



GO *High Schools
Get Moving!*

**Facilitating Factors,
Barriers and Courses of Action
for the Integration of Physical Activity
in Montréal Public High Schools**

GO High Schools - Get Moving! Facilitating Factors, Barriers and Courses of Action for the Integration of Physical Activity in Montréal Public High Schools is produced by the Direction régionale de santé publique of the CIUSSS du Centre-Sud-de-l'Île-de-Montréal

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INTRODUCTION

As part of the 2017–2021 interdepartmental action plan of the Politique gouvernementale de prévention en santé [government health prevention policy], the Ministère de l'Éducation et de l'Enseignement supérieur du Québec has committed to supporting schools wishing to implement actions promoting a physically active lifestyle among preschool, primary and secondary school students. In this context, the regional recreation and sport units in each of Québec's administrative regions were tasked with managing the financial assistance and forming a committee in each region to help achieve the objectives of this policy. The purpose of this committee's meetings was to identify the needs of preschool, primary and secondary schools in terms of support for actions that promote a physically active lifestyle among students. Following several meetings, this committee determined that the most pressing needs in Montréal are in the area of physical activity for high school students. The exact nature of the needs of students and educators in the implementation of measures promoting regular physical activity at school was poorly documented and there was a lack of information to properly target the actions to be supported, strengthened or developed to foster the adoption of a physically active lifestyle by these students. In light of this finding, the committee mandated the DRSP to draw up a portrait of the facilitating factors, barriers, needs and priorities of students and educators in Montréal's public high schools, as well as of organizations offering sports, leisure and outdoor activities to youth in these schools.

The **GO High Schools - Get Moving!** project was born in September 2019 from a partnership between the Direction régionale de santé publique, Centre intégré universitaire de santé et services sociaux du Centre-Sud-de-l'île-de-Montréal and the Kino-Québec Research Chair on the Adoption of a Physically Active Lifestyle in School Settings at the Université de Sherbrooke in collaboration with the five school service centres and school boards on the island of Montréal, the three regional RSEQ authorities, Sport et Loisir de l'île de Montréal (SLIM), Montréal physiquement active and Ville de Montréal. This project is mainly funded by SLIM, the Kino-Québec Research Chair and the Social Sciences and Humanities Research Council.

Its goal is to identify actions to **support, amplify** or **develop** the adoption of a physically active lifestyle among high school students in the years to come. This project has two main components. Component 1, *Sport, recreation and outdoor organizations*, provided a portrait of the extracurricular physical activity and sport service offer in public high schools in the Montréal region and analyzed the facilitating factors and barriers experienced by the organizations. Component 2, *School setting*, aims to paint a picture of students' lifestyle habits, as well as to identify the facilitating factors, barriers and courses of action for adopting a physically active lifestyle.

While the situation was already alarming with regard to the lifestyle habits of young adolescents, particularly with regard to sedentary time, it is even more so today considering the many upheavals due to the lockdowns resulting from the COVID-19 pandemic. A COVID-19 section was added to Component 2 in the fall of 2020 to better identify the pandemic context experienced by students and educators.

SUMMARY OF THE METHODOLOGY

Component 1 – Sport, recreation and outdoor organizations

	Data collection period	Number of respondents/participants	Duration
Online questionnaire	November 2019 to March 2020	<ul style="list-style-type: none"> • 50 respondents - 4 regional organizations* - 46 local organizations* 	30 minutes
Focus groups (virtual interviews via TEAMS)	May to June 2021	<ul style="list-style-type: none"> • 3 groups - 1 group of regional organizations - 2 groups of local organizations • 11 participants (2 to 6 per group) 	60 minutes

Component 2 – School setting (students and educators)

	Data collection period	Number of participating schools	Number of respondents/participants	Duration
Online questionnaire	December 2020 to January 2021	17	2,948 students 105 educators	30 minutes
Focus groups (virtual interviews via TEAMS)	April to May 2021	8	<ul style="list-style-type: none"> • Students: - 29 groups divided by cycle and gender** - 144 participants (2 to 12 group) • Educators: - 7 groups - 38 participants (3 to 8 group) 	60 minutes

* See the definitions of "regional organizations" and "local organizations" on the next page.

** With a view to inclusivity, gender-diverse people could participate in the group of their choice.



SPORT, RECREATION AND OUTDOOR ORGANIZATIONS

In the first part of the project, sport, recreation and outdoor organizations that offer services in Montréal public high schools were consulted. The results of the questionnaires will be presented in Section 1.1 and the results of the focus groups in Section 2.2.

1.1 Questionnaire results

The results present a portrait of the service offer of sport, recreation and outdoor organizations for the 2018–2019 school year. A total of **50 organizations** responded to the questionnaire; **4 regional organizations** and **46 local organizations**. For the purposes of this report, regional organizations are those that offer activities covering all the educational institutions of one or more school service centres or school boards. In turn, local organizations are those that provide activities to a limited number of educational institutions within a school service centre/school board.

Clients reached by the organizations

Almost all of the organizations surveyed offer their services to youth in the regular sector (94%). For the other clientele, 58% of the organizations offer services to youth with special needs, 54% to youth in specific programs and concentrations, and 44% to youth in welcome classes.

Table 1: Number of organizations offering services in the school service centres or school boards on the island of Montréal

School service centres or school boards*	Number of regional organizations (out of 4)	Number of local organizations (out of 46)
CSSDM	2	31
CSSMB	2	15
CSSPI	2	15
EMSB	2	9
LBPSB	2	9

* CSSDM: Centre de services scolaire de Montréal, CSSMB: Centre de services scolaire Marguerite-Bourgeoys, CSSPI: Centre de services scolaire de la-Pointe-de-l'île, EMSB: English Montreal School Board, LBPSB: Lester B. Pearson School Board

Table 2: Proportion of schools participating in activities offered by local organizations by capacity

School size*	Number of schools participating in local organization activities	% of schools participating in local organization activities
Very small (/11)	1	9
Small (/15)	12	80
Medium (/27)	20	74
Big (/16)	14	88
Very big (/10)	10	100
Total (/79)	57	72

* Very small: < 100 students, small: 100 to 499 students, medium: 500 to 999 students, big: 1,000 to 1,499 students, very big: ≥ 1,500 students

Secondly, public high schools in Montréal are served by local organizations in varying degrees depending on the school service centres/school boards (**Table 1**) and school size (**Table 2**). We note that English school boards seem to be less well served by local organizations than French school service centres. However, it is difficult to know whether the questionnaire reached more French organizations than English ones, or whether English institutions generally make less use of external organizations to facilitate activities. It was also found that very small schools tend to use the services of local organizations less than large schools.

Secondly, the regional organizations offer their services to all specialized schools on the island of Montréal. However, only 10 of the 27 specialized schools receive services from local organizations. In terms of gender, the regional organizations offer their services to both girls and boys. Local organizations, for their part, offer almost all of their services to all genders (98.6%).

Categories of proposed activities

On average, each regional organization offers 5.3 activity categories, while each local organization offers about 2.5. However, in the majority of cases, local organizations offer only one activity category.

Table 3: Main activity categories by number of organizations offering them

Activity categories	Number of regional organizations (out of 4)	Activity categories	Number of local organizations (out of 46)
Team sports	4	Team sports	20
Water activities	4	Physical fitness	18
Racquet sports	4	Outdoor activities	12
Combined events and track and field	3	Water activities	11
Ice sports	2	Ice sports	10
Physical fitness	1	Winter sports	10
Sports of skill or strength	1	Sports of skill or strength	7
Martial arts and combat sports	1	Water activities	6
Gymnastics	1	Martial arts and combat sports	5

It is interesting to note that in 2018–2019, the activity offer of local organizations was quite complementary to that of regional organizations. For example, winter sports and outdoor activities were not offered by regional organizations, while 10 local organizations offered winter sports and 12 offered outdoor activities. Of note is the popularity of team sports, which are offered by the largest number of local organizations and also by all regional organizations.



Activities offered

The activities offered by organizations are more specific than the activity categories. The questionnaire generated a list of 91 different activities, of which the most popular are shown in **Table 4**.

Table 4: Top 10 activities offered by regional and local organizations

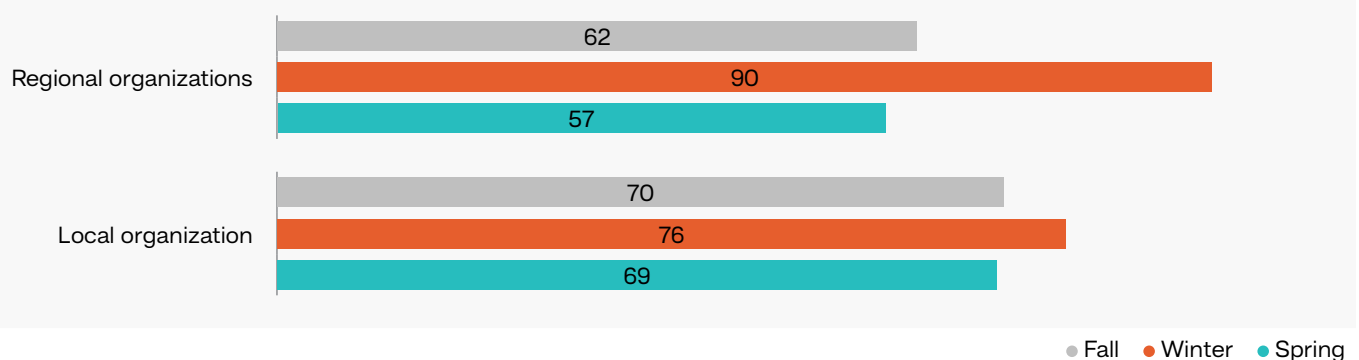
Activities offered by regional organizations	Number of schools benefiting from these activities	Activities offered by local organizations	Number of schools benefiting from these activities
Basketball	61	Running	27
Cross-country	54	Walking and hiking	25
Futsal	54	Cross-country skiing	21
Flag football	51	Snowshoeing	21
Volleyball	44	Sliding	20
Outdoor track and field	38	Crossfit	19
Indoor track and field	32	Mixed dance	19
Soccer	31	Yoga	19
Badminton	26	Basketball	18
Swimming	24	Recreational skating	18

Like the activity categories, the activity offer of local organizations is distinct from that of regional organizations, while only one activity, basketball, is common to both types of organizations.

