



Implementation of Grades 11 and 12 Physical Education/ Health Education

A Policy Document

IMPLEMENTATION OF GRADES 11 AND 12 PHYSICAL EDUCATION/HEALTH EDUCATION

A Policy Document



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PURPOSE OF THE DOCUMENT

This policy document supports and provides direction for the implementation of the Grades 11 and 12 Physical Education/Health Education (PE/HE) credits, and addresses the following areas:

- Implementation Timelines
- Credit Requirements for Graduation
- Curriculum Design and IN-Class and OUT-of-Class Delivery Model
- Safety and Liability for OUT-of-Class Delivery Model
- Evaluating and Reporting the Grades 11 and 12 PE/HE Credits

Furthermore, for all those involved, the roles and responsibilities are outlined.

INTRODUCTION

Background

In August 2004, the Premier of Manitoba announced the creation of an All-Party Task Force to solicit the views of Manitobans on how to help children and young people enjoy the benefits of physical activity and healthy lifestyles. The *Healthy Kids, Healthy Futures Task Force Report* was released in June 2005, and the Manitoba Government has pledged to implement all 47 of its recommendations.

Many of these recommendations affect schools, including specific recommendations related to mandated time in Grades 9 and 10, the implementation of the Grades 11 and 12 PE/HE curriculum, and the required graduation credits. These recommendations state that the provincial government will:

- not only recommend but mandate the current amount of time that Grade 9 and Grade 10 students spend in PE/HE 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.
- develop a PE/HE curriculum for Grade 11 and Grade 12 students. This should be implemented before the fall of 2008.
- require all Grade 11 and Grade 12 students to complete two PE/HE credits for graduation, in addition to the two credits required in Grade 9 and Grade 10. Schools may choose to include the PE/HE credits in the timetable or use an out-of-classroom model.

Furthermore, the *Task Force Report* encourages parents/guardians, students, and schools to 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
- encourage active lifestyles that persist into their futures

The choice of the OUT-of-class model was provided to help minimize the time students spend away from academic studies, and give families, students, and schools more options in their efforts to increase physical activity among young people. As well, local recreation and sports-related organizations are encouraged to explore how nearby schools and community facilities could be jointly used.

The following research, resources, and consultations have guided the development of this policy document:

- *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (2000) (The PE/HE Framework)
- Review of existing PE/HE programming in Manitoba and other jurisdictions
- Regional consultation with the educational community in the spring of 2006 related to graduation requirements and possible curriculum design and delivery models
- In-depth discussions in June 2006 with staff members from seven schools to solicit insights on how each school would implement an IN-class and OUT-of-class delivery model for PE/HE at Grades 11 and 12

Guiding Principles

The following guiding principles were developed based on the above resources and consultations. They will serve as a foundation to support the implementation of Grades 11 and 12 Physical Education/Health Education.

- Develop learning outcomes that align with the K-12 PE/HE Framework to maintain the vision and integrity of this document.
- Encourage youth to take greater ownership of their physical fitness and become involved in physical activities suited to their own individual interests and abilities.
- Involve parents/guardians/schools/community in a supportive and complementary role to build positive values and attitudes.
- Provide schools with flexibility in determining the best delivery model depending on local resources.
- Provide variety and choice of activities to students through an IN-class and OUT-of-class delivery model.
- Allow for schools and students/parents/guardians to determine how the learning outcomes of the curriculum will be achieved, that is, through a teacher-directed delivery model during IN-class time and a student-directed model as part of the OUT-of-class time.
- Ensure clarity of roles and responsibilities of students, parents/guardians, school administrators, teachers, school divisions, and Manitoba Education, Citizenship and Youth.

Definitions of Terms

To ensure clarity and understanding, key terms, which are listed in the order they appear in this document, are defined as follows:

