

APPENDIX G: COMMON PLANNING TOOLS AND FORMS

This appendix provides information and resources for planning implementation of the Grades 11 and 12 Physical Education/Health Education curricula. The following planning tools and forms are included:

- Sample School Questionnaire for Planning to Implement Grades 11 and 12 Physical Education/Health Education
- Treatment of Potentially Sensitive Content (includes a chart on Potential Decision Areas for School/Division Planning)
- Summary of Options for Students with Exceptional Learning Needs and/or Special Health Care Needs
- Planning for Inclusion in Physical Education/Health Education
- Outcome Planner
- Visual Planner for Inclusion in Physical Education/Health Education
- Grades 11 and 12 Lesson Planner
- Physical Activity Categories

Teachers are also encouraged to use the planning tools provided on the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

Sample School Questionnaire for Planning to Implement Grades 11 and 12 Physical Education/Health Education

Use this questionnaire to help determine the current status and use of resources in your school and to brainstorm potential use of the resources for implementing the Grades 11 and 12 PE/HE credits.

School Profile

Name of School _____

Name of Principal _____

Contact Information _____

PE/HE Staff (full-time equivalent) _____

	Grade 9	Grade 10	Grade 11	Grade 12
Student Population by Grade				
Number of Bused Students by Grade				

Current Status in PE and HE Course Offerings

School-Initiated Courses (SICs) _____

Current Scheduling Model

Continuous _____ Non-Semester _____

Number of Periods/Day _____ Length of Periods _____

PE Class Composition (e.g., co-ed, male, female) _____

Continued

School Inventory

School Inventory of Existing and Potential Resources		
Resource Area	Current Use	Potential Use
<p>Total Number of Sections/Semester</p> <p>(Take total number of students, divide by class size = number of sections per year. Divide this by 2 if school is on a semester schedule.)</p>		
<p>School Facilities Inventory</p> <ul style="list-style-type: none"> ▪ Gymnasium(s) ▪ Weight Room(s) ▪ Stage ▪ Multi-purpose Room(s) ▪ Classroom(s) ▪ Computer Lab(s) ▪ Outdoors ▪ Other _____ 		
<p>Available Instructional Space Per Time Slot</p>		
<p>Access to Community Facilities</p> <ul style="list-style-type: none"> ▪ Walking Distance ▪ Transportation Required 		
<p>School-Sponsored Physical Activities/Sports—Intramurals/Clubs</p>		
<p>School-Sponsored Physical Activities/Sports—Interschool</p>		
<p>Equipment for Traditional Sports</p>		

Continued

School Inventory of Existing and Potential Resources *(Continued)*

Resource Area	Current Use	Potential Use
Equipment for Recreational Physical Activities (e.g., cross-country skis)		
Other Physical Activity/Sport Opportunities (e.g., field trips)		
Considerations for Students with Exceptional Learning Needs and/or Special Health Care Needs		
Policy Regarding Course Fees		
Staffing (Qualifications/Special Skills/Certification)		
Joint Use Agreement		
Transportation Resources		
Other (e.g., volunteers/fee for service)		

Treatment of Potentially Sensitive Content

In Kindergarten to Grade 10, the student learning outcomes in two strands, *Substance Use and Abuse Prevention* and *Human Sexuality* (in GLO 5—Healthy Lifestyle Practices) as well as in the *personal safety* (prevention of sexual exploitation and abuse) sub-strand (in GLO 3—Safety) may be potentially sensitive to some students and their parents/families and/or communities. This sensitivity may be based on family, religious, and/or cultural values. This may also apply to the learning outcomes in the Grade 11 Core module, Substance Use and Abuse Prevention, and in the Grade 12 Core module, Healthy Relationships.

Potentially sensitive content must be treated in ways that are appropriate for the local school and community context. Greater cooperation and coordination among the home, school, and public health systems will contribute to the health and well-being of students.

Schools are required to

- determine local policy related to potentially sensitive content using the school/division planning process
- seek parental involvement as part of the planning process
- provide a parental option prior to implementation of potentially sensitive content
- make decisions related to treatment of potentially sensitive content, as outlined below

Potential Decision Areas for School/Division Planning	
A. Potentially Sensitive Content	<p>The <i>Framework</i> identifies the following content areas as potentially sensitive:</p> <ul style="list-style-type: none"> ▪ Human Sexuality ▪ Substance Use and Abuse Prevention ▪ Personal Safety <p>These areas require school/divisions to use a planning process (that includes parental involvement) to determine programming details.</p>
B. Depth/Breadth Treatment of Content	<p>Decisions related to the depth and breadth of coverage of potentially sensitive content include the choice of appropriate content, instructional strategies, assessment/reporting strategies, and learning resources.</p> <p>Decisions regarding the depth/breadth treatment of specific learning outcomes in the strands/sub-strands identified as potentially sensitive in the <i>Framework</i> can include</p> <ul style="list-style-type: none"> ▪ more—use with greater depth/breadth than what appears in the <i>Framework</i> ▪ at—use with the same depth/breadth ▪ less—use with less depth/breadth ▪ none—no use

