

# OVERVIEW

## Characteristics of Middle Years Learners

All students learn in different ways, at different rates, and to different capacities. The following chart is provided to assist teachers in planning developmentally appropriate and age-appropriate learning activities in physical education/health education (PE/HE).

Characteristics of Development for Children and Youth Relevant to Physical Education and/or Health Education Programming			
	Physical Characteristics	Emotional and Social Development	Intellectual Development
Ages 5 to 8	<ul style="list-style-type: none"> <li>eye-hand coordination not fully developed (lack precise focus and spatial judgement)</li> <li>large muscles may be more developed than small muscles</li> <li>continue to develop climbing, balancing, running, galloping, and jumping abilities (may have trouble skipping)</li> <li>develop an awareness of safety, with guidance</li> <li>usually show enthusiasm for most physical activities</li> </ul>	<ul style="list-style-type: none"> <li>may show intense and variable emotions (may sometimes be judgmental and critical of others)</li> <li>learning to cooperate with others for longer period of time (friendships may change frequently)</li> <li>continue to develop feelings of independence and may begin to define themselves in terms of what they have or own</li> <li>begin to develop the ability to share possessions and take turns</li> </ul>	<ul style="list-style-type: none"> <li>learn from direct experience</li> <li>continue to expand their understanding and use of language to clarify thinking and learning</li> <li>may understand concepts such as tomorrow or yesterday but are still unsure about length of time</li> <li>assert personal choice in decision making</li> </ul>
Ages 9 to 11	<ul style="list-style-type: none"> <li>continue to develop eye-hand coordination (skill development in physical activities may depend on this increase in coordination)</li> <li>continue to refine fine motor development (girls may reach puberty and may experience rapid growth spurt)</li> <li>show increased coordination, but growth spurts may begin to interfere</li> <li>may show more daring, exploring behaviour that could lead to accidents</li> <li>may begin to show a preference for some physical activities over others</li> <li>may appear to enjoy more complex group games and simple sports (show a strong sense of loyalty to a group or team)</li> </ul>	<ul style="list-style-type: none"> <li>may appear relatively calm and at peace with themselves</li> <li>becoming more outgoing and develop close or best friends</li> <li>generally positive about themselves (define self by physical characteristics and possessions as well as likes and dislikes)</li> <li>continue to develop the ability to work and play with others (need social acceptance)</li> </ul>	<ul style="list-style-type: none"> <li>continue to use direct experience, objects, and visual aids to help understanding</li> <li>can expand thinking more readily through writing, reading, and viewing (may begin to use puns)</li> <li>continue to develop understanding of time, but may forget dates and responsibilities</li> <li>need increased ownership of decision making</li> </ul>
Ages 12 to 15	<ul style="list-style-type: none"> <li>continue to develop and refine hand-eye skills and demonstrate increased muscle coordination</li> <li>boys reach puberty and may experience rapid and uneven growth (arms and legs may grow rapidly)</li> <li>may show periods of relatively poor coordination and awkwardness (may show poor posture because of rapid growth)</li> <li>understand safety rules but sometimes take risks</li> <li>often are marked differences between sexes in their preferences for physical activity</li> <li>often engage in more formal team activities (continue to show great loyalty to group or team)</li> </ul>	<ul style="list-style-type: none"> <li>may begin to show bouts of anxiety or moodiness (emotions may come close to the surface)</li> <li>start to question adult authority</li> <li>sometimes engage in self put-down (may begin to define self in terms of opinion, beliefs, and values and to expand their sense of self by copying the culture or current fad)</li> <li>gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance)</li> </ul>	<ul style="list-style-type: none"> <li>begin to develop abilities to manipulate thoughts and ideas, but still need some hands-on experiences</li> <li>can do some abstract reasoning</li> <li>often like jokes and words with double meanings</li> <li>developing abilities to talk about recent events, plans for the future, and career aspirations</li> <li>need ownership of decision making, with responsible guidance</li> </ul>

**Characteristics of Development for Children and Youth:** Reproduced from *Physical Education K to 7: Integrated Resource Package 1995*. Reproduced with permission from Ministry of Education, Province of British Columbia for educational non-profit use.

## Middle Years Philosophy for Effective Programming

Research supports the following perspectives and approaches in PE/HE programming for Middle Years students.

- **Skill-Based Focus:** The combined PE/HE curriculum emphasizes the acquisition and application of the following skills that are considered the building blocks or essential skills for developing physical and social-emotional well-being:
  - the fourteen basic movement skills (identified in the chart Basic Movement Skills Developmental Process—see page 27 of Framework Excerpts) as they relate to different sports and physical activities
  - the five personal and social management skills (identified in the Summary Chart for *Personal and Social Management*—see page 114 of Framework Excerpts) for making active healthy lifestyle choices

The intent of the curriculum is to help Middle Years students develop the necessary skills to prevent or avoid the health issues that affect children and youth, such as physical inactivity, unhealthy dietary behaviours, and behaviours that cause intentional and unintentional injury, and to work in partnership with the home and community.

- **Active and Interactive Learning Strategies:** Brain research (Cone *et al.*; Jensen) supports the approach of engaging students in active learning to increase retention and make learning more relevant, meaningful, and enjoyable. In a physical-education setting, learning/teaching strategies engage students through a variety of physical activities that involve many of the multiple intelligences (e.g., body/kinesthetic, visual, spatial). From a health-education perspective, interactive learning/teaching strategies (e.g., brainstorming, Think-Pair-Share, role-playing) promote social interaction and cooperative learning, which highlight interpersonal intelligence.
- **Cooperative and Low Competitive-Type Learning Activities:** Cooperative and low competitive-type activities help promote positive social interactions among students, allowing them to work together towards achieving a common goal. Learning experiences should provide choice and allow students to participate at their own ability level.
- **Integrated Approach:** Integrating and making curricular connections between physical education and health education as well as with other subject areas is an important part of the curriculum design to provide meaningful and relevant learning experiences for students. Connections to other subject areas are identified in the first column within the Grades 5 to 8 Suggestions for Instruction and Assessment section of this document. Teachers are encouraged to be creative in their planning of integrated units/modules. For example, when students are studying force and motion in Grade 5 Science, the same concepts can be applied to studying the mechanical principles as they relate to human movement.

- **Time and Instruction:** Adequate time, well-planned instruction, and enjoyable learning experiences are essential for students to apply selected movement skills as well as social behaviour skills for active, healthy living. The development of these skills cannot be left to chance. Planned programming that meets the recommended minimum time allotments is important for healthy growth and development. (Time Allotments are outlined in the Framework Overview—see page 8 of Framework Excerpts.)
- **Involvement of Parents/Families and Communities:** Building partnerships is essential for providing a healthy, supportive environment for children and youth. Schools, parents,\* and communities need to work together to achieve the vision of realizing *physically active and healthy lifestyles for all students*. For example, the home, school, and community need to provide daily opportunities for Middle Years students to be physically active.

## Creating a Meaningful Learning Environment

The Guiding Principles discussed in the Framework Overview (see page 6 of Framework Excerpts) are intended to assist teachers and administrators in designing a meaningful learning environment for PE/HE. Effective PE/HE programming ensures that learning experiences, resources, and assessment practices

- are appropriate for the age and developmental readiness of students
- take into consideration students’ multiple intelligences and varied learning approaches, skills, needs, and strengths (for information on differentiating instruction, refer to *Success for All Learners*)
- respect and appreciate human diversity, including gender, abilities, and culture (refer to departmental resources such as *A Foundation for Excellence; Native Studies: Middle Years [5–8]; Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour; Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*)
- include active and interactive learning opportunities that foster responsibility, inclusion, community, and citizenship, and that support the development of physical and social-emotional well-being
- help students understand healthy lifestyle practices and their contribution to the components of sustainable development: the environment, economy, and health and well-being (refer to *Education for a Sustainable Future*)
- support curricular connections and integration (refer to *Curricular Connections*)
- incorporate the foundation skill areas: literacy and communication, problem solving, human relations, and technology (refer to *A Foundation for Excellence and Technology As a Foundation Skill Area*)
- encourage partnerships with the home and community

The following guidelines for each GLO provide additional suggestions for creating a meaningful learning environment within a PE and/or HE setting.

