

Helping Clients Make a Difference



Prepared for:

Manitoba Education,
Citizenship and Youth

S3 & S4 Physical
Education/Health Education
Consultation

Final Report

June 2006

proactive
INFORMATION SERVICES INC.

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A. Background

During the months of April and May 2006 Manitoba Education, Citizenship and Youth undertook five consultations structured to include morning and afternoon sessions. One session was facilitated with divisional teams including representatives from independent schools¹ while the second session was facilitated with students.

Proactive Information Services Inc. was retained to facilitate these sessions as they have a wealth of experience in education-related projects. Since 1984 Proactive has worked in the education sector at the local, provincial, national and international levels.²

Information resulting from the consultations was to be utilized in outlining a framework “for the development of S3 and S4 PE/HE curriculum in Manitoba Schools.” Specifically, the consultations are to aid in determining:

- ✦ What should the PE/HE curriculum look like?
- ✦ What delivery options will work?
- ✦ Given current resources and best practices, what will work best for Manitoba schools and students?

B. Summary

1. Divisional Teams

- ✦ Thirty-one school/divisional teams were likely to use “**Option 2 – In and Out of School**” as their delivery model. Many of the participants mentioned in discussion their preference for “Option 1 – In School”; however, their current financial, facility and staffing realities are viewed as mitigating against the likelihood of this model being used.

¹ - The consultations took place in Brandon (April 25), Thompson (May 4), Cranberry Portage (May 5), with two in Winnipeg (May 8 and 9).

² - Proactive Information Services Inc. was established in 1984 specifically to provide research and evaluation services to clients in the public and non-profit sectors. Proactive’s clients include ministries of education, other government departments, foundations, and other NGO’s across Canada, as well as in Europe and Argentina. For more information on Proactive, visit www.proactive.mb.ca.

- ✦ The **development model** most often chosen was **“Mix and Match Modules.”**
- ✦ **“Print Courses for In School”** was the most frequently identified design format.
- ✦ **Challenges** most often associated with the implementation of this model included; developing a process for **assessment/accountability**, **safety/liability issues**, the allocation of **staff/teaching time**, and **financial constraints**.

2. Student Teams

- ✦ Students reinforced many issues and concerns raised by the divisional teams. Overall, students found **“Option 2 – In and Out of School”** as the model that was most appealing.
- ✦ If “Option 2 – In and Out of School” is the delivery model developed, student input highlighted the need to establish a balance between offering **flexible programming/options** and ensuring students receive requisite **support and supervision**.



C. The Consultation Process

School divisions were invited to bring four members of their divisional team including; an administrator, a physical education teacher, a health education teacher as well as divisional consultants if appropriate. Students were chosen by the schools for participation in the student sessions. In total 37 school/division³ teams had representatives at the sessions (Table 1).

Sites	Adults	School/Divisional Teams	Students
Brandon	36	11	18
Thompson	4	2	25
Cranberry Portage	8	3	33
Winnipeg – South	37	12	32
Winnipeg – Centre	26	9	28
Total	111	37	136

1. Divisional Teams

A brief presentation to participants set the context in which the decision was made to develop Senior 3 and Senior 4 physical education/health education curricula. Representatives from Manitoba Education, Citizenship and Youth then took participants through a Discussion Tool which outlined three optional delivery models – “Option 1 - In School”, “Option 2 - In and Out of School”, and “Option 3 - Out of School”. Participants were also asked to identify other delivery options that came to mind.

After the presentation, individuals participating in the consultation process as members of school/divisional teams were mixed into small groups according to their position. They were asked to identify what they viewed as each option’s Strengths, Weaknesses, Opportunities, and Challenges (SWOC). Upon

³ - A list of schools/divisions attending is found in the appendix.

completion of this task they presented to the larger group and were then requested to return to their school/divisional team.

Each school/divisional team was then requested to identify the option(s) they were most likely to use, as well as their desired development model and design format. They were also requested to identify challenges they perceived as being associated with their chosen delivery model(s).

2. Student Teams

Students were also taken through a brief introduction process which included setting the context for the consultations and the three options outlined in the Discussion Tool. After the introduction, students were asked to participate in a number of activities. Through individual and small group activities students identified the perceived advantages and disadvantages associated with each option. Students were then split into other groups and asked to create 'Mind Maps' of their chosen option.

D. The Consultations – Resulting Information

1. School/Divisional Teams

Overall, participants were most positive about **“Option 2 – In and Out of School”**. However it was voiced in the Brandon⁴ session and reinforced a number of times thereafter that for many participants, **“Option 1 – In School”** was their preferred choice of delivery model. Nevertheless, given financial, facility and staffing realities, it was argued that it is not possible for many schools to implement “Option 1 – In School”. Therefore, “Option 2 – In and Out of School” was the model schools/divisions identified as being most likely to implement.

a. Small Groups – SWOC

Option 1 – In School

Strengths/Opportunities – The most frequently identified strengths of this model is that it provides for consistent standards and quality control/accountability. In addition, this model will ensure that Senior 3 and Senior

⁴ - An overview of each session is provided in the appendix.

4 PE/HE are directed by teachers – “*trained professionals*”. Partnerships and the use of outside facilities were viewed as opportunities to be pursued if this model were developed⁵.

Weaknesses/Challenges – Given their current realities the small groups identified many weaknesses with this delivery model. The most frequently identified weaknesses included the timetable challenges which might necessitate the dropping of other courses. Additionally, the lack of trained staff, financial constraints and the lack of facilities and equipment were also viewed as a weakness/challenge of this model. In addition, fear was expressed that graduation rates will decline due to students who cannot or will not participate.

Option 2 – In and Out of School

Strengths/Opportunities – This option was viewed as allowing for the flexibility needed to meet the students’, schools’ and community’s needs. This model was also seen as being focused on wellness and healthy lifestyle issues. Partnerships and the different/new modules that might result from this model were identified as opportunities.



Weaknesses/Challenges – The perceived lack of quality assurance was the most frequently expressed concern regarding this model. However, staffing constraints, timetabling, as well as issues related to equity and safety/liability were also raised a number of times.

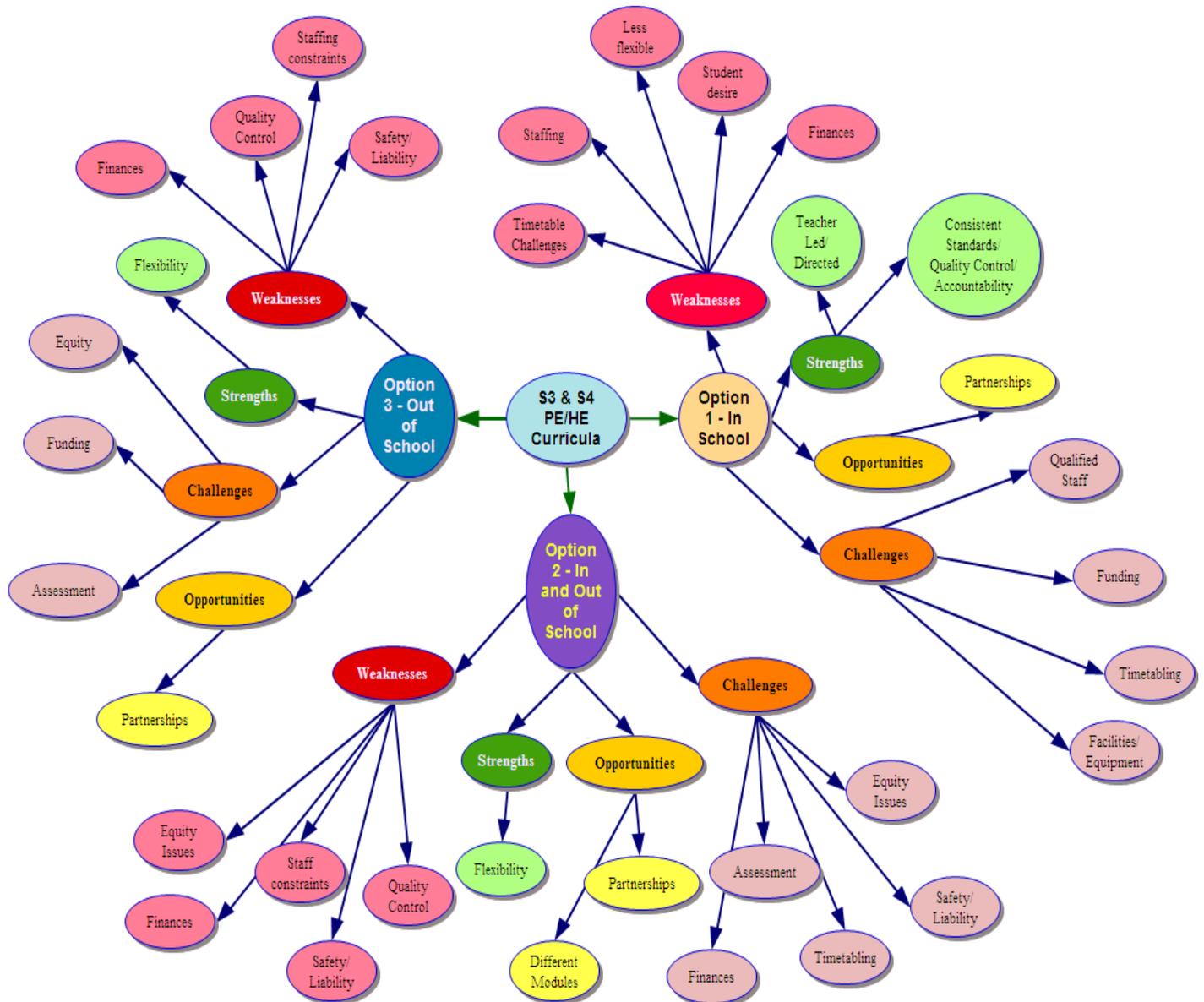
Option 3 – Out of School

Strengths/Opportunities – The flexibility provided to students was most often viewed as a strength of this model. Again the potential for partnerships as well as students being able to pursue their own interests were opportunities this model might provide.

⁵ - The detailed tables in the appendix present all results.

Weaknesses/Challenges – The lack of accountability/quality control, staffing and financial constraints, as well as safety/liability concerns were most often identified as weaknesses of this model. Furthermore, concerns were expressed regarding funding and issues related to equity.

Schematic of S3 & S4 Curricula (SWOC) Small Groups – Most Frequent Mentions



b. School/Divisional Teams

Preferred Option – “Option 2 – In and Out of School” was the delivery model 31 participating teams indicated they would likely use (Table 2).

