

# Senior 2 – Physical Education/Health Education – Specific Learning Outcomes\*

## 1 Movement K

- K.1.S2.A.1 Analyze own level of performance of selected movement skills according to proper form/technique** (e.g., use peer-coaching or video tape to analyze tennis serve for placement of toss, preparatory swing, transfer of weight, contact point, and follow-through...).
- K.1.S2.B.1 Examine the factors** (e.g., personal, environmental, prior experiences...) **that may have influenced own movement skill development.**
- K.1.S2.B.2 Explain biomechanical principles** (i.e., force, motion) **for the improvement of specific movement skills in a physical activity selected by self or others** (e.g., keep head down in a golf swing, lean into the wind to reduce air resistance while cycling, rotate trunk and hips forward in batting...).
- K.1.S2.B.3 Analyze movement concepts related to strategies for individual physical activities** (e.g., body awareness in weight training for strength, in going up an incline in cross-country skiing...).
- K.1.S2.C.1 Demonstrate an understanding of rules** (i.e., safety rules, game rules, etiquette, officiating signals) **associated with selected sports while participating and/or officiating.**
- K.1.S2.C.2 Apply the terminology associated with the skills and rules for selected individual and dual activities/sports** (e.g., forehand/backhand in badminton, bogey/par/birdie/eagle in golf...).
- K.1.S2.C.3 Analyze the effectiveness of offensive and/or defensive strategies in a variety of specific games and sport situations** (e.g., analyze a team's strategies for strengths and weaknesses...).
- K.1.S2.C.4 Examine moral and ethical conduct in specific sport situations** (e.g., intentional fouls in basketball, fighting in hockey...).

## S

- S.1.S1.A.1 ⇒ S.1.S2.A.1 Select and refine transport skills, applying mechanical principles** (i.e., force, motion, balance) **related to activity-specific physical activity skills.**
- S.1.S1.A.2 ⇒ S.1.S2.A.2 Select and refine manipulation skills** (e.g., serve, forehand stroke, dribble, receiving a pass...), **applying mechanical principles** (i.e., force, motion, balance) **related to activity-specific physical activity skills.**
- S.1.S1.A.3 ⇒ S.1.S2.A.3 Select and refine balance abilities** (i.e., static, dynamic), **applying mechanical principles** (i.e., force, motion, balance), **using a variety of equipment** (e.g., skates, skis, boards, stilts, pogo sticks...) **related to activity-specific physical activity skills.**
- S.1.S2.B.1 Apply and refine selected activity-specific movement skills and variations** (e.g., running for long distance, dynamic balancing, double-poling, lunging, chipping, putting...) **in physical activities, including individual/dual type activities** (e.g., cross-country skiing, golf, cycling...).
- S.1.S2.B.2 Apply and refine selected activity-specific movement skills** (e.g., shooting for a goal...) **in physical activities, including team games using an implement** (e.g., field hockey, lacrosse, ice hockey, bandy...).
- S.1.S2.B.3 Demonstrate the ability to keep score and/or officiate in selected organized sports** (e.g., bowling, golf...).
- S.1.S2.C.1 Apply and refine selected activity-specific skills** (e.g., balancing, turning, sculling, paddling...) **required in alternative pursuits** (e.g., downhill skiing, canoeing, rowing, in-line skating...) **indigenous to the selected geographic area.**
- S.1.S2.D.1 Respond and move to selected rhythms and tempos** (e.g., 3/4 time waltz step, 2/4 time polka step...) **in a variety of rhythmic activities** (e.g., social dances, folk dances, contemporary dances, figure skating, synchronized swimming, aerobics, rhythmic gymnastics, juggling...).

## S

- S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others** (e.g., friend, sibling, senior citizen...).
- S.5.S2.A.3a Design a two-day menu that includes factors** (e.g., daily requirement, food likes/dislikes personal schedule, cost...) **for healthy eating.**
- S.5.S2.A.3b Demonstrate the ability to use information on labels to make daily healthy food choices.**
- S.5.S2.A.4 Analyze effective responses** (e.g., refusal statements, avoidance statements...) **to problems regarding substance use and abuse** (e.g., alcohol, drugs, tobacco, steroids/performance-enhancing substances, street drugs, inhalants...) **by self or others.**
- S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.**

**K** Knowledge  
**S** Skills  
 Acquisition Stage (grade-specific learning outcome)  
 ⇒ Maintenance Stage (learning outcome from a previous grade)

