of being active

Services
- Nutritional counseling
- Recommend physical activity (moderate intensity 60 min. per day)
- Question on smoking and reinforce positive behavior. Counseling on smoking in the environment. Offer minimal or brief intervention in smoking cessation and refer to Quit Smoking Centre if pertinent.
- Refer to appropriate services students who present difficulties:
  o Allergies, dysfunctional eating behavior (restrictions, overeating, under eating) that could interfere with the practice of physical activity.
  o Problems with weight or body image: obesity, excessive preoccupations with body image or weight. Refer to health care professional that can evaluate and treat problem.
  o Food insecurity. Establish links with financial aid or community organizations.

Students
- Develop positive self-image*
- Putting forward my personal resources:
  o Develop a personal program of physical activity structured and developing health, physical condition and behavioral skills
  o Choose a pleasurable physical activity
  o Develop a feeling of personal accomplishment regarding physical activity
- Exercise my critical judgment*:
  - Analyze contribution of physical activity to health and wellness:
    - Understand the recommendations regarding different levels of physical activity
    - Understand which types of physical activity can be practiced (endurance, flexibility, muscular training) and what they consist of
    - Analyze short and mid-terms effects of certain habits on health and wellness (positive and negative)
    - Discuss the effects of supplements and performance drugs and of a excessive or inappropriate training
  - Analyze factors influencing active lifestyle (social, cultural, physiological, psychological, economic, religious, environmental, political, mediias):
    - Analyze influence of parents and peers on habits, choices and norms regarding physical activity
    - Analyze the influence of media and marketing on habits, choices and norms. Discuss influence of internet and industry (ex.: car).
    - Analyze motivations of students to adopt active lifestyle
    - Analyze beliefs, opinions and representations regarding active lifestyle
    - Analyze strategies to modify environments that prones an active lifestyle
    - Be conscious of the importance of security and protection in the practice of physical activities
- Developing assertiveness*:
  - Resist negative peer pressure and media.
    - Recognize how they can affect self-esteem and self-image, nutrition habits and health.
    - Analyze media messages on inactivity: compare facts and opinions, gap with reality, hidden interests.
- Develop an individual plan of modification of my active lifestyle*:
  - Find pertinent information on physical activity.
- Adopt prosocial attitudes and behaviors*:
  - Work in team, respect others regarding their physical performances
- Social involvement*:
  - Promote an active lifestyle among family and friends
  - Produce material to encourage physical activity among peers

Don’t forget to consult the General Information Sheet to obtain complementary actions (common for every subject) or details about actions (*).

You can find this publication at: http://www.inspq.qc.ca/publications/notice.asp?E=p&NumPublication=1065