

Guide for the ISO-ACTIVE program

AN INITIATIVE OF THE SPORT ÉTUDIANT NETWORK



Promotion and intervention program
designed to instill healthy lifestyle habits in
Québec youth



SPORT ÉTUDIANT

In collaboration with :

Québec  Canada 

ISO-ACTIVE COMMITTEE AND CONTRIBUTORS

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Publication produced at the

Office of the Fédération québécoise du sport étudiant

with the collaboration of the Association régionale du sport étudiant de Québec et Chaudière-Appalaches

Edition prepared by

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LA FÉDÉRATION DU SPORT ÉTUDIANT, INTRODUCTION

The Fédération québécoise du sport étudiant (FQSE), a non-profit organization, resulted from the merger of three federations that have existed for a number of years, namely, the Fédération du sport scolaire, the Fédération des associations sportives collégiales du Québec and the Association sportive universitaire du Québec



This collaboration among the various sectors originated with the merger which took place in 1988. Consequently, there was a need to align the structure, mission and common objectives of developing and promoting sports and physical activity in the education sector.

The FQSE is represented across the province by the 14 Associations régionales du sport étudiant (ARSE) located in various regions.

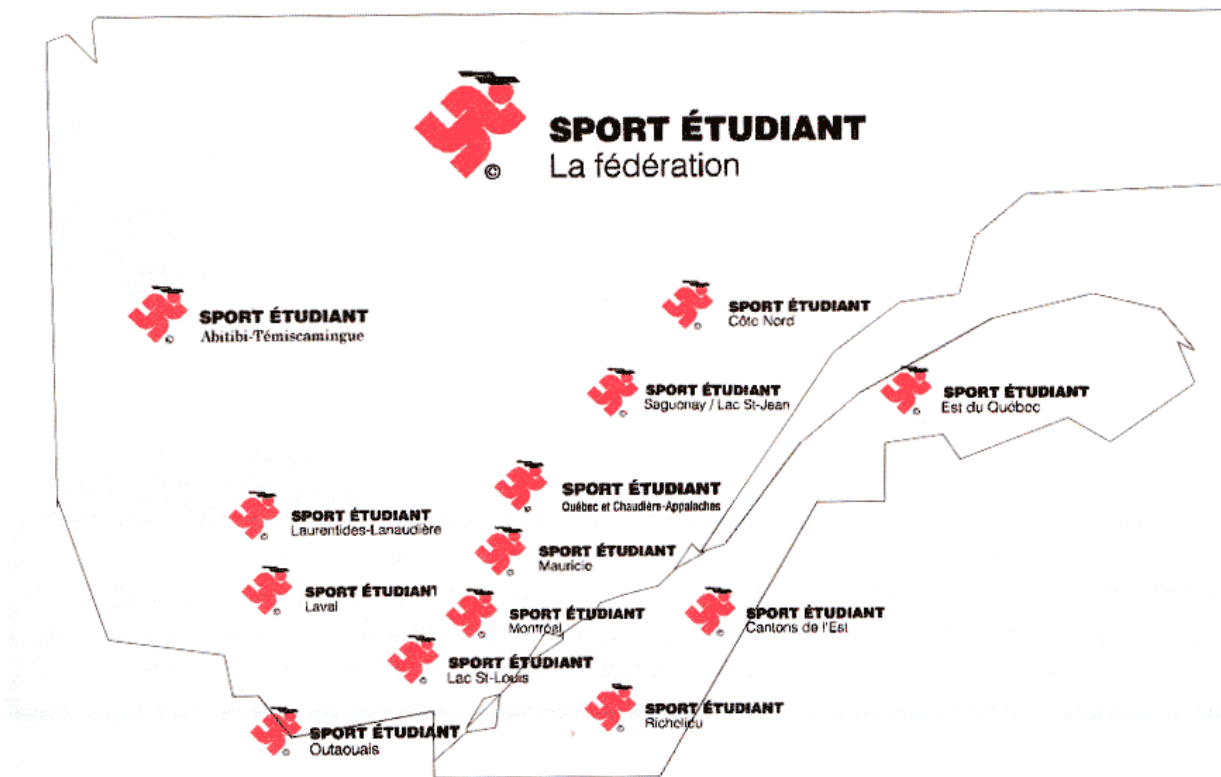


Mandates of Sport étudiant

The main mandates of the Sport étudiant network are:

- to oversee sport and physical activity programs and events at the elementary, secondary, collegial and university levels;
- to promote and strengthen the ethical foundation of sport;
- to develop and support student sports programs and networks;
- to enhance opportunities for participation in student sports and physical activities;
- to promote the programs of the Sport étudiant network;
- to foster educational success through sport and physical activity;
- to promote healthy lifestyle habits;
- to contribute to the Québec sports community.

Focused on educational success and healthy lifestyle habits, our network offers services



and programs to over 165 000 students involved in sports on a regular basis and to over 360 000 youths in the context of the *Mois de l'éducation physique et du Sport étudiant (MEPSE)*. The new ISO-ACTIVE program which has existed at the provincial level since 2004 responds to these concerns and to the mission of the FQSE



The ISO-ACTIVE program, initially created by the Association régionale de Québec et Chaudière-Appalaches in 2001, is designed to promote healthy lifestyle habits through physical activity, healthy eating and a smoke-free lifestyle from a perspective of global, concerted action, particularly in the education community.

Areas of intervention covered by Sport étudiant

It goes without saying that young people are at the heart of the work of Sport étudiant and that sport is the preferred intervention tool of students. With the provincial implementation of the ISO-ACTIVE program, Sport étudiant hopes to further pursue its interventions and to promote the overall development of youth.

Because of the positive health effects of physical activity on youth¹, Sport étudiant deals with three areas closely linked to sports in school.

SPORTS IN SCHOOL			
	Sports	Education	Health
	Initiation	"Staying in school" Feeling of belonging	Combating sedentary lifestyles
	Recreation	Educational success	Healthy eating
	Competition	Ethics in sport	Smoke-free lifestyle
	High performance	Student leadership	

Sports

The Sport étudiant network focuses primarily on promoting sports in school through the support, collaboration and expertise that it provides in organizing various sports activities, leagues and competitions. Whether it involve **initiation** (physical activity, mini basketball, mini volleyball), **recreation** (intramural and special activities), **competition** (leagues: novice, junior, midget, juvenile, collegial A or AA) or **high performance** (school leagues, AAA, collegial AAA, university), Sport étudiant supports actions towards building a more active environment for youth in schools.

¹ Les jeunes et l'activité physique : Situation préoccupante ou alarmante?, Kino-Québec, 1998, p.13

Education

In realizing its mission of promoting an active environment, Sport étudiant wishes to foster the **educational success of young people**², to instill in them a **feeling of belonging**³ to their environment and to increase awareness and promotion of **ethics in sport** (athlete, coach and spectator codes) and **student leadership** (participation of youth in organization of activities, athlete's responsibilities, training).

Sport ethics is a key element of the Sport étudiant that it defines as a “manner of being and acting based on fairness, respect, honour, integrity, pleasure and sportsmanship”. Believing in ethics in sport is adopting a code of moral conduct and, it is from this perspective, that Sport étudiant encourages the promotion of ethics in sport in its activities and in developing tools. In realizing its mission, the Sport étudiant network also works on developing a dynamic and concerted plan of action dealing with ethics in sport.