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\* In this document the term “parents” refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child’s education.

## Guidelines for the General Learning Outcomes

This combined PE/HE document presents guidelines for each general learning outcome (GLO) rather than separately for each subject area. The guidelines for each GLO contain five subheadings:

- Description
- Middle Years Implications
- Scope and Sequence
- Teaching Considerations
- Implementation Guidelines



### Guidelines for GLO 1—Movement

#### Description

In achieving the specific learning outcomes within GLO 1—Movement, *students demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environment, and cultures.*

#### Middle Years Implications

During the Middle Years, the curricular emphasis is on the acquisition and application of basic movement skills and their functional use in modified and lead-up activities. The knowledge component helps students understand what movements to do, as well as why and how to do them. The movement skills and concepts identified in this document are defined in the Basic Movement Skills Developmental Process chart (see page 27 of Framework Excerpts).

Movement-skill competency is a key determinant in a student's decision of whether to participate in or pursue a particular physical activity or sport. Students are less likely to participate in physical activity if they have not learned the movement skills or experienced success in applying them. The basic movement skills are the building blocks for participation in all physical activity and are the prerequisites to lifelong physical activity.

Wherever possible, learning activities for all student learning outcomes should be movement-based to ensure that students are physically active. Skill acquisition along with personal success, choice, inclusion, and enjoyment are necessary parts of effective programming that help students develop attitudes that support lifelong participation in physical activity.

For balanced PE/HE programming, students are expected to participate in a variety of physical activities, including individual/dual/team sports/games, alternative pursuits, and rhythmic/gymnastic and fitness activities, scheduled on an ongoing basis throughout the year. As well, programming should include learning activities that are representative of different learning environments or settings (e.g., playing fields, parks, trails, arenas, playground equipment) and representative of multicultural perspectives.

For the purpose of this document, physical activities and sports are organized into five categories:



**Individual/dual sports/games**—physical activities played or performed individually or with a partner.



**Team sports/games**—physical activities played or performed in groups or teams.



**Alternative pursuits**—physical activities that occur in environments outside the classroom/gymnasium (e.g., playing fields, parks, trails, lakes, community indoor facilities).



**Rhythmic/gymnastic activities**—physical activities that include a variety of dance- and gymnastic-type activities.



**Fitness activities**—physical activities that focus on fitness development or training.

For a list of suggested activities, see Appendix A: Physical Activity Categories.

Students require a variety of lead-up progressions and many opportunities for practice and application of movement skills. Teachers are not expected to introduce all the activities listed in each physical-activity category but rather to choose a physical activity that would best develop the concepts and skills related to the student learning outcomes, considering development- and age-appropriateness, local resources, equipment, facilities, and so on.

### Scope and Sequence

Specific learning outcomes follow a sequential and multi-year approach. In some instances, an arrow (➡) indicates that the learning outcome is reviewed, reinforced, and maintained from the previous year. (For more information, refer to the Scope and Sequence Chart for *Movement*—found on page 29 of Framework Excerpts.)

Recognizing that it would be impossible to teach and assess student learning for every physical activity, the specific learning outcomes within GLO 1—Movement focus on a particular concept or game theme at each grade. For example, within the knowledge sub-strand Game Strategies, the following grade themes are identified to help differentiate learning outcomes from grade to grade, provide a focus for assessment, and avoid redundancy.

Grade Themes: Game/Activity Strategies			
Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>Innovative Games and Activities</li> </ul>	<ul style="list-style-type: none"> <li>Multicultural Games</li> </ul>	<ul style="list-style-type: none"> <li>Territory/ Invasion-Type Games</li> <li>Striking/Fielding-Type Games</li> </ul>	<ul style="list-style-type: none"> <li>Net/Wall Games</li> <li>Target-Type Games</li> </ul>

These grade themes are not intended to restrict student participation in other types of activities but are to be the focus for assessing, evaluating, and reporting student progress and achievement.

### **Teaching Considerations**

Schools must develop safety routines and procedures and teachers need to be knowledgeable of the best safety practices. Teachers responsible for providing a wide variety of challenging movement experiences in physical-activity settings must anticipate hazards and minimize the risks inherent in physical activity. Expertise in physical-activity management is essential.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education (refer to Safety and Liability in the Framework Overview—see page 14 of Framework Excerpts):

- Is the activity suitable to the age, mental condition, 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?

For additional suggestions related to Physical Activity Risk Management, refer to Guidelines for GLO 3—Safety.

### **Implementation Guidelines**

The following guidelines represent best practices when addressing learning activities related to GLO 1—Movement:

- Establish rules, routines, and student expectations for physical education related to safety (physical and emotional), inclusion, and time effectiveness, and communicate with students and parents/guardians.
- Establish start and stop signals to ensure safety and class control (e.g., hand signal, sound signal, hand clap, or cue words such as go, freeze, stop, time out).
- Refrain from using exercise as punishment.
- Emphasize positive behaviours in relationships between and among students (e.g., do not tolerate put-downs, teasing, exclusion).
- Choose activities that promote maximum participation (e.g., do not use elimination-type games unless another choice of activity is provided and there is a way for the student to return to the original activity in a short time; reduce long lineups or large relay teams).
- Choose developmentally appropriate and age-appropriate learning activities, taking into consideration the type and size of equipment and mechanical principles of movement. For example, consider the following:
  - Soft and light objects (e.g., sponge balls, plastic bats) are easy to manipulate, as well as safer than hard, heavy objects.

- Short handles on striking implements (e.g., junior-size racquets, floor-hockey sticks, golf clubs) help improve eye-hand coordination.
- Large balls (e.g., beach balls, playground balls) or objects with a tail or large surface area (e.g., scarves, beanbags, balls with streamers or tails) are easy to catch/grasp.
- Under-inflated balls are easy to catch or kick since the speed of the ball is decreased.
- Large striking surface areas (e.g., large heads of paddles or racquets) make it easy to hit objects.
- Large target surface areas make it easy to hit the target.
- Maximize student-equipment ratio.
- Establish safe and efficient methods for distributing, holding, and gathering equipment.
- Use equitable strategies for group organization (e.g., grouping by shirt colour, numbering off, eye colour, birthday months).
- Establish rules for “entry activities,” depending on the setting, activity, and supervision, so that students can be active at the onset of the class, and establish rules for “exit routines” to ensure orderly dismissal and safe conduct in change rooms, where applicable.
- Make adjustments when teaching outdoors, considering safety factors related to the sun, wind, wet/icy surfaces, and noise. Position students so that the sun is not in their eyes and wind or other distractions are behind them.



## Guidelines for GLO 2—Fitness Management

### Description

As daily living becomes more sedentary, it is essential that *students demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being*. PE/HE should contribute to students’ developing a pattern of daily and/or regular participation in physical activities and an understanding of how to acquire/maintain optimal personal health and fitness. The ultimate goal is for each student to value physical activity as a key component of health and to manage his or her fitness through regular participation in physical activity.

### Middle Years Implications

Middle Years programming emphasizes developing health- and skill-related fitness components through physical-activity participation. Students are encouraged to set personal goals, record own data, and be active on a daily basis to develop and/or maintain their personal fitness. Students will show basic understanding of the knowledge-related learning outcomes to help make informed choices for personal fitness development.

### Scope and Sequence

The Scope and Sequence Chart for *Fitness Management* (see page 63 of Framework Excerpts) shows what strands or sub-strands are reviewed, reinforced, and maintained from the previous year (▣➡) or assessed (▣) at each grade. For example, the Active Participation sub-strand is emphasized as a fitness-management skill in every grade, whereas the Fitness Benefits sub-strand is addressed in alternating years, Grades 5 and 7.

