

This *Physical Education/Health Education (PE/HE) Planning Tool* has been developed to further support teachers in the delivery of the *Kindergarten to Grade 12 PE/HE Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.

The Planning Tool is intended to facilitate planning, assessment and reporting of student learning by:

1. Aligning all the current Kindergarten to Grade 10 PE/HE Student Learning Outcomes (SLOs) with each of the reporting categories of the Provincial Report Card in PE/HE (i.e. Movement, Fitness Management, Healthy Lifestyles as well as Learning Behaviours);
2. Clustering the PE/HE SLOs according to the principal curricular themes for each pair of grade levels (Kindergarten stands alone) identified in this planning tool as *Broad Areas of Learning*;
3. Identifying *Achievement Objectives*, another term adopted for this planning tool that summarize the knowledge, skills and attitudes students are expected to demonstrate in meeting the outcomes in each sub-cluster of SLOs;
4. Clustering of PE/HE SLOs that align with the Provincial Report Card's *Learning Behaviours* for developing social responsibility;
5. Providing a template for identifying learning resources according to the *Broad Areas of Learning* identified in the *Healthy Lifestyles* section of this planning tool.

Please note that the SLO clusters, the *Broad Areas of Learning* and the *Achievement Objectives* identified in this planning tool are suggestions for the purposes of this tool only and are not intended to distinguish between SLOs as to their relative importance. All SLOs from the *Framework of Outcomes* remain compulsory.

PE/HE Category: Movement
 The student acquires movement concepts and skills for safe and functional use in a variety of physical activities and environments.

