



Scheduling Kindergarten to Grade 8 Physical Education/ Health Education

A Resource for School
Administrators

**SCHEDULING
KINDERGARTEN TO GRADE 8
PHYSICAL EDUCATION/
HEALTH EDUCATION**

A Resource for School Administrators

2007

Manitoba Education, Citizenship and Youth

Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

631.071 Scheduling kindergarten to grade 8 physical education/health education :
 a resource for school administrators.

Includes bibliographical references.

ISBN-13: 978-0-07711-3773-0

ISBN-10: 0-7711-3773-7

1. Physical education and training—Manitoba—
Curricula. 2. Health education—Manitoba—Curricula.
3. Schedules, School—Manitoba. 4. Physical education and
training—Manitoba—Timetables. 5. Health education—
Manitoba—Timetables. I. Manitoba. Manitoba Education,
Citizenship and Youth.

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This resource is also available on the Manitoba Education, Citizenship and Youth website:
<www.edu.gov.mb.ca/k12/cur/physhlth>.

ACKNOWLEDGEMENTS

Manitoba Education, Citizenship and Youth gratefully acknowledges the contributions of the many individuals and organizations involved in the development of *Scheduling Kindergarten to Grade 8 Physical Education/Health Education: A Resource for School Administrators*.

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Many individuals provided feedback on the initial draft during formal and informal consultations. Many thanks goes to school administrators representing their school divisions, who provided feedback at the February 8, 2006, consultation. As well, the feedback received from the members of the following organizations was very much appreciated:

Agencies for School Health (ASH)

Manitoba Physical Education Teachers Association (MPETA)

Manitoba Physical Education Supervisors' Association (MPESA)

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Over the course of developing this resource, the contributions from the following steering committee members and their respective organizations were appreciated during their term on the committee.

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Acknowledgements

| | | |
|---------------------|---|---------------------------------|
| Pat McCarthy-Briggs | Agencies for School Health (ASH) | |
| Grant McManes | Manitoba Teachers' Society (MTS) Manitoba Physical Education Teachers Association (MPETA) | Louis Riel S.D. |
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INTRODUCTION

Background

School leaders have a critical role to play in reinforcing the physical education/health education (PE/HE) curriculum's vision of physically active and healthy lifestyles for all students. The importance of that vision is underscored by the findings of the *Healthy Kids, Healthy Futures Task Force Report* (2005), which reported that there are increasing concerns over the decline in young people's fitness and physical activity levels.

As part of the 47 recommendations to address this concern, *Healthy Kids, Healthy Futures* recommended making PE/HE time allotments for students in Kindergarten through Grade 10 mandatory (see Appendix 1 for school-related recommendations). The Province of Manitoba has accepted this recommendation. PE/HE time allotments for Kindergarten to Grade 10 students will be mandatory effective September 2007.

Scheduling Physical Education/Health Education: A Resource for School Administrators is an idea bank or collection of strategies for meeting class time expectations that administrators may find useful when planning to implement the new requirements across the grades with an emphasis on Kindergarten to Grade 8. Many of these suggestions have already been implemented in schools.

Information related to scheduling for Grades 9 and 10 for schools choosing to use an out-of-class model will be addressed separately in the future.

The resource is organized according to the following sections:

- Timetabling
- Facilities/Instructional Spaces/Equipment
- Instruction and Supervision

In practice, these components are rarely isolated. They are treated separately here for the sake of convenience in presenting both the challenges and strategies for meeting mandatory class time.

Note that specific strategies are identified with a PE/HE icon: 

The hope is that administrators will be inspired to use or adapt the strategies to suit their own circumstances. Those who wish to expand their school's physical activity and health initiatives beyond the mandated class time may also find these examples helpful.

Physical Education/Health Education Curriculum

The combined PE/HE curriculum provides a connected approach to learning about the mind and about the body in a way that promotes active healthy lifestyles. Physical education and health education reinforce each other to give students a clear message about being active and making safe, healthy choices.

The combined PE/HE curriculum addresses five major health risks for children and youth:

- inadequate physical activity
- unhealthy dietary behaviour
- drug use, including alcohol and tobacco
- sexual behaviours that result in sexually transmitted infections and unintended pregnancies
- behaviours that result in intentional and unintentional injuries

Curriculum content is organized within the following five general learning outcomes (GLOs):

 GLO 1—Movement

 GLO 2—Fitness Management

 GLO 3—Safety

 GLO 4—Personal and Social Management

 GLO 5—Healthy Lifestyle Practices

The aim of the curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles.

For balanced programming in physical education, students should receive instruction in the following five categories of physical activity:

- individual/dual sports/games
- team/group sports/games
- alternative pursuits
- rhythmic/gymnastic activities
- fitness activities

For balanced programming in health education, healthy decision making is emphasized in the following strands or topics:

- safety of self and others
- personal development
- social development
- mental-emotional development
- personal health practices
- active living
- nutrition
- substance use and abuse prevention
- human sexuality

For more information on the PE/HE curriculum, go to www.edu.gov.mb.ca/k12/cur/physhtlh.

Class Time Specifications

The charts below show the mandated minimum time allotments in percentages and minutes for PE/HE along with those times recommended for other subject areas in the English, Français, and French Immersion Programs. The figures provided are the number of minutes calculated per day and per a six-day cycle. Since the percentages outlined in the time-allotment guidelines total 100%, meeting the 11% or 9% requirement for PE/HE should be possible.

