

## Course outline

COURSE : **Multisports**

PROGRAM : **280.CO Aircraft Maintenance**

DISCIPLINE : **109 Physical education – block 1**

Weighting: | Theory: 1 | Practical: 1 | Personnal study: 1

Pre-Requisite: none

TEACHER OFFICE ☎ EXT. ✉ email or web site  
**Émilie Charbonneau** **AR-2** **6209** **emilie.charbonneau@cegepmontpetit.ca**

### OFFICE HOURS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

DEPARTMENT COORDINATORS	OFFICE	☎ ext.	✉ email
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## 1. COURSE SEQUENCING

- **Physical Education Courses → 3 Blocks**

Courses offered in physical education are divided in three blocks. In order to obtain the three mandatory physical education credits, students must pass one course in each block. There are no pre-requisites for courses in Blocks 1 and 2. However, passing the first two courses is a pre-requisite for taking a course in Block 3.

### Block 1

You will evaluate your personal physical condition and lifestyle. You will identify your needs and suggest physical activities in line with your intended health benefits, your motivation and your ability.

- Students must keep this course outline for the duration of their studies as it will be useful for the comprehensive assessment at the end of the program.
- **Transport Canada:** This course outline meets the requirements of Transport Canada's Training Organisation Certification Manual (MCF). The Department applies Transport Canada standards which allow a maximum absence rate of 5% for the course (theory and laboratory). The Department compiles the absences of all students enrolled in Aircraft Maintenance (280.C0) per Transport Canada requirements. The application of Transport Canada policies regarding absenteeism is available on the ENA website and in the student agenda under the heading "Privilèges accordés par Transports Canada".

## 2. MINISTERIAL OBJECTIVE(S) AND COMPETENCIES

**4EPO** Analyser sa pratique d'activité physique au regard des habitudes de vie favorisant la santé. (Analyzing one's personal level of physical activity in view of promoting a healthy lifestyle.)

## 3. FINAL COURSE OBJECTIVES

After passing the Multisports course, the student will be able to understand the relationship between his lifestyle habits and his health and the improvement thereof by the practice of regular physical activity and will recognize his needs, his capacities and the factors motivating him to a practice a sufficient level of physical activity.

## 4. EDUCATIONAL ORIENTATION

A 30-hour course includes 2 consecutive hours in class per week and 15 hours (one hour per week) of personal work outside of class.

While helping the student assess the short term effects of lifestyle habits on his health and physical condition, the review of information from scientific studies or from the media will also allow the student to recognize and understand the various aspects of global health and to develop critical thinking regarding a healthy lifestyle and the effects of physical activity on his health. The student will then be capable of analyzing histest and evaluation results, of understanding the influence of culture and society on his lifestyle and of projecting himself in the future.

The student will undergo physical activity situations which will help him develop his capacity to apply the rules of and take the steps to healthier living.

The student will be required to acknowledge his capacities, his aptitudes and identify the factors which may motivate him to be and remain active and healthy. The student will be required to develop physical evaluation strategies to help himself attain optimal goals of physical fitness and activeness.

The student will be asked to track his personal progress and elaborate a plan of action including the practice of a physical activity which will help him adopt or maintain a healthy lifestyle. This action plan shall represent the logical and realistic outcome of his personal analyses. He will be asked to both clearly and coherently present and discuss the steps to a long-term, personal approach to maintaining good health.

### **GENERAL INFORMATION**

For more information on the college's physical education courses, please refer to the Physical Education Department's web site:

<http://education-physique.cegepmontpetit.ca>

## Physical Education and General Education

Along with the other disciplines in the general education program, physical education contributes to developing the abilities, the knowledge and the attitudes required to become a well-balanced, responsible and active member of society. In varying degrees, it contributes to the goals of general education:

- ◆ To develop critical and independent thinking concerning your personal lifestyle and health.
- ◆ To be aware of your responsibilities toward yourself and toward others.
- ◆ To use your knowledge to analyze situations and determine proper action.
- ◆ To understand the importance of acquiring habits that promote a healthy lifestyle To be able to conceptualize
- ◆ To be able to analyze and synthesize
- ◆ To develop healthy working habits
- ◆ To develop autonomy

