

## **APPENDIX B: SUGGESTIONS FOR PLANNING OVERALL IMPLEMENTATION**

The Framework requires schools/divisions/districts to establish a planning process for implementing the combined physical education/health education (PE/HE) curriculum. The following steps are suggested to help teachers, administrators, and school/division/district teams with the initial planning for overall implementation.

### **1. Decide on a curriculum delivery model.**

- 1.1. Determine staff assignment. Decide who will teach the combined PE/HE curriculum (e.g., shared or not shared).
- 1.2. Develop a timetable, scheduling the minimum recommended time for each grade (i.e., 11% of the instructional time, with 75% of the time spent on physical education-related student learning outcomes [150 minutes per six-day cycle] and 25% of the time spent on health education-related student learning outcomes [48 minutes per six-day cycle]). Refer to the Time Allotments discussion in the Framework Overview (see Framework Excerpts).
- 1.3. Review and assess available facilities, equipment, and resources. Examine ways to use existing space and resources to the fullest and assess future needs.

### **2. Conduct a learning outcomes analysis.**

- 2.1. Examine how the PE/HE learning outcomes are organized in the Framework. (Refer to The Curriculum Map and to the Summary Chart for each of the five general learning outcomes in the Framework Excerpts. The Grade Lists of Specific Student Learning Outcomes are also available online at the Manitoba Education, Training and Youth website: <http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth/k-s4framework.html>.)
- 2.2. If the school/division/district is using a shared delivery model that supports an integrated approach, decide on a strategy to determine learning outcome distribution related to subject area connection and teacher responsibility. For example, determine which learning outcomes will be addressed in a PE setting, in an HE setting, and/or in both settings, as well as by whom.

### **3. Perform a curricular connection analysis.**

- 3.1. Examine ways to integrate the HE and/or PE content in other subject areas, or vice versa.

- 3.2. Develop a school health-promotion plan to facilitate integration using the appropriate PE/HE strands/topics identified for each grade. Themes or topics may vary from grade to grade, depending on the content related to the specific learning outcomes for that grade. For example, schools may wish to establish a health-theme week in each month of the school year to match the health-promotion calendar, based on the strand or sub-strand titles. Doing this at the beginning of the school year would assist teachers in planning integrated units.

Example:

<b>Health-Promotion Calendar</b>	
<b>Month/Week</b>	<b>Health Strands/Sub-strands/Themes</b>
September	Personal Health Practices
October	Community Safety Awareness
November	Substance Use and Abuse Prevention
December	Social Development/Violence Prevention
January	Personal Development
February	Active Living
March	Nutrition
April	Personal Health Practices (dental health)
May	Mental-Emotional Development
June	Environmental Safety Awareness