Please note that recess (even though it may involve physical activity or other organized activities) is not part of PE instructional time. To meet the mandate, PE/HE time must involve carefully planned learning experiences that are appropriate for the age and development of students and can be assessed by the teacher.* The aim of all PE/HE instruction is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles.

English Program

Translation of K to 8 Subject Area Time Allotments from Percentages to Minutes

| Subject Areas | Grade 1 to 6 | | | Grade 7 to 8 | | |
|---|--------------|----------|-------------|--------------|----------|-------------|
| | Percentage | Time/Day | 6-Day Cycle | Percentage | Time/Day | 6-Day Cycle |
| Language Arts (English) | 35 | 105 | 630 | 27 | 89.1 | 534.6 |
| Mathematics | 15 | 45 | 270 | 17 | 56.1 | 336.6 |
| Science | 10 | 30 | 180 | 13 | 42.9 | 257.4 |
| Social Studies | 10 | 30 | 180 | 13 | 42.9 | 257.4 |
| Physical Ed./Health Ed. | 11 | 33 | 198 | 9 | 29.7 | 178.2 |
| Arts (music, visual arts, drama, dance) | 10 | 30 | 180 | 8 | 26.4 | 158.4 |
| Optional | 9 | 27 | 162 | 13 | 42.9 | 257.4 |
| Totals | 100 | 300 | 1800 | 100 | 330 | 1980 |

For more information on Early and Middle Years Recommended Subject Area Time Allotments, go to www.edu.gov.mb.ca/k12/cur/english_pr.html.

* In this document, “teacher” refers to individuals who are certified to teach in Manitoba schools. Other terms, such as “instructor” and “coach,” refer to individuals who may be responsible for physical education-related activities with students but are not necessarily certified teachers.

Français Program

Translation of K to 8 Subject Area Time Allotments from Percentages to Minutes

| Subject Areas | Grade 1 to 6 | | | Grade 7 to 8 | | |
|---|--------------|----------|-------------|--------------|----------|-------------|
| | Percentage | Time/Day | 6-Day Cycle | Percentage | Time/Day | 6-Day Cycle |
| Français *Anglais | 35 | 105 | 630 | 27 | 89.1 | 534.6 |
| Mathématiques | 15 | 45 | 270 | 17 | 56.1 | 336.6 |
| Science de la nature | 10 | 30 | 180 | 13 | 42.9 | 257.4 |
| Sciences humaines | 10 | 30 | 180 | 13 | 42.9 | 257.4 |
| Éducation physique et Éducation à la santé | 11 | 33 | 198 | 9 | 29.7 | 178.2 |
| Éducation artistique | 10 | 30 | 180 | 8 | 26.4 | 158.4 |
| Matières facultatives | 9 | 27 | 162 | 13 | 42.4 | 257.4 |
| | | | | | | |
| Totals | 100 | 300 | 1800 | 100 | 330 | 1980 |

* Anglais is a compulsory subject taught from Grade 4 to Grade 12. School divisions may decide to teach Anglais starting in Grade 3.

French Immersion Program

Translation of K to 8 Subject Area Time Allotments from Percentages to Minutes

| Subject Areas | Grade 1 to 6 | | | Grade 7 to 8 | | |
|---|--------------|----------|-------------|--------------|----------|-------------|
| | Percentage | Time/Day | 6-Day Cycle | Percentage | Time/Day | 6-Day Cycle |
| English Language Arts- Immersion | 20 | 60 | 360 | 14 | 46.2 | 277.2 |
| Français | 15 | 45 | 270 | 13 | 42.9 | 257.4 |
| Mathématiques | 15 | 45 | 270 | 17 | 56.1 | 336.6 |
| Science de la nature | 10 | 30 | 180 | 13 | 42.9 | 257.4 |
| Sciences humaines | 10 | 30 | 180 | 13 | 42.9 | 257.4 |
| Éducation physique et Éducation à la santé | 11 | 33 | 198 | 9 | 29.7 | 178.2 |
| Éducation artistique | 10 | 30 | 180 | 8 | 26.4 | 158.4 |
| Matières facultatives | 9 | 27 | 162 | 13 | 42.9 | 257.4 |
| | | | | | | |
| Totals | 100 | 300 | 1800 | 100 | 330 | 1980 |

For more information about the time allotments for the French Immersion Program and the Français Program, go to www.edu.gov.mb.ca/k12/cur/fr_imm_pr.html.

PE/HE is a combined curriculum, and it is important to maintain the integrity and distribution of PE and HE learning outcomes. In Kindergarten through Grade 8, 75% of class time is to be devoted to PE-related learning outcomes and 25% to HE-related learning outcomes.

The chart below outlines the breakdown of specific time allocations for PE and HE as part of the mandated minimum PE/HE time allotment.

PE and HE Time Allocations*

| Grade | Percentage | Minutes Per Day | | | Minutes Per 6-Day Cycle | | |
|------------------------|------------|------------------|-------------------|-------------------|-------------------------|-------------------|-------------------|
| | | Total PE/HE time | PE—75% allocation | HE—25% allocation | Total PE/HE time | PE—75% allocation | HE—25% allocation |
| Kindergarten (1/2 day) | 11% | 16 | 12 | 4 | 99 | 75 | 24 |
| 1 to 6 | 11% | 33 | 25 | 8 | 198 | 150 | 48 |
| 7 to 8 | 9% | 30 | 23 | 7 | 178 | 134 | 44 |

* These figures have been rounded off.