Characteristics of Physical Education Courses at Édouard-Montpetit

*Physical education courses are not meant to replace regular physical activity. In order to perform better at school and to develop competency in physical education, you should seek out ways to be active on a regular basis outside of the physical education courses. This should be done from the very beginning of your college studies.*

In order to counter the negative effects of being sedentary, all of the courses include an activity or an exercise routine that requires vigorous and sustained effort emphasizing cardiovascular fitness which you are also encouraged to maintain outside of class.

## 5. TEACHING AND LEARNINGS STRATEGIES

### Project 1: Establishing relationships between lifestyle and health.

Objectives	Strategy (methods – content)	Expectations (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
Explain the relationship between lifestyle, especially habits regarding physical activity, and health using scientific knowledge.	Use the theoretical framework to emphasize the link between your lifestyle et your health and to identify the risks and the health benefits relative to your lifestyle habits.	<p>Evaluating lifestyle habits from qualitative questionnaires:</p> <ul style="list-style-type: none"> <li>• Level of physical activity</li> <li>• Nutrition</li> <li>• Stress and relaxation</li> <li>• Sleep</li> <li>• Addictions</li> </ul> <p>The evaluations are used to illustrate the relationships between lifestyle habits and health.</p> <p>The theoretical portion of the course covers different topics:</p> <ul style="list-style-type: none"> <li>• Global health</li> <li>• Dimensions of well-being</li> <li>• Lifestyle habits that promote health</li> <li>• Bnefits of physical activity</li> <li>• Influence of societal and cultural factors on the practice of physical activities.</li> </ul>	Read the Powerpoint presentations and complete the activities and personal evaluations.	<p>Theory Exam 1: <b>15 points</b></p> <p>Theory Exam 2: <b>20 points</b></p> <p><b>TOTAL: 35 POINTS</b></p>

### Project 2: Evaluate your personal situation according to your physical condition and lifestyle habits.

Objectives	Strategy	Expectations	Preparatory Work	Evaluation
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	(methods – content)	(evaluation criteria, standards for mastery)	(personal work outside of class)	(methods, weighting, due dates)
Recognize your needs, your abilities and what motivates you to regularly engage in sufficient physical activity.	<p>Use the results from the various evaluations, from the theory and the available norms to assess your physical condition and your lifestyle habits.</p> <p>Identify the lifestyle habits that generate health (strengths) and the ones that are dangerous (weaknesses) and explain the hazards to your health.</p> <p>Identify your physical capacities on an athletic level et relate to your personal sports experience.</p>	<p>Use the standardized tests to assess your physical condition</p> <ul style="list-style-type: none"> <li>◆ Cardiorespiratory capacity</li> <li>◆ Muscular capacity</li> <li>◆ Flexibility</li> <li>◆ Posture</li> <li>◆ Energy balance</li> </ul> <p>Examination of your lifestyle habits.</p> <p>Assessment of your athletic skills according to class tests and challenges.</p> <ul style="list-style-type: none"> <li>◆ Agility</li> <li>◆ Coordination</li> <li>◆ Balance and proprioception</li> <li>◆ Speed</li> <li>◆ Power</li> <li>◆ Etc.</li> </ul>	<p>Collect qualitative and quantitative data from the different tests on your physical condition and on your athletic skills.</p> <p>Complete your Starting Profile and your lifestyle habits assessment.</p>	<p>Complete your Starting Profile and your lifestyle habits assessment.</p> <p style="text-align: right;"><b>10 points</b></p> <p style="text-align: right;"><b>TOTAL: 10 POINTS</b></p>