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
Movement Development 9-10.Mvt.1 Application, analysis and refinement of selected and activity-specific movement skills in a variety of physical activities and settings.	Examines the characteristics of basic movement skills as they apply to different physical activities and transfer from one to another.	K1S1A1. Distinguish similarities and differences between characteristics of basic movement skills as applied to different physical activities.	
		K1S1B1. Relate how movement skill patterns transfer from one activity to another.	K1S2B1. Examine the factors that may have influenced own movement skill development.
	Selects and refines basic movement skills, applying mechanical principles related to activity-specific physical activity skills.	K1S1B2. Describe biomechanical principles related to projectiles and flight as applied in selected physical activity performance.	K1S2B2. Explain biomechanical principles for the improvement of specific movement skills in a physical activity selected by self or others.
		S1S1A2. Select and refine manipulation skills, applying mechanical principles related to activity-specific physical activity skills.	S1S2A2. Select and refine manipulation skills, applying mechanical principles related to activity-specific physical activity skills.
		S1S1A3. Select and refine static and dynamic balance abilities, applying mechanical principles, using a variety of equipment related to activity-specific physical activity skills.	S1S2A3. Select and refine static and dynamic balance abilities, applying mechanical principles, using a variety of equipment related to activity-specific physical activity skills.
		S1S1A2. Select and refine transport skills, applying mechanical principles related to activity-specific physical activity skills.	S1S2A2. Select and refine transport skills, applying mechanical principles related to activity-specific physical activity skills.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
	Applies and refines activity-specific movement skills in a variety of physical activities.		K1S2A1. Analyze own level of performance of selected movement skills according to proper form/technique.
		S1S1B1. Apply and adapt activity-specific movement skills in physical activities, including individual/dual games/sports.	S1S2B1. Apply and refine selected activity-specific movement skills and variations in physical activities, including individual/dual type activities.
		S1S1B2. Apply and adapt activity-specific movement skills in physical activities, including group/team-type activities.	S1S2B2. Apply and refine selected activity-specific movement skills in physical activities, including team games using an implement.
		S1S1C1. Apply and adapt selected activity-specific skills required in alternative pursuits indigenous to the selected geographic area.	S1S2C1. Apply and refine selected activity-specific skills required in alternative pursuits indigenous to the selected geographic area.
	Leads and follows movement sequences involving selected rhythms, tempos and styles in a variety of rhythmic activities.	S1S1D1. Demonstrate the ability to lead and/or follow while performing movement sequences, using complex rhythmic steps and patterns representing different cultural backgrounds and/or styles in a variety of rhythmic activities.	S1S2D1. Respond and move to selected rhythms and tempos in a variety of rhythmic activities.
Movement Understanding 9-10.Mvt.2 Use of specific terminology, rules and strategies for participating and officiating in select games and sports.	Analyzes basic strategies and related movement concepts related to individual and team physical activities.	K1S1B3. Analyze movement concepts related to game strategies in team activities.	K1S2B3. Analyzes movement concepts related to strategies for individual physical activities.
		K1S1C3. Describe the basic strategies employed in specific games and sports, including individual and team activities.	K1S2C2. Analyze the effectiveness of offensive and/or defensive strategies in a variety of specific games and sport situations.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
	Applies the terminology, rules, ethics and etiquette associated with selected sports and games.	K1S1C1. Demonstrate an understanding of the rules and etiquette associated with selected sports and games.	K1S2C1. Demonstrate an understanding of rules associated with selected sports while participating and/or officiating.
	Performs various officiating and score keeping duties related to selected sports and games.	K1S1C2. Apply the terminology associated with the skills and rules for selected team activities/sports.	K1S2C2. Apply the terminology associated with the skills and rules for selected individual and dual activities/sports.
		K1S1C4. Identify the impact on youth of unethical issues in sport as represented in the media.	K1S2C4. Examine moral and ethical conduct in specific sport situations.
		S1S1B3. Perform various officiating duties related to a particular physical activity/sport, including the use of hand signals where applicable.	S1S2B3. Demonstrate the ability to keep score and/or officiate in selected organized sports.
Physical Activity Risk Management 9-10.Mvt.3 Use of safety rules and procedures for participation and use of equipment in selected physical activities and environments.	Reviews and applies safety rules, routines and procedures for participation and use of facilities and equipment in selected physical activities and environments.	K3S1A1. Review safety rules, routines, and procedures prior to participating in physical activity.	K3S2A1. Review safety rules, routines, and procedures prior to participating in physical activity.
		K3S1A3. Explain the reasons for appropriate dress for selected indoor and outdoor activities.	K3S2A3. Explain the reasons for appropriate dress for selected indoor and outdoor activities.
		K3S1A4. Identify safety and risk factors for selected activities related to people, facilities and equipment.	K3S2A4. Identify safety and risk factors for selected activities related to people, facilities and equipment.
		K3S1A5a. Investigate potential safety risks inherent in selected alternative pursuits.	K3S2A5a. Determine the safety considerations in selected alternative pursuits.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
		K3S1A5b. Relate the importance of making wise choices to prevent injury in selected land-based activities and/or water-based activities.	K3S2A5b. Relate the importance of making wise choices to prevent injury in selected land-based activities and/or water-based activities.
		S3S1A1. Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments.	S3S2A1. Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

PE/HE Category: Fitness Management

The student acquires fitness concepts and skills that contribute to personal fitness development through a variety of physical activities and fitness development experiences.

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
Fitness Development Concepts 9-10.FM.1 Understanding of the basic principles of training for the development of specific fitness components.	Investigates and evaluates the contribution of selected physical activities and exercises to physical fitness and optimal health.		K2S2A1. Evaluate the contribution of selected physical activities and exercises to physical fitness.
		K2S1B1. Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum.	K2S2B1. Investigate the contribution of exercise/physical activity to optimal health and the prevention of disease.
	Investigates and explains the response of the body's muscular, cardiovascular and respiratory systems to exercise and increased activity levels.	K2S1C1a. Explain the structure of skeletal muscle and fiber types as they relate to muscular development.	K2S2C1a. Investigate the body's response to increased activity levels.
		K2S1C1b. Identify types of strength and stretching exercises for personal fitness development.	K2S2C1b. Explain how exercise of different intensities affects the structure and function of the cardiovascular and respiratory systems in the context of healthy living and the prevention of disease.
	Explains and applies the principles of training and conditioning for specific fitness components.	K2S1A1. Identify the skill-related fitness components and relate their importance to sport/physical activity performance.	