Administrators are encouraged to consult teaching staff (e.g., physical education teachers) for suggestions to support school-based programming and timetabling. It is recommended that an implementation plan be developed by teachers to address the distribution of the PE/HE learning outcomes to support integration and integrity of the content. Making scheduling decisions and developing an implementation plan may require some extra planning time initially, but once programming is established, the time will likely lessen or not be required.

IMPLEMENTATION CHECKLIST

When making decisions about using any of the suggested strategies contained in this document, use the following implementation criteria checklist, which is based on Manitoba Education, Citizenship and Youth policy and procedures and/or best practices.

- Schedule the mandated minimum time allotments for PE/HE curriculum, including time allocations that are specified for the PE/HE split to maintain the integrity of both PE and HE.
- Timetable the PE periods on a regular basis whenever possible, rather than on an irregular basis. It is essential for students to be active on a regular basis to achieve health benefits and to develop movement skills. Note that recess time is not to be considered instructional time.
- Arrange staffing, considering that the PE/HE curriculum is best implemented by teachers with the training to teach PE/HE.
- Ensure that planned curriculum instruction based on the learning outcomes is provided and/or supervised by Manitoba teachers. Assistance in delivering curriculum content may be provided by non-certified teachers or instructors with the approval of the administrator and under the supervision of a teacher.
- Require that decisions relating to teaching, assessing, and reporting be made by assigned teachers, if and when outside resource people are used.
- Encourage teachers to develop an implementation plan to coordinate the allocation of time, space, equipment, and PE/HE learning outcomes.
- Ensure that balanced programming related to the five categories of physical activity to achieve the PE/HE learning outcomes is provided.
- Review and establish policy and guidelines for safety and liability related to areas such as nature or risk level of the activity; available space; student/teacher ratios; divisional policies and procedures; first aid and medical procedures; teacher training and qualifications; transportation; and supervision.
- Ensure that all persons involved with teaching of the PE/HE are familiar with Manitoba's physical activity safety resources, which contain guidelines for different physical activities/sports related to equipment, clothing/footwear, facilities, special rules/instruction, supervision, and risk management practices.
 - For copies of *Safety Guidelines for Physical Activity in Manitoba Schools*, go to www.edu.gov.mb.ca/k12/docs/support/pehe_safety/index.html.
 - For copies of *YouthSafe Manitoba: School Field Trip Resource*, contact your local school division office.

SAFETY AND LIABILITY

Safety is paramount when planning or timetabling any learning activities. Policy and guidelines for safety and liability related to areas such as nature or risk level of the activity, availability of space, student/teacher ratios, teacher training/qualifications, type of supervision,* and emergency procedures must be addressed.

Since school divisions and their employees are primarily responsible and legally liable for developing safe practices, schools must develop safe routines and procedures. Administrators and teachers need to know and use the best safety practices, whether teaching, learning, or assessment takes place in the classroom, gymnasium, playground, or alternative environments.

For a copy of *Safety Guidelines for Physical Activity in Manitoba Schools* (1997), go to www.edu.gov.mb.ca/k12/docs/support/pehe_safety/. Also, contact your local school division office for *YouthSafe Manitoba: School Field Trip Resource* (2004).

A duty of care and responsibility for safety extends to anyone in a support role in curricular programs. As stated on page 15 of *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*, Canadian courts have demonstrated a clear departure from “the careful and prudent parent” standard of care when assessing teacher negligence, adopting instead a “professional” standard of care. Trial courts, therefore, have concluded that the standard of care to be exercised in the context of instruction in a physical education class can frequently exceed the “careful parent of a large family” test, since many physical education activities require specialized knowledge, training, and experience of the teacher. For example, where students are engaging in artistic gymnastics activities, the teacher and school authorities will be required to act as a careful and prudent person having the specialized expertise demanded of an artistic gymnastic instructor.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education:

- Is the activity suitable to the age and mental and physical condition of participating students?
- Have the students been progressively taught and coached to perform the activity(ies) properly and to avoid the dangers inherent in the activity(ies)?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly in light of the inherent danger involved?

* Any use of a facility for physical education activity must be supervised. This guideline has designated three categories of supervision: “Constant visual,” “On site,” and “In the area.” The categories are based on the principles of general and specific supervision which takes into consideration the risk level of the activity, the participants’ skill level, and the participant’s maturity. For more information, go to *Safety Guidelines for Physical Activity in Manitoba Schools* (pages 9 and 10) at www.edu.gov.mb.ca/k12/docs/support/pehe_safety/index.html.

Administrators may wish to use the following checklist of safety considerations when approving facilities, activity areas, and equipment (Ontario Education, 25-26).

An Example of a Safety Checklist

- Does the activity area or facility meet local safety practices consistent with board policies?
- Is the size of activity area appropriate for the activity and number of students?
- Is there adequate supervision considering the risk level of the physical activity, participants' skill level, and the participants' maturity?
- For outdoor classes, are alternative arrangements in place in case of bad weather?
- Does the surface of the activity area have good traction? Is it level?
- Is the activity area accessible to everyone?
- Are any immovable hazards on the activity area appropriately marked or declared out of bounds?
- Are washroom facilities available and accessible to everyone?
- Is a telephone available for emergency use?
- Is the equipment appropriate for the activity areas?
- Is the equipment in good repair and safe?
- Is the equipment developmentally and age appropriate?
- Is the equipment safely stored?
- Is there easy access to the equipment?
- Are there any other considerations?