Health

Through its ISO-ACTIVE program, Sport étudiant thrives to improve the overall health and development of Québec youth by encouraging schools to set up programs designed to promote healthy lifestyle habits through **physical activity, healthy eating and a smoke-free lifestyle**.

2

An analysis conducted in 1997 by ARSEQCA shows that more students in intercollegial sports programs **obtain their diploma**, namely up to 12.9%, than all the students in the collegial sector. Their academic achievement is relatively higher when entering the collegial network.

http://www.arseq.qc.ca/etusoc/diplomer_coll.pdf

³ A study conducted in the region of Québec and Chaudière-Appalaches confirms that student sports is the main identification tool in schools and, **in addition to contributing to the development of a feeling of belonging, sport is an effective means for staying in school**.

<http://www.arseq.qc.ca/etusoc/Apparsec.pdf>



VISION

The Fédération du sport étudiant which is involved with close to 3 000 elementary and secondary schools enhances opportunities for sport participation among Québec students and promotes and provides information about ethics in sport through the activities offered. The sport and physical activity services offered contribute to the overall well-being of students. However, the Sport étudiant network believes that more work will have to be done so that it can play a bigger role in improving the overall health of Québec youth and in instilling in them habits that will be beneficial to them throughout their life.

For these reasons, the ISO-ACTIVE program symbolizes the intent to act now for the future.

The purposes of this document is to describe the association between the ISO-ACTIVE program and the "healthy school" approach, provide information on how to become an ISO-ACTIVE school and explain the criteria of the ISO-ACTIVE program.

CONTEXT

The health of our youth in Québec is cause for concern⁴. A number of specialists and intervenors in the health and education sectors⁵ have identified a number of health problems, such as obesity, poor eating habits, smoking and dropping out of school.

Because of the positive link between a high level of physical activity and maintaining healthy lifestyle⁶ habits and the relationship between educational success and sport and physical activity, the health and education sectors are closely linked.

In fact, studies illustrate that physical well-being and staying in school are key to improved health. Physical activity, healthy eating and a smoke-free lifestyle are important factors in achieving physical well-being as well as educational success by meeting some of the basic physiological needs for maintaining conditions conducive to learning.

Thus, healthy lifestyle habits constitute protection factors, and promoting them ensures maintaining and, even improving, the population's health.

⁴ Les jeunes et l'activité physique : Situation préoccupante ou alarmante?, Kino-Québec, 1998, p.7

⁵ Ibidem, pp. 1 and 12

⁶ Ibidem, p. 13



Statistics

Today's young people, compared to the young people of 30 years ago, are 40% less active physically and the prevalence of juvenile obesity has increased by 50%. For young people, physical activity declines dramatically during the early stages of adolescence. Worse yet, some are not active at all. The study conducted on physical activity in secondary school (R. Desharnais et G. Godin, 1995) shows that physical activity continues to decline well into adulthood. The findings illustrate that this is a dangerous trend that must be turned around quickly, for the health of our future adults⁷.

As regards nutrition, the data are not more encouraging. A direct link has been established between students experiencing learning problems and the deficiency of nutrients such as proteins, magnesium, folic acid, phosphorous, calcium and vitamin D in their diet.⁸ Studies conducted among school-aged children show that, unfortunately, many of them have no energy, experience weight problems or are not doing well at school, that is, they are unaware of the importance of healthy eating and, therefore, do not apply the basic rules⁹.

As regards tobacco use, the extent of the problem is such that, over a four-year period, 21% of non-smoking adolescents became smokers¹⁰. Only alcohol consumption seems to have declined among students. The prevalence rate of those who begin to smoke is highest among adolescents: a fifth (21%) of adolescents who did not smoke in 1994-1995 smoked in 1998-1999.¹¹

Importance of several levels of intervention, based on effective strategies

Behaviours associated with lifestyle are considered not only as individual choices but as behaviours influenced by the social, economic, cultural and geographical context in which a person lives as well.

*It seems inevitable that an intervention designed to improve the lifestyle habits of a group must not only affect the **individual** but his immediate **environment** and the society in which he lives as well.*

*It has been clearly established that **it is also necessary to use strategies of action at several levels** to optimize the effects on an individual's healthy and active lifestyle. Measures must be taken not only with respect to an individual, using a direct, individual or group intervention approach but with respect to an individual's immediate environment, namely, his friends and family as well. Also, if an individual evolves in a particular living environment, in a community, school or workplace, the measures adopted must take that environment into account. Lastly, measures must be taken with respect to an individual's surrounding environment, that is, the society to which he belongs.*

⁷ Ibidem, Kino-Québec, p.7

⁸ Ibidem, p.13

⁹ Ibidem, p.20

¹⁰ STATISTICS CANADA, Health reports, vol. 12, no. 3, April 2001, no. 82-003-XFP in catalogue.

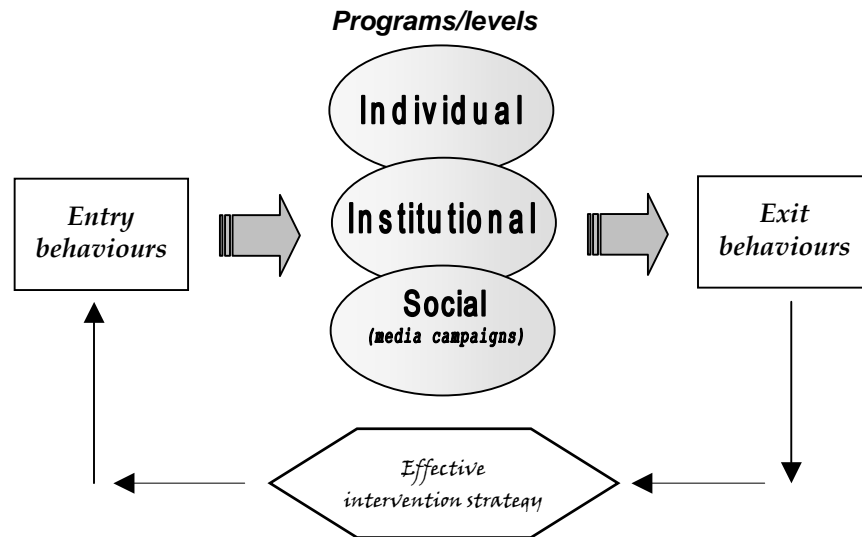
¹¹ HEALTH CANADA. Trends in the Health of Canadian Youth, p.96



To avoid overlap and to act in synergy, such concomitant measures at several levels will have to be carried out together and not separately (systematic approach).

Claude Savard, director of the Department of Physical Education of Université Laval

SYSTEMATIC EVALUATION



It is acknowledged that the factors affecting health, well-being and success of youth are linked to an individual (personal and social competencies, lifestyle habits and behaviours) and to his environment (family, school, community). Consequently, the intervention targets do not emerge only from the health and education sectors but from several sectors in which actions may have an impact on the living conditions of young people and their families.¹²

It is from this perspective that the ISO-ACTIVE program was designed. Not only do interventions target different levels (individual, environment, society) but also seek to bring about a change in attitude and behaviour by encouraging young people to be active, become involved by offering them a supportive and constructive environment conducive to personal growth and the development of skills enabling them to make enlightened decisions in matters pertaining to health.