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
		K2S1C2. Describe the principles of training and conditioning for physical activities.	K2S2C2. Explain and apply the principles of training and conditioning for specific fitness components.
		K2S1C3. Design and implement effective warm-up and cool-down routines for specific team-related physical activities.	K2S2C3. Design and implement effective warm-up and cool-down routines for specific individual/dual-type physical activities.
Active Participation 9-10.FM.2 Regular participation in physical activities that contribute to personal fitness development.	Participates in different types of training and conditioning activities that contribute to a personal fitness development plan.	K2S1C4. Identify the factors related to health and fitness development that affect choices of physical activities for self and others.	K2S2C4. Examine factors that have an impact on adherence to a personal fitness plan.
		S2S1A1a. Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.	S2S2A1a. Participate in different types of training and conditioning activities that contribute to personal fitness development.
		S2S1A1b. Participate in planned and self-directed activities that maintain heart-rate levels in various zones.	S2S2A1b. Participate at a level consistent with planned and self-directed aerobic activities.
	Designs an action plan for daily active living based on personal and social factors.	K4S1B1b. Reflect on the factors that influence choice of physical activities or sport pursuits for self and others.	K4S2B1b. Discuss the historical and/or current roles of games, sports, and other physical activity pursuits for their contributions to the appreciation of different cultures.
			K5S2B1. Determine different ways to promote active living for different age groups
			K5S2B2. Explain the concept of active living and the factors that may affect making personal choices.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
			K5S2B3. Examine ways technology may enhance and support a physically active lifestyle.
			S5S2A2. Design an action plan for active living on a daily basis for self and/or others.
Fitness Assessment 9-10.FM.3 Use of personal fitness assessments to establish and monitor personal fitness goals.	Assesses and analyzes current personal physical fitness levels using appropriate fitness tests and information technology.	S2S1A2. Demonstrate use of heart-rate monitoring to compare exertion level in a variety of activities.	S2S2A2. Demonstrate use of heart-rate monitoring in personal fitness training.
		S2S1A3a. Assess the level of ability in one or more skill-related components of physical fitness.	S2S2A3a. Assess current personal physical fitness levels using appropriate fitness tests and information technology.
		S2S1A3b. Analyze own fitness test results to establish personal fitness goals.	S2S2A3b. Analyze own fitness test results and determine the factors that contributed to the results.
First Aid 9-10.FM.4 Demonstration of skills to administer basic first aid and CPR.	Identifies the common injuries that may occur in personal fitness programming and how selected exercise techniques will help prevent them.	K3S1A2. Identify the common injuries that may occur in personal fitness programming and how they can be prevented.	K3S2A2. Explain physiological reasons why exercise techniques are selected to minimize the risk to self and others.
	Demonstrates the understanding and skills required to administer basic first aid and cardiopulmonary resuscitation (CPR).	K3S1B3. Demonstrate an understanding of basic first aid and precautions for handling body fluids.	K3S2B3. Demonstrate an understanding of cardiopulmonary resuscitation (CPR) as specified in the national/provincial certification program.
		S3S1A2. Demonstrate the skills required to administer basic first aid.	S3S2A2. Demonstrate the skills required to administer cardiopulmonary resuscitation (CPR).

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

PE/HE Category: Healthy Lifestyles
 The student acquires concepts and applicable personal and interpersonal skills in developing well-being, healthy lifestyle practices, and healthy relationships.