### Teaching Considerations

Current research (Corbin and Pangrazi; Graham; Rainey and Murray; Virgilio) indicates that fitness assessment or testing should focus on setting and achieving personal goals, developing fitness-management skills, and following a personal fitness plan. Programming needs to emphasize education, prevention, and intervention. Fitness assessment or testing is primarily used to establish personal goals and monitor individual progress rather than comparing results to others, as in norm-referenced testing.

Teachers are encouraged to choose a variety of appropriate tests or tasks to measure health-related fitness components (e.g., running for a specific distance, for a specific length of time, or at a certain pace for determining cardiovascular endurance). When administering fitness assessment tasks, the following strategies are appropriate:

- Focus on individual progress rather than on individual performance.
- Involve students in setting challenging and realistic goals.
- Give supportive feedback about progress towards reaching goals.
- Create a humanistic environment, keeping testing as private and confidential as possible (e.g., avoid announcing or posting fitness scores, provide choice and alternatives for each of the fitness components where necessary, respecting individual differences).
- Ensure that students are well prepared and informed prior to the assessment.
- Communicate fitness results or scores as information separate from the report-card mark.
- Provide students with strategies to improve and maintain fitness, as well as individual counselling/guidance as needed.

### Implementation Guidelines

The following guidelines represent best practices (Virgilio) when addressing Middle Years learning activities related to GLO 2—Fitness Management:

- Ensure that students are highly active. Choose activities that promote maximum participation for all students.
- Make assessment part of an ongoing process of helping students understand, enjoy, improve, and/or maintain their physical health and well-being.
- Use positive reinforcement, incentives, and intrinsic value to motivate students rather than giving awards for particular levels of fitness.

- Encourage students to accept responsibility for their own fitness progress by providing them with opportunities to set simple goals and monitor their own progress.
- Involve parents/guardians/families and communities in promoting active healthy lifestyles for students by using authentic assessment strategies such as portfolio take-home tasks, activity logs, and contracts.



### Guidelines for GLO 3—Safety

#### Description

The purpose of GLO 3—Safety is to have *students demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living*. This GLO addresses the health-risk area related to behaviours that result in intentional and unintentional injuries. Unintentional injuries are the leading cause of death among children and youth (refer to the Injury Section of Health Canada’s website: <http://www.hc-sc.gc.ca/pphb-dgsp/p/injury-bles/>).

#### Middle Years Implications

Safety education is essential to helping students prevent injury, reduce risks, and avoid potentially dangerous situations related to participation in physical activity, as well as to promoting safety in the home, school, community, and environment. During the Middle Years, students are capable of assuming more personal responsibility and making their own decisions in daily routines. Safety education is a shared responsibility, and teachers are encouraged to involve the home and the community in the learning/teaching strategies.

Furthermore, since all physical activity involves an element of risk, teachers have the responsibility to minimize risks and hazards at all times. For more information, refer to the discussion of Safety and Liability in the Framework Overview (see page 14 of Framework Excerpts).

#### Scope and Sequence

Student learning outcomes for GLO 3—Safety are organized into two strands:

- Strand A: Physical Activity Risk Management
- Strand B: Safety of Self and Others

In Strand A, all the sub-strands appear in every grade, since safety must be reinforced for each physical activity in all classes throughout the year (refer to the Scope and Sequence Chart for *Safety*—found on page 87 of Framework Excerpts). An alternating year approach has been adopted for some of the safety content areas in Strand B. The sub-strands Violence Prevention and Personal Safety, for example, are addressed in Grades 5 and 7.

In Strand B, the compulsory illustrative examples (noted as i.e.) in the specific learning outcomes for the particular grades identify the safety topics that are to be addressed and assessed.

The following chart identifies the grade-by-grade safety topics.

Grade Themes: Game/Activity Strategies			
Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• physical activity</li> <li>• roads</li> <li>• traffic</li> <li>• bus transportation</li> <li>• recreational vehicles</li> <li>• unsupervised areas</li> <li>• environmental conditions (e.g., forest fires, icy conditions, lightning)</li> <li>• violence prevention</li> <li>• personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• physical activity</li> <li>• bicycles</li> <li>• playgrounds/parks</li> <li>• babysitting</li> <li>• Internet use</li> <li>• shaken baby syndrome</li> <li>• prevention and care of injuries</li> </ul>	<ul style="list-style-type: none"> <li>• physical activity</li> <li>• water</li> <li>• school intruders</li> <li>• home invasion</li> <li>• hazing</li> <li>• Internet use</li> <li>• violence prevention</li> <li>• personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• physical activity</li> <li>• safe areas for cycling and other activities (e.g., in-line skating, walking)</li> <li>• community safety laws and polices (e.g., drinking and driving, vandalism, graffiti)</li> <li>• prevention and care of injuries</li> </ul>

This chart is not intended to restrict teachers from adding or repeating topics from year to year but rather to provide a focus for assessing, evaluating, and reporting student progress and achievement. In many cases, topic selection will depend on community needs and demographics. Some topics may need to be addressed every year (e.g., safety risks related to outdoor activities, community safety) or in specific years (e.g., babysitting safety), depending upon individual communities or situations.

Teachers can use the above chart as well as the Scope and Sequence Chart for *Safety* (see Framework Excerpts) when planning to make curricular connections. Some topics addressed in PE/HE also appear in other subject areas to increase relevancy and to reinforce content and subject area context. In Grade 5, for example, the sub-strand Environmental Safety Awareness provides an opportunity to make curricular connections with Grade 5 Science, Cluster 4—Weather.

To reduce redundancy and repetition, some topics do not appear in PE/HE in certain grades since there may be a strong emphasis of the topic in another subject area in the same year. For example, nutrition is addressed in Grade 5 Science, Cluster 1—Maintaining a Healthy Body; therefore, it is not addressed in Grade 5 PE/HE. Overall, through integration and by making curricular connections, learning becomes more meaningful, relevant, and time effective.

### Teaching Considerations

As Middle Years students begin to seek independence and are able to take on more responsibility, safety practices should be emphasized and reinforced in collaboration with parents and families. Students apply goal-setting/planning skills and problem-solving skills for making healthy decisions with guidance from the teacher and/or home.

Policy and procedures related to dress, footwear, equipment, and changing into “gym clothes” for physical education are local decisions; however, for safety and liability reasons, safe and appropriate footwear and dress is expected throughout the grades. Note that wearing jewellery, drawstrings, scarves, dresses/skirts, belts, hard-soled shoes, and socks (without shoes) may cause injury and inhibit movement.

GLO 3 includes the sub-strand Personal Safety, which includes potentially sensitive content. For student learning outcomes related to Personal Safety, schools must seek parental involvement and provide a parental option prior to implementation. A review of current provincial child abuse policies, along with existing school/division/district policies and procedures, will prepare teachers to respond if students disclose personal information.

### Implementation Guidelines

The following guidelines represent best practices when implementing learning activities related to safety.

#### ***Strand A: Physical Activity Risk Management***

- Use the four criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care within the context of physical education. (Refer to Safety and Liability in the Framework Overview—see page 14 of Framework Excerpts.)
- Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for information related to equipment, facilities, supervision, and teaching progressions.
- Establish safety routines early in the year and reinforce them throughout the year (e.g., entering/exiting from the gymnasium, using change rooms, getting/holding/putting away equipment, storing valuables such as jewellery, taking washroom and water breaks).
- Establish safe playing rules related to indoor and outdoor facilities (e.g., remove any objects or furniture with sharp edges in the gymnasium that a student could run into; ensure adequate spacing between groups) and equipment (e.g., do not retrieve equipment that is not in a safe area such as off the school grounds or in another student’s playing space, especially in activities using racquets or other striking implements).
- Establish safety rules for distributing equipment and organizing circuits/station activities (e.g., stagger starting points, have students move through the circuit in an orderly fashion, provide enough stations to keep everyone active, have students put back equipment after use).