**Projet 3 : Propose appropriate choices of physical activities.**

Objectives	Strategy (methods – content)	Expectations (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
<p>Propose an appropriate physical activity that supports your needs, abilities and degree of motivation.</p> <p>Clear and sustained communication of your proposed physical activity.</p>	<p>Highlight the results of all tests and critically analyze your lifestyle in general and your habits concerning physical activities..</p> <p>Propose activities in line with the priority requirements and desired health benefits you identified. The proposed scenario must be realistic and presented clearly with relevant arguments. It must demonstrate your knowledge in terms of health prevention, motivation and abilities to adapt to effort in general.</p>	<p>From the assessment of your personal situation, identify your priorities for action, taking into consideration your true motivation to meet your needs.</p> <p>Using questionnaires, identify your ability to practice the physical activity in terms of physical, motor and social aptitudes, time table and the constraints caused by transporting equipment or costs.</p>	<p>Complete the analysis forms.</p> <p>Personal reflection on your needs, your tastes, your abilities and your motivation in terms of physical activity.</p>	<p>Final assessment.</p> <p>Deadline to be explained in class.</p> <p style="text-align: right;"><b>15 points</b></p> <p style="text-align: right;"><b>TOTAL: 15 POINTS</b></p>

**Projet 4: Apply the rules of a physical activity efficiently.**

Objectives	Strategy (methods – content)	Expectations (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
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<p>Adopt proper habits for the practice of a physical activity adequately that promotes good health.</p>	<p>Respect the inherent rules of the activity.</p> <p>Respect the safety rules and the ethical code of the physical activity.</p> <p>Get involved individually and collectively in team work.</p> <p>Demonstrate an understanding of the physical skills required to practice the different physical activity</p> <p>Get physically prepared for an endurance test.</p>	<p>Use game rules while practicing the different activities.</p> <p>Demonstrate involvement and collaboration in team work concerning a pre-identified activity.</p> <p>Complete a Duathlon.</p>	<p>Learn the rules of the game before class.</p> <p>Personal training at home.</p>	<p>Active involvement in the various activities.</p> <p>Planning and realization (explanations, demonstrations and management) of team work.</p> <p><b>TOTAL : 30 POINTS</b></p>
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**Projet 5: Practice physical activity efficiently and on a regular basis.**

Objectives	Strategy (methods – content)	Expectations (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)																																									
<p>Practice a physical activity to demonstrate acceptable cardiovascular and muscular capacity.</p>	<p>From the beginning of the session you are encouraged to find ways and opportunities to meet your physical activity needs outside of class.</p> <p>Evaluate your cardiovascular capacity at the beginning and at the end of the session through a shuttle test.</p> <p>Monitor cardiovascular impact activities in class and in your personal work.</p> <p>Training principles. Target heart rate. Karvonen Formula.</p>	<p>Demonstrate a physical condition that allows you to reach the basic level in the shuttle test at the end of the session.</p> <p style="text-align: center;"><b>Block 1</b></p> <table border="1" data-bbox="643 1245 987 1732"> <thead> <tr> <th colspan="2">Level reached</th> <th rowspan="2">Mark on 10</th> </tr> <tr> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>10 et +</td> <td>13 et +</td> <td>12</td> </tr> <tr> <td>9 – 9,5</td> <td>12 – 12,5</td> <td>11 – 11,5</td> </tr> <tr> <td>8 – 8,5</td> <td>11 – 11,5</td> <td>10 – 10,5</td> </tr> <tr> <td>7 – 7,5</td> <td>10 – 10,5</td> <td>9 – 9,5</td> </tr> <tr> <td>6 – 6,5</td> <td>9 – 9,5</td> <td>8 – 8,5</td> </tr> <tr> <td>5 – 5,5</td> <td>8 – 8,5</td> <td>7 – 7,5</td> </tr> <tr> <td>4 – 4,5</td> <td>7 – 7,5</td> <td>6 – 6,5</td> </tr> <tr> <td>3,5</td> <td>6 – 6,5</td> <td>5 – 5,5</td> </tr> <tr> <td>3</td> <td>5 – 5,5</td> <td>4 – 4,5</td> </tr> <tr> <td>2,5</td> <td>4,5</td> <td>3</td> </tr> <tr> <td>2</td> <td>4</td> <td>2</td> </tr> <tr> <td>1,5 et --</td> <td>3,5 et --</td> <td>1</td> </tr> </tbody> </table>	Level reached		Mark on 10	Girls	Boys	10 et +	13 et +	12	9 – 9,5	12 – 12,5	11 – 11,5	8 – 8,5	11 – 11,5	10 – 10,5	7 – 7,5	10 – 10,5	9 – 9,5	6 – 6,5	9 – 9,5	8 – 8,5	5 – 5,5	8 – 8,5	7 – 7,5	4 – 4,5	7 – 7,5	6 – 6,5	3,5	6 – 6,5	5 – 5,5	3	5 – 5,5	4 – 4,5	2,5	4,5	3	2	4	2	1,5 et --	3,5 et --	1	<p>The student practices a physical activity, 2 to 3 times a week, which could allow him to maintain or improve his cardiorespiratory capacity.</p>	<p>20-meter shuttle run test</p> <p style="text-align: right;"><b><u>10 points</u></b></p> <p>*The grade out of 10 points is determined based on the level attained.</p> <p><b>TOTAL :10 POINTS</b></p>
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Shuttle - Block 3