Nine teams indicated they would use a combination of Option 1 and Option 2.

Option	Yes – Likely to Use	No – Not Likely to Use
In School	13	18
In and Out of School	→ 31	2
Out of School	3	15

During the consultations many participants indicated while Option 2 was the delivery model they were likely to use, they did prefer Option 1.

When teams considered their current realities; the perceived need for financial support, facilities and staffing, Option 1 was not viewed as being a realistic option.

Preferred Development Model and Design Format - Teams most likely to use “Option 2 – In and Out of School” most frequently preferred a development model consisting of **“mix and match modules.”** This option was also the preferred model for teams choosing “Option 1 – In School”.

Furthermore, those choosing “Option 2 – In and Out of School” and/or “Option 1 – In School” most often favoured **“print courses for in-school”** as the design format (Table 3).

Delivery Model	Reason	Development Model	Design Format	Challenge
Option 2 In and Out of School	Flexibility, Uses community facilities	Mix and Match Modules	Print Courses for In School	Assessment/Accountability, Safety/Liability, Staff/Teaching Time, Finances
Option 1 In School	Accountability, Teacher mediated, structured	Mix and Match Modules	Print Courses for In School	Timetabling, Staff/Teaching time, Finances

E. Information Resulting From Student Consultations

Overall, students expressed most support for “**Option 2 - In and Out of School**” delivery model. Student input identified the need for a model which is balanced between offering flexible programming/options and ensuring students receive requisite support and supervision.⁶

The following provides an overview of the most frequently identified advantages and disadvantages and selected quotes.

1. Advantage and Disadvantages of Each Option

Option 1 – In School - Advantages

- ✦ **Structure/Organized**

“It is during school at a specific time of the day and you would be taught what to do and encouraged by the teacher.”

- ✦ **Teacher Led/Guided**

“You can’t get off track easily. It will be supervised so it won’t be slack. You will get active because your teacher will be there to make sure that you’re participating.”

- ✦ **Equity**

“[The] school provides help; there is not cost to me.”

- ✦ **Convenience**

“It is built into your day; you won’t waste time doing it out of school.”

Option 1 – In School – Disadvantages

- ✦ **The Lack of Choice**

“You don’t get to do the activities you want to do.”

- ✦ **Timetabling Issues**

“There may not be enough room in the schedule and therefore a different course may have to be dropped.”

- ✦ **Privacy/Clothing Issues**

“Students might not have a change of gym clothes.”

“Won’t get any privacy.”

⁶ - Transcribed students’ post-its grouped by option and consultation site are found in the appendix.

Option 2 – In and Out of School – Advantages

✦ Increased Choice

“You get a bit of freedom and have many options.”

✦ Increased Flexibility

“Experience in and out of school, more opportunity for learning new skills.”

✦ Fosters Independence/Motivation

“Targets students who will not initiate a program of fitness by themselves while allowing students who are willing to initiate a program to learn how to take ownership of their own well-being.”

✦ Eases Student’s Insecurities

“It is just better for people who aren’t comfortable with themselves. They can do it on their own time.”

Option 2 – In and Out of School – Disadvantages

✦ Equity

“People may not be able to afford the out of school portion.”

✦ Access

“Some people may not have enough money or are not physically capable of doing in or out of school.”

✦ Lack of Student Accountability/Motivation

“Laziness for out because kids don’t have supervision and could slack off.”

✦ Time-management issues

“It will be difficult and scheduling might be time consuming.”

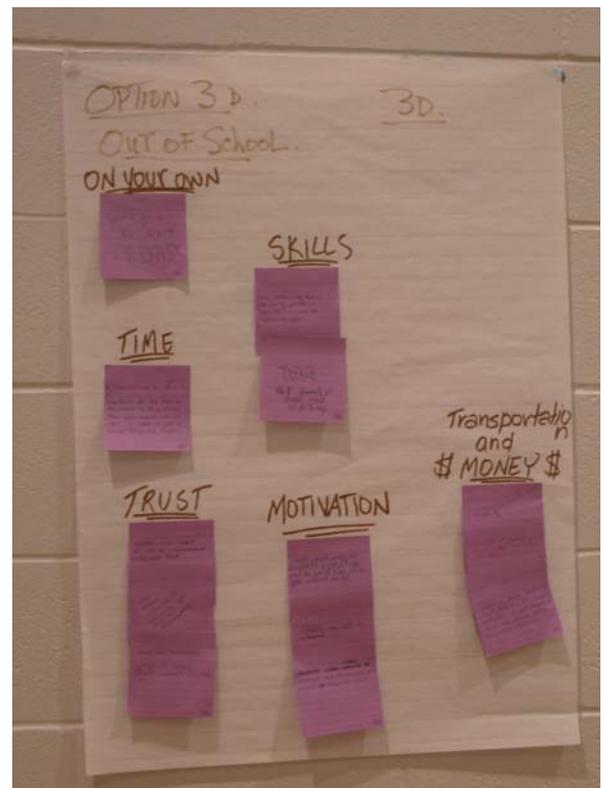
✦ Injuries

“What if you get hurt when you are out of school being active ... who will help you then?”

Option 3 – Advantages

✦ Flexibility - Timetabling/Activity choice

“No worries – freedom from being told what to do and how to do it. You can be active in your own way other than being told what to do – free from being watched and free from being shy.”



- ✦ **Fosters Independence**

“More independent to choose what you want to do.”

Option 3 – Out of School – Disadvantages

- ✦ **Lack of Teacher Support**

“No one to really give you direction and support you.”

- ✦ **Lack of Motivation**

“Not enough self-responsibility to do exercise outside of school.”

- ✦ **Lack of Accountability/Trust**

“Students may lie about doing certain activities.”

- ✦ **Lack of Time/Time Consuming**

“I don’t have a lot of time out of school to do much between school, work and homework and all my other activities.”

2. The Mind Maps

As previously mentioned, the vast majority of students expressed support for the in and out of school delivery model for S3 and S4 physical education. In order to elicit additional student insights a mind mapping activity was facilitated to encourage the exchange and organization of ideas.

Specifically, students identified the following aspects of **“Option 2 - In and Out of School”** model as most attractive:



- ✦ flexibility in terms of programming and timetables;
- ✦ accommodation of individual interests;
- ✦ building of community/school partnerships;
- ✦ building of school/family partnerships; and,
- ✦ it would require and cultivate student initiative and responsibility.

While students readily conveyed enthusiasm at the thought of being provided more choice and control over their physical education program, many simultaneously expressed need and desire for a substantial degree of teacher-support. Students perceived the role of teachers to be relatively unchanged in terms of initial instruction on methods and techniques, monitoring, and assessment. Students further suggested numerous assessment methods for ensuring student accountability during out-of-school activities including:

- ✦ log sheets signed by external supervisor;
- ✦ regular student-teacher meetings to monitor progress;
- ✦ journal/personal activity log; and,
- ✦ student presentations at the end of the semester.

A number of concerns were raised by students surrounding the accessibility of out-of-school activities such as:

- ✦ transportation;
- ✦ affordability of community facilities;
- ✦ access to community facilities; and
- ✦ availability of childcare.

As one student expressed, *“some people may not have enough money or are not physically capable of doing in or out of school.”*



Student comments with respect to this delivery model echoed many of the advantages and concerns raised during the divisional team consultations. Student input reinforces the need to establish a balance between offering flexible programming/options and ensuring students receive requisite support and supervision.

Appendices

Appendix –School/Divisional Teams Attending Consultation

April 25, 2006* Brandon

Beautiful Plains School Division
Brandon School Division
Fort la Bosse School Division
Mountain View School Division
Park West School Division
Pine Creek School Division
Prairie Spirit School Division
Rolling River School Division
Southwest Horizon School Division
Turtle Mountain School Division
Turtle River School Division

**Received input from 10 teams.*

May 4, 2004 Thompson

Frontier School Division
Mystery Lake School District

May 5, 2006 Cranberry Portage*

Flin Flon School Division
Frontier School Division
Kelsey School Division

**Received input from three divisions plus one alternative school*

May 8, 2006 Fort Richmond Collegiate, Winnipeg

Division scolaire franco-manitobaine

Garden Valley School Division
Hanover School Division
Independent Schools
Lakeshore School Division
Lord Selkirk School Division
Louis Riel School Division
Pembina Trails School Division
Prairie Rose School Division
Seine River School Division
Sunrise School Division

May 9, 2006 Children of the Earth, Winnipeg

Interlake School Division.
Portage La Prairie School Division
River East Transcona School Division
Seven Oaks School Division
St. James-Assiniboia School Division
The Winnipeg Board of Jewish Education
Whiteshell School District
Winnipeg School Division

Appendix – Divisional Teams Overview by Site

BRANDON:

- 3 – in favour of in-school delivery model with requisite funding
- 9 – in favour of combination model (in/out of school)
- 2 – in favour of complete out-of-school option
- Nobody suggested other delivery model suggested

“To do this without support in terms of funding for staff or equipment or transportation or user fees or insurance is unfair. Any out of school independent parts of the program would allow flexibility, but creates many equity issues and liability issues, e.g. access to programs due to farm vs. town kids and rich vs. poor kids.”

(Brandon – in reference to in and out of school model)

“More flexible – attempts to find a balance between school control and at the same time somewhat alleviates facility and staffing issues.”

(Brandon – in reference to in and out of school model)

“Instead of mandating a concrete idea, give schools specific modules and let them go with what works. Every building (school) in Manitoba has specific restrictions and needs flexibility.”

(Brandon – in reference to in and out of school model)

“Individual schools must have the autonomy to create their own model of delivery that is specific to their needs, staffing and community expertise, and infrastructure.”

(Brandon – in reference to in and out of school model)

“This is a great idea; one that is difficult to argue against. You have nothing if you don’t have your health, but we need support.”

(Brandon – in reference to in and out of school model)

“Needs to be a school-based decision; our schools vary from size, composition, facility and availability of resources.”