- Keep informed of current safety and student medical information (e.g., contraindicated exercises, equipment and its use, allergies).
- Analyze the inherent level of risk related to each physical activity, based on factors such as skill level, previous experience, teacher expertise, weather conditions, available facilities, and available equipment.
- When supervising, establish a position (e.g., keep the back to the wall) that keeps students in the line of vision as much as possible.

***Strand B: Safety of Self and Others***

- Establish a safety code of conduct for the class and/or school to reinforce safe behaviours (e.g., walk in the hallways, demonstrate fair play in recess or lunch-hour activities, get/stay away from bullying situations).
- Follow current school/division/district guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for implementing the student learning outcomes related to personal safety.
- Encourage parental involvement in the learning activities related to safety education where possible and provide optional take-home activities.
- Reinforce safety rules for protection at home (e.g., keep exterior doors locked, do not answer the door when alone or unless a safe adult is nearby) and for protection away from home (e.g., never approach a vehicle if called, be aware of individuals using enticements (e.g., money) to trick someone into doing what they want).
- Reinforce rules for protection from sexual exploitation (e.g., what to do if a child experiences unwanted touching of the private parts, encounters a sex-related Internet site).



**Guidelines for GLO 4—Personal and Social Management**

**Description**

In achieving GLO 4—Personal and Social Management, *students demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.* They develop the ability to understand, manage, and express the personal, social, and mental-emotional aspects of their lives.

**Middle Years Implications**

To meet the needs of Middle Years students, learning activities emphasize the building of five personal and social-management skills:

- goal-setting/planning skills
- decision-making/problem-solving skills
- interpersonal skills
- conflict-resolution skills
- stress-management skills

The focus of learning, teaching, and assessment is on helping students build a positive self-image, develop acceptance of self and others, and make health-enhancing decisions during their adolescent years.

### **Scope and Sequence**

The Scope and Sequence Chart for *Personal and Social Management* (see page 115 of Framework Excerpts) identifies specific content areas or sub-strands addressed in every grade or in alternate grades.

### **Teaching Considerations**

The personal and social management skills identified in GLO 4 are closely connected to the four foundation skill areas of literacy and communication, problem solving, human relations, and technology (identified in *A Foundation for Excellence*, Manitoba Education and Training). These skills should be developed and/or reinforced in every class and are considered to be important work and life skills that students would use throughout their lives.

Teachers are encouraged to choose strategies that actively engage students in their learning. Many of these strategies are described in the Strategies section of *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training).

The content within some of the sub-strands/sub-themes in GLO 4 (e.g., Social Responsibility/appreciation of diversity, Feelings and Emotions/loss and grief) should be treated with sensitivity. Teachers are advised to choose learning resources carefully and to consult with school administrators before implementation.

### **Implementation Guidelines**

The following guidelines represent best practices when implementing learning, teaching, and assessment strategies related to GLO 4—Personal and Social Management:

- Choose a decision-making/problem-solving process and encourage students to use and practise the steps in daily situations.
- Make curricular connections with other subject areas (e.g., English language arts, social studies).
- Change groups, squads, teams, and partner combinations regularly to promote inclusion and interpersonal skill development.
- Choose appropriate games and activities that promote sharing, cooperation, team building, and competing graciously.
- De-emphasize winning and losing in games and promote fair play.
- Be sensitive to family configurations, accidents or deaths involving family members, and home environments when addressing topics such as loss and grief, body image, body weight, and self-esteem.



## Guidelines for GLO 5—Healthy Lifestyle Practices

### Description

The essence of GLO 5—Healthy Lifestyle Practices is for *students to demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality*. This GLO addresses the five major health risks for children and youth (see the Introduction to this document).

### Middle Years Implications

In GLO 5, the focus is on learning about the benefits and importance of healthy living and accessing information for making healthy decisions. GLOs 4 and 5 are closely interrelated. GLO 4 focuses on the development of personal and social management skills such as goal setting/planning and decision making/problem solving for making health-enhancing decisions, while GLO 5 provides the knowledge necessary for making informed decisions related to key health issues. Students will use and apply these personal and social management skills to develop personal plans related to personal health, active living, nutrition, substance use and abuse prevention, and human sexuality. Students are expected to show an understanding of the identified health risks, plan to practise the daily health habits, learn how to seek and ask for help, access information, make simple health choices and decisions, and avoid unsafe situations.

### Scope and Sequence

As reflected in the Scope and Sequence Chart for *Healthy Lifestyle Practices* (see page 153 of Framework Excerpts), an alternating year approach is used for some content areas. For example, the sub-strand Substance Use and Abuse is addressed in Grades 5 and 7.

### Teaching Considerations

Teachers must remain informed about student medical information, including students with allergies. If students have food allergies, teachers need to be especially careful when teaching nutrition and when students are handling or eating food.

The following guidelines apply to both teachers and students:

- Be careful with foods similar to those causing the allergy.
- Read labels of food (and non-food) products.
- Report all food allergies.
- Carry an EpiPen kit for a serious allergy.
- Bring own food from home for parties.

- Avoid touching or tasting others' food.
- Wash hands before and after touching food.
- Ensure that contaminated hands (e.g., peanut butter) do not come into contact (e.g., eyes, mouth) with students who have allergies, their food, or anything they might touch (e.g., chair back, doorknob).
- Be aware of contamination risks.
- Avoid foods sold in bulk that are not packaged (often sold by weight) or have no label (e.g., bakery bread) to minimize contamination risks.

This document recommends and promotes *Canada's Food Guide to Healthy Eating* (Health Canada) for use in Manitoba schools; however, this is not intended to suggest that it is the only guide that may be used or to undermine nutrition guides or approaches used in other cultures or specialized diets.

For student learning outcomes related to the sub-strands Substance Use and Abuse Prevention and Human Sexuality, schools must seek parental involvement and provide a parental option prior to implementation. Teachers need to consult with the school principal and review school/division/district policies and procedures prior to planning and implementation. It is important for the school, home, and community to work together to ensure that students have the knowledge, skills, and attitudes to make informed and health-enhancing decisions.

### **Implementation Guidelines**

The following guidelines represent best practices when addressing learning activities related to GLO 5—Healthy Lifestyle Practices:

- Be sensitive to family configurations, gender identification issues, birth and arrival stories of children, illnesses or deaths of family members, and family living conditions.
- Encourage parental involvement in the learning activities where possible and provide take-home activities that are optional.
- Be sensitive to body size, weight, restricted or specialized diets, and availability of or access to healthy foods when addressing healthy eating and body image.
- Follow current school/division/district guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for addressing the student learning outcomes related to substance use and abuse prevention and human sexuality.
- Present sexual health information in positive, accurate, and developmentally appropriate ways (e.g., make curricular connections with Grade 5 Science, Cluster 1—Maintaining a Healthy Body, when students learn about the other body systems and how lifestyle choices can affect personal health, treating the reproductive system the same as the other body systems).

## Planning for PE/HE Programming

Because teaching situations vary (e.g., in relation to demographics, cultures, resources, teacher expertise, local priorities), planning is highly individual. This section provides suggestions to assist with planning for different purposes and is divided into four areas:

- Part A: Planning for Implementation
- Part B: Planning for Instruction
- Part C: Planning for Assessment
- Part D: Additional Planning

### Part A: Planning for Implementation

The Framework requires schools/divisions/districts to establish a planning process for implementing the combined PE/HE curriculum. The components related to planning for overall implementation are outlined in Appendix C of the Framework (page 205). Suggestions on planning for overall implementation are also provided in this implementation document to assist teachers, administrators, and school/division/district teams with the initial planning phase. (See Appendix B: Suggestions for Planning Overall Implementation in this document.)