TIMETABLING

Timetabling and scheduling are very closely related. Timetabling generally consists of charting subjects in a planned order according to available times, and scheduling refers to master planning and programming for all subjects and activities. Scheduling creates a plan for the school day, cycles, and school year. It is the overall planning, arranging, and controlling of times, places, personnel, and sequence of activities. For the purposes of this document, timetabling and scheduling will be treated as one (using the term timetabling) since the influencing factors and challenges are similar for both.

Challenges

The main timetabling challenge involves getting all the required class time for PE/HE into the available time slots while considering all of the relevant factors such as

- curricular expectations and time allotments
- number of courses at each grade level being offered (compulsory, optional)
- school day starting and finishing times that may be affected by the number of bussed students
- number of grades and classes
- class sizes that are practical and safe and conform to space availability and supervision requirements
- length and number of periods per day per cycle
- number of teaching spaces in or outside of the school suitable for PE and/or HE
- staffing for PE and/or HE
- preparation time for teachers
- staffing for other subject areas
- safety and liability

Strategies

Since the percentages outlined in the time allotment guidelines total 100%, meeting the 11% (Kindergarten to Grade 6) or 9% (Grade 7 to Grade 8) requirement for Kindergarten to Grade 8 PE/HE respectively should be possible. As well, many of the strategies provided may assist where it is difficult to timetable a credit each for Grades 9 and 10. Staffing pressures or local curricular considerations, such as timetabling second and third language requirements or other optional course offerings, may make it difficult to schedule everything into the school day. Therefore, a variety of strategies are provided to suit local jurisdictions.

Spreading out instructional periods evenly over a five- or six-day cycle to accommodate regular physical activity is preferred for developing movement skills and healthy bodies.

Generally speaking for Kindergarten to Grade 8, physical education class time should be a minimum of 30 minutes. The 30-minute class is workable at the lower grades (e.g., Kindergarten to Grade 3 level), but a 38- to 45-minute class time is more desirable for instructional purposes for the higher grades. With two 15-minute recess breaks, two 45-minute periods and two 30-minute periods for physical education work well for the instructional day.

1. Instructional Period and Instructional Day Adjustments

The length of school year is defined by the Minister of Education, Citizenship and Youth, and typically includes 33.5 six-day cycles or 40 five-day cycles. School-based special events may reduce the actual total. These are not reflected in the timetabling but may affect scheduling.

To establish the best length for an instructional period and the configuration for the day, the length of time for quality instruction needs to be balanced with the number of instructional periods in a cycle. Note that a five-day cycle can have the same organization with fewer periods in a cycle, but the same amount of time over the course of the school year, as a six-day cycle. Timetabling also needs to consider who is responsible for teaching PE and/or HE (PE teacher, classroom teacher, school counsellor, etc.) and safety regulations.

If adequate gym space for all the classes and all the grades to be scheduled is not available, it may be possible to

- ✓
|| timetable two teaching spaces in the gym (depends on the size and type of the gym in the school as well as student/teacher ratio)
- ✓
|| determine what other teaching spaces could be used (outdoors, multi-purpose room, empty classroom)
- ✓
|| conduct planned individual class or whole-school fitness breaks on a regular basis that align with the teaching and assessment of the learning outcomes

Instructional time per day for Kindergarten to Grade 8 is defined as 300 minutes (classes with recess) or 330 minutes (without recess). The length of the instructional period typically ranges from 30 to 55 minutes. There are many possible lengths for instructional periods that have an impact on the number of periods per day.

- In Kindergarten to Grade 3, 30 minutes with 10 time slots in a day is common practice.
- For Grades 4 to 8, 38 to 40 minutes with eight periods in the day is common practice.

Following are some possible PE/HE time allocations that can meet the mandated time minimum expectations. This gymnasium schedule for PE/HE instructional time is based on

- a six-day cycle
- mandated time allotments for PE/HE
- Kindergarten to Grade 6: 11% (75/25% PE/HE) which translates into 198 minutes (150/48 PE/HE split) for full-day Kindergarten as well as Grades 1 to 6 and into 99 minutes (75/25 PE/HE split) for half-day Kindergarten
- Grades 7 to 8: 9% (75/25% PE/HE) = 178 minutes (134/44 PE/HE split)
- Teachers with special training in PE and/or HE could be scheduled to teach all or some of the classes.

| Examples | Length of Instructional Period | K to 6 Time Allotment | 7 to 8 Time Allotment |
|----------|--|---|---|
| | | 11% = 198 minutes per 6 day cycle <i>(75%/25% PE/HE = 150/48 min. PE/HE split)</i> | 9% = 178 minutes per 6 day cycle <i>(75%/25% PE/HE = 134/44 min. PE/HE split)</i> |
| 1 | 40-minute periods x 4 | PE: 4x 40-minute periods = 160 minutes of class time (includes 10 minutes of HE) HE: 38 to 40 minutes | PE: 4 x 40-minute periods = 160 minutes of class time (includes 25 minutes of HE) HE: 18 to 20 minutes |
| 2 | 40-minute periods x 3 + 1 x 30-minute period | PE: 3 x 40-minute periods + 1 x 30-minute period = 150 minutes of PE HE: 48 minutes | PE: 3 x 40-minute periods + 1 x 30-minute period = 150 minutes of PE (includes 15 minutes of HE) HE: 28 to 30 minutes |
| 3 | 40-minute periods x 4 plus wellness days | PE: 4 x 40-minute periods = 160 minutes of class time (includes 10-minute HE) HE: 4 full Health curriculum wellness days (or 8 half days) in the school year | PE: 4 x 40-minute periods = 160 minutes of class time (includes 25 minutes of HE) HE: 2 full Health curriculum wellness days (or 4 half days) in the school year |
| 4 | 30-minute periods x 5 | PE: 5 x 30-minute periods = 150 minutes HE: 48 minutes | PE: 5 x 30-minute periods = 150 minutes (includes 15 minutes of HE) HE: 30 minutes |
| 5 | 45-minute periods x 2 plus 30 minute-periods x 2 | PE: 2 x 45-minute periods plus 2 x 30-minute periods = 150 minutes HE: 48 minutes | PE: 2 x 45-minute periods plus 2 x 30-minute periods = 150 minutes which (includes 15 minutes of HE) HE: 28 minutes |
| 6 | 50-minute periods x 3 | PE: 3 x 50-minute periods = 150 minutes of PE HE: 48 minutes | PE: 3 x 50-minute periods = 150 minutes of PE (includes 15 minutes of HE for 7-8) HE: 28 minutes |