(Brandon – in reference to development model for in and out of school delivery model)

THOMPSON:

- 2 - in favour of in-school delivery model with requisite funding
- 2 - in favour of combination model (in/out of school)

-
- ✦ Nobody selected the complete out-of-school option
 - ✦ Nobody suggested another delivery model

*“Allows students to incorporate family or cultural traditions, e.g. trapping.”
(Thompson – in reference to the in and out of school model)*

*“Are we rewarding those with more money?”
(Thompson – in reference to the in and out of school model)*

*“Can cost PE teachers their jobs – as a worst case scenario.”
(Thompson – in reference to the out of school model)*

CRANBERRY PORTAGE:

- ✦ 1 - in favour of in-school delivery model with requisite funding
- ✦ 4 - in favour of combination model (in/out of school)
- ✦ Nobody selected the complete out-of-school option
- ✦ Nobody suggested another delivery model

*“For an alternative high school flexibility is a must and should and will be recognized with the new “in and out” format.
(Cranberry Portage – in reference to the design format of the in and out of school model)*

*“They (students) are growing into adults and need to start making their own choices (transitions).”
(Cranberry Portage – in reference to the in and out of school model)*

*“It gives students more options and provides them with making choices for life now and after school.”
(Cranberry Portage – in reference to the in and out of school model)*

FORT RICHMOND:

- ✦ 7 – in favour of in-school delivery model with requisite funding
- ✦ 7 – in favour of combination model (in/out of school)
- ✦ Nobody selected the complete out-of-school option
- ✦ 2 – other delivery model suggested

“This would be our preferred model if funding were no issue. It would ensure the accountability and the rigor which would allow us to feel justified in granting a credit.” (Fort Richmond – in reference to the in-school model)

“Schools should not be granting credit for what a student does as part of their life. This has huge ramifications for the role of the school as being the only

institution left in society to do everything formerly expected of the church, family, etc.”

(Fort Richmond – in response to the out-of-school option)

“We do not want out of school personnel evaluating students and being responsible for our kids. The questions of credibility are too great and it discredits PE teachers and PE education.”

(Fort Richmond – in reference to the in and out-of school model)

CHILDREN OF THE EARTH:

- 2 - in favour of in-school delivery model with requisite funding
- 9 - in favour of combination model (in/out of school)
- 1 - selected the complete out-of-school option
- 2 - other delivery model suggested

“Some students will not be able to access out of school activities. Perhaps schools will need to provide an option for 100% in school. We hope that the split between in/out is left up to schools and not mandated.”

(Children of the Earth – in reference to in and out of school model)

“Students need to learn to be active on their own.”

(Children of the Earth – in reference to in and out of school model)

“Our program is already set up this way – 2 years (S3 & S4) for 0.5 S3 credit. This way they have choice and class size is reasonable.”

(Children of the Earth – in reference to in and out of school model)

“Provides a school (or district) with options and a reasonable level of control. Students can select the path that meets their needs (financial, personal, interest, timetable etc.).”

(Children of the Earth – in reference to in and out of school model)

Brandon Consultations

**S3 and S4 Physical Education/Health Education Development
Consultations
Brandon – April 25, 2006**

Option 1-In School – ADVANTAGES

Organized for you:

-you could make sure that you have the time to be active-especially if you lead a busy lifestyle outside of school-you have time allotted every day to be active.

-an advantage of this option is that it is organized and you learn a lot, you can do what you want.

-you would know exactly what you would have to do.

-easily accessible.
-you wouldn't have to plan it into your day.

Guidance:

-you'll have a teacher to give you information and guidance.

-you can't get off track easily, it will be supervised so it won't be slack.
-you will get active because your teacher will be there to make sure you're participating.

Social:

-meet more friends in school.

Option 1-In school - DISADVANTAGES

Not enough choices:

-might not get as many choices for classes.

-don't get to choose what kind of gym you want.

-not getting enough variety and possibly gym space.

Boring:

Only one slot:

-only get one slot of physical fitness.

-only have one hour of physical fitness in one day.

-gets boring easily and there aren't as many options because we don't have, e.g. rock walls, a pool etc. so we can only do activities in a gym or on the field outside.

-I lose a credit to take a credit I may want instead of PE.
-Too much like a typical gym class that many people don't enjoy.

Not fair:

-it is all in school and sports I play don't count.

Option 2-In School and Out of School - ADVANTAGES

Options:

-you could have more options on the stuff you take, you may not be able to scuba dive by yourself.

-get a variety of activities to take part in. (ones you are already doing and some you wouldn't already do).

-an advantage of this option is that you get to go to different facilities.

-you would be able to do some activities out of school when you have time.

Freedom:

-you would have a personal trainer to give you a plan that is best for you, and would still get the freedom of working in and out of school.

-you get a bit of freedom and have many options.

-you still have a teacher to help keep you on track, set goals, and watch you.

Get out of school:

-meet more friends in and out of school.

-not always stuck in school.

Option 2-In School and Out of School – DISADVANTAGES

Reasons to not make it to out of school activities:

-has injuries
-might not have transportation to places, the location might be far away so there might be a cost.

Don't have a teacher's guidance:

-when "out" of school not having the guidance of a teacher.

-students might not have enough motivation to be physically active on their own with no one telling them to be active.

Are unsure of what to do out of school:

-maybe you want to be in and you just want to do other stuff, or vice versa.

-still only half is out of school, don't choose what you do.

Takes up time at home:

-takes up your time at home.

-may not take up a slot during school, but it may take up time that I need for other activities (drama, music).

Option 3-Out of School – ADVANTAGES

Opportunity:

- you get to do a lot more stuff out of school.

-meet friends outside of school.

-an advantage of this option is that the course is already developed for you.

Independent:

-have the freedom to do whatever interests you whenever it is convenient for you.

-you have the freedom to take whatever you want.

-more independent, choose what you want to do.

-totally independent.
-can do what interests you, at your own pace/time.
-may be more comfortable being active alone, won't feel pressured.

-you would be able to decide when you have time to do activities, you could use the extra slot in school for something else, you would still get a credit for the out of school activity.

Option 3-Out of School – DISADVANTAGES

No teacher support:

-no curriculum and people could lie and say that they did so and so hours but really didn't.

-no one to really give you direction and support you.

-no activities led by a teacher, could make it hard for the student to come up with things to do that are active or can't afford to go to the gym or pool, etc.

No motivation:

- maybe you don't have the sport equipment to play.

-maybe you don't like any sports, so you won't play any.

No time:

-I don't have a lot of time out of school to do much, between school, work and homework, and all my other activities, by the time I get home I don't want to move anyway.

-may not have time to do it out of school stuff or may not have not any way to get there.

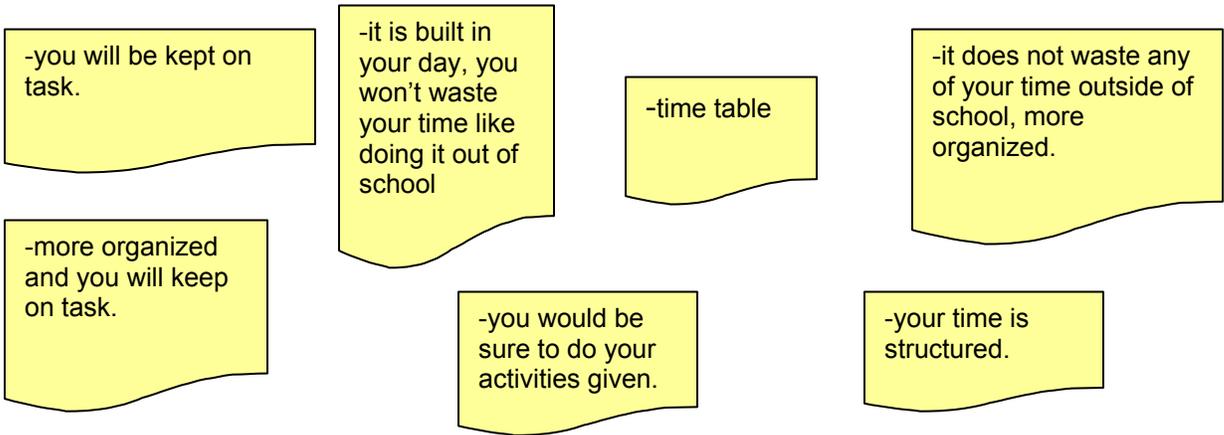
-not finding any time to complete it.

Thompson Consultations

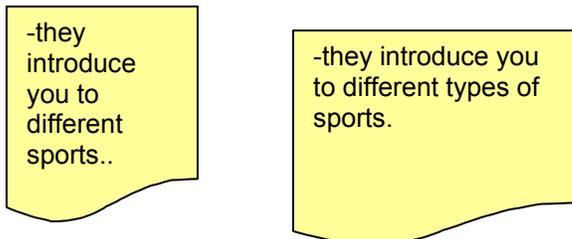
**S3 and S4 Physical Education/Health Education Development
Consultations
Thompson – May 4, 2006**

Option 1-In School – ADVANTAGES

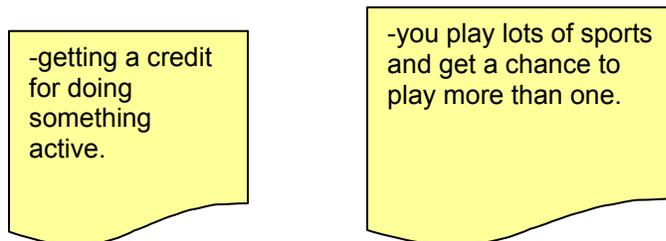
Organized/timetabled for you:



Different sports:



Getting credit



Option 1-In school - DISADVANTAGES

Hard to work in class:

-harder for students who work better independent rather than in class and in a group.

-harder for students that can't work independently.

Preference of sports/activities:

-not being able to do sports and stuff I want to, still stay obese.

-students may not like having to play certain games, students don't have the freedom to play what they want to play.

-kids don't have to listen to teachers and don't like playing some of the games the teacher provides.

-you don't get to do the activities you want to do.

-activities get dull and boring, students cannot do things of their choice.

Variety of sports:

-not enough sports!

-not enough different sports.

Option 2-In School and Out of School - ADVANTAGES

Credits:

-for people who play sports it will be easier to get their credit.

-get a credit for doing activities you want and also given.

-doing activities you want to do.

Advantage of both options:

-you stay active longer period of time, you have the advantage of both.

Not bored:

-you won't be bored of going to the same class, you can switch.

Not in school:

-not always in school.

-not as much work in school.

Relaxed:

-it means not as much work in school, it is more laid back.

-not as much work in school, more independent.

Freedom:

-more freedom.

-you have different options.

Option 2-In School and Out of School – DISADVANTAGES

It is harder for students to follow:

-it might be confusing being in one place one day and somewhere else another day.

-people who don't do sports outside of school, it will be harder for them to get a credit.

-people may not do what they're supposed to do.

-harder for students who do not participate in outside of school activities to get a credit.

