

# At the **Heart** of Education



**A Parent Report on What's New in Physical Education/Health Education**

## Dear Parents

The purpose of this Parent Report is to share with you our vision for physically active and healthy lifestyles for all students as shown in the new combined Physical Education/Health Education (PE/HE) curriculum. In general, today “Gym Classes” and “Health Classes” are not what they used to be!

Much has appeared in the media on the poor state of fitness and food choices of our students. The curriculum encourages active living and intertwines nutrition information and healthy food choices in an interesting and practical manner to entice students to improve their lifestyle. It also encourages students to be safety conscious and to make wise decisions on issues including those related to potentially sensitive content. Learning to get along with others and building self-confidence goes a long way in improving well being and is an important part of this curriculum.

The PE/HE curriculum builds on a foundation that unites the two subject areas of physical education and health education. The combined curriculum provides a connected approach to learning about the mind and body that promotes active healthy lifestyles.

An integrated approach provides a stronger message to students about the importance of lifelong physical activity and fitness to reduce health risks. Health content is integrated into the physical education class and visa versa to help students understand the connection between physical activity and health. As well, health content can be integrated in other subject areas to make curricular connections, where applicable. For example, if a teacher chooses a nutrition theme, the students could be doing math problems or calculations related to healthy eating; in English language arts they could be developing a presentation



**Dear Parents - continued**

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on healthy eating; or in science, they could be learning more about how food maintains a healthy body. This type of integration or interdisciplinary approach makes learning more meaningful and relevant rather than when taught separately.

Parents play an important role in helping their children/students choose active and healthy lifestyles. By working together, we can help our students understand the importance of healthy choices and active living to reach the best possible health and well-being. Throughout their school years, students will build a healthy foundation for the future.

In this document, the term "parents" refers to both parents and guardians and is used in recognition that, in some cases, only one parent may be involved in a student's education.

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All schools will be expected to implement the new combined PE/HE curriculum in the following corresponding years:

Kindergarten-Grade 4 — 2003 - 04

Grades 5-8 — 2004 - 05

Senior 1-Senior 2 — 2005 - 06

The recommended minimum time for Grades K-6 students is 150 minutes of PE and 45 minutes of HE in a 6 day cycle.

Grades 7 and 8 students should be receiving 134 minutes of PE and 44 minutes of HE in a 6 day cycle.

Kindergarten students in half-time settings receive half the time.

Completion of 110 credit hours at Senior 1 and Senior 2 PE/HE is a requirement for graduation.

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Visit the Manitoba Education, Citizenship and Youth web site

<http://www.edu.gov.mb.ca/ks4/cur/physlth/>

for regular updates and curriculum information for parents on physical education/health education. You may also be interested in referring to the web sites in the references on pages 12 – 14.



# Why Change the Physical Education/Health Education Curriculum?

The PE/HE Curriculum is designed to give today's students the knowledge, skills and attitudes they will need to lead physically active and healthy lives.

## TODAY'S PE/HE

### Less Emphasis On

- Teacher objectives
- Competition
- Desk work
- Separating PE and HE subjects
- Teaching subjects separately
- Health content being taught separately by classroom teacher or specialist
- Locally determined standards for safety and liability

### More Emphasis On

- Student learning outcomes
- Physical activity participation and skill development
- Physically active and interactive health activities
- Combining PE and HE subjects
- Integration of PE and HE in other subject areas
- Promoting integrated projects that make connections among the different subject areas
- Classroom teacher and/or specialists sharing responsibility for teaching health content
- Common Safety and liability standards as determined by the judicial system



# Come Alive with the Healthy Active Five

The New PE/HE Framework adopts a vision of PE/HE for the future. Each icon below represents one of the five General Learning Outcomes (GLO) referred to as the "Healthy Active Five".