### Part B: Planning for Instruction

Planning for instruction involves general planning using the identified student learning outcomes, as well as planning for integration, planning for students with special needs, planning for potentially sensitive content, and yearly/unit/lesson planning.

#### Planning Considerations

The student learning outcomes are the starting point in planning for instruction. When using a learning-outcome approach in planning, consider the following key factors:

- Some learning outcomes are related primarily to *physical education* and are best addressed in a physical education setting (e.g., practise movement skills in a gymnasium, participate in fitness activities outdoors).
- Some learning outcomes are related primarily to *health education* and are best addressed in a classroom setting (e.g., use the Sort and Predict strategy in relation to helpful and harmful substances, use learning logs or journals for goal setting).
- Some learning outcomes are *interrelated* and connect with both physical education and health education and can be addressed and/or reinforced in both the physical education setting and the classroom, depending on the context and content.
- Learning is *recursive* and many of the learning outcomes need to be addressed repeatedly (e.g., in every class, in every year, in alternate years).
- General and specific learning outcomes are *year-end* outcomes for students.

- Learning outcomes can be *clustered* or grouped, so learning, teaching, and assessment strategies can address more than one learning outcome at a time (e.g., in a “nutrition tag” game, students may demonstrate knowledge and skills related to movement, game strategies, fitness, safety, relationships, and nutrition).
- Learning outcomes for certain topics and grades facilitate *integration* with other subject areas (e.g., nutrition connects with science, decision making and problem solving connect with all subject areas).
- Some learning outcomes require *short-term* development and some require *long-term* development (e.g., knowing how to execute a tennis forehand stroke properly may require a little time but being able to perform the forehand stroke requires longer-term development).
- Learning outcomes vary in *complexity*, with some addressing only one skill or concept and others more than one skill or concept (e.g., learning outcomes related to manipulation skills involve seven skills, whereas a nutrition-related learning outcome requiring students to assess personal food intake for one to three days is a more specific task).
- While learning outcomes are not defined for attitudes, *attitude indicators* are provided to describe the desired attitudes, values, and beliefs that students are expected to develop for leading active, healthy lifestyles. (The attitude indicator statements are outlined at the end of each GLO section of each grade.)

### **Planning for Integration**

Effective learning in PE/HE does not happen in isolation. Middle Years students learn best by making connections within and among the different subject areas. The PE/HE curriculum facilitates making connections among the learning outcomes within the curriculum, as well as with other subject areas. Within the Framework, Appendix B: Curricular Connections (pages 201 and 202) shows examples of PE and HE content that could be connected or integrated with other subject areas to support a holistic and comprehensive teaching approach. Examples of GLO connections are also provided in this implementation document, where applicable.

Teachers are encouraged to use an integrated or thematic approach to support, augment, and enhance student learning where possible. The design and placement of learning outcomes for certain topics and in specific grades within the PE/HE curriculum facilitate integration with other subject areas. To assist with integration, refer to other departmental *Foundation for Implementation* documents, including the following:

- *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (referred to in this document as 5–8 ELA)
- *Grades 5 to 8 Mathematics: A Foundation for Implementation*
- *Grades 5 to 8 Science: A Foundation for Implementation* (referred to in this document as 5–8 Science)

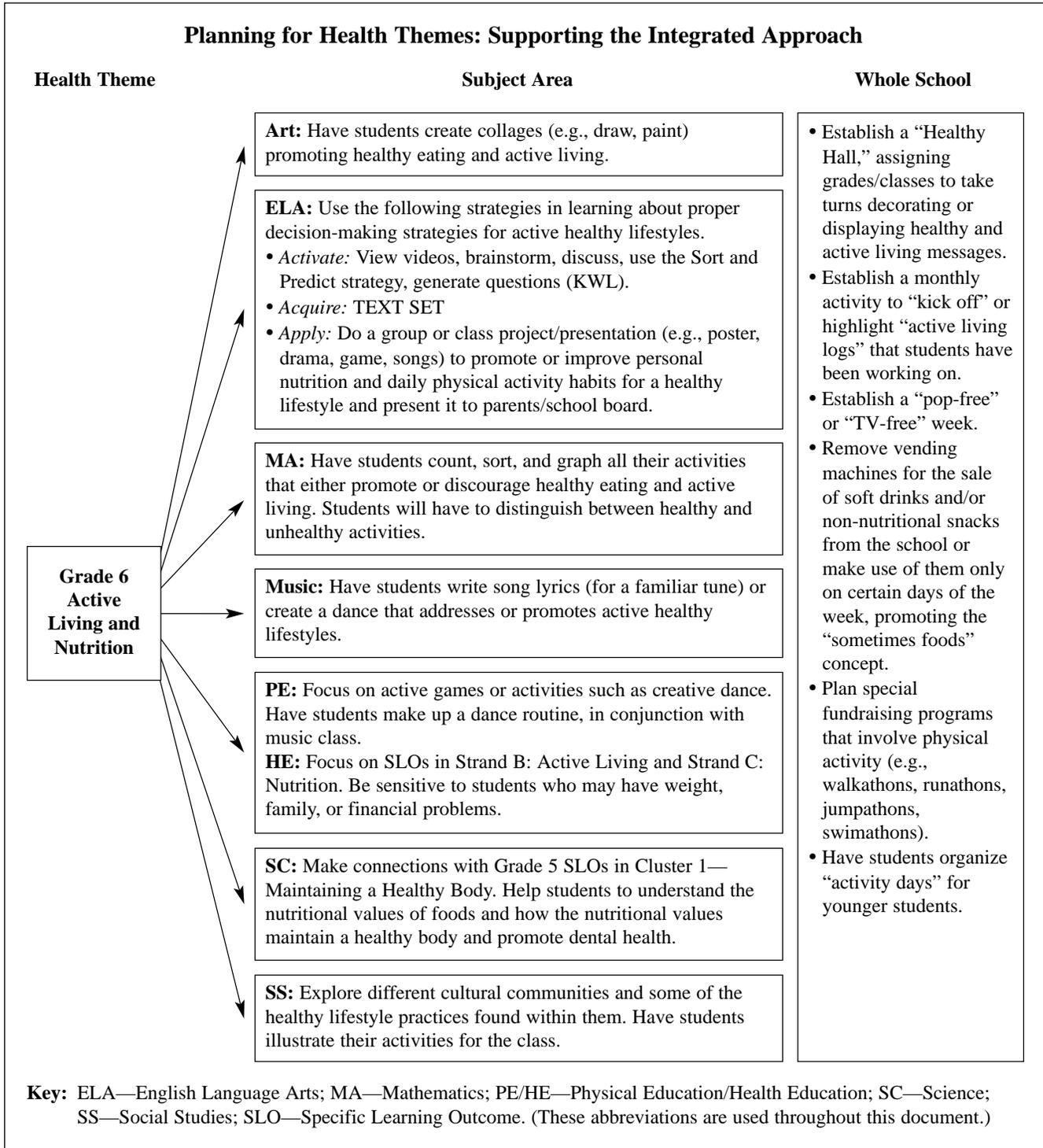
When integrating physical education into other subject areas, teachers are encouraged to choose physically active learning/teaching strategies to teach concepts and skills identified in other subject areas. An example follows:

Planning for PE Integration		
Concept/Skill	Subject Area	Learning/Teaching Strategy
Reading	English Language Arts	<ul style="list-style-type: none"> <li>• Circuit stations using cueing cards or signage</li> <li>• Scavenger hunts searching for and reading symbols, terms, and/or information</li> </ul>
Speaking	English Language Arts	<ul style="list-style-type: none"> <li>• Peer and partner activities in which students help others with or teach others games or skills</li> </ul>
Problem Solving	All Subject Areas	<ul style="list-style-type: none"> <li>• Team-building challenges (e.g., group juggling)</li> </ul>
Force and Motion	Science	<ul style="list-style-type: none"> <li>• Applying laws related to force and motion related to human movement and sport skills</li> </ul>
Culture and Diversity	Social Studies	<ul style="list-style-type: none"> <li>• Multicultural games and dances</li> </ul>
Other		

The following chart outlines the strands/sub-strands for each grade that relate specifically to health education to assist teachers in integrating topics or themes in other subject areas.