Continued

Potential Decision Areas for School Division Planning (Continued)

C. Parental Option	<p>There must be an inclusion of a parental option related to the potentially sensitive content. A parental option means that parents may choose one of the following options for delivery of potentially sensitive content:</p> <ul style="list-style-type: none"> ▪ school-based delivery ▪ alternative delivery <p>Parents have the right to opt for alternative delivery (e.g., home, professional counselling) for their child where the content is in conflict with family, religious, and/or cultural values.</p>
D. Scheduling of Instruction	<p>Decisions related to scheduling of potentially sensitive content may include the following options:</p> <ul style="list-style-type: none"> ▪ within physical education/health education ▪ integrated in various subject areas (e.g., science, language arts) ▪ in separate units and/or blocks of time (e.g., theme weeks) ▪ a combination of within, integrated, and/or separate
E. Parental Communication	<p>Ways to inform parents of school-based programming and to determine the parents' choice (i.e., school-based and/or alternative delivery) need to be established. Means of communication may include</p> <ul style="list-style-type: none"> ▪ letters ▪ meetings ▪ permission forms ▪ websites ▪ brochures ▪ newsletters <p>Parents may use departmental resources when choosing alternative delivery.</p>
F. Teacher Training Requirements	<p>Decisions for identifying requirements for training (e.g., number of days and types of training) related to potentially sensitive content for school staff and others such as parents, community volunteers, and peer educators need to be made.</p>
G. Staff Assignments	<p>Staff assignments could include use of staff, parents, peer educators, and community volunteers to enhance programming related to potentially sensitive content.</p>

Reference

For more background information, lesson plans, instructional and assessment strategies specific to Grades 9 and 10, refer to the following support document:

Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005. Available online at <www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html>.

Summary of Options for Students with Exceptional Learning Needs and/or Special Health Care Needs*

Options	Definition	Application	Reporting Requirements
Modifications	Changes in the number or the content of the learning outcomes a student is expected to meet in the provincial curriculum, made by the teacher or school team.	For a student identified as having significant cognitive disabilities.	Refer to <i>Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4</i> and <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> .
Adaptations	Changes made in the teaching process, materials, assignments, or student products to help a student achieve the expected learning outcomes.	To facilitate a student's achievement of the expected learning outcomes.	Follow regular grading practices and reporting procedures. Refer to <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> .
Accommodations	The adjustment of physical skill-based specific student learning outcomes or the substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations including sensory impairments.	For student learning outcomes which the student cannot achieve due to a physical disability or, in exceptional cases, for students with physical limitations and/or special health care needs.	Follow regular grading practices and reporting procedures. Information about accommodations is included as part of the anecdotal reporting and the student completes a regular credit.
Rescheduling	The process of completing the requirements for credit in an alternate semester, trimester, or year.	For Senior Years students who cannot achieve the required credit due to a temporary physical limitation.	Follow regular grading practices and reporting procedures.
Substitution	The process of replacing part or all of the physical education/health education credit with another credit.	For Senior Years students who, because of exceptional circumstances, cannot achieve the required credit due to a physical limitation.	Documentation is required to explain the medical reason for the substitutions when recording student marks and credits at the local level. Substitution of credits must be reported when submitting marks to the Department.

* Source: Manitoba Education and Training. *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*. Winnipeg, MB: Manitoba Education and Training, 2000. 14.

Planning for Inclusion in Physical Education/Health Education

Name _____ Class _____

Process	Notes
Contribute to Individual Education Plan (IEP)	
Obtain Information Related to Student-Specific Needs(s)	
Identify Supports	
Define Safety Concerns	
Assess Skills	
Provide Suggestions for <ul style="list-style-type: none"> ▪ Adaptations (AD) ▪ Accommodations (AC) ▪ Modifications (M) 	
Set Appropriate Expected Learning Outcomes/Student-Specific Outcomes	
Select Learning Activities/Strategies	
Implement and Assess	
Process	