## 1. Movement

The 14 Basic Movement Skills are the building blocks of movement. They serve as a basis for all physical activities and sports:

- 5 Transport skills—running, galloping, hopping, jumping, skipping
- 7 Manipulation Skills—rolling, underhand throwing, overhand throwing, catching, kicking, bouncing, striking
- 2 Balance Skills—static balance, dynamic balance



If students can perform the 14 basic movement skills along with variations and extensions, they can play any sport or physical activity. The choice of physical activities and sports will depend on available facilities, resources, interest, and teacher training.

## 2. Fitness Management

A school PE program, by itself, cannot make students physically fit but it can help them develop the skills for managing their fitness and health. The home and community can also encourage students to be fit.



## 3. Safety

Safety Education can help to prevent accidents and save lives. Students learn about safety for self and others.



## 4. Personal and Social Management

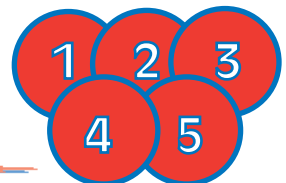
Personal and social management skills are the life skills for getting along with others in the home, school, community and workplace; setting goals, decision making, problem-solving, resolving conflicts peacefully and managing stress and emotions.



## 5. Healthy Lifestyle Practices

Making healthy decisions is what this is all about. Some examples include making wise nutrition choices, avoiding risky behaviours, and practising good hygiene.

***"GLO for the Gold"***



# Potentially Sensitive Topics

Some of the content in the curriculum may be potentially sensitive to students and their families based on family, religious beliefs or cultural values. These topics are included in the personal safety, substance use and abuse and human sexuality areas.

## QUESTIONS and ANSWERS

**Q:** How do I find out at each grade level what is recommended to be taught from Kindergarten to Senior 2?

**A:** Curriculum documents are found at every school and are also available on line at <http://www.edu.gov.mb.ca/ks4/cur/physhlth> The Framework of Outcomes identifies the learning outcomes and the Foundation for Implementation document provides suggestions for instruction and assessment.

**Q:** Do we have a choice as to whether our student receives instruction on these topics or is it mandatory?

**A:** Yes, you have a choice. Schools must seek parental involvement as part of a planning process and provide a Parental Option before covering these topics with students.

**Q:** What does a Parental Option mean?

**A:** Parental Option means that a parent may choose to have their child participate in the school-based program or choose an alternative delivery (e.g., home, church, professional counselling) when the content is in conflict with family, religious, and/or cultural values.

**Q:** How will our school contact us?

**A:** That is up to your local school, which may include receiving a letter, being invited to a meeting, or receiving a permission form. As well, information may be available on web sites, in brochures or newsletters.

**Q:** I am concerned about the potentially sensitive nature of these topics, not sure whether we want school-based delivery or not, but want to speak to someone about this in more detail. Who do I contact?

**A:** For more information about these topics and how they will be covered at your local school, please call your school directly.

**Q:** Who will be teaching these topics to the students at our school?

**A:** These topics may be taught by qualified teachers, school counselors, parents, public health nurses or other trained individuals. Your local school can tell you who will be providing the instruction.

**Q:** Will all of the potentially sensitive topics be covered at our school?

**A:** That is up to your local school. Some schools may choose to cover all the topics in great detail, while other schools may only cover some of the topics but not in depth. Your school will be able to inform you of the approach they will be taking.

**Q:** Will instruction in these topics fit into regularly scheduled classes?

**A:** Again, this decision is up to your individual school. Instruction may fit into already existing classes or separate classes or blocks of time may be scheduled to cover these topics.