Other information on the service offer of organizations

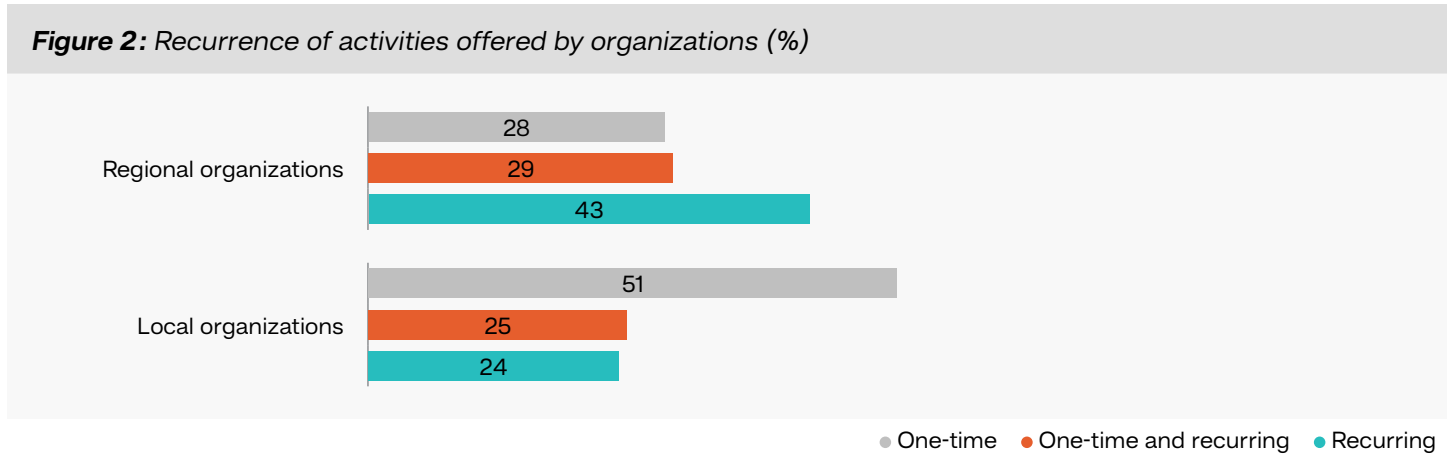
Many of the seasonal activities offered by regional organizations take place in winter, as shown in **Figure 1**. For local organizations, activities are generally almost evenly spread among the three seasons (**see Figure 1**).

Figure 1: Seasons when activities are offered by organizations (%)*



*These categories are not mutually exclusive.

Figure 2 shows that regional organizations seem to offer recurring activities most often, but also offer one-time activities. Local organizations, on the other hand, offer more one-time activities.

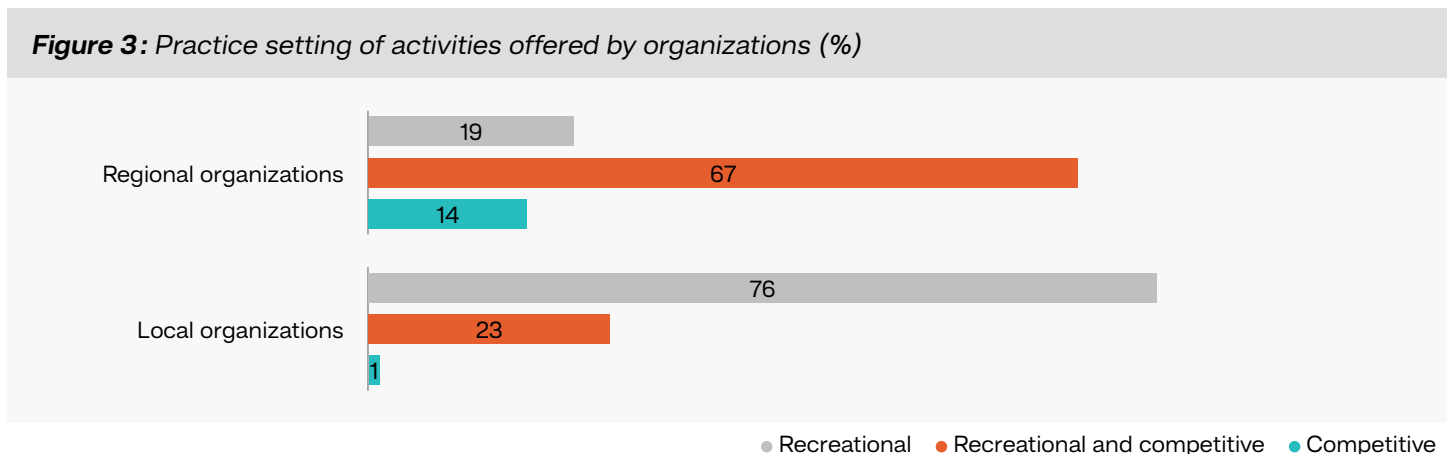


Certain times in the youths' schedules appear to be very popular with the organizations, while others are less so (see Table 5). By offering activities at different times, we ensure that a greater diversity of students are reached by meeting their needs better.

Table 5: Times of day when activities are offered

Time of day	Regional organization activities (%)	Local organization activities (%)
After school	38	61
During school hours	86	42
Weekend	33	29
Pedagogical days	38	25
At lunchtime	0	17
Before school	0	4

Figure 3 shows that the practice setting is quite different between regional and local organizations. Regional organizations offer both recreational and competitive activities, while local organizations offer mostly recreational activities. The complementary nature of the physical activity offer in terms of the practice setting makes it possible to meet the needs of all adolescents.



Facilitating factors and barriers

In **Tables 6** and **7**, several of the factors mentioned are both facilitators and barriers. This is true in particular for the relationship with schools (partnership, communication, school administration and educator involvement) which, when present, constitutes a notable advantage and, conversely, can constitute a major barrier to the success of activities. This is also the case for the funding of activities, which is found in both the facilitating factors and barriers. Lastly, the lack of sports equipment and facilities is also a major barrier for many organizations.

Table 6: Main facilitating factors identified by organizations

Facilitating factors	Number of regional organizations (out of 4)	Number of local organizations (out of 46)	Total number of organizations (out of 50)
Motivation of the organization's staff	2	23	25
Free or low-cost activities offered	0	23	23
Partnership/communication with the school	3	19	22
Interest shown by students	3	17	20
Involvement of educators	3	14	17
Types of activities offered	2	13	15

Table 7: Main barriers identified by organizations

Barriers	Number of regional organizations (out of 4)	Number of local organizations (out of 46)	Total number of organizations (out of 50)
Lack of partnership/communication with the school	1	19	20
Issues related to the transportation of students	4	14	18
Lack of funding obtained by the organization	1	15	16
Insufficient and outdated infrastructure and/or activity areas in or near the school	2	11	13
Insufficient and inaccessible equipment in or near the school	0	12	12
Lack of leadership by school administration	1	11	12



1.2 Focus group results

In order to deepen our understanding of the issues related to the implementation of initiatives that promote student physical activity in schools and to propose solutions, 11 organizations (three regional organizations and eight local organizations) participated in one of the three focus groups. These focus groups were conducted in three parts: 1) sharing of ideas and solutions, 2) discussion of these ideas and solutions and 3) prioritization of ideas and solutions. The results of this process are presented below.

Prioritized ideas and solutions

First, focus group participants were asked: "What can sport, recreation and outdoor organizations do to encourage physical activity among high school students?" Participants were asked to briefly share their idea(s) with the group without justifying it or repeating something that had already been said. Each of the proposed ideas was then discussed. Following this discussion, a secret vote was held to prioritize the participants' various suggestions and solutions. The top three ideas and solutions prioritized in each of the three focus groups are presented in **Table 8**.

Table 8: Ideas and solutions prioritized by organizations

Final prioritization	Focus group 1	Focus group 2	Focus group 3
Priority 1	Receive funding for activities	Work in partnership (associations, clubs, cities, etc.)	Offer a variety of physical activities and sports
Priority 2	Educate teachers on physical activity for all tied with Promote the accessibility of physical activity for all	Create more opportunities for physical activity for all	Work in partnership (associations, clubs, CEGEPs, universities, the various sports communities, etc.)
Priority 3	Foster environments free of judgment and violence tied with Organize "sports festivals" (discovery events) tied with Explore youth's interests and offer activities adapted to their needs tied with Create partnerships between organizations, cities and regions (demonstrations, etc.)	Facilitate transportation to activities (reduce costs) tied with Promote the accessibility and development of sports facilities (pools, equipment depots, etc.) tied with Increase the visibility and promotion of the sport activity offered by the organizations	Be aware of student interests and innovate tied with Offer activities with different purposes (competitive, recreational, etc.)



One of the solutions common to the three focus groups is the idea of creating partnerships and working with the players involved in the practice of physical activities by adolescents in different environments (school, community, municipal, family, etc.). A desire to ensure that physical activities are offered to all students also seems to be at the heart of several of the prioritized solutions:

"... One thing that we can try to do as organizations is to provide something that's inclusive, so something for, that a lot of people have access to... Something that everyone can participate in. You don't have to be good at sports. You don't have to know what you're doing. It's just everyone can do it together."

Taking into account students' interests, while offering new activities to develop new interests, was also a solution mentioned by more than one group. Lastly, the diversification of the sports activities offer emerges as a solution to be prioritized, both in terms of the type of activity and the practice setting.

"I think it's also important to vary the purpose, to offer different alternatives, because not everyone wants to perform, not everyone wants to participate to get a ribbon or medal. And it's not important for some people. So I think it's a role, it's a need, it's a necessity to offer these different alternatives." [freely translated]





SCHOOL SETTING

In the second phase of **GO High Schools - Get Moving!**, Montréal schools were consulted. To do this, students and educators from 17 high schools in the five school service centres/boards on the island of Montréal agreed to participate in the project.

2.1. Student consultation results

Students were consulted through an online questionnaire and focus groups. The results of the questionnaire will be presented in section 2.1.1. and the results of the focus groups in section 2.1.2.

2.1.1. Questionnaire results

A total of 2,948 students from secondary 1 to 5 responded to the questionnaire. **Table 9** presents the respondents' characteristics.

Table 9: Respondent profile

Characteristics	Students (n = 2,948) (%)
Study cycle	
Cycle 1 (Secondary 1 to 2)	44
Cycle 2 (Secondary 3 to 5)	56
Gender	
Girls	53
Boys	44
Gender-diverse people*	3
Special needs**	
Yes	19
No	65
Don't know	16

* Includes students who answered "other," "don't know," or "don't want to answer" to the gender question.

** Includes attention deficit disorder with or without hyperactivity (ADHD), autism spectrum disorder, intellectual disability, physical disability, anxiety disorder, etc.

General physical activity

Youth aged 5 to 17 should get at least 60 minutes of moderate to vigorous physical activity a day¹. In addition to being a form of entertainment and a source of well-being, physical activity improves mental health by reducing symptoms of depression and anxiety and also improves concentration, academic performance, sleep and energy levels².