¹² INSTITUT NATIONAL DE SANTÉ PUBLIQUE. *Portrait des initiatives québécoises de type « Écoles en santé » au niveau primaire*, 2004, p. 90.

To do this, it is important to incorporate promotion and prevention activities into a coherent, coordinated and harmonious plan whose objectives are shared and in which all those concerned participate. In this manner, mutually supportive strategies of action are used. This is a global (actions at various levels and affecting various factors that have an impact on educational success and health) and concerted (coordinating the efforts of all players)¹³ approach. The ISO-ACTIVE program is designed to foster such initiatives and is a school project fostering the development of youth by instilling in them healthy lifestyle habits.

Three lifestyle habits targeted by the ISO-ACTIVE program

According to Kino-Québec, physical activity sharply declines in adolescence. Studies also reveal an increase in three other lifestyle habits detrimental to health: use of tobacco, alcohol consumption and poor eating habits. Fortunately, study findings link a high level of physical activity to maintaining healthy lifestyle habits.¹⁴

In keeping with the mission, areas of intervention and expertise of the Sport étudiant network, the main lifestyle habits targeted by the ISO-ACTIVE program among young people are physical activity, healthy eating and a smoke-free lifestyle.

As illustrated in the existing literature, the Sport étudiant strongly believes that an active environment affects lifestyle habits, particularly in combating sedentary behaviour, but in improving educational success¹⁵ as well. Also, promoting an active environment creates a climate conducive to healthier eating habits, a smoke-free lifestyle, improved sleep quality, responsible use of alcohol and drugs and other factors influencing the development of youth: self-esteem, social skills, cooperation, communication, respect for others, feeling of belonging and others.

¹³ *Pour la réussite éducative et le bien-être des jeunes : Guide à l'intention du milieu scolaire et de ses partenaires, INSPQ, MELS, MSSS, ACCQ, 2004, p.12*

¹⁴ *Les jeunes et l'activité physique : Situation préoccupante ou alarmante?, Kino-Québec, 1998, p.13.*

¹⁵ *LE MAY, D. Pour la réussite éducative et le bien-être des jeunes – Facteurs clés : définitions – Effets sur la réussite éducative, la santé et le bien-être – Recommandations pour l'intervention, 2004, p.11*



ISO-ACTIVE, THE PRODUCT OF CONCERTED ACTION

Given that the ISO-ACTIVE program is fundamentally open to all, its objectives are only achievable in close partnership with those involved in intervention efforts. That is why the various partners of Sport étudiant, including the Ministry of Health and Social Services (MSSS), the Ministry of Education, Recreation and Sports (MELS), Kino-Québec and Québec en forme work collaboratively on defining the orientations of the ISO-ACTIVE program.

To that effect, the ISO-ACTIVE program is based on the "healthy school" approach, which is in keeping with the Agreement for the complementarity of services between the health and social services network and the education network (Government of Québec, 2003) as well as the Programme national de santé publique (MSSS, 2003).

Because the ISO-ACTIVE program is a product of concerted efforts, its delivery is not solely exclusive and may be combined with other initiatives, programs or projects, including *École en santé*, *Québec en forme*, etc.

“HEALTHY SCHOOL APPROACH”

The "healthy school" approach is aimed at the optimal development of youth by pursuing educational and health objectives:

1. Develop skills and behaviours among young people that promote their educational success, health and well-being.
2. Offer youths a stimulating, healthy and safe school and community environment.
3. Create ties linking the various partners—the school, the family and the community.

This approach was recommended by the World Health Organization (WHO) and the Center for Disease Control (CDC) of Atlanta as an appropriate means for enhancing the efficiency of the promotion and prevention measures intended for school-aged children (Martin and Arcand, 2005). In addition, it focuses on successful experiments conducted over the last few years in a number of Québec schools (Deschesnes, Lefort et coll., 2004).



According to the "healthy school" approach, promotion and prevention measures must originate within the school and, consequently, be incorporated into the school's educational project and success plan. Also, all players are invited to join forces with schools for the purpose of implementing, in a concerted manner, a global promotion and prevention action plan. It also allows practices to continue to evolve in the context of the educational reform that is taking place in the education sector in Québec by offering concerted actions that ensure the development of the youth's competencies (Martin and Arcand, 2005).

This is considered as a global intervention because it affects all the key factors for the development of youth recognized as having a profound effect on both health and educational success.

There are two types of factors: **individual** (self-esteem, social skills, lifestyle habits, healthy and safe behaviours) and **environmental** (school, family, community environments and preventive services).

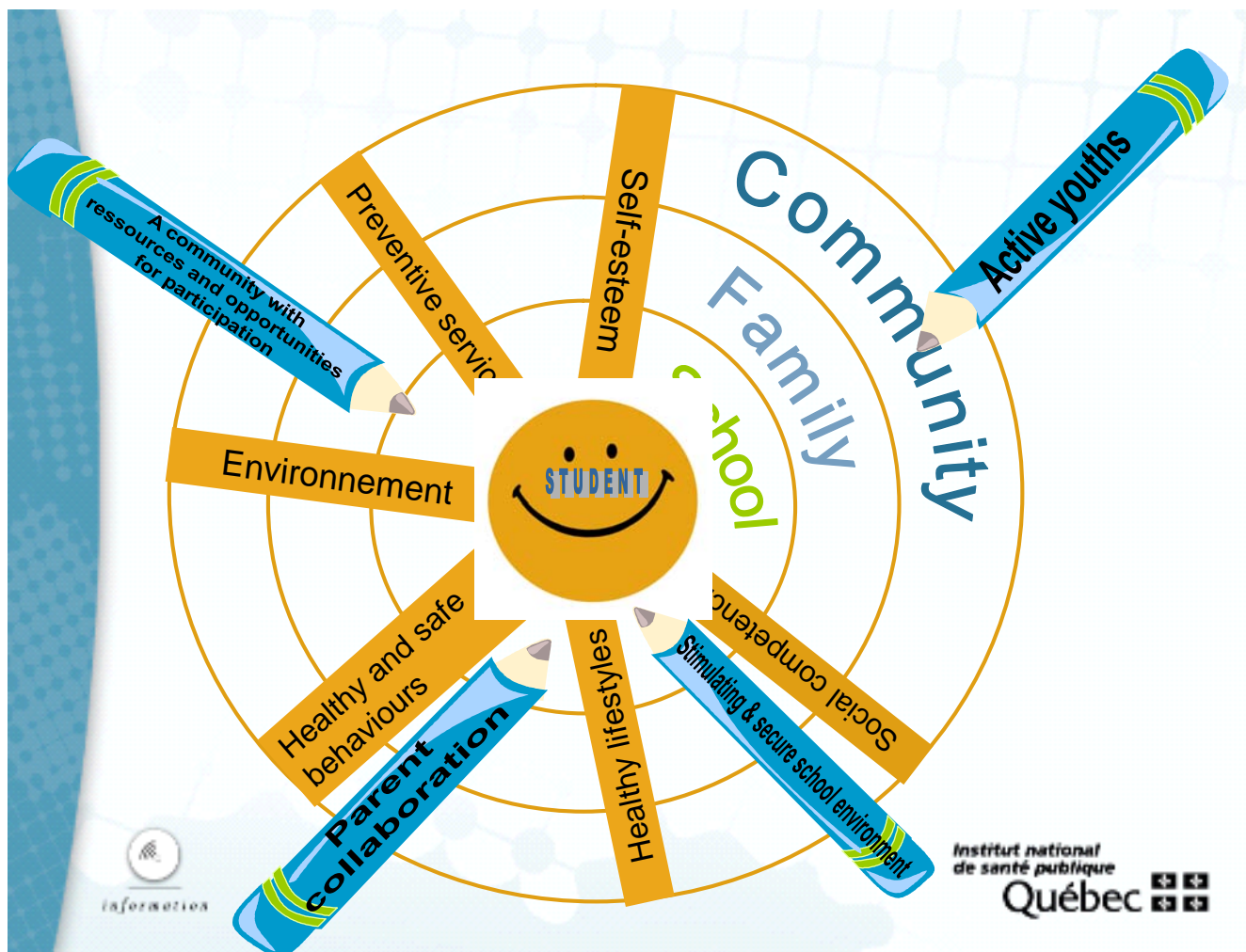
Mutually supportive and complementary strategies of action are deployed on various levels with the **youth, school, family and community**.