# CHECK LIST on How Parents Can Support an Active Healthy Lifestyle



- Organize family outings such as biking, hiking, swimming, skiing, bowling, and skating.
- Play games with your children. Dance, skip, play catch, shoot hoops with them.
- Ask your children to help care for family pets – walk the dog together.
- Make a game out of chores such as raking leaves, snow shovelling, yard clean-ups and let your children help.
- Set a limit to the amount of inactive time. Obesity is directly linked with the amount of time spent watching television or playing inactive games.
- Remind your children to take to school (and bring home for regular washing!) appropriate footwear and change of clothing for physical education.
- Enrol your children in swimming lessons.
- Enforce safety rules while supervising your children near or in water.
- Involve your children in grocery shopping.
- Explore the produce section of your supermarket to acquaint them with new fruits and vegetables. Teach them what to look for on food labels.
- Remind your children to wash their hands before food preparation, meals, and after bathroom visits.
- Teach your children about dangerous and poisonous substances. Do a safety check of the garage and house.
- Plan with your family a fire evacuation route from your home, with a safe meeting place.
- Ensure your children are aware of personal safety guidelines when using the Internet, when in crowds such as a rock concert, when in a wilderness/forested surrounding.
- Help your child find positive ways to feel good. Say “yes” to self-esteem enhancing hobbies, interests, and activities that can help your child say “no” to harmful practices such as smoking.
- Help your child resolve conflict in a “peaceful” manner.
- Encourage the use of healthy stress management strategies such as going for a walk, listening to music, talking to others, rather than drug misuse or physical violence.
- Make your home a smoke free zone.
- Encourage your children to take Physical Education/Health Education beyond Senior 2.
- Talk to your children about healthy (and the consequences of unhealthy) lifestyles choices.
- Start the day with a healthy breakfast.
- Have your children pack their school lunches from the healthy choices available in your kitchen.
- Eat dinner together regularly when possible.
- Set appropriate bedtimes.
- Always wear seatbelts.
- Drive safely and insist on it from your kids.
- Talk to your children about sexual reproductive health.
- Talk to your children about avoiding contact with bodily fluids.



# Physically Active and Healthy



Get active everyday at home,  
at school  
and at play!

Choose a healthy physical activity daily that you enjoy

Activities:  
aerobic,  
running,  
cycling,  
walking,  
skipping,  
soccer

Activities:  
curl-ups,  
volleyball,  
spiking,  
rowing

Activities:  
weight  
lifting,  
pushups

Stretch to  
reach your  
potential:  
yoga,  
aquacise



# Lifestyles for All Students



# What Might you Expect to See & Hear in a Physical Education Class?

## In General

- A safe and healthy learning environment
- All students, regardless of gender, race, religion, culture, physical and mental ability, and economic status participating to the best of their ability
- Students demonstrating positive social interactions (respect, cooperation, good sportsmanship, fair play)
- A teacher who is qualified, enthusiastic; a good role model
- Ongoing assessment by teacher, student, peers

## In a Physical Education Setting

gymnasiums, playground, school field, community skating rink, etc.

- Students showing their self-confidence, leadership and independence through physical movement
- An emphasis on fair play, enjoyment, socialization, and active living
- A wide variety and balance of physical activities being offered which focus on successful participation and involvement, including skill development
- Cardiovascular activities such as running, skipping, dancing, swimming
- Muscular endurance and strength activities such as resistance training, track and field
- Flexibility movements such as yoga, gymnastics, stretching
- Individual, partner, group, team games and sports
- Heart rate monitors, sports equipment, referees and their whistles



# What Might you Expect to See & Hear in a Health Education Class?

## In a Health Education Setting

classroom, field trip, community facility, etc.

- Books, magazines, newspapers
- Computers, overhead projectors, television
- Interactive bulletin boards
- Research projects
- Integrated projects
- Student work on display
- Guest speakers
- Discussions groups
- Cooperative learning activities
- Physically active learning strategies
- Statistics
- Problem solving activities
- Information on Canada's Food Guide and Physical Activity Guide

## Going Beyond the Classroom

- Field trips to sporting events, tournaments
- Wellness Centres
- Outdoor Education Camps

## Special Events

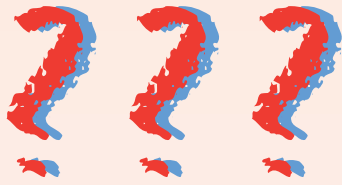
- Tournaments
- Intra-Murals
- Health Fair
- Dance Clubs
- Self-Defense Classes
- Aerobics classes
- Physical Activity Days
- Sports teams or clubs
- Inter-School leagues



