

# APPENDIX D: PLANNING GUIDELINES FOR PHYSICAL EDUCATION/HEALTH EDUCATION

## Introduction

The content of this appendix is consistent with the information in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth). The planning guidelines provided here are especially helpful to those who are new at teaching physical education/health education (PE/HE) and for teachers who are using a delivery model that has a high percentage of the IN-class component.

Because teaching situations vary (e.g., in relation to demographics, cultures, resources, teacher expertise, local priorities), planning is highly individual. This appendix provides suggestions related to the following:

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

Most of the resources cited are available online, as indicated in the Bibliography.

## Part A: Planning for Instruction

### Creating a Meaningful Learning Environment

The Guiding Principles discussed in the *Framework* (Overview 6) 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 the departmental resource *Success for All Learners*)
- respect and appreciate human diversity, including gender, abilities, and culture (refer to departmental resources such as the following: *A Foundation for Excellence; Integrating Aboriginal Perspectives into Curricula; Native Studies: Senior Years; Towards Inclusion: From Challenges to Possibilities; Planning for Behaviour; Towards Inclusion: Tapping Hidden Strengths; Planning for Students Who Are Alcohol-Affected; Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*)

- 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

### Implementation Guidelines for the General Learning Outcomes

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

#### **Guidelines for GLO 1—Movement**



*The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.*

#### **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 appropriate guidelines with respect to clothing to be worn in physical education (e.g., consider ease of movement, safety, non-marking soles on running shoes).
- 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, soft and light objects (e.g., sponge balls, beach balls) are easy to manipulate, as well as safer than hard, heavy objects.
- 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**



*The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.*

#### ***Implementation Guidelines***

Consider the following guidelines when addressing learning activities related to GLO 2—Fitness Management:

- Ensure that students are highly active for as many learning outcomes as possible. Choose activities that promote maximum participation for all students.
- Make assessment an ongoing process to help students understand, improve, and maintain personal physical fitness.
- Establish personal goals and monitor individual progress rather than comparing results to others, as in norm-referenced testing.
- Encourage students to understand how the body responds to exercise and how this can aid in disease prevention.

- Encourage students to take responsibility for their own personal fitness by providing them with opportunities to set realistic goals and by continually monitoring their progress. Physical fitness test results should be used as a tool to monitor individual progress (and not used for grading purposes).
- 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 personal fitness programs.
- Ensure that students receive proper instruction and supervision when using heart-rate monitors, to avoid confusion or frustration.
- 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 cardiorespiratory 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.

For more information, refer to *Guidelines for Fitness Assessment in Manitoba Schools* (Manitoba Education, Citizenship and Youth).

### **Guidelines for GLO 3—Safety**



*The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.*

#### ***Implementation Guidelines***

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

*Strand A: Physical Activity Risk Management*

- Use the criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care within the context of physical education. (See discussion of Safety and Liability in the *Framework Overview* section of this document. For criteria related to school-based activities and non-school-based activities, refer to *OUT-of-Class Safety Handbook*, Manitoba Education, Citizenship and Youth.)
- For information related to school-based activities pertaining to supervision, teaching progressions, facilities/environment, equipment, and risk management, refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA, et al.) and to *YouthSafe Manitoba: School Field Trip Resource* (Hanna, Quest Research and Consulting Inc., and YouthSafe Outdoors).
- For information related to non-school-based activities pertaining to supervision, teaching progressions, facilities/environment, equipment, and risk management, refer to *OUT-of-Class Safety Handbook* (Manitoba Education, Citizenship and Youth).
- 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 lunch-hour/intramural activities, get/stay away from bullying situations).
- Follow current school/division 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.
- Provide parents with information regarding learning activities related to safety education, where possible.
- Reinforce safety rules for protection at home (e.g., keep exterior doors locked) and for protection away from home (e.g., make sure someone always knows where you are).
- Reinforce rules for protection from sexual exploitation (e.g., what to do when encountering a sex-related Internet site).

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




*The student will 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.*

### ***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) where applicable.
- 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

 The student will 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.

### **Implementation Guidelines**

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

- Use *Eating Well with Canada's Food Guide* (Health Canada); 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 in specialized diets.
- Check with administrator on local policy for delivering potentially sensitive content related to personal safety/sexual exploitation, substance use and abuse prevention, and human sexuality, and provide a parental option prior to implementation where necessary.
- Be sensitive to family configurations, gender identification issues, religious and moral beliefs, illnesses or deaths of family members/friends, and family living conditions.
- Provide parents with information regarding the learning activities where applicable.
- 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 guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for addressing the student learning outcomes related to personal safety, substance use and abuse prevention, and human sexuality.
- Present sexual health information in positive, accurate, and developmentally appropriate ways.