Partner concertation is established for the purpose of designing and implementing a coherent, coordinated and harmonious action plan.

Each measure must, as much as possible, have an impact on a number of factors, promote the development of competencies of youth and be mutually supportive at various intervention levels (Martin and Arcand, 2005). It must also involve the participation of youth and be in keeping with significant learning situations, projects or activities.

The following diagram illustrates an overview of the framework of action of the "healthy school" approach.





THE ISO-ACTIVE PROGRAM ROOTED IN THE “HEALTHY SCHOOL” APPROACH

The ISO-ACTIVE program which is rooted in the “healthy school” approach is designed, through the promotion and prevention of three targeted lifestyle habits (physical activity, healthy eating and a smoke-free lifestyle), to influence a number of key elements in the development of youth. The following tables highlight in red the elements directly affected by the ISO-ACTIVE program and in orange those indirectly affected by the program from the perspective of a “healthy school.”

The evaluation grids of the ISO-ACTIVE program are designed to gradually guide schools toward the “healthy school” approach. For those that have already incorporated the “healthy school” approach, the ISO-ACTIVE program rewards their efforts by awarding additional points and, thus, obtain a better standing in their ISO-ACTIVE accreditation.



ISO-ACTIVE, A NORMATIVE AND EVOLVING PROGRAM

The ISO-ACTIVE program prescribes standards in keeping with the ISO standards. Its standards are carefully defined in concert with its partners in the health and education networks so as to reflect the priorities in terms of promotion and prevention in schools.

First, each criterion is based on the information gathered from experts on each of the lifestyle habits targeted and in relation to the various levels of intervention prescribed by the “healthy school” approach.

Subsequently, points increase as a continuum of integrated actions are implemented. While the efforts deployed by schools to offer activities related to one of the lifestyles are enhanced, those offering integrated activities are awarded additional ISO-ACTIVE points.

Thus, points are acquired at various levels thanks to the schools' evaluation process based on an evolving scale to which an ISO-ACTIVE point system corresponds.

Lastly, the community's commitment and initiatives are enhanced with an award: berth, bronze, silver, gold or excellence.

Over the years, the ISO-ACTIVE program continues to evolve and adapt to new situations and needs. It is also characterized by its flexibility and adaptability. In fact, the Association régionale du sport étudiant proposes regional grids to take into account the varying situations across the province. The ISO-ACTIVE regional grids comply with the provincial standards and with the regional needs targeted by the local players.



WHY PARTICIPATE IN THE ISO-ACTIVE PROGRAM?

First, the ISO-ACTIVE program serves as a tool for promoting and enhancing healthy lifestyle habits that cannot be achieved without the community's commitment. It is an excellent opportunity for mobilizing youths, parents, the school (school team, administration, staff members) and the community. Without adding activities to the school project, it may serve to better integrate those being carried out.

Besides its mission to mobilize resources, the ISO-ACTIVE program groups together in one single project several programs or activities conducive to the optimal development of youth. The ISO-ACTIVE program combines all efforts in an integrated program in keeping with the "healthy school" approach.

The ISO-ACTIVE standards recommended to participating schools comply with the education reform (Québec Education Program) in that the program rewards the efforts related to initiatives that call upon cross-curricular competencies.

It goes without saying that the broad areas of learning—*Health and Well-Being* and *Personal and Career Planning* in elementary school are in keeping with the objectives of the ISO-ACTIVE program.

There is a noticeable link between the ISO-ACTIVE program and the subject area *personal development*, without being exhaustive.

ISO-ACTIVE PROGRAM—TERMS AND CONDITIONS OF PARTICIPATION

For information on how to participate in the ISO-ACTIVE program, the school must contact the Association régionale du sport étudiant (ARSE) in its region.

The school conducts an evaluation based on the ISO-ACTIVE grid in its region, fills out and returns the documents to the Association régionale du sport étudiant and the latter will grant the award corresponding to the score obtained (berth, bronze, silver, gold or excellence).

The Sport étudiant has a number of promotional articles for the purposes of displaying its proud participation in the ISO-ACTIVE program and provides tools, activities and advice for the effective delivery of its program.



PRESENTATION OF ISO-ACTIVE CRITERIA AND STANDARDS

This section provides additional information about the various criteria and standards designed to identify the concerns of the various partners dealing with the health and overall development of youth.

The three lifestyle habits targeted (physical activity, healthy eating and a smoke-free lifestyle) are presented here, including the criteria and standards recommended. A common core to the three lifestyle habits is also presented at the end. The ISO-ACTIVE grids for elementary and secondary schools are appended to this document.

PHYSICAL ACTIVITY

UNIVERSAL MEASURES

Physical education

A study conducted by the Ministry of Education in 1990 shows that only 25% of school boards complied with the time recommended for physical education.¹⁶ In 1999, the Fédération des éducateurs et éducatrices physiques du Québec launched an awareness campaign called the Mouvement PEP (par l'éducation physique) designed to increase the time spent on physical activity and to combat a sedentary lifestyle and obesity and the adverse health consequences in adulthood. This is in keeping with international recommendations on physical activity stipulating that all young people must be physically active for a minimum of thirty (30) minutes per day and also participate in at least three (3) periods of thirty (30) minutes per week of physical activity in order to maintain or improve fitness (CDC 1997 and Surgeon General 1996). While a recent Québec study shows that a daily physical education program in elementary school had resulted in an increased level of physical activity in adulthood¹⁷, the ISO-ACTIVE program encourages observance of the time prescribed for physical education and enhances the initiatives designed to make physical education one of the priorities in the school's educational project.