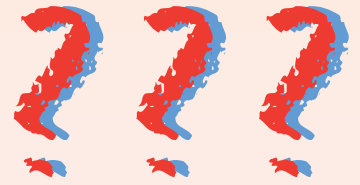
Over 80% of children are driven to school by bus or private automobile and although 91% of school age children have a bicycle, fewer than 5% ride them to school

**80% 91% 5%**





# Did You Know? Physical Activity



## We need to encourage children to choose physically active and healthy lifestyles

The majority of Canadian school-aged children – two-thirds – are not active enough for optimal health – and they become less active as they get older (Childhood Obesity: an alarming trend. " Canadian Health Network, [www.canadianhealthnetwork.ca/html/newnotable/may1\\_20\\_01e.html](http://www.canadianhealthnetwork.ca/html/newnotable/may1_20_01e.html); 11/12/02).

76% of Canadian children watch TV, read or play computer games after school (Canadian Medical Association Journal, November 2000).

By the time children reach their teen years, only 1 in 10 girls and only 1 in 5 boys are active enough to meet international standards for optimal growth and development (Canadian Fitness and Lifestyle Research Institute).

The prevalence of obesity in children has tripled from 1981-1996 (Canadian Medical Association Journal, November 2000).

Children and youth need daily physical activity for healthy growth and development which means at least 60 minutes of moderate physical activity and 30 minutes vigorous physical activity (activity that makes their hearts beat faster, makes them breathe deeper and their bodies sweat/perspire) each day (Canada's Physical Activity Guide for Children and for Youth, 2002).

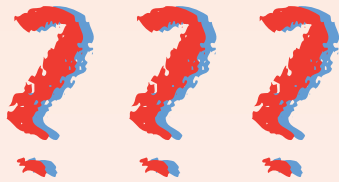
Since 1981, the prevalence of overweight boys increased from 15% in 1981 to 35.4% in 1996 and among girls from 15% to 29.2% (Canadian Medical Association Journal, November 2000).

Girls are less active than boys:  
30% vs 50% at 5-12 years and  
25% vs 40% at 13-17 years  
(Physical Activity Monitor 2000, CFLRI).

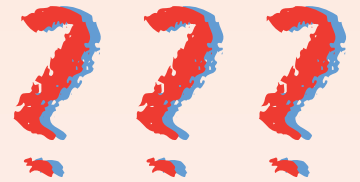
1 in 5 children receive daily physical education (Canadian Fitness and Lifestyle Research Institute).

The recommended minimum time allotments for PE/HE in schools are 11% of the instructional time with a 75%/25% time allotment for Grades K-6 (e.g., 150 min. PE and 48 minutes of HE per 6 day cycle) and 9 % for Grades 7 and 8 (e.g., 134 min. PE and 44 minutes of HE per 6 day cycle). Students require 2 credits of PE/HE to graduate in a 4 year high school program (K-14 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles 2000).





# Did You Know? Physical Activity



Over 80% of children are driven to school by bus or private automobile and although 91% of school age children have a bicycle, fewer than 5% ride them to school (Taken from information presented at the National Roundtable on Active School Communities, 2001).

