





Grade 6 – Physical Education/Health Education – Specific Learning Outcomes*





1	Movement	
K		
<p><input type="checkbox"/> K.1.6.A.1 Recognize that there are different applications of the basic movement skills to different physical activities (e.g., striking skill used in baseball, hockey, paddleball...).</p> <p><input type="checkbox"/> K.1.6.B.1 Determine personal and uncontrollable factors (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) that may affect movement skill development.</p> <p><input type="checkbox"/> K.1.6.B.2 Identify biomechanical concepts (i.e., application and amount of force, range of motion, number of body segments) related to applying force in sending and receiving activities (e.g., overhead throwing with preparatory steps, full backswing, full trunk rotation, follow-through...).</p> <p><input type="checkbox"/> K.1.6.B.3 Design movement sequences (e.g., group routine in rhythmic gymnastics...) that show contrast in qualities of movement (e.g., levels, pathways, directions...) and formations (e.g., circles, lines, scattered...) performed in a group.</p> <p><input type="checkbox"/> K.1.6.C.1 Adapt the rules of lead-up games based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusivity, safety...).</p> <p><input type="checkbox"/> K.1.6.C.2 Use activity-specific terminology (e.g., bump, volley, free throw, serve...) associated with selected lead-up games and physical activities.</p> <p><input type="checkbox"/> K.1.6.C.3 Identify simple offensive and defensive strategies (e.g., “give and go,” marking an opponent, formations...) employed in lead-up games of different sports.</p> <p><input type="checkbox"/> K.1.6.C.4 Identify examples of fair play and good teamwork by others (e.g., showing respect for all players, making encouraging remarks to other players...) in different physical activities.</p>		
S		
<p><input type="checkbox"/> S.1.6.A.1 Perform extensions and/or variations of transport skills (e.g., sprinting, jumping, springing, rotating...), applying mechanical principles (e.g., speed is affected by body weight, range of motion, number of involved body segments, application of force...) for speed, height, and/or distance.</p> <p><input type="checkbox"/> S.1.6.A.2 Perform manipulation skills (e.g., throwing, kicking, catching...), applying mechanical principles (e.g., range of motion, number of body segments, application of force, absorption of force...) for accuracy and distance.</p> <p><input type="checkbox"/> S.1.6.A.3 Demonstrate dynamic balance (e.g., doing cartwheels, running backwards, kicking...), applying mechanical principles (i.e., lower centre of gravity, increase base of support, keep the line of centre of gravity at the edge of the base of support in the direction of force application) for stability.</p> <p><input type="checkbox"/> S.1.6.B.1 Apply functional use of selected movement skills (e.g., leaping, rolling, striking a ball with or without an implement...) to a variety of individual/dual games/sports, including multicultural games (e.g., Inuit games, gymnastics, paddleball, handball...).</p> <p><input type="checkbox"/> S.1.6.B.2 Apply functional use of selected movement skills (e.g., batting, dribbling, throwing and catching with an implement...) to a variety of team games/sports, including multicultural games (e.g., modified lacrosse, kanga ball, modified basketball...).</p> <p><input type="checkbox"/> S.1.6.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.</p> <p><input type="checkbox"/> S.1.6.C.1 Apply functional use of selected movement skills and variations (i.e., transport and balance skills), using various equipment and in a variety of environments (e.g., skating, swimming, cross-country skiing, snow soccer...).</p> <p><input type="checkbox"/> S.1.5.D.1 \Rightarrow S.1.6.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, jump rope, creative dance, folk dances...), showing two or more different styles/traditions.</p> <p><input type="checkbox"/> S.1.5.D.2 \Rightarrow S.1.6.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) in gymnastic-type sequences/routines (e.g., ball gymnastics, stunts, pyramids, creative hand apparatus...).</p>		