¹⁶ Les jeunes et l'activité physique : Situation préoccupante ou alarmante? Kino-Québec, 1998, p.10

¹⁷ Ibidem, p. 11



Sports option in physical education

Given that physical education is the preferred subject of secondary school youth, according to two sociological studies conducted by Sport étudiant de Québec et de Chaudière-Appalaches in 1995¹⁸, Sport étudiant believes that the options offered must take into account the interests of youth. For this reason, in addition to the regular physical education courses, the ISO-ACTIVE program encourages that a sports option in physical education be offered in **secondary** school and take into account the participation of students based on gender, these two factors reflecting the offers adapted both to girls and boys and in keeping with the concerns of the partners in the sports community, including Kino-Québec.

In effect, Kino-Québec pays particular attention to the level of physical activity among girls¹⁹, which declines more significantly than among boys upon their entry into secondary school and in the early stages of adulthood. Kino-Québec has identified a number of consistent social influences on physical activity patterns that include support from others, role models, ability to engage in physical activity (basic motor skills) and so on) as being pertinent factors that contribute to a better understanding of this reality. Sport étudiant is fully aware of this situation and that is why the participation of girls is considered independently of that of boys and is rewarded accordingly.

Active recreational activities

Since physical activity among youth has declined dramatically as age²⁰ increases, we believe that active leisure activities in **elementary** school provide an excellent opportunity for children to be physically active and in contact with others. Thus, the ISO-ACTIVE program recognizes the time devoted to free recreational activities but also pays particular attention to the so-called “active” time in school because it provides an opportunity for influencing a number of key factors for the development of youth at multiple levels. The ISO-ACTIVE program also encourages the observance of a minimum recreational time and enhances the initiatives fostering the wise use of active time, such as the setting up of an animation project carried out with and for youth. In such a context, the young person is called upon to become involved in his milieu and thus is conducive to personal development and a feeling of belonging.

Gym and Élèves en forme

Sport étudiant has taken over the Jeunesse Canada en forme program in order to offer physical educators an evaluation tool designed to assess the fitness level of youth. This tool serves to assess a student’s fitness level and may be used as a catalyst for various learning situations. Along with the tools *Gym* and *Élèves en forme*, a reward system is also provided, including stickers, embroidered crests and certificates of merit to mark personal effort and improvement. The ISO-ACTIVE program promotes the use of the tools *Gym en forme* in elementary school and *Élèves en forme* in secondary school and rewards recurring initiatives during the school year.

¹⁸ ARSEQCA. Le Sport à l'école, une réussite, 1995, p.3.

¹⁹ Les jeunes et l'activité physique : Situation préoccupante ou alarmante? Kino-Québec, 1998, pp.16-17.

²⁰ Ibidem, p.8



However, Kino-Québec has recommended that the physical tests be conducted as part of the support and supervision provided to students based on their personal performance and progress during the year, rather than on a comparison of individual levels of physical performance. This recommendation is designed to avoid adverse effects on self-esteem.



EXTRACURRICULAR SPORTS ACTIVITIES

As regards the sports option in physical education, we indicated that Kino-Québec pays particular attention to physical activity among girls which, unfortunately, is declining significantly more than among boys. In an attempt to contribute to the development of sport and health, Sport étudiant is focussing, in particular, on the participation of girls in extracurricular sports activities. In fact, the ISO-ACTIVE program defines standards that concentrate on the participation of girls in extracurricular sports activities based on gender so as to identify certain concerns related to the participation of girls, while rewarding those milieus that have succeeded in finding dynamic solutions to the problem identified.

Interschool activities

Sport étudiant wishes to foster increased participation in interschool activities because of the proven positive effects on the development of young people, their feeling of belonging to the school and their educational success²¹. The diversity in the choices of activities is also an important concern for Sport étudiant, which wishes to encourage the educational communities to offer a wide range of sport services meeting the needs of and reality of youth. It is also important that the activities offered take into account preference and age so as to foster all types of participation for girls and boys (athletes, volunteers, officials, etc.).

Intramural activities

As interschool activities, intramural activities are essential for creating a living environment where physical activity fosters health. Young people seek sport challenges of all types—participatory, competitive, elite, etc.—and, thus, a variety of intramural activities should respond to these needs and involve both girls and boys. A youth may become involved as a participant, volunteer or official.

²¹ Le sport à l'école, une réussite, ARSEQCA, 1995, p.4.



Physical activities in the daycare service programs

A particular concern was raised by various partner organizations concerning the possibility of offering a wider range of structured physical activities, inside and outside the school, so as to create a school environment that supports and provides other opportunities for **elementary school** children to be physically active outside scheduled classes. The ISO-ACTIVE program hopes to encourage daycare services to plan physical activities in keeping with those of the school and to reward those with the most dynamic programs.

Human resources assigned to sports activities

Sport étudiant as well as its partners ascertain that assigning a person responsible for sports activities in **secondary school** fosters an active environment (extracurricular activities, group activities, etc.) as well as partnerships between the school and sports organizations, particularly Sport étudiant itself. The ISO-ACTIVE program encourages each school to assign a person responsible for sports activities and rewards the efforts of the latter in recruiting participants, volunteers, officials and coaches and in forming a team of youth involved in the organization. The participation of young people in the organization helps them to develop their personal growth and instills in them a feeling of belonging to their environment.

In brief, the person responsible for sports activities is encouraged to delegate responsibilities to others. To do this, student leadership courses are offered across the province. For more information, contact the Association régionale du sport étudiant.



PROMOTING A SAFE ENVIRONMENT

Ethics in sport

Violence in sports, abusive language and disrespect of team members, adversaries, spectators or officials are deplorable behaviours that must be eradicated. Sport étudiant is pursuing its mission of promoting ethics in sport, in conjunction with educational and sports communities, by setting up a committee whose mandate is to prepare an action plan in this respect. Sport étudiant offers tools promoting ethics in sport, including posters on the code of ethics, contracts for athletes and coaches, prizes and awards and so on. Promoting ethics in sport is also contributing to the development of social skills in youth (respect, communication, social relations, etc.) The ISO-ACTIVE program encourages schools to promote ethics in sport and rewards the communities that have succeeded in organizing specific activities based on these values.

Safe physical and social environment

To create a healthy and safe environment for those engaging in sports, it is imperative that the physical environment comply with certain standards and regulations in effect in Canada and in Québec and that sports equipment and materials be used properly and for the purposes for which they were intended. Playgrounds, swimming and wading pools, gymnasiums and their sports facilities and equipment, including nets, baskets, and trampolines—to name but a few—are examples of the infrastructures that must comply with such standards. The physical environment must meet the specifications listed in sports regulations: wearing a helmet or protective glasses or others, access to water and washrooms as well as procedures concerning the inspection of material, emergency procedures, etc.

Also, a safe social environment is crucial. Factors such as the adequate training of intervenors in matters pertaining to safety (preparation, delivery and continuum of activities), the constant monitoring of intervenors, intervenors “educators” in their interventions (ethics, respect, conflict management, etc.), intervenors with no criminal background or severe psychiatric problem, etc. must be taken into account to ensure a safe social environment for youth sports.

The ISO-ACTIVE program promotes activities ensuring the participants’ physical and social safety and rewards schools that develop specific initiatives and train staff and intervenors to ensure safety in sports.