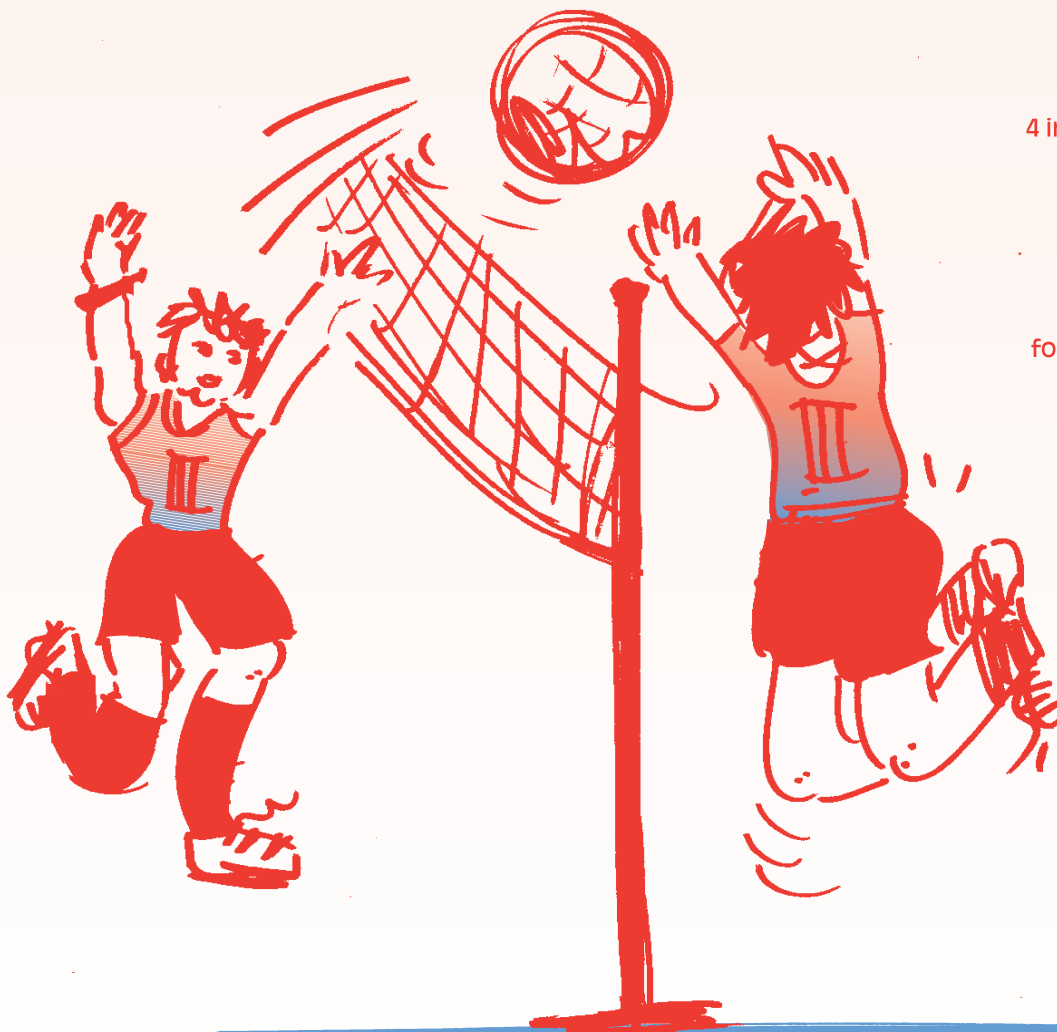
Children today spend four times less energy than did children 40 years ago (Taken from information presented at the National Roundtable on Active School Communities, 2001).

Only 10% of Canadian youth are active enough to receive any heart health benefits (Taken from information presented at the National Roundtable on Active School Communities, 2001).

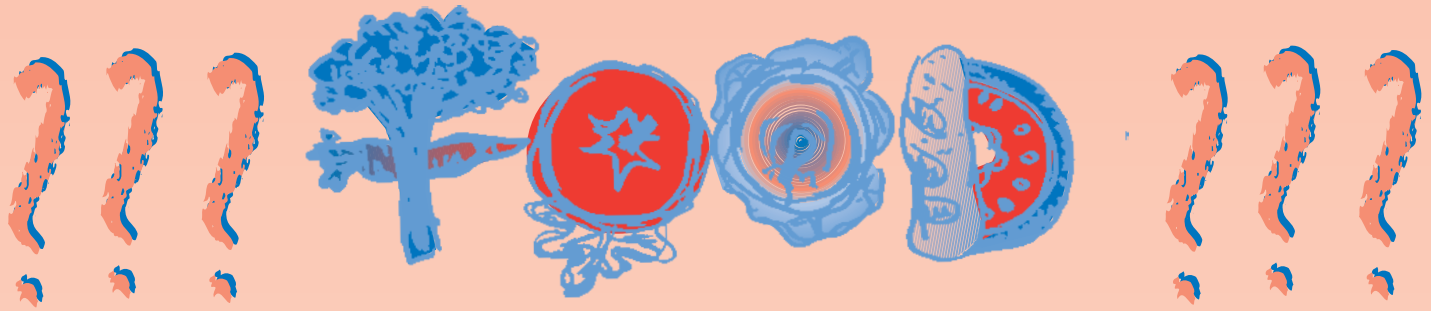
The proportion of students in grades 6, 8, and 10 who watch TV more than 4 hours/day is increasing (Trends in the Health of Canadian Youth. Ottawa: Ministry of Public Works and Government Services. Health Canada 2000).