## Planning for Students with Exceptional Learning Needs

Manitoba Education, Citizenship 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 exceptional learning 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 to 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
- keeps students moving as much as possible, as sitting can result in behaviour problems
- involves planning and collaboration with others
- provides a range of learning and assessment experiences and supports
- requires planning for the availability of equipment needed for various activities and students
- considers the continuum of instructional supports for students with an individual education plan (IEP)
- personalizes learning activities as necessary
- sets realistic, yet challenging expectations
- makes rules simple and consequences immediate
- provides assistance only to the degree required
- respects and fosters a degree of risk and availability of choices, keeping in mind that students are often unwilling to take risks

For blank planning tools, refer to Appendix G: Common Planning Tools and Forms.

For additional information on planning for inclusion, refer to Appendix C: Programming for Students with Special Needs in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth).



## Fostering a Safe and Supportive 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 if they choose to do so. Establishing ground rules or classroom guidelines helps provide a safe and supportive environment and helps 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 students 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 respect for self and others.

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. Common indicators of abuse and neglect are outlined in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation (Overview–24)*. Teachers should be aware of their local policy regarding child abuse and protection.

### ***Suggested Guidelines***

Based on *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth 5), 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.
- Organize classes for girls and boys separately or together. It is important, however, that girls and boys receive information about both genders.
- Ensure that resource information and help are made available or easily accessible to students, taking into account the need for confidentiality and/or anonymity.
- Help avoid difficult situations by having the class develop and post ground rules and reviewing them before each lesson begins (see Suggested Ground Rules).

#### SUGGESTED GROUND RULES

- 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 will be addressed appropriately.
- Be discreet about class discussions (i.e., no gossiping).
- Using personal names or asking personal questions is not permitted.
- Speak for yourself. Use “I messages” to state opinions or feelings.
- Respect each others’ differences.

- Respect confidentiality, except where it is required by law to disclose information (e.g., child abuse, protection issues, sexual abuse, dangerous situations).
- Be prepared for varied responses from adolescent students in reaction to sexual material (e.g., interest level, sarcasm, uncontrollable giggling, embarrassment, shyness, bragging, making fun of others).
- Be aware of the attitudes and behaviours characteristic of adolescent students (e.g., interest in erotica, sexual innuendo, flirting, sexually explicit conversations, sexual jokes, affectionate and intimate interaction).
- Consult with parents, counsellors, and/or other professionals on staff if students display “warning behaviours” (e.g., sexual preoccupation/anxiety, interest in pornography, sexual aggression/obscenities, sexual graffiti, embarrassment of others with sexual gestures/references, violation of others’ body space, single occurrence of peeping or exposing with peers).
- Show an understanding for students who come from varied backgrounds (cultural, religious, moral) and sexual experiences (e.g., dealing with sexually transmitted infections [STIs], victims or offenders of sexual acts, teenage parents).

### ***Teaching Tips***

Consider the following teaching tips when addressing sexual health topics in the classroom.

- Check with administration for school and division policy and procedures prior to implementation.
- Seek out school/division-supported teacher training and/or mentor, as required.
- Arrange to team teach (male and female team, if possible) to enhance personal and student comfort.
- Invite qualified members in the community (e.g., public health nurse, doctor, community health leader, religious leader) to support instruction (with administrative approval).
- Discuss with students the importance of learning about sexual reproductive health.
- Admit to feeling awkward about teaching sexual health topics, if applicable, to increase personal and student comfort.
- Be willing to look for information to address topics or questions that students raise.
- Know where and when to send students for help.
- When introducing a topic or lesson, determine what students know and want to know.
- Establish ground rules in the first lesson and reinforce them regularly to ensure a safe and respectful class atmosphere.

- Reinforce in lessons the universal values, including honesty and respect for the rights and feelings of others.
- Do not allow students to make fun of or to put down each other's opinions.
- Present information in an unbiased, non-judgmental way, and focus on helping students develop the knowledge, skills, and attitudes that will empower them to make health-enhancing decisions.
- Talk about topics and answer questions using factual statements rather than value statements.

*Examples of Value Statements*

- Too many young people are having sex.
- It's wrong for people to be gay or lesbian.

*Examples of Factual Statements*

- Some young people are having sex.
- Some people are gay or lesbian.

