

INTRODUCTION

Purpose

Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation provides teachers and administrators with information and suggestions for instruction and assessment to support and monitor student progress and achievement of the learning outcomes.

Background

Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation was produced by Manitoba Education, Training and Youth in collaboration with a development team composed of Manitoba educators. This document is a resource for educators to use in implementing *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (hereafter referred to as the Framework), released in 2000. The Framework identifies the general and specific learning outcomes that students are expected to achieve and is mandated for use in all Kindergarten to Senior 4 schools in Manitoba.

An online version of the Framework is available at the Manitoba Education, Training and Youth website: <<http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth/index.html>>. The Overview from the Framework and numerous charts related to the general learning outcomes are reproduced in this implementation document (see Framework Excerpts) for ease of reference.

Supporting a unified vision of *physically active and healthy lifestyles for all students*, the Framework combines physical education and health education (PE/HE) in one document. The content of both subject areas is integrated and organized within five interrelated general learning outcomes (GLOs):



GLO 1—Movement



GLO 2—Fitness Management



GLO 3—Safety



GLO 4—Personal and Social Management



GLO 5—Healthy Lifestyle Practices

For information related to the organization and presentation of the GLOs and subsequent strands and sub-strands, refer to The Curriculum Map and the Conceptual Framework on the last two pages of the Framework Overview (see Framework Excerpts).

The suggestions for instruction and assessment provided in this implementation document likewise promote and support the integration of physical education and health education through the five interrelated GLOs. To make learning meaningful and relevant, teachers are also encouraged to make curricular connections with other subject areas, where applicable. For programming suggestions, refer to the last page of the Framework Excerpts reproduced in this document or to Appendix B: Curricular Connections in the Framework.

Effective programming in PE/HE can contribute significantly to reducing health risks and health costs. The PE/HE curriculum addresses significant behaviours that contribute to today's major health risks for children and youth, as identified in the Rationale in the Framework Overview (see Framework Excerpts):

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

Focusing on these health issues, the PE/HE curriculum aims to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for maintaining physically active and healthy lifestyles.

Contents

This document contains the following sections and components:

- **Introduction:** The Introduction outlines the purpose, background, and content of this document.
- **Overview:** The Overview describes the characteristics of Early Years learners, discusses the Early Years philosophy for effective programming, and elaborates on the guiding principles for creating a meaningful learning environment, as outlined in the Framework. Guidelines are presented for each of the five GLOs, including information related to
 - the description of the GLO
 - Early Years implications
 - scope and sequence
 - teaching considerations
 - implementation guidelines

The Overview also provides suggestions for planning integrated and balanced PE/HE programming in four parts:

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

- **Kindergarten to Grade 4: Suggestions for Instruction and Assessment:**

This four-column section contains the specific learning outcomes (SLOs) identified in the Framework, suggestions for instruction and assessment related to the learning outcomes, and teacher notes elaborating on the suggestions. It is organized by grade and further divided by general learning outcomes. Grade-specific blackline masters to support and enhance learning appear at the end of each grade. Blackline masters applicable to all grades are provided in Appendix H: General Blackline Masters.

- **Appendices:** The following appendices provide additional information and tools for planning, teaching, and assessment:

- Appendix A: Physical Activity Categories
- Appendix B: Suggestions for Planning Overall Implementation
- Appendix C: Programming for Students with Special Needs
- Appendix D: Suggestions for Yearly Planning
- Appendix E: Unit Planner
- Appendix F: Lesson Planner
- Appendix G: Information Related to Planning for Assessment of Learning Outcomes
- Appendix H: General Blackline Masters
- Appendix I: Glossary

- **Framework Excerpts:** Reproductions of the Framework Overview and numerous charts related to the general learning outcomes appear in this section. The page references in these excerpts apply to the original Framework document.

- **Bibliography:** The print resources and websites cited in the Bibliography were used in the development of this document.

- **Posters:** A set of six posters accompanies this document. One poster identifies the general learning outcomes and attitude indicators that apply from Kindergarten to Senior 4. The remaining five posters contain all specific learning outcomes for each respective grade from Kindergarten to Grade 4.

Notes