Planning for HE Integration				
Grade	Grade 5	Grade 6	Grade 7	Grade 8
<b>GLO 3</b>	<b>Safety of Self and Others</b> (including Violence Prevention and Personal Safety)	<b>Safety of Self and Others</b>	<b>Safety of Self and Others</b> (including Violence Prevention and Personal Safety)	<b>Safety of Self and Others</b>
<b>GLO 4</b>	<b>Personal Development</b>	<b>Personal Development</b>	<b>Personal Development</b>	<b>Personal Development</b>
<b>GLO 4</b>	<b>Social Development</b> (including Conflict-Resolution Process and Avoidance and Refusal Strategies)	<b>Social Development</b>	<b>Social Development</b> (including Conflict-Resolution Process and Avoidance and Refusal Strategies)	<b>Social Development</b>
<b>GLO 4</b>		<b>Mental-Emotional Development</b> (including stress management)		<b>Mental-Emotional Development</b> (including stress management)
<b>GLO 5</b>	<b>Personal Health Practices</b> (dental health)	<b>Personal Health Practices</b>		<b>Personal Health Practices</b>
<b>GLO 5</b>		<b>Active Living</b>		<b>Active Living</b>
<b>GLO 5</b>		<b>Nutrition</b>		<b>Nutrition</b>
<b>GLO 5</b>	<b>Substance Use and Abuse Prevention</b>		<b>Substance Use and Abuse Prevention</b>	
<b>GLO 5</b>	<b>Human Sexuality</b>		<b>Human Sexuality</b>	

The following example of a planning chart connects a health theme (e.g., Active Living [Strand B] and Nutrition [Strand B]) and strategies within each of the subject areas to support an integrated approach to planning for instruction.



### **Planning for Students with Special Needs**

Manitoba Education and Youth is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

PE/HE programming can contribute to the development of responsibility, citizenship, community, and personal fitness through physical activity participation. All students, including those with special needs, have opportunities to develop the knowledge, skills, and attitudes required for physically active and healthy lifestyles.

Inclusive PE/HE recognizes the inherent value of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right of choice. Inclusive PE/HE programming

- includes all students
- uses the provincial PE/HE curriculum as a base
- respects the learning needs and interests of individual students
- involves planning and collaboration with others
- provides a range of learning and assessment experiences and supports
- considers the continuum of instructional supports for individualized programming
- personalizes learning activities as necessary
- sets realistic, yet challenging expectations
- provides assistance only to the degree required
- respects and fosters a degree of risk and availability of choices

For additional information on planning for inclusion, refer to Appendix C: Programming for Students with Special Needs.

### **Planning for Potentially Sensitive Content**

In GLO 5—Healthy Lifestyle Practices, the strands Substance Use and Abuse Prevention and Human Sexuality include potentially sensitive content. As well, in GLO 3—Safety, the Personal Safety sub-strand addresses content related to sexual abuse and/or exploitation. Before implementing potentially sensitive content, schools/divisions/districts are required to use a planning process that includes parental, family, and community involvement to determine

- breadth/depth treatment of content
- parental options
- scheduling of instruction
- parental communication
- teacher training and requirements
- staff requirements

The Framework suggests a process to help schools/divisions/districts in planning for implementation of potentially sensitive content (see page 205 of the Framework—Appendix C: School Division/District Planning Process for Implementation of the PE/HE Framework).

For student learning outcomes related to potentially sensitive issues, schools must seek parental involvement and provide a parental option prior to implementation. A parental option means that parents may choose either the school-based delivery or an alternative delivery for the strands Substance Use and Abuse Prevention and Human Sexuality, as well as for the Personal Safety sub-strand. Parents have the right to opt for alternative delivery (e.g., home, professional counselling) for their child when the content is in conflict with family, religious, and/or cultural values.

Some student learning outcomes have content that must be treated with sensitivity, including topics such as loss and grief, body image, body weight, fitness assessment, family structures, and cultural diversity. Teachers, in consultation with their administrators, are encouraged to review learning resources and choose learning experiences that are developmentally and culturally appropriate for students.

### **Fostering a Learning Environment for Potentially Sensitive Content**

In teaching potentially sensitive content, it is essential to foster a safe and supportive learning environment that is inclusive, challenging, caring, engaging, and interactive, enabling students to feel comfortable sharing ideas and opinions and participating in activities and discussions. Establishing ground rules or classroom guidelines helps provide a safe and supportive environment and prevent uncomfortable or embarrassing situations for the teacher and/or students.

To make informed choices, students need current and accurate information and a wide range of learning resources. Not only do they need to access the information, but they also need to learn how to interpret and make responsible decisions about the appropriateness of this information. By learning how to evaluate multiple perspectives, form their own opinions, and clarify their individual values, students develop life skills that facilitate independence and encourage diversity.

Suggested guidelines for fostering a safe and supportive learning environment include the following:

- Provide a physical space that helps students feel comfortable and safe, and arrange seating to facilitate discussion.
- Ensure that resource information and help is made available or easily accessible to students, taking into account the need for different levels of confidentiality and/or anonymity.
- Help avoid difficult situations by having the class develop and post ground rules and reviewing them before each lesson begins.

- Remind students that
  - everyone has the right to “pass” on activities/questions that feel uncomfortable
  - it is all right to feel embarrassed or not to know answers to everything
  - everyone’s opinion is to be respected
  - all questions are worthy of discussion
  - everything that is discussed in the class, stays in the class
  - anyone who has a complaint should go directly to the person to whom it relates or discuss it with the teacher first
  - using personal names or asking personal questions is not permitted
- Respect confidentiality except where it is required by law to disclose information (e.g., child abuse, protection issues, sexual abuse, dangerous situations).
- Arrange for a male-female team to share the implementation, if possible.
- Organize classes for girls and boys separately or together; however, it is important that girls and boys receive information about both genders.

For more information and suggestions, see *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education* (Planned Parenthood Federation of Canada).

### **Interactive Learning Strategies**

Many of the activities suggested in this document are interactive and encourage students to collaborate with their peers, parents, caregivers, elders, and other adults in their community. Interaction with others allows students to clarify and explore their own ideas, expand on what they know, learn from others, challenge each other, and construct new meanings.

Teachers are encouraged to use interactive learning strategies that promote discussion and health-enhancing decision making and accommodate different learning approaches (e.g., “Dear Abby” letters, creating posters or pamphlets, brainstorming, reflection exercises, debates, drama, songs, videos, interviews, case studies, anonymous question box). Using examples of current events from newspapers, magazines, television, radio, and/or movies also moves the content away from the students themselves and makes certain issues easier to talk about. In order to foster an environment that is inclusive, teachers should try to keep the activities simple and uncomplicated so that all students are able to participate.

### Question Box

Using a question box is an integral part of teaching potentially sensitive content. This strategy provides students with opportunities to ask anonymous questions in a safe environment. Other students in the class who have similar questions or comments also benefit from hearing the answers.

The question box can be useful for assessment purposes and provides the teacher with valuable feedback.

In using the question box, consider the following suggestions:

- Give all students a piece of paper at the end of each lesson. Have students write a question/comment/suggestion related to the class to be addressed during the next class. Have students put their paper into a box.
- Read and prepare responses to students' questions/comments/suggestions before the next class. One option is to transfer all the questions onto one sheet to be read during the next class. This ensures that all submissions are anonymous and kept confidential, and it allows the teacher time to prepare responses properly.
- If students ask personal questions about a topic, explain that their private lives are not to be discussed publicly. It is helpful to establish this rule in the classroom guidelines or ground rules.
- If students identify themselves in the questions submitted, be sensitive to the implications. Take care to discuss such a question with the individual in a confidential setting. If teachers feel uncomfortable with a subject or feel that a question is beyond their training, they need to contact an administrator, counsellor, or another person who can adequately discuss the topic/issue.
- In teaching potentially sensitive content, present information in a balanced manner from multiple perspectives, keeping personal values and beliefs separate from what is taught in a lesson.
- Refer students to their parents/guardians/caregivers for further discussion.

