

During their schooling, young people experience a variety of situations related to various issues of health and well-being. On this sheet, you will find specific intervention guidelines that have been developed to support the work of stakeholders who plan and implement health promotion and prevention actions.

To see all the health-related recommendations presented in the EKIP reference framework: [Visit the School-based interventions section](#)

**Physical activity** is a type of activity that sets the body in motion and results in energy expenditure—for example, recreational, sports, functional or travel activities. More broadly, physical activity is a lifestyle habit wherein movement, in its various forms, is part of daily life.

### ACTIONS TO BE PRIORITIZED IN SCHOOLS SHOULD:

- Support young people in **adopting a physically active lifestyle** by providing appropriate opportunities for physical activity of varying type, frequency, duration and intensity.
- Ensure that the **different ways of being physically active are valued and integrated into daily life**.
- **Create supportive environments that encourage a love and enjoyment of movement** and make being active the easiest choice for young people.



## SPECIFIC RECOMMENDATIONS

- Maximize students' physical activity.
  - Increase the amount of time allocated to outdoor recess and Physical Education and Health classes.
  - Incorporate activity breaks at various points throughout the day.
  - Promote learning through motor skills.
  - Provide one or more opportunities during the day for all students to be active at the same time.
  - Offer a variety of physical activities during daycare and extracurricular activities (sports and outdoor activities) for all ages and interests.
- Promote active and safe transportation to school.
- Avoid the use of screens (television, computer, audiovisual equipment) for anything other than educational purposes.
- Ensure that activities are developmentally appropriate to prevent injuries in the short to medium term.

For example, strength training should begin in secondary school, with an emphasis on movement control rather than weight.

- Provide young people with physical activities that are adapted to their abilities, but that present challenges or difficulties to overcome.
- Be sensitive to the fact that, starting in Elementary Cycle Three as well as in secondary school, girls and boys may prefer completely different physical activities.
- Do not leverage physical activity as a means of punishment.
- Do not weigh students, calculate their body mass index (BMI) or take anthropometric measurements (skin folds, waist circumference, etc.).
- Lend physical education clothing to students who have forgotten it.



## KEYWORDS

- |                      |                               |                      |                         |
|----------------------|-------------------------------|----------------------|-------------------------|
| → Motor development  | → Active play                 | → Outdoor activities | → Sports                |
| → Physical Education | → Recreation                  | → Safety             | → Active transportation |
| → Fair play          | → Physically active lifestyle |                      |                         |



See also the sheet dedicated to [General recommendations for health and well-being actions in schools](#), which are not linked to a specific theme.