Level reached		Grade /20
Girls	Boys	
10,5 et +	14 et +	22
9,5 – 10	13 – 13,5	21 – 21,5
8,5 – 9	12 – 12,5	20 – 20,5
7,5 – 8	11 – 11,5	18 – 19
6,5 – 7	10 – 10,5	16 – 17
5,5 – 6	9 – 9,5	14 – 15
4,5 – 5	8 – 8,5	12 – 13
3,5 – 4	7 – 7,5	10 – 11
3	6 – 6,5	8 – 9
2,5	5 – 5,5	6 – 7
2	4,5	4
1,5 et --	4 et -	2

Scoring scale used to complete your personal physical education development in your block 3 course.

## 6. Summary of summative evaluation methods

Learning Objective	Description of Evaluation Activity	Context	Due Date (approximative date assignment due or exam given)	Weighting (%)
Project 1	Theory exam 1	In class, individually	Week 7	15%
	Theory exam 2	In class, individually	Week 15	20%
Project 2	Written assignment on the evaluation of your physical condition following the physical and skills tests done in class.  Assessment of your lifestyle habits.	Document, Starting Profile.  Assessment Lifestyle habits	Week 5	10%
Project 3	Final assessment Complete analysis forms	According to the teacher	Deadline to be explained in class (week 15)	15%
Project 4	Planning and realization of a team activity.	In-play evaluation, application of the activity rules – racket sports practice.  In-play evaluation, application of the activity rules – collective sports practice.  Introduction to gentle activities.  Written assignment – homework .  Complete a sport trial	Weeks 5-6  Weekse 9-10  Week 8  Weeks 12-13  Week 11	30%
Project 5	Test on your cardiovascular capacity.	Shuttle run test	Week 14	10%

The passing grade for this course is 60%. This minimum grade will be awarded to students who demonstrate they have achieved the minimum learning objectives set for the course. (PIÉA, 6.5.2.1)

\* The evaluation criteria are to be presented at least a week before the summative evaluation activity.