Due to the sensitive content discussed in class, it is possible that students may disclose personal information. It is suggested that teachers acknowledge what a student says and then speak to the student individually in a confidential setting. Some common indicators of abuse and neglect are outlined on the following page. Teachers should be aware of their local policy regarding child abuse and protection.

Common Indicators of Abuse and Neglect			
		Physical Indicators	Behavioural Indicators
<b>Physical Abuse</b>	Occurs when a person in a position of power or trust intentionally injures, harms or threatens to hurt a child or youth. May take the form of hitting, slapping, shaking, kicking, pulling hair, shoving, grabbing, hazing, or throwing objects at the child.	<ul style="list-style-type: none"> <li>• Various injuries over a period of time</li> <li>• Injuries do not match the explanation</li> <li>• Presence of several old or new injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme or inappropriate fear responses</li> <li>• Cringes or flinches if touched unexpectedly</li> <li>• Sudden changes in behaviour</li> <li>• Is dressed inappropriately as a way of hiding bruises or injuries; is reluctant to change clothing</li> </ul>
<b>Emotional Abuse</b>	Involves a chronic or persistent pattern of attack on a child's self-esteem. May take the form of name calling, ridiculing, putting down, threatening, terrorizing, intimidating, isolating, exploiting, "adultifying" or ignoring a child's needs.	<ul style="list-style-type: none"> <li>• Bedwetting and/or diarrhea which is non-medical in origin</li> <li>• Frequent complaints of headaches, nausea, abdominal pains</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic depression, anxiety, withdrawal</li> <li>• Sleep disorders</li> <li>• Poor self-esteem and self-image</li> <li>• Sliding school grades</li> <li>• Poor appetite</li> </ul>
<b>Sexual Abuse</b>	Occurs when a child or youth is used for the sexual gratification of an adult or an older adolescent with or without the child's consent. It involves exposure of the child to sexual contact, activity or behaviour. Involves exposing the child to sexual acts or sexual contact, activity or behaviour, and may include invitation to touching, intercourse or other forms of exploitation such as juvenile prostitution or pornography.	<ul style="list-style-type: none"> <li>• Unusual or excessive itching in the genital or anal area</li> <li>• Unusual injuries, redness, swelling or bleeding in genital, vaginal or anal areas</li> <li>• Torn, stained or bloodied underwear</li> <li>• Pregnancy or sexually transmitted disease</li> <li>• Chronic, excessive stomach aches</li> <li>• Difficulty walking, running or sitting</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates unusual sexual knowledge for age level</li> <li>• Replicates sexual behaviour at play with toys, self or others</li> <li>• Preoccupation with sexual subjects</li> <li>• Fear of locker room, washroom or "closed door" situations</li> <li>• Extreme reluctance to be touched</li> <li>• Eating disorders</li> </ul>
<b>Child Neglect</b>	Where the life, health, or emotional well being of the child is endangered by the neglect, refusal or inability of a parent or caregiver to provide the basic necessities of life. May take the form of inadequate supervision, inadequate or inappropriate equipment or clothing, lack of proper health and medical attention, or lack of a safe and secure environment.	<ul style="list-style-type: none"> <li>• Inappropriately dressed for season or weather</li> <li>• Poor hygiene</li> <li>• Overeats excessively or is unable to eat</li> <li>• Inadequate food and nutrition; constantly hungry; looks malnourished and has unattended health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Demanding and attention-seeking or very detached behaviour</li> <li>• Habitual begging or stealing</li> <li>• Displays severe developmental lags</li> </ul>

**Common Indicators of Abuse and Neglect:** Reproduced, by permission of Manitoba Culture, Heritage and Tourism, from *You Can Help Stop Child Abuse and Neglect: Guidelines for Recreation and Sport Leaders, Instructors, Coaches and Volunteers*. Copyright © by Culture, Heritage and Tourism.

### **Yearly Planning**

Teachers determine the organization, pace, and focus of curriculum instruction. Preparation involves long-term planning (yearly), which includes evaluation and reporting procedures, and short-term planning (unit, lesson).

A yearly plan outlines the learning activities through which a student can achieve the general and specific learning outcomes. Yearly planning provides direction and learning targets; however, it also needs to be flexible, allowing for adjustments in response to student learning requirements and/or other curricular demands. The learning activities can be organized in variety of ways (e.g., by general learning outcomes, physical activity categories, skill themes, strands, seasons) to ensure that all student learning outcomes are addressed within the year.

In developing a yearly plan, consider the following suggestions:

- Determine the number of classes for each group of students for the year for physical education and/or health education based on days per cycle, week, month, and/or term, considering number of days for holidays, in-service sessions, or other commitments.
- Determine available resources (e.g., equipment, facilities in the school and community, teacher expertise, books, software, student materials, visual aids).
- Establish time blocks (number of classes) and schedule units/modules/themes for achieving the student learning outcomes for each grade with respect to reporting periods.
- Choose an organizer to ensure that all learning outcomes are addressed within the year. (For examples, see Appendix D: Suggestions for Yearly Planning.)

Evaluation and reporting procedures are determined locally and are an important aspect of overall and yearly planning. Plans include information about reporting periods, expectations, performance criteria, and a grading system or code that shows student progress and achievement in PE/HE.

In developing an evaluation/reporting plan for PE/HE, take into account the following considerations:

- Obtain information related to when reporting to parents occurs and what grading system or code the school uses.
- Develop personal timelines for preparing report-card information.
- Establish with other staff how PE/HE should be reported (e.g., weighting of PE and HE if reporting as one, procedures for sharing information where applicable).
- Determine how this information will be communicated to students and parents on an ongoing basis.
- Determine components of the reporting system (e.g., knowledge, skills, and attitudes for each of the general learning outcomes).

### **Unit Planning**

A unit plan combines various learning/teaching strategies to address one or more general or specific learning outcomes, strands, sub-strands, skills, themes, topics, or physical activity categories. A well-planned unit shows evidence of an integrated approach and curricular connections.

Consider the following suggestions for unit planning:

- Develop a plan with the end in mind (i.e., “How will we know whether the student has achieved the desired results?” “What evidence would clearly show that the student knows and is able to do what is required?”).
- Examine specific learning outcomes for each grade and choose groups of learning outcomes that connect and can be assessed in one or two culminating activities or performance tasks.
- Determine the overarching “essential questions” that capture the essence of what students will learn based on clusters of learning outcomes.
- Identify corresponding performance criteria, learning/teaching strategies, and helpful learning resources that support an integrated and comprehensive programming approach. (For samples organized by essential questions, see Appendix E: Unit Planner.)
- Choose learning/teaching strategies that are developmentally appropriate and promote active and interactive learning.
- Keep programming balanced by choosing a variety of learning activities (see Appendix A: Physical Activity Categories) and a variety of strategies for differentiating instruction.
- Identify ways to integrate with other subject areas and make curricular connections where possible.

### **Lesson Planning**

In planning individual lessons (for a sample, see Appendix F: Lesson Planner), consider the following suggestions:

- Identify general and specific learning outcome(s) to be addressed.
- Identify student learning requirements.
- Choose learning/teaching strategies that require students to activate, acquire, and apply knowledge, skills, and attitudes.
- Assess the space/facility and equipment required for the lesson and check in advance for safety factors and adequate supplies.
- Plan class organization and formation changes so that transitions do not waste time.
- Establish key words or cues that contribute to the development of student understanding.
- Identify ways to make curricular connections across the general learning outcomes and with other subject areas.
- Identify assessment strategies and tools that will be used to determine the rate and extent of learning for each student.
- Include challenges, modifications, adaptations, or accommodations for students with special needs, talents, or skills.

