

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.

## Kindergarten Physical Education/Health Education Planning Tool – DRAFT September 2, 2016

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

Kindergarten Broad Areas of Learning	Kindergarten Achievement Objectives	Kindergarten SLOs
<b>Movement Development</b> K.Mvt.1 Exploration of the basic transport, balance and manipulation skills in a variety of movement experiences and play settings.	Explores basic transport, manipulation and balance skills in a variety of simple movement experiences and activities.	K1KB1. Discuss movement skill development as requiring good practice and patience in learning.
		S1KA1. Travel safely using the basic transport skills in general space.
		S1KA2. Explore the basic manipulation skills in a variety of simple movement experiences.
		S1KA3. Explore static and dynamic balance in response to signals/cues/commands.
		S1KB1. Explore basic movement skills and concepts in simple individual/dual activities.
		S1KB2. Explore basic movement skills and concepts in simple group activities.
	Explores moving in different ways and to different rhythms in a variety of spaces, play areas and on large and small apparatus.	S1KC1. Experience different ways of moving in a variety of play areas on the school grounds.
		S1KD1. Experience moving to different rhythms, applying movement concepts in simple rhythmic activities.

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Kindergarten Broad Areas of Learning	Kindergarten Achievement Objectives	Kindergarten SLOs
		S1KD2. Explore the gymnastic movement patterns in activities using large and/or small apparatus.
<b>Movement Understanding</b> K.Mvt.2 Recognition of personal and general space related to movement experiences.	Explores moving at different speeds and in relation to objects.	K1KB3c. Explore, through movement, the difference between slow and fast speeds.
		K1KB3d. Explore moving in relation to objects.
	Recognizes movement vocabulary, names of body parts and terms associated with space awareness.	K1KA1. Develop a movement vocabulary by responding to verbal and visual cues with the corresponding body movements.
		K1Kb3a. Recognize the terms "personal space" and "general space" associated with space awareness.
		K1KB3b. Recognize names of body parts when following instructions for physical activity.
	Follows the fundamental rules and recognizes the fundamental strategies of simple games/station activities.	K1KC1. Follow the fundamental rules used in simple games and activities.
		K1KC3. Recognize the fundamental strategies of simple games/station activities.
<b>Physical Activity Risk Management</b> K.Mvt.3 Recognition of general rules, routines and practices related to safe participation.	Discusses and recognizes ways to play cooperatively and move safely in physical activities.	K1KC4. Discuss ways to play cooperatively and safely.

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Kindergarten Broad Areas of Learning	Kindergarten Achievement Objectives	Kindergarten SLOs
		K3KA1. Recognize safe and controlled movement while participating in physical activity.
		K3KA2. Show an understanding that physical or medical conditions may affect degree and type of participation.
	Shows an understanding of safety rules for physical activity, including choice of footwear and use of equipment, in both indoor and outdoor environments.	K3KA3. Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities.
		K3KA4. Show an understanding of general safety rules in the gymnasium for active play.
		K3KA5a. Discuss common safety rules for physical activity on the playground and school play areas.
		S3KA1. Follow simple rules and routines for safe, active participation and use of equipment in selected activities.

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**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.

Kindergarten Broad Areas of Learning	Kindergarten Achievement Objectives	Kindergarten SLOs
<b>Active Participation</b> K.FM.1 Participation in physical activities that contribute to fitness development and enjoyment.	Discusses the physical benefits of daily physical activity for making strong heart and muscles.	K2KB1. Discuss the fact that daily physical activity makes muscles strong, including the heart.
		K5KB2. Identify physical activities that are enjoyable and fun through a variety of strategies.
		K5KB3. Discuss how automation has an impact on daily physical activity.
	Participates in a variety of physical activities, including those of moderate to vigorous intensity, for fitness development and enjoyment.	S2KA1a. Participate in a wide variety of physical activities that contribute to skill/fitness development and enjoyment.
		S2KA1b. Sustain participation in moderate to vigorous activity for short periods of time, based on functional capacity.

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**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.