## 8. REQUIRED MATERIAL

- ☞ Notebook
- ☞ Pencils
- ☞ Lock
- ☞ Towel
- ☞ Bottle of water

## 9. MEDIAGRAPHY

- ☞ Bradette, A., et Charbonneau, E., *En Action*, Chenelière Éducation, 2016.
- ☞ CHEVALIER, R., *Fitness Now*, Pearson, 2006
- ☞ CROISETIÈRE, R., *Abdominaux*, répertoire d'exercices, Édition RC 2004;
- ☞ CROISETIÈRE, R., *Musculation*, répertoire d'exercices, 3e édition RC, 70 pages;
- ☞ CHEVALIER, R., *À vos marques, prêts, santé!*, Édition du Renouveau pédagogique inc. 6e édition 2010.
- ☞ HARVEY, J-F., *Courir Mieux*, Les Édition de l'homme, 2013.
- ☞ LEDOUX, M., LACOMBE, N. et ST-MARTIN, G., *Nutrition sport et performance*, Géo Plein Air, 2006.
- ☞ LUSSIER, M. et TOUSSAINT, P-M., *Mythes et réalités sur l'entraînement physique*, Les Éditions de l'homme, 2012.
- ☞ LUSSIER, M. et TOUSSAINT, P-M., *Mythes et réalités sur la musculation*, Les Éditions de l'homme, 2013.
- ☞ THIBAUT, G., *Entraînement cardio, sports d'endurance et performance*, Vélo Québec Éditions, 2009.

## 10. REQUIREMENTS TO PASS THE COURSE

### 1. Passing grade

The passing grade for this course is 60%. This minimum grade will be awarded students who demonstrate they have achieved the minimum learning objectives set for the course. (PIÉA, 6.5.2.1)

### 2. Attendance at Summative Evaluation Activities

*Attendance at summative evaluation activities is mandatory.*

Unsubstantiated absence of students for serious reasons (sickness, death, a fortuitous event, etc.) at a summative evaluation activity may lead to a grade of 0 for this activity. Official supporting documents may be required.

If the instructor deems the reasons for absence are serious and justified, an arrangement for the mark will be made between the instructor and the student. (PIÉA 6.2.5.1)

### 3. Plagiarism

Any breach of intellectual honesty, even if it is a result of collaborative work, will receive a grade of 0 (zero) for the exam, assignment or evaluation activity in question. In this case, the instructor will send a written report to the Department coordinator who will forward it to the Academic Dean (*Direction des Études*). (PIÉA, 6.6.1)

### 4. Grade reviews

Students who believe they have received an unjustified grade on an assignment or an exam may request a review of said gradeduring the semester or a review of a final grade according to the provisions in Article 6.6.2 of the PIEA.

### 5. Right to appeal

Students who believe that they have been treated unfairly may lodge a complaint with the appropriate administrator in Program Services in compliance with Article 6.3.4.

## 6. Submitting assignments and corrections

Assignments must be submitted by the date, place and time determined by the instructor. Students will be informed in advance of the correction criteria and weighting of an assignment or exam. The penalty for assignments handed in late is 10% per day for assignments worth less than 10% of the final grade. For weekly activities, the penalty will be a loss of 1 (one) point per day that the assignment is late.

## 7. Presentation of written work

Assignments must be clean, typed and printed. Rough, handwritten drafts will not be accepted. The instructor may refuse unacceptable work and impose late penalties until the presentation is satisfactory. The delay caused by resubmitting work in an acceptable format falls under the penalty for submitting late assignments. (PIÉA, 6.2.5.2)

## 8. Quality of language

L'étudiant doit présenter ses travaux en un français correct. Il s'agit d'une exigence de forme qui autorise le professeur à refuser un travail ou à en retarder l'acceptation jusqu'à ce qu'elle soit satisfaite (PIÉA 6.3.1). Le retard à remettre le travail dans un français correct est alors soumis à la pénalité prévue pour cette éventualité.

<i>Grille de correction du français</i>		
<b>Excellent</b>	- Les idées sont claires. Le propos est cohérent. - Très bon emploi du vocabulaire relié à la discipline. - En général, respect du code orthographique et grammatical (peu ou pas de fautes).	<b>10/10</b>
<b>Moyen</b>	- Les idées sont relativement claires. Le propos est généralement cohérent. - La plupart du temps, le choix du vocabulaire relié à la discipline est judicieux. - Le texte comporte un certain nombre de fautes de grammaire ou d'orthographe.	<b>6/10</b>
<b>Faible</b>	- Le texte est difficile à comprendre; le contenu en est affecté. - Mauvais emploi du vocabulaire relié à la discipline. - Le texte présente trop de fautes de grammaire ou d'orthographe.	<b>0/10</b>

Correction à caractère déductive (100% - 10%).

