



Teaching Strategies in High School PHE to Foster Students' Autonomy and Responsibility in Adopting a Healthy and Active Lifestyle

Camille Gilbert (Master candidate)

Contact Author: camille.gilbert2@usherbrooke.ca

Faculté des sciences de l'activité physique, Université de Sherbrooke, Sherbrooke, Qc, J1K2R1, Canada

Sylvie Beaudoin (PhD)

Faculté des sciences de l'activité physique, Université de Sherbrooke, Sherbrooke, Qc, J1K2R1, Canada

Marie-Maude Dubuc (PhD)

Département des sciences de l'activité physique, Université du Québec à Montréal (UQAM), Montreal, Qc, H2X 1Y4, Canada

Abstract

Background: Within the Quebec Education Program, health education (HE) is integrated into physical and health education (PHE) through the third competency, which aims to foster students' autonomy in adopting and maintaining a healthy and active lifestyle. Approaches to HE are generally identified: behavior modification, which focuses on guiding students toward specific goals to change their habits, and self-directed management, which emphasizes the development of autonomy and personal responsibility in health management. Although the curriculum promotes a self-directed management approach, behavior modification remains the predominant practice in elementary schools (Turcotte, Gaudreau, et Otis, 2007). Furthermore, since existing data primarily concern elementary education, there is limited understanding of how secondary school PHE teachers implement self-directed management.

Methodology: This descriptive study aims to characterize the teaching strategies employed by secondary school PE teachers to foster the development of students' autonomy and responsibility in adopting a healthy and active lifestyle. A multiple-case study design (Yin, 2018) was conducted with four secondary school PHE teachers. For each participant, four lessons were video recorded and analyzed using the *Tool for Assessing Responsibility-Based Education 2.0* (TARE 2.0; Escarti et al., 2015). In addition, stimulated recall interviews (Tochon, 1996) were conducted to examine the intentions underlying the observed teaching strategies. Interview transcripts were subjected to thematic analysis (Paillé et Mucchielli, 2021).

Results & Conclusion: Findings indicate that while responsibility-based teaching strategies are indeed implemented in the context of HE, their use is not consistently driven by the intention to foster student autonomy or responsibility. In several cases, teaching practices remain oriented toward knowledge transmission rather than student empowerment. Although this study provides a detailed account of the practices adopted by participating teachers, further research is required to develop a more comprehensive and representative understanding of how HE is implemented in secondary physical and health education.

Keywords: responsibility; autonomy; teaching strategies; physical and health education; high school.



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