On average, only 18% of students met this recommendation on weekdays and 21% on weekends (**see Table 10**). In particular, we note that more boys and gender-diverse students follow the physical activity recommendation than girls, while Cycle 1 students are more active than their Cycle 2 counterparts.

1 Canadian Society for Exercise Physiology, *24-Hour Movement Guidelines for Children and Youth: An Integration of Physical Activity, Sedentary Behaviour and Sleep*.

2 ParticipACTION, *Benefits and Guidelines – Youth (Ages 5 to 17)*.

Table 10: Achievement of physical activity recommendations by cycle and gender for students

Characteristics		Students who engage in ≥ 60 min per day of physical activity (%)	
		Week	Weekend
Cycle 1	Girls	18	17
	Boys	23	27
	Gender-diverse people	27	33
Cycle 2	Girls	13	15
	Boys	20	25
	Gender-diverse people	21	23
Weighted average		18	21

38% of students engage in less than 20 minutes of moderate to vigorous physical activity per day.

(Data applies to weekdays)

Interest in physical activity

Interest in physical activity in general or in a particular physical activity is a facilitating factor in youth physical activity, while lack of interest is a barrier. A student who is intrinsically motivated by a physical activity engages in it voluntarily and spontaneously because of the interest and pleasure they have in doing it, without any external reward.³ However, about one third of boys and half of girls have a low or medium interest in physical activity in general. Note the very low percentage (16%) of gender-diverse people in Cycle 2 who have a high interest in physical activity (**see Figure 4**).

These students, whose interest in physical activity is low to medium, are identified as being at greater risk of not meeting the daily physical activity recommendations. They constitute a group that should be given special attention and which, for the purposes of this report, will be referred to as **the "at-risk" group**.

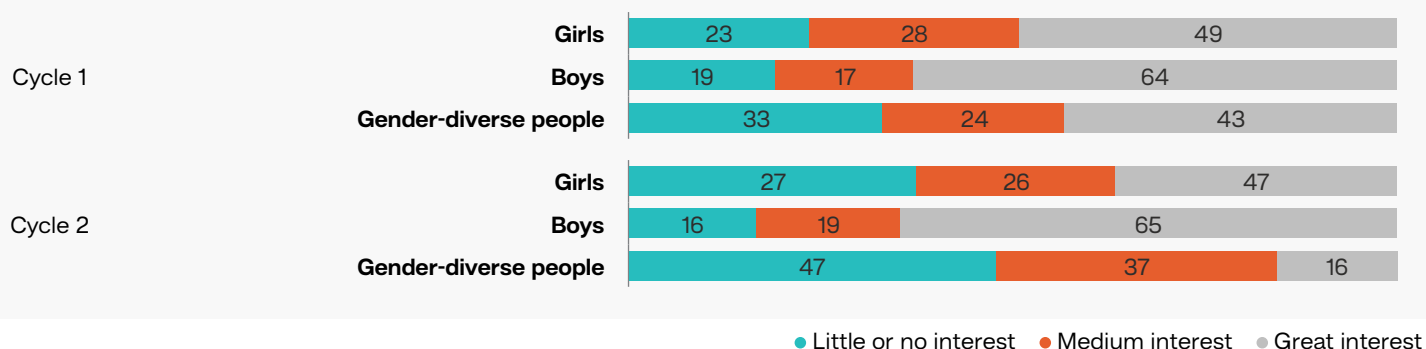
They will be presented in purple in order to highlight the information related to them.

The at-risk group consists of:

Cycle 1	51% of girls	Cycle 2	53% of girls
	36% of boys		35% of boys
	57% of gender-diverse people		84% of gender-diverse people

³ Réseau d'information pour la réussite éducative, *Les différents types de motivation selon la théorie de l'autodétermination*, 2019.

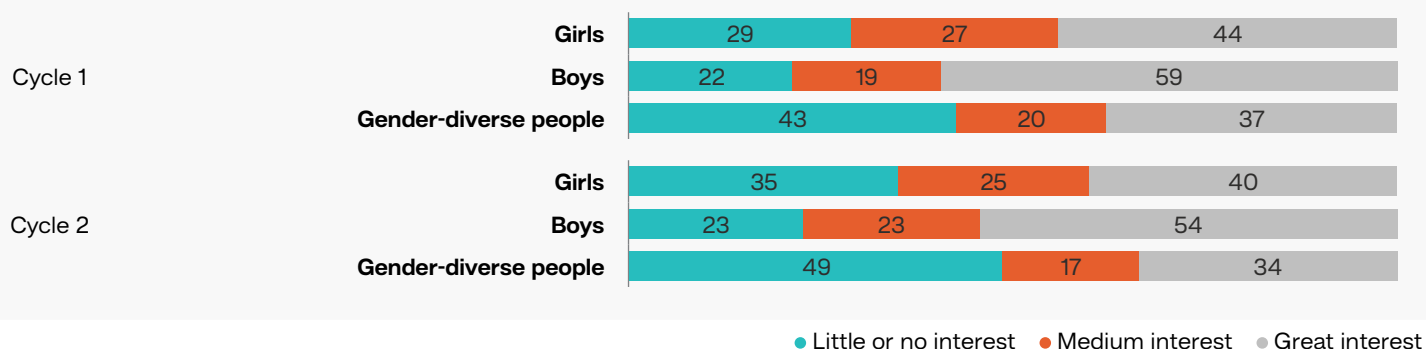
Figure 4: Distribution of students by interest in physical activity in general (%)



In addition, 51% of students would like to do more physical activity in general. Despite their lower interest in physical activity, 44% of students in the at-risk group would still like to be more active.

In addition to their interest in physical activity in general, students were asked about their interest in the activities offered in the physical education and health (PEH) class (see Figure 5). The results show that students, especially boys, seem to have a great or very great interest in the PEH class. Despite this, a significant proportion of students have little or no interest, or only medium interest. Note that only 23% of at-risk students have a high or very high level of interest in the PEH class.

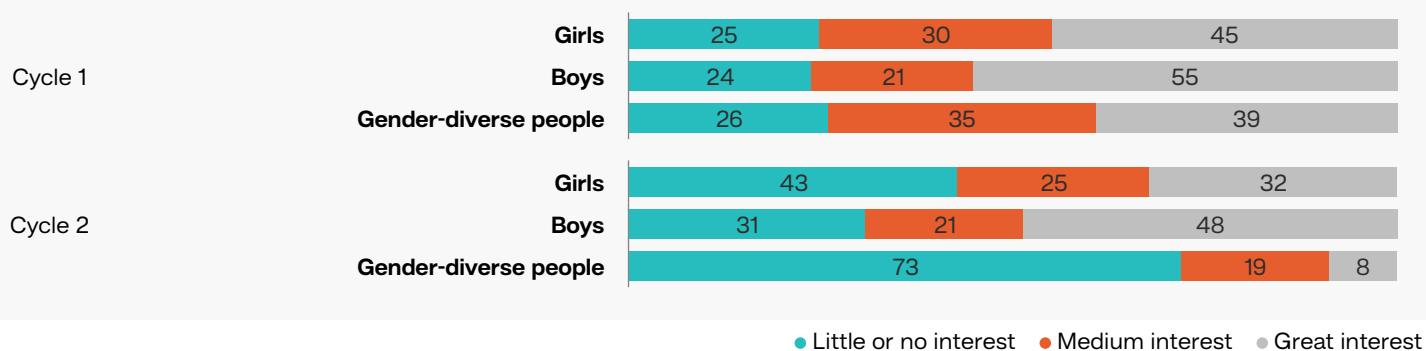
Figure 5: Distribution of students by level of interest in the activities offered in PEH class (%)



Respondents were also asked about their level of interest in the extracurricular activities offered at their school (see Figure 6). In this regard, a significant proportion of students, represented mainly by Cycle 2 girls and gender-diverse people, show little or no interest in these activities. As for at-risk students, only 17% reported high or very high interest in extracurricular activities. This low level of interest may certainly have a direct impact on the student's intrinsic motivation and, by extension, on their potential participation in the activities.



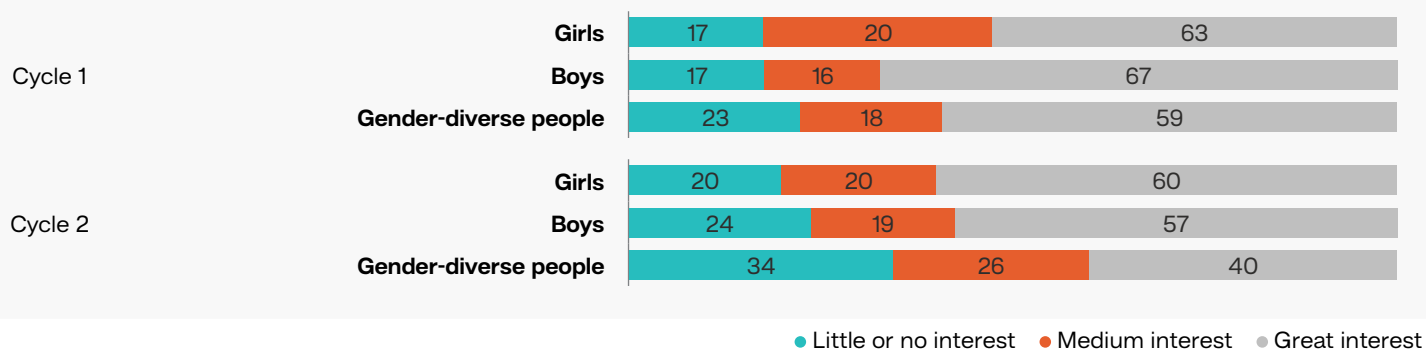
Figure 6: Distribution of students by level of interest in the extracurricular physical activities offered at school (%)



Physical activities offered at school

According to the data obtained, a majority of students in almost all the categories presented in **Figure 7** say that the school allows them to participate in as many physical activities as they wish.

Figure 7: Distribution of students by response to the following statement: "The school allows me to do as much physical activity as I want" (%)



On the other hand, 45% of the students, compared to 38% of the students in the at-risk group, would like to participate in physical activities that are not offered at the school. In the questionnaire, students were given the opportunity to specify the main physical activities that are rarely or not offered at school that they would like to take part in. A total of 91 different activities were specified and **Tables 11** and **12** show the main ones.

