

# 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](http://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](http://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](http://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.