- **IN** refers to IN-class instructional time that is teacher-directed and based on learning outcomes from the curriculum. This class time is timetabled as part of the instructional day and students are required to attend.
- **OUT** refers to OUT-of-class time that is student-directed and based on learning outcomes from the curriculum that promote participation in physical activity. The OUT-of-class delivery option will require teacher/parent/guardian sign-off. The OUT-of-class time may include physical activities that occur
 - in school with teacher supervision (e.g., intramurals, interschool sports, fitness workouts) but not during instructional class time
 - outside of the school or off school property, and without direct supervision by a certified teacher or other person employed by or under contract with a school division
- **Teacher-directed** refers to the scheduled instructional time organized and taught by a certified teacher.
- **Student-directed** refers to the time when the student takes responsibility for achieving the learning outcomes through a physical activity practicum approved by the parent/guardian and teacher. Time spent engaging in physical activity as part of employment for remuneration does not qualify.
- **Physical activity** means all forms of large-muscle movement, including sports, dance, games, walking, and exercise for fitness and physical well-being. It may also include physical therapy or mobility training for students with special needs.
- **Health-related fitness components** include cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
- **Physical activity practicum** is programming that students choose with teacher guidance to address health-related fitness components over a period of time with a primary emphasis on cardiovascular-respiratory endurance. Eligible practicum physical activities, particularly for the student-directed OUT-of-class time, must
 - contain a minimum of 55 hours of moderate to vigorous physical activity that contributes to cardio-respiratory endurance (heart, lungs, circulatory system) plus one or more of the health-related fitness components (muscular strength, muscular endurance, and flexibility)
 - be safe, ethical, and age/developmentally appropriate
 - address risk management measures based on *Safety Guidelines for Physical Activity in Manitoba Schools* and *YouthSafe Manitoba: School Field Trip Guide*, and require special parental permission

- **Moderate activities** are physical activities that cause breathing and heart rate to increase. People engaging in moderate activities can hear themselves breathe but they can still talk. Examples of moderate activities include brisk walking, bicycling (less than 15 km/hour), skateboarding, shooting baskets, and curling.
- **Vigorous activities** are physical activities that cause breathing and heart rate to increase to a higher level whereby it would be difficult to talk. Examples include jogging, swimming, walking briskly, jumping jacks, sports that involve running, tobogganing, shoveling snow, and walking through deep snow.
- **Core component** represents the learning outcomes that must be delivered through the IN-class time.
- **Flexible delivery component** represents learning outcomes that can be delivered through the IN-class and/or OUT-of-class time.
- **Pre- and Post-Sign-off** refers to the sign-off process required for the student-directed option prior to implementing the physical activity practicum and upon its completion. This process involves teachers, students, parents/guardians, and/or supervising adult(s). The purpose of the Pre-Sign-off Form is to ensure the student/parent/guardian has chosen physical activity that is safe and appropriate to meet the learning outcomes. The purpose of the Post-Sign-off Form is to provide the documentation or evidence that the student met the requirements of the physical activity practicum.

POLICY AREAS

Implementation Timelines

Background

The *Healthy Kids, Healthy Futures Task Force Report* recommended that the Grades 11 and 12 PE/HE curriculum be ready for implementation before the fall of 2008.

Requirement

Schools will implement the changes related to Grade 9 to Grade 12 PE/HE according to the following timelines:

- Grades 9 and 10
 - As of September 2007, system-wide implementation of mandated time, which may include up to 20 hours of OUT-of-class delivery model
- Grade 11
 - As of September 2007, planning or voluntary implementation
 - As of September 2008, system-wide implementation
- Grade 12
 - As of September 2007, planning or voluntary implementation
 - As of September 2008, system-wide implementation

Details

1. The time for Grades 9 and 10 is mandated (i.e., 110 hours per credit) in 2007-08. Schools can choose to meet the mandated times within the timetable or use an OUT-of-class model for up to 20 hours of the mandated 110 hours.
2. Students entering Grade 11 in the 2008-09 school year are required to earn a PE/HE credit in both Grade 11 and Grade 12 in order to graduate (with a minimum of 30 credits). The Grade 11 credit will be earned in the 2008-09 school year, and the Grade 12 credit will be earned in the 2009-10 school year.
3. Because this is a transition year, students entering Grade 12 in 2008 are required to earn the Grade 12 PE/HE credit in 2008-09 in order to graduate with a minimum requirement of 29 credits. Subsequent years will require 30 credits.
4. Each grade (9-12) may include an OUT-of-class delivery option.

Credit Requirements for Graduation

Background

The addition of Grades 11 and 12 PE/HE credits will have an impact on the credit requirements for graduation for the High School Diploma. Increasing the number of credits to 30 from 28 will allow students to continue to have as many optional courses as they had before, especially with regard to technical-vocational programming and other specialized programming.

For students with special needs, teachers will continue to make modifications, adaptations, and accommodations as necessary.

The Mature Student Diploma requirements remain unchanged.

Requirement

Graduation requirements will increase from 28 to 30 for the High School Diploma. Grades 11 and 12 PE/HE credits will not be compulsory for Mature Student graduation.