2. Integration

Administrators can encourage teachers to make more effective use of their scheduled time by integrating subjects and making curricular connections. Suggestions for the applicable learning outcomes can be found in each grade level curriculum implementation document. Encourage classroom teachers and physical education teachers to

- ∨
|| work together to develop an implementation plan identifying which HE learning outcomes can be taught in a PE setting and which can be taught within the classroom. In a shared delivery model, it is important to determine who is doing what where and when.
- ∨
|| examine ways to include learning outcomes from HE in other subject areas to help make student learning more relevant and meaningful.

3. Strategic Timetabling

There are creative ways to timetable PE classes to allow for more effective use of time, flexible programming, and ease of equipment or facility use.

- ∨
|| Timetabling groups of classes at the beginning or end of the day, before or after lunch, or on either side of an afternoon break can accommodate PE/HE activities requiring alternate facilities, guest instructors or speakers, or programming choices needing more time than a typical period allows.
- ∨
|| Timetabling similar grade groups one after the other saves time since the same or similar grade groups often use the same equipment. Whether they are scheduled in the same morning, afternoon, or full day depends on the number of classes involved.
- ∨
|| Having the administrator collaborate with the PE/HE teacher about timetabling (length of periods for different grades, activities, order of grades/classes) can enhance programming for PE. Often it is advantageous to timetable the subject areas like PE/HE that require special facilities or staffing first.

4. Occasional Combination of Classes

Occasionally doubling up or timetabling large numbers of students at the same time by the week, cycle, or month can increase options for meeting time allocations. A combined group of students could convene once a cycle (e.g., 60 students for 40 minutes a cycle) to meet PE/HE timetable requirements as long as safety and liability concerns are met and adequate supervision is provided (e.g., by a PE teacher, assisted by a classroom teacher and/or an educational assistant). There also needs to be an appropriate student/teacher ratio and a suitable choice of physical activity for the group.

- ∨
|| Strategies for doubling up in PE could include mass participation games, station activities, circuits, limited-space activities such as aerobics or yoga, and rhythmic activities to accommodate the larger number of students. Teachers can focus on selected learning outcomes in this type of class.
- ∨
|| Strategies for doubling up in HE could mean large-group presentations by medical or health unit professionals on a health topic.
- ∨
|| The large group could be linked through an interactive video with such presenters as an Olympic athlete giving a talk about motivation or a medical doctor speaking about human sexuality.
- ∨
|| A large group could also work independently or in smaller groups in a computer lab or library using software programs on PE/HE topics.

5. Flexible Timetabling

Flexible timetabling involves banking time. It allows teachers occasionally to timetable larger chunks of time for specific subject or thematic activities instead of using many shorter periods over the span of a week/cycle/month. Keep in mind, however, that in PE it is better to have regular periods timetabled rather than sporadic ones since it is essential for students to be active daily or on a regular basis to achieve health benefits and to develop movement skills.

- ∨
|| One flexible timetable model creates an occasional extra half or full day for a subject. For example, language arts, mathematics, science, and social studies could use the scheduled HE time as a trade-off for a full day of health-outcome activity.
- ∨
|| Occasionally scheduling special days is another variation of flexible timetabling and a way to augment regular timetabled time.
 - For PE-related outcomes, these could be planned learning experiences as part of such events as swimming days, skating days, tabloid days, dance festivals, Wellness Wednesdays, mini-Olympics, outdoor winter carnival, or ski trips. For HE-related outcomes, these could be planned learning experiences as part of such events as monthly health-theme days.
 - These days could feature a morning, afternoon, or all-day event/activity.

This timetable alteration makes it possible to fulfill time allotment expectations, address subject-area learning outcomes, and provide extended periods of time for learning activity that doesn't fit into a regularly scheduled period.

For example, if 120 minutes of PE per cycle were timetabled and an additional 30 minutes were needed to meet the mandated time of 150 minutes per cycle, then during every six-cycle period, a three-hour or half-day event could be scheduled.