## 2 Fitness Management K

- K.2.S2.A.1 Evaluate the contribution** (i.e., associated fitness component, muscle/muscle groups, type of benefit) **of selected physical activities and/or exercises to physical fitness** (e.g., push-ups can develop muscular strength of arm muscles, which contributes to health-related fitness...).
- K.2.S2.B.1 Investigate the contribution** (e.g., strength, endurance, energy expenditure, elasticity, longevity, healthy weight...) **of exercise/physical activity to optimal health and the prevention of disease** (e.g., cardiovascular disease, breast cancer, type II diabetes, osteoporosis...).
- K.2.S2.C.1a Investigate the body's response** (e.g., stimulation of autonomic nervous system, endocrine response, respiration response, oxygen utilization...) **to increased activity levels.**
- K.2.S2.C.1b Explain how exercise of different intensities** (e.g., mild, moderate, vigorous, intermittent, continuous, aerobic, anaerobic...) **affects the structure and function of the cardiovascular and respiratory systems** (e.g., lowers resting heart rate, blood pressure; increases heart size, stroke volume, blood volume...) **in the context of healthy living and the prevention of disease.**
- K.2.S2.C.2 Explain and apply the principles of training and conditioning for specific fitness components** (e.g., develop a stretching program for improved flexibility...).
- K.2.S2.C.3 Design and implement effective warm-up and cool-down routines for specific individual/dual-type physical activities** (e.g., running, table tennis, cycling...).
- K.2.S2.C.4 Examine factors** (e.g., enjoyment, previous experiences, values and attitude, social benefits, financial commitment, medical conditions, incentives, stages of change...) **that have an impact on adherence to a personal fitness plan.**

## S

- S.2.S2.A.1a Participate in different types of training and conditioning activities that contribute to personal fitness development.**
- S.2.S2.A.1b Participate at a level consistent with planned and self-directed aerobic activities.**
- S.2.S2.A.2 Demonstrate use of heart-rate monitoring** (e.g., pulse points, heart monitors, software programs...) **in personal fitness training.**
- S.2.S2.A.3a Assess current personal physical fitness levels using appropriate fitness tests and information technology** (e.g., stopwatches, heart-rate monitors, fitness-related software programs...).
- S.2.S2.A.3b Analyze own fitness test results** (e.g., using information technology...) **and determine the factors that contributed to the results.**

## 3 Safety K

- K.3.S1.A.1 ⇒ K.3.S2.A.1 Review safety rules, routines, and procedures prior to participating in physical activity** (e.g., allow space for full backswing and follow-through in golf...).
- K.3.S2.A.2 Explain physiological reasons** (e.g., body position, physical characteristics, degree of elasticity of muscles...) **why exercise techniques are selected to minimize the risk to self and others** (e.g., bending knees in curl-ups reduces back arch/strain, avoiding neck hyperextension reduces cervical strain...).
- K.3.S1.A.3 ⇒ K.3.S2.A.3 Explain the reasons** (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) **for appropriate dress for selected indoor and outdoor activities** (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).
- K.3.S1.A.4 ⇒ K.3.S2.A.4 Identify safety and risk factors for selected activities** (e.g., cross-country skiing...) **related to people** (e.g., right of way, adaptations for persons with a disability...), **facilities** (e.g., snow conditions...), **and equipment** (e.g., appropriate clothing...).
- K.3.S2.A.5a Determine the safety considerations in selected alternative pursuits** (e.g., wear protective equipment, use reflective tape for nighttime visibility, have first-aid kit available, watch for extreme weather conditions...).
- K.3.S1.A.5b ⇒ K.3.S2.A.5b Relate the importance of making wise choices to prevent injury in selected land-based activities** (e.g., cycling, jogging...) **and/or water-based activities** (e.g., aquatics, diving, canoeing...).
- K.3.S2.B.1 Determine strategies to manage identified hazards related to community facilities and areas** (e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, workplaces...).
- K.3.S2.B.3 Demonstrate an understanding of cardiopulmonary resuscitation (CPR) as specified in the national/provincial certification program.**

## K.3.S2.B.4 Investigate the contributions self and/or others can make to community/global health and sustainable development (i.e., maintaining safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling).

- S.3.S1.A.1 ⇒ S.3.S2.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments** (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).
- S.3.S2.A.2 Demonstrate the skills** (e.g., sequential steps of emergency scene management, artificial resuscitation...) **required to administer cardiopulmonary resuscitation (CPR).**