Details

1. The following information is provided to address the High School Diploma requirements:
 - a. For the English Program, the Graduation Requirements in Grades 11 and 12 will be the following:

Grade 11: 4 compulsory credits (including PE/HE) and a minimum of 1 optional credit;

Grade 12: 3 compulsory credits (including PE/HE) and a minimum of 2 optional credits.
 - b. The minimum number of optional grade-specific credits required for graduation in Grade 11 and Grade 12 remains the same.
 - c. The following table summarizes the information related to the graduation requirements for the four programs:

Compulsory and Optional Credits Required in Grade 11 and Grade 12								
	English Program		Technology Education Program		Français Program		French Immersion Program	
	Credits		Credits		Credits		Credits	
	Mandated	Optional	Mandated	Optional	Mandated	Optional	Mandated	Optional
Grade 11	4	1	3	2	5	1	5	1
Grade 12	3	2	3	2	4	1	4	1

Curriculum Design and IN-Class and OUT-of-Class Delivery Model

Background

The document *Kindergarten to Senior 4 (K-12) Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (2000) is the foundation for the development of the new curriculum and courses for Grades 11 and 12, as well as for the guiding principles identified on page 4. Learning outcomes related to health and personal planning and physical activity participation are to be developed for each grade to align with the five general learning outcomes in the PE/HE Framework.

Curriculum content and suggestions for implementation will be determined through a collaborative process that involves the Manitoba Education, Citizenship and Youth Grades 11 and 12 Development Team (which includes Senior Years teachers nominated by school divisions), a curriculum writer, and the PE/HE Steering Committee (comprising representatives from key stakeholder organizations).

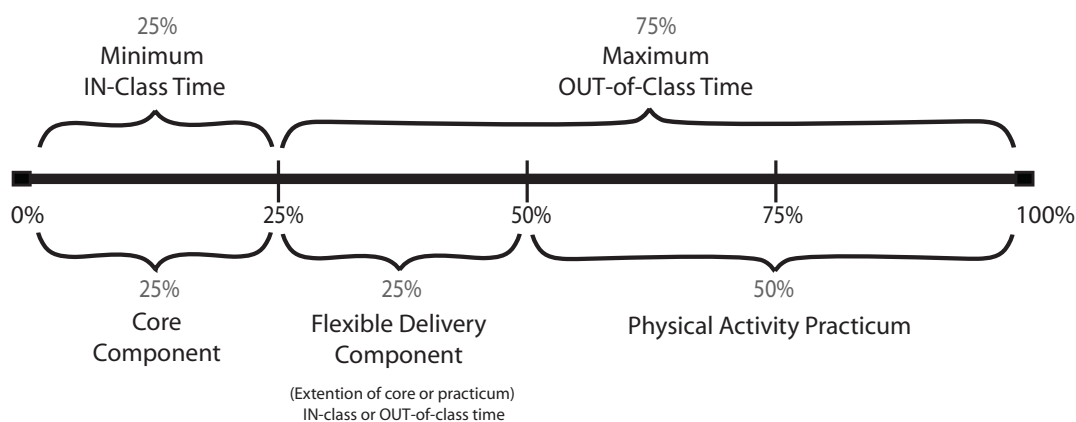
The curriculum learning outcomes are achievable through an IN-class and/or OUT-of-class delivery model. Schools will choose the proportion of IN-class and OUT-of-class delivery.

Requirement

Schools will implement the Grades 11 and 12 PE/HE curriculum based on the following implementation model. They may choose the proportion of IN and OUT time for the courses they offer based on local priorities and preferences, while ensuring alignment with minimum requirements related to this model.

Refer to the Implementation Model on the next page.

IMPLEMENTATION MODEL



Details

1. The curriculum learning outcomes are focused on developing active, healthy lifestyles that are achievable through an IN-class and/or OUT-of-class delivery model, and are evaluated by a teacher.*
2. A minimum of 25% of IN-class time (approximately 30 hours) for the Core Component is spent on learning outcomes focusing on health and personal planning. Therefore, schools may choose to offer up to a maximum of 75% of OUT-of-class time.
3. A minimum of 50% (i.e., 55 hours) is required for the Physical Activity Practicum that focuses on participation in physical activity. This may be achieved through IN, OUT, or a combination of IN and OUT time. Therefore, schools could choose to offer 100% IN-class time, which would include a minimum of 50% physical activity practicum that would occur in class or in school-supervised activities.
4. The flexible delivery component allows up to 25% of the time to be spent exploring selected areas of interest or specialization, either by the class, through an increase in the IN time, or by individual students, through an increase in OUT time, depending on local resources and needs.
5. The OUT-of-class model includes a teacher and parent/guardian pre- and post-sign-off process.
6. If a parent/guardian is unwilling to approve the OUT-of-class time component outlined by the school, the school should provide other opportunities for the student to meet the time expectation, such as IN-school supervised activities (e.g., intramurals, fitness clubs...). Special needs, safety concerns, and religious and cultural values are examples of circumstances that may necessitate this special type of support.