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
Decision Making for Health and Well-Being 9-10.HE.1 Use of an action planning process for making decisions and solving problems to enhance personal health and well-being.	Examines and assesses how personal attributes, internal factors and external factors have an impact on personal, group and career goals and decisions.	K4S1A1. Examine personal strengths, values, and strategies for achieving individual success and a positive self-image.	K4S2A1. Assess personal attributes and talents across a variety of domains and assess how each contributes to self-esteem/self-confidence.
		K4S1A2a. Identify potential career choices in health education and physical education.	K4S2A2a. Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing behaviour.
		K4S1A2b. Determine the skills for employability.	K4S2A2b. Evaluate how various internal and external factors may have an impact on the achievement of personal and/or career goals.
		K4S1A3. Examine factors that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.	K4S2A3. Analyze factors that influence personal and/or group decisions for active, healthy lifestyles.
			K3S2B4. Investigate the contributions self and/or others can make to community/global health and sustainable development.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
	Designs, implements, evaluates and revises action plans for making personal and group decisions for active, healthy lifestyle practices.	S4S1A1. Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices.	S4S2A1. Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices.
		S4S1A2. Design, implement and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices.	S4S2A2. Design, implement, evaluate and revise an action plan for making a personal and/or group decision based on values and beliefs.
			K5S2A2. Demonstrate knowledge of healthy lifestyles practices that contribute to disease/illness prevention, including mental illness/disorders.
Safety of Self and Others 9-10.HE.2 Understanding of skills, strategies and community resources for addressing personal safety and abusive situations.	Demonstrates the ability to access and evaluate laws, policies, strategies and services that promote personal, facility and community health and safety.	K3S1B1. Evaluate the effectiveness of laws and policies that promote personal and community safety.	K3S2B1. Determine strategies to manage identified hazards related to community facilities and areas.
		K3S1B4. Demonstrate the ability to access valid health information and health-promoting products and services available in the community.	
	Demonstrates an understanding of the terms, issues, skills and avoidance/refusal strategies associated with physically, verbally and emotionally abusive situations.	K3S1B5a. Analyze issues related to violence prevention in a variety of contexts.	

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
		K3S1B5b. Demonstrate an understanding of the skills in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.	
		K3S1B6a. Differentiate among the terms associated with abusive situations.	
		K4S1B4. Identify examples of potentially dangerous situations and effective strategies for avoidance/refusal.	
	Identifies skills and community resources for addressing problems associated with sexually abusive behaviours.	K3S1B6b. Identify skills and community resources for addressing problems associated with sexually abusive behaviours.	
Mental-Emotional Development 9-10.HE.3 Demonstration of stress-management strategies for use in a variety of situations.	Shows an understanding of ways to support others who are dealing with the loss of a friend or family member.		K4S2C1b. Show an understanding of ways to support others who are dealing with the loss of a friend or family member.
	Describes situations that cause personal stress and examines its effects on physiological and psychological effects on health and well-being.		K4S2C2. Describe situations that cause personal stress.
			K4S2C3. Examine the physiological and psychological effects of stress related to health and well-being.
	Applies healthy stress-management strategies and communication skills for stress reduction in case scenarios.		K4S2C4a. Examine the strategies and defence mechanisms that can be healthy or unhealthy ways of managing stress.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
			S4S2A5. Apply stress-management strategies and communication skills for stress reduction for self and/or others in case scenarios related to stressful situations.
	Demonstrates knowledge of healthy lifestyle practices that contribute to flourishing mental health.		K5S2A2. Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.
Nutrition 9-10.HE.4 Understanding of the factors and choices that contribute to healthy eating and the maintenance of a healthy body.	Determines the nutritional value of a variety of foods and how they promote health and physical performance.		K5S2C1a. Determine the nutritional value of a variety of foods using Canada's Food Guide and other resources.
			K5S2C1b. Explain the importance of daily food choices for health promotion at various life stages and for the prevention of chronic disease.
			K5S2C2. Analyze factors affecting optimal physical performance.
	Demonstrates the ability to design a 2-day menu and use information on labels to make daily healthy food choices.		S5S2A3a. Designs a 2-day menu that includes factors for healthy eating.
			S5S2A3b. Demonstrate the ability to use information on labels to make daily healthy food choices.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
Substance Use and Abuse Prevention 9-10.HE.5 Examination of issues and consequences related to the use and abuse of substances.	Explains the meaning of addiction and the possible effects on self and/or others.	K5S1D1. Explain the meaning of addiction and the possible effects on self and/or others.	
	Analyzes potential consequences and effective responses to issues related to substance use and abuse and addiction.		K5S2D1. Analyze issues concerning the use and abuse of legal and illegal substances.
		K5S1D2. Examine the use and abuse of substances and potential consequences on personal health and well-being	K5S2D2. Evaluate the legal aspects and consequences of substance use and abuse and addiction.
		K5S1D3. Identify community agencies and resources available to support the prevention of substance use and abuse.	K5S2D3. Examine current statistics on substance use as it affects healthy living, locally and nationally.
		S5S1A4. Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse.	S5S2A4. Analyze effective responses to problems regarding substance use and abuse by self or others.
Human Sexuality 9-10.HE.6 Examination of human reproduction/sexuality and decision-making for responsible sexual behaviour.	Reviews the anatomy and physiology of the reproductive system of human beings.	K5S1E1a. Review the anatomy and physiology of the reproductive system of human beings.	K5S2E1a. Review the anatomy and physiology of the reproductive system of human beings.
	Identifies and assess the advantages and risks associated with sexual behaviour and different contraceptive methods.	K5S1E1b. Describe the potential consequences and risks associated with sexual behaviour and different types of contraceptive methods.	K5S2E1b. Identify and assess the advantages and/or disadvantages of different contraceptive methods.
	Describes the importance of and conditions for a healthy pregnancy.	K5S1E1c. Describe responsible behaviours for a healthy pregnancy.	K5S2E1c. Describe the importance of and conditions for a healthy pregnancy.
		K5S1E2b. Examine the psychological implications of sexual activity and teenage pregnancy, and responsibilities regarding prevention.	