-here, many activities may be unorganized and it is hard to follow another student.

Laziness:

-in school it is boring, out of school kids might not exercise or be involved in physical activities.

-50% of the time being in school (classroom) not learning about anything that may be used in the future.

-people might not do the out of school 50%.

-lazy people won't do exercise out of school.

-laziness for out because kids don't have supervision and could slack off.

Option 3-Out of School – ADVANTAGES

Independent:

- it's all based on you, it's up to you to do it.

-you could work better independently.

-fully independent, if you are fit you will have no problem doing this.

Loner:

-it allows you to take a spare or get an extra credit that you may need, also helps if you can't get it on your schedule.

Opportunity:

-you can do something you like.

-you choose all activities you want to do.

-you could choose the sport you would like to play other than having to play the ones you don't in school, so it would be more enjoyable.

-kids will try harder and they will take the course a lot more because they are doing a physical activity they like.

Freedom:

-don't have to be in school.
X4

-you can do the work at your own pace, when they give you an assignment, you can do it yourself and not get bossed around by the teacher.

Option 3-Out of School – DISADVANTAGES

Responsibility:

-not enough self-responsibility to do exercise out of school.

-here, it will be very difficult to get students to do things, no one will perform well.

-you can lie about the amount of activities you have done.

-kids might not do the tasks the teacher assigns and you have to keep track of time so you're not late for your second class.

Help:

- you won't have the teachers help.

-will not be able to get help from teachers if needed.

-if you don't know how to do something there is no teacher there to help you.

-students could slack off without teacher supervision.

Cranberry Portage Consultations

**S3 and S4 Physical Education/Health Education Development
Consultations
Cranberry/Portage – May 5, 2006**

Option 1-In School – ADVANTAGES

Teacher provides/organizes:

-students are being watched.
-students are being told what to do.
-students are being marked on how they play and how active they are.

-the teachers will be there to organize everything for you so when you go to class it will be all ready, everything will be taken care of.

-delivery in school by a teacher, by a timetable and a teacher teaches it.

-you won't have homework after school.

-getting healthy by following the rules from the teacher, teacher keeps you doing something instead of being lazy.

-the teacher is there to instruct you to your sport.

More active:

-I think that they should have Phys. Ed. In school because you can get more energy

-there will be more options to join in activities.

-that means you have to work in your gym class, stay active.

-students who enjoy PE in school will have fun.

It's easy:

-get all the help you need.

-it's all done for you.

Option 1-In school - DISADVANTAGES

No choice/boring:

-in school, booked space by teacher.

-it is old fashioned and needs new interesting things.

-no choice of course only teacher picks what is happening.

-we would need 2 more credits to graduate, it may be a little harder, another two years with the same boring gym teacher, may repeat the things we did in grade 9 and 10.

-bossy teacher.

No after school activity:

-the kids won't be active after school hours.

-you won't get your mark for after school activities.

-kids don't have to listen to teachers and don't like playing some of the games the teacher provides.

-you don't get to do the activities you want to do.

Lack of interest:

-some people might not want to take and if they have to they wouldn't want to do anything and then they'd fall out.

-it would be harder to make them get more physical when some people don't want to do anything.

-what if you are not interested in playing the sport that you are assigned.

-you might not want to participate at that particular time and place.

-being indoors almost all the time and it can get hot in the classroom/gym.

Option 2-In School and Out of School - ADVANTAGES

More choice in what you do:

-sometimes you can do anything you want and sometimes you will have to follow the rules.

-you don't have to go to the gym all the time and it is in and out of school.

-in school you are assigned the sports by a teacher, out of school you could do the things you enjoy doing.

-so it will actually be good because you will have more things to do in and out.

Being physically active:

-being more active

-they should have it in and out of school because there are some people who are active after school.

More confident/comfortable:

-you don't have to participate during class in front of everybody

-students are more active, can be active in their own way, can achieve more and not worry about who is watching.

Your own time:

-do things on your own time.

-students will be doing what they want when they feel like it.

It would be easier to get the credit because you can do it on your own time, and you can finish faster.

-you can do your own workout whenever you want.

Option 2-In School and Out of School – DISADVANTAGES

-people can make up marks for themselves, not a good option.

-in school teacher can assign work we don't like, out of school we might not do it.

-students have the will to do our own stuff out of school but during school we may be bored.

-some students are not always honest and aren't active unless someone pushes them.

-in school would be good but out of school students can just fill in a chart and get someone to sign it.

-inside would be too boring and outside of school the students would run out of school grounds.

-students won't be honest about the 50% out of school (they won't do it).

-the student can get hours without being watched.

-students will lie to the teachers when students do activities after school.

Responsibility:

-some will do in school and then won't be reliable on after school hours.

-it's hard to structure out of school.

-what if you get hurt when you are out of school being active, then will it be your own fault who will help you then.

Option 3-Out of School – ADVANTAGES

Choice:

- you get to choose your own sports what you want to play, it's all up to you to play spots

-you can stop and do sports anytime you want without the teacher saying anything.

-you will have more freedom to do what you want and no one to tell you what to do.

-you get to choose what you want instead of the teachers.

-it's our choice in the activities we could do the things we enjoy.

-no worries/freedom from being told what to do and how to do it, can be active in your own way other than being told what to do, free from being watched and free from being shy.

More things out of school:

-be outside more, be able to learn about how to do things outside and do more active stuff.

-that you can do whatever you want after school.

-students will have more gym during after school instead of during school because they will be struggling with other school work in school.

-I think they should have it after school and not during school because some students do activities.

Option 3-Out of School – DISADVANTAGES

-teacher assigned.

-it is our choice if we don't do it.

-it shouldn't be up to the teacher.

No support:

- nobody will be helping you exercise with you and no one will be there to encourage you to be active.

Accountability:

-what if the teacher doesn't believe you and you do it over and over.

Responsibility:

-some students won't do it but just leave and go have a smoke or hang out somewhere.

-maybe they won't even do any activities at all, they will get the teacher to sign the paper and maybe they didn't do it at all.

-as students may not have things to do but what if teachers assign we might not even do, what if we cheat our way out, no one is there to supervise us and it will be impossible.

-this is not fair because students would be lying about being physically active, they can be used to their lifestyles.

-might need help and too lazy to exercise or look on the web.

-they won't get the course completed without assistance.

-we just won't do anything.

-some students won't do it but say they did.

-some students will say they were active but really weren't will get the credit also.

Fort Richmond Consultations

**S3 and S4 Physical Education/Health Education Development
Consultations
Fort Richmond – May 8, 2006**

Option 1-In School – ADVANTAGES

Cost efficiency:

-everyone has access to the facilities.

Social Skills:

-all students participate in activities so no students left out, feeling alone.

Enforced:

-guaranteed to enforce this idea.

-students won't be able to cheat to get their credit

-forced to participate, one gets easy credit.

-no need for student to pursue own activity (less responsibility).

-targets students who will not initiate a program for fitness by themselves.

-instructed by a teacher which makes it easier.

Organized:

-organized.

-given structure by a teacher.

-students who are not active outside of school will be provided a structured gym class within school.

Time:

-outside of school activities wouldn't be required e.g., if someone has a job or isn't into sports as much.

-it doesn't waste your time out of school.

-don't have to worry about spending time out of school, convenient and organized for us.

-you have a scheduled block of time to complete the requirements in, this way you can't not have time to complete the course because you do it in your regular school day.

Option 1-In school - DISADVANTAGES

Studies:

-hard to get the credit if the students do not try in class.

-after class it is more difficult concentrating while sweating and heart beating faster.

Hot and sweaty:

-students will respond to the class negatively, do the class with no enthusiasm in turn become slackers.

-might not feel like getting sweaty at certain point of the day and sit in other hot classes hot and sweaty.

-don't feel like doing it hot and sweaty.

Too much time:

-we will not have enough school time because too many children in school running up and down.

-too structured and would take away from time for academic courses.

-longer school hour less time for other courses/home work.

-it may be inconvenient, schedules might not be coordinated or be "flexible" to work with everybody.

-there may not be enough room in the schedule and therefore a different course may have to be dropped.

-takes up credit time.

-students might want to take other courses but gym takes up the spot in the time table.

-takes up room in schedule so a student may not be able to schedule in a credit he/she wants to take.

Option 2-In School and Out of School - ADVANTAGES

Credits for outside sports:

-students are able to get credit for doing sports during their free time, encouragement of being active.

-students are able to gain credit for the activities they participate in. outside of school.

-the things you do outside of school count for credits but you have a block of time to complete the remaining requirements, this way there are things you can do in school to make sure you do enough to get your credit.

Life long skills:

-experience in and outside of school, more opportunity for learning new skills.

-it gives a chance for students to choose to do things they enjoy doing and if they don't have time that day, they also have a course in school.

-community facilities will put in good use, more diverse programs so more students will participate.

Flexibility:

-provides more flexibility.

-easy to get a credit if involved in sports outside of school.

-allows for even more flexibility for students, those who exercise outside of school will be given credit and those who don't will be provided an organized gym class

-you can do it at home with no effort.

-targets students who will not initiate a program for fitness by themselves while allowing students who are willing to initiate a program to learn how to take ownership of their own well being.

Option 2-In School and Out of School – DISADVANTAGES

Pressure:

-too tired to exercise once during the day and then again after school.

-too much pressure because of extra curricular activities.

Money:

-students might not have the money to do outside activities.

-some people will not have the money for activities outside of school.

-people may not be able to afford the out of school portion.

Balance/time/schedule:

-balance between in/out of school.

-self selected balance

-may cause schedule issues.

-it will be difficult and scheduling might be time consuming.

-students would have to spend more time on activities, inside and outside of school instead of other work.

-waste a lot of time.
-time consuming.
-takes more time.

-people may not have enough time to perform in activities outside of school such as work etc. they may not be able to pay since they are already paying for sports etc.

-because we will not have enough time to do everything.

-time schedules outside of school might be frictional if not everybody can coordinate the activities.

Option 3-Out of School – ADVANTAGES

No course scheduling conflicts:

- students who cannot fit PE on their time table are able to still receive the credit.

-does not take up your time table and can take more

-PE would not take up time in your time table, this way there is room to take more credits unrelated to gym.

Extra curricular activity counts:

-extra curricular activities will count doesn't need more time for more activity, flexible hours

-you can get credits from working out.

Freedom/Flexibility:

-complete freedom.

-give students freedom to do the activities that they enjoy.

-do whatever you want on your own time.