PROMOTING AN ACTIVE ENVIRONMENT

Mois de l'éducation physique et du sport étudiant (MEPSE)

Sport étudiant organizes and promotes the *Mois de l'éducation physique et du sport étudiant (MEPSE)*. While the MEPSE is a separate project, the ISO-ACTIVE program incorporates it into its criteria grid and fosters the school's participation, as it is an excellent opportunity for promoting physical activity. This event is the perfect opportunity for teachers to create learning situations on the theme of physical activity. The MEPSE provides students with an opportunity to move and to involve them in planning the event; it becomes a constructive project allowing them to develop or perfect competencies associated with the Québec Education Program. The greater the participation in the planning activities, the greater the recognition by the ISO-ACTIVE program of the efforts deployed.

Kino-Québec activities

Along the lines of the *Mois de l'éducation physique et du sport étudiant (MEPSE)*, the activities recommended by Kino-Québec for the **elementary schools** of Québec also allow for the increased participation of the community in creating an active school environment and the development of competencies associated with the Québec Education Program. Given that the mission of Kino-Québec is to promote a physically active lifestyle conducive to the well-being of Québec society, the ISO-ACTIVE program rewards the efforts of schools that have carried out Kino-Québec activities in collaboration with the community.

For a complete list of activities offered by Kino-Québec, please contact your regional representative or visit the Kino-Québec Website at <http://www.kino-quebec.qc.ca/>.

Other events promoting an active school environment

Do you organize and participate in group activities in your school or through the Association régionale du Sport étudiant or other organizations? The ISO-ACTIVE program allows you to reward participation and to accumulate points based on the number of group activities carried out promoting an active school environment. Additional points are awarded for projects organized in conjunction with the community.



PARTNERSHIP WITH THE COMMUNITY

Partnership with the community

Sport étudiant and its partners believe that active partnerships and the collaboration at various levels are crucial for the effective implementation of projects promoting a healthy and physical activity. In keeping with the “healthy school” approach, whose goal, among others, is to create harmonious ties among the various partners (school, family and community), the ISO-ACTIVE program hopes to acknowledge the efforts of schools working collaboratively with the community. This fosters participation in the activities of its regional association (meetings, sectorial discussion groups, etc.) and initiatives with community sports organizations are rewarded according to the ISO-ACTIVE grid.

HEALTHY EATING

COMMUNITY COMMITMENT

Commitment to promote and support a good nutritional environment

A good nutritional environment can only be achieved through concerted actions and measures designed to guarantee to the population access to quality nutritious foods in sufficient quantity and at reasonable cost that contribute to well-being and health.

Food policies are designed to promote and support a good nutritional environment in schools. A food policy defines guidelines that encourage students to acquire good eating habits and must contain the following five fundamental components focussed on:

- offering a variety of nutritious foods;
- promoting healthy eating habits;
- creating a pleasant ambiance during meals and snacks;
- fostering nutrition education;
- providing personnel with appropriate training.

If the governing board or school board has adopted a food policy, the school shall set up the means to apply it to its community in accordance with Canada’s food policy and handbook.



If no food policy exists, a school must promote and support concrete actions geared towards optimizing the nutritional environment based on the five aforementioned components.

QUALITY FOOD ITEMS

Healthy and nutritious foods

According to Canada's Food Guide to Healthy Eating and the recommendations for Canadians in matters pertaining to nutrition, lunchtime food choices available from catering services, cafeterias or vending machines should be based on a diet that:

- includes a variety of nutritious foods;
- does not provide more than 30% of the total energy content in lipids and not more than 10% in saturated fats;
- provides 55% of the total energy content in carbohydrates from various sources;
- is low in sodium.

The components of the application guide for the standard food policy will focus on:

- serving meals and foods in schools in keeping with the recommendations made;
- promoting healthy eating habits;
- creating a pleasant meal experience;
- nutrition education;
- training of personnel.

LEARNING SITUATIONS

Promoting good nutrition through various learning activities

Activities promoting good nutrition provide youth with the opportunity to make healthy food choices, which will have an impact on their health in adulthood.

A more traditional approach may be adopted by offering a series of **specific activities** that entail the more or less direct involvement of students.



A series of recurring coherent activities may also be offered and defined as follows:

Recurring activities are activities that are included and repeated in each annual plan and are combined in a coherent manner with other activities for promoting a good nutritional environment.

Lastly, in keeping with a global and concerted promotion and prevention approach, integrated activities are defined as follows:

Integrated activities are activities that are carried out collaboratively, are designed to influence the key factors of educational success, health and well-being of youth, promote the development of competencies and are mutually supportive on several levels of intervention: youth, school, family and community.

The various learning activities proposed here provide an opportunity to carry out actions designed to foster the development of competencies in young people as well as their participation in the process.

Nutrition Month (March)

Nutrition Month, an annual campaign conducted by the dieticians of Canada, is an excellent opportunity to promote healthy eating. This event may provide teachers with the opportunity to create learning situations based on the theme of nutrition. Nutrition month becomes a potential means for involving students in the organization of the event; it may become a constructive project allowing them to develop or perfect competencies related to the Québec Education Program.

For more information about Nutrition Month, consult the health professionals in your school (nutritionist, nurse) or visit the Dieticians of Canada Website at <http://dieticians.ca/french/nutmonthhome.html>.

Chaque jour, moi j'croque 5 fruits et légumes

Chaque jour, moi j'croque 5 fruits et légumes is a pedagogical tool designed to promote healthy eating habits among elementary-school children. Designed by the Association régionale du sport étudiant de Québec et Chaudière-Appalaches and a team of nutritionists, this tool encompasses a wide range of learning activities adapted for children of all ages in elementary school. A workbook along with colourful and vibrant promotional materials (posters, educational sheets, leaflets) and pertinent Website addresses are also included.



For more information on *Chaque jour, moi j'croque 5 fruits et légumes*, contact the Association régionale du Sport étudiant or visit the Website of the Fédération du sport étudiant, under the heading ISO-ACTIVE at <http://fqse.qc.ca/>.



Other activities promoting healthy eating

Do you develop healthy snacks, follow the program *Petits cuistots* or *Parents en réseau*, do you meet the challenge: *Moi j'croque* or the *Défi santé 5/30*, grow a community garden or organize any other activity promoting healthy eating? The following heading will allow you to personalize your interventions and to recommend your own regional activities in relation to the programs and services available or the activities conducted in partnership with organizations in your community.

PARTNERSHIP WITH THE COMMUNITY

Sport étudiant and its partners believe that partnerships and collaboration at several levels are crucial for setting up effective programs promoting a healthy and active life. Based on the "healthy school" approach, whose goals, among others, is to create harmonious ties among the various partners (school, family and community), the ISO-ACTIVE program hopes to recognize the efforts of schools working collaboratively with the community. Thus, this will foster the dissemination of information and the presentation of projects carried out by young people with their family and community. Projects promoting healthy eating carried out in collaboration with the community are rewarded according to the ISO-ACTIVE grid.

SMOKE-FREE LIFESTYLE

Except for underprivileged areas where tobacco use by elementary-school children is a striking problem, **recent studies on tobacco control among young people tend to demonstrate that interventions must be given priority at the secondary level only**. In light of this, the ISO-ACTIVE program recommends learning situations designed to promote tobacco control at the secondary level only.

It should be noted that **tobacco cessation interventions** include not only motivating smokers to quit but also promoting a smoke-free life.