6. Occasional Block Timetabling

Occasional block timetabling allows large student groups (grade grouping) to take a segment of time (a half day or an unscheduled double period in the timetable) to explore a special activity that aligns with the curriculum. This process is similar to flexible timetabling, but this block of time may involve other grade groupings or the whole school. Some examples of options are

- ∨
|| a rock climbing session on a portable climbing wall brought to the school
- ∨
|| a half-day session at a ski hill or golf course
- ∨
|| a double period watching a play on bullying or on the use and abuse of substances
- ∨
|| a clinic or presentation by a sport organization
- ∨
|| a double period on safety by a visiting paramedic team from the local fire hall

7. Alternative Programming Using Sport Options

When class sizes and the availability of instructional staff and facilities reduce timetabling options for administrators, involving sport organizations as part of programming may be a solution. Sport associations can provide instructional opportunities for students at all levels to specialize in their sports. These organizations often use facilities outside of the school and have their own certified instructors, which increases the potential for timetabling more students. However, certain criteria must be met when implementing sport options. These sport instructional opportunities must

- be aligned with PE/HE curriculum learning outcomes
- be approved by a school administrator once factors such as staffing qualifications, procedures for instruction and assessment, safety, accessibility, and feasibility are addressed
- be supervised by a teacher and/or school administrator, with the assessment of students continuing to be the responsibility of the teacher
- comprise only a part of the instructional time required for PE, not the whole amount (The curriculum prescribes balanced programming and opportunities for students to learn a variety of physical activities from the five physical activity categories.)
- provide choice to accommodate interest, ability, and inclusion of students in all programming

8. Other

Consider other strategies for meeting class time expectations used in other provinces or countries; however, these may require special Department and/or school board approval before implementation (e.g., balanced school day).

FACILITIES/INSTRUCTIONAL SPACES/EQUIPMENT

The availability of space and adequate equipment for effective instruction are two of the factors affecting timetabling. Creating more teaching stations or spaces increases the number of students and classes that can be assigned time slots and increases the likelihood of meeting mandatory PE/HE class time allotments. Appropriate supervision and student/teacher ratios must be maintained to meet safety and liability concerns.

This section explores facilities, instructional spaces, and equipment, both in schools and away from schools.

Challenges

Physical education is best presented in large indoor and outdoor spaces. Since Manitoba's climate puts pressure on indoor spaces, having limited gymnasium space can make timetabling PE/HE class time challenging.

- Timetabling multiple classes in a large gymnasium space is a consideration but may limit physical activity choices depending on the type of space and equipment available. Safety is a fundamental concern that may limit the number of classes and students that can be scheduled in an instructional space.
- Timetabling activity outside the school, either on school fields or at community facilities, involves addressing safety concerns for each venue.
- The quality of equipment and its safe use must be taken into account as timetables in PE/HE are developed.
- Access and the cost of transportation and facility use can be impediments to using alternate spaces. Community/school joint-use agreements can support such use as long as they are well conceived. A well-constructed agreement can ensure that alternate spaces or equipment are assessed for safety, liability, and student emergency plans.
- With increased time, increased use of equipment results in greater wear and tear and greater need for repair or replacement. These factors need to be taken into consideration when planning.
- When instruction is given outdoors, weather conditions will be a factor that may affect the safety of students and teachers. Alternate plans should be required as part of the planning and preparation.

Strategies

1. Gymnasium Use

Most schools have a gymnasium or larger space designated for physical education. If needed, there are other ways to increase the number of teaching spaces.

- ✓
|| Often the gym is used as a one- or two-station teaching space and not to its full potential. Dividing curtains or units can be installed to split the space into additional teaching stations.
- ✓
|| Stage and/or storage areas can be used as stations for selected activities (e.g., resistance training).
- ✓
|| In a gymnasium with one, two, or more teaching stations, using floor plugs (for volleyball/badminton standards) in a variety of ways can modify courts to accommodate more participants. Wall space can be used to hold additional basketball hoops, so basketball can be taught in one of the small sections.
- ✓
|| Available space can be increased by turning unused classrooms/multipurpose areas into fitness rooms, dance studios, health labs, wrestling and martial arts/self defense areas, or staging areas for outdoor activity (such as putting cross-country skis in a room near the gym to allow quick outside access without disrupting gymnasium classes).
- ✓
|| Two schools close to each other could meet their physical education class time needs by sharing a gymnasium and timetabling classes at different times of the day, possibly under the direction of an itinerant teacher.

2. Classroom Use

The regular classroom can be used as an activity centre by moving desks and using equipment that promotes safe activity. Large empty spaces such as courtyards can supplement classroom space. These options are possible when classroom teachers have responsibility for teaching some of the physical education and where there is not enough gymnasium space to accommodate all the classes.

3. Outdoor Teaching Spaces on the School Grounds

Encourage use of the outdoors, weather permitting as an alternate space.

- ✓
|| Outside activity areas can be used as teaching stations. Look at such all-season opportunities on the school grounds as
 - playground structures, hard-top areas
 - walls for handball and racquet activities
 - outdoor rinks in the off-season or tennis courts for ball hockey
 - portable basketball hoops that can be used indoors and outdoors
 - cross-country ski trails on the field or running track
 - sheltered areas or domes

4. Planning for Additional Teaching Spaces

In some communities, schools and neighbouring organizations can collaborate on an all-party planning-and-joint-use agreement to create additional instructional spaces.

- ✓
|| Tennis courts, rain shelters, and soccer domes could be built nearby or on school grounds, and running track/fitness centres could be built in spaces in the school.
- ✓
|| Fitness areas, dance/performing arts centres, or any number of activity centres could be added to a school as a school/community initiative.
- ✓
|| New schools could be built near existing community centres.
- ✓
|| Portable climbing walls are a temporary add-on that could be used to create additional instructional areas in more than one school.

5. Away-from-School Facilities/Instructional Spaces

Numerous opportunities for teaching spaces can be found away from the school and school grounds, often in facilities with instructors, which increases the activity options for more students. Teacher supervision and student safety need to be the primary concern when leaving school grounds. The *YouthSafe Manitoba: School Field Trip Resource* offers excellent support.