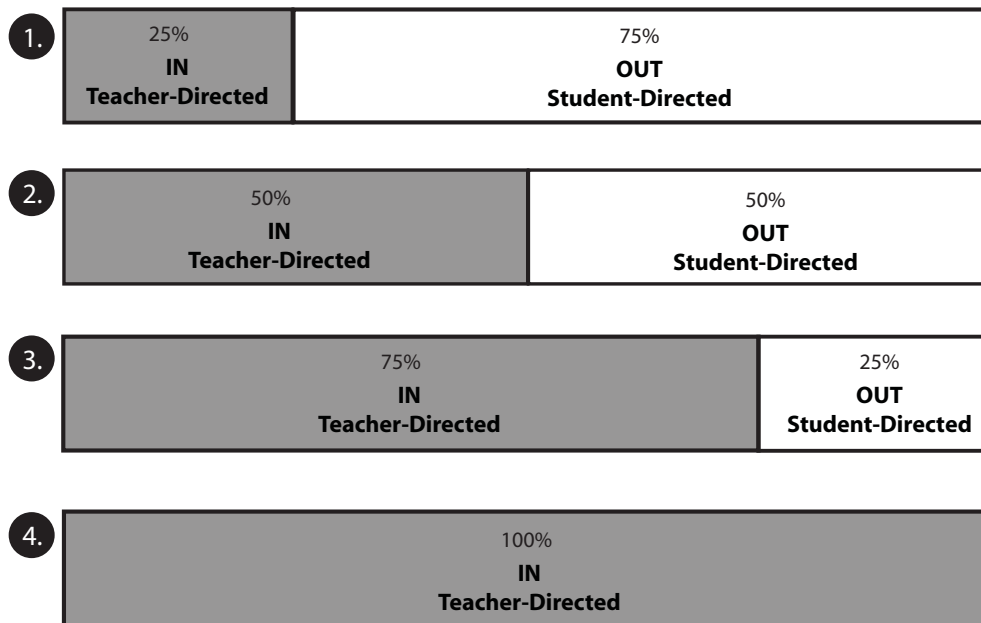
* In this document, "teacher" refers to individuals who are certified to teach in Manitoba schools.

7. At a parent's/guardian's request, a school offering a 100% IN model must allow the student to opt for a minimum 25% OUT-of-class option as part of a personalized physical activity practicum. Schools will determine eligibility of a higher percentage based on local policy.
8. For students who cannot achieve the required credit or credits because of exceptional circumstances (e.g., unforeseen serious physical or medical limitation, cultural values...), the school administrator, in discussion with parents/guardians, can decide to substitute a maximum of two credits, as per school division policy and existing departmental policy. This substitution of credits must be reported to the Department.
9. Physical activities selected for the OUT-of-class component do not qualify when the activities are the result of employment where the student receives payment, or when they are related to another course for which the student receives credit (e.g., school-initiated courses related to dance or sports).

The following chart provides examples of the possible delivery models:

EXAMPLES OF DELIVERY MODELS

Percent IN or OUT of Class



Safety and Liability for OUT-of-Class Delivery Model

Background

Safety and liability are two key considerations that need to be addressed, especially within the context of the OUT-of-class delivery model, as they pertain to students, parents/guardians, teachers, and school boards.

Safety is paramount when planning or choosing physical activities for the OUT-of-class physical activity practicum. The responsibility for the care and safety of students for the OUT-of-class delivery is shared by the home, school, and community. Safety awareness is key to safe programming in order to minimize the inherent risks associated with any physical activity/sport. When students/parents are choosing physical activities that are safe and appropriate for the physical activity practicum, there are a number of factors that should be considered, such as the following:

- level of risk of the activity
- level of instruction
- level of supervision
- clothing/footwear
- facilities and environment
- equipment
- student's physical ability

The OUT-of-class model is not likely to increase the liability teachers already have, since they are not providing direct supervision.