- Remind students that value-based questions are personal and influenced by our families, friends, school, the media, culture, and religion, and encourage students to discuss these types of questions with their parents.
- Encourage students to support their points of view, based on their values and beliefs. Remind students, however, that behaviours must be consistent with the laws of the land.
- Refer to Canadian laws if debates on controversial or emotional topics occur. In debates about human rights, remind students that it is illegal to discriminate on the basis of gender, culture, religion, sexual orientation, and so on.
- Use exact terms and definitions (not slang) when talking about sexual health topics.
- Use gender-neutral language such as “partner” instead of “boyfriend” or “girlfriend.”
- Use “icebreakers” and humour to help students feel more comfortable.
- Be sensitive to non-verbal communication.
- Play “devil's advocate,” if necessary, to ensure the expression of a range of views.
- Use age-appropriate case scenarios rather than personal or specific class examples during class discussion of difficult topics.
- Encourage students to ask questions and to use the Question Box strategy (see *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education 7*).

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**Reference**

Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. 19–26.

## Yearly/Semester Planning

Before developing a yearly plan for Grades 11 and 12, decisions regarding the type of delivery model (i.e., percentage of IN-class and OUT-of-class time) to be used by the school must be determined. These decisions will determine the organization, pace, and focus of curriculum instruction. From here, preparation involves long-term planning (yearly/semester), which includes assessment and reporting procedures, and short-term planning (unit, lesson).

### NOTE

These suggestions for yearly/semester planning were written for an IN-class delivery model. Some of the information may not apply to the OUT-of-class delivery model.

A yearly/semester plan outlines the learning activities through which a student can achieve the general and specific learning outcomes. Yearly/semester 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 a variety of ways (e.g., by general learning outcomes, modules, physical activity categories, game themes) to ensure that all student learning outcomes are addressed within the year/semester.

In developing a yearly/semester plan, consider the following suggestions:

- Determine the number of classes for each group of students for the year/semester for PE and/or HE based on days per cycle, week, month, and/or term, considering the 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/semester. (For samples of yearly planning tools, refer to Planning Tools for Kindergarten to Grade 10 at the following website: [www.edu.gov.mb.ca/k12/cur/physhlth/planning.html](http://www.edu.gov.mb.ca/k12/cur/physhlth/planning.html)).

Evaluation and reporting procedures are determined locally and are an important aspect of overall and yearly/semester 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., procedures for sharing information where more than one teacher delivers and assesses the curriculum).
- 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.
- 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 Physical Activity Categories in Appendix G: Common Planning Tools and Forms) 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, 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 exceptional learning needs, talents, or skills, based on student profiles as determined by the team.

A sample Grades 11 and 12 Lesson Planner template is available in Appendix G: Common Planning Tools and Forms. Also refer to the online Planning Tools for Kindergarten to Grade 10 at <[www.edu.gov.mb.ca/k12/cur/physhlth/planning.html](http://www.edu.gov.mb.ca/k12/cur/physhlth/planning.html)>.

## Part B: 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 Appendix A: Assessment, Evaluation, and Reporting, 196):

- 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 related to Grade 12 assessment and reporting, see Overview of Grade 12 Active Healthy Lifestyles, as well as Appendix F: Sample Assessment Tools and Checklists. Also see *Communicating Student Learning: Guidelines for Schools* (Manitoba Education, Citizenship and Youth).

### **Part C: Additional Planning**

The following are further suggestions for consideration in planning the implementation of PE and/or HE (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, and 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 (e.g., a student's individual health care plan) on an ongoing basis; procedures and alternative strategies for students who 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 when the gymnasium is used for another event.

- Develop with school staff an *Individual Education Plan* for students with exceptional learning needs and make modifications, adaptations, and accommodations where necessary. (See Planning for Students with Exceptional Learning Needs earlier in this appendix. Also see Appendix C: Programming for Students with Special Needs in *Senior 1 and Senior 2 Physical Education/Health Education*.)
- 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 an *Inventory Checklist* along with 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 outdoor alternative teaching spaces.
- Develop with school staff a *Special Events Plan* for events (e.g., intramural activities or clubs, Olympic days, “Gym Blasts”) that could be conducted during the year.
- Develop a *Checklist for OUT-of-School Activities* in accordance with school/division policies. Refer to *YouthSafe Manitoba* (Hanna, Quest Research and Consulting Inc., and YouthSafe Outdoors).
- Outline *Responsibilities of Substitutes*, in accordance with school/division policies.
- 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.