### **Part C: Planning for Assessment**

Assessment involves collecting information or data on student performance in relation to the learning outcomes to assist with future planning and communicating student progress and achievement. Teachers are encouraged to involve students in the process and ensure that they are familiar with the performance expectations and assessment criteria.

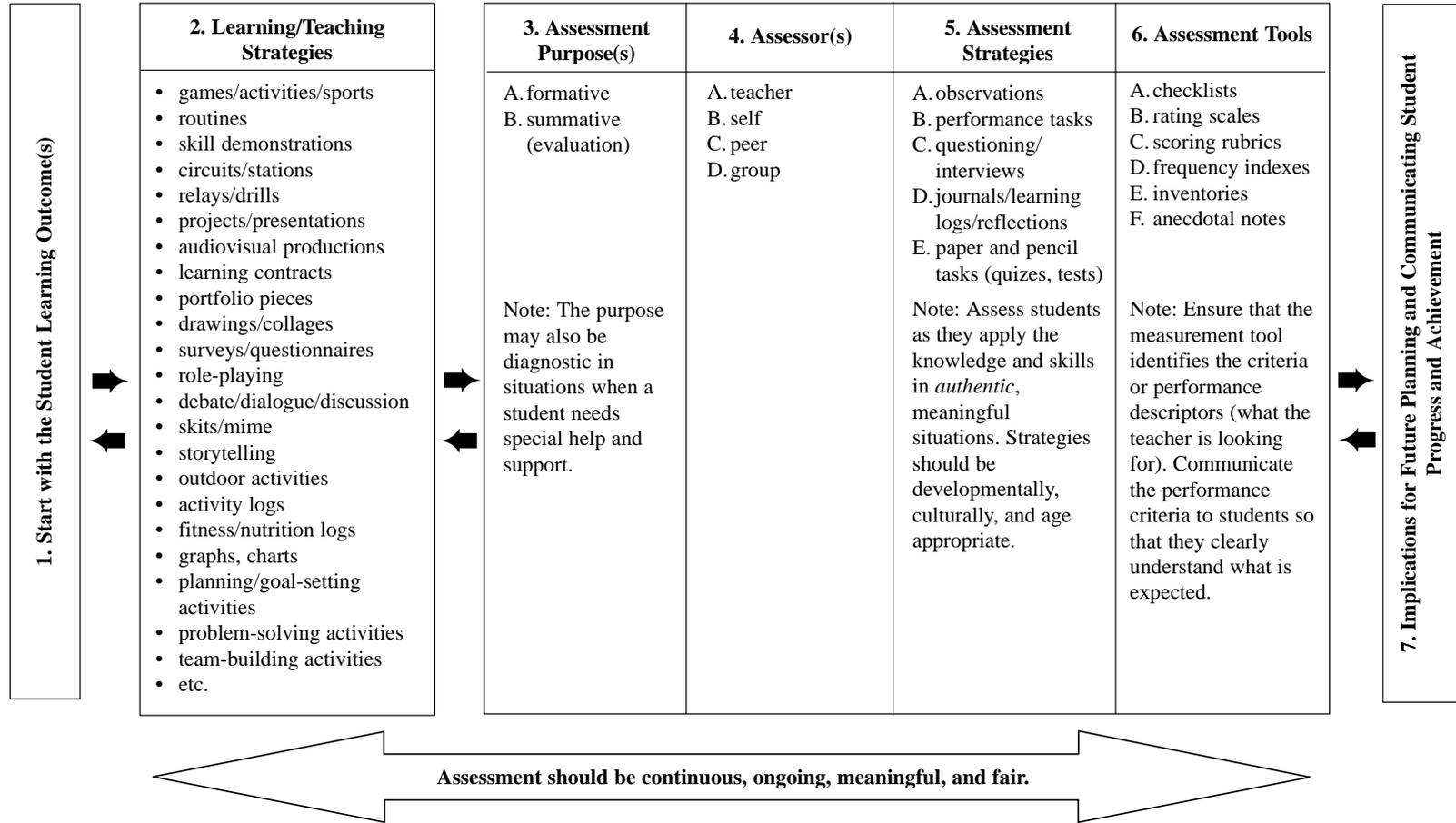
The following planning steps for designing or planning assessment strategies are outlined in the Framework (see the Framework, Appendix A: Assessment, Evaluation, and Reporting, 195):

- Identify what the student should know, be able to do, and value (i.e., choose a specific learning outcome or a cluster of outcomes and/or attitude indicators to be assessed).
- Identify the expected performance or product and its elements (i.e., What are its key characteristics?).
- Identify the criteria/performance descriptors that will help determine how well the student has achieved the specific learning outcome(s) (i.e., How will you know the student has achieved the outcome?).
- Select an assessment method or tool for collecting information related to the specific learning outcome(s) (e.g., performance assessment task, authentic assessment, anecdotal records, checklists, rating scales, rubrics).
- Select a learning experience best suited to observe and measure achievement (e.g., game, learning log, portfolio, research project).
- Decide who will assess the performance (e.g., teacher, peer, student, others).
- Decide on implementation strategies, considering relevant factors (i.e., the time the learning activities take, class organization, documentation method).
- Decide how this information will be used (i.e., formative, summative, diagnostic) and who the target audience will be (e.g., student, teacher, parent, administrator, general public).

For additional information, refer to pages 195 to 199 of Appendix A in the Framework.

The following chart, Planning for Assessment of Learning Outcomes, reflects the planning steps above and outlines a process for planning for assessment starting with the learning outcome(s). This chart guided the development of the suggestions for assessment presented in this document to ensure that assessment is continuous, ongoing, meaningful, and fair. For more information and suggestions related to each column of the chart, see Appendix G: Information Related to Planning for Assessment of Learning Outcomes.

### Planning for Assessment of Learning Outcomes



The following information is identified for each suggestion for assessment in this document.

Format:

**Assessment Strategy: Title of Learning/Teaching Strategy**

Assessor: Assessment Tool

Example:

**Performance Task: Resource Interview**

Peer Assessment: Scoring Rubric

### **Part D: Additional Planning**

The following are further suggestions for consideration in planning the implementation of physical education and/or health education (Tenoschok 32):

- Develop an *Emergency Plan* for situations such as a fire or an unexpected illness/accident involving self or others. Include information such as location of fire exits, class lists, class leaders' names, safety rules, class organization and management routines, lesson plans for a substitute for unexpected absence due to illness or an emergency.
- Establish a *Medical Procedure Plan* that includes a process for obtaining student medical information on an ongoing basis; procedures and alternative strategies for students that need to be excused from participating due to illness or injury; medical procedures to be used in case of an injury or accident.
- Develop *Alternative Lesson Plans* in situations when the weather may prevent the class from going outdoors or the gymnasium is used for another event.
- Develop with school staff an *Individual Education Plan* for students with special needs and make modifications, adaptations, and accommodations where necessary. (See Appendix C: Programming for Students with Special Needs.)
- Establish a *Safety Check Plan* for checking the facilities and equipment and determine procedures for making maintenance requests. (Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* [MPETA *et al.*].)
- Establish a *Purchasing Plan* for ordering equipment and supplies related to budgeting, prioritizing equipment needs and wants, and filling out purchase orders.
- Establish a *Storage Plan* for proper storage, care, and use of equipment, including signage where needed for outdoor users.
- Establish a *Code of Conduct* to promote safety in active play spaces at the school, including playground areas and structures.
- Develop with school staff a *Special Events Plan* for events (e.g., intramural activities or clubs, field days, Olympic days, "Jump Rope for Heart" days) that could be conducted during the year.
- Determine ways to support physically active and healthy lifestyles for all students through a *School Health Promotion Plan* that promotes family and community involvement and provides health instruction, support services, and a safe environment.

## Notes