In order to reduce the possibility of liability, local policy will be required and school divisions will need to establish and implement risk management measures based on those outlined in *Safety Guidelines for Physical Activity in Manitoba Schools* and *YouthSafe Manitoba – School Field Trip Resource*. These measures would possibly prohibit high-risk activities that are inherently dangerous, and might also require that certain activities (e.g., trampolining), which are known to be associated with a higher rate of injury when unsupervised, be directly supervised by a qualified instructor or coach to be eligible for credit.

Liability will be addressed through the establishment and implementation of these risk management measures to ensure parents/guardians and students are aware of and understand the risks involved. Risk management measures imply that all reasonable effort has been made to ensure student safety, thereby significantly reducing the risk of liability for teachers, trustees, and school boards.

Requirement

Schools and school divisions are required to develop a risk management policy related to the OUT-of-class physical activity practicum, as well as provide risk management measures and a teacher and parent/guardian sign-off process that aligns with government policy.

Details

1. Manitoba Education, Citizenship and Youth will provide risk management guidelines to support the development of local policy. These guidelines will include sample teacher/parent/guardian sign-off forms.
2. Elements to be considered when developing a risk management policy include:
 - risk management guidelines
 - level of risk
 - level of instruction required for safe participation
 - level of supervision required for safe participation
 - ineligible types of physical activity (e.g., high-risk activities such as snowmobiling or water sports)

Evaluating and Reporting the Grades 11 and 12 PE/HE Credits

Background

Teachers are responsible for evaluating and reporting PE/HE credits. Requiring students to complete a personal fitness plan and portfolio as evidence for completion of the course is an effective assessment strategy.

Requirement

Grades 11 and 12 students are graded for completion of the course with the complete/incomplete designations.

Details

1. Departmental policies and procedures related to evaluation and the reporting of marks (i.e., all marks from Grades 6 to 12 are currently reported as percentage scores) will be amended to accommodate this requirement. No percentage mark will be used.
2. Teachers are responsible for the evaluation of students, and schools are responsible for awarding the credits.
3. Criteria for course completion will be outlined by the Department and further developed by schools/school divisions to take into account local circumstances.
4. The complete/incomplete designations approach will not affect the student's grade point average.
5. Students are required to submit a personal fitness portfolio containing such elements as a fitness plan, physical activity log, or journal entries.
6. If a student does not fulfill the course requirements, he or she is required to repeat the course.
7. The Education Information System (EIS) collection will be changed as necessary, as all marks from Grades 6 to 12 are currently reported as percentage scores.

ROLES AND RESPONSIBILITIES

Background

Parents/guardians, students, and schools are encouraged to work together to determine what will work best in their specific situations to help young people take ownership of their own physical fitness. By doing so, they will discover interesting, rewarding activities that help them establish active lifestyles that persist into their futures.

Parents/guardians, teachers, and schools are also involved in the implementation of the OUT-of-class model, which is provided as an option to help minimize the time students spend away from IN-class academic studies, and to give families, students, and schools more opportunities to include physical activity in young people's lives. Local recreation and sports-related organizations are also encouraged to explore how nearby school and community facilities could be jointly used.

Therefore, to assist with the initial planning and implementation, it is important that the roles and responsibilities of students, parents/guardians, school administrators, teachers, school divisions, and Manitoba Education, Citizenship and Youth are clearly outlined.

Students: Roles and Responsibilities

1. Discuss with parents/guardians and provide the school with a completed and signed copy of the Pre-Sign-off Form. The form requires the signature of a parent/guardian if the student is under the age of 18, or the student's signature if he or she is 18 or older. In some circumstances, parents/guardians may be required to sign for students who are 18 or older (e.g., students with severe disabilities).
2. Indicate to the school, prior to commencing the activities and at the time specified by the school, their intention to participate in activities that contribute to their personal fitness plan and are consistent with school/divisional policy and risk management measures for the purpose of obtaining a PE/HE credit.
3. Participate in the OUT-of-class physical activities as part of their personal fitness plan towards the completion of their physical activity practicum. Track the hours, and complete the sign-off process as per school and/or division requirements.
4. Provide the school with pertinent documentation that will be used by the school for evaluation purposes (e.g., fitness plan, activity log...).
5. Assume, along with parents/guardians, responsibility for safety. Students should discuss concerns related to the selected physical activity with their parents/guardians and, together, they should exercise discretion and be aware of safety issues and the appropriate level of instruction and/or supervision before deciding to participate in the physical activity.