-100% flexible, guarantees freedom.

-vast choice of activities.
-provides flexibility.

-allows the student to explore things and activities they haven't done before.

-allows students to pursue their own interests and likes in their physical activity.

-schedules could be more flexible with their schedule.

Option 3-Out of School – DISADVANTAGES

Time consuming:

-extra curricular could get in the way.

-some people do not have the time outside of school to complete the necessary activities.

-time consuming.
-extra curricular activities could get in the way.

No motivation:

- no incentive.

-not enough motivation to do physical exercise on my own.

-not be able to do all season long (winter).

-boring, don't want to do it.

Cheating:

-student may be irresponsible and end up not doing any exercise at all.

-students may lie about doing a certain activity.

-students will not do anything and just write it down anything in their schedule.

-a lot of trust is needed between teachers and students as well as time students can cheat.

-people can be dishonest and they will be getting a credit for something that others worked hard on.

-people might "cheat".

Children of the Earth Consultations

**S3 and S4 Physical Education/Health Education Development
Consultations
Children of the Earth – May 9, 2006**

Option 1-In School – ADVANTAGES

Convenience:

-simple and easy to follow.

-learning new experiences.

-teacher has class planned out, no thinking for student.

-it is during school at a specific time of the day and you would be taught what to do and encouraged by the teacher.

-you do everything in school and it just means more time for after school.

-it's not as distracting as being outside.

Access to gym and physical activity:

-access to gym equipment.

-keep physically fit and healthy living.

-you learn in school how to be active.

-more gym time.

-you will be trained on a schedule which benefits and promotes a healthier lifestyle at the same time gaining extra credit.

-you can have teams /more social.

No cost

-school provides help there is not cost to me

-it is paid for.

Option 1-In school - DISADVANTAGES

Dress:

-students might not have a change of gym clothes.

No choice:

-no independence.

-it is just like grade 10 gym, boring.

-students may not work out or participate because they may be shy.

Not enough time/options:

-it is not long enough to play the sport/activity.

-if you wanted to do an activity that is not offered at school and/or wanted to do something different then you wouldn't get the option to do it.

-won't have time to get school work done.

-less free time.

-not playing enough different sports.

Other:

-have to put up with teacher.

-won't get any privacy.

-some students may have already maxed out their gym classes.

Option 2-In School and Out of School - ADVANTAGES

More variety:

-more choice in curriculum out of school such as biking.

-more options

-in school activities are in groups out of school is more of a variety.

-variety in out of school.

-more variety in activities..

-you won't have to do as much in school and if you are an athlete even better.

Teacher plans activities:

-teacher has outdoor activities planned.

Being active:

-more time to be active during school and after school.

-in and out of school you will learn to do tasks at a faster pace that involves physical activities.

No limit:

-for in school I would say the same thing and out of school you could start and go as long as you want and finish when you want.

-you can be in school to be active or if you don't want to you can do it on your own time and you pay for your own activity.

-it is just better for people who aren't comfortable with themselves they can do it on their own time

Option 2-In School and Out of School – DISADVANTAGES

Confusion and complaining

-too many people will fail and stuff.

-students may not attend out of school classes regularly.

-the confusion between school and personal activities.

-people may get confused.

-will be boring when you are out of school.

-less free time.

Too confusing keeping two different classes/reports.

Not enough supplies/money:

-some people may not have enough money or are not physically capable of doing in or out of school.

-not having enough sports or teachers.

-if it required to have 50%/50% or 25%/75% for gym credit and you have nothing to do out of school, no equipment or a membership to a fitness facility, then it would be hard to obtain the required credit.

Option 3-Out of School – ADVANTAGES

Community exposure:

- fresh air and a variety of activities.

-it's great fresh air and sunshine.

-get exposed to new facilities.

Lifestyle:

-you have an activity to keep you busy out of trouble have a chance to learn this healthy lifestyle early and carry it on to the future as a positive role model.

-prevents students/kids from being involved in negative activities.

Independence:

-student in control.

-student is independent and responsible.

Flexibility in your own schedule:

-do any type of activity.

-do what you want with plenty of options.

-on your won time and day.

-be on your won time, do whatever you want, have more choices.

-exercise when you want, join in any sport and you have a choice of what you want to do.

-I can do it on my own time, how I want.

Option 3-Out of School – DISADVANTAGES

Time consuming:

-you don't get the time or equipment to do anything then you would not be able to gain a "out of school "phys. ed. credit.

Motivation:

- students may not be motivated.

-some people may not be able to or not willing to spend time to do gym (work and family).

-students may be bored and skip class.

Trust:

-people will cheat if it is an independent thing.

Transportation and Money:

-out of school, have no money to get to an activity.

-what if some students can't afford extra-curricular activities or are involved in a non active extra curricular activity.

Lack of skills:

-not knowing how to play certain sports, no one to supervise you.

-not informed of proper way to do things.

Frequency Tables

Guide for Reading Frequency Tables
Example

q7 In class, how often are you ... ¹							
		Often	Sometimes	Rarely	Never	Not Applicable	Total ²
Q7a Asked to assess your own progress.	Count ³	17	53	18	4	1	93
	% ⁴	(18%)	(57%)	(19%)	(4%)	(1%)	(100%)
Q7b Asked to come up with new ideas.	Count	24	33	26	9		92
	%	(26%)	(36%)	(28%)	(10%)		(100%)
Q7c Asked to figure something out for you.	Count	49	31	9	3		92
	%	(53%)	(34%)	(10%)	(3%)		(100%)
Q7d Asked an interesting question.	Count	22	51	16	2		91
	%	(24%)	(56%)	(18%)	(2%)		(100%)
Q7e Expected to remember facts.	Count	63	23	5	1		92
	%	(68%)	(25%)	(5%)	(1%)		(100%)
Q7f Asked you to do things that are too easy for you.	Count	12	45	30	6		93
	%	(13%)	(48%)	(32%)	(6%)		(100%)

¹ Using q7a as an example and referring to the Often and Total categories.

² Overall, in q7a, the **total** number of respondents is 93.

³ Overall, the **count** of respondents who answered “Often” to q7a is 17.

⁴ Overall this count, when converted to a **percentage** form, comes to 18%.

Manitoba Education
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Frequency Tables

Option 1: In School

Aq1. In School: Are you likely to use this delivery model?	No	Count	18
		Col %	58.1%
	Yes	Count	13
		Col %	41.9%

Aq2a. In School: Why?	Accountability	Cases	5
		Col Response %	35.7%
	Teacher mediated	Cases	5
		Col Response %	35.7%
	More structured than other models	Cases	4
		Col Response %	28.6%
	This model is currently implemented/partially implemented	Cases	3
		Col Response %	21.4%
	Proper funding provides staffing, facilities and resources	Cases	2
		Col Response %	14.3%
	Depends on how many credits are going to be mandated	Cases	2
		Col Response %	14.3%
	Safety/liability concerns	Cases	2
		Col Response %	14.3%
	P.E. taught by trained educators	Cases	2
		Col Response %	14.3%
	Current policy requires staff to accompany students to all activities	Cases	1
		Col Response %	7.1%
	Equal opportunity for students	Cases	1
		Col Response %	7.1%

Aq2b. In School: Why not?	Inadequate staffing	Cases	6
		Col Response %	85.7%
	Inadequate facilities	Cases	4
		Col Response %	57.1%
	Inadequate funding	Cases	2
		Col Response %	28.6%
	Timetabling concerns	Cases	1
		Col Response %	14.3%
	Community use agreements	Cases	1
		Col Response %	14.3%

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Aq3. In School: What should the development model be?	Mix and match modules	Cases	8
		Col Response %	61.5%
	Flexibility to meet diverse student/staff/funding/facility needs	Cases	4
		Col Response %	30.8%
	SIC	Cases	4
		Col Response %	30.8%
	Department developed streams/curriculum	Cases	4
		Col Response %	30.8%
	Credit for 90 hours rather than 110 hours	Cases	1
		Col Response %	7.7%
	Offer all courses in school, with option to complete 25% out of school	Cases	1
		Col Response %	7.7%
	Individual plan	Cases	1
		Col Response %	7.7%
GLO's strengthened	Cases	1	
	Col Response %	7.7%	

Aq4. In School: What design formats do you prefer?	Print courses for in school	Cases	8
		Col Response %	72.7%
	Flexibility to meet diverse student/staff/facility/funding needs	Cases	3
		Col Response %	27.3%
	Web based courses	Cases	2
		Col Response %	18.2%
	Teacher directed curriculum documents	Cases	2
		Col Response %	18.2%
	Department developed, but schools have choice	Cases	2
		Col Response %	18.2%
	Defined structure/clear outcomes/expectations	Cases	1
		Col Response %	9.1%
	Teacher based/directed instruction	Cases	1
		Col Response %	9.1%
Distance learning/education	Cases	1	
	Col Response %	9.1%	

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Aq5. In School: Challenges	Timetabling/gym access	Cases	14*
		Col Response %	116.7%
	Having enough staff/teaching time available	Cases	8
		Col Response %	66.7%
	Cost/funding/financial concerns	Cases	5
		Col Response %	41.7%
	Not all students want to/can/will fill this graduation requirement	Cases	2
		Col Response %	16.7%
	Not losing specialists from younger grades to S3 and S4	Cases	1
		Col Response %	8.3%
	All of the curriculum will be affected	Cases	1
		Col Response %	8.3%
	Safety/liability concerns	Cases	1
		Col Response %	8.3%
	Standardization	Cases	1
		Col Response %	8.3%
	Religious beliefs	Cases	1
		Col Response %	8.3%
	Could limit outcomes	Cases	1
		Col Response %	8.3%
	Active verses non-active time	Cases	1
		Col Response %	8.3%
	Assessment	Cases	1
		Col Response %	8.3%

*One respondent gave no response to 'Aq1. In School: Are you likely to use this delivery model?' and answered Aq5. In School: Challenges.