- ✓
|| Following is a list of some alternate spaces:
 - community swimming pool
 - community or private racquet sports facilities
 - community recreation centres and fields
 - curling rinks
 - ice skating, hockey, ringette, bandy, and in-line skating rinks
 - tennis courts
 - full-size or miniature golf courses, driving ranges
 - bowling alleys
 - climbing centres
 - in-line skating and skateboard parks
 - cycling areas
 - walking, hiking areas
 - auditoriums and gyms in the community
 - fitness, dance, court-sport studios
 - parks
 - ski slopes, snowboard parks, cross-country ski, or snowshoe areas
 - day- or long-stay camp, outdoor education centres

- ∨
¶ Formalized agreements between school divisions and communities for the shared use of facilities can allow schools to use off-site space and provide additional PE activities they may otherwise be unable to offer.
 - Joint-use agreements between communities and school divisions outline the terms for the use of each other’s facilities. They typically identify the facilities to be shared, plans for booking and scheduling, staffing, supervision, usage fees and charges, maintenance, use of equipment, insurance and liability, and dispute-resolution mechanisms.
 - Joint-planning and consultation agreements between the school division and the community relate to the planning of school and community facilities. Consultation agreements might include policies and procedures for building or renovating school or community facilities and allow for school and community input into construction or renovation plans to enhance the school’s ability to meet the PE/HE needs of its students.

Planning for transportation will be necessary depending on what other facilities are being used. For example:

- ∨
¶ One way to ease the cost of transportation is to use facilities close to school so students can walk.
- ∨
¶ If using alternate facilities is a possibility, then a budget for transport would be an asset to planning.
- ∨
¶ When volunteer drivers are needed to transport students to other facilities, drivers must complete a form such as the volunteer driver authorization application in the *YouthSafe Manitoba: School Field Trip Resource* before the excursion.

6. Equipment Use

The quality of programming is closely linked to access to appropriate equipment. Supplying new and replacing used equipment is very important. There are ways that schools can better maintain their equipment or seek help from other partner groups.

- ∨
|| In some schools, equipment is not fully used. Up-to-date equipment inventories can help administrators track equipment and identify equipment that can be brought into use or diverted to other programs.
- ∨
|| Some school divisions purchase sets of equipment for several schools to share, such as cross-country skis, snowshoes, heart monitors, fitness equipment, portable climbing walls, jam-pail curling rocks, and health resource kits and videos. This efficient use of equipment can enhance programming and time in PE/HE.
- ∨
|| Community/school joint-use agreements must take into account the use of equipment. While such an agreement will make more equipment available for programming, increased use of equipment will cause it to wear out more quickly. The agreement must outline procedures to repair or replace any equipment that is damaged or broken.
- ∨
|| Volunteer groups may choose to support PE/HE equipment projects that promote physical activity (e.g., playground structures, classroom activity bins, fitness trails on school grounds).
- ∨
|| Facilities such as private clubs often have equipment available that can be rented or used by paying an entrance fee. Renting equipment or paying to use it may make a day of skiing or a session of swimming or kayaking possible.
- ∨
|| Equipment may be supplied as a result of work projects involving teachers, community volunteers, and students. Administrators must be conscious of local policy and safety issues when exploring this alternative. Some insurance policies will not cover accidents when the equipment has been purchased second-hand.

INSTRUCTION AND SUPERVISION

The PE/HE curriculum is best implemented by teaching staff with the training to teach PE/HE.

Challenges

At all times, safety, liability, and local policies must be considered when administrators are making staffing decisions. Decisions related to teaching, assessing, and reporting of student achievement on Department-developed curriculum learning outcomes must be made by teachers with the approval of the administrator. Other challenges include

- complying with local staffing policies and procedures
- accessing teachers with training in physical education and/or health education
- acquiring support for classes that require additional supervision
- addressing safety and liability issues
- implementing criminal record/child abuse registry checks for non-staff assisting with students in schools

Strategies

Following are suggestions to consider when making decisions related to who is providing the instruction and/or supervision.

1. Teacher Collaboration

- ∨
|| Occasionally, the physical education teacher could set up activity circuits in an available indoor or outdoor space that can be supervised by a partnering classroom teacher to provide students more opportunity to work on their movement and fitness development.
- ∨
|| Teacher librarians or information-technology coordinators can help students achieve health education learning outcomes.
- ∨
|| Classes can be combined for activities and jointly taught and supervised by physical education and classroom teachers in keeping with safety guidelines. With multiple classes, classroom teachers can divide the year up and assist with physical education. This arrangement works best when it is only needed occasionally and where suitable facilities are available.

2. External Experts

Inviting external experts who are professionals trained and/or working in recreation/health/physical education fields can enhance programming options.

- ∨
|| Small communities may be able to share the cost of hiring a teacher who works part-time in the school system teaching PE/HE and part-time, for example, as a hospital therapist or community recreation director.
- ∨
|| A resource person who is not a qualified teacher may still assist with instruction, under appropriate teacher supervision.

3. Itinerant Teachers

- ∨
|| Hiring an itinerant teacher who can travel between schools and pick up either the full or part of the required time in each assigned school can increase programming options. Such a person can also act as a consultant to teachers responsible for the rest of the program.

4. Specialty Skills

- ∨
|| Teaching staff with specialty skills in a particular area (e.g., dance, yoga, fitness, music, juggling) can be encouraged to offer large-group workshops. The time commitment could vary, and these teachers' regular responsibilities could be assumed by teachers whose students take part in the sessions, depending on local situations and a specially planned schedule.

