

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

The Framework requires schools/divisions 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 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., responsibility shared or not shared).
- 1.2. Develop a timetable, scheduling one full credit in Senior 1 and one full credit in Senior 2 to meet graduation requirements. Each credit includes 50% of the time spent on physical education-related student learning outcomes and 50% of the time spent on health education-related student learning outcomes (which also include fitness activities). Refer to the Graduation Requirement discussion on page 8 of 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, assess future needs, and promote physical activity participation.

### **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 on the Manitoba Education, Citizenship and Youth website:  
<<http://www.edu.gov.mb.ca/ks4/cur/physhlth/k-s4framework.html>>.)
- 2.2. If the school/division 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. An example of a health-promotion calendar follows.

<b>Example of Health-Promotion Calendar</b>		
<b>Month</b>	<b>Event</b>	<b>Health Education Strand/Sub-strand</b>
September	<ol style="list-style-type: none"> <li>1. Terry Fox Run</li> <li>2. AIDS Walk Canada</li> <li>3. Fetal Alcohol Syndrome (FAS) Awareness</li> </ol>	<ul style="list-style-type: none"> <li>– Active Living</li> <li>– Human Sexuality</li> <li>– Active Living</li> <li>– Substance Use and Abuse Prevention</li> </ul>
October	<ol style="list-style-type: none"> <li>1. School Safety Week</li> <li>2. Brain Injury Awareness Month</li> </ol>	<ul style="list-style-type: none"> <li>– Safety of Self and Others</li> <li>– Safety of Self and Others</li> </ul>
November	<ol style="list-style-type: none"> <li>1. National Addictions Awareness Week</li> <li>2. CPR Awareness Month</li> <li>3. Domestic Violence Prevention Month</li> </ol>	<ul style="list-style-type: none"> <li>– Substance Use and Abuse Prevention</li> <li>– Safety of Self and Others</li> <li>– Safety of Self and Others</li> <li>– Social Development</li> </ul>
December	<ol style="list-style-type: none"> <li>1. Safe Driving Week</li> <li>2. World AIDS Day</li> </ol>	<ul style="list-style-type: none"> <li>– Safety of Self and Others</li> <li>– Human Sexuality</li> </ul>
January	<ol style="list-style-type: none"> <li>1. National Non-Smoking Week</li> <li>2. Winter Active</li> </ol>	<ul style="list-style-type: none"> <li>– Substance Use and Abuse Prevention</li> <li>– Active Living</li> </ul>
February	<ol style="list-style-type: none"> <li>1. National Heart Month</li> <li>2. Eating Disorders Awareness Week</li> <li>3. Winter Active</li> <li>4. National Sexual and Reproductive Health Day</li> </ol>	<ul style="list-style-type: none"> <li>– Mental-Emotional Development</li> <li>– Active Living</li> <li>– Human Sexuality</li> </ul>
March	<ol style="list-style-type: none"> <li>1. National Nutrition Month</li> </ol>	<ul style="list-style-type: none"> <li>– Nutrition</li> </ul>
April	<ol style="list-style-type: none"> <li>1. World Health Day</li> <li>2. National Volunteer Week</li> </ol>	<ul style="list-style-type: none"> <li>– Personal Development</li> </ul>
May	<ol style="list-style-type: none"> <li>1. World No-Tobacco Day</li> <li>2. Mental Health Week</li> <li>3. Summer Active</li> <li>4. National Summer Safety Week</li> <li>5. National Road Safety Week</li> </ol>	<ul style="list-style-type: none"> <li>– Substance Use and Abuse Prevention</li> <li>– Mental-Emotional Development</li> <li>– Active Living</li> <li>– Safety of Self and Others</li> <li>– Safety of Self and Others</li> </ul>
June	<ol style="list-style-type: none"> <li>1. National Water Safety Week</li> <li>2. Summer Active</li> </ol>	<ul style="list-style-type: none"> <li>– Safety of Self and Others</li> <li>– Active Living</li> </ul>

**Example of Health-Promotion Calendar:** Adapted, by permission, from “Health-Promotion Calendar” compiled by Agencies for School Health (ASH). For a more detailed list, see <<http://www.edu.gov.mb.ca/ks4/cur/physlth/ash.html>>.