The proportion of students in grades 6, 8, and 10 who play video games more than 4 hours/week is increasing (mostly males). Time spent playing video games by Canadian children is amongst the highest in the world (Trends in the Health of Canadian Youth. Ottawa: Ministry of Public Works and Government Services. Health Canada 2000).

The Health Canada web site at [www.healthcanada.ca](http://www.healthcanada.ca) contains current health statistics and helpful information related to all health issues.



4 in 10 Canadian children  
have at least  
one risk factor  
for heart disease due to  
inactive lifestyle  
(CAHPERD 1998)



## Did You Know? Healthy Eating

Recent research has confirmed that nutrition-related chronic diseases, obesity, type 2 diabetes and development of cardiovascular disease, are increasing among children and adolescents ("Designing effective nutrition interventions for adolescents". Supplement to the Journal of the American Dietetic Association, March 2002 : S52-S63).

Bones need lots of foods with calcium and lots of weight-bearing physical activity before age 20 to prevent osteoporosis (<http://cdc.gov.powerfulbones>).

Canada's Food Guide to Healthy Eating recommends that children consume 2 to 4 servings of milk products daily. On average children consume only 1-2 servings of milk each day ("Beverages choices affect adequacy of children's nutrient intakes". Archives of Pediatric and Adolescent Medicine, 2000; 154:1148-1152).

1 in 5 Canadian children do not consume the 5 recommended fruits and vegetables daily. Numerous studies indicate that consuming at least 5 servings of vegetables and fruits each day is associated with a reduced risk of cardiovascular disease and cancer later in life

("A Day for Better Health Program Evaluation Report: Evidence." National Cancer Institute, [http://cancercontrol.cancer.gov/5ad\\_2\\_evi.html](http://cancercontrol.cancer.gov/5ad_2_evi.html); 12/2/02).

Nearly 50% of 9, 12 and 15 year olds do not eat a balanced diet (Breakfast for Learning, [www.breakfastforlearning.ca/english/media\\_centre.a4/index.html](http://www.breakfastforlearning.ca/english/media_centre.a4/index.html); 12/3/02).

## Did You Know? Drug Use/Sexual Behaviour/Safety

**Drug Use** 79% of Manitoba high school students have used alcohol, 40% have used a drug other than alcohol, and 38% have smoked marijuana (Addictions Foundation of Manitoba Survey 2001).

Education about risky behaviours in a young person's life ( at home, at school, in the community) can lead to positive changes (Preventing Substance Abuse Problems Among Young People-A Compendium of Best Practises, 2002. Health Canada).

**Sexual Behaviour** six children and teens get pregnant every day in Manitoba (Manitoba Health, 2001).

Good sexuality education programs help to delay first intercourse and protect sexually active youth from HIV, STDs, and pregnancy (United Nations, 1997).

**Safety** Unintentional injuries: accidents related to fire, water, traffic, poisons, etc, are the leading cause of death among children and youth (SmartRisk Foundation, 1998).

# Plant Your Feet Firmly On A Solid Foundation of Physical Education/Health Education





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**Manitoba**

*Building for the Future*

PRODUCED by MANITOBA EDUCATION, CITIZENSHIP and YOUTH