5. Limited Teaching Permits

- ∨
|| In limited and emergency cases where no other options are available, an individual who may not be formally trained to teach but has training in related fields may, upon application to the Department, be issued a permit. See Appendix 2 for information about issuing and cancelling a permit.

6. Volunteers

- ∨
|| Capable members of the school staff or community, such as parent/community volunteers, certified coaches and instructors, public health professionals, and university students can be called upon to assist with programming. They must comply with any requirements to undergo criminal record/child abuse registry checks as may be set out in local school board policy.

7. Coaches and Instructors

- ∨
|| Certified coaches and instructors (e.g., fitness instructors, ski instructors, climbing experts, canoeing instructors, golf professionals) can make presentations on different physical activities or sports as part of the PE/HE programming. These sessions need to be monitored and supervised by teachers. This strategy will depend on instructor qualifications, the availability of and easy access to facilities and equipment, as well as costs.

8. Public Health Professionals

- ∨
|| Public health professionals such as nurses, dieticians, doctors, exercise specialists, social workers, and therapists can become involved in offering health education in schools on set or special days of the week, month, or year.

9. Post-secondary Education Institutions

- ∨
|| Post-secondary education institutions can arrange opportunities for teacher candidates or undergraduate students to instruct classes. For example, dental hygiene trainees from a community college could take part in a symposium at the school by setting up stations related to the learning outcomes on dental health.

10. Leadership

- ∨
|| High school students in leadership courses who are working on a practicum can become involved as leaders/assistants in PE/HE. In a Kindergarten to Grade 12 school, Senior Years students can help teachers who are working with younger students.

APPENDIX 1: HEALTHY KIDS, HEALTHY FUTURES TASK FORCE RECOMMENDATIONS: PHYSICAL ACTIVITY IN SCHOOLS

Manitoba Education, Citizenship, and Youth is responsible for implementing the Physical Activity in Schools portion of the task force recommendations. The text below is excerpted from the *Healthy Kids, Healthy Futures Task Force Report* (24–25).

Find the report online at <www.gov.mb.ca/healthykids/docs/finalreport.pdf>.

Physical Activity in Schools

The task force recommends that the government mandate physical education/health education (phys ed/health) from kindergarten to Senior 4. Implementation will vary according to grade to provide maximum flexibility to involve parents, students and schools in the promotion of physical activity for children and youth. Therefore, the task force recommends that:

- the provincial government not just recommend, but mandate the amount of time that students in kindergarten to grade 8 should spend in phys ed/health classes. This should be implemented before the fall of 2007.
- the provincial government not just recommend, but mandate the current amount of time that Senior 1 and Senior 2 students should spend in phys ed/health classes. Schools can choose to meet the mandated times within the timetable, or use an out-of-classroom model for up to 20 hours of the mandated 110 hours. This should be implemented before the fall of 2007.
- the provincial government develop a phys ed/health curriculum for Senior 3 and Senior 4 students. This should be implemented before the fall of 2008.
- the provincial government require all Senior 3 and Senior 4 students to complete two phys ed/health credits for graduation, in addition to the two credits required in Senior 1 and Senior 2. Schools may choose to include the phys ed/health credits in the timetable or use an out-of-classroom model. Parents, students and schools should work together to determine what will work best in their community to help youth take greater ownership of their own physical fitness, promote the discovery of activities suited to their own individual interests, and encourage active lifestyles that persist into their futures. This will help minimize the time students spend away from academic studies and give families, students and schools more choices about how to include more physical activity into the lives of our young people.

Source: Healthy Kids, Healthy Futures All-Party Task Force. *Healthy Kids, Healthy Futures Task Force Report*. Winnipeg, MB: Manitoba Health and Healthy Living, 2005.

APPENDIX 2: ACTS AND REGULATIONS

Schools in Manitoba must abide by the laws of the Province of Manitoba. The following excerpts relate to issues of staffing and supervision.

From *The Education Administration Act*

7(1) The minister may grant to any person a limited teaching permit, in which the minister shall name the subject or subjects and the grade or grades or the level or levels, and the school to which the permit applies and state the period during which the permit is valid.

7(2) The minister may, in his absolute discretion, cancel any limited teaching permit before the end of the period stated therein.)

The Education Administration Act is available at <web2.gov.mb.ca/laws/statutes/ccsm/e010e.php>

From *The Public Schools Act*

91(1) No person is legally qualified to teach or to be employed by a school board as a teacher or principal unless that person holds a valid and subsisting certificate issued by the minister under *The Education Administration Act*.

91(2) Notwithstanding subsection (1) and subject to the regulations a school board may authorize the principal to leave pupils in the care and charge of school social workers, psychologists, teacher aides, student teachers and other designated responsible persons without having a certified teacher in attendance.

The Public Schools Act is available at <web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>.

For further information on the policy regarding issuance of limited teaching permits, please contact the Professional Certification and Student Records Unit office, 1-800-667-2378.

From *The Administrative Handbook for Schools, Topic V2*

...the principal, upon authorization of the school board, may leave students in the care of a responsible adult other than a certified teacher.

The Administration Handbook for Schools is available at <www.edu.gov.mb.ca/ks4/docs/policy/admin/school_administrator_handbook_english.pdf>.

See also Regulation 23/2000 under *The Education Administration Act*, available at <web2.gov.mb.ca/laws/regs/2000/pdf/023-e010.00.pdf>.

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- Manitoba Physical Education Teachers Association: <www.mpeta.ca/home.html>
- Sport Manitoba: <www.sportmanitoba.ca>



Printed in Canada
Imprimé au Canada