Table 11: Main activities that are rarely or not offered by the school that Cycle 1 students would like to take part in

Cycle 1		
Girls (n = 255)	Boys (n = 235)	Gender-diverse people (n = 8)
Volleyball (n = 87)	Basketball (n = 88)	Volleyball (n = 3)
Basketball (n = 49)	Soccer (n = 78)	Dodgeball (n = 2)
Soccer (n = 48)	Volleyball (n = 21)	
Swimming (n = 33)	Football (n = 18)	
Dance (n = 31)	Flag football (n = 16)	
Badminton (n = 22)	Hockey (n = 15)	
Gymnastics (n = 17)	Badminton (n = 13)	
Canoe-kayak (n = 15)	Swimming (n = 13)	

Table 12: Main activities that are rarely or not offered by the school that Cycle 2 students would like to take part in

Cycle 2		
Girls (n = 328)	Boys (n = 238)	Gender-diverse people (n = 11)
Volleyball (n = 100)	Soccer (n = 61)	Volleyball (n = 5)
Soccer (n = 50)	Basketball (n = 51)	Badminton (n = 5)
Badminton (n = 40)	Hockey (n = 28)	Soccer (n = 2)
Basketball (n = 40)	Volleyball (n = 24)	
Dance (n = 32)	Football (n = 23)	
Swimming (n = 28)	Weight room training (n = 21)	
Flag football (n = 27)	Swimming (n = 18)	
Gymnastics (n = 16)	Badminton (n = 16)	

It should be noted that at-risk students have similar interests to other students, namely they want to take part in the following activities: volleyball, basketball, badminton, soccer, swimming, dance, gymnastics and tennis. Although many of the activities presented in **Tables 11** and **12** are quite popular and are often already offered by schools, the setting in which they are practised (see next section) may not be aligned with students' needs (e.g., organized rather than free play participation, time of day not conducive to participation, competitive rather than recreational activity, activities offered to boys or girls only). Some less common sports mentioned by students were boxing, ball/dek hockey, parkour, ice skating, skateboarding, rugby and table tennis. In addition, some sports that are more commonly practised on school outings were named, such as hiking, biking and snowboarding/skiing.

Practice setting

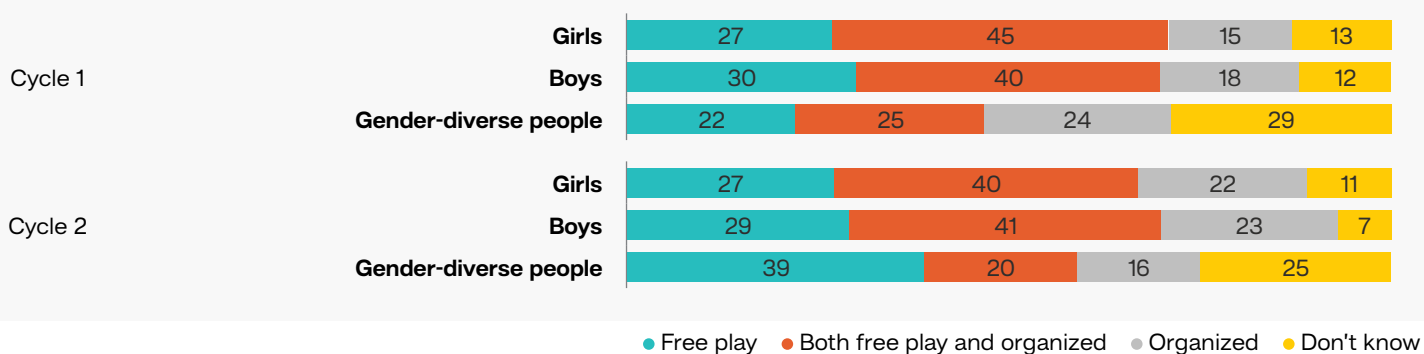
In addition to the nature of the activities offered, the setting in which they take place greatly influences the students' motivation to participate. Students were asked about their preferences between free play and organized physical activities, and between competitive and recreational physical activities.

Free play or organized physical activities

Free play physical activities are physical activities that are done without a schedule and without a coach (e.g., riding a bike, playing basketball in the park, skateboarding). This spontaneous participation allows students to take part based on their schedule, their changing interests from moment to moment and other intrinsic or extrinsic factors (e.g., weather, social activities). Conversely, organized physical activities are carried out on a set schedule and with a coach (e.g., supervised training in a weight room, training for a sports team, running club, sports tournament organized at the gym, supervised free play badminton session).

Figure 8 shows that a large proportion of students enjoy both free play and organized physical activities. In addition, free play physical activities seemed to be somewhat more popular than organized ones in almost all subgroups. Among at-risk students, 37% prefer free play physical activities, compared to 16% who prefer organized activities. In addition, 31% enjoy both free play and organized physical activities, and 16% don't know.

Figure 8: Distribution of students by preference between free play and organized physical activities, by cycle and gender (%)*



* The category "Both free play and organized" overlaps with the other two categories (e.g., among Cycle 1 girls, 27% prefer free play activities and 45% like both free play and organized activities, for a total of 72% who like free play activities).

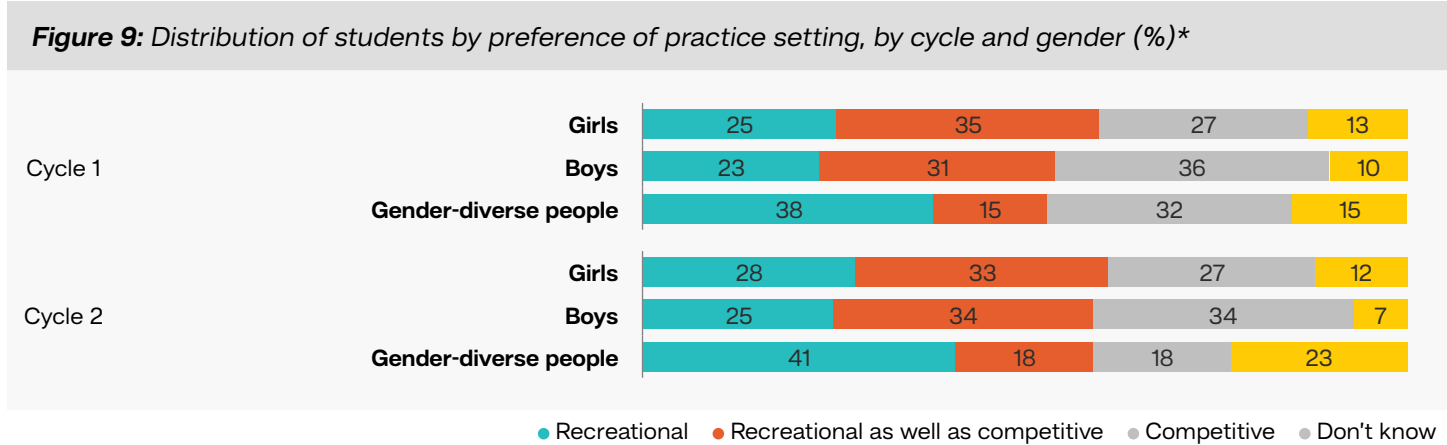
Recreational or competitive physical activities

Recreational physical activity is fundamentally about play and the enjoyment of sport. This setting belongs more to the world of play than to that of performance. The rules and framework harmoniously support the game, while allowing for the participants' entertainment and relaxation within the basic features of the sport⁴. Physical activities practised in a competitive setting involve athletes who participate in a sport in the hope of winning. They require the existence of a competition network and a set of organizational and operational procedures governed by a sports federation. Competition tends to be more about performance than play. It requires technical skills, sustained effort through training and a high level of supervision⁵.

4 Ministère de l'Éducation, *Programme de soutien aux fédérations sportives québécoises 2020-2023*, Gouvernement du Québec, 2020, 30 p.

5 Ministère de l'Éducation et de l'Enseignement supérieur, *Politique de l'activité physique, du sport et du loisir – Au Québec, on bouge!* Government of Québec, 2017, 44 p..

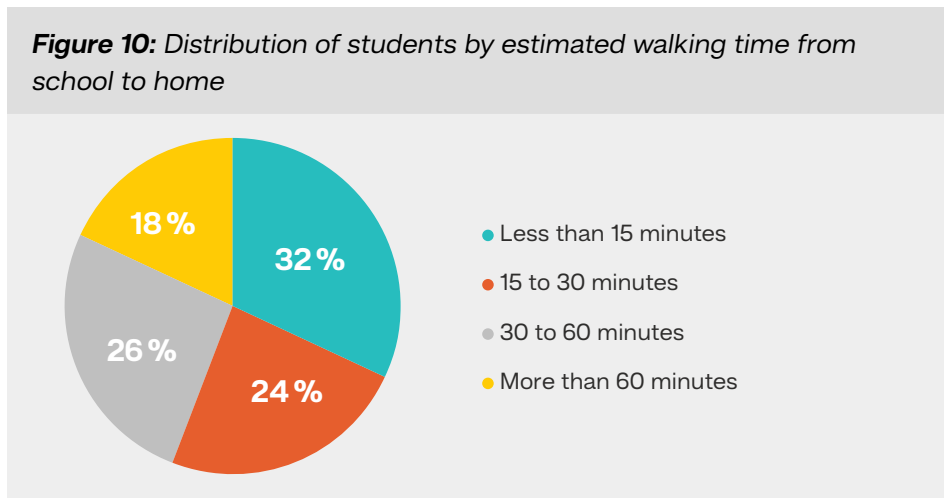
In **Figure 9**, we see that girls and boys seem to enjoy both recreational and competitive activities, while gender-diverse people have a greater interest in recreational activities. In the at-risk group, 38% prefer recreational physical activities, compared to 20% who prefer competitive ones. In addition, 26% enjoy both recreational and competitive physical activities, and 16% don't know.



* The category "Both recreational and competitive" overlaps with the other two categories (for example, among Cycle 1 girls, 25% prefer recreational activities and 35% like both recreational and competitive activities, for a total of 60% who like recreational activities).

Active transportation

Figure 10 shows the estimated walking time from school to home. It is interesting to note that 32% of students live within a 15-minute walk of their school.

