

Grade 4 – Physical Education/Health Education – Specific Learning Outcomes*

1 Movement

K 

- K.1.4.A.1** Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others.
- K.1.4.B.1** Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...).
- K.1.4.B.2** Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible).
- K.1.4.B.3a** Recognize the qualities of space awareness (i.e., levels, pathways, directions) in a variety of activities (e.g., tag game, obstacle course...).
- K.1.4.B.3b** Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...).
- K.1.4.B.3c** Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) in movement sequences performed by others.
- K.1.4.B.3d** Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) that enhance choreography of movement sequences with a partner and in small groups.
- K.1.4.C.1** Explain simple rules used in lead-up games and activities that are suitable for recess (e.g., four-square, hopscotch, jump-rope activities, game of own design...).
- K.1.3.C.2** **►** Recognize movement vocabulary (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) when following directions related to simple games and activities (e.g., obstacle courses...).
- K.1.4.C.3** Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities.
- K.1.4.C.4** Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time).

S

- S.1.4.A.1** Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...).
- S.1.4.A.2** Demonstrate proficiency in selected manipulation skills in a variety of individual activities (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet).
- S.1.4.A.3** Demonstrate competency in static and dynamic balance on apparatus at a low level (e.g., on a line, bench, low beam...).
- S.1.4.B.1** Demonstrate functional use of basic movement skills (e.g., jumping, hopping, throwing, catching...) in sport-related lead-up individual/dual games and physical activities (e.g., juggling, rope jumping...).
- S.1.4.B.2** Demonstrate functional use of basic movement skills (e.g., kicking, striking...) in large-group/mass-participation activities (e.g., invasion and striking/fielding-type activities...).
- S.1.2.B.3** **►** Set up and manage own games (e.g., skipping games, target games, hopscotch...).
- S.1.4.C.1** Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-olympics, multicultural games...).
- S.1.4.D.1** Demonstrate functional use of basic rhythmic steps and patterns (e.g., grapevine, walk/turn, slide, stamp, run...), applying movement concepts alone and with others in a variety of rhythmic activities (e.g., multicultural activities to reflect different styles such as folk, country, novelty...).
- S.1.4.D.2** Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus (e.g., hoops, scarves, ropes...), or on large apparatus (e.g., mats, balance beam...), alone or with others.

2 Fitness Management

K 

- K.2.4.A.1** Recognize the health-related fitness components (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility...).
- K.2.3.C.1a** **►** Show an understanding of the location, size, and function of the heart (e.g., in the chest area, size of a fist, pumps blood...).
- K.2.3.C.1b** **►** Identify short-term effects of exercise/physical activity on the body (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...).
- K.2.4.C.3** Recognize the importance of light aerobic activities and stretching as part of cool-down following a vigorous activity (e.g., decrease blood flow and body temperature gradually...).
- K.2.4.C.4** Discuss how setting realistic goals and developing strategies (e.g., positive thinking, regular practice, participating with others...) can contribute to personal achievement (e.g., sense of enjoyment, self-confidence...).

S

- S.2.4.A.1a** Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health-related and/or skill-related fitness components (e.g., activities that increase heart rate, lung capacity, strength, muscular endurance, flexibility, coordination...).
- S.2.4.A.1b** Maintain continuous aerobic activity for a set period of time, based on functional capacity.
- S.2.4.A.2** Demonstrate efficient ways (e.g., pulse point location and proper finger positions on wrist and neck, use of heart monitors...) to determine heart rate before and after exercise.
- S.2.4.A.3a** Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...).
- S.2.4.A.3b** Record own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) for personal progress.

3 Safety

K 

- K.3.4.A.1** Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...).
- K.3.4.A.2** Recognize safe and unsafe characteristics of performing common exercises (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...).
- K.3.2.A.3** **►** Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).
- K.3.2.A.4** **►** Show an understanding of general and specific safety guidelines and behaviours (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) that are appropriate for own age and ability.
- K.3.2.A.5a** **►** Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).
- K.3.4.A.5b** Identify water safety rules, hazards, and practices (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) related to aquatic activities (e.g., swimming, boating...).
- K.3.4.B.1** Identify responsibilities for prevention, protection, and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g., autos, boats, snowmobiles, farm equipment...).
- K.3.4.B.3** Identify common injuries (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite...) in everyday living, and ways to help (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids of others...).

K.3.3.B.4 **►** Recognize roles of individuals in school and community who provide safety services (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).

S

- S.3.4.A.1** Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).
- S.3.4.A.2** Demonstrate practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).

4 Personal & Social Management

K 

- K.4.4.A.1** Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) that influence self-esteem and self-confidence.
- K.4.4.A.2a** Identify a goal-setting process (e.g., assess attributes, set goals, visualize, practise, monitor, automate, enjoy...) for establishing personal goals.
- K.4.4.A.2b** Describe the factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) that affect personal motivation and achievement of goals.
- K.4.4.A.3** Identify the steps of the decision-making/problem-solving process with an emphasis on the final steps (e.g., making the decision, taking action, evaluating results...).
- K.4.4.B.1a** Identify appropriate social behaviours (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) toward others in small-group situations.
- K.4.4.B.1b** Discuss connections or representations of cultures in different physical and recreational activities (e.g., lacrosse from Aboriginal culture, tinkling from Philippines, voyageur games from French-Canadian culture...).
- K.4.4.B.2a** Identify positive communication skills (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) and behaviours (i.e., fair-play code of conduct) for getting along with others in competitive situations (i.e., as a participant, player, or spectator).
- K.4.4.B.2b** Identify ways (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say "please/thank you"...) to get along with others in cooperative/collaborative situations.
- K.4.4.C.1a** Identify characteristics of and/or behaviours associated with different emotions (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) in self and/or others.
- K.4.4.C.1b** Identify different strategies (e.g., talk with family, supportive friends, religious leader...) for coping with loss and grief.
- K.4.4.C.2** Recognize that people have different reactions (e.g., excitement, fear, motivation, inhibition...) to stressors.
- K.4.4.C.3** Identify the physical responses the body may experience as a result of stress (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...).
- K.4.4.C.4a** Identify the stress management skills (e.g., relaxation skills, stress-control skills, positive thinking, guided imagery, use of humour, talking with others...) that may be useful in coping with stress.

S

- S.4.4.A.1** Set goals (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement...) to enhance health and physical well-being.
- S.4.4.A.2** Design, implement, evaluate, and revise an action plan for making a group decision (e.g., classroom rules and routines, planning a class or group activity...).
- S.4.4.A.3** Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities.

S.4.4.A.5 Demonstrate use of stress-management strategies (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) by oneself and/or with others in a variety of contexts (e.g., discussion groups, sharing circle, games...).

5 Healthy Lifestyle Practices

K 

- K.5.4.A.1** Identify the importance of taking responsibility for personal hygiene practices on a regular basis (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity).
- K.5.4.A.2** Identify ways (e.g., avoid loud sounds, don't drink or swim in contaminated water, avoid second-hand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) to prevent reactions to various environmental conditions (e.g., noise, water, sun, air, plants...).
- K.5.4.A.3** Identify the function (i.e., biting, chewing) and structure (i.e., number, names, parts) of primary and permanent teeth.
- K.5.4.B.1** Describe feelings (e.g., enjoyment, sense of exploration, self-satisfaction, self-confidence, sense of belonging, relaxation...) associated with participation in physical activities as these feelings contribute to personal health and well-being.
- K.5.4.B.2** Identify ways (e.g., play time, joining local teams/clubs, family events, community events...) to be physically active indoors and outdoors in own community on a daily and/or regular basis.
- K.5.4.B.3** Determine how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly, monthly...).
- K.5.4.C.1a** Demonstrate an understanding of food groups, serving sizes, and serving numbers that support good health.
- K.5.2.C.1b** **►** Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...).
- K.5.4.C.2** Describe the best type and quantities of fluid to consume during various physical activities under different conditions (e.g., indoor, outdoor, humid, long/short duration...).

S

- S.5.4.A.1** Develop a personal action plan for daily personal health practices.
- S.5.4.A.2** Develop a personal action plan for daily active living, including reasons for choice of activities.
- S.5.4.A.3a** Assess personal food intake for a period of one to three days, and identify factors (e.g., culture, religions, availability, peers, television advertising, age...) that may influence food choices.
- S.5.4.A.3b** Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate.

- K** Knowledge
- S** Skills
- ☆** Introductory Stage (learning outcome not included in this chart)
- Acquisition Stage (grade-specific learning outcome)
- Maintenance Stage (learning outcome from a previous grade)

* The student learning outcomes are identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Winnipeg, MB: Manitoba Education and Training, 2000).