2	Fitness Management	
K		
<p><input type="checkbox"/> K.2.6.A.1 Recognize the health- and skill-related fitness components (e.g., agility, power, reaction time, speed, coordination...) that contribute to skill development.</p> <p><input type="checkbox"/> K.2.6.C.1a Identify the names of the main bones (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull...) and function (i.e., shape, support, protection) of the human skeletal system in the context of exercise and physical activity.</p> <p><input type="checkbox"/> K.2.6.C.1b Describe the effects of exercise and inactivity on the human skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass).</p> <p><input type="checkbox"/> K.2.5.C.2 \Rightarrow K.2.6.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development.</p> <p><input type="checkbox"/> K.2.6.C.3 Identify the proper techniques (e.g., slow and sustained, within comfort zone, focusing on target muscles and minimizing other body parts, stretching to the limit of the movement, slow and rhythmical breathing...) and harmful techniques (e.g., bouncing, swinging, stretching too hard...) in stretching exercises.</p> <p><input type="checkbox"/> K.2.6.C.4 Review behaviours (e.g., make positive remarks, cheer for others, make encouraging gestures...) that encourage effort and participation of others.</p>		
S		
<p><input type="checkbox"/> S.2.6.A.1a Participate in exercises/activities (e.g., juggling for developing coordination, moving through obstacle course for agility...) designed to improve and maintain personal fitness associated with health-related and skill-related fitness components.</p> <p><input type="checkbox"/> S.2.6.A.1b Demonstrate proper technique (i.e., pacing) while participating in continuous aerobic activity for a sustained period of time, while maintaining target heart rate.</p> <p><input type="checkbox"/> S.2.6.A.2 Compare own heart rate during aerobic activity to the general target heart-rate zones (e.g., general health, basic fitness, healthy heart...).</p> <p><input type="checkbox"/> S.2.6.A.3a Demonstrate the use of assessment strategies (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) to determine, organize, and record fitness results and physical activity participation.</p> <p><input type="checkbox"/> S.2.5.A.3b \Rightarrow S.2.6.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) to check and revise personal goals.</p>		

3	Safety	
K		
<p><input type="checkbox"/> K.3.5.A.1 \Rightarrow K.3.6.A.1 Show an understanding of safe practices (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) when helping others while practising in regular or modified physical activities.</p> <p><input type="checkbox"/> K.3.6.A.2 Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frostbite...).</p> <p><input type="checkbox"/> K.3.6.A.3 Recognize reasons (e.g., safety, personal hygiene, comfort, ease of movement...) for appropriate dress for physical activities in different weather and environmental conditions (e.g., sunny, cold, windy, wet...).</p> <p><input type="checkbox"/> K.3.5.A.4 \Rightarrow K.3.6.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use (e.g., protruding objects, condition of the floor, mats in jumping/landing activities...).</p> <p><input type="checkbox"/> K.3.5.A.5a \Rightarrow K.3.6.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).</p> <p><input type="checkbox"/> K.3.6.A.5b Outline the emergency steps (e.g., stay clear of traffic, seek help, apply basic first aid...) related to bicycle incidents or accidents.</p> <p><input type="checkbox"/> K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome).</p>		


4	Personal & Social Management	
K		
<p><input type="checkbox"/> K.3.6.B.3 Show an understanding of basic injuries/conditions (i.e., bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, apply compression, avoid touching/handling body fluids).</p> <p><input type="checkbox"/> K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).</p>		
S		
<p><input type="checkbox"/> S.3.4.A.1 \Rightarrow S.3.6.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).</p> <p><input type="checkbox"/> S.3.6.A.2 Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids...) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks...).</p>		