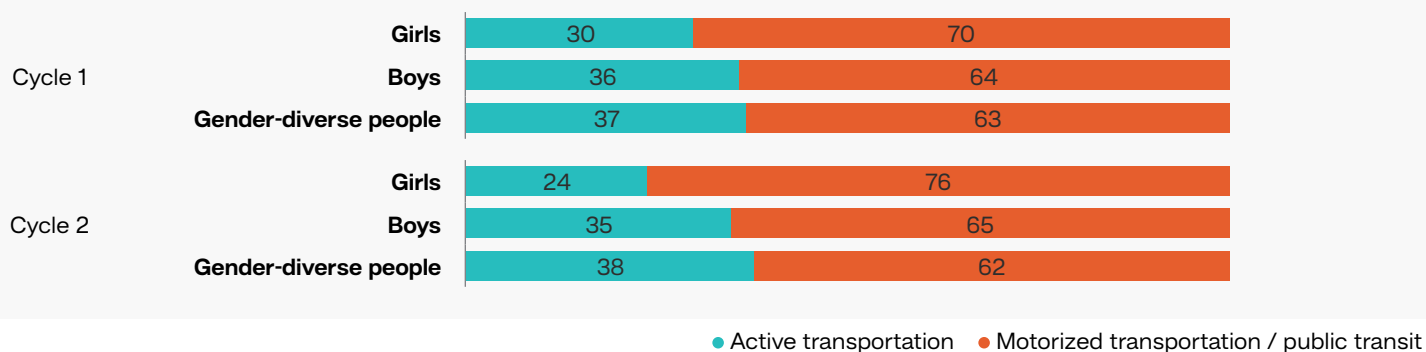


A simple, effective and accessible way to increase the level of physical activity is to use active transportation (e.g., walking, cycling, rollerblading). Active transportation can help meet the minimum physical activity recommendations, particularly through travel between home and school.⁶ The use of public transportation (subway, bus) can also contribute to physical activity levels, because of the walking involved in getting to a boarding point. Despite this, no association was found between active transportation and meeting physical activity recommendations.

A total of 31% of students use an active mode of transportation to get to school (walking, cycling, skateboarding, in-line skating or scootering).

⁶ Coalition québécoise sur la problématique du poids, *Les déplacements actifs : un potentiel négligé – Mémoire déposé dans le cadre des consultations publiques sur la Politique de mobilité durable*, 2017.

Figure 11: Distribution of students by type of transportation used to get to school (%)



Use of applications during physical activities

Today, screen use (cell phones, tablets, computers, etc.) is an integral part of the reality of teenagers' lives. Although many studies have demonstrated the negative impacts of excessive screen use on the health of children and adolescents (sedentary lifestyle, sleep disorders, etc.)⁷, some of the results of our research allow us to identify an association between the use of digital technologies related to physical activity (e.g., flexibility, strength, running applications) and participation in physical activities. Students who use digital technologies related to physical activity appear to be more physically active than those who do not use this type of technology.

44% of students used a physical activity application in the month prior to the survey compared to 39% of at-risk students.

Table 13: Main reasons why students use or do not use apps for physical activity*

Reasons for using applications	%	Reasons for not using applications	%
To track the amount of physical activity performed (distance, number of steps, etc.)	48	Not interested	59
To track progress	33	Do not need it	24
To learn new exercises	28	Do not know any physical activity apps	21

* Students could specify several reasons. Only the most popular reasons are presented in Table 13.

⁷ Courbet, D., Fourquet-Courbet, M.-P. « Usages des écrans, surpoids et obésité », *Obésité*, 2019, 14(3), 131-138.

Motivating factors, barriers and student needs

Students were asked to select and prioritize the five factors that most motivated them to engage in physical activity from a list of 22 factors. They were asked to do the same for the main barriers (27 possible answers). Motivating factors and barriers could be individual (e.g., beliefs and sense of competence), social (e.g., parents, peers), or organizational (e.g., school environment, community). They were then asked to identify five priority solutions that would encourage them to participate in physical activity.

Table 14: Key motivating factors, barriers and needs related to student participation in physical activity*

Motivating factors	Barriers	Solutions
Social aspect (57%) (56%)	Lack of motivation (36%) (48%)	Increase the time allocated to physical education and health course (60%) (80%)
Improved physical fitness (57%) (49%)	Lack of energy (32%) (44%)	Increase and diversify the physical activities offered (42%) (52%)
Enjoyment of physical activity (40%) (28%)	Lack of time (32%) (33%)	Offer sports, recreational and outdoor outings for physical activities (42%) (50%)
Competitiveness and desire to perform (30%) (45%)	Screen use (28%) (32%)	Rearrange the schedule to add more time for physical activity (35%) (44%)
Weight loss or maintenance (26%) (32%)	The activities offered are not of interest to the student (20%) (27%)	Offer programs that focus on physical activity (29%) (33%)

* ● Percentage of students who selected this item ● Percentage of at-risk students who selected this item.

Among at-risk students, the same statements were identified as priorities as for all students, but with a prioritization that may differ. Of all the students consulted, those who identified lack of motivation as the main barrier are more likely to see no benefit in physical activity (e.g., physical fitness, mental health). In addition, the students who do not meet the weekday sleep recommendation are more likely to identify lack of energy as a barrier to physical activity.



2.1.2. Focus group results

In order to better understand the solutions proposed by students in relation to the implementation of interventions in schools that encourage their own physical activity, 144 students participated in one of the 29 focus groups conducted. In each of the eight schools in this phase of the project, four focus groups were offered and students wishing to participate signed up for the group with which they most closely identified (Cycle 1 girls, Cycle 1 boys, Cycle 2 girls and Cycle 2 boys). Within these groups, students were asked to propose solutions and discuss them together.

Proposed solutions

The solutions proposed by students that were common to many of the focus groups are presented in **Table 15**.

Table 15: Solutions proposed by students

Solutions	Number of focus groups that mentioned it	(n = 29)
Increase and diversify the physical activities offered		29
Offer sports, recreational and outdoor outings for physical activities tied with		24
Review the offer of extracurricular physical activities		
Increase the prescribed time for teaching physical education and health		23
Ensure access to enough quality sports facilities tied with		21
Rearrange the school's schedule to allocate more time for physical activity		
Do outdoor activities on a regular basis		18
Review the approach within interventions to listen to students' needs and allow them to make choices tied with		17
Prioritize lunchtime to provide a variety of physical activities		
Within physical education and health classes, separate students according to their skill level and offer them physical activities based on the preferred practice setting (recreational, competitive, sport, for fun) tied with		11
Offer one or more school programs that focus on physical activity tied with		
Ensure access to a sufficient quantity of quality sports equipment tied with		
Incorporate more physical activity time into a typical school day (e.g., walking before class, active breaks during class)		

All of the focus groups emphasized the importance of offering more physical activities in schools, but also of offering a greater variety of physical activities to encourage more students to participate:

"If we have more [physical activities], it will encourage them to do more sports, and increase and diversify [the offer so that they can] discover new sports that they didn't know about, and find one they like that they can continue doing at home in their free time." (boy, Cycle 1 [freely translated])

A majority of focus groups also mentioned the importance of offering sports outings and reviewing the range of extracurricular activities offered, whether in terms of diversifying the activities offered, the times at which these activities are offered, and the balance of the offer between genders and skill levels:

"If you're competitive, you go there, and if you just like to be with your friends, you go to the other one."(girl, Cycle 2 [freely translated])

Increasing the amount of time prescribed for PEH was a solution often cited by students, "since by having more PEH time, we would do more physical activities during the week" (girl, cycle 1 [freely translated]). Many students suggest replacing a class or two in subjects that are often on the schedule with one or two extra PEH classes per cycle. A student currently experimenting with an intensive PEH program shares his experience:

"I think that the best thing [to increase our physical activity] would be to, would be to let us have more gym classes. ... now I'm in intensive gym class. I have gym, like, sometimes I have gym twice a day. It's amazing. It really helps. I think, like, putting more gym classes for every grade would be better. It would help a lot." (boy, Cycle 2)

Improving access to a sufficient variety of quality sports facilities was also suggested by students, as this is directly related to the possibility of engaging in physical activity. A majority of the focus groups also suggested rearranging the school schedule, in particular through an extended lunch hour that would allow for more physical activity.

Many students would also like to have the opportunity to do activities outside school on a regular basis. Some mentioned that it allows them to get some fresh air, to walk outside and still get some physical activity, while others said that it would be a "change from what we usually do and it would be interesting." (girl, Cycle 2 [freely translated])

Students also indicate that it is more difficult for them to participate in activities offered before or after school and want the school to prioritize lunchtime to offer them a variety of physical activities. The possibility of being consulted and involved in the decisions made by the school in relation to the provision of physical activities is also a popular solution among students:

"I would say the ability to choose what you're doing and when you're doing it. Just having control over your own physical activity, that's the biggest one for me." (girl, Cycle 2)

Many focus groups suggested separating students in PEH classes according to their skill level and diversifying the physical activities offered within these classes.

"If you're playing with just people who are really athletic and who are taking the sport to the next level, you might just be walking back and forth on the court because no one is gonna pass the ball to you, and you feel like you're not even doing anything. You know what I mean? So I feel like if you, let's say, split it, [into] two courts, and you get one side who is just there to have fun, you'll enjoy the class. You won't dread going there two or three times a week, and you'll actually get to play more. You'll be more physically active." (girl, Cycle 2)

The focus groups stated that ensuring access to a sufficient quantity of quality sports equipment is also part of the solution. Lastly, students would like for their school to offer more school programs that focus on physical activity as well as incorporate more physical activity time into a typical school day, such as active breaks.

2.2. Results of the educator consultation

Educators involved in the implementation of interventions to promote physical activity in schools were also consulted by means of an online questionnaire and focus groups. The results of the questionnaire will be presented in Section 2.2.1 and the results of the focus groups in Section 2.2.2.

2.2.1. Questionnaire results

105 educators from 17 public high schools in Montréal responded to the questionnaire. **Table 16** presents the characteristics of these respondents.

Table 16: Educator characteristics

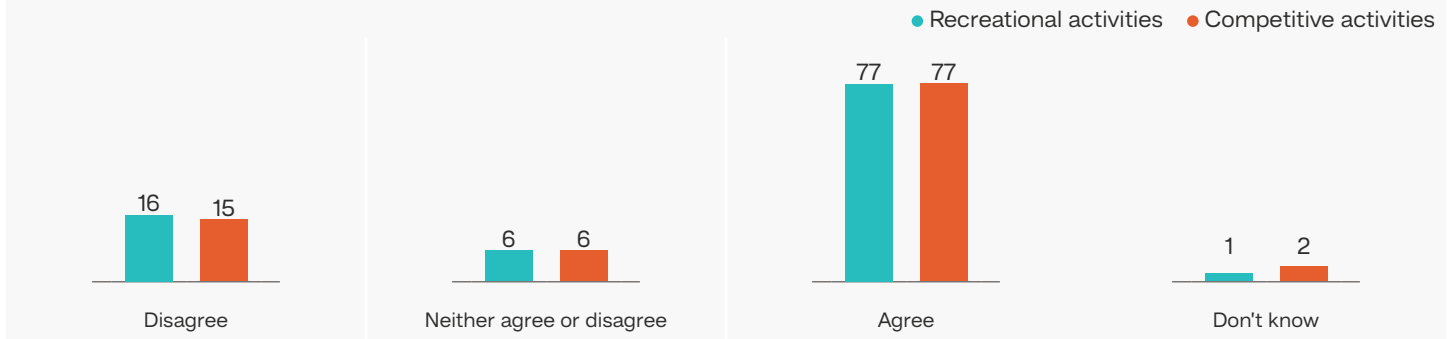
Characteristics	Educators (%)
Primary function (n = 105)	
Member of the administration	7
PEH teacher	37
High school teacher in a subject other than PEH	23
In charge of sports	7
Recreation technician	10
Special education technician	1
Coach	8
Other	7
Role(s) related to the physical activities offered (excluding PEH course)* (n = 84)	
Monitoring of physical activity(ies)	57
Coaching of sports team(s)	64
Facilitation of one or more physical activities	56
Organization of physical activities	58
Recruitment of staff for physical activities	29
Budget management for physical activities	25
Other	1
Years of experience related to this(these) role(s) (n = 81)	
Less than 2 years	12
Between 2 and 4 years	17
Between 5 and 9 years	11
Between 10 and 19 years	38
20 years and over	19
Don't know	3

* Educators could indicate more than one role.