COMMUNITY COMMITMENT

Policy on tobacco cessation

A policy on tobacco use must obligatorily comply with the Tobacco Act currently in force in Québec. This law prohibits students, teachers and other staff members from smoking in school. However, as of September 2006, under the Tobacco Act (Bill 112), it will also be prohibited to smoke on school grounds.

The policy adopted by the governing board or the school board must include strategies on disseminating information, prohibiting tobacco use by students and staff members accompanying them during events held outside the school and involve members of the administration, teachers, students and others in developing such a policy. Also, it must prescribe measures for its implementation.

LEARNING SITUATION

Anti-smoking campaign through various learning activities

Anti-smoking activities in **secondary school** provide students with information allowing them to make enlightened choices concerning a smoke-free lifestyle, which will affect their health in adulthood.

A more traditional approach may be adopted by offering a series of **specific activities** that entail the more or less direct involvement of students.

A series of recurring coherent activities may also be offered and defined as follows:

Recurring activities are activities that are included and repeated in each annual plan and are combined in a coherent manner with other activities for promoting a healthy environment.

Lastly, in keeping with a global and concerted promotion and prevention approach, integrated activities are defined as follows:

Integrated activities are activities that are carried out collaboratively, are designed to influence the key factors of educational success, health and well-being of youth, promote the development of competencies and are mutually supportive on several levels of intervention: youth, school, family and community.

The various learning activities proposed here provide an opportunity to carry out actions designed to foster the development of competencies in young people as well as their participation in the process.



National Non-Smoking Week (January)

National Non-Smoking Week, an annual campaign conducted by the Conseil québécois sur le tabac et la santé, is an excellent opportunity to promote smoking cessation. This event provides teachers with the opportunity to create learning situations on the theme of tobacco. National Non-Smoking Week becomes a potential means for involving students in the organization of the event; it may become a constructive project allowing them to develop or perfect competencies related to the Québec Education Program and may include specific, recurring or integrated activities.

For more information on the National Non-Smoking Week, please contact the school nurse or visit the following Website at: <http://www.cqts.qc.ca/sqast.html>.

Gang allumée

The *Gang allumée* program is intended for Québec youth dealing with the problem of tobacco use. Created in 1995 by the Conseil québécois sur le tabac et la santé, smokers and non-smokers aged 12 to 18 join forces to develop tobacco control initiatives in over 300 schools and child and youth protection centres in Québec.

For more information on the *Gang allumée* program, please visit the following Website at http://www.cqts.qc.ca/gang_allumee.html.

De Facto

De Facto is a pilot project on tobacco control set up by the Association régionale du sport étudiant de Québec et de Chaudière-Appalaches and designed to reveal facts on tobacco industry tactics to cover up the truth about the health effects of smoking to which the public has the right to know.

To access the databank, ads, links and other documents dealing with tobacco use in order to organize your own anti-smoking campaign, please visit the Website <http://www.defacto.ca/fr/index.cfm>.

Other anti-smoking activities

The following heading allows you to personalize your interventions and to recommend your own regional activities in relation to the programs and services available or the activities conducted in partnership with organizations in your community.

Here are a number of suggestions that may be useful to you: *Spectacle rock IN VIVO*, *Vie 100 fumer*, *Défi « J'arrête, j'y gagne! »*. Ça vient de s'éteindre, etc. For more information on the programs offered in your region, contact your Association régionale du sport étudiant.



PARTNERSHIP WITH THE COMMUNITY

Partnership with the community

Sport étudiant and its partners believe that partnerships and collaboration at several levels are crucial for organizing effective programs promoting a healthy and active life. Based on the "healthy school" approach, whose goal among others, is to create harmonious ties among the various partners (school, family and community), the ISO-ACTIVE program hopes to recognize the efforts of schools working collaboratively with the community. Thus, this will foster the posting of information and the presentation of programs on tobacco control. **Please note that, at the elementary level, information must be posted in places reserved for staff members and parents only. At the secondary level, the posting and delivery of information activities are intended for young people as well.** Projects promoting tobacco-control conducted in collaboration with the community are rewarded according to the ISO-ACTIVE grid.

COMMON CORE OF THE THREE LIFESTYLE HABITS

Integration into the educational project

Sport étudiant and its partners firmly believe that the promotion of healthy lifestyle habits cannot obtain the desired results unless the concerted and coherent interventions are carried out within the same establishment. Integrating the promotion of healthy lifestyle habits into the educational project provides the necessary support for initiatives and ensures the increased participation of the community in a common project. The ISO-ACTIVE program recognizes your commitment to promoting healthy lifestyle habits by awarding ISO-ACTIVE points based on the number of lifestyle habits targeted by the educational project.

Professional improvement

Professional improvement is required to provide quality interventions in matters pertaining to the promotion of healthy lifestyle habits and to better mobilize staff members. To encourage you to provide professional improvement activities designed to promote healthy lifestyle habits, the ISO-ACTIVE program recognizes your initiatives and rewards them based on whether the initiatives affect one, two or three lifestyle habits.



CONCLUSION

The ISO-ACTIVE program is an excellent vehicle for promoting healthy lifestyle habits, a learning tool for youth and an interesting means for the educational community to rally support. Based on the "healthy school" approach, the ISO-ACTIVE program encourages schools to adopt more global measures promoting healthy lifestyle habits and recognizes those that carry out the most integrated actions.



APPENDIX A – PROVINCIAL ISO-ACTIVE CRITERIA TABLES

Elementary school

PHYSICAL ACTIVITY		NUTRITION		SMOKING-PREVENTION	
Universal measures	Physical education	Commitment of school	Commitment to a healthy nutritional environment	Commitment of school	Anti-smoking policy
	Physical education - sport option	Offer of quality	Availability of healthy and nutritious foods	Learning activities	Promotion of non-smoking during <i>Quebec Tobacco-Free Week</i>
	Élèves en forme				
Extra-curricular sporting activities	Varsity	Learning activities	Promotes healthy nutrition with <i>Nutrition Month</i>		Learning activities
	Intramural		Other activities to promote a healthy nutrition	Other anti-smoking activities Examples: IN VIVO rock show, Quit 4 Life ,“Quit for Life!” Challenge, etc.	
	Human resources responsible for the sports				
Promotes a safe environment	Sportsmanship	Partnership with community	Partnership with the community	Partnership with community	Partnership with the community Examples: “Quit to Win!” Challenge, Smoke-Free Families, etc.
	Safe environment (physical and social)				
Promotes active environment	MEPSE				
	Other events promoting an active scholastic environment: Examples: cross-country, outdoor recreational days, sporting events, outdoor winter activities, Tour de l’Ile, Défi de la santé, etc.				
Partnership with community	Partnership with the community				
<i>Integration in the educational project</i>					
<i>Professional development</i>					