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
	Describes health issues and ways to prevent STIs and the contraction of HIV.	K5S1E4a. Examine behaviours that may decrease the risk of contracting HIV and behaviours that increase the risk of contracting HIV.	K5S2E4a. Explain health issues related to HIV/AIDS.
		K5S1E4b. Describe the symptoms, effects and treatments for the most common sexually transmitted infections.	K5S2E4b. Describe ways to prevent STIs to promote the health of society.
	Examines the factors and influences on human sexuality and responsible sexual behaviour.	K5S1E3a. Describe social factors affecting human sexuality.	K5S2E3a. Examine sexuality as it is portrayed in the media.
		K5S1E3b. Examine the influences on making decisions for responsible sexual behaviour.	K5S2E3b. Examine the influences on making decisions for responsible sexual behaviour.
		K5S1E3c. Review personal responsibilities and sources of support with regard to sex-related health issues.	K5S2E3c. Review personal responsibilities and sources of support with regard to sex-related health issues.
	Applies a decision-making/problem-solving process in case scenarios for developing healthy relationships and responsible sexual behaviours.	K5S1E2a. Identify the components for building and maintaining healthy, close relationships.	K5S2E2. Analyze the components in different case scenarios for building and maintaining healthy relationships.
		S5S1A5. Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours.	S5S2A5. Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

PE/HE Learning Behaviours: Social Responsibility
 The student demonstrates citizenship and social skills that contribute to making the classroom, school, and larger community a positive, safe and caring environment.

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
		K4S1B1a. Describe ways to treat others for developing healthy and meaningful relationships.	K4S2B1a. Examine the contributions of games, sports, and the arts to social development and cultural diversity.
		K4S1B2a. Identify communication skills and strategies that promote team/group dynamics.	K4S2B2a. Evaluate the benefits of effective communication skills for getting along with family, friends, and peers in school, community, and/or the workplace.
		K4S1B2b. Identify appropriate social behaviours for developing meaningful interpersonal relationships.	K4S2B2b. Identify potential adult roles and ways to prevent potential problems in developing meaningful relationships.
			K4S2C1a. Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.
		S4S1A3. Apply interpersonal skills in case scenarios related to developing close, meaningful relationships.	S4S2A3. Apply communication skills and strategies in case scenarios for getting along with others in a variety of contexts.
		K4S1B3a. Examine how to manage anger in constructive ways in different case scenarios.	

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).

Grades 9 and 10 Physical Education/Health Education Planning Tool - DRAFT September 2, 2016

Gr. 9-10 Broad Areas of Learning	Gr. 9-10 Achievement Objectives	Gr. 9 SLOs	Gr. 10 SLOs
		K4S1B3b. Examine effects of conflicts and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships.	
		K4S1B3c. Assess behaviours and conflict-resolution strategies in the context of final outcome for settling disputes or disagreements.	
		S4S1A4. Apply conflict-resolution strategies in different case scenarios for understanding different perspectives and points of view.	

This planning tool is the result of the collaborative efforts of representatives from Manitoba Education and Training, the Manitoba Physical Education Supervisors' Association (MPESA) and the Manitoba Physical Education Teachers' Association (MPETA).