## 4 Personal & Social Management K

- K.4.S2.A.1 Assess personal attributes and talents across a variety of domains** (e.g., academic, athletic, musical, artistic, interpersonal, intrapersonal...), **and assess how each contributes to self-esteem/self-confidence.**
- K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a behaviour** (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...).
- K.4.S2.A.2b Evaluate how various internal and external factors** (e.g., availability of particular jobs versus ability to do the jobs, making a team, improving a grade, improving fitness...) **may have an impact on the achievement of personal and/or career goals** (e.g., improving a grade, improving fitness, getting a job...).
- K.4.S2.A.3 Analyze factors** (i.e., values, beliefs, peers, media, environment, finances) **that influence personal and/or group decisions for active, healthy lifestyles.**
- K.4.S2.B.1a Examine the contributions of games, sports, and the arts to social development and cultural diversity** (e.g., getting to know and understand others of like and different cultures, Olympics...).
- K.4.S2.B.1b Discuss the historical and/or current roles of games, sports, and other physical activity pursuits for their contributions to the appreciation of different cultures.**
- K.4.S2.B.2a Evaluate the benefits of effective communication skills** (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) **for getting along with family, friends, and peers in school, community, and/or the workplace.**
- K.4.S2.B.2b Identify potential adult roles** (e.g., parent, partner, spouse...) **and ways to prevent potential problems** (e.g., domestic conflict, abuse...) **in developing meaningful relationships.**
- K.4.S2.C.1a Describe the behaviours necessary for providing others with support** (e.g., listen to a friend in difficulty...) **and promoting emotional health and well-being.**
- K.4.S2.C.1b Show an understanding of ways to support others** (e.g., show empathy, be available, provide comfort, join a support organization...) **who are dealing with the loss of a friend or family member.**
- K.4.S2.C.2 Describe situations** (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) **that cause personal stress.**
- K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being** (i.e., General Adaptation Syndrome, prevention of disease).
- K.4.S2.C.4a Examine the strategies** (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) **and defence mechanisms** (e.g., denial, compensation, rationalization, daydreaming, regression...) **that can be healthy or unhealthy ways of managing stress.**

## S

- S.4.S2.A.1 Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices** (e.g., physical activity and/or fitness plan, nutrition plan...).
- S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs.**
- S.4.S2.A.3 Apply communication skills and strategies** (e.g., listen actively, clarify feelings, summarize...) **in case scenarios for getting along with others in a variety of contexts** (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...).
- S.4.S2.A.5 Apply stress-management strategies** (e.g., mental imagery, relaxation skills, rest habits, focusing...) **and communication skills** (e.g., listen, comfort, seek help...) **for stress reduction for self and/or others in case scenarios related to stressful situations** (e.g., family breakdown, violence...).

## 5 Healthy Lifestyle Practices K

- K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.**
- K.5.S2.B.1 Determine different ways to promote active living** (e.g., display *Canada's Physical Activity Guide to Healthy Active Living* poster...) **for different age groups** (i.e., infants, children, youth, adults, seniors).
- K.5.S2.B.2 Explain the concept of active living and the factors** (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, demographic, safety issues; personal circumstances) **that may affect making personal choices.**
- K.5.S2.B.3 Examine ways** (e.g., fitness aids, improved equipment and facilities for training...) **technology may enhance and support a physically active lifestyle.**
- K.5.S2.C.1a Determine the nutritional value of a variety of foods** (e.g., fast foods, fad diets, snack foods...) **using *Canada's Food Guide to Healthy Eating* (CFGHE) and other resources.**
- K.5.S2.C.1b Explain the importance of daily food choices for health promotion at various life stages** (e.g., fetal development, childhood, adolescence, senior years...) **and for the prevention of chronic disease** (e.g., heart disease, cancer, type II diabetes, osteoporosis...).
- K.5.S2.C.2 Analyze factors** (e.g., food and fluid intake, rest, supplements, ergogenic aids...) **affecting optimal physical performance.**
- K.5.S2.D.1 Analyze issues** (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) **concerning the use and abuse of legal and illegal substances** (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).
- K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use and abuse and addiction** (e.g., drinking and driving, street drugs, inhalants...).
- K.5.S2.D.3 Examine current statistics on substance use as it affects healthy living, locally and nationally.**
- K.5.S1.E.1a ⇒ K.5.S2.E.1a Review the anatomy and physiology of the reproductive system of human beings.**
- K.5.S2.E.1b Identify and assess the advantages and/or disadvantages of different contraceptive methods** (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).
- K.5.S2.E.1c Describe the importance of and conditions for a healthy pregnancy** (e.g., avoidance of alcohol and tobacco, proper nutritional intake...).
- K.5.S2.E.2 Analyze the components** (e.g., communication, decision making, sharing, managing sexual feelings and desires...) **in different case scenarios for building and maintaining healthy relationships** (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).
- K.5.S2.E.3a Examine sexuality as it is portrayed in the media** (e.g., fashion magazines, music videos, advertisements, movies, songs...).
- K.5.S1.E.3b ⇒ K.5.S2.E.3b Examine the influences** (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**
- K.5.S1.E.3c ⇒ K.5.S2.E.3c Review personal responsibilities and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**
- K.5.S2.E.4a Explain health issues related to HIV/AIDS** (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).
- K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society** (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).

## S

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\* 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).