Physical activities and sports offered at the school

The majority of educators state that the recreational and competitive physical activities offered in their school allow students to participate in as many physical activities as they wish (see Figure 12).

Figure 12: Perception that the school's offer allows students to participate in as many physical activities as they wish (%)

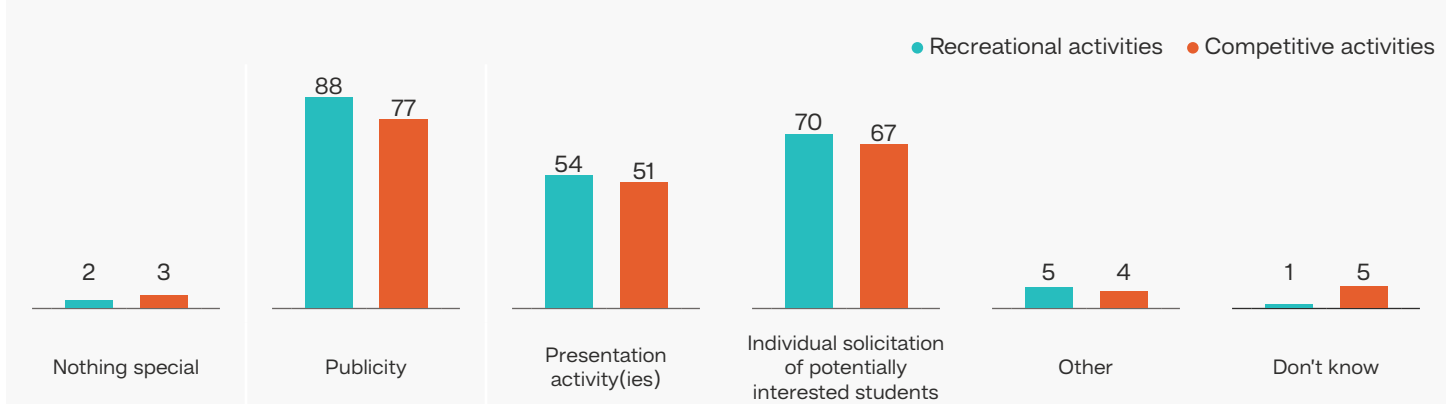


This result differs from the one presented in the previous section, in which about 60% of students said that the school allowed them to participate in as many physical activities as they wish. This gap shows the need for a better understanding of the students' needs in order to provide them with physical activities and sports that they enjoy and that meet their needs.

Roles and needs of educators

Figure 13 shows the actions taken by staff to promote and value student participation.

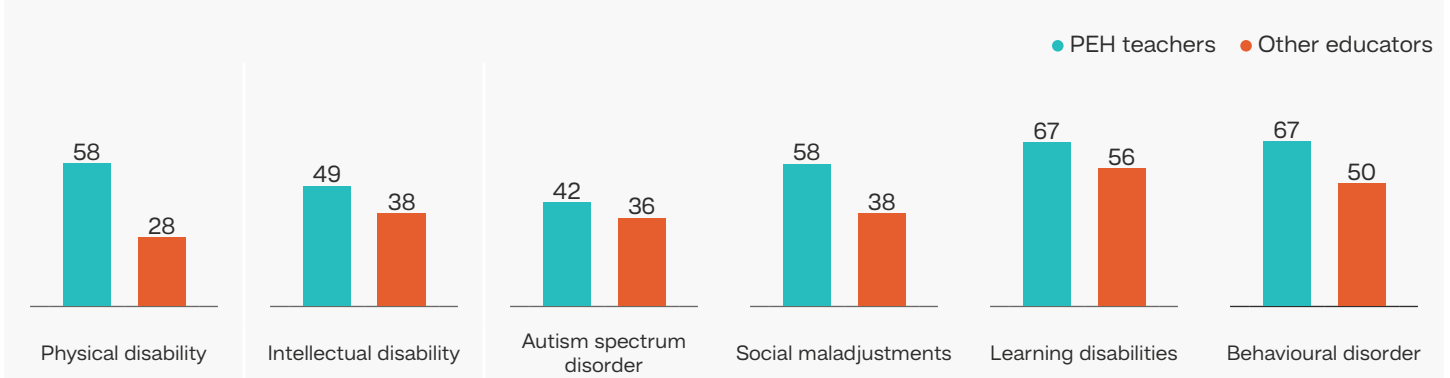
Figure 13: Actions taken by staff to promote and value student participation (%)



The majority of educators take various actions to promote and value student participation, either by publicizing activities, organizing presentation activities or by soliciting students individually. It should be noted, however, that the students' views on this matter were not collected.

In addition, 87% of educators report being interested in assuming their role(s) with respect to the practice of physical activities and 85% say they are comfortable with this (these) role(s). The educators were asked about their comfort level in including students with disabilities, social maladjustments or learning difficulties in their physical activity initiatives (see Figure 14).

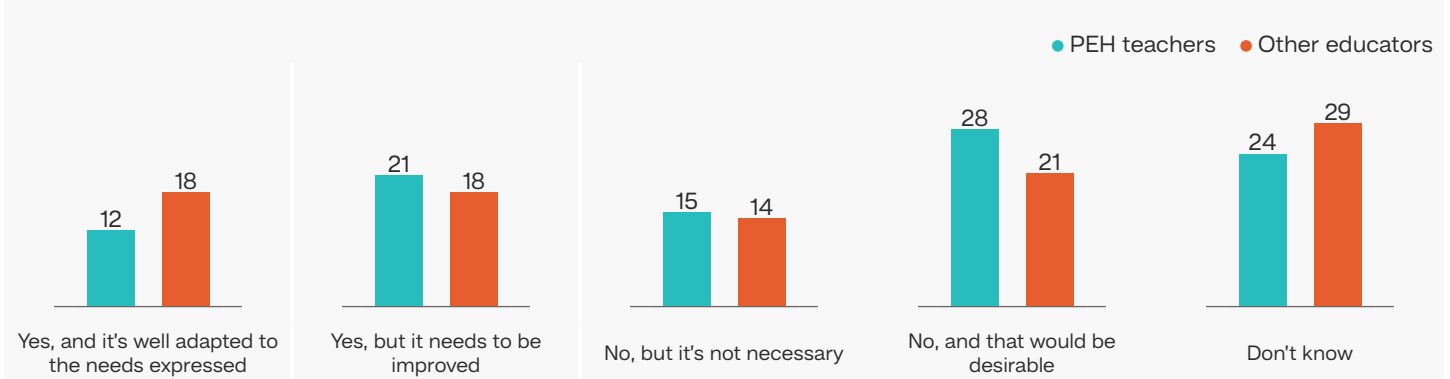
Figure 14: Proportion of educators who say they are comfortable including students with disabilities, social maladjustments or learning difficulties in their physical activity initiatives, according to their primary function at school (%)



In all categories, PEH teachers say they are slightly better equipped than other educators to include students with disabilities, social maladjustments or learning difficulties in their initiatives. We also note that educators are more comfortable working with students with learning disabilities or behavioural problems, and less so when the students have an intellectual disability or autism spectrum disorder.

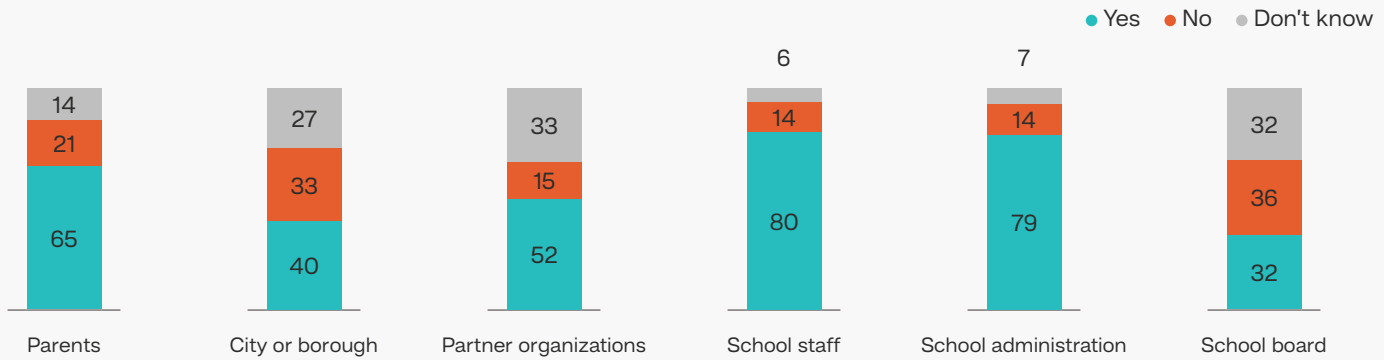
Figure 15 shows educators' training or coaching needs. Responses were quite variable: some educators would like more coaching or training, while others feel this is not necessary.

Figure 15: Educators' response to the question "Is coaching or training offered to staff members in your school to help them carry out their task(s) related to physical activity for students?" (%)



Lastly, educators were asked about their perception of the support and collaboration they receive to encourage student participation in physical activities (see Figure 16). There is strong support from school staff, principals and parents, while support from the city, partner organizations and the school board is mixed.

Figure 16: Getting the support and collaboration required to meet students' needs (%)



In addition, 36% of PEH teachers and 27% of other educators indicated that they need additional support to carry out their role(s) in relation to student participation in physical activities. Among other things, they stated that hiring new human resources, access to training and financial support would help them carry out their duties.



