

Why Change the Physical Education/Health Education Curriculum?

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

TODAY'S PE/HE

Less Emphasis On

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

More Emphasis On

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



Come Alive with the Healthy Active Five

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



1. Movement

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

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



2. Fitness Management

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

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



3. Safety

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



4. Personal and Social Management

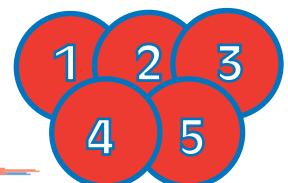
Personal and social management skills are the life skills for getting along with others in the home, school, community and workplace; setting goals, decision making, problem-solving, resolving conflicts peacefully and managing stress and emotions.



5. Healthy Lifestyle Practices

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

"GLO for the Gold"



Potentially Sensitive Topics

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

QUESTIONS and ANSWERS

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

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

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

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

Q: What does a Parental Option mean?

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

Q: How will our school contact us?

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

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

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

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

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

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

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

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

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