Option 2: In and Out of School

Bq1. In and Out of School: Are you likely to use this delivery model?	No	Count	2
		Col %	6.1%
	Yes	Count	31
		Col %	93.9%

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Bq2a. In and Out of School: Why?	Offers flexibility in terms of student choices/timetabling	Cases	22
		Col Response %	73.3%
	Utilizes community facilities, alleviates some school stress	Cases	19
		Col Response %	63.3%
	This model is already implemented/partially implemented	Cases	4
		Col Response %	13.3%
	Students need be self-directed/make choices/transition to independence	Cases	4
		Col Response %	13.3%
	There is some amount of teacher guidance/involvement	Cases	3
		Col Response %	10.0%
	Schools must be able to create their own model to suit needs	Cases	3
		Col Response %	10.0%
	Builds school/community partnerships	Cases	3
		Col Response %	10.0%
	Depends on the school whether model will be successful	Cases	2
		Col Response %	6.7%
	Best option if current policies change	Cases	1
		Col Response %	3.3%
	Still timetabled	Cases	1
		Col Response %	3.3%
	Incorporate family/cultural traditions	Cases	1
		Col Response %	3.3%
	Students link curriculum outcomes to current PA	Cases	1
		Col Response %	3.3%

Bq2b. In and Out of School: Why not?	Credibility in terms of assessment	Count	1
		Col %	50.0%
	Diverse schools	Count	1
		Col %	50.0%

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Bq3. In and Out of School: What should the development model be?	Mix and match modules	Cases	18
		Col Response %	58.1%
	Pass/fail grading system	Cases	8
		Col Response %	25.8%
	Flexibility to modify module to suit needs of community/school/individual	Cases	7
		Col Response %	22.6%
	SIC	Cases	7
		Col Response %	22.6%
	Have some modules compulsory, others optional	Cases	7
		Col Response %	22.6%
	Have modules/other endeavours make up a certain percent	Cases	4
		Col Response %	12.9%
	Let students choose between in-school and out-of-school models	Cases	3
		Col Response %	9.7%
	Fitness plan focus	Cases	3
		Col Response %	9.7%
	Higher percent of "in" activities with option for "out"	Cases	2
		Col Response %	6.5%
	Division/school/teacher/student outcomes	Cases	2
		Col Response %	6.5%
	Department developed outcomes	Cases	2
		Col Response %	6.5%
	Stagger implementation in S3 and S4 over 1 or more years	Cases	1
		Col Response %	3.2%
	Increase amount of time spent out of school in S4	Cases	1
		Col Response %	3.2%
	Expand on current model including "out of school" activities	Cases	1
		Col Response %	3.2%
	Not SIC	Cases	1
		Col Response %	3.2%
	Department planned modules	Cases	1
		Col Response %	3.2%
	Provincially based curriculum/acceptable activities/standards	Cases	1
		Col Response %	3.2%

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Bq4. In and Out of School: What design formats do you prefer?	Print courses for in-school (provincial continuity)	Cases	12
		Col Response %	42.9%
	Flexibility to modify format to suit needs of community/school/individual	Cases	7
		Col Response %	25.0%
	Web based courses	Cases	7
		Col Response %	25.0%
	Have department design modules/have samples of modules	Cases	5
		Col Response %	17.9%
	Teacher based/mediated/guided	Cases	4
		Col Response %	14.3%
	Have a credible sign-off (e.g. not parents, third party)	Cases	3
		Col Response %	10.7%
	Web CTs should be a resource to teachers, not for students	Cases	3
		Col Response %	10.7%
	Distance learning	Cases	3
		Col Response %	10.7%
	Use of mentors	Cases	1
		Col Response %	3.6%
Parents contribute to student GLO's	Cases	1	
	Col Response %	3.6%	

Bq5. In and out of School: Challenges	Assessment/accountability/tracking/monitoring/credibility	Cases	21
		Col Response %	63.6%
	Safety/liability concerns (e.g. Child Abuse Registry)	Cases	20
		Col Response %	60.6%
	Having enough staff/teaching time available	Cases	19
		Col Response %	57.6%
	Having proper funding/support/financial backing	Cases	15
		Col Response %	45.5%
	Access to facilities	Cases	11
		Col Response %	33.3%
	Equity concerns (e.g. money, gender, rural vs. urban)	Cases	9
		Col Response %	27.3%
	Timetabling concerns	Cases	8
		Col Response %	24.2%
	Parental involvement	Cases	5
		Col Response %	15.2%
	The changing of current policies (eg. Safety document, fees)	Cases	4
		Col Response %	12.1%

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 Frequency Tables

(cont.)

Bq5. In and out of School: Challenges	Defining out of school activities (including Health)	Cases	4
		Col Response %	12.1%
	Transportation	Cases	4
		Col Response %	12.1%
	Promoting the change	Cases	3
		Col Response %	9.1%
	Not all students want to/can/will fill this grad requirement	Cases	3
		Col Response %	9.1%
	Finding mentors/mentoring progress	Cases	3
		Col Response %	9.1%
	Not losing specialists from younger grades to S3 and S4	Cases	2
		Col Response %	6.1%
	Partnership concerns	Cases	2
		Col Response %	6.1%
	Student led program could be an issue	Cases	2
		Col Response %	6.1%
	Communication	Cases	1
		Col Response %	3.0%
	Professional development of staff	Cases	1
		Col Response %	3.0%
	Increase in tuition costs	Cases	1
		Col Response %	3.0%
	Curriculum content evenly distributed over S1 to S4	Cases	1
		Col Response %	3.0%

Option 3: Out of School

Cq1. Out of School: Are you likely to use this delivery model?	No	Count	15
		Col %	83.3%
	Yes	Count	3
		Col %	16.7%

Cq2a. Out of School: Why?	Flexible	Cases	1
		Col Response %	100.0%
	Responsibility belongs to student/family	Cases	1
		Col Response %	100.0%

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Cq2b. Out of School: Why not?	Inability to assure accountability/proper assessment	Cases	2
		Col Response %	66.7%
	Lack of structure	Cases	2
		Col Response %	66.7%
	Too much freedom to students/lack of self-discipline	Cases	1
		Col Response %	33.3%
	Safety/Liability concerns	Cases	1
		Col Response %	33.3%
	Web courses don't provide physical activity	Cases	1
		Col Response %	33.3%

Cq3. Out of School: What design formats do you prefer?	Must be consistent with hours	Cases	1
		Col Response %	50.0%
	Web based course	Cases	1
		Col Response %	50.0%
	Distance learning	Cases	1
		Col Response %	50.0%
	Teacher mediated/guided	Cases	1
		Col Response %	50.0%

Cq5. Out of School: Challenges	Inability to assure accountability/proper assessment	Cases	2
		Col Response %	100.0%
	Availability of qualified staff	Cases	2
		Col Response %	100.0%
	Financial concerns	Cases	2
		Col Response %	100.0%
	Safety/liability concerns	Cases	1
		Col Response %	50.0%

Option 4: Other

Dq1. Other: Are you likely to use this delivery model?	No	Count	3
		Col %	50.0%
	Yes	Count	3
		Col %	50.0%

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Dq2a. Other: Why?	Students need to learn to be independently active	Cases	1
		Col Response %	33.3%
	Don't need more facilities/equipment/teachers	Cases	1
		Col Response %	33.3%
	Student excellence recognized	Cases	1
		Col Response %	33.3%
	Accountability	Cases	1
		Col Response %	33.3%
	Less financial cost	Cases	1
		Col Response %	33.3%
	Other models mistake "activity" for healthy living	Cases	1
		Col Response %	33.3%

Dq3. Other: What should the development model be?	Mixed models and SIC should be combined	Count	1
		Col %	25.0%
	Student generated	Count	1
		Col %	25.0%
	Pass/fail system	Count	1
		Col %	25.0%
	Mandatory in S3, optional in S4	Count	1
		Col %	25.0%

Dq4. Other: Which design formats do you prefer? Why?	Web based	Count	1
		Col %	100.0%

Dq5. Other: Challenges	Parental involvement problematic (dishonesty)	Cases	2
		Col Response %	66.7%
	Not graduating because students do not take responsibility	Cases	1
		Col Response %	33.3%
	Administration	Cases	1
		Col Response %	33.3%
	Safety/liability concerns	Cases	1
		Col Response %	33.3%
	Student leadership skills/organization	Cases	1
		Col Response %	33.3%
	Credibility of external assessment	Cases	1
		Col Response %	33.3%

Detailed Tables

GUIDE FOR READING DETAILED TABLES

EXAMPLE

Table was run by Total Responses and q10 (Level Taught)

			<i>q10 Which level do you currently teach/ spend the majority of your time?</i>					
			<i>Total Responses</i>	<i>Early Years</i>	<i>Middle Years</i>	<i>Senior Years</i>	<i>Special Education</i>	<i>Other (e.g., split grades)</i>
<i>q5 In which type of program do you currently teach/ work the majority of the time?</i>	<i>English</i>	<i>Count</i>	5519	1896	1538	1557	114	360
		<i>Col %</i>	86%	84%	86%	90%	81%	84%
	<i>Français</i>	<i>Count</i>	197	81	71	22	7	14
		<i>Col %</i>	3%	4%	4%	1%	5%	3%
	<i>French Immersion Single Track</i>	<i>Count</i>	262	133	62	49	2	13
		<i>Col %</i>	4%	6%	3%	3%	1%	3%
	<i>French Immersion Dual Track</i>	<i>Count</i>	216	91	79	30	3	13
		<i>Col %</i>	3%	4%	4%	2%	2%	3%
	<i>Other program</i>	<i>Count</i>	228	63	43	75	15	31
		<i>Col %</i>	4%	3%	2%	4%	11%	7%
	Total	<i>Count</i>	6422	2264	1793	1733	141	431
		<i>Col %</i>	100%	100%	100%	100%	100%	100%

TOTAL is the number of respondents answering the question.

Overall, **6422** respondents answered q5. Of the **6422** respondents, **2264** taught/spent the majority of their time at the **Early Years** level, **1793** taught at the **Middle Years** level, etc.

Overall, **228** respondents or **4%** (228/6422) reported teaching in an **Other** program.

Seven (5%) Special Education teachers spent the majority of their time working in a **Français** program.

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Statistics

OVERALL

N	Valid	17
	Missing	0

Based on the total number of respondents.