L'étudiant n'a pas la possibilité de corriger ses fautes pour récupérer ses points perdus pour la qualité de la langue française.

**Centre de valorisation et d'amélioration du cégep Édouard-Montpetit :**

<http://www.cegepmontpetit.ca/cegep/centres-de-references/le-francais-s-affiche>

## 11. OTHER DEPARTEMENTAL REGULATIONS

### 1. Attendance

Class presence is mandatory.

Any absence will be recorded in the student's file regardless of the reason. Class attendance cannot be recorded if the student is present but is not able to actively participate.

The student cannot accumulate more than 4 hours of absence; from the 5<sup>th</sup> hour of absence, the student is excluded from the course.

If the student can justify his 5<sup>th</sup> hour of absence for a major reason (death, illness, case of force majeure), he will have to make up the missed course. This special measure can only be used once.

### 2. Making up a missed class

The instructor will erase the absence in the student's file when the student makes up the missed class according to the conditions and specifications provided by the teacher.



The teacher will encourage to retake the class whenever possible.

### **3. Tardiness**

Lateness is considerate as one hour of absence. The teacher can refuse access to the class. Lateness is noted from the very beginning of the course if the student is not present or not ready to work.

### **4. Early departure**

The student must be present from the beginning of the course to its end for the attendance to be registered.

### **5. Conference**

The presence at a specific conference organized during the weekly free period is mandatory and will count as time of attendance. Your participation to the conference may be verified in the form of questions on a theoretical exam.

## **12. COURSE TERMS OF PARTICIPATION**

Student dynamic and enthusiastic participation is required throughout the course.. The student must communicate positively and respectfully with the teacher and his peers;, he will otherwise be asked to adapt his language or his behavior or will be asked to leave the course.

Athletic clothing is mandatory:

- T-shirt with sleeves
- Gym shoes in good condition with cushioned soles and providing good foot support
- Headgear not allowed

**Note:** Inappropriate clothing could lead to being denied access to the course, in which case an absence will be noted to the student's file.

## **13. ZENÉTUDES (only in french)**

Ce projet de recherche consiste en un programme de prévention universelle visant les nouveaux collégiens. Son objectif est de faciliter cette transition du secondaire au collégial afin de diminuer le risque d'abandon scolaire, et cela, en permettant aux étudiants de mieux connaître les difficultés entourant la dépression et l'anxiété, puis de se familiariser avec quelques stratégies de prévention.

## **14. CENTRE DE SERVICES ADAPTÉS (CSA)**

“ If your participation to college life is compromised and you require adaptive measures (physical adaptation, exam adaptation, learning strategies, etc.), you should communicate with the CSA (Centre de services adaptés) as soon as possible “

<i>Campus</i>	<i>Longueuil</i>	<i>ÉNA</i>
Local :	D-0240	B-157
By phone :	450-679-2631 #2272	450-679-2631 #4568
On line :	<a href="mailto:servicesadaptes@cegepmontpetit.ca">servicesadaptes@cegepmontpetit.ca</a>	<a href="mailto:servicesadaptesena@cegepmontpetit.ca">servicesadaptesena@cegepmontpetit.ca</a>

## 15. INSTITUTIONAL POLICIES AND REGULATIONS

All students enrolled at Cégep Édouard-Montpetit must become familiar and comply with the institutional policies and regulations, in particular those policies address learning evaluations, admission status, French language, violence- and harassment-free environments and procedures regarding student complaints. The French titles of these policies are: *Politique institutionnelle d'évaluation des apprentissages* (PIEA), la *Politique institutionnelle de la langue française* (PILF), la *Politique pour un milieu d'études et de travail exempt de harcèlement et de violence* (PPMÉTEHV), les *Conditions d'admission et cheminement scolaire*, la *Procédure concernant le traitement des plaintes étudiantes dans le cadre des relations pédagogiques*.

The full text of these policies and regulations is accessible through the Cégep web site at the following address: <http://www.cegepmontpetit.ca/ena/a-propos-de-l-ecole/reglements-et-politiques>. If a disparity should appear between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes.