

# Kindergarten — Physical Education/Health Education — Specific Learning Outcomes\*

<b>1</b>	<b>Movement</b>	
<b>K</b>		
<p><input type="checkbox"/> <b>K.1.K.A.1</b> Develop a movement vocabulary (e.g., running, hopping, jumping, overhand throwing, catching, balancing, underhand throwing...) by responding to verbal and visual cues with the corresponding body movements.</p> <p><input type="checkbox"/> <b>K.1.K.B.1</b> Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again...).</p> <p><input type="checkbox"/> <b>K.1.K.B.3a</b> Recognize the terms “personal space” (i.e., space around own body) and “general space” (i.e., space available to move in) associated with space awareness.</p> <p><input type="checkbox"/> <b>K.1.K.B.3b</b> Recognize names of body parts (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) when following instructions for physical activity (e.g., bend your knees, hands on hips, balance on one foot...).</p> <p><input type="checkbox"/> <b>K.1.K.B.3c</b> Explore, through movement, the difference between slow and fast speeds (e.g., walking and running...).</p> <p><input type="checkbox"/> <b>K.1.K.B.3d</b> Explore moving in relation to objects (i.e., around, under, over, near, far, in, out, through, on, off).</p> <p><input type="checkbox"/> <b>K.1.K.C.1</b> Follow the fundamental rules (e.g., boundaries, roles, actions, verbal cues for stop, go, switch...) used in simple games and activities (e.g., cooperative tag games...).</p> <p><input type="checkbox"/> <b>K.1.K.C.3</b> Recognize the fundamental strategies of simple games/station activities (e.g., aiming at a target, fleeing in a tag game, hitting an object with an implement, staying in boundaries...).</p> <p><input type="checkbox"/> <b>K.1.K.C.4</b> Discuss ways to play cooperatively and safely (e.g., share equipment, follow directions, help others, be considerate...).</p>		
<b>S</b>		
<p><input type="checkbox"/> <b>S.1.K.A.1</b> Travel safely using the basic transport skills (i.e., running, hopping, galloping, jumping) in general space (e.g., gallop freely without bumping into others or falling...).</p> <p><input type="checkbox"/> <b>S.1.K.A.2</b> Explore the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (e.g., throw a ball or beanbag underhand to an open space, strike a balloon with the hand...).</p> <p><input type="checkbox"/> <b>S.1.K.A.3</b> Explore static and dynamic balance (i.e., stopping, starting) in response to signals/cues/commands.</p> <p><input type="checkbox"/> <b>S.1.K.B.1</b> Explore basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple individual/dual activities (e.g., use transport skills while moving in relation with another student as in “follow the leader”...).</p> <p><input type="checkbox"/> <b>S.1.K.B.2</b> Explore basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple group activities (e.g., chasing/fleeing-type games...).</p> <p><input type="checkbox"/> <b>S.1.K.C.1</b> Experience different ways of moving (e.g., climbing, running, hopping...) in a variety of play areas on the school grounds (e.g., on playground equipment, hardtop area, grassy fields...).</p> <p><input type="checkbox"/> <b>S.1.K.D.1</b> Experience moving to different rhythms (e.g., quick, slow...), applying movement concepts (e.g., body awareness, space awareness...) in simple rhythmic activities (e.g., creative movement, action songs/games...).</p> <p><input type="checkbox"/> <b>S.1.K.D.2</b> Explore the gymnastic movement patterns (e.g., landings, statics, springs, rotations, locomotion, swings...) in activities using large and/or small apparatus (e.g., educational gymnastics, rhythmic sportive gymnastics...).</p>		

<b>2</b>	<b>Fitness Management</b>	
<b>K</b>		
<p><input type="checkbox"/> <b>K.2.K.B.1</b> Discuss the fact that daily physical activity makes muscles strong, including the heart.</p>		
<b>S</b>		
<p><input type="checkbox"/> <b>S.2.K.A.1a</b> Participate in a wide variety of physical activities that contribute to skill/fitness development and enjoyment.</p> <p><input type="checkbox"/> <b>S.2.K.A.1b</b> Sustain participation in moderate to vigorous activity for short periods of time, based on functional capacity.</p>		

<b>3</b>	<b>Safety</b>	
<b>K</b>		
<p><input type="checkbox"/> <b>K.3.K.A.1</b> Recognize safe and controlled movement while participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...).</p> <p><input type="checkbox"/> <b>K.3.K.A.2</b> Show an understanding that physical or medical conditions (e.g., injury, illness, asthma, physical disabilities, low fitness levels...) may affect degree and type of participation.</p> <p><input type="checkbox"/> <b>K.3.K.A.3</b> Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities (e.g., running shoes for indoor physical activities, winter boots for outdoor winter activities...).</p> <p><input type="checkbox"/> <b>K.3.K.A.4</b> Show an understanding of general safety rules in the gymnasium (e.g., safe and unsafe areas and fixtures, entrances and exits, storage of equipment, use of mats...) for active play (e.g., sports/games, rhythmic/gymnastics...).</p> <p><input type="checkbox"/> <b>K.3.K.A.5a</b> Discuss common safety rules for physical activity on the playground and school play areas (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sandpits...).</p> <p><input type="checkbox"/> <b>K.3.K.B.1</b> Identify safety symbols, hazards, and risks in everyday living (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).</p> <p><input type="checkbox"/> <b>K.3.K.B.3</b> Identify practices (i.e., follow rules and instructions, play in supervised areas, dress appropriately) to prevent injuries related to indoor and outdoor play (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...).</p> <p><input type="checkbox"/> <b>K.3.K.B.4</b> Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard...).</p>		
<b>S</b>		
<p><input type="checkbox"/> <b>S.3.K.A.1</b> Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) in selected activities.</p>		

<b>4</b>	<b>Personal &amp; Social Management</b>	
<b>K</b>		
<p><input type="checkbox"/> <b>K.4.K.A.1</b> Identify characteristics that describe self as special and unique (e.g., physical characteristics, abilities, gender...).</p> <p><input type="checkbox"/> <b>K.4.K.A.3</b> Identify daily decisions and/or choices (e.g., what to wear, eat, play; what is safe...) and how choices are made for health and well-being.</p> <p><input type="checkbox"/> <b>K.4.K.B.1a</b> Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) for getting along with others in school and schoolyard.</p> <p><input type="checkbox"/> <b>K.4.K.B.2a</b> Identify ways (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still...) to show a person is listening attentively when communicating.</p> <p><input type="checkbox"/> <b>K.4.K.B.2b</b> Identify activities that friends do together (e.g., communicate with each other, play games, share toys...).</p> <p><input type="checkbox"/> <b>K.4.K.B.4</b> Recognize appropriate response (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) in potentially dangerous situations.</p> <p><input type="checkbox"/> <b>K.4.K.C.1a</b> Identify a range of feelings and emotions (i.e., happy, sad, angry, scared, surprised, anxious, excited) in a range of contexts (e.g., in new places, big spaces, dark spaces, while sharing, during physical activities, holidays, birthdays, during agreements or disagreements...).</p> <p><input type="checkbox"/> <b>K.4.K.C.1b</b> Recognize ways emotions are expressed by others (e.g., laughter, teary-eyed, smile, frown, body language...).</p> <p><input type="checkbox"/> <b>K.4.K.C.2</b> Identify situations (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new...) that cause feelings of anxiety or stress.</p> <p><input type="checkbox"/> <b>K.4.K.C.4a</b> Identify the people (e.g., parents, siblings, teachers, Block Parent, religious leader...) who can provide support in stressful situations.</p>		
<b>S</b>		
<p><input type="checkbox"/> <b>S.4.K.A.2</b> Sort decisions and/or choices that are made daily, based on their positive or negative consequences (e.g., health-enhancing/unhealthy, safe/unsafe, helpful/harmful...).</p> <p><input type="checkbox"/> <b>S.4.K.A.3</b> Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share...).</p> <p><input type="checkbox"/> <b>S.4.K.A.5</b> Experience activities for relaxation (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television...).</p>		

<b>5</b>	<b>Healthy Lifestyle Practices</b>	
<b>K</b>		
<p><input type="checkbox"/> <b>K.5.K.A.1</b> Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).</p> <p><input type="checkbox"/> <b>K.5.K.A.3</b> Show an understanding of the changes (i.e., shedding of primary teeth, eruption of permanent teeth) related to growth and development of teeth, and proper dental care.</p> <p><input type="checkbox"/> <b>K.5.K.B.2</b> Identify physical activities that are enjoyable and fun through a variety of strategies (e.g., pictorial representations, mime, admit/exit slips...).</p> <p><input type="checkbox"/> <b>K.5.K.B.3</b> Discuss how automation has an impact on daily physical activity (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...).</p> <p><input type="checkbox"/> <b>K.5.K.C.1a</b> Recognize the food guide rainbow and a variety of foods in <i>Canada's Food Guide to Healthy Eating</i> (CFGHE).</p> <p><input type="checkbox"/> <b>K.5.K.C.1b</b> Recognize that you need food to grow and feel good.</p> <p><input type="checkbox"/> <b>K.5.K.D.1</b> Identify helpful and harmful substances found in the home and school (i.e., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products).</p> <p><input type="checkbox"/> <b>K.5.K.E.1a</b> Identify the major parts of the body by their appropriate names (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...).</p> <p><input type="checkbox"/> <b>K.5.K.E.3a</b> Show the understanding that people have a right to privacy (e.g., in reading corners, time-out zones, washrooms...).</p>		
<b>S</b>		
<p><input type="checkbox"/> <b>S.5.K.A.1</b> Record, with assistance, daily practices for personal health (i.e., dental and hygiene practices).</p> <p><input type="checkbox"/> <b>S.5.K.A.3a</b> Match a variety of healthy snacks to food groups and “other foods.”</p> <p><input type="checkbox"/> <b>S.5.K.A.3b</b> Experience a variety of foods in each food group, respecting individual diversity, cultural traditions, and allergies.</p> <p><input type="checkbox"/> <b>S.5.K.A.4</b> Demonstrate appropriate healthy choices in case scenarios related to substance use (i.e., do not touch unknown substances, do not eat or drink anything without permission).</p>		

- 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).