			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q1a. In School: Strengths	Allows consistent standards/quality control/accountability	Count	14	4	2	2	3	3
		Column %	82.4%	80.0%	66.7%	100.0%	100.0%	75.0%
	Teacher led/directed/led by a trained professional	Count	8	2	1	1	1	3
		Column %	47.1%	40.0%	33.3%	50.0%	33.3%	75.0%
	Already comfortable/familiar with the method/it's been proven/straightforward	Count	3	1	0	1	0	1
		Column %	17.6%	20.0%	.0%	50.0%	.0%	25.0%
	Decreases safety/liability concerns	Count	3	1	1	0	0	1
		Column %	17.6%	20.0%	33.3%	.0%	.0%	25.0%
	Supported by P.E. staff	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	With 24 additional sections, flexibility is allowed	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Able to focus on health aspect of P.E.	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Less failures/more successes	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Social aspect of group is maintained	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	No additional workload to teacher's day	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Necessary due to obesity	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Keeps P.E. teachers P.E. teachers, not facilitators	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Department written	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	No Response	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
Total		Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q1b. In School: Weaknesses	Timetable challenges (e.g. no time, must drop other courses)	Count	9	3	0	2	2	2
		Column %	52.9%	60.0%	.0%	100.0%	66.7%	50.0%
	Staffing concerns	Count	9	3	2	1	1	2
		Column %	52.9%	60.0%	66.7%	50.0%	33.3%	50.0%
	Financial concerns	Count	8	3	2	1	0	2
		Column %	47.1%	60.0%	66.7%	50.0%	.0%	50.0%
	Less flexibility/fewer elective options/choices for students	Count	7	0	1	1	1	4
		Column %	41.2%	.0%	33.3%	50.0%	33.3%	100.0%
	Not all students can/want to participate (affect graduation rate)	Count	7	2	1	1	2	1
		Column %	41.2%	40.0%	33.3%	50.0%	66.7%	25.0%
	Availability of facilities	Count	4	2	1	0	0	1
		Column %	23.5%	40.0%	33.3%	.0%	.0%	25.0%
	Issues with offsite facilities (cost, transportation)	Count	2	0	1	1	0	0
		Column %	11.8%	.0%	33.3%	50.0%	.0%	.0%
	Difficult to implement in rural areas	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Students are not self directed	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Questionable support school wide	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Specialists being lost at lower levels	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Safety Document	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	No Response	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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			<i>Consultation Location</i>					
			<i>Total Responses</i>	<i>Brandon</i>	<i>Children of the Earth</i>	<i>Thompson</i>	<i>Cranberry/Portage</i>	<i>Fort Richmond</i>
q1c. In School: Opportunities	No Response	Count	5	4	1	0	0	0
		Column %	29.4%	80.0%	33.3%	.0%	.0%	.0%
Partnerships with community facilities/governing bodies/organizations		Count	4	0	0	2	1	1
		Column %	23.5%	.0%	.0%	100.0%	33.3%	25.0%
Offer options (e.g. have 2 teachers in same block)		Count	2	0	1	0	1	0
		Column %	11.8%	.0%	33.3%	.0%	33.3%	.0%
Have only 1 or 2 1/2 credits to be earned over 2 years		Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
Use of outside facilities to supplement gym		Count	2	1	0	0	1	0
		Column %	11.8%	20.0%	.0%	.0%	33.3%	.0%
Re-examine current practises (e.g. intramurals)		Count	2	1	1	0	0	0
		Column %	11.8%	20.0%	33.3%	.0%	.0%	.0%
More involved students/more activity		Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
Lengthen the school day		Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
Offer clusters of courses (e.g. Woods, Foods and Nutrition)		Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
Structured environment		Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
Creative potential with ability to show students new things		Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
Streams students towards P.E. courses in university/college		Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
Promotes healthy lifestyle practices		Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
Make it an activity requirement, not credit based		Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
Professional development		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Some volunteer hours		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Blocks of time allotted for an activity		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Total		Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q1d. In School: Challenges	Availability of qualified staff to cover increased workload	Count	8	3	1	1	2	1
		Column %	47.1%	60.0%	33.3%	50.0%	66.7%	25.0%
	Availability of facilities/equipment	Count	7	1	1	0	2	3
		Column %	41.2%	20.0%	33.3%	.0%	66.7%	75.0%
	Funding/financial concerns	Count	6	1	1	1	2	1
		Column %	35.3%	20.0%	33.3%	50.0%	66.7%	25.0%
	Timetabling	Count	6	2	2	0	1	1
		Column %	35.3%	40.0%	66.7%	.0%	33.3%	25.0%
	Participation (e.g. have to redesign courses to peak student interest)	Count	4	2	0	2	0	0
		Column %	23.5%	40.0%	.0%	100.0%	.0%	.0%
	Flexibility (e.g. allowing kids to have options)	Count	4	2	1	1	0	0
		Column %	23.5%	40.0%	33.3%	50.0%	.0%	.0%
	Losing options from other courses/intramurals	Count	3	0	1	0	1	1
		Column %	17.6%	.0%	33.3%	.0%	33.3%	25.0%
No Response		Count	3	1	1	0	0	1
		Column %	17.6%	20.0%	33.3%	.0%	.0%	25.0%
	Safety/Liability issues (lots of paperwork)	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Limited space for Health component	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Transportation	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Offering courses in spite of low student enrollment	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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		Total Responses	Consultation Location					
			Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond	
q2a. In and Out of School: Strengths	Flexibility to suit community/schools/individuals/Offers variety	Count	13	4	3	2	3	1
		Column %	76.5%	80.0%	100.0%	100.0%	100.0%	25.0%
	Rewards in/out of school athletic pursuits/healthy choices	Count	4	1	1	1	1	0
		Column %	23.5%	20.0%	33.3%	50.0%	33.3%	.0%
	Allows school autonomy	Count	4	3	0	0	1	0
		Column %	23.5%	60.0%	.0%	.0%	33.3%	.0%
	Focuses on wellness, healthy lifestyle, and education	Count	3	0	2	0	0	1
		Column %	17.6%	.0%	66.7%	.0%	.0%	25.0%
	Teacher supervision allows for quality control/validity/structure	Count	3	1	0	0	1	1
		Column %	17.6%	20.0%	.0%	.0%	33.3%	25.0%
	Answers some facility and equipment problems	Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
	Both teacher and student ownership (partnership)	Count	2	0	0	2	0	0
		Column %	11.8%	.0%	.0%	100.0%	.0%	.0%
	Allows students to group with other students in activities	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	More student impact/influence	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Students are given recognition for representing the school	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
Volunteer portion workable	Count	1	1	0	0	0	0	
	Column %	5.9%	20.0%	.0%	.0%	.0%	.0%	
No Response	Count	1	0	0	0	0	1	
	Column %	5.9%	.0%	.0%	.0%	.0%	25.0%	
Total	Count	17	5	3	2	3	4	
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

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		Total Responses	Consultation Location					
			Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond	
q2b. In and Out of School: Weaknesses	Inability to assure quality control/consistency/supervision	Count	10	2	2	1	3	2
		Column %	58.8%	40.0%	66.7%	50.0%	100.0%	50.0%
	Staffing concerns (including administrative roles)	Count	6	3	1	0	0	2
		Column %	35.3%	60.0%	33.3%	.0%	.0%	50.0%
	Equity concerns (opportunities/programs/facilities)	Count	6	4	0	1	0	1
		Column %	35.3%	80.0%	.0%	50.0%	.0%	25.0%
	Safety/Liability concerns	Count	5	3	1	0	1	0
		Column %	29.4%	60.0%	33.3%	.0%	33.3%	.0%
	Financial concerns	Count	4	2	2	0	0	0
		Column %	23.5%	40.0%	66.7%	.0%	.0%	.0%
	Lack of facilities	Count	3	1	2	0	0	0
		Column %	17.6%	20.0%	66.7%	.0%	.0%	.0%
	Timetabling concerns	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Parental pressure to grant hours	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	On-line format is questionable for P.E.	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Cannot change substantial amounts for "compulsory courses"	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	No Response	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
Total		Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q2c. In and Out of School: Opportunities	Partnering with communities/out of school experts/facilities	Count	5	2	1	1	0	1
		Column %	29.4%	40.0%	33.3%	50.0%	.0%	25.0%
	Different modules/learning new skills (e.g. nutrition, CPR)	Count	4	2	2	0	0	0
		Column %	23.5%	40.0%	66.7%	.0%	.0%	.0%
	No Response	Count	3	1	0	1	0	1
		Column %	17.6%	20.0%	.0%	50.0%	.0%	25.0%
	Getting kids involved in community recreation	Count	2	1	0	0	1	0
		Column %	11.8%	20.0%	.0%	.0%	33.3%	.0%
	Supporting more optional credits	Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
	Supplementing in-house model with lifestyle/off-site model	Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
	Teaching Health in school, P.E. out of school	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Curriculum based so that schools can choose in or out	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Credit for field trips	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Maximize seasonal options/outside facilities	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Opportunity to work around other courses	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Mentorship programs	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Promotes a healthy lifestyle	Count	1	0	0	1	0	0
		Column %	5.9%	.0%	.0%	50.0%	.0%	.0%
	Total	Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Manitoba Education
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Detailed Tables by Consultation Location (con)