Facilitating factors and barriers

Various factors can facilitate or, conversely, hinder the implementation of initiatives to promote physical activity. These factors can be individual, social or organizational. **Tables 17** and **18** present the main facilitating factors and barriers identified by educators in relation to the implementation of initiatives promoting student physical activity.

Table 17: Main facilitating factors identified by educators

Facilitating factors	Number of educators	
	Number	%
Sufficient quantity of quality facilities	25	33
Involvement and motivation of educators	24	32
Presence of human resources		
Types of programs (sports concentrations, electives, extracurricular activities, lunch-hour sports, etc.)	17	23
Student participation		
Promotion of activities		
Characteristics of the programs (diversity of the offer, activities are offered to all, etc.)	15	20

Table 18: Main barriers identified by educators

Barriers	Number of educators	
	Number	%
Poor quality or not enough facilities	42	62
Lack of youth engagement and participation	14	21
Lack of financial resources (to cover the costs of competitive activities, pay coaches, etc.)	13	19
Lack of time		
Poor quality or insufficient material		
Lack of human resources (leaders, coaches, etc.)	10	15

In reading these two tables, we can see that several elements are both facilitating factors and barriers; they can promote the organization of physical activities when they are present, but they can be a major barrier when absent. This is particularly true for infrastructure, human resources and youth participation in activities.

2.2.2. Focus group results

In order to share ideas for solutions related to the implementation of interventions in schools that promote student physical activity and to discuss them with their colleagues, 38 educators involved in physical activities in their school participated in one of the seven focus groups.

The solutions proposed by educators that were common to many of the focus groups are presented in **Table 19**.

Table 19: Solutions proposed by educators

Solutions	Number of focus groups that mentioned it	(n = 7)
Further promote physical activity tied with Offer sports, recreational and outdoor outings for physical activities		6
Increase and diversify the physical activities offered tied with Rearrange the school's schedule to allocate more time for physical activity		5
Make greater use of sports facilities outside the school tied with Ensure access to enough quality sports facilities tied with Improve the approach used to encourage student participation tied with Allocate more budget for physical activity		4

The solutions that were mentioned by the largest number of focus groups were to offer more outings aimed at engaging in physical activity and to promote a culture of being more physically active:

*"The visibility of the various sports, not just for students and parents, but for the community, because we often underestimate the impact of an active life in a school environment, and if parents, or citizens, or people in the environment see what's happening at [name of school], partnerships can be created, and also generate enthusiasm."
[freely translated]*

Other solutions were also proposed by a majority of the focus groups, such as modifying the school's schedule to allocate more time for physical activity and increasing and diversifying the physical activities offered, by implementing activities for students who are less interested in traditional sports activities:

"The ones that are already participating will participate naturally as long as there's a team and there's an organization and there's someone mentoring them. The other kids that are not being physical are the ones that we're gonna try to target either with intramurals or some kind of tournaments. It doesn't have to be only, I guess, team sports. I think that's where we have to look at alternative activities because not all kids like to play with others or be part of a team."

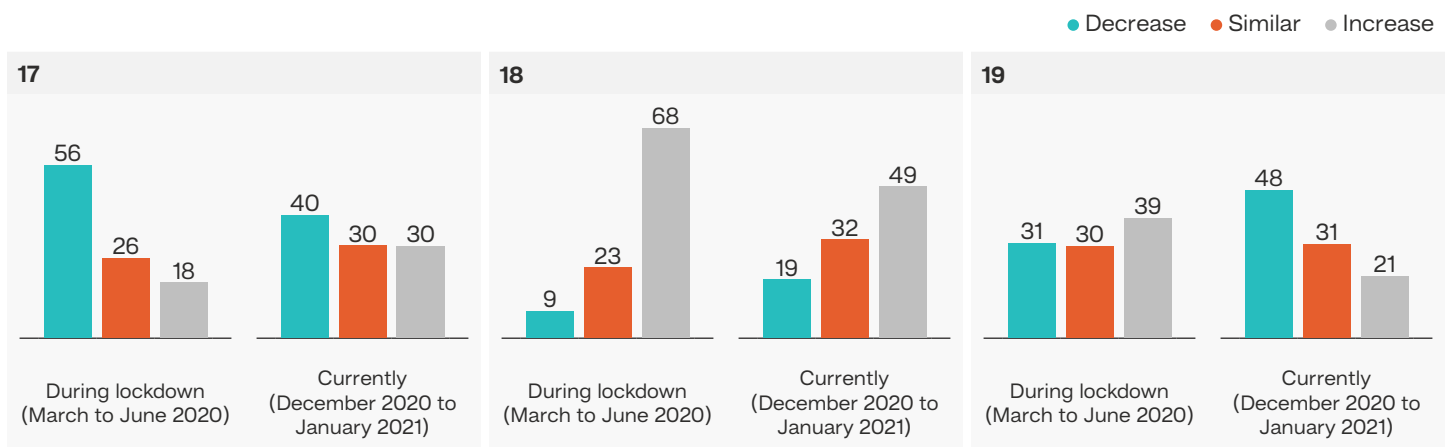
Educators in several focus groups suggested that making greater use of sports facilities near the school, including those belonging to cities, boroughs or private organizations; ensuring access to a sufficient variety of quality sports facilities; and allocating more budget for physical activity would be potential solutions for promoting physical activity by high school students. Lastly, improving the approach used by educators to encourage student participation was also mentioned in several groups. In this regard, a participant stated:

"I think that's great, if that's what they [the students] want. That's what our school is all about. ... It's about kids having a little more autonomy, a little say in what, you know, they want. That's fine, and we have to listen."

2.3. Impact of the lockdown on physical activity

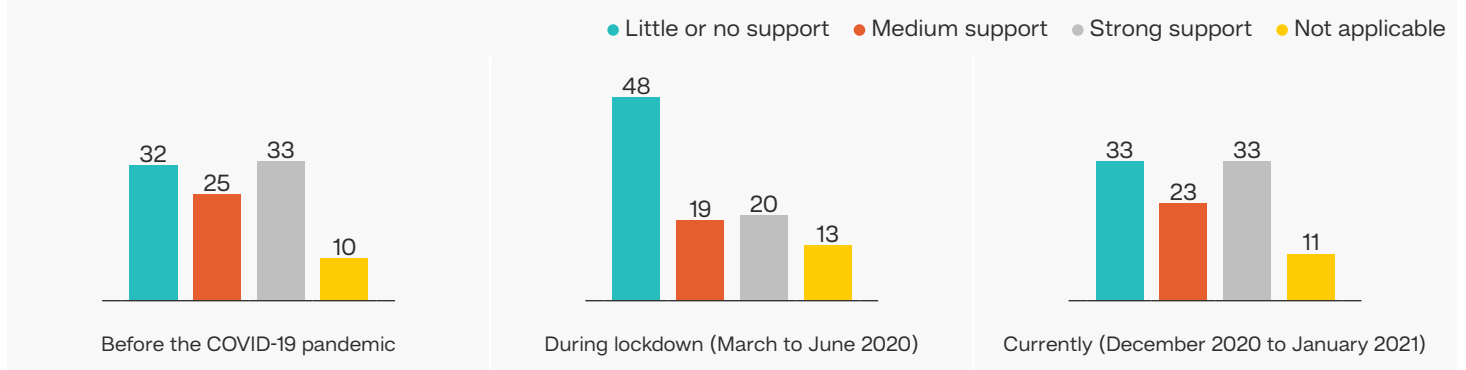
Since the **GO High Schools - Get Moving!** student consultation took place in December 2020 and January 2021, participants were able to express their views on the impact of the COVID-19 pandemic lockdown on their lifestyles. The data confirm what was suspected, namely that the pandemic has greatly disrupted some of the lifestyle habits of Montréal teenagers in general. If previous data on the lifestyle habits of teenagers were considered alarming before the pandemic, they are now at a critical stage. The mandatory shutdown caused students to significantly decrease their physical activity, increase their recreational screen use and decrease their amount of sleep (see **Figures 17, 18 and 19**).

Figures 17, 18 and 19: Change in time spent on physical activity (17), recreational screen use (18) and sleep duration (19) compared to pre-COVID-19 (February 2020) (%)



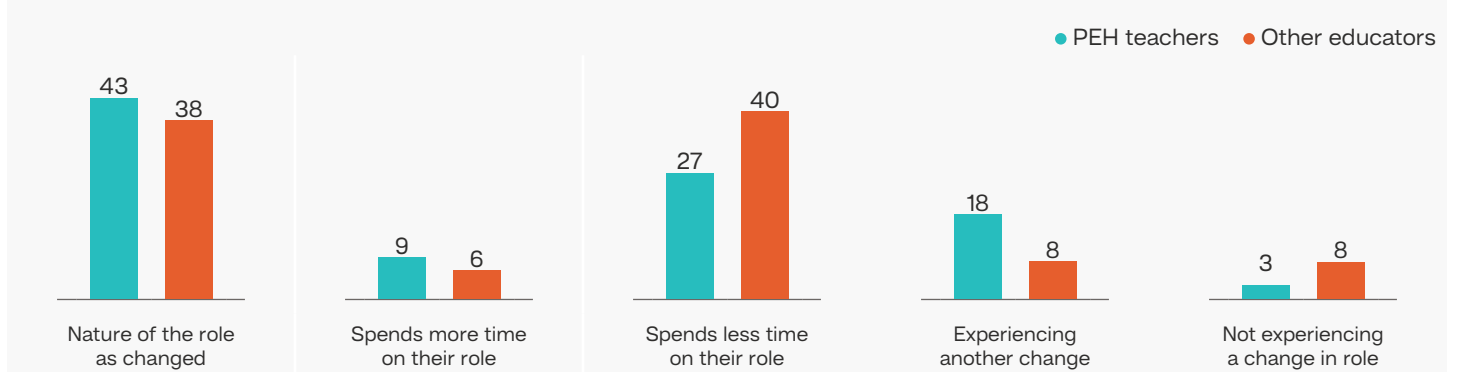
A large proportion of students (48%) report that they did not receive support from school staff regarding their physical activity during the lockdown (March to June 2020). This percentage had decreased slightly at the time of data collection in December 2020, to 33% (see Figure 20).

Figure 20: Support from the school for physical activity prior to the COVID-19 pandemic, during lockdown (March to June 2020) and currently (December 2020 to January 2021) (%)



Educators' responses seem to confirm these data. Many educators say that they have experienced changes in their role in relation to student participation in physical activities during the 2020–2021 school year (see Figure 21).

Figure 21: Changes experienced by educators in their role related to physical activity according to their primary function at school (%)





3

CONSIDERATIONS AND COURSES OF ACTION

The courses of action proposed in the table below are based primarily on the results of the questionnaires completed by the organizations, students and educators. The focus groups then deepened these considerations and added courses of action, which have been validated and improved by the project partners.