Kindergarten Broad Areas of Learning	Kindergarten Achievement Objectives	Kindergarten SLOs
<b>Decision Making for Health and Wellbeing</b> K.HE.1 Sorting decisions and choices related to health and well-being.	Sorts decisions and choices that are made daily, based on their positive or negative consequences.	K4KA1. Identify characteristics that describe self as special and unique.
		K4KA3. Identify daily decisions and/or choices and how choices are made for health and well-being.
		S4KA2. Sort decisions and/or choices that are made daily, based on their positive or negative consequences.
<b>Safety of Self and Others</b> K.HE.2 Recognition of safety symbols, hazards, risks and practices in everyday living.	Identifies safety symbols, hazards, and risks in everyday living.	K3KB1. Identify safety symbols, hazards, and risks in everyday living.
	Recognizes safety helpers in the community and practices to prevent injury and harm in play and daily life situations.	K3KB4. Recognize safety helpers in the community.
		K4KB4. Recognize appropriate response in potentially dangerous situations.
		K3KB3. Identify practices to prevent injuries related to indoor and outdoor play.

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Kindergarten Broad Areas of Learning	Kindergarten Achievement Objectives	Kindergarten SLOs
<b>Mental-Emotional Development</b> K.HE.3 Experiencing of activities for relaxation and self-regulation.	Identifies situations that cause feelings of anxiety or stress and people who can provide support.	K4KC1a. Identify a range of feelings and emotions in a range of contexts.
		K4KC4a. Identify the people who can provide support in stressful situations.
	Experiences activities for relaxation.	S4KA5. Experience activities for relaxation.
<b>Personal Health Practices</b> K.HE.4 Identification of daily personal health practices.	Shows an understanding of basic dental care and development.	K5KA3. Show an understanding of the changes related to growth and development of teeth, and proper dental care.
	Identifies and records, with assistance, daily habits for leading a physically active and healthy life.	K5KA1. Identify daily habits for leading a physically active and healthy life.
		S5KA1. Record, with assistance, daily practices for personal health.
<b>Nutrition</b> K.HE.5 Recognition of the Canada Food Guide food groups and the need for food to grow and feel good.	Recognizes the Canada Food Guide rainbow and food groups.	K5KC1a. Recognize the food guide rainbow and a variety of foods in Canada's Food Guide.
	Recognizes the need for food to grow and feel good.	K5KC1b. Recognize that you need food to grow and feel good.
	Experiences a variety of foods and healthy snacks respecting diversity and allergies.	S5KA3a. Match a variety of healthy snacks to food groups and "other foods".
		S5KA3b. Experience a variety of foods in each food group, respecting individual diversity, cultural traditions, and allergies.

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Kindergarten Broad Areas of Learning	Kindergarten Achievement Objectives	Kindergarten SLOs
<b>Substance Use and Abuse Prevention</b> K.HE.6 Identification of safe and healthy choices related to the use of substances.	Identifies helpful and harmful substances found in the home and school.	K5KD1. Identify helpful and harmful substances found in the home and school.
	Demonstrates appropriate healthy choices in case scenarios related to substance use.	S5KA4. Demonstrate appropriate healthy choices in case scenarios related to substance use.
<b>Human Sexuality</b> K.HE.7 Identification of major body parts by appropriate names and understanding of people's right to privacy.	Identifies the major parts of the body by their appropriate names.	K5KE1a. Identify the major parts of the body by their appropriate names.
	Shows the understanding that people have a right to privacy.	K5KE3a. Show the understanding that people have a right to privacy.

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**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.

Kindergarten Broad Areas of Learning	Kindergarten Achievement Objectives	Kindergarten SLOs
		K4KB1a. Identify examples of responsible social behaviours for getting along with others in school and schoolyard.
		K4KB2a. Identify ways to show a person is listening attentively when communicating.
		K4KB2b. Identify activities that friends do together.
		K4KC1b. Recognize ways emotions are expressed by others.
		S4KA3. Demonstrate behaviours that show social responsibility in class activities.

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