4	Personal & Social Management	
K		
<p><input type="checkbox"/> K.4.6.A.1 Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) that contribute to the development of personal identity, self-confidence, and self-efficacy.</p> <p><input type="checkbox"/> K.4.6.A.2a Identify and revise short- and long-term goals (e.g., using a student planner for school work, training for a marathon relay team, saving money...) for personal management (i.e., tasks, time, responsibilities).</p> <p><input type="checkbox"/> K.4.6.A.2b Determine effective time-management techniques and organizational skills (e.g., making lists, setting priorities...) for personal planning (e.g., preparing for tests, examinations, projects, competitions...).</p> <p><input type="checkbox"/> K.4.6.A.3 Describe how personal factors (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) and social factors (e.g., peers, friends, trends, society, culture, media, advertising...) influence making responsible and health-enhancing decisions (e.g., participating in daily physical activity...).</p> <p><input type="checkbox"/> K.4.6.B.1a Identify the influences (e.g., family beliefs/values, role models, peers, advertising, television, movies...) that help or hinder responsible, social decision making (e.g., choosing friends, choosing activities, communicating with others...).</p> <p><input type="checkbox"/> K.4.6.B.1b Recognize personal participation and responsibility (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) in different social contexts.</p> <p><input type="checkbox"/> K.4.6.B.2a Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...).</p> <p><input type="checkbox"/> K.4.6.B.2b Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and collaboratively with others.</p> <p><input type="checkbox"/> K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways (e.g., talking out conflicts with safe adult assistance, using self-statements or self-talk for control, using active listening, participating in physical activities...).</p> <p><input type="checkbox"/> K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief (e.g., denial, anger, bargaining, sadness, depression, acceptance...), and where to go for help (e.g., family, teacher, school counsellor, elder, religious leader...).</p> <p><input type="checkbox"/> K.4.6.C.2 Identify the personality traits (e.g., sense of humour, adaptability, patience, understanding...) that are conducive to handling stress and showing resiliency (i.e., ability to bounce back in a stressful situation).</p> <p><input type="checkbox"/> K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages (i.e., alarm stage, resistance stage, exhaustion stage).</p> <p><input type="checkbox"/> K.4.6.C.4a Identify stress-management strategies (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations (e.g., being called names, losing a game, being pressured by parents or peers...).</p>		

5	Healthy Lifestyle Practices	
K		
<p><input type="checkbox"/> S.4.6.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) to enhance health and well-being.</p> <p><input type="checkbox"/> S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices.</p> <p><input type="checkbox"/> S.4.6.A.3 Demonstrate functional use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) for inclusion of others in different types of physical activities (e.g., low-competitive, cooperative, multicultural...).</p> <p><input type="checkbox"/> S.4.6.A.5 Demonstrate the functional use of stress-management strategies (e.g., using self-statements or positive self-talk, talking with others, taking time out, counting to 10, focusing, breathing deeply...) for managing stress in case scenarios related to a variety of situations (e.g., competition, anger, tests, public speaking, conflict, change, failure...).</p>		
S		
<p><input type="checkbox"/> S.5.6.A.1 Develop a personal action plan for daily personal health practices during the adolescent years.</p> <p><input type="checkbox"/> S.5.6.A.2 Develop a personal action plan for daily active living, including ways to adhere to the plan.</p> <p><input type="checkbox"/> S.5.6.A.3a Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.</p> <p><input type="checkbox"/> S.5.6.A.3b Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (i.e., bone development).</p>		

5	Healthy Lifestyle Practices	
K		
<p><input type="checkbox"/> K.5.6.A.1 Outline the importance of regular hygiene practices during adolescent years (i.e., effective washing helps to control acne and body odour, use of deodorant helps to control body odour, dental hygiene for maintaining dental health, appearance, and fresh breath).</p> <p><input type="checkbox"/> K.5.6.A.2 Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...).</p> <p><input type="checkbox"/> K.5.6.B.1 Recognize the physical benefits (e.g., reduced risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer...) and the socio-emotional benefits (e.g., reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people...) of participating in daily physical activities.</p> <p><input type="checkbox"/> K.5.6.B.2 Identify responsible decisions (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports...) that promote daily physical activity.</p> <p><input type="checkbox"/> K.5.6.B.3 Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/runs...).</p> <p><input type="checkbox"/> K.5.6.C.1a Identify food choices and types of physical activity for a healthy body (i.e., for bone development).</p> <p><input type="checkbox"/> K.5.6.C.1b Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (i.e., for bone development during adolescence).</p> <p><input type="checkbox"/> K.5.6.C.2 Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities.</p>		
S		
<p><input type="checkbox"/> S.5.6.A.1 Develop a personal action plan for daily personal health practices during the adolescent years.</p> <p><input type="checkbox"/> S.5.6.A.2 Develop a personal action plan for daily active living, including ways to adhere to the plan.</p> <p><input type="checkbox"/> S.5.6.A.3a Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.</p> <p><input type="checkbox"/> S.5.6.A.3b Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (i.e., bone development).</p>		

* 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).

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