Table 20: Considerations and courses of action to promote the adoption of a physically active lifestyle in a school setting among Montréal high school students

Themes	Considerations	Courses of action
<p>Partnership between schools and organizations</p>	<ul style="list-style-type: none"> - The lack of partnerships or communication with the school was the barrier identified by the largest number of organizations. 	<ul style="list-style-type: none"> - Here are some suggestions for organizations: <ul style="list-style-type: none"> • Consult the 4 Guide d'accompagnement dans le déploiement d'activités de loisir et de sport en contexte parascolaire au secondaire of the Conseil québécois du loisir to learn about the steps involved in offering an extracurricular activity. • Contact the school service center or school board to validate the procedures in each school. • Create new partnerships (associations, clubs, cities, etc.). - Voici des suggestions pour les écoles: <ul style="list-style-type: none"> • Put someone in charge of managing extracurricular activities and external physical activities and consult the FEEPEQ 4 Guide de l'enseignant en EPS responsable des projets d'activités physiques à l'école. • Include physical activity in the school's educational plan and encourage the development of a school culture that values physical activity.
<p>Sports facilities and equipment</p>	<ul style="list-style-type: none"> - The lack of sports facilities and equipment is a barrier identified by both organizations and educators. 	<ul style="list-style-type: none"> - Make sports facilities, equipment and materials available so that students can be physically active during their free time. - Evaluate the possibility of establishing partnerships with other schools, the city or borough, a community centre, a youth centre or other organizations for facility and equipment loans. - Build, maintain and make available the facilities based on student and school needs. Create an environment conducive to physical activity for youth by adding facilities and activity areas near schools and/or organizations. - Make greater use of local sports facilities, either near the school or in the same neighbourhood (streets, parks, sports fields).
<p>Human and financial resources</p>	<p>Human resources:</p> <ul style="list-style-type: none"> - Lack of human resources is a barrier mentioned mainly by educators. - 36% of PEH teachers and 27% of other educators say they need additional support (training, hiring new human resources) to carry out their physical activity role. - Many educators report that they need training and support in their tasks related to the students' physical activities. <p>Financial resources:</p> <ul style="list-style-type: none"> - Lack of financial resources is one of the barriers mentioned by the organizations, but also by the educators. 	<ul style="list-style-type: none"> - Train and support educators in various ways in tasks related to student physical activity (e.g., offer <i>Learning, Moving, Thriving: Motivating High School Students in Physical Education and Health</i> training with the school board educational advisor, survey educators to determine their needs, offer mentoring among staff members, hire organizations to support and guide the educators). - Involve human resources in organizational/school decisions. - Appoint an educational advisor responsible for supporting schools in the interventions to be implemented to promote student physical activity. - Value the involvement of school staff in interventions that promote student physical activity for students by recognizing them in their work, in particular by freeing them up. - Assess the need to hire new staff to assist in the implementation of school-based physical activity initiatives (e.g., athletic coordinator, recreation technician, coaches or assistant coaches, leaders). <p>- Take advantage of the financial assistance provided for in measure 415028 to create an environment conducive to physical activity.</p> <ul style="list-style-type: none"> - Provide the necessary funding to ensure the sustainability of measure 15028. - Establish systematic monitoring of available funding sources for organizations.

Extracurricular activities:

- A large proportion of students, especially girls and gender-diverse people, have little or no interest, or only medium interest, in the extracurricular activities offered at school. Lack of interest in the physical activities offered at school is one of the main barriers to student participation in physical activities.
- We note that a large proportion of students enjoy both free play and organized physical activities. In addition, free play physical activities seemed to be somewhat more popular than organized ones in almost all subgroups.
- Girls and boys seem to enjoy both recreational and competitive activities, while gender-diverse people have a greater interest in recreational activities.
- Increasing and diversifying the range of physical activities offered at school, offering sports, recreational, and outdoor outings, rearranging the school schedule and offering programs that focus on physical activity are priority solutions identified by students to encourage them to engage in physical activities.
- The organizations primarily provide activities after school and during school hours, but less so at lunchtime or before school.

Physical activities offered at school

Active breaks:

- Only 18% of students meet the Canadian 24-hour movement guidelines and 38% of students get less than 20 minutes of moderate to vigorous physical activity per day during the week.
- Educators identified lack of time in the day's schedule as a major barrier.

PEH class:

- The results show that students, especially boys, seem to have a great or very great interest in the PEH class. Despite this, a significant proportion of students have little or no interest, or only medium interest.
- 60% of the students identified increasing the amount of time allocated to PEH classes as a priority solution to encourage their participation in physical activities.

- **Increase and diversify** the offer of activities according to students' interests (free play or organized practice, recreational or competitive, individual or team sports) in different settings (gym, pool, outdoor park, etc.). Provide **gender-neutral** activities to include gender-diverse people.
- **Adjust** physical activity programming throughout the school year based on student interest, participation in the proposed activities, and the season. Ensure that the setting for the physical activities can be adapted to different choices (e.g., at lunchtime, for basketball, half of the gymnasium is used for free play and the other half for an organized game) and/or that the setting changes from week to week (e.g. week 1: recreational badminton; week 2: competitive badminton).
- **Rearrange the schedule** to add time for physical activities (e.g., before school, during lunch, after school) and incorporate introductory activities to allow students to discover new physical activities.
- Organize regular **sports, recreational and outdoor outings** in different seasons, ensuring that all students, especially those most at risk of being inactive, can benefit.
- Inform students and **promote** the physical activities offered at the school at strategic times and places, using a variety of communication methods.
- Create and/or promote **programs** that focus on physical activity, regardless of physical and motor skills (e.g., create sports concentrations or options, create programs that combine physical activity with another areas such as art or computer science).
- Organize discovery events and "sports festivals."

- Provide regular active periods at school throughout the day (e.g., before school, at lunchtime, after school).

- Raise educators' awareness about how to incorporate active breaks into their teaching.

- Encourage PEH teachers to survey girls and gender-diverse people to understand their lack of interest in their class and adapt it accordingly.

- **Train or support** PEH teachers to develop their sensitivity to these issues and to better open dialogue with girls and gender-diverse people.

- Plan activities adapted to the students' skill levels and vary the practice contexts (recreational, sports, play, outdoor activities, etc.).

- **Increase** the amount of time allocated to PEH class.

- **Train or support** PEH teachers to put in place strategies to encourage students' motivation to learn and their engagement in the proposed learning activities (e.g., take Learning, Moving, Thriving: Motivating High School Students in Physical Education and Health training – information from your PEH educational advisor).

- **Train or support** PEH teachers so that their interventions promote the development of student autonomy and empowerment with respect to physical activity.

<p>Students</p>	<p>Interest, motivation and participation:</p> <ul style="list-style-type: none"> - About one third of boys and half of girls have a low or medium interest in physical activity in general. - The main motivating factors identified by the students were individual or social (social aspect, improved physical fitness, pleasure in doing physical activities, the desire to compete and to perform, and weight loss or maintenance). - Lack of time, motivation and energy are barriers to physical activity. - Student participation can be both a facilitator and a barrier for educators. 	<ul style="list-style-type: none"> - Regularly survey students, particularly those who do not participate in the physical activities offered, about the physical activities to offer at school, taking into account gender, cycle, seasonality and varying interest in physical activities in general. - Involve students in the planning of activities to be offered at school to support their need for independence. - Offer or develop (with students) information capsules on the benefits of physical activity and/or on time management and the importance of balancing studies, friends, physical activities, etc. - In the programming of physical activities offered at school, prioritize activities that allow students to get together and have fun with friends. Offer activities that focus on the fun of free and active play. - Have ambassadors (athletes and non-athletes) in the school to solicit student participation in the physical activities offered. - Involve all educators in the promotion of an active lifestyle. - Empower students in adopting a physically active lifestyle and support them in their efforts. - Foster environments free of judgment and violence.
	<p>Use of applications during physical activities:</p> <ul style="list-style-type: none"> - 28% of students identified screen use as a barrier to their physical activity. - 44% of students used a physical activity application in the month prior to the survey. However, a considerable number of students are not familiar with do not know any physical activity apps. 	<ul style="list-style-type: none"> - Propose physical activities in which the use of screens can enhance learning and support students to achieve this. - Introduce various applications that encourage students to be physically active and teach them how to use them (e.g., Strava, Bouge-toi l'Cube). - Learn about and promote Capsana 4 <i>Pause ton écran</i> tools. - Enter into agreements with companies to provide students with free applications that promote physical activity.
<p>Youth transportation</p>	<p>Transportation of students to the activity or from the activity to home:</p> <ul style="list-style-type: none"> - Problems related to the transportation of students are a major barrier experienced by the organizations. <p>Active transportation:</p> <ul style="list-style-type: none"> - 56% of students live within a 30-minute walk of the school and 31% use an active mode of transportation to get to school. 	<ul style="list-style-type: none"> - Support schools that wish to set up a transport system for students. - Better understand the needs of the schools in terms of transit passes and allocate them to the schools. - Provide space for bikes, as well as skateboards, scooters, etc. - Establish a safe active school corridor (in collaboration with the city or borough) to allow students to use an active mode of transportation to get to school. - Encourage students to use an active mode of transportation to school by advertising or setting up an annual walk or bike to school week. - Provide access to showers and/or changing rooms.

CONCLUSION

The purpose of the **GO High Schools - Get Moving!** project was to identify the facilitating factors, barriers and needs related to physical activity among students attending a public high school on the island of Montréal. This report summarizes the main findings of a detailed analysis of data collected through questionnaires and focus groups with 50 sport, recreation and outdoor organizations, 2,948 students and 105 educators in Montréal.

The results of this study present important findings on the current situation in terms of physical activity in adolescence. They also raise their share of reflections in relation to the quality of the students' experience, in particular in terms of interventions and content offered with the aim of developing their autonomy in the practice of physical activities. Special attention should be paid to these aspects in order to encourage physical activity by youth.

The COVID-19 pandemic greatly disrupted certain lifestyle habits of adolescents, in particular their physical activity and concrete initiatives must be implemented now to enable adolescents to adopt, regain or maintain a physically active lifestyle at school. In this regard, **the considerations and courses of action proposed in this report are intended to support organizations and educators in making informed choices about the actions to be taken to promote physical activity among students.** These key players have an important role to play in ensuring that the school environment is conducive to the adoption of a physically active lifestyle by students. By working together, organizations, educators and students can have a positive and significant impact on teenagers' physical activity levels and guide them towards a lifelong physically active lifestyle.



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