Outcome Planner

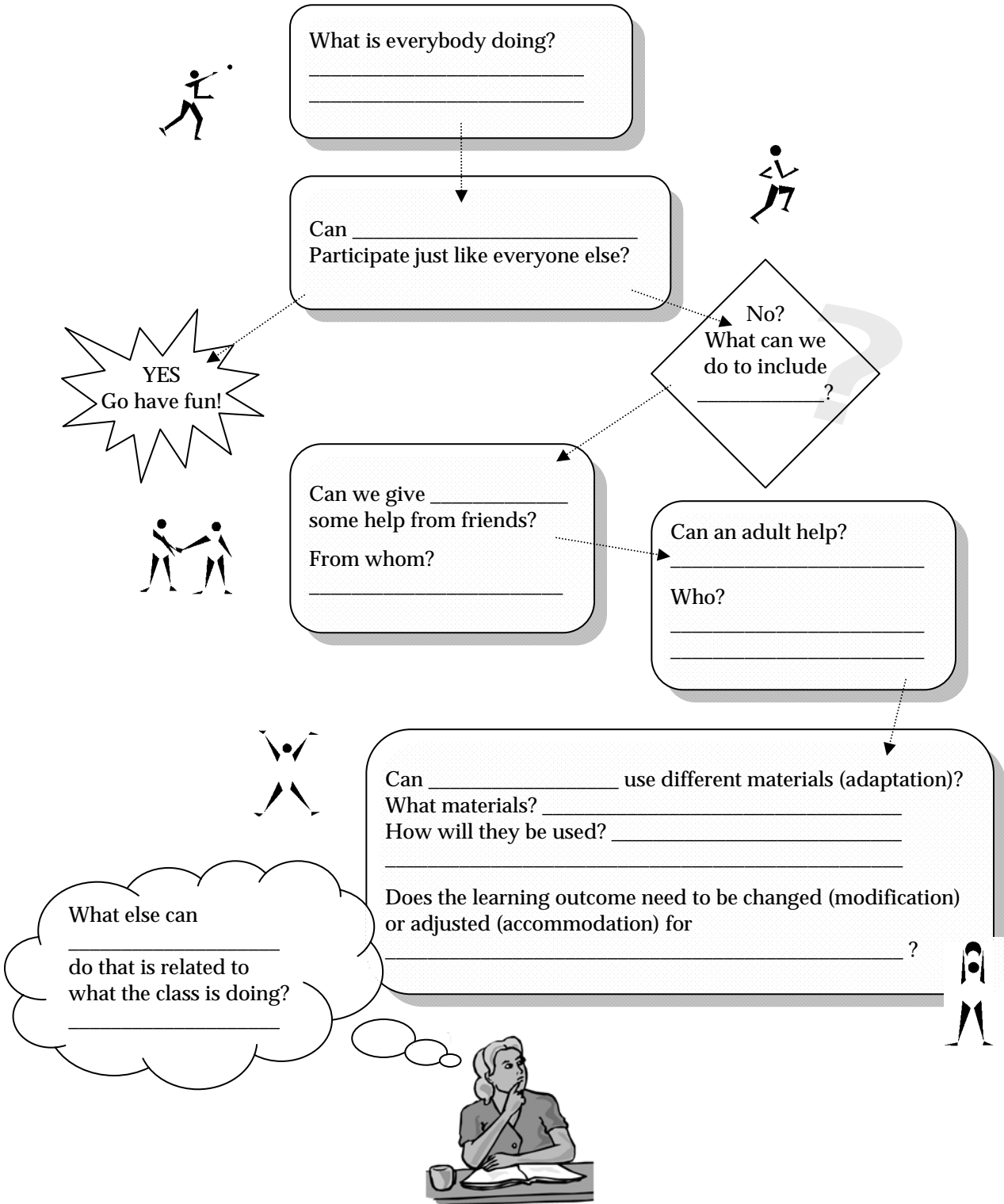
Name _____ Class _____ Module/Lesson _____

Special health care needs and safety considerations for a student with _____ :

Adaptations (AD) Required for Specific Learning Outcomes	Student-Specific Outcomes for Student Requiring Accommodations (AC) or Modifications (M)	Equipment, Materials, and Personnel	Comments	
			Achievement	Progress

Visual Planner for Inclusion in Physical Education/Health Education

Name _____ Class _____ Module/Lesson _____



Grades 11 and 12 Lesson Planner

Grade _____ Module _____ Lesson _____






Specific Learning Outcomes

Lesson Components	Learning/Teaching Strategies	Teacher Notes <small>(e.g., equipment, safety rules, organization, key points, curricular connections)</small>
Activating Activities ▪ Entry Activity ▪ Warm-up Time: _____		
Acquiring Activity Time: _____		
Applying Activity Time: _____		
Closure Time: _____		
Assessment Strategies		



Physical Activity Categories

The following activities contribute to the development of skills related to the five general learning outcomes. The categories and activities are provided as general suggestions and others may be added where suitable. In some cases, activities/sports are listed twice since they may relate tactically to more than one category. When planning, choose activities that are safe and age/developmentally appropriate.