			Total Responses	Consultation Location				
				Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q2d. In and Out of School: Challenges	Assessment/tracking/accountability	Count	8	1	2	0	3	2
		Column %	50.0%	20.0%	66.7%	.0%	100.0%	66.7%
	Timetabling concerns	Count	7	4	1	1	1	0
		Column %	43.8%	80.0%	33.3%	50.0%	33.3%	.0%
	Financial challenges/Support challenges	Count	5	1	1	1	1	1
		Column %	31.3%	20.0%	33.3%	50.0%	33.3%	33.3%
	Equity concerns	Count	4	1	2	0	0	1
		Column %	25.0%	20.0%	66.7%	.0%	.0%	33.3%
	Safety/liability concerns (e.g. Child Abuse Registry)	Count	3	0	1	0	0	2
		Column %	18.8%	.0%	33.3%	.0%	.0%	66.7%
	Defining legitimate out of school activities/facilities	Count	2	0	0	0	1	1
		Column %	12.5%	.0%	.0%	.0%	33.3%	33.3%
	Partnership concerns (e.g. external scheduling/staff/financial issues)	Count	2	0	2	0	0	0
		Column %	12.5%	.0%	66.7%	.0%	.0%	.0%
	Ratio of "in school" to "out of school" activities	Count	2	0	1	0	1	0
		Column %	12.5%	.0%	33.3%	.0%	33.3%	.0%
	Thinking in new and creative ways	Count	2	0	0	2	0	0
		Column %	12.5%	.0%	.0%	100.0%	.0%	.0%
	Availability of qualified staff/leaders	Count	2	0	1	0	0	1
		Column %	12.5%	.0%	33.3%	.0%	.0%	33.3%
	Language of instruction	Count	1	0	0	0	0	1
		Column %	6.3%	.0%	.0%	.0%	.0%	33.3%
	Facility space/access	Count	1	0	0	0	0	1
		Column %	6.3%	.0%	.0%	.0%	.0%	33.3%
	Involving Health component	Count	1	0	0	0	1	0
		Column %	6.3%	.0%	.0%	.0%	33.3%	.0%
	Student motivation/participation	Count	1	0	0	1	0	0
		Column %	6.3%	.0%	.0%	50.0%	.0%	.0%
	Policy concerns	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	Using modules in lieu of curriculum	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	No Response	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	16	5	3	2	3	3
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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			<i>Consultation Location</i>					
			<i>Total Responses</i>	<i>Brandon</i>	<i>Children of the Earth</i>	<i>Thompson</i>	<i>Cranberry/Portage</i>	<i>Fort Richmond</i>
q3a. Out of School: Strengths	<i>Flexibility/variety of choices/appeals to many students</i>	<i>Count</i>	12	4	2	2	2	2
		<i>Column %</i>	70.6%	80.0%	66.7%	100.0%	66.7%	50.0%
	<i>Student ownership (less monitoring/they learn time management)</i>	<i>Count</i>	4	1	0	2	0	1
		<i>Column %</i>	23.5%	20.0%	.0%	100.0%	.0%	25.0%
	<i>Less stress on school facilities</i>	<i>Count</i>	3	2	1	0	0	0
		<i>Column %</i>	17.6%	40.0%	33.3%	.0%	.0%	.0%
	<i>No Response</i>	<i>Count</i>	3	0	1	0	0	2
		<i>Column %</i>	17.6%	.0%	33.3%	.0%	.0%	50.0%
	<i>Fewer timetable conflicts</i>	<i>Count</i>	2	1	0	0	1	0
		<i>Column %</i>	11.8%	20.0%	.0%	.0%	33.3%	.0%
	<i>Student involvement in community</i>	<i>Count</i>	2	2	0	0	0	0
		<i>Column %</i>	11.8%	40.0%	.0%	.0%	.0%	.0%
	<i>Gives kids opportunity to try things they might enjoy</i>	<i>Count</i>	1	0	0	0	1	0
		<i>Column %</i>	5.9%	.0%	.0%	.0%	33.3%	.0%
	<i>Promotes life long physical activity</i>	<i>Count</i>	1	0	1	0	0	0
		<i>Column %</i>	5.9%	.0%	33.3%	.0%	.0%	.0%
	<i>Walking program</i>	<i>Count</i>	1	1	0	0	0	0
		<i>Column %</i>	5.9%	20.0%	.0%	.0%	.0%	.0%
	<i>Rewards students for in/out of school athletic pursuits</i>	<i>Count</i>	1	1	0	0	0	0
		<i>Column %</i>	5.9%	20.0%	.0%	.0%	.0%	.0%
	<i>Total</i>	<i>Count</i>	17	5	3	2	3	4
		<i>Column %</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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Detailed Tables by Consultation Location (con)

			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q3b. Out of School: Weaknesses	Inability to assure quality control/consistency/supervision	Count	11	3	2	1	2	3
		Column %	64.7%	60.0%	66.7%	50.0%	66.7%	75.0%
	Staffing concerns	Count	6	3	0	1	1	1
		Column %	35.3%	60.0%	.0%	50.0%	33.3%	25.0%
	Safety/liability concerns	Count	5	2	1	0	1	1
		Column %	29.4%	40.0%	33.3%	.0%	33.3%	25.0%
	Financial concerns	Count	4	2	0	1	0	1
		Column %	23.5%	40.0%	.0%	50.0%	.0%	25.0%
	Unstructured	Count	3	0	1	2	0	0
		Column %	17.6%	.0%	33.3%	100.0%	.0%	.0%
	Lack of student motivation/discipline/participation	Count	3	0	1	1	1	0
		Column %	17.6%	.0%	33.3%	50.0%	33.3%	.0%
	Equity concerns	Count	3	3	0	0	0	0
		Column %	17.6%	60.0%	.0%	.0%	.0%	.0%
	Is no longer educational, just "physical activity" or play	Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
	Discredits P.E. teachers	Count	2	0	0	1	0	1
		Column %	11.8%	.0%	.0%	50.0%	.0%	25.0%
	Cannot change substantial amounts of "compulsory courses"	Count	2	2	0	0	0	0
		Column %	11.8%	40.0%	.0%	.0%	.0%	.0%
	Lack of facilities	Count	2	1	0	1	0	0
		Column %	11.8%	20.0%	.0%	50.0%	.0%	.0%
	Ignores Health aspect	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Lack of variety/Flexibility	Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
	Reduction of specialized staff from other grade levels	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
	Students may have limited out of school time due to jobs, volunteering, etc.	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Sets precedent that all outside activities will be credited	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	No Response	Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
Total	Count	17	5	3	2	3	4	
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

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			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q3c. Out of School: Opportunities	No Reponse	Count	5	1	1	1	0	2
		Column %	29.4%	20.0%	33.3%	50.0%	.0%	50.0%
<i>Partnership opportunities (e.g. between community centers)</i>		Count	3	2	0	1	0	0
		Column %	17.6%	40.0%	.0%	50.0%	.0%	.0%
<i>"Pursuit of excellence" (can pursue own interests and excel)</i>		Count	2	0	1	0	1	0
		Column %	11.8%	.0%	33.3%	.0%	33.3%	.0%
<i>Exposure to all/new kinds of physical activity</i>		Count	2	0	2	0	0	0
		Column %	11.8%	.0%	66.7%	.0%	.0%	.0%
<i>Volunteer opportunities (e.g. camps)</i>		Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
<i>Broaden external/extra-curricular activity credits</i>		Count	2	0	0	0	1	1
		Column %	11.8%	.0%	.0%	.0%	33.3%	25.0%
<i>Use of community/out of school experts/facilities</i>		Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
<i>Personal planning/Encourages independence</i>		Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
<i>Assessment (e.g. base on hours, not count towards GPA, etc)</i>		Count	2	2	0	0	0	0
		Column %	11.8%	40.0%	.0%	.0%	.0%	.0%
<i>Increased funding for recreation centers/businesses</i>		Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
<i>Gender specific activities</i>		Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
<i>Formation of independent services to cater to demand</i>		Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
<i>Involving students in community recreation</i>		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Total		Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q3d. Out of School: Challenges	Assessment/tracking/monitoring/quality control/credibility	Count	10	3	2	2	1	2
		Column %	62.5%	60.0%	66.7%	100.0%	50.0%	50.0%
	Funding/financial concerns	Count	6	2	1	0	1	2
		Column %	37.5%	40.0%	33.3%	.0%	50.0%	50.0%
	Equity concerns	Count	5	1	2	0	1	1
		Column %	31.3%	20.0%	66.7%	.0%	50.0%	25.0%
	Defining legitimate out of school activities	Count	3	0	0	1	1	1
		Column %	18.8%	.0%	.0%	50.0%	50.0%	25.0%
	Availability of qualified staff/leaders in/out of school	Count	3	1	0	1	0	1
		Column %	18.8%	20.0%	.0%	50.0%	.0%	25.0%
	Availability of facilities	Count	2	0	0	1	0	1
		Column %	12.5%	.0%	.0%	50.0%	.0%	25.0%
	Safety/liability concerns (e.g. Child Abuse Registry)	Count	2	0	1	0	0	1
		Column %	12.5%	.0%	33.3%	.0%	.0%	25.0%
	No Response	Count	2	1	1	0	0	0
		Column %	12.5%	20.0%	33.3%	.0%	.0%	.0%
	Motivating students	Count	1	0	0	1	0	0
		Column %	6.3%	.0%	.0%	50.0%	.0%	.0%
	Clear policies/guidelines need to be created/changed	Count	1	0	0	0	0	1
		Column %	6.3%	.0%	.0%	.0%	.0%	25.0%
	Language of instruction	Count	1	0	0	0	0	1
		Column %	6.3%	.0%	.0%	.0%	.0%	25.0%
	Substitution of credit	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	Students with little out of school time (e.g. have a job)	Count	1	1	0	0	0	0
		Column %	6.3%	20.0%	.0%	.0%	.0%	.0%
	Total	Count	16	5	3	2	2	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q4a. Other Possibilities: Strengths	Involve all options (e.g. in, in and out, out)	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Volunteer component	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Flexibility	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Promote school-initiated credits that are already available	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Revisit mandatory credits	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	No Response	Count	14	3	3	2	3	3
		Column %	82.4%	60.0%	100.0%	100.0%	100.0%	75.0%
Total		Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q4b. Other Possibilities: Weaknesses	No Response	Count	15	4	3	2	3	3
		Column %	88.2%	80.0%	100.0%	100.0%	100.0%	75.0%
	Credit issue (28 verses 30)	Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
	Assessment/tracking/monitoring difficulties	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Equity concerns	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Safety/liability concerns	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Financial concerns	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
	Staff concerns	Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Total		Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q4c. Other Possibilities: Opportunities	No Response	Count	11	3	2	1	2	3
		Column %	64.7%	60.0%	66.7%	50.0%	66.7%	75.0%
Involves all options (e.g. in, in and out, out)		Count	2	1	0	1	0	0
		Column %	11.8%	20.0%	.0%	50.0%	.0%	.0%
Pass/fail system, not grade based		Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
Trying model with Senior 3's first		Count	1	0	0	0	1	0
		Column %	5.9%	.0%	.0%	.0%	33.3%	.0%
Offer clusters of courses (e.g. Foods and Nutrition, Woods)		Count	1	0	1	0	0	0
		Column %	5.9%	.0%	33.3%	.0%	.0%	.0%
Operating web based course		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Using summer months to earn credits		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Offering 1/2 credit per year instead of 1 credit per year		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Personal planning		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Total		Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

			Consultation Location					
			Total Responses	Brandon	Children of the Earth	Thompson	Cranberry/Portage	Fort Richmond
q4d. Other Possibilities: Challenges	No Response	Count	12	3	3	2	3	1
		Column %	70.6%	60.0%	100.0%	100.0%	100.0%	25.0%
Having 28 or 30 credits		Count	2	1	0	0	0	1
		Column %	11.8%	20.0%	.0%	.0%	.0%	25.0%
Assessment (e.g. pass/fail, based on hours, log books)		Count	2	2	0	0	0	0
		Column %	11.8%	40.0%	.0%	.0%	.0%	.0%
Fulfilling the graduation requirement		Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
Internal conflicts		Count	1	0	0	0	0	1
		Column %	5.9%	.0%	.0%	.0%	.0%	25.0%
Availability of qualified staff		Count	1	1	0	0	0	0
		Column %	5.9%	20.0%	.0%	.0%	.0%	.0%
Total		Count	17	5	3	2	3	4
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%