APPENDIX A (CONT'D) - PROVINCIAL ISO-ACTIVE CRITERIA TABLES

High School

PHYSICAL ACTIVITY		NUTRITION		SMOKING-PREVENTION	
Universal measures	Physical Education	Commitment of school	Commitment to a healthy nutritional environment	Commitment of school	Anti-smoking policy
	Active recess	Offer of quality	Availability of healthy and nutritious foods	Partnership with community	Partnership with the community Examples: "Quit to Win!" Challenge, Smoke-Free Family, etc.
	Gym en forme				
Extra-curricular sporting activities	Varsity	Learning activities	Promotes healthy nutrition with <i>Nutrition Month</i>		
	Intramural		Promotes healthy diet with <i>My daily crunch 5 Fruit and Veggies</i>		
	Physical activities in the school daycare service		Other activities to promote a healthy nutrition Examples: My daily crunch 5 fruit and veggies, Nutrition Month, healthy snacks, Quebec Milk Producers program, My daily crunch 5 fruit and veggies, etc.		
Promotes a safe environment	Sportsmanship	Partnership with community	Partnership with the community		
	Safe environment (physical and social)				
Promotes active environment	MEPSE				
	Kino-Québec activities				
	Other events promoting an active scholastic environment: Examples: cross-country, outdoor recreational days, outdoor winter activities, Tour de l'Ile, Défi de la santé, Acti-Midi, etc..				
Partnership with community	Partnership with the community				
<i>Integration in the educational project</i>					
<i>Professional development</i>					



APPENDIX B - INFORMATION

You will find program details on the FQSE Website: www.sportetudiant.com. To obtain information, to join the program or to acquire ISO-ACTIVE educational and promotional materials, consult the Association régionale du sport étudiant (ARSE) in your region. For the ARSE Internet addresses: www.sportetudiant.com.

Associations régionales du sport étudiant (ARSE)

ARSE de l'Abitibi-Témiscamingue

Telephone : (819) 825-2047
375, avenue Centrale
Val d'Or (Québec) J9P 1P4

ARSE des Cantons-de-l'Est

Telephone : (819) 620-4997
5182, boul. Bourque
Rock-Forest (Québec) J1N 1H4

ARSE de la Côte-Nord

Telephone : (418) 968-3731 ou 1-866-968-3731
110, rue Comeau
Sept-Îles (Québec) G4R 1J4

ARSE de l'Est-du-Québec

Telephone : (418) 723-1880 poste 2539
60, Évêché Ouest, bureau J-201
Rimouski (Québec) G5L 4H6

ARSE Greater Montréal (GMAA Île de Montréal)

Telephone : (514) 482-6166
5925, avenue Monkland, bureau 101
Montréal (Québec) H4A 1G7

ARSE Lac Saint-Louis (Île de Montréal)

Telephone : (514) 685-3173
2900, rue Lake
Dollard-des-Ormeaux (Québec) H9B 2P1

ARSE Montréal (Île de Montréal)

Telephone : (514) 596-6136
3737, rue Sherbrooke Est
Annexe 3^e Est
Montréal (Québec) H1X 3B3

ARSE des Laurentides-Lanaudière

Telephone : (450) 419-8786
430, boul. Arthur-Sauvé
Saint-Eustache (Québec) J7R 6V6

ARSE de Laval / Sports Laval

Telephone: (450) 664-1917
3235, boul. Saint-Martin Est, bureau 221
Laval (Québec) H7E 5G8

ARSE de la Mauricie

Telephone : (819) 693-5805
365, rue Chavigny
Trois-Rivières (Québec) G9B 1A7

ARSE de l'Outaouais

Telephone : (819) 643-6663
394, boul. Maloney Ouest
Gatineau (Québec) J8P 7Z5

ARSE de Québec et Chaudière-Appalaches

Telephone : (418) 657-7678
2450, chemin Sainte-Foy
Sainte-Foy (Québec) G1V 1T2

ARSE du Richelieu

Telephone : (450) 463-4055
Commission scolaire Marie-Victorin
13, rue Saint-Laurent Est
Longueuil (Québec) J4H 4B7

ARSE Saguenay-Lac-Saint-Jean

Telephone : (418) 693-0347
Cégep de Chicoutimi
534, rue Jacques-Cartier Est
Chicoutimi (Québec) G7H 1Z6



APPENDIX C - LIST OF ISO-ACTIVE PRODUCTS

<p>*** Elementary and secondary school user guide</p>  <p>Explanatory guide for the Gym et Élèves en forme standards and criteria.</p>	<p>*** Complete Kit-Elementary school</p>  <p>Complete Kit Gym en forme.</p> <ul style="list-style-type: none"> * 6 signs * 1 large poster * 1 technical document * 1 sample of 5 stickers * 1 certificate
<p>*** Complete Kit-Secondary school</p>  <p>Complete Kit Gym en forme.</p> <ul style="list-style-type: none"> * 6 signs * 1 large poster * 1 technical document * 1 sample of 5 stickers * 1 certificate 	<p>*** ISO-ACTIVE PIN</p>  <p>ISO-ACTIVE Pin</p>
<p>*** Binder 5 Fruits/Vegetables Program</p>  <p>The binder includes three promotional posters 19" x 25", one poster-fruits and vegetables 26" x 38", educational discovery sheets of 20 fruits and vegetables and one Gym zipper pull.</p> <p style="text-align: right;">Eng</p>	<p>*** Large Posters Fruits and Vegetables</p>  <p>Large poster 5 fruits and vegetables (26" x 38").</p> <p style="text-align: right;">Eng</p>
<p>*** Three promotional posters</p>  <p>Three promotional posters « Chaque jour, moi j'croque ! 5 fruits et légumes » 19" x 25"</p> <p style="text-align: right;">Eng</p>	<p>*** Rigid ABS Poster 2' x 4'</p>  <p>Exterior Rigid ABS 2' x 4' poster ISO-ACTIVE Certified.</p> <p style="text-align: right;">Eng</p>


Eng : Article available in English

➤ To obtain materials or information, please contact your Association régionale du sport étudiant (ARSE).



APPENDIX C (CONT'D) - LIST OF ISO-ACTIVE PRODUCTS

Soft Vinyl Poster



3' x 6' or 4' x 8' soft vinyl exterior poster
ISO-ACTIVE Certified

Eng

Small ISO-ACTIVE Certified Panel



9" x 12" "ISO-ACTIVE Certified" Coroplast.
Poster on which the name of an "ISO-ACTIVE Certified" establishment may be inscribed.

Eng

Coroplast 24" x 32"



Exterior Coroplast 24" x 32" ISO-ACTIVE Program

Eng

Coroplast 9" x 12"



9" x 12" Coroplast - ISO-ACTIVE Program

Eng


Certification stickers



Stickers for ISO-ACTIVE panel 5 1/2" format.
Mention: Excellence, Gold, Silver, Bronze, Participation.

Eng

Plastified Educational Sheets



Educational discovery sheets of 20 fruits and vegetables 6" x 6" format.

Eng


ISO-ACTIVE T-Shirt



T-shirt with ISO-ACTIVE And sportetudiant.com printed on it.
100% preshrunk cotton.

Eng

Sport étudiant Polo Shirt ISO-ACTIVE



Black polo with ISO-ACTIVE embroidered on the front and sportetudiant.com on the sleeve, collar with 3 buttons. Knit: 65% polyester, 35% piqué.
Sizes: adult small, medium, large

Eng

Eng : Article available in English

To obtain materials or information, please contact your Association régionale du sport étudiant (ARSE).



Québec

With the participation of :

- Ministère de l'Éducation, du Loisir et du Sport
- Ministère de la Santé et des Services sociaux
- Institut national de santé publique