 Individual/ Dual Sports/ Games	 Team Sports/Games	 Alternative Pursuits	 Rhythmic/ Gymnastic Activities	 Fitness Activities
<p>Basic Movement Activities</p> <ul style="list-style-type: none"> ▪ hoop ▪ beanbag ▪ ball ▪ station ▪ hopscotch ▪ kick-sack ▪ juggling ▪ rope jumping ▪ scooter ▪ scoop ▪ balloon <p>Athletics (Track and Field Activities)</p> <ul style="list-style-type: none"> ▪ running events ▪ jumping events ▪ throwing events <p>Combatives</p> <ul style="list-style-type: none"> ▪ martial arts ▪ self-defence ▪ wrestling ▪ fencing ▪ pulling/pushing activities <p>Innovative</p> <ul style="list-style-type: none"> ▪ creative or novel games ▪ cooperative challenges <p>Net/Wall</p> <ul style="list-style-type: none"> ▪ tennis ▪ badminton ▪ table tennis ▪ paddle tennis ▪ handball ▪ racquetball ▪ squash <p>Target</p> <ul style="list-style-type: none"> ▪ archery ▪ bocce ▪ bowling ▪ golf 	<p>Lead-up Games/Activities</p> <ul style="list-style-type: none"> ▪ tag ▪ dodge-ball-type ▪ station ▪ relays ▪ cooperative ▪ parachute ▪ team building ▪ modified sports/games <p>Striking/Fielding</p> <ul style="list-style-type: none"> ▪ softball ▪ cricket ▪ golf ▪ touch football ▪ ultimate ▪ kinball <p>Territory/Invasion</p> <ul style="list-style-type: none"> ▪ soccer ▪ basketball ▪ touch football ▪ hockey (field, floor, ice) ▪ team handball ▪ lacrosse ▪ rugby ▪ ultimate ▪ bandy <p>Net/Wall</p> <ul style="list-style-type: none"> ▪ volleyball ▪ pickleball ▪ Sepak Takraw <p>Target</p> <ul style="list-style-type: none"> ▪ curling ▪ basketball ▪ soccer ▪ hockey (field, floor, ice) <p>Multicultural Games</p> <ul style="list-style-type: none"> ▪ Aboriginal ▪ African ▪ Asian ▪ Caribbean ▪ other cultures 	<p>Aquatics</p> <ul style="list-style-type: none"> ▪ water adjustment ▪ survival techniques ▪ stroke development ▪ skills application ▪ snorkelling ▪ water games ▪ synchronized swimming ▪ underwater games <p>Land-Based</p> <ul style="list-style-type: none"> ▪ hiking ▪ backpacking ▪ wall climbing ▪ camping ▪ orienteering ▪ snowshoeing ▪ skiing (cross-country, downhill) ▪ snowboarding ▪ skating ▪ in-line skating ▪ walking ▪ tobogganing ▪ cycling <p>Water-Based</p> <ul style="list-style-type: none"> ▪ canoeing ▪ rowing ▪ kayaking ▪ sailing ▪ sailboarding ▪ water skiing 	<p>Rhythmics</p> <ul style="list-style-type: none"> ▪ singing and clapping games ▪ aerobic dance ▪ lummi sticks ▪ tinkling <p>Creative Activities</p> <ul style="list-style-type: none"> ▪ interpretive ▪ modern <p>Multicultural Activities</p> <ul style="list-style-type: none"> ▪ folk and square dances ▪ round dance ▪ hoop dance <p>Aboriginal Activities</p> <ul style="list-style-type: none"> ▪ Métis reel ▪ First Nations round dance <p>Contemporary Activities</p> <ul style="list-style-type: none"> ▪ line ▪ jive/swing ▪ partner ▪ jazz ▪ hip hop ▪ funk <p>Ballroom/Social Activities</p> <ul style="list-style-type: none"> ▪ waltz ▪ foxtrot ▪ polka ▪ mambo ▪ cha-cha ▪ jive <p>Rhythmic Gymnastics</p> <ul style="list-style-type: none"> ▪ hoop ▪ ball ▪ ribbon ▪ club ▪ scarf ▪ rope <p>Acrobatic Gymnastics</p> <ul style="list-style-type: none"> ▪ tumbling ▪ pyramids ▪ stilts ▪ trampoline ▪ tightrope <p>Artistic Gymnastics</p> <ul style="list-style-type: none"> ▪ floor exercises ▪ uneven bars ▪ parallel bars ▪ high bar ▪ vault box ▪ pommel horse ▪ rings ▪ balance beam 	<p>Training Programs</p> <ul style="list-style-type: none"> ▪ group fitness (boxercise, boot camp) ▪ rope jumping ▪ jogging ▪ lap swimming ▪ cycling ▪ use of exercise equipment ▪ weight training ▪ bench stepping ▪ interval training ▪ scooter activities ▪ circuits ▪ yoga ▪ cross-country skiing ▪ relaxation exercises <p>Movement Arts</p> <ul style="list-style-type: none"> ▪ tai chi ▪ yoga