Parents/Guardians: Roles and Responsibilities

1. Exercise discretion, be aware of safety issues and the recommended level of supervision, and discuss with the school and student any concerns about the nature of the activity.
2. Assume responsibility for monitoring safety. Before making physical activity choice(s), parents/guardians should be aware of safety issues, such as staffing qualifications, child abuse registry policy, and community organization's or group's liability insurance coverage.
3. Approve OUT-of-class activity, taking into consideration the general state of health of the student, information on risk, safety, school division policy, the educational and physical benefit to the student, and costs, if applicable.
4. Complete paperwork and provide Parent/Guardian Pre- and Post-Sign-off Forms for the selected activity and for the documentation provided to the school for evaluation purposes (e.g., physical activity log). Students who are 18 years of age or older are required to provide documentation for evaluation purposes.

School Administrators: Roles and Responsibilities

1. Discuss the IN-class and/or OUT-of-class delivery model with the Advisory Council for School Leadership/Parent Council.
2. Establish the implementation model for the school, taking into consideration issues such as timetabling, facilities, equipment, supervision, etc.
3. Allot staff time to manage and evaluate the IN and/or OUT activities in accordance with school division policy.
4. Implement the appropriate administrative process for PE/HE courses and related OUT-of-class activities, including providing Parent/Guardian Pre- and Post-Sign-off Forms to participating students.
5. Establish a procedure for implementing risk management measures.
6. Inform students and parents/guardians about the IN-class and/or OUT-of-class delivery model and the requirements for successful completion.
7. Record the student credit with Manitoba Education, Citizenship and Youth using the code provided in the *Subject Table Handbook*.
8. Recognize a PE/HE credit that has been awarded by another school or school division.
9. Administer the substitution-of-credit policy in exceptional circumstances.

Teachers: Roles and Responsibilities

1. Teach the IN-class portion of the PE/HE course.
2. Provide guidance to students regarding their selection of and participation in the OUT-of-class activities, as appropriate.
3. Provide sign-off for the student-selected activity in accordance with the school/school division policy.
4. Provide safety information related to the approved activity.
5. Evaluate the students based on evidence provided (e.g., personal fitness portfolio, sign-off forms, physical activity log, classroom observations, journal entries...).

School Divisions: Roles and Responsibilities

1. Develop policy for the IN-class and OUT-of-class delivery model that includes risk management.
2. Develop and provide safety information that aligns with the government's policy information and guidelines.
3. Administer the substitution-of-credit policy in exceptional circumstances, and report to the Department.

Manitoba Education, Citizenship and Youth: Roles and Responsibilities

1. Provide policy information and guidelines for the OUT-of-class delivery model.
2. Create a reporting system where student credits for Grades 11 and 12 PE/HE are reported as complete/incomplete.
3. Provide a mechanism (course code) for schools to use in reporting the credits.
4. Develop curriculum (e.g., framework/policy/implementation documents).
5. Provide risk management guidelines to support the development of local policy. Guidelines will include sample teacher/parent/guardian sign-off forms.
6. Provide professional learning opportunities and other implementation support for the introduction of the new PE/HE curriculum in Grades 11 and 12.

CONCLUSION

Increasing physical activity options for young people is a shared responsibility among teachers, schools, parents/guardians, families, and communities. The implementation of PE/HE credits for Grades 11 and 12 was initiated in response to recommendations from the Healthy Kids, Healthy Futures All-Party Task Force. These were based on information received from Manitobans about how to help young people enjoy the best possible health now and into their adult lives. These efforts are representative of the overall commitment to encourage active, healthy lifestyles that have a lasting, positive effect on our young people.

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- Manitoba Physical Education Teachers Association (MPETA), Manitoba Education and Training, Manitoba High Schools Athletic Association, Sport Manitoba, Manitoba Association of School Trustees, and Manitoba Physical Education Supervisors Association. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA et al., 2000.

WEBSITES

- Healthy Kids, Healthy Futures Task Force Report*
<www.gov.mb.ca/healthykids/>
- Kindergarten to Senior 4 Physical Education/Health Education Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*
<www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html>
- Safety Guidelines for Physical Activity in Manitoba Schools*
<www.edu.gov.mb.ca/k12/docs/support/pehe_safety/index.html>



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